

Thursday, 27 May 2021

(10.03 am)

LADY SMITH: Good morning and welcome to the last day of this part of the boarding schools case study.

Welcome also to our very nearly having completed four years of using this hearing space. It will be four years on Monday that we began holding hearings on the third floor of Rosebery House and it is also the last day that we will be holding hearings here. As I think most of you will have already picked up, we will be moving over the summer, and our next set of hearings will be taking place in our new premises over in the eastern end of the city, just off St Andrew Square. We are all delighted to be able to be moving to these new premises and the hearing suite floor has already started -- the work has already started there to fit it out to our particular requirements. So it's quite a milestone that you are taking part in today.

Let me turn from that to the matter of closing submissions in relation to the evidence that we have heard about the provision of care at Loretto School and the provision of care at Morrison's Academy, the care concerned, of course, both being the boarding provision that these schools afforded children over quite a number of years.

1 I am going to start by inviting counsel to the
2 Inquiry, senior counsel to the Inquiry, Mr Brown.
3 I will then turn to Ms Grahame who, as you know,
4 represents Loretto School, and then to Mr Hamilton for
5 Morrison's Academy.

6 If I can start first, please, with Mr Brown.

7 Closing submissions by MR BROWN

8 MR BROWN: My Lady, good morning. Some practicalities to
9 begin with. In terms of the submissions of Ms Grahame,
10 I understand that her solicitors have been having IT
11 problems, as the Inquiry from time to time has had IT
12 problems too so it is well understood.

13 In terms of her submissions, which were sent in
14 advance, as were Morrison's, there are some changes
15 which will be reflected in what she says when she reads
16 them, and that will be reflected, if the technology
17 works, with an updated copy being sent to the parties.

18 LADY SMITH: That is very helpful. Thank you. I do
19 understand. None of us want these things to happen but
20 sometimes we can't stop them happening and they cause
21 delay.

22 MR BROWN: Thank you.

23 Looking at the evidence we have heard over the last
24 three weeks, from Loretto we heard 15 applicants and 17
25 other witnesses, including one obviously alleged abuser,

1 and that includes both the current head and the current
2 chair of the board of governors. From Morrison's we
3 heard 13 applicants and three other witnesses including
4 the current head of school.

5 I should say that press coverage of those hearings
6 has proved useful to the extent that even this morning
7 we have had further contact from former pupils. We have
8 had seven what might be described as connected emails,
9 because they focus on one particular tranche of
10 evidence, and in that regard we have also had an updated
11 supplementary statement from one of the other witnesses.

12 I just assure those who are interested that all of
13 those additional materials will be considered.

14 LADY SMITH: Thank you.

15 MR BROWN: Looking to the evidence we heard particularly
16 from both headmasters and the chair of the current board
17 of Loretto, I should recognise that the chair of the
18 board of Morrison's was also present throughout, and it
19 has been striking that as well as giving evidence, all
20 four of those gentlemen have been in attendance every
21 day in one form or another to listen to the evidence and
22 clearly took matters very seriously indeed. Very
23 thoughtful evidence was given by all three, and it is
24 clear from what they have said in evidence and what is
25 now said in the submissions that there is essentially no

1 challenge to the evidence of abuse they have heard, save
2 questions of emphasis and weight which your Ladyship may
3 give to individual witnesses, all of which might be well
4 understood. As a result, I have no issue with the
5 submissions that have been made in broad terms.

6 It is also clear from the evidence and the
7 submissions from Loretto, who obviously, of the two
8 schools, continue as a boarding school, there is
9 a desire for further reflection on some of the material
10 we have heard, and that is understandable and I suspect
11 will be helpful given the broad tenor of the evidence.
12 And I just emphasise that there will be scope for
13 further submissions later this year once we have heard
14 from the five remaining schools which fall to be
15 considered.

16 With that in mind, what I have to say this morning
17 is really an interim submission, if you like, on
18 a number of matters that have arisen from the evidence
19 taken thus far and will be quite broad in their scope,
20 obviously in due course more detailed final submissions
21 can be made once all the evidence is heard.

22 At the outset I would remark that it is clear that,
23 for many, boarding school could be enjoyable at least in
24 parts, and most pupils were not plagued with the grim
25 issues we have heard about over the last few weeks.

1 I say that simply because of the numbers involved over
2 the years that we are looking at and also the tenor of
3 some of the evidence.

4 It is also clear that for some of the applicants who
5 spoke to abuse at either Loretto or Morrison's, that
6 either before or after they had good experiences at
7 other boarding schools, but equally some had dreadful
8 experiences at all schools.

9 It is also true there is broadly an acceptance that
10 the education received at both schools was good, if not
11 very good, and the problems mostly arose in the boarding
12 houses or in times away from the classroom. Morrison's
13 was particularly stark in that regard.

14 A number of factors may have been at play but two
15 stand out. Good people, thinking of Simon Pengelley's
16 evidence, and good environments, thinking not only of
17 process and systems but also layout and visibility,
18 means the scope for abuse diminishes. That also happens
19 if there is the right mindset, a growth mindset, that
20 prevents the assumption and works on the basis that
21 there is never room for complacency because abuse may
22 always happen.

23 Where one, other or both is missing, however, life
24 for boarders, as we have heard, can be desperate,
25 and there is no doubt that in relation to both Loretto

1 and Morrison's we have heard evidence of significant
2 physical, sexual and, most seriously perhaps, emotional
3 abuse. It is also clear that a consistent problem in
4 both was the inability or unwillingness of pupils to
5 speak to anyone about what went on.

6 It is noticeable, however, that the bulk of the
7 abuse we have heard of occurred up until the 1990s,
8 which reflects the ongoing changes in approach taken
9 towards and by schools in terms of the abolition of
10 corporal punishment, inspection, formalisation of
11 internal processes and, fundamentally, a recognition
12 that child welfare and protection were things that could
13 not be assumed as given but had to be encouraged and
14 actively so. I will return to that shortly.

15 Looking briefly at the evidence of abuses in turn.
16 Physical abuse. That could obviously be in a number of
17 ways, most obvious being corporal punishment by
18 teachers, which went beyond what was clearly deemed
19 normal and simply part of school life by both staff and
20 pupils prior to its abolition in the late 1980s. We
21 have heard repeated accounts of blows exceeding the
22 understood maximum of six, beatings drawing blood,
23 leaving welts and bruising and, on occasion, breaking
24 bones. There was also the issue of corporal punishment
25 being used to discipline the most trivial of

1 transgressions.

2 The same applies to the use of corporal punishment
3 by senior pupils on junior pupils which, while phased
4 out earlier in the evidence, demonstrated the same scope
5 for excess amounting to abuse. As one applicant said,
6 when he went into the showers, you would see boys with
7 their bottoms bleeding, bruised and battered, not
8 an unusual occurrence it has to be said.

9 The more traditional peer physical abuse relates to
10 the large amounts of violence we have heard about from
11 both schools inflicted on junior pupils by their seniors
12 which amounted to the worst form of bullying. Such
13 violence could take many forms, lead to not
14 insignificant physical injury, and for some could be
15 a daily experience.

16 There was also occasional straightforward violence
17 from a number of teachers who would appear to suffer
18 loss of control. One of those was Guy Ray-Hills but
19 there were others.

20 Guy Ray-Hills obviously leads neatly into the next
21 issue of sexual abuse because he stands out as perhaps
22 the most significant individual abuser we have heard of.
23 From the totality of the evidence, he was a serial
24 sexual offender who carefully targeted, groomed and then
25 repeatedly abused multiple boys over the entirety of his

1 tenure at Loretto. As Don Boyd said:

2 "I realised the extent to which his whole psyche and
3 his whole modus operandi and everything else revolved
4 around underage sex with boys."

5 Twelve former pupils chose to speak in a variety of
6 ways to a wide range of sexual abuse, from indecency to
7 penetration, but the openness of his conduct in front of
8 Nippers both in the classroom and the tub room, and by
9 Sunday dinners for senior boys, meant his behaviour
10 impacted many more, including those not chosen to be his
11 special friends who received invitations to his bedroom.

12 There is evidence of other teachers being too
13 interested in their charges but none comes close to
14 Guy Ray-Hills in terms of gravity.

15 It is also clear that latent homosexuality pervaded
16 both schools when they were boys only. That was perhaps
17 inevitable given the sexual development in an all-male
18 environment. As one said, sexual activity was not
19 thought of as abuse at that time because it was almost
20 an accepted part of life. However, plainly that on
21 occasion led to sexual peer abuse which was spoken to by
22 three applicants, perhaps most upsettingly by Alex who
23 described on his first night at Loretto two older boys
24 sexually assaulting him in the dorm, both trying anal
25 sex but that not working. He was 12 and a half. You

1 will recall, my Lady, that thereafter he was known as
2 "██████████" which gave a very clear example of the
3 emotional harm that the physical and sexual abuse could
4 result in.

5 LADY SMITH: Yes. It is also an example of it being widely
6 known what was happening.

7 MR BROWN: Yes, I was coming to that, because obviously it
8 was a name used by teachers.

9 That emotional abuse reflects perhaps the culture of
10 boarding schools and the traditional behaviour not
11 helping, a hierarchical system where far too much power
12 without adequate oversight was given to older pupils
13 over juniors, and where, as a result, inevitably abuse
14 of that power would become the norm.

15 You will remember Dorothy Barbour talking about her
16 experience, her long experience as a teacher, and making
17 the point that bullying was inevitable but how much
18 there was depended on the environment. She confirmed
19 that, common to all schools, there is a code of silence
20 and pupils observe their pupil code. So again it was
21 understood by experienced teachers that these things
22 could go on.

23 The silence, she said, was because of a fear that
24 they would make things worse for themselves if they
25 spoke out. An extreme example of that would be in

1 relation to the shunning, which clearly upset her
2 significantly and, as she said, would happen to younger
3 boys, particularly those not of a rugby bent.

4 Scabbing, another form of institutional bullying,
5 occurred at Loretto, fagging went on at Morrison's, and
6 it is clear that in some houses it was worse than others
7 in both schools.

8 That led to the fear that we heard about, perhaps
9 more particularly voiced by Morrison's but redolent in
10 the evidence of Loretto pupils also. That was worse
11 than anything else and demonstrated the efforts of
12 pupils to avoid the boarding house, hide from others,
13 try to be invisible. As Cillian said:

14 "The fear of punishment, or, one, the prevalence
15 but, two, the fear of it taking place, just scared me
16 witless. I really thought that if I could curl up in
17 a ball and hide somewhere out of sight that I wouldn't
18 be seen. That is how naive I was. I didn't want to be
19 seen, because if I was seen then the chances are
20 something unpleasant was going to happen."

21 That fear and emotional distress, as your Ladyship
22 has observed, also was reflected in sexual abuse. As
23 Alex said, as a result of the bullying he was
24 ostracised. That was worse than the sexual abuse,
25 particularly as teachers used the name and he felt

1 ashamed and persecuted.

2 The impact of all this abuse was widespread and had
3 multiple effects. Your Ladyship heard multiple accounts
4 of the need for professional intervention later in life.
5 Perhaps a common thread is the impact of failure to
6 trust for the rest of adult lives because of what
7 happened at school.

8 As I indicated, these are interim submissions
9 because we will hear more from others, but themes are
10 obviously coming out of the first two schools,
11 and I will just touch upon those briefly.

12 The most striking perhaps is -- and this was
13 obviously also reflected in the phase 1 hearings -- that
14 there was a lack of proper awareness of the concept of
15 child protection, welfare and the need to safeguard in
16 schools and wider society until about the mid-1990s. At
17 that point the penny seems to have dropped, both for
18 state and as a result the schools, that the lives of
19 boarding school children should not just centre around
20 education and the inspection of education. It is clear
21 that since then there has been an increasing and
22 improving state and school understanding of what should
23 be done both in terms of provision of child protection
24 officers, proper systems, learning lessons from the past
25 and taking them into the present.

1 Prior to the 1990s, however, there are common themes
2 of lack of oversight and an assumption that things would
3 just somehow work. Considerable naivety is associated
4 with that, and the mindset that abuse just wouldn't
5 happen. No proper record-keeping, certainly in the
6 earlier days. No processes or policies in place or,
7 even if they were, they weren't written down and
8 accessible to all.

9 The result of all of that was fiefdoms, as we have
10 heard, or in real terms, boarding houses or houses in
11 schools which operated with no proper, or in the worst
12 cases no, control, and a complete abdication of
13 responsibilities to boys in the worst possible
14 hierarchical system. In the most extreme cases,
15 insularity and resistance to change from pupils
16 themselves meant that nothing changed and the process
17 simply continued year in, year out, because the
18 mentality was: it didn't do us any harm so we will just
19 carry on.

20 That did seem to change, certainly from the evidence
21 we heard, at Morrison's in the 1980s at least from some
22 pupils, thinking of Iain Leighton who was confirmed as a
23 good prefect, and also from the female witness at
24 Morrison's who talked about her year group not
25 perpetuating the same bad practices.

1 That insularity and resistance to change is also
2 reflected in another theme which is the issue of
3 governance. Governors traditionally were old boys with
4 old-fashioned assumptions again that since it hadn't
5 done them any harm, there was nothing to change. There
6 was no safeguarding, no training, there were no
7 committees looking at welfare.

8 There was also an acceptance, I suggest, of a need
9 to protect the school's image as something that was more
10 important than protecting children. As one of
11 the former headmasters, Jack, said:

12 "Sometimes there was desire to keep things quiet and
13 not make a fuss and not shine a light on a school which
14 may have distracted decision-makers from dealing more
15 adequately and more appropriately with individuals."

16 Guy Ray-Hills is a remarkable example of what could
17 go wrong. I suggest it would be reasonable to find from
18 the evidence that both the headmasters of the Nippers
19 who covered his tenure, and the head of Loretto senior
20 school who was present when he was dismissed, could only
21 have been aware of what was going on, yet still the
22 result was a gushing valedictory essay, honorary
23 membership as an Old Lorettonian until 2004 and
24 suspension, and from the second head of Nippers,
25 Hamish Galbraith, positive encouragement that he could

1 be a home tutor as he now had a flat in London. To
2 today's ears and eyes, that is simply remarkable.

3 LADY SMITH: Yes.

4 MR BROWN: The same reluctance to face up to issues led to
5 a failure of what might be described as keeping an eye
6 on the ball and recognising that there were problems,
7 and this persisted, in the evidence, up until the 1990s,
8 thinking of Loretto and the issue of David Stock.
9 Whatever the truth of Stock's essays or the accuracy or
10 inaccuracy of his misgivings about the head, the manner
11 of his removal was unfair and meant that the school
12 failed to recognise that boys were not speaking up to
13 bullying, whatever the actual extent of it was, and that
14 they failed to adequately follow up. One can only be
15 concerned at that failure which seems to have been
16 masked by concerns of internal politics and division.

17 LADY SMITH: It does seem, from the evidence we have, that
18 the concentration of activity was on, if I can put it
19 this way, dealing with David Stock rather than looking
20 in any depth into the welfare of the children and the
21 possibility that there was a culture of abuse.

22 MR BROWN: That is so. I think I said they took their eye
23 off the ball. Perhaps the eye wasn't on the ball.

24 That evidence also reveals how important the
25 character of a house and school can be significantly

1 changed by the character of the head or the housemaster.
2 And of course I accept the tone would change depending
3 on an individual, but it also reflected perhaps the
4 impossibility at that stage of the job of housemaster
5 given the numbers involved and given other
6 responsibilities. Put simply, there may not have been
7 enough support. And as we saw in Dalmhor, turning to
8 Morrison's, there was too much scope to abdicate
9 responsibility to the boys and they just ignored
10 possible issues.

11 All of that emphasises the need to employ good
12 people and to do so properly, which is a theme that we
13 have heard about most recently.

14 There is clear evidence of inadequate systems of
15 references and checks for new teachers and also, as
16 I touched on, the desire to protect the teacher and the
17 school's reputation rather than having child protection
18 as the prime motivator.

19 As I recognised, however, things are clearly
20 changing, and changing very much for the better although
21 I should refer again to the evidence of Jack who perhaps
22 made the point clearly that there is still room for
23 change, thinking in terms of employment. Whilst he
24 talked about planned references, putting the onus on the
25 employer to see flags that should be raised using

1 questionnaires, fundamentally there is an issue about
2 whether there needs to be absolute openness and candour
3 so far as references, remembering that the interests of
4 the children need to come first.

5 There is also the ongoing issue of and the potential
6 for small school community loyalty, which is again
7 another example of political, with a small P, tensions
8 having an adverse effect in how teachers are dealt with.

9 LADY SMITH: That is loyalty amongst staff.

10 MR BROWN: Absolutely.

11 LADY SMITH: Who, in a small school, are more likely to
12 build close relationships.

13 MR BROWN: Indeed so. And obviously, when thinking of that,
14 I am thinking again of Jack who accepted the theoretical
15 risk of politics diverting people away from child
16 protection, and we heard from Graham Hawley and other
17 witnesses about the loyalty, for example, to Martin from
18 the [REDACTED] department, and a well established and
19 highly collegiate background which may have protected
20 him.

21 As Graham Hawley said:

22 "There is an issue of different hats causing
23 problems in a small school. Long-term friendships and
24 promotions may make objectivity difficult."

25 I think these are things that Loretto certainly are

1 continuing to reflect upon.

2 Again Jack talked about child protection, when he
3 took over [REDACTED], being old-fashioned and requiring
4 renovation, reinvigoration and modernisation, and he
5 emphasised the need to constantly assess with no room
6 for complacency. Staff need to be appraised to be
7 improved and there is also the need to modernise
8 training and recruitment. There is a need to be
9 vigilant and always consider the possibility of abuse.
10 In that regard, I recognise the positivity of both heads
11 because clearly those are things they are trying to do.

12 As Graham Hawley said, he thinks there is a need to
13 embrace the aviation model of transparency, thinking
14 about employment. He accepted that there is a need to
15 develop the point that people are open about their pasts
16 and that, if that happens, lessons learned could be
17 positive factors rather than negative factors. He
18 recognised that teachers need to be authentic.

19 His chair of the board, Peter McCutcheon, accepted
20 there needs to be collegiality and knowledge exchange as
21 between schools. And a phrase I remember your Ladyship
22 liked, and one can understand why, ensuring that you had
23 a mindset which would:

24 "... optimise your chance of doing the right thing
25 on a bad day."

1 A concept that applies well to boarding schools as
2 well as Sandhurst.

3 LADY SMITH: Indeed. It's a very neat way of expressing
4 a very powerful principle.

5 MR BROWN: Absolutely.

6 So having talked about all the failures, I would end
7 with the positives, and these are positives, I would
8 suggest, that the current leaders of the two schools we
9 have been dealing with have recognised the need for
10 change, live the need for change, and are not complacent
11 in their approaches, as they have talked about, but have
12 particular ideas. For example, Graham Hawley warmed to
13 the idea of the LADO system we heard about in phase 1
14 and the single point of contact, so there is the general
15 and there is the practical.

16 But if I could end on two quotes which indicate
17 I think the way forward, and I think would indicate how
18 the Inquiry thus far hopefully will benefit in the
19 longer term, Simon Pengelley said:

20 "For me, it's the people that really count and
21 employing the right kind of people, and training them
22 and ensuring they do a really good job and have the
23 welfare of children at heart. That is the most
24 important thing, and keeping up to date with whatever
25 guidance is coming your way."

1 That, I would suggest, is a fair summation of the
2 outlook of both schools currently and that is to their
3 credit.

4 But perhaps more looking to the future,
5 Graham Hawley said this, talking about the benefit of
6 this Inquiry:

7 "Let's, rather than necessarily creep towards what
8 we hope it might look like in a few years, try and be
9 bold and make a step change."

10 That aspiration hopefully can be taken forward with
11 the remaining five schools in September, and, in due
12 course next year, recommendations by your Ladyship.

13 LADY SMITH: Thank you very much indeed, Mr Brown.

14 I would now like to turn to Ms Grahame for
15 Loretto School. Whenever you are ready, Ms Grahame.

16 Closing submissions by MS GRAHAME

17 MS GRAHAME: Thank you very much, my Lady.

18 I would like to begin by thanking senior counsel to
19 the Inquiry for his comments and his assistance
20 throughout. We are very grateful to Mr Brown and the
21 Inquiry team and also to the staff in the building for
22 all their help that they have provided to us during the
23 course of this Inquiry.

24 If I may begin. The overall aim and purpose of this
25 Inquiry is to raise public awareness of the abuse of

1 children in care. It is to provide an opportunity for
2 public acknowledgement of the suffering of those
3 children and a forum for validation of their experience
4 and testimony.

5 At the very heart of this case study are those who
6 have had the courage to come forward to give evidence
7 about their experiences of abuse whilst at boarding
8 school. Loretto is deeply grateful to those who have
9 given evidence to this Inquiry, and to those who have
10 carefully provided their recollections in statements.

11 In the opening statement, Loretto acknowledged and
12 continues to acknowledge the abuse and bullying that
13 children suffered in school. That is important, but
14 equally important is taking action. Loretto is grateful
15 to the Inquiry for the opportunity to provide these
16 submissions, and I would invite the Inquiry to make
17 a complete version available to anyone who has
18 an interest. We will be providing a corrected version
19 as soon as possible, my Lady.

20 LADY SMITH: Thank you very much. In the usual way,
21 of course, the submissions will be included in the
22 transcripts.

23 MS GRAHAME: I am very much obliged. I will, on occasion,
24 summarise certain passages.

25 I would like to begin by referring to a passage of

1 evidence from phase 2 where Dr Graham Hawley,
2 headmaster, and Mr Peter McCutcheon, chair of the board
3 of governors, gave their evidence. This will provide
4 a framework against which these submissions can be
5 considered.

6 During evidence, your Ladyship raised an important
7 suggestion for discussion with my clients to consider
8 three key features which could recommend to young people
9 a way to live in society. Those features were
10 authenticity, adopting and practising a growth mindset,
11 and to be utterly uncompromising about having a strong
12 moral compass.

13 My clients wholeheartedly agree with that
14 suggestion, where teachers walk the walk, practice what
15 they preach, and demonstrate in their actions that they
16 believe in these three features. This equips children
17 for the future and provides them with positive role
18 models. As Mr Brown has said, Dr Hawley spoke of
19 teachers being at their best when they are their most
20 authentic, and Mr McCutcheon spoke of creating a culture
21 of doing the right thing on a bad day.

22 Both have reflected on that passage of evidence and
23 it has resonated with them in a deeply meaningful way
24 and, for that reason, these three key features form the
25 three pillars of these submissions on behalf of the

1 school.

2 Chapter one is authenticity. My clients are
3 entirely genuine in their wish to protect the safety of
4 children, to ensure that no risk is overlooked and no
5 issue is brushed under the carpet. This is the most
6 important thing they can do in their roles, safeguard
7 children at Loretto. The harm to children from abuse of
8 any sort is too great. The evidence of witnesses to
9 this Inquiry, for those who have lived and suffered
10 lifelong trauma, cannot be ignored. There were times in
11 the past when the school lacked a truly consistent
12 child-centric approach. It was not always apparent who
13 was looking out for the children or who was listening to
14 them. Whispers may have been heard but were often
15 overlooked. On occasions, disclosures may have been
16 made but appropriate action not taken. There was
17 a lamentable lack of curiosity.

18 There are nine topics I would like to address in
19 this first chapter. Number one, references. The
20 Inquiry has heard evidence about the sexual abuse of
21 children by Guy Ray-Hills from Don Boyd, Kenneth, and in
22 the statements of John and Calum. As said in the
23 opening statement, no applicant who provided evidence
24 was to worry that their evidence would be challenged by
25 the school. Loretto respects very much what has been

1 said by these witnesses. Loretto accepts that
2 Guy Ray-Hills sexually abused boys at Loretto during the
3 1950s and 1960s, and accepts that other pupils were
4 sexually abused by their peers, including Geoffrey and
5 Alec.

6 The situation with Guy Ray-Hills has made plain
7 other failures that cannot be ignored. In the past
8 teachers such as Guy Ray-Hills were provided with
9 references and there are two examples I would like to
10 address on this.

11 The first is Guy Ray-Hills was provided with
12 a reference when he applied for a job in teaching where
13 he would clearly be in contact with children.
14 A reference was given recommending him as a day school
15 teacher and for private pupils. That reference led him
16 to secure a Summer Fields School job in 1968. This was
17 a serious failure by the school.

18 Secondly, in relation to Calum, who reported this to
19 his mother, she met with the headmaster at the time and
20 raised the issue but Calum did not know what the outcome
21 of the meeting was. He hoped it would stop but there
22 was no evidence of a full investigation or police
23 involvement. By failing to address the problem and
24 making others aware of the outcome, the school did
25 nothing to encourage further disclosures or reporting.

1 Further, there was no evidence of support provided for
2 the children and nor was there evidence of communication
3 with parents or others.

4 The way this was handled in the 1960s was not
5 acceptable. Even Guy Ray-Hills himself later recognised
6 that he was not a man who should ever have had employment
7 in a school environment. That was obvious to him
8 himself and should certainly have been obvious to those
9 in the school. No reference should have been provided
10 and certainly not one that failed to mention serious
11 child protection issues. This put other children in
12 danger and was wrong. Where was the authenticity or the
13 genuine desire to protect children in providing that
14 reference? Giving those references did not prioritise
15 the safety of children and was not acceptable.

16 This is not the way disclosures or complaints are
17 dealt with now, and the school has a completely
18 different approach to allegations of abuse.

19 The Inquiry has also heard about BND. His
20 inappropriate behaviour was dealt with as a disciplinary matter
21 and both BND and Jack confirmed that BND was given
22 a final written warning. He was later provided with
23 references by Jack and Dr Hawley, and had Dr Hawley
24 known of the circumstances relating to the spent final
25 written warning he would have passed that information to

1 the other headmaster when BND left Loretto.

2 Having reflected on this issue, it would appear to
3 the school that an opportunity arises to learn lessons
4 from this situation, albeit disciplinary sanctions such
5 as warnings may be spent, for the purposes of employment
6 or disciplinary processes. There is a major question
7 mark over whether such warnings should ever be spent in
8 relation to child protection issues and Dr Hawley
9 considers they should never be expunged.

10 On that basis, the school seeks a firm
11 recommendation from the chair in this regard to ensure
12 that no school in the future hesitates to give
13 a disciplinary sanction for fear of blighting the record
14 of a teacher and placing their interests above the
15 safety of children.

16 The position is the same with pupils, my Lady.
17 A housemaster refused to give a reference to a pupil
18 accused of bullying, but this Inquiry has heard that
19 the same boy was later given a reference by the
20 headmaster as "every boy deserves a second chance".
21 Well, if one prioritises child protection, then
22 a teacher or pupil needs to prove they deserve that
23 second chance.

24 A recommendation or standardisation of the approach
25 here for the future would be very much appreciated and

1 then the matter is not left to individual teachers who
2 may or may not have been aware of particular issues.

3 The school is now clear that references where sought
4 and provided are honest and report any disciplinary
5 findings or child protection issues. There should be
6 absolute transparency, a willingness to share
7 information, and a standard questionnaire template would
8 be helpful. This would not necessarily preclude
9 progression in the profession but no teacher with
10 a record of child protection issues would have those
11 hidden by the school and be moved to another school.

12 So it would assist if there was regulation or
13 standardisation of references in the educational sector
14 to ensure that it is essential that any record of child
15 protection issues is noted and drawn to the attention of
16 any future employer. They can then have regard to the
17 full circumstances when considering their own
18 circumstances.

19 Number two, valedictory. It is quite clear that to
20 protect children, it is entirely inappropriate to publish
21 an article in 'The Lorettonian' publication celebrating
22 a man such as Guy Ray-Hills given the circumstances of
23 his departure; or in any way to accord him a lauded
24 status in school. He was a danger to children and
25 no one should be given the impression that he was

1 someone to be admired.

2 Number three, peer-to-peer bullying. This Inquiry
3 has heard evidence of abuse by prefects in the guise of
4 discipline. From 1976, prefects were not permitted to
5 carry out caning of other children and a number of
6 changes, which are detailed on page 5 of these
7 submissions, took place up until the 1980s and 1990s.
8 But this Inquiry has heard evidence that despite these
9 formal changes, some prefects continued to abuse their
10 position of power.

11 There were also differing views about fagging. Some
12 said it did not exist, others said it ended in 1995, and
13 it is not clear how widespread this was. In whatever
14 form, fagging is not recognised in Loretto today and has
15 not existed for some time.

16 Moving on to examples of bullying, number four.
17 Bullying in the 1960s. Alex gave evidence of joining
18 Loretto in 1963. He was younger than his peers and was
19 socially isolated and was bullied. This took the form
20 of shunning, being ridiculed, being given a cruel
21 nickname. He described no atmosphere of reporting and
22 he never felt able to complain to anyone about this.
23 Mr Brown has also mentioned the abuse and the lifelong
24 impact and emotional harm on him.

25 Number five is the David Stock situation. The

1 Inquiry have heard a statement from David Stock who was
2 a teacher between 1972 and 1991. He was made aware of
3 bullying by one of his classes as a result of an essay
4 assignment he set. He was upset by this, and distraught
5 at the possibility that the headmaster had been made
6 aware and had done nothing. His reaction may have been
7 more acute [REDACTED], but he
8 contacted his union and a children's charity and drew
9 these allegations to the attention of staff in the
10 common room. It was a very dramatic incident.

11 The evidence of those who were there at the time
12 appeared to focus on the behaviour of Mr Stock, but as
13 we look now at the past, the question arises: where was
14 the focus on the children, on their safety, on their
15 wellbeing?

16 A number of boys were alleged to have been subjected
17 to peer-to-peer bullying in Pinkie House. No one has
18 suggested that those boys were telling lies. From the
19 evidence of the witnesses, it appears there were
20 failures to follow up on investigation into the
21 bullying. There was a lack of proper rigour,
22 communication and curiosity. The focus moved from the
23 boys and supporting them to the process that was adopted
24 regarding David Stock.

25 Where an investigation was carried out in relation

1 to the boys, there was a lack of communication. What
2 was the outcome of the investigation? It seems no one
3 really remembered, and records clearly don't show what
4 the outcome was.

5 Dorothy Barbour summed it up:

6 "Nobody talked of it. It was heads down and keep
7 teaching."

8 Ms Barbour herself did not know there had been
9 an investigation by Mr Wylie until it was put to her by
10 senior counsel to the Inquiry. It's not possible to
11 have a complete or clear picture of what happened, but
12 a genuine wish to protect those children, implemented
13 properly, would have meant that staff could not have
14 kept their heads down. Today we see a very different
15 approach which I will come on to.

16 Number six, regarding whistle-blowing. The
17 structure was very different in 1991; all governors were
18 former pupils and there were some divisions with staff.
19 But in any event, the situation was handled extremely
20 poorly by the school, resulting in Mr Stock leaving
21 having signed a non-disclosure agreement. That approach
22 was not acceptable then and is not acceptable now. In
23 2001 the school introduced a complaints procedure for
24 complaints between or about staff members, and details
25 of that are given on page 7 of the submissions.

1 I would like to say the school does not insist on
2 confidentiality agreements for staff. Insofar as
3 Mr Stock may have been prevented from engaging with the
4 Inquiry as a result of signing that agreement, the
5 school released him from any obligation, and
6 Mr McCutcheon made clear in his evidence that the school
7 does not sign nor does it enter into any settlement
8 agreements containing non-disclosure provisions.

9 LADY SMITH: As you know, Ms Grahame, we did obtain a very
10 detailed statement from Mr Stock. So my thanks to the
11 school for doing the right thing to prevent him feeling
12 constrained.

13 MS GRAHAME: I am very much obliged, my Lady.

14 The Inquiry has heard criticisms that when issues
15 were raised, there was a time that Loretto was more
16 concerned with maintaining its reputation than with
17 protecting children. That should never have been the
18 situation. And whilst we cannot speak for the past, it
19 is most definitely not the case. The welfare of
20 children is paramount. Now when the school is made
21 aware of bullying or abuse, they handle things
22 differently. They get to the bottom of the problem and
23 they do not ignore complaints. That duty rests with
24 those who manage and govern the school.

25 At the outset of this Inquiry, evidence has been

1 heard from witnesses and the Inquiry has documents that
2 detail and show that the headmaster wrote to all former
3 pupils on their database, encouraging them to engage
4 with the work of the Inquiry. Any complaints now
5 received are reported to the Care Inspectorate and,
6 where appropriate, to Police Scotland. Parents are
7 informed, teachers are informed. Where appropriate,
8 staff have been subject to disciplinary procedures or to
9 retraining. Examples of this are contained within
10 a document which has been provided to the Inquiry and
11 which is referenced on page 8 of these submissions.

12 LADY SMITH: Thank you.

13 MS GRAHAME: Number seven, bullying in the 1990s. The
14 Inquiry has also heard evidence of extreme bullying in
15 the 1990s from Alec who spoke of his experience and
16 stories he had heard, both in evidence and in his
17 statement. When he arrived at Loretto, Alec was
18 physically the smallest boy and had eczema and serious
19 asthma. He felt isolated from family and friends and he
20 views boarding school as incarceration. His evidence
21 stands apart in its tone and character.

22 In preparing for this Inquiry, my Lady, and in
23 analysing the documents for this period of time, the
24 school found nothing that gave any indication of the
25 bullying Alec described. His statement was a true

1 surprise and his allegations were shocking. There was
2 nothing in the records, prior to seeing his statement on
3 the database, that had suggested such levels of
4 bullying.

5 At the time he gave his statement he said he was not
6 sure how much the teachers knew, although he thought
7 there must have been some awareness, but he acknowledged
8 much was not seen. He never told his parents or his
9 brother who also attended the school.

10 When he did disclose bullying to his housemaster and
11 rugby coach, Alec explained that the teacher spoke to
12 the other boy, it was taken very seriously, it was
13 stopped and the perpetrator punished. Despite this,
14 Alec did not feel able to speak up and disclose more
15 about what had happened to him or others. He did move
16 away from that in his evidence; he said he had reflected
17 since his statement and seemed more certain that staff
18 must have known.

19 It is very difficult to reconcile this evidence with
20 that of Duncan Wylie. For that reason, with a lack of
21 documentation, and the dissonance between the evidence
22 of Alec and the evidence of Mr Wylie, the school is
23 simply not in a position to provide confirmation of what
24 was said by Alec.

25 But it is clear the school needed to make children

1 like Alec feel more secure about speaking up about
2 abuse. Considerable work has been done over many years
3 to raise awareness within the school community and to
4 educate pupils. It is accepted that it is very
5 difficult to stamp out all bullying amongst children,
6 but the Inquiry can compare how the situation is dealt
7 with now and a document is available to the Inquiry
8 which is detailed on page 9 of the submissions.

9 This demonstrates a zero tolerance proactive
10 approach taken by the school from the outset to any
11 behaviour which has a negative impact on a child's
12 experience at school and the document will show that
13 procedures are implemented robustly, matters are taken
14 seriously and, importantly, they are monitored over
15 a considerable period of time. The note will also
16 demonstrate engagement with families and the actions
17 taken to resolve the issue, deter poor behaviour and
18 encourage a shift in culture. This approach has been
19 effective, it is shared widely amongst the school, so
20 that all are aware of the problem and aware that the
21 school is trying to resolve the situation in
22 an authentic way which focuses on the children.

23 Number eight, oversight and inspections. The
24 Inquiry has heard about external oversight which is
25 provided via independent inspections of boarding

1 facilities, with Education Scotland having annual
2 engagement meetings and full inspections every seven
3 years, and the Care Inspectorate having unannounced
4 inspections as well as announced, and the school has
5 been inspected annually since 2002.

6 What is clear in the past 20 years is that there has
7 been a considerable focus on child protection and
8 safeguarding children. The 1995 Act was a significant
9 moment of change with new statutory provisions, new
10 guidance, and an increase in society's recognition and
11 awareness of abuse, and this has all been to the benefit
12 of children. Page 10 addresses those inspections from
13 the 1990s to 2016 with many describing pastoral care at
14 the school as very good.

15 But the evidence of the witnesses, my Lady, paints
16 a different picture. The inspections did not root out
17 child protection issues. When this picture of
18 inspections is compared with evidence from pupils, it is
19 clear that inspections alone may not be per se enough to
20 root out and pick up on all abuse. An example of this
21 difficulty is made clear by the evidence of Alec in the
22 1990s. There was an inspection in 1993, carried out
23 with 17 inspectors, all trained, given access to the
24 pupils, the teachers and the school grounds between the
25 hours of 7 in the morning and 11 at night. They were

1 there for initially three weeks, then two weeks, and
2 then a further two weeks, and they had a specific remit
3 of care and wellbeing. And again in 1997,
4 a Care Inspectorate report described in evidence by
5 Mr Wylie regarding pastoral care of pupils described as
6 "very good".

7 It is quite clear that there is a matter of concern,
8 and it is a matter of concern, that there is
9 a disconnect between the outcome of these reports and
10 the evidence of Alec, and the school recognises the
11 challenge at the time that reticence to come forward
12 posed to the school community and Loretto continues to
13 address that challenge of reticence to come forward.

14 Loretto looks forward to the recommendations of the
15 Inquiry with regard to what improvements can be made
16 regarding these inspections.

17 Finally, number nine, other steps taken by the
18 school. Linking information about concerns is
19 essential, even over the course of many years and across
20 different schools. Identifying patterns is very
21 important. To do this, there needs to be better
22 communication and better records. Loretto's have not
23 always been kept, and those that have, have not always
24 been in good order. We appreciate that this has caused
25 difficulties for the Inquiry in obtaining a clear

1 picture of what happened over the period of the terms of
2 reference.

3 Now records for each child are retained after their
4 departure from the school until they are 25 years old.
5 Since 2003, if there was a child protection issue or
6 wellbeing issue, the records have been retained without
7 limit of time.

8 As the Inquiry has heard in phase 1 of the evidence,
9 the retention of records and the duration for this is
10 an area of some ambiguity, and a recommendation from the
11 Inquiry which unifies and standardises the approach to
12 the retention of records across all schools would be
13 very welcome.

14 Chapter two, my Lady begins on page 12. This is
15 adopting and practising a growth mindset.

16 First of all, analysis of what went wrong. Things
17 have previously gone wrong in the school, but from the
18 1990s Loretto has sought to adopt progressive, modern
19 safeguarding policies. There has been a clear focus on
20 change in the area of child protection, and the evidence
21 of Mr Wylie demonstrated his own considerable efforts
22 and drive in this area. He was appointed a child
23 protection co-ordinator in 1995, and these efforts have
24 contributed significantly to child protection in the
25 school.

1 The Inquiry has the statement of and has heard from
2 Elaine Selley. She joined the school in 2001 because of
3 its forward-looking child protection policy and that
4 mindset has been built on and continues to this date.

5 LADY SMITH: Just thinking back to Mr Wylie's evidence,
6 I recall him explaining that this was another job added
7 to an existing professional life that was extremely
8 busy, given his own teaching commitments and his
9 commitments as a housemaster, and it did appear that he
10 then became rapidly aware of just how much work was
11 involved in being child protection officer.

12 Am I to take it that the school do now recognise the
13 volume of work and the importance of the job of child
14 protection officer and think about that when asking any
15 existing teacher to take on the role?

16 MS GRAHAME: They absolutely understand the importance of
17 this role, my Lady, and the importance of child
18 protection in the school. I am absolutely sure that
19 they will be happy to provide further detail if that
20 would assist.

21 LADY SMITH: It does seem that when awareness began in the
22 1990s, and Loretto will not be the only school that did
23 this, it was early days, it was baby steps, it was
24 looking on child protection as an add-on to somebody's
25 existing substantive duties, something small that they

1 could do as an extra.

2 MS GRAHAME: My recollection of the evidence, I don't have
3 the reference in front of me, my Lady, is that
4 Duncan Wylie had said at the time the headmaster thought
5 it would be maybe three lectures a year, and that was
6 completely underestimating the task.

7 LADY SMITH: Yes.

8 MS GRAHAME: But that is not the way Duncan Wylie performed
9 the role and it is certainly not the way it is dealt
10 with now.

11 LADY SMITH: Thank you.

12 MS GRAHAME: From the very beginning, the school has engaged
13 with the work of this Inquiry. They have completed the
14 questionnaires, scrutinised documents, collated
15 information, and they wish to help and continue to help
16 the Inquiry. The headmaster wrote to all former pupils
17 on the database and, having taken legal advice and
18 given the matter painstaking thought, they took great
19 care to leave the actual investigation to those with the
20 appropriate expertise and training, namely, the Inquiry
21 team. That was to ensure that the school did not
22 influence the witnesses who were trying to furnish their
23 best recollections to the Inquiry team and, as a result,
24 that best evidence is now available for the Inquiry to
25 consider.

1 Dr Hawley and Mr McCutcheon have worked closely
2 together on behalf of the school, with a wider team, to
3 make sure that this Inquiry has been helped as much as
4 possible. It has not been approached as a task to be
5 undertaken but rather as an opportunity to improve and
6 to grow.

7 As your Ladyship is aware, when a disclosure was
8 made during the course of these hearings, they have
9 promptly drawn this to the attention of the Inquiry and
10 intimated that report to all the relevant bodies. They
11 have also offered ongoing support to the former pupil
12 who made the disclosure.

13 As has been noted by Mr Brown this morning, the
14 headmaster has been sitting in the public area listening
15 to the evidence of the witnesses every day and, apart
16 from one unavoidable day, so has Mr McCutcheon, and on
17 that day he was observing remotely. They were here to
18 do two things, my Lady. Not only to listen to every
19 word from the mouths of the witnesses, but to reflect
20 and act on what has been said and what has been heard.

21 The problems of the past are being addressed, but
22 that is not enough. The school continues to make
23 an ongoing commitment to the work of this Inquiry.

24 Number two, lessons learned. Those managing and
25 governing the school want to build on the sterling

1 efforts of others over many years. They achieve this
2 with a rigorous lessons learned process which is based
3 on productive and continuous feedback. That process
4 will never be completed, it is continuing, and it is
5 an evolving process which involves a lot of thoughtful
6 consideration of often difficult issues.

7 Mr Brown has mentioned Dr Hawley's reference to the
8 aviation model of transparency and at the bottom of
9 page 13 I have inserted a quote from that text.

10 LADY SMITH: Thank you.

11 MS GRAHAME: An essential part of that process has been the
12 evidence of the former pupils. The school welcomes the
13 contributions from them and also the teachers, and is
14 grateful for their suggestions.

15 Before the hearings started, the school thoroughly
16 considered all the witnesses' observations and comments in
17 their statements and carried out a careful comparison to
18 ensure that concerns and suggestions raised had not been
19 missed by the school, and that document is referenced on
20 page 14 and is also available to the Inquiry for
21 detailed consideration.

22 Number three, Martin. Evidence was led from Martin
23 concerning his time as a teacher at the school,
24 including the inappropriate relationship he embarked on
25 with a former pupil. In his failures and in his actions

1 there is only one conclusion that can be drawn, namely,
2 that Martin encouraged that relationship, although that
3 is a matter for the chair based on the evidence.

4 Dr Hawley and Mr McCutcheon were present throughout
5 that evidence and it caused grave concern. As the
6 Inquiry is aware, Martin had previously been dismissed
7 for gross misconduct following this matter being brought
8 to the school's attention. The lessons learned
9 procedure was adopted and is ongoing, and again
10 a detailed note of that is referenced at the bottom of
11 page 14.

12 Both men took the view that this evidence raised
13 issues additional to those already considered as part of
14 the lessons learned process and should become part of
15 that ongoing process to allow further consideration if
16 there were additional risks that pupils could be facing.
17 That process is ongoing, and the school would welcome
18 the opportunity to furnish the Inquiry with more details
19 in due course.

20 The school wants also to consider fully what is the
21 most appropriate action before considering a bar on all
22 one-to-one contact with teachers and pupils. It wishes
23 time to consider and balance the risks that exist and
24 weigh those against the benefits of some one-to-one
25 discussions. These occasions can be a benefit to pupils

1 but there does remain a risk. The protections which are
2 in place, my Lady, are detailed on page 15. But the
3 school does wish to consider the option of chaperones,
4 a register of such meetings, and all and any other
5 options that may further minimise the risk.

6 The school also wishes to reflect on whether the
7 inappropriate behaviour in 2014, which actually
8 post-dates the matters for which he was dismissed,
9 should have been dealt with in a different way. In
10 light of subsequent events, should this have given more
11 insight into the nature of Martin than was anticipated
12 at the time?

13 What is clear is that the school completed
14 a rigorous disciplinary procedure. Had Martin sought to
15 resign in an effort to escape this procedure, the school
16 would have continued with that process. Equally, they
17 did not permit him to remain on school premises, they
18 did not enter into any non-disclosure agreement, they
19 contacted the relevant authorities, and they would not
20 provide a reference for Martin that failed to contain
21 information about this disciplinary procedure and the
22 child protection matter. This is to ensure that Martin
23 cannot abuse his position of trust in relation to any
24 child in the future. The headmaster also received
25 further information in 2021 and this has also been

1 passed to the relevant authorities.

2 Never again will any factor, other than child
3 safety, take priority when it comes to how Loretto
4 handles a situation where children are at risk of harm.

5 Number four details other issues with staff. These
6 are contained on pages 16 and 17 of the submissions,
7 my Lady, and they deal with capability and performance
8 issues regarding staff and give examples to
9 your Ladyship of how they are handled, along with some
10 detailed documentation which is referenced on both of
11 those pages regarding how these performance issues are
12 handled now.

13 Number five, looking to the future. Turning to
14 page 18. No child now needs fear speaking out because
15 of being branded a clipe, and no child need fear
16 speaking out because of the consequences. The school
17 will act, outcomes are communicated, children are
18 listened to and their voices are heard, and they are
19 treated with respect.

20 Children at Loretto are now taught about bullying.
21 They are taught that abusive behaviour against another
22 child is unacceptable. They are educated about what
23 abuse is, how to identify it and what to do about it.
24 Pupils are more able and confident in identifying it and
25 knowing what to do to stop it. They trust the staff to

1 act. They trust that the staff will not ignore the
2 situation and that they will be supported. They trust
3 that things will improve for them or their peers.

4 As I have said, details are given on pages 18 and
5 19.

6 A lot has already been achieved, my Lady, but more
7 needs to be done. Loretto has changed beyond all
8 recognition. There was the introduction of girls in
9 1981 and the cultural shift in terms of child protection
10 particularly from the mid-1990s. It is a different and
11 wonderful place now and the whole ethos of the school
12 has changed. It is a truly wonderful place to be.

13 Number six, audit. In line with the school's
14 commitment to and culture of continuous improvement,
15 a child protection audit report from independent experts
16 verified that Loretto is aligned with current best
17 practice, and this report has given welcome reassurances
18 to those running the school that pupils feel safe and
19 consider the school to be a positive environment in
20 which to learn. A detailed note of that has been
21 provided to the Inquiry and is referenced towards the
22 end of page 19.

23 LADY SMITH: That is a report that was made available early
24 in 2020, is that right?

25 MS GRAHAME: Yes, that is correct. February 2020, my Lady,

1 just prior to lockdown.

2 LADY SMITH: Thank you.

3 MS GRAHAME: The recent audit and ongoing commitment audit
4 is part of the package of protection that the school now
5 seeks to provide children in its care, and I hope also
6 demonstrates a willingness on the part of the school to
7 continue to address issues and look for areas of
8 improvement and to implement measures and
9 recommendations, and not simply wait for the final
10 outcome of the Inquiry.

11 The final issue in chapter two is the pastoral
12 management system which was piloted in September 2017 in
13 the senior school. This introduced an effective system
14 for gathering, storing and sharing information. It was
15 put in place to enhance communications about individual
16 pupils and their needs across the school. The strength
17 of this system is that it permits information about
18 individual pupils to be stored in the one place,
19 regardless of the source.

20 Chapter three, this was being utterly uncompromising
21 about having a strong moral compass. All child abuse is
22 utterly wrong and it has always been wrong. It has to
23 be rooted out, investigated, a light shone on it. It
24 has to be stamped out, stopped in its tracks and
25 prevented from ever happening again. No other factor

1 should ever take precedence in a school above and beyond
2 the safety and protection of children from abuse. Where
3 abuse occurs, there must be compassion, support,
4 treatment and help for the victims of that abuse.

5 In covering these areas, I would like to address two
6 issues that have arisen.

7 First of all, conflict. The Inquiry has heard that
8 Loretto is a small school. Teachers often have many
9 different roles and they can form good relationships
10 with other teachers and staff, but there is a question
11 whether these relationships impact or influence the
12 handling of child protection issues. These issues have
13 been brought out in evidence by the Inquiry, and the
14 school intends to give considerable thought to these
15 issues. They wish to reflect and carry out a lessons
16 learned process in this regard. They are considering
17 whether the investigation of such issues in the future
18 ought to be an independent function. The ramifications
19 of this need to be thought through, and they intend to
20 take this forward and to consider this in more detail
21 and they will share with the Inquiry the outcome of
22 these discussions.

23 Many children did have enjoyable experiences at
24 Loretto and did do well academically and personally, but
25 none of those experiences can make up for the

1 experiences of the children who have now given evidence
2 to this Inquiry who faced abuse and bullying.

3 The second issue is transparency and engagement.
4 SCIS encourages all schools to come together and to
5 engage in a way that they may not have done in the past.
6 Dr Hawley made it clear in his evidence that it was his
7 view that Loretto and other schools should seize the
8 opportunity, be bold and make any necessary changes now
9 rather than waiting until the end of this Inquiry.
10 Loretto would encourage that attitude and give an open
11 invitation to all other schools, including boarding
12 schools, to come together. The culture must be changed,
13 and now is the time.

14 It's clear that Loretto make prompt intimations to
15 the relevant authorities now, but this could be easier,
16 it could be simpler, and recommendations and
17 standardisation of reporting in this regard would
18 assist. Child protection concerns are now shared
19 quickly and more widely, but simple lists, simple steps,
20 appointed individuals, could all help to make this
21 process more efficient. The Inquiry has heard from the
22 regulators and SCIS themselves in this regard in detail.

23 All these measures are important and, in
24 combination, provide an effective part in the way the
25 school can protect children in the future. Loretto will

1 never stop learning lessons and reflecting on how
2 improvements can be made. This is an ongoing priority
3 and commitment from the school.

4 Finally, in conclusion, I can end no better than to
5 repeat what was said by Loretto at the outset of this
6 Inquiry: it is only by looking at the past with
7 a critical eye, can the school ensure that all measures
8 are put in place that will enhance and improve the
9 existing protections in place today. This would not be
10 possible without the courage of those who have come
11 forward to tell their stories, and Loretto thanks each
12 and every one of them. Your courage is also your legacy
13 to future generations. Your evidence will form the
14 recommendations of this Inquiry, which in turn will
15 positively impact on children in the future. The school
16 welcomes the recommendations and, in the meantime,
17 invites positive engagement with other schools.

18 As society has changed, Loretto has changed, and
19 today it is a very different place to what has often
20 been described in evidence. One of the most significant
21 turning points was in the mid-1990s with the increased
22 focus on child protection.

23 Looking at the school since then, there has been
24 continuous growth in an authentic manner reflecting the
25 core values which underpin the school, and this

1 continues to be a key focus for the governors and the
2 managers of the school as was reflected in the evidence
3 of Mr McCutcheon which is referenced at the foot of
4 page 22, my Lady.

5 I am obliged.

6 LADY SMITH: Thank you very much, Ms Grahame. That is very
7 helpful. I had just one question which you may or may
8 not be able to answer.

9 I noted that you suggested -- give me a moment ...
10 When it came to the standardisation of references being
11 an issue for consideration, you suggest that it might be
12 worth looking for comparison purposes to the regulation
13 that is carried out in -- that is in effect in the
14 financial services sector. What did you have in mind?

15 MS GRAHAME: Your Ladyship may recall that Jack's evidence
16 talked about some references being requested in
17 a free-flowing manner and some were given as
18 a questionnaire, and he felt very comfortable in
19 a questionnaire format to detail disciplinary -- and
20 in fact now he is very unwilling to give references
21 which are just free-flowing.

22 LADY SMITH: Yes.

23 MS GRAHAME: A standard questionnaire will allow every
24 single issue to be specifically identified and
25 information sought, so that would be of assistance.

1 LADY SMITH: Thank you very much. That was of course Jack's
2 evidence. Thank you.

3 It's now 11.20 am. I will take a short break before
4 I invite Mr Hamilton to address me in relation
5 to Morrison's.

6 MR BROWN: My Lady, I simply observe that I think Jack, we
7 would hope, would give us a copy of his bespoke
8 questionnaire, which may be of assistance, and it can be
9 shared more widely.

10 LADY SMITH: Yes, that would be helpful. Thank you very
11 much.

12 (11.18 am)

13 (A short break)

14 (11.37 am)

15 LADY SMITH: Could I turn now to Mr Hamilton for
16 Morrison's Academy.

17 Whenever you are ready, Mr Hamilton.

18 Closing submissions by MR HAMILTON

19 MR HAMILTON: Thank you, my Lady.

20 My Lady, Morrison's Academy is grateful to the
21 Inquiry for the opportunity to make these closing
22 submissions, and can I at the outset add my voice to
23 that of Ms Grahame in thanking Mr Brown, Ms Bennie and
24 the Inquiry team for their courtesy and assistance
25 throughout.

1 As the Inquiry is aware, and as my learned friend
2 Mr Brown has been kind enough to recognise this morning,
3 the director and chairman of the board of governors both
4 attended every day of the evidence insofar as it related
5 to Morrison's Academy. My Lady will be aware that they
6 listened carefully and have reflected on all that was
7 said.

8 It is of the utmost importance to the school at the
9 outset of these submissions that all those who gave
10 evidence, whether orally or in writing, are aware that
11 the Morrison's community recognises and respects their
12 profound courage in doing so. The evidence given was
13 uniformly sincere, deeply personal, and difficult for
14 many to deliver.

15 Morrison's Academy wants to make it clear to each of
16 those who offered evidence not only that they have been
17 heard, but that the evidence of abuse, whether physical,
18 emotional or sexual, is today both publicly acknowledged
19 and accepted. More than that, the unequivocal apology
20 given on behalf of the school in opening submissions,
21 and repeated by the current rector Gareth Warren in
22 evidence, requires to be reiterated today.

23 My Lady, that apology is now rooted in the evidence
24 you have heard and is all the more heartfelt because of
25 that.

1 Those who described a childhood blighted by fear,
2 bullying, physical punishment and neglect deserve to
3 know that their experiences have been shared, that they
4 have been recorded by this Inquiry, and that
5 Morrison's Academy is deeply sorry for what occurred.

6 It is also important, however, to remember those who
7 are not at this Inquiry, some who passed away before
8 this Inquiry was established, others who wanted to move
9 on but whose stories would reflect the evidence we have
10 heard. To those people, anonymous but every bit as
11 important as those who have spoken, the school again
12 offers an unconditional apology.

13 My Lady, the Inquiry has a spectrum of evidence
14 before it. Much of it is inevitably damning of the
15 regime in aspects of the former boarding houses at
16 Morrison's. The modern school does not run from that
17 evidence or seek to avoid it. That said, there are some
18 who have given evidence raising serious issues during
19 their time at the school who nevertheless look at the
20 experience at Morrison's Academy as broadly positive,
21 and Mr Brown referenced that this morning.

22 One witness, for example, raised concerns about
23 physical punishment during his time at the school from
24 1950 to 1965 but ended his statement in the following
25 way:

1 "My association with the school has been a warm and
2 positive one, perhaps affirmed by the fact that my three
3 sons are also Morrisonians."

4 Iain Leighton, who attended in the years 1963 to
5 1966, offers powerful evidence of a range of physical
6 and emotional abuse, but nevertheless concludes by
7 noting:

8 "I am proud to be a Morrisonian, and it does mean
9 a lot to me to be someone connected to the school."

10 For some witnesses, therefore, these matters are not
11 black and white. It is apparent that even some of those
12 whose experience was tainted by abuse have an affection
13 for and a pride in their school.

14 There is another silent section of the Morrisonian
15 community for whom this experience has been difficult
16 and troubling. For many, Morrison's Academy was a good
17 experience. For many, the school was a vital and
18 positive part of making them the people they are today.
19 For many, the houses attached to the school were not
20 places of fear and abuse but, rather, houses where they
21 had support, warmth and built lifelong friendships. For
22 those people, listening to the evidence from those who
23 suffered has been deeply troubling, disconcerting,
24 upsetting, and has caused many to reappraise their own
25 experiences.

1 The job of the Morrison's community now is therefore
2 not just to provide every support and understanding to
3 the survivors of abuse, as it undoubtedly will, but also
4 to support those for whom these revelations came as
5 a profound shock. To that part of the wider Morrison's
6 community, the message today is this: the evidence about
7 abuse at Morrison's Academy needed to be heard. Only
8 with that openness and acceptance about what happened in
9 the past can those who suffered have a degree of justice
10 and understanding.

11 My Lady, turning to findings. It is not the
12 intention of Morrison's Academy to review in detail the
13 evidence of each individual applicant. Each told their
14 own story and in their own way. All deserve to be
15 respected and believed. There are, however, several
16 obvious themes which emerge from the evidence which, in
17 the submission of Morrison's Academy, can form the basis
18 of findings for this Inquiry. My Lady, I want to focus
19 on six of those.

20 The first is the nature of the abuse. The first and
21 most important finding is that it is accepted and
22 recorded that abuse occurred at various times and in
23 various locations connected to Morrison's Academy
24 between the 1950s and the 1990s. That abuse took the
25 form primarily of physical abuse through the use of

1 slippers, canes and other objects to chastise and punish
2 children for minor misdemeanors, or indeed for no reason
3 at all. Those responsible for that physical abuse
4 included staff and senior children.

5 The evidence clearly also supports emotional abuse
6 being present. That abuse took the form of the creation
7 of a climate of fear and one in which the childhood of
8 those affected was defined by a constant sense of
9 impending harm. The culture of the boarding houses
10 where abuse has been reported was hierarchical and
11 damaging.

12 There is also a report from one witness, Cillian, of
13 sexual abuse having occurred. That abuse was not by
14 a member of staff but by an older boy. A further
15 witness recounts an attempt by another pupil of sexual
16 abuse which was successfully resisted. There was
17 another report of potential sexual abuse by an adult
18 visitor to the school.

19 The rector gave evidence to the Inquiry that such abuse
20 amounted to systemic failure. He put it in the
21 following way:

22 "When we talk about systemic failure, I think first
23 and foremost any child, single child, that gets abused,
24 there is systemic failure without a single question of
25 doubt."

1 It is submitted, therefore, that the evidence
2 supports a finding of systemic failure at
3 Morrison's Academy in relation to protecting from
4 physical, emotional and sexual abuse from the 1950s to
5 the 1990s.

6 Secondly, my Lady, the house and school. Before
7 turning to the reasons why children were failed, it's
8 important to reflect the almost uniform feature of the
9 oral evidence heard by the Inquiry, and again reflected
10 by Mr Brown this morning, that a clear distinction was
11 to be drawn between the school itself and some of the
12 boarding houses.

13 As Colin, who attended between 1955 and 1968, put
14 it:

15 "School was in general fine and the education was
16 good. There was the cloud of the boarding house hanging
17 over you, but what happened in the boarding house and
18 what happened in the school were like chalk and cheese."

19 Geoff, who attended between 1963 and 1968, offered
20 similar evidence. He noted that:

21 "In the school good behaviour was expected at all
22 times, but the culture in the school itself I remember
23 being quite different from the culture in the boarding
24 house."

25 When asked whether there was a clear distinction,

1 Geoff answered:

2 "Yes, very clear, in the sense you probably have
3 seen from my testimony that I felt, particularly in my
4 younger years, very threatened in the boarding house.
5 I never felt safe, I would say it that way, either safe
6 or comfortable in the boarding house. I never felt
7 threatened in the school."

8 Polly put it very clearly when she noted:

9 "I loved going to school. The school was tough, but
10 going to the school was like a release because it was
11 mixed, it was boarding, it was day pupils and it was
12 co-ed, so it was mixed. And as the years went on,
13 I found mechanisms not to go back to the boarding house.
14 I would go to the library, go and do sport, anything
15 that meant after school I didn't go back to the house,
16 so I could avoid the house, be there as little as
17 possible."

18 My Lady, it's accordingly submitted that the
19 evidence before the Inquiry is strongly supportive of
20 the distinction between the culture, environment and
21 experiences of pupils at the school by contrast with the
22 experience in some of the boarding houses.

23 Thirdly, my Lady, the absence of adult guidance.
24 The central theme of much of the evidence spoken to by
25 almost all of those who gave or submitted evidence was

1 of an almost total absence of adult guidance in the
2 house. Whether by accident or by design, and there is
3 evidence for both at different times, the effect was to
4 abandon young children to a world in which they were
5 supervised and disciplined by older children. The
6 consequences of that approach were, for many, profound.

7 As Geoff put it in evidence:

8 "You cannot delegate the responsibility for
9 supervision of children to teenagers. They don't have
10 the life skills and maturity and they propagate bad
11 behaviours. They are no substitute for adult
12 engagement. Teaching self-respect, self-reliance and
13 leadership is not a substitute for emotional
14 development."

15 The results were clear. The evidence of abuse
16 includes unjustified physical violence against children
17 by prefects, it includes young children scared to be in
18 a common room with older boys, and in a state of
19 constant fear and vigilance, expecting physical abuse or
20 bullying at any time. It also meant that peer-on-peer
21 abuse, usually physical or emotional, was a part of the
22 daily routine for many.

23 Cillian was clear in his evidence that in Glenearn
24 in the 1960s, the authority to punish was delegated to
25 senior boys. His evidence was that the failure was not

1 simply of delegation by the house housemaster, but of
2 a complete abdication of responsibility when matters
3 clearly warranted adult restraint of the activities of
4 senior pupils.

5 Fagging was also noted by some, albeit it was of
6 lesser importance for most than some of the other
7 obvious abuses. It was, however, part of a hierarchical
8 structure in the houses which were open to encouraging
9 or allowing physical and emotional abuse.

10 It is respectfully submitted therefore, my Lady,
11 that the absence of adult oversight, guidance,
12 intervention and control is at the very heart of the
13 issues which developed. If a single change were likely
14 to have prevented the abuse from occurring at all, or
15 addressing it when it did, the proper supervision of
16 children by adults was that necessary change. That key
17 systemic failing was, it is submitted, one of the root causes
18 of the abuse described to the Inquiry. It represents
19 an abdication of responsibility for which there was and
20 is no justification.

21 Fourthly, the failure of oversight. The Inquiry has
22 evidence that there were between seven and ten boarding
23 houses at various stages at Morrison's Academy.
24 Considering the entirety of the evidence, it is
25 a striking feature that there appear to have been two

1 houses which account for most, but not all, of the abuse
2 brought to the attention of the Inquiry. Those were the
3 houses known as Dalmhor and Glenearn. Iain Leighton
4 records that in relation to his time at the school, he
5 discussed the houses with a teacher many years later.

6 He says the teacher:

7 "... said that there was no doubt about it, and that
8 if you were in one of the other houses then the last
9 thing you wanted was to be moved to Dalmhor because
10 Dalmhor had a bad reputation. I wasn't aware at the
11 time that Dalmhor had a reputation for cruelty or
12 unkindness and for very harsh treatment for trivial
13 offences." Understanding why that was is difficult, but
14 one aspect which came through clearly in the evidence
15 was the importance of the personality and approach of
16 the housemaster.

17 Where, as in Dalmhor, the evidence supports
18 a hands-off approach, in which the house was often left
19 to prefects and senior boys to run as they saw fit, the
20 effect of that abdication of responsibility was
21 devastating. It is therefore submitted that the absence
22 of oversight and monitoring of boarding houses led to
23 a wide variation in the quality of care and supervision
24 available to pupils.

25 A related finding, supported by a number of

1 witnesses, is that to a significant degree the
2 experience of the pupils in any specific boarding house
3 was heavily influenced by the character, personality,
4 behaviour and outlook of the housemaster or
5 housemistress. Simon Pengelley described the character
6 and outlook of the housemaster as "of crucial
7 importance". "They set the tone" was his evidence.

8 We note, for example, the evidence of Polly who
9 recorded the unacceptable behaviour of one housemistress
10 whose conduct appeared to go unchecked and unrestrained
11 for a prolonged period. The impact on Polly and the
12 girls around her was clearly hugely detrimental.

13 By contrast, Polly noted in her house that the
14 change from that housemistress to another led to what
15 she called "an immediate change for the better". In
16 a similar vein, Iain Leighton noted the impact of
17 a change in housemasters in the late 1960s at Dalmhor.
18 He said the change was "hugely beneficial". In
19 relation to the previous housemaster, he noted:

20 "When he left the school, the boarding house
21 suddenly lightened up. The day he left, we were so
22 happy."

23 Iain Leighton gave written evidence that
24 the headmaster would visit Dalmhor house only once
25 a year. He noted there was no supervision of the

1 housemaster. Mr Leighton also records his view that the
2 matron was well aware of the physical abuse but did
3 nothing.

4 It is accordingly submitted that the absence of
5 oversight of staff, and the consequential dominance of
6 that individual within the boarding house, was
7 a fundamental structural weakness which allowed abuse to
8 take place. That, too, can fairly be regarded as
9 a systemic failure.

10 Fifthly, my Lady, the culture of the houses. The
11 evidence from those who attended Dalmhor was of
12 an unwelcoming, intimidating environment for the young.
13 There was no induction, no explanation of rules to be
14 obeyed and no mentoring. Any and all of the aspects
15 which might be expected in 2021 to allow a child to
16 settle in and to feel safe, secure and comfortable were
17 notable by their absence from the evidence given to the
18 Inquiry.

19 In the event that a child had an issue, a concern,
20 a fear, or just wanted to talk to someone, no such line
21 of communication or comfort existed. Witnesses talked
22 of self-reliance and survival rather than feeling secure
23 or supported. The result, unsurprisingly, for very
24 young children away from home for the first time was
25 anxiety and upset. Bed-wetting was noted by some in

1 evidence with the explanation that, if that could be
2 hidden, it should be. Pupils who did not hide it were
3 routinely subjected to physical punishment.

4 LADY SMITH: What was particularly striking, Mr Hamilton, in
5 the case of the young children, was it wasn't just their
6 first time away from home for many of them, but many of
7 them had travelled thousands of miles to get there, had
8 come to another world from where their earlier life had
9 been. It must have been very, very hard for them.

10 MR HAMILTON: Yes, my Lady. I think the evidence was
11 eloquent about the cultural differences that were
12 experienced by so many and the sense of isolation which
13 would have arisen in any event. Respectfully, my Lady,
14 I entirely concur with the fact that it made the
15 inhospitable nature of the culture all the more
16 unforgivable.

17 In relation to the issue of bed-wetting, my Lady,
18 one witness, Iain Leighton, describes a pupil being
19 beaten several times a week in front of the other boys
20 by the older prefects, and thereafter being struck with
21 a slipper by the housemaster, and that individual,
22 my Lady, is perhaps an example of exactly the point that
23 my Lady has made.

24 More widely, Polly described her house in the
25 following way:

1 "It lacked emotion, and that is why I think about it
2 every day. Emotionally it has left me resistant to
3 emotion, shall we say."

4 Bullying in the house was a constant concern for
5 most who gave evidence and appears to have been
6 a central part of life for those pupils. The washing
7 facilities were relatively primitive and the clear
8 evidence was that privacy was often non-existent.
9 Bath water was shared and sanitary facilities poor.

10 The sense from witnesses who spoke to those aspects,
11 particularly female witnesses, was of a stark
12 environment where there was almost no regard to the
13 sensitivities and privacy of the pupils. Pupils told
14 also of possessions being stolen.

15 As one witness explained when asked about his
16 involvement in the various activities in the school and
17 beyond, he did so to avoid returning to Dalmhor.
18 Another, Iain Leighton, described Dalmhor as a
19 "Dickensian" setting, and described daily bed checks
20 with the sanction that "if you didn't come up to scratch
21 then you would be thrashed". Mr Leighton described
22 Dalmhor as:

23 "A loveless, cold place, where you were frightened
24 of telling a joke or laughing because it would be
25 frowned upon."

1 In the dorm, the evidence was of a regime where no
2 talking was allowed after lights out. Iain Leighton
3 records the housemaster:

4 "... loved coming upstairs on tiptoe and listening
5 at the doors after lights out. The door would swing
6 open and he would ask who was talking. He would say
7 that if no one came forward then we would all be
8 beaten."

9 It's accordingly submitted that the culture which
10 was allowed to develop in the boarding houses in
11 relation to which evidence has been submitted,
12 specifically Dalmhor and Glenearn, was uncaring, harsh
13 and lacking in respect for the privacy and dignity of
14 the children.

15 My Lady, the sixth aspect is the improvement over
16 time. One of the more nuanced aspects of the evidence
17 before the Inquiry was the nature of change over the
18 decades. The current rector accepted in evidence that
19 the issues raised covered the 1950s to the 1990s,
20 albeit, my Lady, I would note, re-reading that evidence,
21 that the question of the 1990s is perhaps more vague in
22 terms of the evidence that came from Simon Pengelley.

23 The nature of the environment at the houses in
24 Morrison's where issues are noted, however, changed
25 significantly in that period. In part, that was perhaps

1 as the result of the change in leadership in the school.
2 Cillian noted that the change of rector in the mid-1970s
3 resulted in a change of policy so that no discipline was
4 to be administered by one pupil against another. That
5 was adopted by Cillian as the [REDACTED] of
6 Glenearn, albeit he noted that the change was slow to
7 be implemented elsewhere.

8 In part also, however, it was a consequence of
9 changes in society. Mr Brown referenced Polly this
10 morning, who gave evidence that in the 1980s her cohort
11 moved away from bullying. That generation was, in her
12 words:

13 "... beginning to say this isn't right and we didn't
14 like it. I think we, as a cohort, were beginning to
15 change."

16 The change by the 1990s was clearly very
17 significant. The evidence of Gareth Edwards, the rector
18 from 1966 to 2001, confirms that by that time fagging
19 did not exist. He was clear there was no role in his
20 tenure for senior pupils in administering sanctions. He
21 was confident that any abuse or ill-treatment would have
22 come to his attention and it did not. He noted the role
23 of guardians in providing an independent support for
24 pupils.

25 Simon Pengelley was the rector of Morrison's Academy

1 from 2004 to 2015. His time as rector included the
2 closure of the school as a boarding school in 2007. His
3 time also saw the appointment of a child protection
4 officer. His evidence was that by 2004, the principal
5 form of discipline was detention, and that was used
6 sparingly. The school became a rights-respecting
7 school, an award given by UNICEF.

8 Of interest to the earlier period, however, was the
9 evidence put to him about the inspection report of 1999,
10 which concluded that since 1996 the then rector, to
11 quote from the report:

12 "... has provided very effective leadership. He has
13 taken an active personal interest in arrangements for
14 the care and welfare of residential pupils and has made
15 a very positive impact on the quality of provision".

16 In 2005 an inspection was undertaken by
17 Her Majesty's Inspectorate of Education and the
18 Care Commission. That included the findings in relation
19 to boarding that:

20 "The ethos in the boarding houses was very good.
21 Pupils were very well behaved, courteous and friendly.
22 Relationships between residential staff and pupils were
23 positive. Pupils appreciated the family-like
24 atmosphere."

25 It continued:

1 "Appropriate arrangements were in place for child
2 protection and to prevent bullying. Teaching and
3 non-teaching staff were familiar with the child
4 protection policy and how to implement these procedures.
5 Childline posters were publicly displayed."

6 My Lady, for all these positive changes, it is
7 recognised that for many they came far too late.
8 Nevertheless, we draw them to the attention of
9 the Inquiry and submit that the evidence supports
10 an obvious improvement in conditions over the decades
11 under review.

12 Turning, my Lady, to the end of boarding at
13 Morrison's Academy. It is important, and I know my Lady
14 is well aware of this, to note that boarding ended in
15 2007, and Simon Pengelley makes clear that from about 18
16 months prior to that, the decision to end boarding at
17 Morrison's Academy would have been taken. His evidence
18 explained the reason for that, the financial imperative
19 behind the decision to end boarding. In short, the
20 world was changing and the school needed to change with
21 it.

22 Morrison's Academy, therefore, has not been
23 a boarding school for 14 years. The modern school is
24 far removed from the school described in evidence,
25 beyond the buildings which still stand. It is a modern,

1 outward-looking, caring, supportive environment for
2 children which seeks to maximise their potential to
3 learn and to contribute to wider society. It has at its
4 core a commitment to child safety and welfare.

5 The school has provided the Inquiry with a range of
6 policies and documents across the full spectrum of areas
7 of concern. Those range from employee handbooks, child
8 protection guidelines, complaints policies,
9 confidentiality statements for pupils and policies on
10 pastoral care. It's accordingly clear that the school
11 of 2021 is unrecognisable from the school of the 1950s.

12 But that doesn't mean that the current Morrisonian
13 community isn't engaged, saddened and deeply sorry for
14 the experiences of those former pupils. To the
15 contrary, their courage in revealing what happened in
16 the past can guarantee that there will never be any
17 complacency in child protection.

18 Simon Pengelley closed his evidence by saying this:

19 "The best way of protecting children in
20 a residential situation is to employ well-trained,
21 well-qualified, experienced and mature adults who have
22 a strong moral compass and work within an environment
23 which puts the care and welfare of children at its core,
24 with appropriate and clearly understood procedures
25 in place for when and if there are causes for concern.

1 However, procedure of itself does not protect children.
2 Good people do."

3 It's respectfully submitted that that analysis is
4 correct.

5 My Lady, in closing, Morrison's Academy recognises
6 that those witnesses who submitted evidence did so not
7 for themselves but for others. They wanted to ensure
8 that what happened would be recorded and would stand as
9 a challenge to us all to ensure that such things never,
10 ever happen again.

11 There is no boarding at the modern
12 Morrison's Academy but the challenge of ensuring child
13 welfare is perpetual. In each and every respect that
14 this Inquiry sees fit, Morrison's Academy will accept,
15 adopt and champion that cause.

16 I am obliged, my Lady.

17 LADY SMITH: Thank you very much for those submissions,
18 Mr Hamilton. That is very helpful.

19 Let me turn now to the last matter that I want to
20 address today. It concerns my findings for the
21 Benedictines case study involving Fort Augustus Abbey
22 School and Carlekemp Priory School.

23 Those findings were written some time ago and they
24 are ready for publication. I am acutely aware there are
25 many people who are keenly waiting to read them and who

1 will be, quite understandably, disappointed at any delay
2 in publication. However, after giving careful
3 consideration to certain current circumstances, I have,
4 with considerable reluctance, decided not to publish
5 them at the moment, even although I am in a position to
6 do so and indeed very keen to do so.

7 I do want to stress though that these circumstances
8 have not been created by the Inquiry and they are
9 unrelated to the work of the Inquiry.

10 I also want to make it absolutely clear that I am
11 keeping the position under constant review and, as soon
12 as I consider it is appropriate to make my findings
13 public, then, to those who are waiting to read what
14 I have to say about the Benedictines' treatment of
15 children in their care at Fort Augustus and Carlekemp,
16 please rest assured I will do so.

17 That completes all I have to say today, other than
18 to thank you all for your attendance during this part of
19 our boarding schools case study, for your diligence,
20 your attention to the subject matter and the extent to
21 which it is plain that you all care deeply about what we
22 are doing in this case study. I don't fail to notice
23 that. It is abundantly apparent.

24 So I say farewell to this room, as I am sure you all
25 will do today, and I look forward to seeing those of you

1 who will be remaining engaged with the boarding schools
2 case study in our new premises some time I hope
3 in September. I can't give you an exact date yet, and
4 of course I want that to happen as soon as possible,
5 but, as I am sure you appreciate, there is ongoing work
6 being done at the new premises and the timing of the
7 resumption of evidence will have to take account of
8 that.

9 Meanwhile, have a good summer, if it ever comes, and
10 I look forward to seeing you in the autumn. Thank you.

11 (12.07 pm)

12 (The Inquiry adjourned until a date to be fixed)

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