

<p>1 Monday, 30 September 2019</p> <p>2 (11.35 am)</p> <p>3 Residential Music and Special Schools Session</p> <p>4 THE CHAIR: We now move on to part 2 of today's hearings.</p> <p>5 I may need to repeat some comments made earlier, for the</p> <p>6 benefit of those who weren't present.</p> <p>7 Welcome and opening remarks by THE CHAIR</p> <p>8 THE CHAIR: I am Alexis Jay. I'm the chair of this public</p> <p>9 inquiry and I sit today with the other panel members:</p> <p>10 Ivor Frank, Professor Sir Malcolm Evans and</p> <p>11 Drusilla Sharpling.</p> <p>12 On behalf of the inquiry, I welcome you all to the</p> <p>13 first day of the first substantive hearing in the</p> <p>14 Residential Schools Investigation. The hearing will run</p> <p>15 for ten days, finishing on Friday, 11 October 2019.</p> <p>16 As you all know, the task of the chair and panel of</p> <p>17 the inquiry is to examine the extent to which public and</p> <p>18 private institutions in England and Wales have failed to</p> <p>19 protect children from sexual abuse in the past and to</p> <p>20 make meaningful recommendations to keep children safe</p> <p>21 today and in the future.</p> <p>22 Today marks the start of the phase 1 hearing in this</p> <p>23 investigation into the sexual abuse and exploitation of</p> <p>24 children in residential schools. In recent years, the</p> <p>25 number of criminal convictions for child sexual abuse by</p> <p style="text-align: center;">Page 1</p>	<p>1 to tell the inquiry about your experiences.</p> <p>2 Before we hear from Ms Scolding QC, who will</p> <p>3 introduce the representatives present and open this case</p> <p>4 study, some points on timing. We will sit each day from</p> <p>5 10.00 am. Ordinarily, we will take a 15-minute break at</p> <p>6 around 11.15 am, break for lunch at 1.00 pm, returning</p> <p>7 at 2.00 pm, and we intend to sit until approximately</p> <p>8 4.15 pm each day.</p> <p>9 By way of an agenda, we rely on the hearing</p> <p>10 timetable, which sets out the order in which witnesses</p> <p>11 will be called, save for where unforeseen circumstances</p> <p>12 require a change to be made. The hearing transcript is</p> <p>13 recorded simultaneously on screens throughout the room</p> <p>14 and will be published at the end of each day on the</p> <p>15 inquiry website. Any directions arising from the day's</p> <p>16 hearings will also be published on the website.</p> <p>17 There are anonymity arrangements in place for some</p> <p>18 witnesses who will be giving evidence throughout the</p> <p>19 hearing. Ciphering and redactions have also been used</p> <p>20 in relation to the evidence in accordance with the</p> <p>21 inquiry's redaction protocol and restriction order, both</p> <p>22 of which are available on the website, except for</p> <p>23 complainant witnesses who have waived their right to</p> <p>24 anonymity.</p> <p>25 If there is any inadvertent breach of</p> <p style="text-align: center;">Page 3</p>
<p>1 school staff has surged and the inquiry has received</p> <p>2 many accounts of sexual abuse that occurred in schools.</p> <p>3 Children in residential schools are particularly</p> <p>4 vulnerable to sexual abuse as a result of their</p> <p>5 isolation from their families and carers and the</p> <p>6 involvement of staff in their intimate personal care.</p> <p>7 Phase 1 of this investigation will focus on</p> <p>8 residential music and special schools, because of</p> <p>9 the nature of specialist residential music education and</p> <p>10 the additional vulnerabilities of children with special</p> <p>11 educational needs attending residential schools for</p> <p>12 large proportions of the year.</p> <p>13 The investigation will explore how schools and other</p> <p>14 agencies respond to allegations of sexual abuse by</p> <p>15 school staff and address broad questions of school</p> <p>16 culture, governance, leadership, training and</p> <p>17 recruitment.</p> <p>18 On behalf of the inquiry, I am, as always, grateful</p> <p>19 to all core participants and their legal teams for their</p> <p>20 assistance. I understand that a great deal of work has</p> <p>21 gone into preparing witness statements and providing</p> <p>22 disclosure. So to complainants, victims and survivors</p> <p>23 who have provided witness statements or who are to be</p> <p>24 called to give live evidence before the inquiry during</p> <p>25 this hearing, we are grateful to you for coming forward</p> <p style="text-align: center;">Page 2</p>	<p>1 the restriction order, I will ask that the simultaneous</p> <p>2 recording be stopped briefly so that the issue can be</p> <p>3 addressed as appropriate.</p> <p>4 Please go ahead now, Ms Scolding.</p> <p>5 Opening statement by MS SCOLDING</p> <p>6 MS SCOLDING: Good morning. I am Fiona Scolding and I am</p> <p>7 lead counsel to this investigation into the</p> <p>8 institutional response to child sexual abuse in</p> <p>9 residential schools in England and Wales, of which this</p> <p>10 is the first substantive hearing. Next to me on my left</p> <p>11 sit the other counsel to this investigation:</p> <p>12 Ms Zoe Nield, Ms Anna Bicarregui and Ms Mary Robertson.</p> <p>13 Chair, there are a large number of individuals and</p> <p>14 representatives and I will do my best to introduce them</p> <p>15 and introduce them correctly. Directly to my right,</p> <p>16 representing victims and survivors A1 to A5 in respect</p> <p>17 of Chetham's School of Music, A6 in respect of</p> <p>18 Appletree, which is a special school, and A7 in respect</p> <p>19 of Stony Dean, which is, again, a special school,</p> <p>20 Mr Richard Scorer and Ms Kim Harrison of Slater & Gordon</p> <p>21 Solicitors.</p> <p>22 Next to them, representing A189 and A207, victims</p> <p>23 and survivors of abuse at Stanbridge Earls Special</p> <p>24 School, Mr Iain O'Donnell of counsel acting on behalf of</p> <p>25 Mr Derham of Verisona Law.</p> <p style="text-align: center;">Page 4</p>

1 Directly behind Mr O'Donnell is Ms Gallafent QC, who
 2 represents the Seashell Trust which operates the Royal
 3 School for the Deaf, Manchester, a residential special
 4 school.
 5 Directly behind me, representing Purcell School, is
 6 Ms Reka Hollos of counsel. Behind me, again
 7 representing the Yehudi Menuhin School and Wells
 8 Cathedral School, again, both music schools,
 9 Ms Genevieve Woods of counsel.
 10 Representing -- again, directly behind Mr Scorer --
 11 Chetham's School of Music, a specialist residential
 12 music school, Mr Steven Ford QC.
 13 Turning to the benches opposite, one has, in the
 14 middle of the second bench, Ms Anna Senter, representing
 15 the Ecclesiastical Insurance Office who insures the
 16 majority of these institutions.
 17 Directly to her left, representing the Independent
 18 Schools -- in fact, her right, my left, representing the
 19 Independent Schools Inspectorate, which inspects all the
 20 music schools we are looking at, Mr David Wolfe QC.
 21 In front of him on the first row, representing the
 22 Office for Standards in Education, more commonly known
 23 as Ofsted, Ms Sarah Hannett of counsel.
 24 In the front row next to her, representing the
 25 Secretary of State for Education, Ms Cathryn McGahey QC.

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1 Last, but by no means least, directly behind
 2 Ms McGahey is Mr Stephen Morley who represents the
 3 National Police Chiefs' Council.
 4 The focus of this hearing concerns two types of
 5 residential schools. Firstly, specialist schools for
 6 those who are gifted in music, and secondly residential
 7 schools for children with special educational needs and
 8 disabilities. In some of these schools, allegations
 9 have been made of child sexual abuse by staff. In other
 10 cases, there are criminal convictions. And in yet
 11 others there have been concerns about harmful sexual
 12 behaviour between children. In all of them, the
 13 complexities of trying to keep children safe in the
 14 light of 21st century technology is a large concern.
 15 Where we are considering allegations, chair and
 16 panel, we will be using these hearings to examine the
 17 nature of the allegations, how they arose and what was
 18 done about them by both schools, local authorities, the
 19 criminal justice system and those who inspect and
 20 regulate the institutions. In each case, we will be
 21 asking: have lessons been learnt; has change occurred;
 22 and, most importantly, what the current system looks
 23 like and what its strengths and weaknesses are.
 24 Many of the issues we are raising are ubiquitous
 25 across the sector and can help tell us about managing

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1 safeguarding generally, whether in day or boarding
 2 schools. I will refer, chair and panel, generally to
 3 those who have made allegations of sexual abuse as
 4 complainants, except where there has been a criminal
 5 trial which has resulted in a conviction, or where the
 6 fact of abuse has otherwise been formally established,
 7 in which case the description "victim" and/or "survivor"
 8 will be applied by myself.
 9 Schools should be places where children are
 10 protected and where they receive, as the 1944
 11 Education Act identified, instruction for life. It is
 12 more than a place where children learn to solve
 13 quadratic equations or conjugate verbs. Schools
 14 transmit and reinforce the value and ethics of our
 15 society. School is both where one learns to think and,
 16 to a great extent, where our values are formed.
 17 It is also where one learns social skills and how
 18 to interact with one's peers. It is where one, at least
 19 in part, learns to play, to debate, to disagree, to
 20 share and to see that one's actions have consequences
 21 for others.
 22 Teachers and school leaders have a great
 23 responsibility to create and sustain an environment in
 24 which children can thrive. They are role models and
 25 have the capacity to transform lives, to inspire and to

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1 nurture. The need for a school environment which is
 2 safe, nurturing and caring is an essential prerequisite
 3 to the learning of all children.
 4 Countless studies, furthermore, show that it is to
 5 teachers that children turn in order to share their
 6 worries and fears if they feel unable to confide in
 7 their family. Schools often spot the signs of familial
 8 abuse and provide a safe haven from homes where neglect,
 9 violence, addiction and sexual degradation may be part
 10 of daily life.
 11 However, these next two weeks will give us a number
 12 of examples where institutions have failed to protect
 13 children whilst they were at school. In some cases,
 14 this was by omission, by a failure to heed warnings or
 15 by a readiness to dismiss as irrelevant what children
 16 had seen, children often being much acuter observers of
 17 the failings of adults than we like to recognise.
 18 Sometimes this was by wilful blindness, where those in
 19 authority closed their eyes to verifiable, demonstrable
 20 abuse taking place in their institution, and sometimes
 21 those responsible for caring for children perpetrated
 22 abuse.
 23 We will also see examples of good practice in
 24 safeguarding, and those who go way beyond the statutory
 25 minimum to attempt to create safe organisations. We

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<p>1 will also hear evidence on the complexities that arise 2 when seeking to manage sexualised behaviours between 3 teenagers, particularly around social media and 4 technology. 5 Until 2001, it was legal for a teacher to have sex 6 with a pupil over the age of consent, providing that 7 they consented even if the pupil was still at school. 8 In the case study concerning music schools, we see 9 numerous examples of the school either not knowing of 10 relationships between sixth form students and their 11 teachers or other staff or not taking steps to know. 12 These relationships, although not illegal, certainly 13 violated staff and pupils' boundaries. We want to 14 explore how far such relationships set a culture or tone 15 of permissiveness for other sorts of sexual activity 16 which was criminal at the time. 17 We will hear both from men and women who were the 18 subject of sexual abuse at the schools covered by this 19 investigation. We thank them for coming to speak to us 20 and recognise the pain that this may cause them. 21 They are using their experience as a way for us to 22 learn. The more that these matters can be spoken about 23 openly and honestly, the more that society as a whole 24 can change and understand the lifelong difficulties and 25 problems that can be caused by such abuse. We also</p> <p style="text-align: center;">Page 9</p>	<p>1 and special schools that make the protection of children 2 within them more complex on occasions, many of 3 the failures acknowledged by some of these schools could 4 have happened in any institution and, indeed, were 5 demonstrably widespread. We will be examining a further 6 three schools in phase 2 and the issues in particular 7 that they raise. 8 At that stage, we will also be hearing from a number 9 of organisations, including Ofsted, the Independent 10 Schools Inspectorate, the Department for Education and 11 other governmental bodies, as well as the teaching 12 unions, about issues concerning safeguarding in this 13 sector more generally. 14 We will also, in phase 2, be examining the processes 15 in Wales where legislation is different, as is the 16 system of education and the manner of inspection. 17 The government has both domestic and international 18 responsibilities to uphold a child's right to education 19 and to protect children against sexual abuse in school. 20 The Convention on the Rights of the Child enshrines the 21 right of a child to education and to be protected from 22 abuse. The responsibility to protect children is that 23 of central government, local government, schools 24 themselves, the organisations which may run and manage 25 them, and the community as a whole. This is reflected</p> <p style="text-align: center;">Page 11</p>
<p>1 thank family members who have come forward. Again, the 2 ripple effect of sexual abuse has an impact far beyond 3 the victim and can disrupt families and their lives for 4 very many years. 5 In particular, we remember the family and friends of 6 Mrs Andrade, a former student at Chetham's School of 7 Music, and all those others who have found the pain of 8 sexual abuse too much to bear, and we hold them in our 9 thoughts today. 10 There have been a number of reviews of the actions 11 of such schools. There have been prosecutions, civil 12 claims and disciplinary tribunals. We will use the 13 material from these, but our focus is not upon the 14 finding of fact or the apportionment of legal liability. 15 Our focus is to examine the themes and issues which 16 emerge from them, to synthesise them and to examine the 17 extent to which individual schools and the sector as 18 a whole has been able to change the deep-rooted 19 governance and cultural problems which have been 20 identified. 21 This is just the first phase of our investigation 22 into schools and, as I have said, will focus upon 23 special and music schools. Nonetheless, many of 24 the issues raised in this hearing may apply to all such 25 schools. While there are particular features of music</p> <p style="text-align: center;">Page 10</p>	<p>1 by a raft of legislation and policies, which include 2 statutes, statutory guidance, compulsory inspection, 3 having various individuals within school, called 4 designated safeguarding leads, to act as a point of 5 contact for statutory authorities, legal and 6 administrative requirements for school and teacher 7 registration, vetting requirements for those who work in 8 school, and barring requirements for individuals, even 9 if they have not been convicted of sexual offending, 10 from working with children and, from September 2020, the 11 proposal that there will be compulsory relationship 12 education in all schools and compulsory sex education in 13 secondary schools. 14 This inquiry seeks to discover whether those 15 requirements and obligations as they currently are are 16 being fully observed and implemented, and whether they 17 have enabled schools to develop a culture of putting the 18 welfare of children rather than the reputation of their 19 institutions as their first priority. 20 There is not, perhaps surprisingly, a great deal of 21 data available about sexual abuse in schools as a whole, 22 and very little data about the prevalence of child 23 sexual abuse in residential schools in particular. 24 The inquiry published a literature review 25 in November 2018 which included a review of documents</p> <p style="text-align: center;">Page 12</p>

1 from Operation Hydrant, the police umbrella organisation
 2 which collates information and provides guidance in
 3 cases of non-recent child sexual abuse. This recorded
 4 that 39.5 per cent of the 2,750 institutions which have
 5 been the subject of allegations brought to
 6 Operation Hydrant's attention are schools, making
 7 schools the most common location for police
 8 investigation of this abuse.

9 The Department for Education, in 2009 and 2010,
 10 undertook research which showed that 38 per cent of all
 11 allegations where the local authority designated
 12 officer, known as a LADO, was involved concerned school
 13 staff.

14 Furthermore, 27 per cent of those who have shared
 15 their experience to the Truth Project between June 2016
 16 to December 2017 say that they were abused in a school
 17 setting, and a quarter of those reported that they were
 18 abused by teaching or educational staff. These numbers
 19 are striking, although we acknowledge that this sample
 20 may not be fully representative of the overall picture.

21 We asked the NSPCC, which both runs a helpline for
 22 adults who have concerns about children and provides
 23 telephone and face-to-face counselling for children, how
 24 many of their calls concerned child sexual abuse within
 25 schools. They are careful to tell us that they do not

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1 extrapolate these figures because the children in
 2 particular who call Childline, the telephone counselling
 3 service, are not a representative sample of children in
 4 the UK, and, furthermore, the level of information that
 5 these children provide in the telephone calls varies.

6 However, even with those limitations, of the nearly half
 7 a million children whom Childline dealt with
 8 between June 2017 and March 2019, approximately 10,000
 9 raised child sexual abuse as their "location of main
 10 concern", which I think is the NSPCC's way of
 11 identifying what they were worried about.

12 Of those, approximately 1,000 had an educational
 13 setting as their locus of main concern.

14 For the adult helpline, of around 75,000 contacts,
 15 7,451 had sexual abuse as the main cause for concern,
 16 with 437 of those identifying an educational setting as
 17 the location of the risk or incident.

18 We also asked for information and data from the
 19 Teaching Regulation Agency, the organisation which has
 20 responsibility for taking regulatory disciplinary action
 21 against individual staff for serious misconduct. The
 22 TRA, as they are known, said that, of the 505 teachers
 23 prohibited from teaching between 2004 to 2019, over
 24 half, or 268 of them, were prohibited for either sexual
 25 misconduct or what they call breach of boundaries. Now,

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1 this is not always sexual abuse of children, but is
 2 a wide variety of misconduct relating to inappropriate
 3 behaviours by teachers.

4 We also asked the Charity Commission to provide us
 5 with details of any regulatory action taken against
 6 schools in the recent past. Because of the way they
 7 hold data and information, they could not identify which
 8 of the charities they regulate provide school services.
 9 However, they have identified eight schools in the
 10 recent past where a statutory inquiry has been, or is
 11 being, undertaken, of which six involved allegations of
 12 failures of governance in respect of safeguarding.

13 All the schools we are examining in this phase have
 14 an element of residential education, even if, in many
 15 cases, the majority of children attend on a day basis.

16 Residential education, usually known as boarding, is
 17 very much a minority choice for children in England and
 18 Wales in 2018 and its use has decreased very
 19 significantly over the past 50 years, although
 20 I understand that the numbers have now been fairly
 21 steady for the past decade.

22 Up to 2018, there were approximately 77,000 students
 23 who boarded in England. The vast majority of these are
 24 educated in the independent sector -- some 69,806 in
 25 total. This has to be compared to the 4.7 million

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1 children who were educated in state-funded primary
 2 schools and the 3.3 million children who were educated
 3 in state-funded secondary schools. There are
 4 approximately nearly 600,000 -- there are nearly 600,000
 5 pupils who attend independent schools, of whom 200,000
 6 are between five and ten and approximately 300,000 are
 7 between ten and 19. Data from Wales shows that around
 8 470,000 pupils attend schools of some description.

9 Again, boarding schools are very much a minority of
 10 the type of schools which operate in this country. The
 11 figures from the Department for Education show that
 12 there are around 16,000 state-funded primary schools in
 13 England and 3,500 state-funded secondary schools, with
 14 there being 1,600 schools in Wales. There are around
 15 2,000 independent schools in England, and 70 independent
 16 schools in Wales. Approximately 7 per cent of all
 17 pupils attend independent education, but this very much
 18 depends on age, with over 18 per cent of the school
 19 population attending an independent institution between
 20 the ages of 16 and 18.

21 The number of boarding schools as a proportion of
 22 state and independent education is even smaller.
 23 According to the Independent Schools Council, there are
 24 693 independent mainstream boarding schools in the UK,
 25 as at September 2018. The vast majority of those are

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<p>1 co-educational, with 11 per cent being for boys only and 2 8 per cent being solely for girls. There are also 35 3 state-funded schools which have some element of 4 residential accommodation. Even in boarding schools, 5 over half the pupils board. Only 3 per cent of all 6 schools are exclusively boarding, with slightly more 7 boys than girls boarding overall.</p> <p>8 Boarding schools are often analysed by sociologists 9 and other researchers as what is known as "total" 10 institutions. That is, they are places of residence and 11 work where large numbers of individuals cut off from 12 wider society for an appreciable period of time together 13 lead an enclosed, formally administered life.</p> <p>14 Delyth Lynch, who has worked in a boarding setting for 15 much of her professional life, has recently produced 16 a research paper as a result of a fellowship bestowed by 17 the Boarding Schools Association, which examines in some 18 detail and provides a survey in which she comments that 19 boarding schools are a different environment from the 20 norm that prevails in society at large.</p> <p>21 In a boarding school, a pupil's life is conducted in 22 the same place, alongside a large number of others, all 23 of whom are treated similarly and expected to adhere to 24 a closely managed timetable. Whilst boarding school 25 pupils may enjoy a degree of choice as to how they spend</p> <p style="text-align: center;">Page 17</p>	<p>1 at these schools and their families, and sometimes to 2 the staff, is success, and the cost to the well-being of 3 the individual may be overlooked. Some of our victims 4 and survivors from these schools talk of developing 5 eating disorders, other mental health difficulties and 6 physical ill-health as a result of an intensive regime 7 of practice and a culture of competition and back 8 stabbing amongst pupils for preferment and favour.</p> <p>9 Professor Joy Schaverein is a psychotherapist who 10 has undertaken extensive academic work into what she 11 calls "boarding school syndrome". We published her 12 witness statement within the closed schools narrative. 13 She considers that the difference between boarding 14 schools and many other institutions where children 15 reside is that their parents have chosen to send their 16 children there, and that their attendance is therefore 17 perceived as a sign of social success as well as 18 privilege and good fortune.</p> <p>19 This awareness of privilege is compounded by a more 20 or less closed-off existence, reinforced by 21 idiosyncratic traditions, clothing, peculiarities of 22 jargon and nicknames. Within this world apart, children 23 can find it difficult to say anything negative or to 24 speak out for fear of seeming to be disrespectful of 25 their parents and of the society around them.</p> <p style="text-align: center;">Page 19</p>
<p>1 their time, particularly out of the classroom, this 2 nevertheless takes place within a carefully prescribed 3 and closely monitored framework.</p> <p>4 Such institutions may be a riskier place for 5 children. They are places where children may be more 6 likely to be open to abuse, as the adults around them 7 have prolonged periods of contact in a variety of 8 settings. As such, this presents greater scope for 9 grooming to take place. The child's loyalty to the 10 institution, furthermore, may well mean they do not say 11 anything. In residential special schools, moreover, 12 children often require one-to-one round-the-clock care 13 and attention, including overnight. Boarding schools, 14 particularly the music schools we are examining, are 15 also places where there are high expectations of 16 the children. The children within music schools have 17 very high expectations of themselves and the 18 organisations expect them to push themselves hard in 19 order to fulfil their potential. The level of extra 20 tuition, rehearsals and training can lead to an 21 environment which is more hierarchical than many other 22 sorts of boarding schools, and it can be very 23 competitive, giving rise, as the phrase which is often 24 used, to a "hothouse" culture.</p> <p>25 What may seem most important to some of the children</p> <p style="text-align: center;">Page 18</p>	<p>1 We are interested in the particular characteristics 2 of institutions which make them more susceptible or 3 likely to house abusers and what steps can and should be 4 taken by schools to seek to minimise these risks. We 5 have sought expert evidence from Mr Marcus Erooga. He 6 has provided us with a report setting out the 7 characteristics of institutions which make them more 8 susceptible to grooming and also describes some 9 different characteristics or typologies of abusers. He 10 has also provided us with some ideas about the 11 introduction of a system of neutral notification which 12 is a system of mandatory reporting of low-level concerns 13 by staff in a school to a central person to try and spot 14 and nip in the bud behaviours which can then become 15 transgressive or are indicative of abuse. We will be 16 hearing from him in phase 2 of the inquiry, but we will 17 be using his work as the basis of some of our lines of 18 questioning within this aspect of the investigation.</p> <p>19 Mr Erooga tells us that the archetype of an 20 institutional abuser, ie, someone who perpetrates abuse 21 within institutions, is the charismatic, well-networked, 22 caring professional who is usually part of 23 the leadership of the school. Research shows that those 24 who sexually abuse students are often the most competent 25 and popular within the staff room. They build close</p> <p style="text-align: center;">Page 20</p>

<p>1 relationships with children, obtaining their trust, 2 usually by giving attention and flattery. They slowly 3 increase the amount of touch or other sexual behaviours 4 to seek to desensitise the student to physical contact 5 and also to learn more about their inner life in order 6 to buy their silence, if necessary.</p> <p>7 The witness evidence of the victim and survivor core 8 participants to this investigation speaks of this 9 process: increasing touch from nonsexual to sexual; 10 changing the conversation to sexual topics; giving these 11 young people attention and telling them they could be 12 brilliant if only they do what he or she says; asking 13 them about personal and deeply private issues in their 14 lives or about their families.</p> <p>15 Some of the offenders we will be discussing were 16 perceived as father figures or rescuers. They give 17 special attention, gifts, praise and time, building up 18 a close relationship, often not just with the child, but 19 with their family as well. This therefore enables them 20 to have an intimate and unparalleled knowledge of 21 a child's home and personal life which can then be used 22 for manipulation and control. As the work of 23 Eileen Munro demonstrates in the context of 24 the Australian Royal Commission of sexual abuse 25 demonstrates, where adults have known each other for</p> <p style="text-align: center;">Page 21</p>	<p>1 present in a number of the schools which we will 2 examine. These are: an inflexible hierarchy, so that 3 junior members of staff and pupils find it difficult to 4 report issues involving senior staff.</p> <p>5 Secondly, having either inadequate or, at times, 6 a total lack of safeguarding policies and procedures, or 7 else they are in place but are routinely ignored, 8 without consequence or sanction.</p> <p>9 Thirdly, there is, or has been, a lack of relevant 10 training.</p> <p>11 Fourthly, there is a lack of clarity about who is 12 responsible for safeguarding and a lack of awareness 13 amongst the entire teaching body that safeguarding is 14 everyone's responsibility.</p> <p>15 Next, there is a culture of not listening to 16 children. Where children are not listened to or not 17 taken seriously, they will not come forward.</p> <p>18 Next, inadequate institutions do not focus on 19 children's welfare, so that the reputation of 20 the school, the reputation of the staff or the staff's 21 welfare is seen as of primary importance.</p> <p>22 Next, these are often institutions with a very 23 strong sense of close-knit allegiance and longstanding 24 relationships.</p> <p>25 Further, often members of staff have an aura of</p> <p style="text-align: center;">Page 23</p>
<p>1 a long time and the relationship is positive between 2 them, confirmation bias may be very strong and evidence 3 can be explained away, even if troubling.</p> <p>4 To take an example from this investigation, 5 Michael Brewer, the previous director of music at 6 Chetham's, staff identified various troubling examples 7 of him having young girls alone in his room. They were 8 brushed away by the school on the basis that he couldn't 9 behave like that. In Stony Dean School, inappropriate 10 behaviours by the head of care were disregarded on the 11 basis that he was a senior leader and, therefore, 12 a respected individual. Individuals working together in 13 schools, in particular residential schools where they 14 will spend lots of time with each other, often have 15 a strong sense of group allegiance which provides 16 a psychological motivation to disbelieve sexual abuse 17 allegations.</p> <p>18 Schools with such close-knit groups of teachers can 19 also make it more difficult for young people to disclose 20 abuse. Staff will be seen by their pupils socialising 21 with each other in a way which may make it difficult to 22 know whom they could trust to listen to their concerns.</p> <p>23 Mr Erooga identifies a number of features of 24 institutions which can contribute to the risk of abuse 25 within a school setting. Some of these features are</p> <p style="text-align: center;">Page 22</p>	<p>1 respectability, and the school itself does, that makes 2 it difficult for parents to believe disclosure.</p> <p>3 Then there is an excessive reliance on the rules 4 that govern the organisation at the expense of other 5 checks and balances so that disclosures are not reported 6 to external authorities, but dealt with internally, and 7 the internal processes are at times wholly inadequate.</p> <p>8 Last, but by no means least, a culture which 9 minimises the significance of the impact of child sexual 10 abuse.</p> <p>11 The Office of Children's Commissioner in the reports 12 it undertook in 2012 and 2013 identifies, on the other 13 hand, good practice in schools and some principles for 14 policy and practice development which we wish to explore 15 with the institutions that are being questioned over the 16 next two weeks.</p> <p>17 Good practice includes the following: firstly, the 18 giving of priority to child protection within schools; 19 secondly, identifying that safeguarding is a shared 20 responsibility for all those who work within the school 21 and that all staff understand how their role contributes 22 to the overall ethos.</p> <p>23 Next, that there are strong communication networks 24 between both schools and local authorities which can 25 assist with recognising risk and that there are</p> <p style="text-align: center;">Page 24</p>

<p>1 appropriate advisory services with dedicated 2 safeguarding roles. 3 Fourthly, that there are systems for ongoing 4 training and support for staff who identify child 5 protection concerns. 6 Fifth, that staff know their students well and that 7 their welfare is looked after in the broadest sense, and 8 that students have the language and education to 9 understand risks and to be able to identify them. 10 Every boarding school now, and since 2002, has had 11 to have something called an Independent Listener. That 12 is someone who is not a member of staff at the school 13 whom children can approach with concerns. The 14 Children's Commissioner also runs a free helpline for 15 all those who live away from home, but they have told us 16 that the uptake of this amongst residential school 17 pupils, whether in the special school or mainstream 18 school sector, is low. We wish to examine if the 19 current system provides adequate opportunity and 20 reassurance for children to be able to confide in an 21 adult about what is happening to them at school and 22 whether there need to be more regular visits and a more 23 organised cadre of individuals who operate as trusted 24 befrienders in these settings. 25 Turning to the past and current system of</p> <p style="text-align: center;">Page 25</p>	<p>1 1944 been registered with the Department of Education, 2 which acts as their formal regulator. The Department 3 for Education, in the evidence it has given to us, 4 accepts that its regulation of boarding schools was 5 fairly loose before 2002, with few, if any, set 6 standards against which the quality of education or the 7 welfare of children could be judged. They have also not 8 kept records from this time to be able to tell us how 9 often and when they intervened in schools. 10 We will be examining whether or not the department's 11 recent past and current activity shows whether it is 12 acting as an effective regulator of this sector or 13 whether further steps need to be taken to improve its 14 enforcement action. 15 It is also the case that, whilst the Department for 16 Education is the regulator, it does not have individuals 17 who undertake spot checks themselves. If there are 18 concerns or complaints, the Department for Education 19 will commission Ofsted or the Independent Schools 20 Inspectorate to go into a school and to inspect it on an 21 emergency basis. The Department for Education will also 22 ask Ofsted or the Independent Schools Inspectorate to 23 check through any action plans or any further changes 24 which need to be made as a result of the inspection 25 findings.</p> <p style="text-align: center;">Page 27</p>
<p>1 regulation, just to explain it mainly for members of 2 the public who may be listening rather than most of 3 the people in this room, the Department for Education 4 regulates the independent and state sector, and has done 5 so since 1944. Despite the plethora of legislation in 6 this area, little deals directly in statute with 7 safeguarding duties. What I am about to say applies to 8 all schools, but I will deal with some specific 9 legislation about special schools a little later on. 10 State-maintained schools have their standards set by 11 the Department for Education or local authorities and, 12 since 1988, there has been a national curriculum in 13 England which identifies the subjects which have to be 14 taught, and the topics to be covered within them. Local 15 authorities, bodies elected by us at local elections, 16 were largely responsible for maintaining, organising, 17 checking and monitoring schools in their area until 18 2000. Three-quarters of secondary schools and 19 a significant minority of primary schools are now 20 academies and so are directly regulated by the 21 Department of Education through the Education and 22 Schools Funding Agency, or Regional Schools 23 Commissioners, civil servants who act on behalf of 24 the Department for Education. 25 Independent schools have, and have had to, since</p> <p style="text-align: center;">Page 26</p>	<p>1 The Independent Schools Inspectorate performs the 2 same role as Ofsted but inspects schools which are 3 allied to bodies under the Independent Schools Council 4 umbrella, which is around half of all independent 5 schools. Both Ofsted and the ISI have no intervention 6 role and cannot issue directions to schools to act in 7 particular ways. 8 The Department for Education tells us that eight 9 independent schools have been removed from the register 10 since 2002 for failing to meet standards relating to 11 safeguarding although safeguarding was not the only 12 failure in all of those schools. 13 We will also be examining governance. Maintained 14 schools have governors; academies have trustees, 15 sometimes called governors, who perform the same or 16 similar roles. There is, however, no requirement for an 17 independent school to have a board of directors or 18 governors. Many, however, do. Governors, or the 19 proprietor, if there are none, are required under 20 statutory guidance to have overall responsibility for 21 safeguarding policies in their schools, and to have 22 a safeguarding governor who holds the school to account 23 for its policies and practices. Many governors, 24 however, come from historic organisations linked with 25 the school and some victims and survivors have told us</p> <p style="text-align: center;">Page 28</p>

<p>1 that they consider that governance in those 2 circumstances is more of a "cosy club" rather than 3 a body which seriously scrutinises the processes of 4 the school. In this investigation, we want to explore 5 how far governors, or this type of organisation, can be 6 effective in holding schools to account in respect of 7 safeguarding issues, or whether this style of management 8 is inimical to being able to understand or deal with 9 such problems effectively within a school. 10 The Department for Education and the National 11 Governors' Association both tell us that there is no 12 statutory requirement for governors to have training to 13 be able to hold leaders to account for the educational 14 performance of the school, and that there is no 15 compulsory training for any governor or any trustee. 16 However, there is guidance which suggests that to have 17 such training is best practice. There is no 18 standardised course for governors available at present. 19 Turning now to standards in schools. From 1992, 20 when the Children Act 1989 was fully implemented, there 21 has been a duty on all independent schools and all 22 independent boarding schools under section 87 of 23 the Children Act 1989 to safeguard and promote the 24 welfare of their boarders. Before that date, there was 25 no such statutory obligation. Since that point in time,</p> <p style="text-align: center;">Page 29</p>	<p>1 the individuals who have experience in these standards, 2 such as Dame Christine Lenehan, the president of 3 the National Council for Disabled Children, identify 4 that one of the concerns they have is that, at present, 5 schools only have to do the minimum, whereas, by 6 contrast, if one runs a registered children's home, one 7 has to comply with what are called "quality" standards. 8 The National Association of Special Schools, in 9 their witness evidence to this investigation, say that 10 the current national minimum standards, at least as far 11 as residential special schools are concerned, do not 12 have sufficient focus upon the experiences of and 13 outcomes for children and young people. They say that 14 the focus should be upon what should be provided, rather 15 than the impact on how these services are received. The 16 Department for Education has told us that they are 17 currently working on a new set of standards which will 18 seek to raise the bar, but there is no intention to 19 replace minimum standards with quality standards, as to 20 do so would require primary legislation. 21 Alongside the regulations I have discussed, since 22 2006, the government has published and then reissued 23 statutory guidance which every school must have regard 24 to, whether state or independent, which concerns 25 safeguarding in schools. It is now called Keeping</p> <p style="text-align: center;">Page 31</p>
<p>1 local authorities were required, until 2002, to examine 2 special schools, residential special schools, on an 3 annual basis and other schools on a two- to three-year 4 basis to check the boarding accommodation was suitable 5 for the children who were educated there. 6 Before 1992, the inspections that we have been 7 provided with, which are limited, have tended to focus 8 upon educational standards alone and, if reference is 9 made to board accommodation, it focuses more on things 10 like the drains or the toilets rather than the 11 well-being of pupils were broadly. From 2002 onwards, 12 the government introduced independent school standards 13 by way of the Independent Schools Regulations. It would 14 appear from information this information has been given 15 by Ofsted, the DfE and the Independent Schools 16 Inspectorate, that the impetus, at least in part, behind 17 this change was concern over the management of certain 18 schools in respect of child protection and safeguarding. 19 These standards contained in these regulations are the 20 standards against which all independent schools are 21 examined when they are inspected, both day and boarding. 22 Alongside these standards, there are what is known 23 as national minimum standards -- one set for boarding 24 schools and one for residential special schools, which, 25 again, were implemented from 2002 onwards. Some of</p> <p style="text-align: center;">Page 30</p>	<p>1 Children Safe in Education. Reading part of this 2 document is compulsory for all staff who work in schools 3 and, in this inquiry, we wish to ask if this guidance is 4 adequate, in particular for those with disabilities and 5 special educational needs, and whether the teaching of 6 sex and relationship education takes proper account of 7 the needs of children with disabilities. Moreover, 8 several organisations have identified how much they 9 valued longer versions of the guidance which were issued 10 previously, which they say provided more exploration of 11 the issues which individuals face on the ground. 12 We will also be asking whether or not the guidance 13 is required to be followed, rather than being provided 14 as a guideline for best practice, and whether or not, if 15 it had to be followed, that would make any difference. 16 All schools are meant to provide training for all 17 staff in safeguarding, but neither the nature nor type 18 of training is specified. This is a matter which 19 concerns all the teaching unions who have provided 20 evidence to us. Furthermore, the unions identify that 21 there is no power to require staff in schools to receive 22 such training: all schools are also required to have 23 a designated safeguarding lead, something I mentioned 24 earlier, otherwise known as a DSL, who should be 25 a member of the senior management team and who has</p> <p style="text-align: center;">Page 32</p>

1 primary responsibility for safeguarding concerns and
 2 making reports to the local authority in cases of
 3 concern. All schools are also required to have
 4 a safeguarding policy, but no template national policy
 5 is available, so local authorities and schools seek to
 6 have their own.

7 Teaching unions, special schools and the Association
 8 of Directors of Children's Services have all provided us
 9 in witness evidence with concerns about the current
 10 guidance, indicating that its reduction in size has also
 11 been accompanied by a reduction, therefore, in
 12 helpfulness, so that practical advice and guidance is
 13 now less present. The NASUWT, a teaching union,
 14 describes the current guidance as too simplistic, and
 15 also vague as to the language used within it.

16 Alongside Keeping Children Safe in Education is the
 17 document entitled Working Together to Safeguard
 18 Children. This guidance has been produced, on average,
 19 every three to five years since 1993 and provides
 20 comprehensive, general advice about child protection
 21 within England. Aspects of this statutory guidance can
 22 be of direct relevance to schools and, again, it should
 23 be looked at by them in cases of concern.

24 Alongside Working Together, the government published
 25 in 2018 specific guidance called "Sexual Violence and

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1 Sexual Harassment Between Children in Schools and
 2 Colleges". Whilst most organisations who have provided
 3 us with evidence in this investigation see this as
 4 a helpful document, some, in particular the unions, have
 5 concerns that it has not been circulated widely amongst
 6 education professionals and that the government's
 7 message on what to do about such behaviour has not been
 8 consistent.

9 Everyone who has given evidence to this
 10 investigation on this topic has welcomed the
 11 introduction of compulsory sex and relationship
 12 education in all secondary schools, and also the
 13 teaching of relationship education in primary schools.
 14 However, many have expressed concern about the lack of
 15 specialist teacher training in this area, both the NEU,
 16 the largest teaching union, and the NSPCC carried out
 17 a survey in 2019 in which half of staff stated that they
 18 did not feel confident about teaching these subjects
 19 and, in particular, teaching pupils with special
 20 educational needs about sex and relationship. We will
 21 be asking the Department for Education about the
 22 resources, training and guidance which they are going to
 23 provide and whether or not there needs to be specialist
 24 training and resources for those with special
 25 educational needs and disabilities.

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1 I turn briefly to discuss the position of inspection
 2 of schools. Until the creation of the Office for
 3 Standards in Education, known almost universally as
 4 Ofsted, inspection of all schools, whether state or
 5 independent, was undertaken by Her Majesty's Inspectors,
 6 which office first came into being into the middle of
 7 the 19th century. However, their aim was not to inspect
 8 all schools regularly. Inspection of any school only
 9 took place, we are told, around once a decade. Their
 10 focus was almost exclusively on the standards of
 11 teaching and educational achievement, not on child
 12 protection or welfare.

13 From 1992 to 2002, Ofsted had responsibility for
 14 inspecting all schools, whether state or independent.
 15 From 2002 onwards, the Independent Schools Inspectorate,
 16 or ISI, as I will now call it, signed a memorandum of
 17 understanding with the Department of Education and has
 18 been permitted since that date to inspect schools which
 19 were members of organisations allied to the Independent
 20 Schools Council. Their inspections operate on
 21 a different framework from that of Ofsted, most
 22 obviously because they do not provide overall grades for
 23 a school. At first, their inspections dealt solely with
 24 educational standards and not with boarding welfare, but
 25 from 2012, they have been able to inspect all aspects of

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1 schools. There were also other some other inspectorates
 2 who examined a small number of other independent schools
 3 until this year.

4 As I have already stated, half of all independent
 5 schools are inspected by Ofsted and the other half by
 6 ISI. The ISI inspect very few special residential
 7 schools. We will be hearing oral evidence from both
 8 institutions during the course of this hearing and
 9 asking them questions on the following topics.

10 Firstly, how far can inspections provide an accurate
 11 exploration of child protection issues which may be
 12 present?

13 Second, how far can an inspection discover
 14 safeguarding failures, rather than simply interrogate
 15 known failures?

16 Thirdly, is the current framework for inspection
 17 sufficiently robust in examining child protection?

18 Fourthly, does the current system of regulation by
 19 the DfE and the relationship between the DfE, Ofsted,
 20 the ISI and other statutory bodies work in practice?

21 Fifthly, do there need to be changes in inspection
 22 practices or procedures to improve the safeguarding of
 23 children?

24 Both Ofsted and the ISI have identified that the
 25 breadth and depth of their inspections have been reduced

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1 over the past decade because of the significant cut in
 2 resources caused by austerity. The National Audit
 3 Office, in 2018, produced a report on Ofsted which
 4 identified an over 50 per cent cut in real terms in
 5 their funding since 2000. The ISI has also identified
 6 that it also reduced its inspections because independent
 7 schools considered that the ISI regime was, in fact,
 8 more onerous than that for maintained schools. This has
 9 raised concerns in the evidence we have received from
 10 the unions and others because a policy choice has been
 11 made to create, as Ms Spielman, the current HM chief
 12 inspector of Ofsted identifies, a thinner veneer of
 13 assurance.

14 A second issue which has been raised by a number of
 15 individuals who have given evidence to us is the fact
 16 that mainstream schools which are judged outstanding,
 17 whether they are academies or state maintained, have
 18 been exempt from routine inspection until last month,
 19 when the government's policy changed, so that over 1,600
 20 schools as at May 2018 had not been inspected for over
 21 six years.

22 During the course of phase 2, we will examine the
 23 impact this may have had upon assurance within the
 24 sector generally.

25 I have already mentioned the LADO. This person is

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1 appointed by each local authority in England to deal
 2 with allegations made about abuse in institutions,
 3 whether schools or other voluntary settings, and to
 4 co-ordinate with other agencies. It is also meant to
 5 provide training, workshops and general advice.

6 Schools have given us varying accounts of their
 7 experience of these officers. Some have praised them
 8 and their thoroughness. Others, however, identify that
 9 they often lack specialist knowledge and understanding,
 10 particularly of special schools and the needs of
 11 children with disabilities. This is not surprising,
 12 given the range and type of institutions they have to
 13 cover, but it raises a question as to whether or not
 14 there may be a role for more specialist expertise
 15 potentially on a regional basis for those with
 16 responsibility for special schools.

17 We have witness statements within this phase of
 18 the investigation from six local authorities about the
 19 role of their LADO in practice and the work they do
 20 overall. They have told us that a number of them run
 21 regular meetings to discuss concerns from all schools
 22 and run training of one form or another. We also have
 23 written evidence from the Association of Directors of
 24 Children's Services, who have informed us about some
 25 concerns that they have about the differing thresholds

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1 for referral to children's social care and how they can
 2 vary.

3 The Association of Directors, however, tells us that
 4 this is intentional, as each local authority has to have
 5 written local criteria, but there is no national
 6 threshold. Schools have told us that they can find this
 7 confusing, particularly special schools, where in
 8 different authorities there may well be different views
 9 about whether or not referrals should be made.

10 Another issue raised in particular by the special
 11 schools sector is when and which local authority will
 12 intervene and who should investigate where a child lives
 13 somewhere during term time but somewhere else during the
 14 holidays. Special schools have told us there is often
 15 confusion about which local authority should investigate
 16 in these circumstances.

17 Alongside the LADO, prior to September of this year,
 18 every area, every local authority in England and Wales,
 19 had something called a Local Children's Safeguarding
 20 Board. This was a collection of statutory agencies
 21 whose responsibility was to organise and provide
 22 training, advice and strategy about safeguarding and was
 23 the basis under which the LADO operates. Some of
 24 the schools and other organisations have given us
 25 evidence that their work with disabled children and

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1 about them has been very limited and that very few of
 2 them provided targeted training about this area. Some
 3 independent schools have also told us that they did not
 4 always feel part of the Local Children's Safeguarding
 5 Board.

6 As nonstatutory organisations, independent schools
 7 are not compulsory relevant partners under the new
 8 scheme or arrangements brought into force under the
 9 Children and Social Work Act 2017.

10 Alongside the LCSB, as it was known, every local
 11 authority has a director of Children's Services, which
 12 has come into play since 2004. Their umbrella
 13 organisation, the ADCS, has raised concerns with us
 14 that, despite the statutory responsibility of
 15 the director to promote the welfare of children and
 16 ensure fair access to services, and to promote
 17 educational excellence for all, they do not necessarily
 18 have a clear, or any, role in relation to schools which
 19 are not maintained by them. ADCS has also identified
 20 that there is an absence of a single, overarching
 21 strategy which knits together the government's myriad of
 22 education reforms, reviews and developments. By
 23 contrast, they say there is a clear vision for the
 24 multiple strands of work that also take place in respect
 25 of children's social care. They raise concerns that

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<p>1 there is a lack of what they call holistic 2 accountability within the system and that there are 3 a disparate number of organisations with whom the 4 performance of schools has to be raised. For example, 5 a local authority, the DfE, the Education and Schools 6 Funding Agency, Ofsted, ISI, the Regional Schools 7 Commissioners and their boards, individual head 8 teachers, the designated safeguarding lead, school 9 governors, trustees, multi-academy trust boards. They 10 say at times this causes profound confusion and 11 difficulty in deciding who is meant to be reporting what 12 to whom. This is something which we will be touching 13 upon in phase 1 and which we will be returning to in 14 phase 2 and is also an issue which has been raised by 15 independent reviews commissioned by the Department for 16 Education recently.</p> <p>17 Most, but not all, independent schools are charities 18 registered with the Charity Commission because of 19 the significant financial advantages that this gives 20 them. The Charity Commission can exercise powers over 21 schools which are charities where its trustees have 22 acted contrary to or failed to fulfil their obligations, 23 known as fiduciary responsibilities. The focus of any 24 regulation in respect of child protection in schools is 25 therefore, within the Charity Commission, solely upon</p> <p style="text-align: center;">Page 41</p>	<p>1 It funds all four of the music schools we are going 2 to discuss this week, alongside four specialist dance 3 schools. Up to 85 per cent of the students at these 4 schools receive some form of funding through this 5 scheme. Furthermore, the Department for Education gives 6 some £200,000 per year to act as bursaries for children 7 to attend various choir schools which exist in England. 8 Whilst the government funds these schemes, their 9 administration is through the schools and there are no 10 additional checks on safeguarding and child protection 11 that we have been told about, other than those which are 12 generally in existence. The Department for Education 13 have told us that no bursaries and no funding has ever 14 been withdrawn because of concerns about child 15 protection. There is no specific safeguarding guidance 16 under this scheme, and no element of oversight by the 17 Department for Education.</p> <p>18 Specialist music schools, as they are in the modern 19 era, began with the Purcell School in 1962, followed by 20 the Yehudi Menuhin School in 1963, Chetham's in 1969 and 21 Wells Cathedral School in 1970. The Yehudi Menuhin 22 School, or YMS as I will call it from now on, was the 23 brainchild of Sir Yehudi Menuhin who had seen the 24 specialist music schools in the Soviet Union and wanted 25 to create an education which could rival them and</p> <p style="text-align: center;">Page 43</p>
<p>1 whether or not the trustees have acted appropriately. 2 The Charity Commission, therefore, in three witness 3 statements to this investigation, tell us that they do 4 not therefore undertake particular investigations and 5 cannot investigate particular allegations about sexual 6 abuse in a school, but only consider whether or not 7 there are issues of governance and trustee management.</p> <p>8 They also accept that the Commission's role in 9 examining failures in safeguarding has been developing, 10 and that their view as to what should be investigated 11 and when has become more robust over this period of 12 time.</p> <p>13 Having reviewed various aspects of background, I now 14 turn to the particular schools this investigation is 15 examining.</p> <p>16 Firstly, music schools. Mrs Thatcher, who was 17 apparently a passionate classical music and opera 18 enthusiast, whilst Education Secretary in the 1970s, 19 created the specialist Music and Dance scheme which 20 continues to this day. Kate Dixon of the Department of 21 Education sets out the genesis of this scheme in her 22 witness statements. It has a £30 million budget and 23 provides grants and fee exemptions for those aged 8 to 24 19 to access specialist education and training on 25 a means-tested basis.</p> <p style="text-align: center;">Page 42</p>	<p>1 produce world class musicians. Individuals and the 2 first teachers at this school were, in fact, sent to the 3 Soviet Union to study how the children were taught. The 4 regime in these schools, in the music schools, is 5 demanding. Three hours' worth of practice is sometimes 6 required on top of a full academic curriculum plus 7 lessons in the theoretical side of music -- harmony, 8 theory, and the communal making of music, competitions 9 and concerts.</p> <p>10 The children who attend these music schools aspire 11 to become professional musicians. The pupils are 12 competitive and the parents and teachers as well as the 13 pupils themselves want to excel. As Alistair Tighe, the 14 current head of Wells Cathedral School, says: 15 "... We do appreciate there are additional and 16 potential risks to pupils in residential music schools, 17 including the risks arising from the specific and often 18 intense nature of the relationships between music 19 teachers and their pupils, and from the boarding 20 environment."</p> <p>21 The music teacher is described by all the victims 22 and survivors and the majority of staff who have worked 23 in such schools as holding considerable power and sway, 24 and pupils will want to do anything to please them. The 25 word "reverence" has been used by several members of</p> <p style="text-align: center;">Page 44</p>

<p>1 staff to describe the relationship between pupil and 2 teacher. 3 Furthermore, these teachers are seen by their 4 students as the most important people at their school, 5 so that they often have much more power, albeit 6 informally, than academic staff or senior management. 7 The power of the charismatic and acclaimed individual to 8 hold sway over the student has been long recognised as 9 being capable of being used to nefarious ends. 10 Dr Svengali coming to mind. 11 Young people who have ambitions to succeed within 12 the relatively small world of classical music may 13 perceive that to make an allegation or complaint against 14 a distinguished and influential tutor could negatively 15 impact upon their career chances. 16 We have been provided with evidence that 17 relationships between adults and children in some music 18 schools at some times were not appropriate and that 19 lines became blurred as to what was right and wrong. 20 Dr Ian Pace, a musicologist and musician, who has 21 written extensively about sexual abuse in music schools 22 and who has also been sent hundreds of accounts of such 23 abuse by those who attended them, describes a culture at 24 some of these schools of a tolerance of relationships, 25 including, at times, sexual contact between some male</p> <p style="text-align: center;">Page 45</p>	<p>1 qualifications. 2 We have been told by all four specialist music 3 schools that we are looking at that they now all treat 4 these individuals as employees, but in the past they 5 were often considered to be self-employed. That 6 therefore meant they often did not attend safeguarding 7 training and did not sign up to codes of conduct about 8 their behaviour or teaching methods. Even now we have 9 been told that the numbers of professional musicians 10 teaching in these institutions and the nature of their 11 coming in and out of them means that they are often away 12 when such training is going to be run. 13 Some musicians teach at all four schools and many 14 teach at some of these schools but also at adult music 15 conservatoires and, therefore, may well teach the 16 students from a relatively young age through to their 17 adulthoods. They are still often seen, as it were, 18 semi-detached from the school and their vision and view 19 of pastoral matters, as we have been told by one former 20 head teacher, can be radically different from that that 21 the school is seeking to inculcate. 22 Prior to the introduction of Criminal Records Bureau 23 checks in the late 1990s, there would have been no 24 reliable way for staff at the school to be checked for 25 any convictions and, given that many individuals who</p> <p style="text-align: center;">Page 47</p>
<p>1 staff and female students. Whilst the ages of these 2 parties may have meant that the relationships did not 3 constitute criminal offences, they nonetheless 4 represented a pupil/teacher dynamic that could, at best, 5 be described as deeply unhealthy. Female students were 6 not only acknowledged to be in these relationships, but 7 also, in some cases, to have obtained an elevated 8 status, at least amongst the pupils within the school, 9 as a consequence. 10 Dr Pace further identifies that, given the erotic 11 character of some elements of the classical repertoire, 12 it was suggested that the development of a student's 13 sexual self may lead to more sophisticated or nuanced 14 musicianship. Music schools also have a very high 15 number of international students and also international 16 musicians who come to teach and provide workshops. 17 These schools, like most other schools which offer 18 individual music tuition, however, employ large numbers 19 of staff on a part-time or what is sometimes known as 20 a peripatetic, ie, self-employed, basis. There is no 21 central register of musicians who undertake this type of 22 teaching and they are, in the main, usually professional 23 musicians who teach to supplement their income or to 24 give something back, rather than because they wish to 25 teach. They do not generally have any teaching</p> <p style="text-align: center;">Page 46</p>	<p>1 taught music would not have been teachers or have 2 a registered teaching qualification, they may well not 3 have been placed upon the Department for Education or 4 Department of Health lists which existed prior to 2006 5 of those unsuitable to work with children. Now they 6 would be put on the barred list if allegations were made 7 and if it was considered that the risk of harm was such 8 that they should not work with children, even if there 9 has been no criminal conviction. 10 Schools now adopt a wide range of safer recruitment 11 practices which was not necessarily the case in the 12 past. Now they take up references, they check gaps in 13 career history. However, this type of guidance has only 14 been in place nationally since 2006. Before that time, 15 there were incidents of staff coming to work at schools 16 without checks, without references, and also staff being 17 moved on without adequate disclosure of what had taken 18 place. 19 Particularly in respect of peripatetic music staff, 20 the Incorporated Society of Musicians, recognising that 21 the position had to change, tells us that it has had, 22 since 2008, a code of practice for musicians which 23 offers practical advice on how to report child 24 safeguarding concerns. All members of the ISM, as it is 25 known, have to comply with these practices and failing</p> <p style="text-align: center;">Page 48</p>

<p>1 to adhere to such could result in disciplinary action 2 and their expulsion from the Society. 3 They also operate what's called a registered private 4 teacher scheme. This is, however, voluntary. This will 5 tell anyone that a music teacher has been reference 6 checked and has undergone an enhanced disclosure check 7 with the DBS and that they have signed up to a code of 8 practice and child protection declaration. 9 This investigation will seek to examine whether or 10 not there are grounds for suggesting that these types of 11 registers should be compulsory. 12 One of the other common concerns of all four of 13 these music schools at present, particularly given their 14 large number of international students, is the system of 15 what is called "educational guardians". These are 16 individuals who take responsibility for children whose 17 parents are not based in the UK. The Independent 18 Schools Council census says that there are around 29,000 19 such children who presently board within the 20 United Kingdom. If anyone requires an immigration visa 21 to come to the UK, they will also require such 22 a guardian. The vast majority of schools do not have 23 responsibility and do not appoint educational guardians 24 for these children, but require their parents to find 25 them. At present, there is no system of oversight,</p> <p style="text-align: center;">Page 49</p>	<p>1 slope of boundary violations leading to a time and 2 a place where it can happen. We have asked all schools 3 and organisations about the benefits or drawbacks of 4 such a system. Most have been broadly positive, even 5 the teaching unions. We wish to spend some time over 6 the next two weeks examining the practicability of 7 implementing a system with those schools who give 8 evidence to us. 9 I will now spend a little time identifying the 10 particular issues which gave rise to convictions or 11 concerns within the music school environment. 12 Undoubtedly, the most high profile of the difficulties 13 with music schools took place at Chetham's. Chetham's 14 was a boys' grammar school which educated the choristers 15 of Manchester Cathedral from the 17th century to 1969 16 when it became a mixed-sex specialist music school with 17 a significant number of boarders. It is the largest 18 specialist music school in the country with 19 approximately 300 students on its roll. It educates 20 children between the ages of 8 to 18, although its 21 junior branch is small, being made of up of only about 22 30 students. Nearly half its intake are sixth form 23 students who come to study there prior to going on to 24 specialist music conservatoires. The gender split is 25 even between men and women. Children are admitted based</p> <p style="text-align: center;">Page 51</p>
<p>1 registration, training, vetting or standards for these 2 individuals. If they are not a close relative, they 3 should register themselves as providing private foster 4 care to the local authority if they are looking after 5 a child for more than 28 days in a row, but it is 6 unclear whether or not, in fact, this happens in 7 practice. 8 The organisation which represents and provides 9 training, advice and registration for guardians on 10 a voluntary basis, known as AEGIS, are coming to give us 11 oral evidence and tell us of their concerns about this. 12 The Department for Education in their witness evidence 13 to us have identified that they are planning to 14 introduce a new standard about guardianship and require 15 schools to refer matters to the local authority in cases 16 of concern. 17 I have already mentioned the report of Marcus Erooga 18 and the recommendations of neutral notification. This 19 is a system of flagging issues, even if minor, to create 20 a reliable record which could show patterns of concern. 21 It is neutral as it is not intended to be seen as making 22 an allegation or imputing a nefarious motive. Mr Erooga 23 developed this suggestion given how frequently he has 24 identified that sexual abuse in these sorts of 25 institutions is not necessarily planned, but a slippery</p> <p style="text-align: center;">Page 50</p>	<p>1 upon their musical ability alone based upon audition. 2 In 2013, the school became the subject of national 3 and international press reporting during the trial of 4 Mr Michael Brewer and his wife for sexual assaults 5 against a young woman called Mrs Frances Andrade which 6 took place in the late 1970s and early 1980s when she 7 was a boarder at Chetham's and began when she was just 8 14. Mrs Andrade tragically took her own life after 9 giving evidence at the trial. Mr Brewer was convicted 10 of five sample counts of sexual assault and sentenced to 11 six years in prison and his wife was convicted of one 12 count of indecent assault when Mrs Andrade was 18 and 13 was sentenced to 21 months. Mrs Andrade at trial 14 described a series of sexual assaults which took place 15 in Mr Brewer's -- who was the director of music at the 16 time, ie, the most senior musician in the school -- home 17 as she babysat for his children, and also in his office 18 at school. 19 Mrs Andrade had emotional difficulties before this 20 abuse started and her behaviour became more concerning 21 as a result. In a cruelly ironic decision by the 22 school, her mental health was seen as so fragile that 23 she was sent to live with Mr and Mrs Brewer as respite 24 care. The judge, in his sentencing remarks, described 25 Mr Brewer as a predatory sexual offender whose position</p> <p style="text-align: center;">Page 52</p>

<p>1 meant there was little, if any, prospect of anyone 2 challenging his behaviour.</p> <p>3 Mr Brewer, as I have said, was the director of music 4 from the start of the school in 1969 until 1994, when he 5 retired. We will be discussing the circumstances around 6 his retirement with Mr Hullah, who was then the head 7 teacher of the school. He was a distinguished voice 8 coach and choral director. Subsequent to his 9 resignation from Chetham's, he led the National Youth 10 Choir. His sudden departure from the school followed 11 concerns raised by the head about Mr Brewer's sexual 12 relationship with another girl, a sixth former, who gave 13 evidence at the trial of Mrs Andrade.</p> <p>14 We will ask whether adequate steps were taken by the 15 school in 1994 and before to identify whether 16 inappropriate relationships had taken place and whether 17 the institutional response to these concerns 18 demonstrated that the school put its reputation and that 19 of a "great man" above the need to find out if an abuse 20 of power had taken place.</p> <p>21 We will be asking the head in place at the time of 22 the offences committed against Mrs Andrade and others if 23 there was evidence of wilful blindness, given that other 24 students have testified that the sexual activity between 25 Mrs Andrade and Mr Brewer was common knowledge and that</p> <p style="text-align: center;">Page 53</p>	<p>1 He operated a system of punishment and reward, 2 lowering the children's self-esteem and confidence, 3 putting them entirely in his thrall, then engaging in 4 sexual activity with them either whilst teaching them or 5 in his house during the holidays.</p> <p>6 Some pupils accompanied him to the US when he left 7 to teach there. The school allegedly knew of the visits 8 to his home and his teaching of children during the 9 holidays, and at school various people have identified 10 that the children knew of his assaults on young women, 11 with them being known collectively as "Ling's Flings".</p> <p>12 Christopher Ling was not arrested or prosecuted for 13 sexual offending in 1990 when these incidents in fact 14 came to light. A girl told her parents, who then told 15 the police. Twelve girls were then interviewed by 16 Greater Manchester Police, a number of whom made similar 17 complaints about sexualised touching, sexualised 18 behaviours and sexual assaults by Ling.</p> <p>19 To give but two examples that the girls gave to 20 Manchester Police, he would tell girls that they could 21 not play music passionately until they had experienced 22 physical passion, and so, in between renditions of 23 a piece, he would fondle their breasts; or he would, 24 during the school holidays, dress 14- or 15-year-old 25 girls up in grown-up underwear in order to make them</p> <p style="text-align: center;">Page 55</p>
<p>1 he made other advances to teenage girls at that time.</p> <p>2 The conviction of Mr Brewer and the attendant 3 publicity led to a large number of individuals coming 4 forward to tell the police about concerns they had about 5 abuse in the past. We have written evidence from 6 Detective Chief Inspector Jamie Daniels who provides us 7 with a detailed note about the large-scale police 8 inquiry that Greater Manchester Police initiated called 9 Operation Kiso. Forty-seven alleged perpetrators were 10 reported to the police during this investigation, of 11 which 35 were related to Chetham's School of Music in 12 some way.</p> <p>13 One of them was Mr Christopher Ling. He taught 14 strings at Chetham's School of Music from 1983 to 1990, 15 when he moved to America and became a talent agent. We 16 will be hearing from two young women who were allegedly 17 sexually abused by him; three other young women are core 18 participants who were also allegedly sexually abused by 19 him. He is described by some of them as having 20 a leather jacket, unbuttoned shirts and a medallion, 21 crocodile shoes and a sports car. To an adult, all this 22 may resemble the get-up of a rather dated Lothario, but 23 to an impressionable teenager within a hothouse 24 environment, these things may seem sophisticated, 25 worldly and liberating.</p> <p style="text-align: center;">Page 54</p>	<p>1 seem or appear more sophisticated. These young women 2 have told us that their housemistress at the time 3 Anne Rhind would or should have known what was going on 4 with Mr Ling, but turned a blind eye.</p> <p>5 The original police file of this investigation has 6 been lost, but we know from the then investigating 7 officer and the CPS officer, both of whom were 8 interviewed during the course of Operation Kiso, that 9 they both believed that there were credible and powerful 10 allegations given at the time.</p> <p>11 We also know that the Crown Prosecution Service gave 12 categorically incorrect advice to the Greater Manchester 13 Police, telling them that Mr Ling could not be 14 extradited from the US where he was then living.</p> <p>15 Mr Gregor McGill, a senior member of the Crown 16 Prosecution Service, has provided us with an unequivocal 17 view that this was a wrong decision and he could and 18 should have been extradited in 1990.</p> <p>19 Following the Brewer trial, the police 20 reinvestigated Mr Ling, and he was the subject of an 21 extradition notice from the US to the UK. He was 22 charged with 77 offences of unlawful sexual activity and 23 indecent assault. He shot himself on 1 September 2015, 24 the day he was due to be taken to the UK by US marshals 25 to stand trial.</p> <p style="text-align: center;">Page 56</p>

1 Another teacher had charges authorised by the CPS
 2 against him for rape which were then dropped.
 3 Yet another individual, Malcolm Layfield, who had
 4 worked at Chetham's from 1980 to 1997, was tried in 2015
 5 for the rape of a student. He claimed that the sexual
 6 activity was consensual and was acquitted of the charge,
 7 but admitted during the course of the trial that he had
 8 conducted a number of inappropriate sexual relationships
 9 with students at Chetham's during the time he worked
 10 there. All those students were, however, over 16, and
 11 so at the time this would not have been a criminal
 12 offence. He said that these relationships were
 13 consensual, but that he deeply regretted his behaviour,
 14 which he described as "shameful".
 15 In addition to these two cases, a teacher at the
 16 Royal Northern College of Music, which is the adult
 17 college to Chetham's, Mr Duncan McTier, pleaded guilty
 18 to two counts of indecent assault and one count of
 19 attempted indecent assault in November 2014. These
 20 offences were committed in the 1980s and 1990s and one
 21 of the three women he indecently assaulted was then his
 22 student at the Purcell School whom he assaulted during
 23 a private lesson at his home. Yet another individual,
 24 Mr Nicholas Smith, conducted the chamber orchestra at
 25 Chetham's. He pleaded guilty in 2014 to one count of

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1 indecent assault on a 15 year-old pupil whom he had
 2 invited to his home in 1978.
 3 Operation Kiso also looked at six other individuals,
 4 one of whom had been investigated by the police in 2000,
 5 and another being a world famous pianist and teacher
 6 called Ryzard Bakst. A compelling file of evidence was
 7 provided of physical and sexual abuse on him to the CPS
 8 with 36 other individuals also being the subject of
 9 complaints to the police. In at least two of those 36
 10 cases, the teachers concerned accepted that they had
 11 consensual relationships in the 1980s with sixth form
 12 female students.
 13 Chair and panel, I don't know whether this would be
 14 a time to have an appropriate break for lunch as it is
 15 nearly 1.00 pm.
 16 THE CHAIR: Yes, thank you, Ms Scolding. We will return at
 17 2.00 pm.
 18 MS SCOLDING: Thank you very much.
 19 (12.58 pm)
 20 (The short adjournment)
 21 (2.00 pm)
 22 THE CHAIR: Ms Scolding?
 23 MS SCOLDING: Continuing on, just to finish off the
 24 allegations made at Chetham's, the publicity around the
 25 Brewer trial and the focus on the school drew the

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1 attention of Manchester Children's Services, who were
 2 concerned to ensure that the current safeguarding regime
 3 in 2013 was robust and effective -- they had been
 4 concerned by what they perceived as an inadequate
 5 reaction to the school by non-recent abuse allegations.
 6 They therefore undertook a joint inspection of
 7 safeguarding at the school with the ISI. The
 8 conclusions of these inspections were that the policies
 9 of the school lacked clarity in some areas and that
 10 practice was inconsistent with the school's written
 11 procedures. They also found that the governing body had
 12 not held the senior leaders of the school to account and
 13 that the monitoring and oversight of the school by them
 14 was inadequate.
 15 They also found that there were seven incidents
 16 which should have been reported to the local authority
 17 from 2000 onwards, but were not. Following these
 18 findings, the school developed a separate safeguarding
 19 subcommittee of the governors which independently
 20 reviewed safeguarding policies and practices and new
 21 policies were implemented by the school. An independent
 22 Safeguarding Commission was also set up, again,
 23 completely independent of the school, which met termly
 24 to review the work of the governors.
 25 We will, in this investigation, examine how

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1 effective this change to the system has been in altering
 2 the culture, governance and management of the school.
 3 Turning now to Wells Cathedral School, this school
 4 has been in existence since the 10th century educating
 5 the choristers of Wells Cathedral. It is now a fully
 6 co-educational day and boarding school with around 760
 7 pupils from nursery to sixth form. Only around
 8 a quarter of its pupils participate in the specialist
 9 music programme and we want to examine if that makes
 10 a cultural difference as to how safeguarding is managed.
 11 Eighty places a year are funded by the DfE's Music
 12 and Dance scheme and the choristers are funded by the
 13 cathedral and the Chorister Trust. Just to give an idea
 14 of the size of the school and the number of music staff,
 15 Wells Cathedral School has 128 members of academic staff
 16 and 233 members of support staff. However, it also has,
 17 as well as that, 63 different visiting music staff for
 18 the pupils there.
 19 Julien Bertrand was a music assistant who started at
 20 Wells Cathedral School in 2002. His job was to
 21 supervise the practice of those who were part of
 22 the music element of the school. He quickly volunteered
 23 for another role as a French assistant. Not long after
 24 he started, allegations were made that he had engaged in
 25 inappropriate behaviour with a female pupil.

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1 In 2003, another concern was raised and yet another
 2 in 2004. In September of that year, he began training
 3 as a student teacher of music.
 4 Further concerns were raised in the 2004 and 2005
 5 academic year about his inability to understand
 6 appropriate boundaries with young adults.
 7 In April 2005, a disclosure of sexual abuse was made
 8 by a student against Mr Bertrand. He was arrested the
 9 same day, suspended and banned from the school
 10 immediately.
 11 He pleaded guilty to 15 offences against two boys,
 12 including indecent assault on persons both over and
 13 under 16 and taking indecent photographs of boys engaged
 14 in sexual activities. He was sentenced to six years in
 15 prison in April 2007.
 16 Helen Bennett, who became the designated
 17 safeguarding lead, or DSL, at Wells in 2005, tells us
 18 that Mr Bertrand's behaviour showed all the hallmarks of
 19 grooming, something which the school did not fully
 20 recognise at the time, and that the events in question
 21 has led them to significantly sharpen the practice of
 22 the school.
 23 We will be hearing substantial evidence from the
 24 current head and the DSL concerning policies, practices
 25 and procedures and the complexities of safeguarding in

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1 a boarding school and music school setting. We have
 2 also been given written evidence from the LADO of
 3 Somerset County Council. He considered that the school
 4 has behaved constructively towards him and the local
 5 authority and that it follows advice appropriately.
 6 He also says that the number of allegations made
 7 concerning this school are no greater or smaller than
 8 for any other school within Somerset.
 9 We also have written evidence from the police about
 10 their investigations into this school involving
 11 Mr Bertrand.
 12 Turning to Yehudi Menuhin School, as they have
 13 already identified, this was founded by the virtuoso
 14 violinist in the early 1960s. It currently has 86
 15 pupils, but for much of its life there were only between
 16 40 and 60. Its size means all the head teachers who
 17 have given us evidence about it describe it as having
 18 a "family atmosphere".
 19 Nicholas Chisholm, who was head teacher from 1988 to
 20 2010, told us that music staff came to YMS from all over
 21 the world. Some of them, therefore, may have come from
 22 different pedagogical traditions and were seen to be
 23 overly critical in their approach to children, often
 24 lacking patience and empathy.
 25 Joanne Field, the current designated safeguarding

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1 lead, who is coming to give us evidence, describes
 2 pupils as "revering" their music teachers, identifying
 3 that the relationship with them means more to the pupil
 4 than any relationship with a nonmusic member of staff.
 5 Richard Hillier, a previous headmaster of YMS, has
 6 said that the "family" atmosphere of informality means
 7 that communication between staff and pupils is often
 8 more informal than it should or could be, so that, for
 9 example, the use of private emails or texts between
 10 staff and pupils is normal. One of the difficulties
 11 with such enmeshed relationships is that if and when
 12 they break down, the impact upon the student and their
 13 career can be profound.
 14 YMS, like the other schools, has had numerous
 15 allegations of teachers developing inappropriate
 16 relationships with students or failing to observe
 17 appropriate boundaries. There have also been a large
 18 number of non-recent allegations of abuse made against
 19 some of the longest-serving and most important teachers
 20 at the school. We have asked the head teachers of
 21 the school at the times that reports were made to them,
 22 what they did and how they acted.
 23 With the benefit of hindsight, they now accept that
 24 their actions, when dealing with these concerns, may
 25 have discouraged young people from raising them. We

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1 will be exploring their responses to these incidents and
 2 considering whether they showed an adequate
 3 understanding of the issues. We will also examine how
 4 the primacy of the music department and a culture of
 5 deference towards highly esteemed instrumental teachers
 6 may have meant that pastoral concerns were not
 7 prioritised. We will also be looking at how this school
 8 dealt with concerns about non-recent abuse brought to
 9 their attention in 2009 and 2013.
 10 (2.14 pm)
 11 (Technical problems)
 12 (2.17 pm)
 13 MS SCOLDING: Thank you very much, chair and panel, and
 14 apologies to everyone for that short break. We are now
 15 back up and running with the transcript.
 16 I will carry on from where I left off, which
 17 identifies that we are looking at how YMS dealt with
 18 concerns about non-recent abuse brought to their
 19 attention in 2009 and 2013 and we have written evidence
 20 from four former head teachers, the current designated
 21 safeguarding lead and the current vice chair of
 22 governors.
 23 This investigation also has written evidence from
 24 the LADO to the effect that, before 2017, the head
 25 teacher was slow to report concerns and they considered

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1 that referrals had not been brought to the local
 2 authority's attention in a timely fashion.
 3 However, the LADO considers that in recent years the
 4 school has demonstrated greater awareness of
 5 safeguarding processes.
 6 The last music school we are looking at is the
 7 Purcell School for Young Musicians. This has 180
 8 students from 10 to 18. In this case, we are looking at
 9 how the governing body of the school managed issues to
 10 do with concerns raised by staff and parents in 2009 and
 11 2010. This relates to the head teacher's language in
 12 conversation with the children at the school and in
 13 particular concerns raised about how he dealt with an
 14 incident of sexualised bullying in the boys' boarding
 15 house in May 2009.
 16 It was alleged that two boys had ejaculated onto the
 17 duvet of a third boy. Rather than following the
 18 relevant policies in place, the head teacher at the
 19 time, Mr Peter Crook, held with the head of boarding
 20 what he told the boys was a personal social and health
 21 education lesson. These were for a group of students
 22 that were 13, rising 14. This took place at his home on
 23 the school campus at 9.00 in the evening and crisps and
 24 lemonade were served. The teaching in this lesson
 25 involved the use of a Channel 4 television programme on

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1 issues around puberty, interspersed with many
 2 inappropriate comments from the headmaster. We know
 3 this because a secret recording was taken from one of
 4 the boys in question.
 5 This included a statement from the headmaster that
 6 if he walked into a room with the boys masturbating each
 7 other, he would ignore it, and also a statement that
 8 fantasising about having sex with your father was
 9 normal. The head teacher also told the boys that he
 10 accepted that in the boarding house there would be large
 11 amounts of pornography, although this was expressly
 12 forbidden by school rules.
 13 Teaching staff were concerned about the
 14 circumstances in which the PSHE issues were held, and so
 15 contacted Ofsted and referred their concerns to the
 16 local authority. The local authority investigated,
 17 concerned about the timing and location of the lesson,
 18 and also that the bullying incident which had triggered
 19 it had not been responded to appropriately.
 20 Whilst there were concerns that the headmaster's
 21 practice had been unsafe, the local authority took the
 22 view that there was no risk of safeguarding, ie, that no
 23 child had been harmed or put at risk of harm, and that
 24 Mr Crook did not pose any risk.
 25 There are also issues in this case about the actions

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1 of the chair of governors who attended the local
 2 authority strategy meetings during the investigation and
 3 who suggested that some staff resented the additional
 4 demands made upon them by the head teacher and were
 5 making malicious allegations in an attempt to oust him.
 6 How should a governing body approach such
 7 a situation? How can it hold, or should it hold, a head
 8 teacher to account for inappropriate conduct or language
 9 which is not considered by the local authority to
 10 indicate a risk of harm, far less abuse? We will be
 11 speaking both to Mr Crook and the chair of governors
 12 about how they managed these concerns and whether it was
 13 handled appropriately. We also have evidence from both
 14 the LADO and the designated safeguarding lead at the
 15 school at the time and from another head teacher.
 16 Alongside these individuals, we will be hearing from
 17 a member of staff at the school, Ms Margaret Moore, who
 18 provided information to both the chair and to Ofsted, as
 19 I have identified. She said that her concerns about
 20 these incidents were brushed aside by the chair of
 21 governors and that she was isolated as a result of
 22 reporting them to the local authority.
 23 We will be considering, when we are looking at
 24 Purcell, as to the extent to which the safeguarding
 25 culture of the school may be set by the approach of

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1 the headmaster and how the awareness and understanding
 2 of safeguarding issues at the level of governance and
 3 management impacts upon safeguarding awareness and
 4 practice across schools.
 5 The current head teacher, Mr Bambrough, is coming to
 6 give oral evidence. He has said that when he became
 7 head teacher in 2018, there were many aspects of
 8 safeguarding which could be better managed and he has
 9 initiated a safeguarding review which has been critical
 10 of the previous safeguarding culture at the school.
 11 In our second week, we will be examining
 12 institutional responses to child sexual abuse in the
 13 special schools sector. This investigation focuses upon
 14 the children at these schools because they are some of
 15 the most vulnerable in our society. For those with the
 16 most complex needs, residential schooling is often the
 17 only feasible option, either because of the complexity
 18 of need or the difficulty in finding adequate provision
 19 local to their homes.
 20 It is, therefore, not a choice that parents make,
 21 but often a necessity. What, however, do we mean by
 22 "a special school"? Quite simply, a special school in
 23 law is a school which provides education for children
 24 who have special educational needs or disabilities. But
 25 what does that mean? The law says that it is "those

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1 with a learning difficulty or disability, ie, a more
 2 than minor or trivial impairment that lasts longer than
 3 a year, which requires provision which is additional to,
 4 or different from, the provision which is made for those
 5 educated in a mainstream maintained school". Not
 6 necessarily the most straightforward of definitions.
 7 The vast majority of children with special
 8 educational needs, or SEN, as I will call it, are
 9 educated in mainstream maintained schools. There are
 10 around 1.3 million children with SEN in state-funded
 11 schools, so therefore, approximately 15 per cent of
 12 the total number of students educated in all English
 13 state provision have some form of special educational
 14 needs.
 15 Around 125,000 students attend state-funded special
 16 schools. Of children with special educational needs,
 17 there are around a quarter of a million who have
 18 something called an Education Health and Care Plan,
 19 often known as an EHC Plan. This is a detailed
 20 statutory document issued by the local authority which
 21 identifies the nature of someone's special educational
 22 needs, the provision required to meet them, and the
 23 place where they should be educated, along with the
 24 health and social care provision that they also require.
 25 Children educated in a special school setting nearly

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1 always have such plans, which were previously known as
 2 statements. The needs of those with SEN or disabilities
 3 are diverse and wide ranging. Every child is unique and
 4 the labels given to children only seek to identify in
 5 a very broad manner the type and nature of their
 6 difficulties. Government statistics identify that the
 7 primary type of need for those with an EHC Plan arises
 8 from Autistic Spectrum Disorder condition, or autism,
 9 depending upon one's preference, and that they make up
 10 nearly 30 per cent of all such pupils, but those
 11 individuals are not homogeneous as a group, as we will
 12 explore in the second week. They range from those who
 13 are mathematically gifted, but with significant
 14 difficulties with social skills, to those with no
 15 speech, limited ability to communicate, and severe
 16 learning difficulties.
 17 As I have identified, nearly half of all pupils with
 18 EHC Plans attend state-funded special schools. Only
 19 about 8 per cent of pupils with such plans attend school
 20 in either the independent or what is called the
 21 non-maintained sector. This is a specific creature of
 22 statute which are schools which are not within the state
 23 sector but which are non-profit making.
 24 Of those children with special educational needs
 25 but without EHC Plans, about 7 per cent of them attend

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1 independent schools, with there being a significant
 2 difference with all children with SEN between the
 3 numbers of boys and the number of girls who are thus
 4 identified.
 5 There are 4.2 per cent of all boys within the school
 6 age population who have been EHC Plan, compared with
 7 only 1.6 per cent of girls. Now, there are very many
 8 arguments about whether or not that reflects the true
 9 nature, but that is the position as it stands.
 10 The number of children who attend residential
 11 special schools is very small in number, with the DfE
 12 indicating that only 3,800 pupils aged from 0 to 25
 13 attended either a residential special school or
 14 a college. Whilst small, these numbers are
 15 significantly greater than those who are currently in
 16 custody, and, as Dame Christine Lenehan noted, their
 17 vulnerability stems from a mixture of what she calls
 18 impairment and distance.
 19 Dame Christine, who I have already mentioned,
 20 produced a report for the government about the
 21 residential special schools sector in 2017 and will be
 22 coming to give evidence.
 23 There are a very small number of schools who make
 24 such residential provision -- 136 in total, of which 79
 25 are registered solely as special schools, and 57 are

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1 registered as children's homes. I should identify that
 2 residential special schools can be registered as both
 3 and, if they take children for more than 280 days
 4 a year, have to be registered as a children's home.
 5 Sometimes there is no alternative to these children
 6 living away from home, and it is the best option for
 7 all, but, as the National Autistic Society in its
 8 evidence to us notes, often children with complex needs
 9 are perceived as challenging and become placed in such
 10 schools not because a positive decision is made that
 11 this is the best option, but because everything else
 12 available locally has failed or is not available.
 13 Local authorities are responsible, for large
 14 measure, to ensure that those with EHC Plans receive the
 15 education set out in their plan. The National
 16 Association of Special Schools, Dame Christine Lenehan
 17 and others who have provided evidence to us, have all
 18 expressed concern about the oversight of local
 19 authorities of such placements. Whilst there is often
 20 what is called contractual monitoring on an annual
 21 basis, this is sometimes not done by people who have
 22 expertise in working with children and local authorities
 23 sometimes do not attend what are called the annual
 24 reviews, which are statutory annual meetings involving
 25 such children, and so often have a little sense of

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<p>1 the effectiveness of the placement. 2 The government has recognised this has a problem and 3 has required all local authorities to visit all disabled 4 children placed in residential placements every six 5 months under the Visits to Children in Long-term 6 Residential Care Regulations 2011, but experience on the 7 ground from NASS is that neither notifications nor 8 visits are happening -- NASS being the National 9 Association of Special Schools. 10 Moreover, this organisation tells us that local 11 authorities often do not seek general safeguarding 12 information at the point of placement and that there is 13 sometimes not the frank exchange of information to 14 enable the school to know a child's individual strengths 15 and weaknesses. 16 Many children who live in these settings have 17 significant communication impairments; whether that is 18 because of an inability to communicate verbally at all 19 or effectively, or because of pervasive social 20 communication disorders, so that their understanding of 21 our social cues and norms is limited. We have selected 22 two examples of these sorts of schools for this 23 investigation. Firstly, we have The Royal School 24 Manchester, which deals with children with profound and 25 complex neuro disabilities. This includes what's known</p> <p style="text-align: center;">Page 73</p>	<p>1 find the world both frightening and baffling. The 2 children and young people at Southlands often have good 3 abilities in some academic areas, often those where 4 systematic or very logical and deductive skills are 5 required. However, they have limited social 6 communication abilities. They find it difficult to 7 relate to individuals about their personal and emotional 8 lives. They often have difficulties other than simply 9 autism -- for example, Attention Deficit Disorder, 10 problems with anxiety, Tourettes, which is where tics 11 occur, depression, psychosis, dyslexia, Obsessive 12 Compulsive Disorder and a number of other psychiatric 13 conditions. 14 We are also examining aspects of three other special 15 schools: Appletree, Stony Dean and Stanbridge Earls. 16 Again, these three schools focus, or focused, upon 17 different sorts of difficulties found with the pupils. 18 Appletree is both a specialist residential home and 19 also a children's home. We will be hearing evidence 20 from Clair Davies, the current principal. Most of 21 the children at Appletree are looked after and are 22 between the ages of 5 and 13. By being looked after, it 23 means that the court has decided that parental 24 responsibility should be shared between them and the 25 local authority because there is a risk of, or there has</p> <p style="text-align: center;">Page 75</p>
<p>1 as multisensory impairment, ie, being both blind and 2 deaf, autism, sensory processing difficulties, which is 3 having problems with the way one experiences the 4 environment -- for example, finding loud noises, certain 5 textures or experiences impossible to tolerate -- 6 challenging behaviour and severe or profound learning 7 difficulties, often with accompanying medical needs, 8 such as profound epilepsy. 9 We will also be hearing evidence from Karen Gaster, 10 the executive principal of Southlands School, which 11 deals with children on the autistic spectrum. Whilst 12 most people are now familiar with this condition, it is 13 diagnosed when a young person has significant 14 difficulties in communicating and interacting with the 15 world. This can include an inability to speak, delays 16 in processing information or difficulties holding 17 conversations and making friends. People with this 18 condition often engage in repetitive and sometimes 19 restrictive behaviours, such as flapping hands, rocking 20 or repeating sounds. They can experience intense 21 anxiety and extreme unease around unexpected change, 22 which can be as small as being seated in a slightly 23 different position, or having a different coloured pen. 24 Many autistic people also have the sensory processing 25 difficulties that I have already described, and they can</p> <p style="text-align: center;">Page 74</p>	<p>1 been, significant harm caused to these children if they 2 were to remain within the family home. They are 3 children who in public parlance are "in care". 4 Appletree provides a therapeutic environment, by which 5 I mean education, care, psychotherapy and other clinical 6 interventions from those who have been traumatised 7 through abuse and neglect. They often come to Appletree 8 having had multiple placement breakdowns elsewhere. 9 They have all experienced or witnessed violence and have 10 often been abused themselves. They have social, 11 emotional and educational delays. The aim of the school 12 is to try and heal the children enough so they are able 13 to return either to mainstream settings or to return to 14 foster care placements. 15 We will hear the evidence of complainant 16 peer-on-peer sexually harmful behaviour by two 17 individuals whilst at the school. 18 Stony Dean is a special school maintained by 19 Buckinghamshire County Council. This means that 20 Buckinghamshire were responsible for employing the 21 staff, deciding which pupils the school should admit and 22 providing the money for the school to be run. Until the 23 mid 2000s, it was a boarding and day school. Now it is 24 a day school only. 25 It was a school for children with what is known as</p> <p style="text-align: center;">Page 76</p>

<p>1 moderate learning difficulties and communication 2 problems, principally autism. A proportion of those 3 children had emotional and behavioural difficulties 4 emanating from their learning or communication needs. 5 It took children of secondary age, ie, from 11 to 18. 6 We will hear from the local authority about the failures 7 of safeguarding in the school, as well as from a victim 8 and survivor, who attended the school as a child and was 9 abused by a member of staff there. 10 The last school we are looking at is 11 Stanbridge Earls. This described itself as a specialist 12 school for children with a range of learning 13 disabilities -- largely, dyslexia and dyscalculia, which 14 is difficulty with numbers, and dyspraxia, which is 15 a developmental co-ordination difficulty which affects 16 someone's ability to plan and organise their body. 17 These conditions are often badged as specific learning 18 difficulties. It also, however, had an increasing 19 cohort of pupils with autism who required a small-school 20 environment. The school closed in 2014 as a result of 21 a series of critical inspection reports following on 22 from events which I will describe in a moment. 23 We will hear from a representative of the Local 24 Children's Safeguarding Board which carried out 25 a serious case review after its closure.</p> <p style="text-align: center;">Page 77</p>	<p>1 obsessive and narrow interests, including, on occasions, 2 being obsessively interested in another person. They 3 don't understand social cues, appropriate space, and 4 often miss the subtle interaction which takes place 5 between individuals. They follow their own impulses. 6 They can lack the discernment to know what abuse looks 7 like. They may believe that a person is simply being 8 friendly and may be coerced into sexual acts they do not 9 feel comfortable with. Often their belief is that they 10 have been involved in a loving relationship and they are 11 devastated to find that they have been sexually 12 exploited. 13 Young people with disabilities also have additional 14 barriers in the disclosure of abuse. They are more 15 vulnerable and also often reliant upon the service being 16 provided to them, not just to educate them but to 17 undertake all activities in their lives. They may only 18 be able to communicate effectively with very few people, 19 and often lack confidence. 20 Sometimes, they cannot communicate verbally at all. 21 Triangle, a specialist organisation working with 22 children with communication disorders, has identified 23 that this does not mean that such children cannot 24 provide information if asked in the right way or if 25 their behaviour is observed in a careful and objective</p> <p style="text-align: center;">Page 79</p>
<p>1 In contrast to other schools, Stanbridge Earls 2 accommodated a number of pupils who may have had special 3 educational needs but did not have statements and were 4 paid for privately by their parents. Whether or not it 5 was or wasn't a special school is also a matter of some 6 debate. 7 Whilst we cannot hope to provide anything other than 8 a snapshot, and we can make no claims that these schools 9 are truly representative of all of the sector, we have 10 sought to identify a range of different schools 11 reflecting different needs and different sorts of 12 education in order to examine the institutional response 13 to sexually harmful behaviours and allegations in each 14 case. 15 We have evidence from a large number of eminent 16 organisations and individuals who work with or provide 17 services for children and young people with SEN and 18 disabilities. They have provided us with a great deal 19 of very helpful background information about the 20 particular vulnerabilities of these children. 21 In particular, the consensus of views they reach are 22 that disabled children are significantly more likely to 23 experience sexual abuse than other children -- nearly 24 three times as likely, according to the most recent 25 research. Children with autism in particular have</p> <p style="text-align: center;">Page 78</p>	<p>1 manner. However, often non-verbal communication systems 2 do not include concepts or language associated with 3 abuse. 4 Such children are often also not given the tools or 5 experience to speak for themselves and to give their 6 opinions and views about their lives, although the right 7 to do this has become more prominent over the past 8 20 years. This can make the disclosure of abuse nigh on 9 impossible and the prosecution of offenders vanishingly 10 unlikely, given that our criminal justice system, even 11 with the presence of intermediaries, would find it 12 difficult to cope with someone whose communication 13 system relied entirely upon, for example, an eye gaze 14 computer or symbolic language, such as holding up 15 pictures. Our legal system is currently almost wholly 16 reliant upon individuals being able to express 17 themselves verbally, even if not fluently. 18 There is also the question of whether or not they 19 can make contact with anyone outside the institution 20 where they live. The Children's Commissioner runs 21 a service, Help at Hand, for children who are living 22 away from home, but, as I have already identified, many 23 of the children at these schools would be unable to 24 access the telephone and make that telephone call. 25 Even where individuals are not educated</p> <p style="text-align: center;">Page 80</p>

<p>1 residentially but live at home, they are often more 2 socially isolated, as the sorts of clubs and activities 3 open to others, particularly at secondary school age, 4 may not be as welcoming or inclusive as one would hope. 5 It should also be identified that the sexual 6 development of children with disabilities is also often 7 out of step with their emotional and wider social 8 development. This therefore means that those with SEN 9 and disabilities are less knowledgeable about how to 10 keep safe and, in recent research by Mencap, it was 11 found that 79 per cent of all professionals who worked 12 with children with learning disabilities felt that these 13 young people were not given the skills and knowledge to 14 form healthy relationships and sexual relationships if 15 they wanted to. Only 13 per cent of those working with 16 young adults believe that children were given the skills 17 and knowledge to fulfil their sexual rights. 18 Not only are they more likely to be the subject of 19 abuse, they are also more likely to be seen as 20 perpetrators of harmful sexual behaviour. In research 21 undertaken by Professor Simon Hackett, Professor of 22 Abuse at Durham University, which we will be discussing 23 with him when he comes to give oral evidence next week, 24 he found that nearly 38 per cent of the people referred 25 to intervention services because of their sexual</p> <p style="text-align: center;">Page 81</p>	<p>1 First, they are more socially isolated, both because 2 their disability reduces peer group contact and social 3 activities and also because they often live away from 4 home or are rejected by their peers because of 5 the stigma of disability. 6 Second, young people with disabilities have often 7 been denied sex education because of a lack of 8 understanding on the part of their carers or 9 professionals or because the rules on sex and 10 relationships in residential contexts may be more 11 restrictive than those in place for non-disabled 12 children. 13 Third, children with disabilities who present with 14 harmful sexual behaviours could be perceived to have had 15 those behaviours driven by the disability, and that 16 perception may cause professionals to miss the 17 possibility that the child has been inappropriately 18 sexualised through abuse. 19 Given this background, the investigation wants to 20 examine the particular challenges of this sector using 21 the schools above to identify particular issues. 22 First, in respect of harmful sexual behaviours 23 between peers, we will, in the course of this inquiry, 24 examine how schools determine, in the context of those 25 with disabilities, what is usual or developmentally</p> <p style="text-align: center;">Page 83</p>
<p>1 behaviour were described as having some form of learning 2 disability. The research, however, is careful not to 3 reach or jump to too many conclusions because of this: 4 there is a careful balance to be struck between the role 5 that disability may have played in a child's 6 presentation and responding to harmful sexual behaviour 7 on an individual basis to ensure that in each case the 8 risks and needs are addressed. 9 Professor Hackett identifies that the fact that 10 larger numbers of those with learning disabilities are 11 referred to such services is not because disabled 12 children offend at a much higher rate, but that they are 13 much more likely to be subject to scrutiny by adults 14 than non-disabled children. It is also the case that 15 some forms of disability inhibit impulse control or the 16 ability to understand normative sexual behaviours, as 17 I have already explained. Professor Hackett also 18 identifies that a sexually abusive behaviour of those 19 with learning difficulties can often be less 20 sophisticated and therefore more obvious to detect and 21 come to the attention of the criminal justice system. 22 Professor Hackett, however, in his written report to 23 us, identifies three particular reasons why children 24 with disabilities may engage in harmful sexual 25 behaviour.</p> <p style="text-align: center;">Page 82</p>	<p>1 appropriate and what is harmful, and how that boundary 2 is drawn. Is it drawn effectively? 3 How schools for children with disabilities educate 4 children with SEN about sex and relationships and how 5 they promote their sexuality and independence. What are 6 the challenges of this? In particular, we want to 7 examine how this will feed into sex and relationship 8 education, which becomes compulsory from next September; 9 what the level of specialist training and support is; 10 whether the government is proposing any specialist 11 training package; what further resources, material or 12 personnel are required to assist with this; and should 13 the government be doing anything about this? In 14 particular, given that the vast majority of those with 15 SEN, as I have already identified, are educated in 16 a mainstream setting, what specific training is going to 17 be given to mainstream staff who may well have 18 significantly less understanding of the complexities of 19 social and sexual interaction than those within 20 a special school setting. 21 Third, we want to examine the question of 22 interaction of disabled children with the internet and 23 social media and the particular issues that interaction 24 brings to managing things. We want to ask if specific 25 advice or practical recommendations are needed to try</p> <p style="text-align: center;">Page 84</p>

1 and make social media a world which takes account of
 2 those with disabilities. It can be an amazing tool for
 3 those who are socially isolated but can also be very
 4 dangerous.

5 Fourth, we want to look at those who have been the
 6 subject of sexual abuse -- how they are supported and
 7 educated, what sort of specialist help is available, or
 8 should be available, to them and whether or not they
 9 should be educated as a cohort or separately.

10 Fifth, what should the reaction be when children
 11 display sexually harmful behaviour to others? Is this
 12 something which is dealt appropriately by the care
 13 system or by the criminal justice system at present?

14 Last, is the current statutory guidance issued by
 15 the DfE adequate? Does it give schools the right tools
 16 to judge and manage these situations? We have witnesses
 17 from Southlands, from Appletree, from the NAS, from
 18 Mencap, from the NSPCC and Professor Simon Hackett to
 19 talk about these particular issues.

20 We will also be hearing evidence from Ms Davies, the
 21 current principal of Appletree, to examine a case where
 22 sexually harmful behaviour took place. We will also be
 23 hearing from a young man who is going to be giving
 24 evidence anonymously. His life before arriving at
 25 Appletree was extremely distressing. His behaviour was

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1 both violent and aggressive because of significant abuse
 2 by his family, and he raises the question whether or not
 3 somewhere like Appletree was, in fact, the appropriate
 4 place for him.

5 After being placed at Appletree at the age of 6, he
 6 was the subject of sexually harmful acts between him and
 7 other children. We will examine one particular incident
 8 which occurred when he was 9 years old. He and two
 9 other children, aged 11 and 12, ran away from school to
 10 a place near the railway tracks. Various sexual acts
 11 took place, including anal penetration of the 9-year-old
 12 by the 12-year-old. He talks of other significant
 13 sexual behaviours at that time, and of running away on
 14 multiple occasions.

15 We will be asking the Social Services Department
 16 which placed the older child at the school how this
 17 process worked, whether it was the right placement for
 18 him and how the care system managed the placement of
 19 such children. It also involves examining whether or
 20 not the local authority really understood the extent of
 21 the older person's sexualised behaviour and how harmful
 22 sexualised behaviours were, and are, managed within the
 23 current care system.

24 We also have a witness statement from Cumbria County
 25 Council, the local authority where Appletree is

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1 situated. They tell us of incidents they investigated
 2 involving sexually harmful behaviour between children.
 3 They also provide evidence of the investigation they
 4 undertook into the incident I have just described, which
 5 included the police. They describe concerns about
 6 Appletree and the school's approach to the disclosures
 7 of abuse, identifying that the staff interviewing the
 8 children before contacting social services had caused
 9 problems.

10 Cumbria's investigation of events at the school led
 11 to Cumbria Police carrying out a criminal investigation
 12 into the incident I have described. No further action
 13 was, however, taken. This was because the individual
 14 concerned had admitted the actions, there were
 15 discrepancies in the children's accounts and also
 16 because the ages of the children and because the police
 17 thought they were "damaged" -- that is their word, not
 18 mine. They also thought that the evidence had been
 19 contaminated by the school so that the court would have
 20 thrown it out. This was in 2006.

21 Lastly, we will be examining how the police treated
 22 the allegations by the 12-year-old who had been involved
 23 in the incident above. He had previously made
 24 allegations about sexual abuse by a family member. This
 25 was investigated by West Yorkshire Police, who will be

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1 coming to give evidence. We will be asking them about
 2 their policies in 2006 about managing the disclosures of
 3 children, and whether or not they acted in line with
 4 relevant police guidance. The inquiry will consider how
 5 and on what basis the police decided that this young
 6 person would not be a competent witness and whether
 7 appropriate steps were taken to ascertain this, which is
 8 relevant to the question more widely of how the criminal
 9 justice system treats both children in care and children
 10 with disabilities.

11 Issues of harmful sexual behaviour between peers
 12 also arose in Stanbridge Earls. This issue came fully
 13 to light in the public when the First-Tier Tribunal
 14 heard a case about sex discrimination in early 2013
 15 involving a young woman who was allegedly raped by
 16 another pupil at the school. The tribunal's conclusions
 17 about Stanbridge Earls were damning. They stated that
 18 the school had not taken reasonable steps to keep the
 19 girl safe. Following on from this, the Department for
 20 Education asked Ofsted to undertake an emergency
 21 inspection which identified safeguarding deficiencies.
 22 A further ISI and Ofsted inspection took place
 23 in April 2013 and again in June 2013 following on from
 24 widespread publicity after pupils at the school were
 25 photographed abseiling naked whilst on a school trip.

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<p>1 The DfE informed the school in July 2013 that it could 2 not continue in its current form and enforcement 3 proceedings were started. School numbers fell during 4 this period and the trustees closed the school 5 from August 2013 because it was no longer financially 6 viable. 7 The police undertook a detailed operation called 8 Operation Flamborough, which did not lead to any 9 convictions. The LADO was involved in this situation as 10 were numerous other agencies, such as the Children's 11 Commissioner and the NSPCC. Ultimately, a Serious Case 12 Review was commissioned and reported in 2015. The key 13 findings of this were that vulnerable girls were not 14 adequately protected and the school was not adequately 15 alert to meet their needs. There were some established 16 patterns of conduct in the culture of the school which 17 had potential to cause harm. 18 Secondly, the school failed to keep parents properly 19 informed, possibly because of not realising the 20 seriousness of what was going on. In particular, 21 a failure to recognise that sexual activity between 22 children may be a safeguarding concern and for 23 confusions about confidentiality. We will be hearing 24 from Ofsted about the inspections they undertook of 25 Stanbridge Earls and, in particular, about their</p> <p style="text-align: center;">Page 89</p>	<p>1 We will also be looking at safer recruitment and the 2 response to those allegations made by young people 3 against those who care for them. In 2005, Nigel Bulley 4 pleaded guilty to six offences of rape and sexual 5 assault against four boys aged 11 to 15. He was banned 6 from working with children for life and put on licence 7 for at least 15 years. He was sentenced to 10 years in 8 prison. Eleven counts involving three other boys 9 remained on the file. He committed these offences 10 between 1998 and 2005, whilst head of care at 11 Stony Dean. The boarding unit of Stony Dean closed 12 in February 2005, largely as a result of concerns which 13 emerged following his arrest. 14 Although he was convicted in 2005, he had been 15 suspended from school in 2002 because of an allegation 16 made by a child at that time. The local authority has 17 accepted that its investigative processes in 2002 were 18 flawed and the wrong decision was reached. A Serious 19 Case Review published in 2009 took the same view. The 20 local authority identified that the then head was both 21 domineering and dominating and that those 22 characteristics undermined the 2002 investigations. The 23 Serious Case Review identified that senior managers 24 within the local authority had to provide critical 25 challenge to such schools as well as support. There is</p> <p style="text-align: center;">Page 91</p>
<p>1 previous inspections from 2010 onwards. 2 The case of Stanbridge Earls prompted an extensive 3 internal review which Ofsted undertook in January 2013 4 to examine their inspection history. Ofsted found in 5 its internal review that the inspectors had failed to 6 get "underneath" the serious safeguarding concerns 7 raised and complaints made by parents were not followed 8 up. The systems available to allow inspectors to 9 examine the information already held about the school 10 were also not optimal. Importantly, the review found 11 that there was no clear protocol about the 12 responsibilities of Ofsted, the DfE, the local authority 13 and the police which therefore caused a gap in 14 protection. 15 We will be asking Ofsted about what changes have 16 been made to its processes following on from this, the 17 processes of inspection at Stanbridge Earls and whether 18 that now means that safeguarding is better inspected. 19 We also have a statement from ISI which suggests 20 that there were failings in the vetting system at the 21 school which were not picked up by Ofsted in 2010/2011. 22 There is currently an outstanding statutory inquiry 23 by the Charity Commission about Stanbridge Earls. This 24 has been ongoing since 2015, but there has been, as yet, 25 no final publication.</p> <p style="text-align: center;">Page 90</p>	<p>1 a distinct possibility that, had appropriate steps been 2 taken in 2002, the abuse of children, including A7, who 3 will be coming to give oral evidence, may not have 4 occurred. 5 In a cruel irony, this conviction was not the only 6 one against staff at the school. Mr Bulley had replaced 7 a Mr Stride, the previous head of care, who was 8 convicted in 2002 of abusing young people at the 9 previous school he had worked at before moving to 10 Stony Dean. 11 We will hear from Buckinghamshire County Council, 12 who maintained the schools, about the vetting of staff 13 in 1998 and 2002. Mr Bulley had previous concerns raised 14 about him which were recorded on the police intelligence 15 database. Had HR staff checked this database against 16 not just his current name but also his former name, 17 which they knew, they would have found those concerns in 18 2002, which would have made a difference to the 19 investigation. Had a reference which referred to 20 concerns in a previous school also been followed up, 21 Mr Bulley may not have been employed. 22 The response to the head of all the allegations made 23 was not to investigate them, but to identify that the 24 school should be left alone. He, in fact, failed to 25 pass on crucial information to the local authority; in</p> <p style="text-align: center;">Page 92</p>

<p>1 particular, a reference he had received when recruiting 2 Bully in 1995, which mentioned him leaving a previous 3 school over a child protection matter. This 4 investigation may consider that this is a paradigmatic 5 example of the issues raised earlier in this opening 6 about a refusal to believe that individuals can abuse. 7 Questions about allegations made against staff and 8 the processes undertaken by schools will be dealt with 9 during phase 2. Following on from the issue of safer 10 recruitment, we also want to look at how the barring 11 system works in practice. The focus of 12 the investigation into The Royal School Manchester is 13 how it and the Department for Education dealt with 14 concerns about three members of staff which led to their 15 dismissal. Following this dismissal by the school, they 16 were not placed on the register of individuals who 17 should not work with children or vulnerable adults, 18 either by the Department for Education or by the 19 Department of Health, despite undertaking concerning 20 behaviours towards young people, including showering 21 with them and taking photographs of them, even though 22 they both had severe and complex disabilities. 23 We wish to examine whether or not this decision was 24 sound, how the assessment of risk took place in such 25 case and, crucially, the position now.</p> <p style="text-align: center;">Page 93</p>	<p>1 are alongside children, such, for example, as adult 2 choir members in a choir which involves both adults and 3 children, would not be engaged in a regulated activity 4 despite spending significant amounts of time with them. 5 The ISI also identifies that those who own schools, 6 unless they teach in them as well, would also not be 7 considered to be undertaking regulated activity. 8 Furthermore, whilst governors in the state sector are 9 required by statute to have an enhanced DBS check, 10 governors in the independent sector are not. The 11 central issue is that all these individuals have 12 considerable power over children and will be seen as 13 trusted figures of authority by them, but they do not 14 need checks. 15 There is also a concern about those who volunteer in 16 schools -- they only get a check of their barred list 17 status if they are unsupervised. If they are 18 supervised, they only require a criminal records check. 19 So, for example, if a teacher was dismissed for gross 20 misconduct for having sex with a teenaged pupil prior to 21 it becoming a criminal offence, he could volunteer in 22 schools to read in class without the school knowing that 23 he had been so dismissed, as no barred list check would 24 be undertaken. A second concern is also about the 25 workings of the update service. A wealth of information</p> <p style="text-align: center;">Page 95</p>
<p>1 We also want to look at the vexed question of 2 regulated activity and whether or not the system as it 3 currently operates is sufficiently robust to keep 4 children safe. This is an issue raised both in music 5 and in special schools and, as such, we will hear from 6 the Home Office, who are responsible for this policy 7 area, and from the Disclosure and Barring Service, who 8 operate the practice. 9 We will also hear from the Department for Education, 10 who provide advice to the Home Office about such issues. 11 Both the NSPCC and the ISI have raised concerns about 12 the scope of the scheme as it currently operates. 13 In its present form, it applies to those who 14 participate in a regulated activity, for example, if 15 they work in a school. However, the concept of 16 regulated activity is convoluted and difficult, often, 17 for lay people to understand. 18 The following concerns have been raised to us by the 19 NSPCC and the ISI. 20 Firstly, because someone is deemed to be undertaking 21 regulated activity with children only if they are 22 teaching, training, instructing, caring for or 23 supervising them, and they do this more than three days 24 in 30, peripatetic staff who work only occasionally 25 would not necessarily be checked. Moreover, adults who</p> <p style="text-align: center;">Page 94</p>	<p>1 has been gathered by this investigation -- over 2 203,000 pages of documents have been received and 87 3 witness statements will be used one way or another, with 4 many more having been provided. From this, the ultimate 5 issues are: 6 Firstly, how those who disclosed abuse were treated 7 by the school and whether or not the practices have 8 improved over time. 9 Secondly, whether the systems of recruitment are 10 adequate to identify those who may be a risk to 11 children, to assess that risk and to take steps to 12 ensure that those who are such a risk do not work with 13 them. 14 Thirdly, whether or not training and implementation 15 in relation to safeguarding and recruitment was adequate 16 at various points in time, and, if not, whether it 17 should have been, and if it is accepted that those 18 systems were deficient, what is now being done to 19 rectify them. 20 Fourthly, even if the policies and practices are now 21 considered to be acceptable, whether they are in fact 22 used and implemented. 23 Fifthly, how far schools promoted, and now promote, 24 a culture of safeguarding. 25 Sixthly, whether and to what extent reputational</p> <p style="text-align: center;">Page 96</p>

<p>1 risk got in the way of adequate transparency. 2 Seventh, whether the government should seek to 3 create standardised systems of training and resources in 4 relation to safeguarding. 5 Eighth, whether or not there is now a system, or was 6 a system, for effective auditing and monitoring of 7 safeguarding practice, and a system for ensuring that 8 lessons to be learnt from past reviews are put into 9 practice. 10 Ninth, whether the disjointed and overlapping nature 11 of oversight and supervision of schools is inimical to 12 effective safeguarding management. 13 Ten, whether schools cooperated with local 14 authorities and the police to ensure swift resolution of 15 safeguarding cases in the past and whether it does so at 16 present. 17 Next, how living far away from home, particularly 18 for those with disabilities, can make a child fall 19 between many stools if there are concerns about 20 safeguarding. 21 These are an ambitious list of questions. Most of 22 them are not capable of easy answers. We hope that at 23 the end of this two-week hearing there has been a frank 24 exchange of views and opinions by those who have the 25 best knowledge and understanding of the issues facing</p> <p style="text-align: center;">Page 97</p>	<p>1 particular attention to paragraph 73 of his statement. 2 There he identifies some recurring themes. 3 Amongst them are: the huge power and authority 4 invested in individual musicians teaching on 5 a one-to-one basis and the ease with which this can be 6 exploited; the ease of preying upon the vulnerability of 7 those who are desperate to do well in an intensely 8 competitive and aggressive classical music culture; the 9 desire of teachers to mould pupils in their own image 10 with scant concern for the pupil's own individual 11 identity; and the widespread tendency for institutions 12 in this sector to privilege their own reputation over 13 the welfare of pupils. 14 That was indeed the reality of Chetham's as 15 described by our clients A1 to A5. They were all abused 16 by Christopher Ling. Ling, of course, was one of 17 multiple teachers at this school accused of abuse. At 18 Chetham's, our clients did not feel safe or nurtured. 19 They experienced a highly sexualised and twisted culture 20 in which pupils were coerced and manipulated into sex 21 with adults. Far from being able to trust the adults 22 who were supposed to be protecting them, some of them 23 found that their house mother, Anne Rhind, was in thrall 24 to their abuser and that the school's external 25 reputation was always more important than the welfare of</p> <p style="text-align: center;">Page 99</p>
<p>1 the sector: both those within it and those who have 2 experience of it. 3 I now turn, chair, and I have finished my opening, 4 and we will now hear from the following representatives 5 in this order, as I understand it. Firstly, Mr Scorer, 6 then Ms Hollos, then Ms Woods, then Mr Ford, then 7 Ms Gallafent. Thank you very much. 8 THE CHAIR: Thank you, Ms Scolding. Mr Scorer? 9 Opening statement by MR SCORER 10 MR SCORER: Chair, Ms Harrison and I represent survivors 11 from Chetham's School of Music and Stony Dean and 12 Appletree Schools. We also represent two staff members 13 from the Purcell School, Andrew Leverton and 14 Margaret Moore, and finally we represent Dr Ian Pace, 15 a pianist and music academic who, as you have heard, has 16 written and campaigned on abuse in musical education and 17 is himself a former Chet's pupil. In this opening 18 I want to highlight some matters of particular concern 19 to our clients. 20 I begin with the music schools. Chair, any analysis 21 of what has gone wrong in an institution needs to be 22 underpinned by an understanding of how the particular 23 culture of the institution can foster the abuse of 24 children. Dr Pace has written extensively on the 25 culture of music schools and we urge you to pay</p> <p style="text-align: center;">Page 98</p>	<p>1 its pupils. "As a result", says A4, "I endured my time 2 at Chetham's with a profound sense of humiliation". A5 3 describes the impact of sexual abuse at a critical point 4 in her life as devastating, and highlights, and I quote, 5 "a boarding school setting makes it even more isolating 6 when all the power resides with the teachers who are 7 also the abusers and family support is a very long way 8 away". 9 So that was the reality of Chetham's in the 10 relatively recent past. An important question for you 11 now is whether that culture, or aspects of that culture, 12 persist in the school today. In that regard, we make 13 two comments. 14 Firstly, there seems little doubt from the 15 disclosure provided that, in response to the scandals of 16 the past several decades, Chetham's has attempted to 17 improve its safeguarding infrastructure and we very much 18 welcome the steps which have been taken. 19 However, as you know, increasing the infrastructure 20 and the bureaucracy of safeguarding is not in itself 21 enough. In the Catholic investigation, you saw with 22 Ampleforth how the school had vastly increased its 23 procedures and paperwork around safeguarding, but the 24 absence of real cultural change and meaningful 25 self-reflection meant that pupils at Ampleforth remained</p> <p style="text-align: center;">Page 100</p>

<p>1 at risk. We note that when the scandal broke at 2 Chetham's a few years ago, the first reaction of 3 the school's leadership was to seek advice from 4 Ampleforth and we very much hope that in doing this 5 Chetham's have not made the same mistakes. Our clients 6 do, however, have some real concerns.</p> <p>7 In the disclosure from the school, they see little 8 self-reflection on culture and how the very nature of 9 the teaching relationship in music schools can be 10 a platform for abuse, and so our clients remain 11 concerned that whilst there may have been a procedural 12 shift in dealing with safeguarding, there may not have 13 been the same cultural shift.</p> <p>14 Many of the staff at Chetham's now were also there 15 at the time when the abuse you're examining took place. 16 Old attitudes die hard, old habits of mind die hard, and 17 so we urge you to be cautious in accepting assurances 18 about the extent of change.</p> <p>19 Secondly, the way in which Chetham's has treated 20 survivors of abuse in the school has, in our clients' 21 experience, being nothing short of appalling and it 22 continues to be unacceptably poor today. As you will 23 hear, the support provided by the school since the Ling 24 scandal broke in 1990 has been non-existent. There has 25 been no attempt to reach out to pupils and former pupils</p> <p style="text-align: center;">Page 101</p>	<p>1 entirely under 16 at the time of the abuse, and they did 2 speak to the police. But the reason I quote that 3 sentence is because, although, on one level, it could be 4 seen as just a bald statement of the law, our concern is 5 that, when Chet's respond now to allegations of abuse by 6 suggesting that a child of 16 might be consenting and 7 that a failure to report abuse would be evidence of such 8 consent, then it leads our clients to wonder whether the 9 school really understands the power dynamics which 10 underpin abuse.</p> <p>11 Chair, the continuing lack of a survivor voice 12 within safeguarding structures matters very much because 13 it influences whether the solutions offered by the 14 school actually achieve the desired result. You may 15 have seen reference to the school having an Independent 16 Listener, as is now required. The Independent Listener 17 in this institution has never received a single call. 18 We understand that the Independent Listener is 19 Lady Mary Mallick, who, if we have understood correctly, 20 is 81 years old, and we mean absolutely no disrespect to 21 her when we say that an Independent Listener who is 22 a member of the establishment, a member of the great and 23 the good, and, it seems, of a much older generation may 24 not be the sort of profile of person that a troubled 25 adolescent facing sexual pressures from a staff member,</p> <p style="text-align: center;">Page 103</p>
<p>1 affected by abuse; no helpline number to call; no offer 2 of support of any kind; and no attempt to ask for the 3 advice of survivors about what will help to prevent the 4 abuse or help recovery from it afterwards.</p> <p>5 As one of our clients puts it, listening to 6 survivors helps them to recover, but it also helps the 7 institution to recover and do better in the future and, 8 sadly, that has not happened here.</p> <p>9 It should concern you enormously, in our view, that 10 at no point has Chetham's sought to reach out and to 11 learn from those very pupils who were abused within its 12 walls and on its watch. As I have said, it matters not 13 only for survivors, it matters because a willingness to 14 listen to survivors is also a measure of whether an 15 institution is willing to admit the hard truths about 16 its culture which led to the problem in the first place.</p> <p>17 When damages claims were submitted to the school, 18 part of the school's response in 2017 included the 19 following, and I quote:</p> <p>20 "If the claimant was 16 or over at the time the 21 events occurred, then she was able to consent to such 22 acts in law. Any events that did occur at the time 23 against the claimant's consent should have been reported 24 to the police and there is no evidence that they were." 25 Now, in point of fact, our clients were almost</p> <p style="text-align: center;">Page 102</p>	<p>1 or indeed from anyone else, would be minded to approach. 2 We suggest that if Chetham's had listened to survivors 3 more, they may have considered that.</p> <p>4 I give this as just one example of the difference 5 between ticking a box on safeguarding and really 6 engaging with the lived experience of victims and 7 survivors.</p> <p>8 Chair, finally in relation to Chet's, it is also 9 right to record that survivors have not only been failed 10 by the school. You heard earlier that in 1990 when the 11 criminal prosecution of Christopher Ling was aborted, 12 our clients were told that the prosecution had failed 13 for lack of evidence. It was only when reading the 14 material supplied in this inquiry that they learnt that 15 in fact the prosecution was aborted because of legal 16 errors by the CPS who wrongly decided that Ling could 17 not be extradited.</p> <p>18 As a result, our clients have had to live for 19 29 years with the belief that their own evidence was of 20 little value and was insufficient to merit 21 a prosecution. That has been doubly wounding and my 22 clients have asked me to put on record their distress 23 and frustration that they were misled in this way.</p> <p>24 Chair, I next want to highlight what we regard as 25 a very significant issue in relation to music schools</p> <p style="text-align: center;">Page 104</p>

1 and, indeed, special schools, and this is the issue of
 2 governance and whether governors are properly exercising
 3 their oversight function and, in particular, how they
 4 treat whistleblowers.
 5 Your challenge in this inquiry is to identify
 6 mechanisms by which the senior leadership of
 7 institutions can be held to account. A key aspect of
 8 this, as Ms Scolding mentioned earlier, is the
 9 effectiveness of governing bodies. This was an issue at
 10 Chet's but is clearly also a major issue at the
 11 Purcell School. Our client, Andrew Leverton, who has
 12 sought at Purcell for 30 years, says in his statement,
 13 and I quote:
 14 "The governance and accountability structures of
 15 the school, or, rather, lack of them, remain a major
 16 problem. There is no parent association and there are
 17 no parent governors. Many parents may feel that they
 18 have much less of a voice than in other schools. The
 19 music world is very small. There is a strong sense that
 20 challenge would be damaging to career prospects."
 21 He goes on to say there continues to be very little
 22 contact between governors and teaching staff, even
 23 today. Heads of departments are asked to present to the
 24 governors once every three years and there is a lunch
 25 once a year at which there is supposed to be an informal

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1 chat. As he says, this level of contact is not remotely
 2 adequate if governors are going to be exercising
 3 meaningful insight and oversight.
 4 In considering how music schools are operating we
 5 urge you to pay particular attention to governance. How
 6 are governors recruited? Is this through open
 7 advertising or are they selected from narrow social
 8 circles? How genuinely diverse are governing bodies?
 9 Crucially, are governors really engaged with the
 10 day-to-day life of the school? How much contact do they
 11 have with pupils and teachers? To what extent are they
 12 prepared to challenge the actions of senior management?
 13 Chair, in your report on sexual exploitation in
 14 Rotherham, you commented that organisations which engage
 15 in group think which suppress dissent and which place
 16 loyalty to the institution above protection of children
 17 are likely to struggle to eradicate abuse.
 18 But when we look at Purcell, that is precisely how
 19 we see the governors responded to whistleblowers like
 20 Andrew Leverton and Margaret Moore. These dedicated and
 21 highly professional teachers who were driven, and are
 22 driven, by a desire to protect and nurture the children
 23 in their care were seen simply as troublemakers to be
 24 neutralised and silenced. Indeed, we now learn that one
 25 response of the governors at Purcell to staff concerns

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1 about Peter Crook was to consider instructing a private
 2 investigator to hunt out "actionable evidence" against
 3 dissenting members of staff. We say this was a wholly
 4 unacceptable way for those governors to behave and we
 5 urge them to take the opportunity in this hearing to
 6 apologise for it.
 7 I then turn to special schools. Next week, you will
 8 hear from our client A7. He was sexually abused at
 9 Stony Dean by the head of care, Anthony Bulley. As we
 10 know from the Serious Case Review in 2009, and as we
 11 just heard, there were a myriad of serious failings at
 12 Stony Dean. Due to their learning difficulties, the
 13 pupils there were especially vulnerable, making it even
 14 more difficult for them to disclose abuse. Yet, when
 15 some children were brave enough to report their abuse in
 16 2002, they were assumed to be making it up and they were
 17 disbelieved. The governing body failed comprehensively
 18 to exercise any oversight of the head and deputy head
 19 teacher's actions at the school. As was noted in 2005
 20 by the new acting head, governors were unclear about
 21 their responsibilities, demoralised, poorly trained and
 22 uninformed. They did not understand that they were, in
 23 fact, the leaders of the school.
 24 With Stony Dean, we also see a disturbing picture of
 25 multi-agency failure, especially a failure of inspection

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1 regimes. The Serious Case Review in 2009 following
 2 Bully's conviction identifies that Bully was first
 3 investigated by the school and other agencies in 2002
 4 and the incompetency of that first investigation led him
 5 returning to the school and continuing to abuse boys
 6 there, including A7. Far from being deterred by the
 7 investigation, its obvious inadequacy simply emboldened
 8 him.
 9 Externally, Buckinghamshire County Council and the
 10 external inspection process of Ofsted and the CSCSI
 11 failed to provide any sort of adequate check and balance
 12 to the dangerous mismanagement of safeguarding within
 13 the school itself. The inspection reports in 2002 and
 14 2004 talked glowingly about child protection at the
 15 school, concluding in terms that children were safe.
 16 But these conclusions were reached at the very time when
 17 the head of care was committing sexual abuse of the most
 18 extreme kind.
 19 As the Serious Case Review concluded, external
 20 inspection systems failed to have any impact.
 21 Inspectors did not corroborate information given to them
 22 by articulate and convincing senior staff.
 23 So the inspection regime was clearly unfit for
 24 purpose. Inspectors comprehensively failed to uncover
 25 what was going on at Stony Dean, despite there being two

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<p>1 separate inspection bodies during the relevant period. 2 Its was ridiculously easy for inspectors to have the 3 wool pulled over their eyes. 4 Whilst this is a particularly glaring example of 5 the failure of an inspection regime, it is clearly far 6 from unique and you have seen other examples in this 7 inquiry of inspectors giving a school a clean bill of 8 health at the very time that sexual abuse is occurring 9 pervasively in the school. 10 Clearly a key issue for you is whether that could 11 happen again now. In that respect, we note the 12 statement of the current head of Ofsted, 13 Amanda Spielman. She explains that schools are under 14 no obligation to notify Ofsted, the ISI or the 15 Department for Education of any allegations of abuse at 16 a school. We say that this is an extraordinary lacuna 17 and surely a guaranteed recipe for more problems of this 18 kind. And a related point is this: when the police 19 wanted to deploy the criminal law against the head and 20 his deputy for their actions in failing to pass on the 21 relevant information, the only criminal charge they 22 could consider was conspiracy to pervert the course of 23 justice. As you know, this is a difficult offence to 24 prove and, ultimately, it was dropped. 25 We say that this illustrates the continuing lacuna</p> <p style="text-align: center;">Page 109</p>	<p>1 rather than immediately referring it to Children's 2 Services, meaning that evidence was contaminated and 3 that prejudiced any prosecution. 4 Chair, the important point for us is that 5 Clair Davies, who is giving evidence in this inquiry, 6 has been the principal of Appletree since its opening in 7 1995 and continues to be in that post today. A key 8 issue for our client is whether and to what extent she 9 recognises what went wrong, because the obvious concern 10 for our client is that continuity of leadership into the 11 present day means continuity of the very problems which 12 led to him being abused in the first place. 13 Our client is also anxious, of course, that you 14 consider what can be done to protect children in these 15 settings from abuse by other children, and I know that 16 issue is very much in your sights. 17 Chair, those are the issues of particular concern to 18 our clients as we go into this hearing. Thank you. 19 THE CHAIR: Thank you, Mr Scorer. 20 MS SCOLDING: Chair, I don't know whether or not this is an 21 appropriate moment for us to have a brief afternoon 22 break? 23 THE CHAIR: Yes. We will return at 3.40. 24 MS SCOLDING: Thank you very much. 25 (3.20 pm)</p> <p style="text-align: center;">Page 111</p>
<p>1 in the criminal law that failure to report knowledge or 2 responsible suspicion of abuse attracts no criminal 3 sanction. 4 We have made the point in other hearings about 5 mandatory reporting, and we do say that events at 6 Stony Dean illustrate the lack of meaningful criminal 7 sanctions for those who conceal and cover up abuse and 8 how this needs to change. 9 Chair, turning finally to Appletree Treatment 10 Centre, our client A6 was placed at Appletree between 11 the ages of 6 and 10 and subjected to what he says was 12 excessive restraint by staff members as well as severe 13 sexual abuse perpetrated on him by another boy at the 14 school who was known by the school to be at risk of 15 abusing other children. 16 We say that the school failed in its duty of care to 17 safeguard the welfare of A6 at the time by failing to 18 properly monitor the alleged perpetrator of the abuse, 19 another child, despite having detailed information about 20 the sexual risk he posed to other children and the need 21 to ensure he was properly monitored. The failure to do 22 that properly led directly to the abuse of our client 23 and, as you have just heard, children then reported the 24 abuse to staff at the school but, to compound the 25 failing, staff decided to interview children involved</p> <p style="text-align: center;">Page 110</p>	<p>1 (A short break) 2 (3.38 pm) 3 MS SCOLDING: Thank you, chair. We now pass over to 4 Ms Hollos on behalf of Purcell School. 5 Opening statement by MS HOLLOS 6 MS HOLLOS: Chair, panel, I appear on behalf of 7 the Purcell School for Young Musicians. Parents entrust 8 their children to educational institutions to provide 9 academic tuition, a space for personal development and 10 for fostering their individual talents. 11 In turn, those educational institutions bear 12 responsibility for the proper safeguarding of children 13 to ensure, as far as possible, that no child within 14 their care becomes a victim of abuse. 15 Schools are meant to be places of safety. If an 16 allegation of abuse is made, the expectation must be 17 that the school environment is one in which that 18 allegation is taken seriously, is investigated 19 thoroughly and diligently, and that no culture of 20 impunity is allowed to subsist. 21 Where mistakes are made and expectations are not 22 met, it's important that past conduct is scrutinised. 23 We must understand what went wrong, what could have been 24 done better, and what we can do to ensure that it does 25 not happen again. Safeguarding must permeate every</p> <p style="text-align: center;">Page 112</p>

<p>1 aspect of school life. It is an ongoing process that 2 ought to be subject to careful and periodic scrutiny. 3 That is what the Purcell School is committed to 4 doing. 5 The Purcell School is Britain's oldest specialist 6 music school, originally established in 1962. From its 7 current site in Bushey, Hertfordshire, it provides 8 exceptionally talented young musicians from the ages of 9 10 to 19 with outstanding teaching in a supportive 10 environment. Although the school began life as a day 11 school, it now offers boarding as well to its cohort of 12 180 young people. 13 Much of the evidence that is before the chair and 14 the panel and which will form the subject of oral 15 evidence later this week concerns a time in the history 16 of the Purcell School when, in the late 2000s and early 17 2010s, safeguarding in the school was not as well 18 developed as it should have been. The school always 19 acted in the best interests of its pupils, taking advice 20 where necessary, and liaising with external agencies. 21 It recognises, however, that there were weaknesses in 22 its systems. 23 More could have been done to ensure that there were 24 clearer and more comprehensive policies and procedures 25 in place, that these were adhered to and implemented as</p> <p style="text-align: center;">Page 113</p>	<p>1 The fruits of that first review in March 2019 have 2 been instructive for the school. They led to the 3 development of an action plan and the implementation of 4 a variety of new measures aimed at improving the 5 safeguarding provisions and getting the school that much 6 closer to ensuring that all of its pupils are happy, 7 healthy and safe. 8 This has included: reconfiguring the senior 9 leadership team and separating the role of head of 10 boarding from the new position of head of pastoral and 11 safeguarding; increased security arrangements governing 12 access to, and manoeuvre around, the school site; 13 safeguarding training for all staff; more rigorous 14 recruitment procedures with an emphasis on safeguarding; 15 and clearer, more comprehensive policies. 16 By the time of Mrs Cooper's second review of 17 the school, in September 2019, she observed considerable 18 changes in both safeguarding procedures and in the way 19 that they were implemented and monitored by senior 20 staff. Management systems for monitoring and control 21 were much sharper and more effective, with the result 22 that the atmosphere and culture of the school had 23 changed appreciably. 24 That is not to say that the school considers that 25 its work is complete. In Jane Cooper's words, the</p> <p style="text-align: center;">Page 115</p>
<p>1 appropriate, and that staff had a deeper understanding 2 of safeguarding in the environment in which they 3 operated. 4 Perhaps one of the greatest influences on the 5 strategic direction and culture of an educational 6 establishment is the character of its headmaster. The 7 advent of Paul Bambrough's tenure as principal of 8 the Purcell School has brought about a wholesale 9 commitment to safeguarding. His key priority is to 10 sustain a safe, happy and healthy environment in which 11 students can flourish. He has been consistent in 12 communicating this message from his interview for the 13 post and his first letter to parents in June 2018. 14 In his witness statement to the investigation, he 15 acknowledges that his first term at the school made it 16 clear to him that, whilst many things were done well, 17 there were many aspects of safeguarding which could be 18 better managed. It was in pursuit of this aim that the 19 Purcell School commissioned an independent safeguarding 20 review carried out by Jane Cooper, a former 21 Her Majesty's Inspector of Schools. 22 That review examined past case studies for lessons 23 to be learned and reviewed the school's current 24 safeguarding provisions, making recommendations as 25 necessary.</p> <p style="text-align: center;">Page 114</p>	<p>1 school has already done a great deal to bring about 2 rapid improvement, but, in the next phase of 3 development, senior leaders should ensure that new 4 procedures become firmly embedded, evaluate them for 5 their impact on students' safety, health and happiness, 6 and adjust them where necessary. 7 We hope that over the course of this week, the chair 8 and panel will be satisfied from the evidence before it 9 that the Purcell School has reflected upon its past, has 10 identified what it can do better and has made great 11 strides to embed safeguarding in all aspects of 12 the school's operation. 13 THE CHAIR: Thank you, Ms Hollos. Ms Woods? 14 Opening statement by MS WOODS 15 MS WOODS: Chair and panel, I appear on behalf of both the 16 Yehudi Menuhin School and Wells Cathedral School. This 17 is the opening statement on behalf of the Yehudi Menuhin 18 School. The Yehudi Menuhin School is an elite, 19 specialist music school which was founded in 1963 by the 20 world renowned violinist and conductor Yehudi Menuhin. 21 He started the school to create an environment for 22 children with exceptional musical gifts to pursue and 23 nurture their talents in a supportive community and to 24 achieve the very highest standards of musical 25 excellence, while also receiving, of course, a good</p> <p style="text-align: center;">Page 116</p>

<p>1 general academic education.</p> <p>2 The school provides a unique educational programme,</p> <p>3 which is focused on music. Half of each pupil's day is</p> <p>4 devoted to musical studies.</p> <p>5 As you have heard, the school is extremely small.</p> <p>6 It has grown from an initial group of 15 students to</p> <p>7 a current total of about 85 students, aged between 8 and</p> <p>8 19 years old, each of whom was selected for admission</p> <p>9 following a rigorous process of audition and interviews.</p> <p>10 Safeguarding is of the highest priority at the Yehudi</p> <p>11 Menuhin School. It is reflected in the school's</p> <p>12 policies and procedures and, even in the classrooms</p> <p>13 themselves, the school has state of the art specialist</p> <p>14 music facilities which were opened in 2016. Recognising</p> <p>15 the particular challenges of safeguarding in specialist</p> <p>16 music schools, the teaching and practice rooms were</p> <p>17 purpose built to facilitate safeguarding,</p> <p>18 architecturally designed to enable monitoring and to</p> <p>19 provide safe spaces in which one-on-one instrumental</p> <p>20 teaching can take place.</p> <p>21 In May 2019, the school underwent an ISI inspection</p> <p>22 which found some administrative shortcomings in the</p> <p>23 school's safeguarding processes. For example, it found</p> <p>24 that there were problems with the recording and chasing</p> <p>25 of staff undertaking safeguarding training and with the</p> <p style="text-align: center;">Page 117</p>	<p>1 which will be dealt with in the course of evidence</p> <p>2 during this hearing.</p> <p>3 However, in her statement, Ms Clanchy was at pains</p> <p>4 to confirm that she considered that the Yehudi Menuhin</p> <p>5 School has taken appropriate safeguarding measures. She</p> <p>6 said:</p> <p>7 "I did not encounter anything during my tenure that</p> <p>8 caused me to suspect any sexual or other significant</p> <p>9 abuse, and the school had appropriate safeguarding</p> <p>10 policies and procedures in place. Further, the school</p> <p>11 liaised effectively with the LADO and CAMHS during my</p> <p>12 short tenure."</p> <p>13 Music education is at the heart of the Yehudi</p> <p>14 Menuhin School, and, therefore, musical leadership plays</p> <p>15 a vital role in the governance of the school. However,</p> <p>16 we do not see this as a basis for criticism. The school</p> <p>17 prides itself on its focus on musical excellence. It is</p> <p>18 not something that is incompatible with careful and</p> <p>19 rigorous safeguarding and it does not detract from it.</p> <p>20 The head and the director of music at the school</p> <p>21 have complementary roles in managing staff and pupils.</p> <p>22 At the school, academic, musical and pastoral staff are</p> <p>23 equal and work in partnership to ensure the safety and</p> <p>24 well-being of pupils.</p> <p>25 The Yehudi Menuhin School is unusual, in that it has</p> <p style="text-align: center;">Page 119</p>
<p>1 school conducting separate barred list checks in cases</p> <p>2 where criminal record checks were delayed. As soon as</p> <p>3 the school was notified of the issues which were</p> <p>4 identified in the ISI report, an action plan was put</p> <p>5 into place.</p> <p>6 I can inform the chair and the panel that every step</p> <p>7 in that action plan has now been implemented, and the</p> <p>8 school is confident that it is now fully compliant with</p> <p>9 all safeguarding requirements.</p> <p>10 The shortcomings in the May 2019 ISI report were</p> <p>11 caused in part by the fact that the school has recently</p> <p>12 been through a period of upheaval with the resignation</p> <p>13 of its beloved and long-serving director of music.</p> <p>14 Significant changes to the school leadership team and</p> <p>15 the departure of Kate Clanchy, who was the head of</p> <p>16 the Yehudi Menuhin School between January 2018</p> <p>17 and June 2019.</p> <p>18 In the course of this hearing, reference will be</p> <p>19 made to a statement which was drafted by Ms Clanchy on</p> <p>20 17 September. There is much in that statement which the</p> <p>21 school disputes as factually incorrect, including</p> <p>22 information about the circumstances of her departure</p> <p>23 from the school, changes to the role of the head,</p> <p>24 comments on the former head of the school and</p> <p>25 descriptions of particular cases. These are matters</p> <p style="text-align: center;">Page 118</p>	<p>1 a relatively informal school environment, which, as you</p> <p>2 have heard, is often described by staff and pupils as</p> <p>3 being much like a family. This is in part because of</p> <p>4 its size and in part is deliberately cultivated to</p> <p>5 ensure a safe and creative learning environment for the</p> <p>6 students. Highly structured learning environments are</p> <p>7 not always conducive to specialist music schools, where</p> <p>8 creativity and pastoral support are paramount, and the</p> <p>9 lifelong friendships and professional relationships</p> <p>10 which the students at the school develop in this</p> <p>11 environment are a vital part of the Yehudi Menuhin</p> <p>12 School.</p> <p>13 However, it must be stressed that this informal</p> <p>14 culture does not extent to the application of</p> <p>15 safeguarding policies and procedures. You will hear</p> <p>16 evidence from current and former members of the school</p> <p>17 that its culture is, in fact, a valuable safeguarding</p> <p>18 school. The size of the school, the ratio of staff to</p> <p>19 students and the relative informality all contribute to</p> <p>20 a unique safeguarding environment where staff are able</p> <p>21 to closely monitor the well-being of students and where</p> <p>22 pupils have additional pastoral support and avenues</p> <p>23 available to them for reporting concerns.</p> <p>24 That this approach is effective in creating</p> <p>25 a positive and safe learning environment for the</p> <p style="text-align: center;">Page 120</p>

<p>1 students is evident from the overall findings of 2 the 2019 ISI report. The inspectors concluded that the 3 quality of pupils' academic and other achievements was 4 excellent. Far from their academic work suffering from 5 the focus on music, the report found that pupils were 6 achieving well above average results in public 7 examinations and "their attitude to learning is 8 outstanding. Concentration, self-discipline, initiative 9 and collaboration underpin all their work". 10 The report also found that the quality of pupils' 11 personal development was excellent, that they had 12 maturity, exceptional spiritual awareness, that they had 13 highly developed social skills and, again, "a strong 14 appreciation and respect for the diverse cultures from 15 which they come is evident through the pupil community". 16 In respect of safeguarding, the overall findings 17 were similarly positive. After spending days conducting 18 an in-depth inspection, interviewing both staff and 19 students and inspecting open records, by which I mean 20 all records, not merely those which were open to them, 21 the report concluded: 22 "The school's arrangements for safeguarding on 23 a day-to-day basis are secure. Pupils feel safe in 24 school and are confident that they know how to stay safe 25 online. Staff receive regular updates on specific</p> <p style="text-align: center;">Page 121</p>	<p>1 MS WOODS: I do apologise, chair. I will now make the 2 opening statement on behalf of Wells Cathedral School. 3 Wells Cathedral School is an independent day and 4 boarding school with 767 pupils aged between 2 and 18 5 years old and over 400 members of staff. It is one of 6 the oldest schools in the world, with a history tracing 7 back to its foundation by the second King of England in 8 909 AD. 9 Wells Cathedral School strives to provide an 10 all-round academic and cocurricular education of 11 the highest quality. In addition to its core academic, 12 sporting and other cocurricular programmes, the school 13 has a specialist musical programme for instrumentals and 14 vocal pupils. It provides education for the choristers 15 of Wells Cathedral and it also has a specialist 16 mathematics programme for gifted young mathematicians. 17 In his witness statement on behalf of the school, 18 headmaster Alistair Tighe, who has been in post 19 since September 2018, stated: 20 "Wells Cathedral School is totally committed to 21 ensuring the well-being and safety of all our pupils. 22 We see safeguarding our pupils as our primary 23 responsibility and work tirelessly to ensure that our 24 culture, policies and processes reflect that 25 commitment."</p> <p style="text-align: center;">Page 123</p>
<p>1 aspects of safeguarding and are aware of how to report 2 concerns. Referrals to external services are prompt and 3 records are maintained correctly." 4 The school is confident that following the ISI 5 report and the full implementation of the action plan, 6 its safeguarding arrangements are secure. 7 But the school approaches this inquiry in the spirit 8 of co-operation and openness. We therefore welcome any 9 recommendations which the panel may make in its final 10 report which can assist in meeting those particular 11 challenges of safeguarding in specialist music schools. 12 Finally, pupils of the Yehudi Menuhin School often 13 remain active members of the school community for many 14 years after leaving and sometimes for all of their 15 lives. It is a source of deep sorrow to the school that 16 any pupil or any member of its community has been in the 17 past the victim of sexual abuse at the hands of those 18 who were entrusted with their care. The contact details 19 of relevant members of staff have been posted on the 20 website this morning, should anyone wish to get in touch 21 in relation to safeguarding matters. Thank you. 22 THE CHAIR: Thank you, Ms Woods. Mr Ford? 23 MS SCOLDING: Forgive me, chair, Ms Woods is also 24 representing Wells Cathedral School, so she is just 25 moving from one to the other.</p> <p style="text-align: center;">Page 122</p>	<p>1 Review of the documents disclosed to the inquiry by 2 Wells Cathedral School will show the truth of these 3 words and demonstrate the enormous time and resources 4 which the school dedicates to its safeguarding 5 responsibilities. 6 The school acknowledges its historic relationship 7 with Wells Cathedral, which demands close co-operation 8 between the school and the cathedral's dedicated 9 safeguarding teams in order to ensure the safety and 10 well-being of choristers in particular. 11 However, despite the school's current commitment to 12 safeguarding, we are acutely conscious that, at times in 13 the past, abuse has been committed at the school by 14 individuals entrusted with the care of children. In his 15 statement on behalf of the school, Mr Tighe has offered 16 a full apology to all survivors of abuse. He has asked 17 me now to say on his behalf to anyone who suffered 18 historic abuse at the school that his door is open. 19 Again, contact details have been posted on Wells 20 Cathedral School's website for anyone who wishes to 21 reach out, to speak about their experiences, to meet 22 with Mr Tighe or other members of the school's 23 safeguarding team. 24 The school has worked hard to establish an open 25 safeguarding culture in which pupils are regularly</p> <p style="text-align: center;">Page 124</p>

<p>1 reminded of how they can raise concerns and staff are 2 aware that safeguarding is the responsibility of every 3 employee. To assess how effective the school has been 4 in establishing that culture, and to ensure that the 5 best possible protections are in place, the school has 6 participated in multiple inspections and has 7 commissioned, of its own accord, independent 8 safeguarding reviews.</p> <p>9 The most recent ISI inspection was completed 10 in September 2018. The reports raised one minor point 11 in relation to safeguarding: the admissions register had 12 not been recording the destination of some pupils who 13 left before the end of the upper sixth form. That has 14 now been remedied and, in all other respects, the school 15 was found to be fully compliant with all of its health, 16 welfare and safety obligations.</p> <p>17 In addition to the ISI inspections, the leadership 18 and governance of Wells Cathedral School commissioned an 19 independent safeguarding review from the education 20 safeguarding advisor for support services for education 21 in 2017. SSE is a local government body which provides 22 safeguarding support and training. The authors of 23 the report recognised that the school had been 24 co-operative with their inspections with full access 25 granted to the school's safeguarding arrangements and</p> <p style="text-align: center;">Page 125</p>	<p>1 disagreed that more regular review of the safeguarding 2 policies was necessary. She said: 3 "This review finds that regular and thorough 4 scrutiny of safeguarding policy and practice does indeed 5 take place through the work of the welfare, whole school 6 safeguarding and site safeguarding teams by the DSL, by 7 the safeguarding governor and by the board of governors 8 as a whole." 9 The report found that an action plan to address the 10 SSE recommendations had been drawn up, many items had 11 already been actioned. It concluded: 12 "The school's work on safeguarding is thorough and 13 impressive in furthering its aims to keep pupils safe at 14 all times through constant review and improvement." 15 Although these reports are positive, Wells Cathedral 16 School recognises there is always more work to be done 17 in ensuring that pupils remain safe in the school 18 environment. It recognises that safeguarding is, in 19 large part, about ongoing monitoring and review. Wells 20 Cathedral School therefore welcomes the opportunity to 21 work with the inquiry to ensure its policies and 22 procedures are of the highest possible standard and to 23 enforce what Ms Hollos described as the culture of 24 vigilant care which exists within the school. In the 25 interests of transparency and co-operation, Wells</p> <p style="text-align: center;">Page 127</p>
<p>1 records which was described as reflecting an open and 2 transparent culture within the school. The report made 3 helpful recommendations, including for improving the 4 physical security of the school and clearer signage in 5 the junior school. It also concluded that, at the time, 6 the school could more regularly scrutinise and update 7 its safeguarding policies.</p> <p>8 The authors concluded: 9 "There is no doubt from the observations and 10 interactions of children and staff that the safety and 11 welfare of pupils is taken seriously with lots of 12 evidence of good practice." 13 A further report on the school safeguarding culture 14 in 2017 reached similarly positive conclusions. 15 In response to the SSE report, and in order to 16 ensure that its recommendations were being understood 17 and effectively implemented, the governors of the school 18 commissioned a further independent review in May 2018. 19 The review was undertaken by Wiola Hola, a former Ofsted 20 inspector and safeguarding consultant. Ms Hola 21 concluded: 22 "This review sees no reason to disagree with the 23 overwhelmingly positive findings of the Somerset 24 safeguarding review." 25 She endorsed the recommendations of the report but</p> <p style="text-align: center;">Page 126</p>	<p>1 Cathedral School has made full disclosure to the inquiry 2 and has waived legal privilege over those documents so 3 that the inquiry can conduct its work effectively and 4 fully scrutinise the school's safeguarding practices. 5 The school looks forward to receiving from the panel, 6 where appropriate, recommendations which, again, 7 recognise the particular needs of specialist residential 8 music schools and which help to ensure that the 9 strongest possible safeguarding measures are in place. 10 Thank you. 11 THE CHAIR: Thank you, Ms Woods. Mr Ford? 12 Opening statement by MR FORD 13 MR FORD: Chair, panel members, I appear on behalf of 14 Chetham's School of Music and I make this very brief 15 statement on their behalf. 16 Chair, the school welcomes the opportunity to 17 participate in this inquiry. Alun Jones, the current 18 head teacher at the school, who sits next to me, will be 19 here throughout the evidence of the music school's 20 investigation this week and the school will continue to 21 give its full co-operation to this inquiry. 22 It is a matter of deep and profound regret to 23 Chetham's that former teachers at the school betrayed 24 and manipulated the trust that had been placed in them 25 in order to harm children and the school is truly sorry</p> <p style="text-align: center;">Page 128</p>

1 that that happened.
 2 As the inquiry will hear over the course of the next
 3 week, the school has overhauled its buildings and its
 4 safeguarding practices and procedures, but it is also
 5 sorry that it did not do more to provide emotional
 6 support to the victims and survivors of abuse and their
 7 families when that abuse came to light.
 8 Victims and survivors of child sexual abuse need to
 9 know that they are being listened to and that changes
 10 happen as a result of what they say. The school has
 11 a duty to current and former students to do everything
 12 possible to learn from the experiences of survivors.
 13 Thank you very much.
 14 THE CHAIR: Thank you, Mr Ford. Ms Gallafent?
 15 Opening statement by MS GALLAFENT
 16 MS GALLAFENT: Chair, members of the panel, good afternoon.
 17 I appear on behalf of Seashell Trust which is the
 18 Charity responsible for operating Royal School
 19 Manchester, previously known as the Royal Schools for
 20 the Deaf Manchester.
 21 The students who come to the school, as counsel for
 22 the investigation has already pointed out, are some of
 23 the most vulnerable children and young people in society
 24 and the Trust fully recognises the enormous
 25 responsibility that it has for keeping them safe and

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1 well.
 2 It is a matter of the deepest regret that in the
 3 past several members of its staff failed to discharge
 4 that responsibility and that children suffered harm as
 5 a result.
 6 The inquiry has focused on the cases of three
 7 members of staff who were investigated in around 2000
 8 and 2001. The Trust, supported by the local authority,
 9 Stockport Metropolitan Borough Council, and the NSPCC
 10 took disciplinary action at the time against them and
 11 all three were dismissed for gross misconduct. In each
 12 case, the Trust notified the Department for Education
 13 and in two of the cases notified the Department for
 14 Health, expressing its concern for the suitability of
 15 those individuals to work with children. None of them,
 16 however, were barred from working with children.
 17 In 2001, the Trust also carried out a detailed
 18 internal review in the light of the recommendations made
 19 by the NSPCC and took steps to implement them. Since
 20 then, it's constantly kept its safeguarding policies and
 21 practices under review, both internally and externally.
 22 As the Trust's current safeguarding policy says, its
 23 purpose is that the children and young people in the
 24 Trust's care are supported to be safe, happy and achieve
 25 the best life outcomes so that they are valued and

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1 valuable members of their community.
 2 The Trust is committed to being open about the past
 3 and to striving to develop the very best ways of
 4 safeguarding, caring and supporting children and
 5 vulnerable young people in the future. Thank you.
 6 THE CHAIR: Thank you, Ms Gallafent.
 7 MS SCOLDING: Chair, there are no further submissions to be
 8 made and nobody has identified to me any other business,
 9 so, chair, this might be an appropriate moment for us to
 10 break for today to resume again tomorrow.
 11 THE CHAIR: Thank you.
 12 (4.05 pm)
 13 (The hearing was adjourned to
 14 Tuesday, 1 October 2019 at 10.00 am)

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