

<p>1 Wednesday, 18 November 2020</p> <p>2 (10.30 am)</p> <p>3 IN OPEN SESSION</p> <p>4 THE CHAIR: Good morning, everyone, and welcome to Day 3 of</p> <p>5 this public hearing. Ms Nield?</p> <p>6 MS NIELD: Good morning. We are going to hear this morning</p> <p>7 from Mr Mark Moore.</p> <p>8 MR MARK MOORE (affirmed)</p> <p>9 Examination by MS NIELD</p> <p>10 MS NIELD: Mr Moore, can you both see and hear me?</p> <p>11 <b>A. I can.</b></p> <p>12 Q. A few introductory remarks, if I may. Please keep your</p> <p>13 camera on at all times. This is not a test of memory,</p> <p>14 so please feel free to refer to your bundles and any</p> <p>15 notes that you have made. You have, I think, a paper</p> <p>16 bundle in front of you that has any relevant documents</p> <p>17 in it, and I will direct you to that bundle if that is</p> <p>18 required. However, Danny, our evidence handler, will</p> <p>19 also get up certain documents on screen if we are</p> <p>20 referring to those. That can take a few seconds</p> <p>21 sometimes for it to arrive on screen so that we can all</p> <p>22 see them, and if we need to enlarge any part of that</p> <p>23 document, we can do so. Please just let me know.</p> <p>24 We will be taking a break in one hour for</p> <p>25 15 minutes, but if you do need a break before that,</p> <p style="text-align: center;">Page 1</p>	<p>1 please just raise your hand to let us know and we can</p> <p>2 take a break at any time.</p> <p>3 If we lose you or we have any other technical</p> <p>4 issues, please just wait, and we will try to sort that</p> <p>5 out as soon as we can.</p> <p>6 I shall be asking you some questions and, once we</p> <p>7 have finished, I shall hand over to the chair and panel</p> <p>8 to see if they have any questions that they wish to ask</p> <p>9 you.</p> <p>10 Mr Moore, can I ask you to please turn to tab A1 in</p> <p>11 the bundle of front of you, your witness statement dated</p> <p>12 16 April 2020, INQ005326. Can you please turn to</p> <p>13 page 12 of that statement?</p> <p>14 <b>A. Yes.</b></p> <p>15 Q. We have redacted your signature, but have you signed</p> <p>16 that witness statement?</p> <p>17 <b>A. Yes.</b></p> <p>18 Q. Is that statement true, to the best of your knowledge</p> <p>19 and belief?</p> <p>20 <b>A. To the best of my knowledge and belief.</b></p> <p>21 Q. Before we proceed any further with your evidence this</p> <p>22 morning, you have indicated that you would wish to make</p> <p>23 a few remarks initially?</p> <p>24 <b>A. Yes, I would, thank you very much indeed for giving me</b></p> <p>25 <b>the opportunity. I would like to set on record now that</b></p> <p style="text-align: center;">Page 2</p>
<p>1 <b>I would like to apologise unreservedly and</b></p> <p>2 <b>unconditionally for our failing, my failing, to uncover,</b></p> <p>3 <b>to discover, the offending behaviour of a particular</b></p> <p>4 <b>individual.</b></p> <p>5 <b>I know that there are victims who feel considerable</b></p> <p>6 <b>distress, and those of you who overlapped with me in the</b></p> <p>7 <b>college may know that I have reason to share in that</b></p> <p>8 <b>distress, but I would say to all victims who might be</b></p> <p>9 <b>following these proceedings or who might be reading the</b></p> <p>10 <b>transcripts later, simply, I'm sorry. I'm sorry</b></p> <p>11 <b>personally and I'm sorry on behalf of the college as</b></p> <p>12 <b>a whole.</b></p> <p>13 Q. Thank you, Mr Moore. You were the headmaster of</p> <p>14 Clifton College from September 2005 until the end of</p> <p>15 2015; is that right?</p> <p>16 <b>A. Yes.</b></p> <p>17 Q. You qualified as a teacher I think in 1984?</p> <p>18 <b>A. Yes.</b></p> <p>19 Q. After qualification, you taught in the independent</p> <p>20 schools sector at well-known public schools. I think</p> <p>21 you first began teaching at Marlborough College -- you</p> <p>22 were there for three years?</p> <p>23 <b>A. Yes.</b></p> <p>24 Q. Then at Eton for seven years?</p> <p>25 <b>A. Yes.</b></p> <p style="text-align: center;">Page 3</p>	<p>1 Q. Then at Radley for nine years?</p> <p>2 <b>A. Eleven.</b></p> <p>3 Q. Forgive me. Maths obviously wasn't my strong suit.</p> <p>4 <b>A. 1994 to 2005.</b></p> <p>5 Q. You left Radley in 2005 to take up your post as head of</p> <p>6 Clifton?</p> <p>7 <b>A. Yes.</b></p> <p>8 Q. Was Clifton College your first headmaster role?</p> <p>9 <b>A. Yes.</b></p> <p>10 Q. Did you undertake any beginning in preparation for your</p> <p>11 first headship -- I mean training specifically for</p> <p>12 headteachers?</p> <p>13 <b>A. When you join an HMC school, a Headmasters' Conference</b></p> <p>14 <b>school, you become a member of the conference and they</b></p> <p>15 <b>conduct the training for all newly-appointed heads in</b></p> <p>16 <b>the year before you take up your appointment. First of</b></p> <p>17 <b>all, you're paired with a mentor, who is an established</b></p> <p>18 <b>head of a school with many years of experience -- in my</b></p> <p>19 <b>case it was the head of a co-educational boarding and</b></p> <p>20 <b>day school in the Midlands of a comparable size to</b></p> <p>21 <b>Clifton, so we had a point of comparison for discussion,</b></p> <p>22 <b>if you like. Then there were residential courses.</b></p> <p>23 <b>I remember going to one in Windsor. We did role-play</b></p> <p>24 <b>exercises scenarios, we did desktop exercises, intro</b></p> <p>25 <b>exercises on all the kind of usual scenarios that you</b></p> <p style="text-align: center;">Page 4</p>

<p>1 might come across in your first year of headship or                  2 indeed thereafter. We had talks, lecture, seminars, not                  3 just from other heads but also from professionals in                  4 areas of the law, for example, or media management or                  5 PR, and I guess it was the HMC's way of guaranteeing to                  6 all their member schools that all the heads had had the                  7 same level of training when they landed in post the                  8 following September.</p> <p>9 So we were trained as a cohort, which was also --                  10 became a sort of support group, in a way. I mean,                  11 I know lots of close friendships were born out of that                  12 training process.</p> <p>13 Q. Did any of that training talk about or touch upon the                  14 safeguarding responsibilities of headteachers?</p> <p>15 A. Well, I think in 2004 -- I know it's only 16 years ago,                  16 but I'm not sure safeguarding, as such, was the                  17 terminology. I mean, certainly pupil welfare and                  18 pastoral care were in the training, yes, and --</p> <p>19 Q. Did they call it, perhaps, child protection at that                  20 time?</p> <p>21 A. They may well have done. They may well have done. It                  22 may even have been before that. Certainly -- I don't                  23 recall.</p> <p>24 I was also a trained ISI inspector -- that's nothing                  25 to do with the HMC, that's independently -- and I'd been</p> <p style="text-align: center;">Page 5</p>	<p>1 doing inspection in school, and there was definitely, in                  2 that training, a consideration of what's now called                  3 safeguarding.</p> <p>4 I had also trained with an organisation called the                  5 Centre for British Teachers. You may remember in the                  6 mid '90s there was a government initiative to make it                  7 easier for people to transfer into teaching from other                  8 professions and the barrier to entry for a lot of them                  9 was having to go back to university for a year. So the                  10 government came up with a scheme whereby they could                  11 train in school. It was basically the NQT system as it                  12 is now. And I trained with the Centre for British                  13 Teachers, which I think was then based in Reading. I'm                  14 not sure it exists anymore. That was to qualify to                  15 teach teachers, and I don't recall because it is                  16 25 years ago now, but I can't believe that there wasn't                  17 a consideration of teachers' obligations in terms of                  18 child protection in that training as well.</p> <p>19 Q. When you were appointed to the role of headmaster at                  20 Clifton College, you had a very specific brief from the                  21 college council, and you've set that out in paragraph 1.                  22 You say you were given a very clear brief to raise the                  23 academic standards, increase pupil numbers and improve                  24 the college finances. Is that right?</p> <p>25 A. Yes. I mean, it would have been the same brief given to</p> <p style="text-align: center;">Page 6</p>
<p>1 anybody else taking over the school at that time. If                  2 you had been taking over the school, you'd have had the                  3 same issues to deal with.</p> <p>4 Essentially, the structural problem of the school                  5 was that about 80 per cent, 85 per cent, of pupil                  6 capacity was a day school, but it had the infrastructure                  7 and the cost base of a full boarding school. So there                  8 was a mismatch and it was bleeding money because of                  9 that. The costs were far greater than its revenues, in                  10 other words. Mr Micawber economics.</p> <p>11 The school didn't belong to any group or trust and                  12 it didn't have any endowed funds, so that issue was the                  13 burning question. It was the most pressing issue. Of                  14 course, related to that, one of the solutions, the only                  15 solution, in a way, was to increase pupil numbers, and                  16 the only way to do that was to make it more attractive                  17 to parents by producing a more competitive set of exam                  18 results compared to the other schools that they might                  19 have been choosing.</p> <p>20 So the drive to increase academic standards,                  21 particularly teaching and learning, and also the results                  22 output, was integral to rebalancing and resetting the                  23 college's finances.</p> <p>24 Q. When you arrived at Clifton College in 2005, just so                  25 that we understand the structure, you were head of</p> <p style="text-align: center;">Page 7</p>	<p>1 the college --</p> <p>2 A. Yes.</p> <p>3 Q. -- which comprised, at that point, three schools. So                  4 there was the pre-preparatory school that was for                  5 children from the age of 2, nursery --</p> <p>6 A. It was 3 to 8 when I arrived.</p> <p>7 Q. 3 to 8. And then there was the preparatory school,                  8 which was 8 to 13, and then there was the upper school                  9 which was 13 to 18 or 19, A levels?</p> <p>10 A. Yes.</p> <p>11 Q. So your role, as head of college, meant you were in                  12 charge of, effectively, the entire college?</p> <p>13 A. Yes.</p> <p>14 Q. But you were also headmaster of the upper school; that's                  15 right, isn't it?</p> <p>16 A. I was, and I had a third job as well in my first year                  17 because we were between bursars, so I was de facto                  18 bursar as well for a large portion of that year. We had                  19 appointed a new bursar but, because of contractual                  20 obligations to her previous employer, she couldn't take                  21 up the post until the following September, I think it                  22 was. So in my first year I was headmaster of the upper                  23 school, head of college and bursar, which was                  24 a reasonable, I think, workload by anybody's standards.</p> <p>25 Q. As headmaster of the upper school and head of college,</p> <p style="text-align: center;">Page 8</p>

1 what were your safeguarding responsibilities,  
 2 specifically?  
 3 **A. Well, I guess I had to oversee the whole operation, but**  
 4 **there were delegated responsibilities in each of**  
 5 **the three schools. So each section of the school had**  
 6 **a dedicated child protection team, child protection**  
 7 **officer, and they reported to the respective heads, who**  
 8 **then reported in to what we called the college executive**  
 9 **committee, which was the three heads and the bursar, and**  
 10 **initially the head of Clifton College Services, the**  
 11 **commercial division as well.**  
 12 Q. That was effectively the senior leadership team was  
 13 called the college executive committee?  
 14 **A. I had a thought about that recently, actually, as I was**  
 15 **going through all these papers. We had a school of**  
 16 **about 1,300 pupils, a bit more when it was at its**  
 17 **height, at its fullest, I mean, and we had, I think,**  
 18 **employees numbering over 700. Looking back on it, to**  
 19 **have a senior leadership team of just four, I think if**  
 20 **you look at the way schools are run now, you would have**  
 21 **a bigger senior leadership team than that, looking**  
 22 **after -- as a school of that size.**  
 23 Q. Yes.  
 24 **A. So we were very reliant on reports coming in from those**  
 25 **with delegated responsibility.**

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1 **there, who would then discuss it with me. And all**  
 2 **safeguarding issues throughout the school we discussed**  
 3 **in college executive committee, and that firmed -- that**  
 4 **practice firmed up considerably over the period of time.**  
 5 Q. In terms of if there was a matter -- an allegation in  
 6 the upper school, what would happen in terms of  
 7 referrals to the local authority designated officer?  
 8 **A. It depends which local authority it came under. I'd**  
 9 **need to give you a quick bit of history here.**  
 10 Q. If something happened that was an allegation against  
 11 staff at the school, it would have happened within the  
 12 boundaries of Bristol City Council, so in terms of --  
 13 **A. Not necessarily. The first one I ever dealt with was**  
 14 **actually South Gloucestershire and it was an accusation**  
 15 **against a member of staff by a complainant who lived in**  
 16 **South Gloucestershire and a member of staff who lived in**  
 17 **South Gloucestershire and it came to us via**  
 18 **South Gloucestershire Children's Services and their**  
 19 **safeguarding team.**  
 20 Q. It came to you via that team?  
 21 **A. Yes, it did. So they organised a (overspeaking) meeting**  
 22 **with the school, but all the people dealing with it were**  
 23 **South Gloucestershire people.**  
 24 Q. I'm just asking about referrals from the school to your  
 25 local authority designated officer.

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1 Q. What degree of liaison did you have with the  
 2 safeguarding staff? Did you have formalised scheduled  
 3 meetings with them or was it as and when issues --  
 4 **A. The child protection officer in the upper school, as you**  
 5 **would have read in the documents, was the college**  
 6 **chaplain, and he and I met every single day, largely**  
 7 **because we had chapel every single day. But we met**  
 8 **before chapel. If there were any concerns that he had**  
 9 **of a child protection nature, we would quietly slip into**  
 10 **my office and discuss them in private and decide on**  
 11 **a strategy or whatever was needed, and he would keep**  
 12 **immaculate records and notes, which you may or may not**  
 13 **have seen, but I think they would have all been**  
 14 **handwritten in his rather clear script.**  
 15 Q. In terms of handling allegations, safeguarding  
 16 allegations, against staff, what was the procedure at  
 17 Clifton College and what was your role as headmaster,  
 18 according to those school procedures?  
 19 **A. Well, it depends which part of the school they arose in.**  
 20 **In the first instance, they'd be dealt with by the --**  
 21 **you know, so if the allegation came in the prep school,**  
 22 **it would be dealt with by the head of the prep school**  
 23 **and the safeguarding or child protection team there, and**  
 24 **then it would come into -- in the upper school, it would**  
 25 **have come through the safeguarding child protection team**

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1 **A. Yes.**  
 2 Q. How did that work? Who made the referral, if there were  
 3 any referrals?  
 4 **A. It would have been directly from the designated**  
 5 **safeguarding lead or the child protection officer**  
 6 **concerned and would usually, in the first instance, be**  
 7 **by the nature of a phone call.**  
 8 Q. Did Clifton College, when you were headteacher, have  
 9 a code of conduct for staff that set out boundaries of  
 10 staff/student relationships and appropriate behaviour  
 11 for staff and that sort of thing?  
 12 **A. Yes, we did, and it -- I can remember exactly. It had**  
 13 **its own special pigeonhole in the staff common room.**  
 14 **I think there was a second copy that lived on the --**  
 15 **this is in the days before computers and emails and all**  
 16 **that sort of thing, if you remember. It clearly set out**  
 17 **the expectations for staff behaviour and conduct. That**  
 18 **was a document that obviously grew organically in**  
 19 **response to the various iterations of Keeping Children**  
 20 **Safe as they came out over the successive years.**  
 21 Q. How regularly was that updated?  
 22 **A. Annually. All policies were reviewed annually.**  
 23 Q. In, I think, around 2013, you've explained in your  
 24 witness statement that you recommended to the college  
 25 council -- that was effectively the governing body --

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1 **A. Yes.**  
2 Q. -- of the school, that they should constitute  
3 a compliance committee to oversee all the college  
4 regulatory compliance, which would have included  
5 safeguarding; is that right?  
6 **A. Yes.**  
7 Q. Why did you make that recommendation?  
8 **A. Because we had an overwhelming burden of administration**  
9 **and paperwork, as well as the necessary oversight of**  
10 **compliance that was required at governance level, and it**  
11 **began because we were running out of capacity to do**  
12 **things like buildings inspections, you know, fire safety**  
13 **regulations, health and safety inspections, because the**  
14 **college had a lot of ancient Victorian buildings that**  
15 **didn't always necessarily easily comply with modern**  
16 **standards to have, particularly, disabled access and**  
17 **things like that, and that became a full-time job.**  
18 **Then, when we appointed somebody to that role full time,**  
19 **she then said this job is too big for one person, so we**  
20 **had to appoint a second person, and then we needed that**  
21 **mirrored at governing body level. Actually, we were**  
22 **lucky enough to have expertise on the governing body.**  
23 **We had a member of the governing body who was herself**  
24 **a compliance officer in a major corporation, in a major**  
25 **financial institution, and she was the obvious person to**

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1 allegations of child sexual abuse by staff at  
2 Clifton College, allegations that arose during your  
3 headship. The first thing I'd like to ask you about is  
4 an event that took place about two years into your  
5 headship, and that was the trial and conviction of  
6 a former teacher called Stephen Johnston. He was  
7 convicted of very serious sexual offences against  
8 a pupil at the college, and those offences were  
9 committed in the early 1990s, so before you were at the  
10 school. And Mr Johnston, as I understand it, was  
11 a French teacher at the preparatory school.  
12 The trial took place -- the first trial took place  
13 in October 2007. There was a hung jury. He was then  
14 retried in March 2008, and that's when Mr Johnston was  
15 convicted.  
16 Now, throughout that process, the trial process,  
17 I think you, as head, were providing updates to the  
18 governing body about the progress of the case; is that  
19 right?  
20 **A. I think it probably went through the bursar rather than**  
21 **through me.**  
22 Q. If I can take you to minutes of the governing body, or  
23 the college council, at tab B7 in your bundle. Those  
24 are minutes of a -- can we get up, please,  
25 CFC000492\_001, please. So that's minutes -- can we get

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1 **head up a compliance committee on the governing body,**  
2 **which would then include everybody who had**  
3 **responsibility for compliance matters across the school.**  
4 Q. So safeguarding was dealt with at college council level  
5 through the compliance committee?  
6 **A. Well, there was still an additional member of**  
7 **the governing body with a special responsibility for**  
8 **child protection/safeguarding in addition to the**  
9 **compliance committee, although she sat on the compliance**  
10 **committee.**  
11 Q. She sat on the compliance committee?  
12 **A. But she also had a separate role, if you like, as well.**  
13 **I certainly know that the first member of the governing**  
14 **body who was in place was, herself, an ex-headmistress**  
15 **and she met regularly with the child protection officer**  
16 **and they, together, signed off any changes to policies**  
17 **and procedures, and so on, that the college made in**  
18 **response to changing legislation or**  
19 **cultural/environmental considerations.**  
20 Q. Within the compliance committee, did safeguarding have  
21 any greater priority than any other compliance issues?  
22 **A. No, but we -- I think safeguarding existed as a standing**  
23 **item on the agenda of the governing body anyway, as**  
24 **a separate freestanding item.**  
25 Q. I'm going to move on, if I may, to ask you about

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1 page \_002 up as well?  
2 **A. I've got nothing on page \_002.**  
3 Q. Yes, we just need to look at page \_001. So that's  
4 minutes of the meeting of Clifton College council. This  
5 is on 7 and 8 March 2008, and it explains:  
6 "The chairman opened the meeting with an update on  
7 the Johnston court case. The council were given a copy  
8 of the press statement that had been prepared if needed.  
9 Mr Howell Richardson confirmed that he would review the  
10 file which Mr Moore is preparing on the college's  
11 position. The chairman updated the meeting on Saturday  
12 morning when the guilty verdict was known."  
13 If we can look at CFC000157, please, Danny. That's  
14 behind tab 8 in that same bundle, so it's the next tab.  
15 **A. Okay.**  
16 Q. Forgive me, I'm on the wrong tab. We want CFC000491,  
17 please. Forgive me, I've got my tabs mixed up. So this  
18 is behind tab B6 in your bundle. This is the minutes of  
19 Clifton College council, 22 and 23 June 2007. If we can  
20 go over the page to page \_002 of that document, please,  
21 Danny, and bring up, please, the first paragraph. We  
22 can see in that third paragraph there:  
23 "Mark Moore brought to the council's attention  
24 a criminal trial to take place in October 2007 involving  
25 a former teacher of the preparatory school on charges of

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<p>1 gross indecency. A PR firm, the insurers and solicitors                  2 are on board to support the college in the case of any                  3 negative press."                  4 <b>A. Yes.</b>                  5 Q. I think it is right that the school's solicitors                  6 arranged for a watching brief, a note to be taken of                  7 the Crown Court trial so the school could be aware of                  8 the evidence and any mention of the school. We may look                  9 at those notes a little bit later on.                  10 <b>A. Okay.</b>                  11 Q. But you were monitoring what was happening in the trial                  12 as a school --                  13 <b>A. Sorry, I slightly misunderstood your first question.</b>                  14 <b>I thought you meant the monitoring -- the detail of</b>                  15 <b>following the case, because the lawyers and the PR</b>                  16 <b>company were -- reported in to the bursar. But, yes,</b>                  17 <b>obviously I prepared the brief for the council because</b>                  18 <b>that was my role. Sorry, I was confusing two things</b>                  19 <b>there. My mistake.</b>                  20 Q. From that noting brief, I am going to, if I may,                  21 summarise the evidence that was given. This is the                  22 noting brief we got up briefly on the screen, CFC000157,                  23 behind tab B8 in your bundle.                  24 <b>A. I've got it.</b>                  25 Q. But I'm going to just summarise, if I may, the main</p> <p style="text-align: center;">Page 17</p>	<p>1 points that were brought out in the course of that                  2 trial.                  3 The complainant we are calling RS-A336, he explained                  4 that Stephen Johnston sometimes used to make him sit on                  5 his knee in class when he was in the prep school, and                  6 Stephen Johnston was his teacher. He explained that he                  7 first went to Stephen Johnston's flat, his home address,                  8 when he was 13 years old, and he went with a friend who                  9 received additional tuition from Johnston. A336                  10 explained that he returned on subsequent occasions                  11 alone. He would go to that flat between one and three                  12 times a week. Stephen Johnston, at his flat, then                  13 showed him pornographic films, he began touching him, he                  14 sexually abused him by masturbating him, performing oral                  15 sex and eventually anal sex upon him. RS-A336 said he                  16 didn't tell anyone at Clifton College about the sexual                  17 abuse, because he had promised Mr Johnston that he                  18 wouldn't. The abusive sexual relationship continued                  19 after Stephen Johnston and RS-A336 had both left                  20 Clifton College and gone on to different respective                  21 schools, and the sexual abuse stopped when RS-A336 was                  22 16 years old.                  23 The police investigating had found a pair of                  24 RS-A336's swimming trunks that had been kept by                  25 Stephen Johnston at his home along with a lot of</p> <p style="text-align: center;">Page 18</p>
<p>1 photographs and videos taken by Stephen Johnston of                  2 Clifton pupils in the 1990s drinking alcohol, smoking                  3 cannabis and watching pornographic videos at his flat.                  4 I'd like to ask you, Mr Moore, whether the evidence                  5 from the trial led you, at the time, to conclude that                  6 the school had failed to safeguard RS-A336?                  7 <b>A. I think the difficulty was that there were no rumours,</b>                  8 <b>complaints or reports made to the staff whilst the</b>                  9 <b>defendant was at the school and no information on which</b>                  10 <b>the management of Clifton College could act. So there</b>                  11 <b>were no records at the time. But obviously, clearly, in</b>                  12 <b>the light of what emerged in the trial, that was the</b>                  13 <b>school's failure, clearly.</b>                  14 Q. Was there any reflection, then, in 2008 --                  15 <b>A. Yes, I think a number of things --</b>                  16 Q. -- (overspeaking) the safeguarding that was -- not                  17 looking back necessarily historically, but in terms of                  18 assuring oneself that that couldn't happen again in                  19 2008, that the safeguarding regime was sufficiently                  20 rigorous and robust?                  21 <b>A. I think, also, the fact that the college no longer had</b>                  22 <b>a stock of housing and very few members of staff lived</b>                  23 <b>in and around the college because the college had sold</b>                  24 <b>off, basically, all of the unencumbered property that</b>                  25 <b>wasn't either listed or core. So the culture, if you</b></p> <p style="text-align: center;">Page 19</p>	<p>1 <b>like, of pupils going to visit teachers in their</b>                  2 <b>accommodation, either school accommodation or private</b>                  3 <b>accommodation, near to the college, that issue had kind</b>                  4 <b>of vanished -- had disappeared because it was no longer</b>                  5 <b>logistically possible for them to do that. So it had</b>                  6 <b>dropped out of the culture.</b>                  7 <b>I thought that was the main -- you know, clearly</b>                  8 <b>that was the means by which that abuse had been -- had</b>                  9 <b>come about, the ability of the boy to go to the house of</b>                  10 <b>the member of staff for extra tuition. We also</b>                  11 <b>introduced very clear guidelines about extra tuition as</b>                  12 <b>a result of that.</b>                  13 <b>We also started to make changes to the physical</b>                  14 <b>infrastructure of the building. So, for example, when</b>                  15 <b>we refurbished the music school, we made sure that all</b>                  16 <b>rehearsal rooms had viewing windows so that a pupil and</b>                  17 <b>a member of staff couldn't be alone together behind an</b>                  18 <b>opaque door.</b>                  19 <b>So there were immediate responses to making sure</b>                  20 <b>that that couldn't happen again.</b>                  21 Q. We heard yesterday from Dr Greene that the school had                  22 located a letter from the former head of the prep                  23 school, Roger Trafford. He was the head of the prep                  24 school at the time that Stephen Johnston was working                  25 there.</p> <p style="text-align: center;">Page 20</p>

1 **A. Yes.**  
 2 Q. He was responding to some written complaints about  
 3 Stephen Johnston from another teacher about the constant  
 4 stream of boys going in and out of Mr Johnston's flat,  
 5 which was referred to as a "den of vice" and  
 6 Mr Trafford's response was that what happens in  
 7 a private flat off the school's grounds is nothing to do  
 8 with the headmaster. Would that have been the response  
 9 in 2008?  
 10 **A. No, nor would it be now, obviously.**  
 11 Q. Roger Trafford was actually on the college council at  
 12 the time of the trial, wasn't he? He was a member of  
 13 the college council?  
 14 **A. Was he still on the council then?**  
 15 Q. If we can --  
 16 **A. I lose track of who went and who came.**  
 17 Q. If we can go back to the minutes, if we can have  
 18 a look --  
 19 **A. There is a list of people who were there, yes.**  
 20 Q. If we can have a look behind tab B6, this is CFC000491.  
 21 We can see there in the list of participants in the  
 22 second list, just four names down, there is  
 23 "Mr RS Trafford"?  
 24 **A. Oh, yes.**  
 25 Q. If we can have a look, please, at CFC000492, again in

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1 **authorities and only available to state sector schools**  
 2 **and state sector providers, and -- but then it was made**  
 3 **available to the private sector, after considerable**  
 4 **lobbying, I think. But, even then, only two members of**  
 5 **each private school were allowed to do it, in the first**  
 6 **instance. I imagine because there's a cost implication.**  
 7 **And so I did it and the bursar did it, because we**  
 8 **thought, between us, we could cover the academic side**  
 9 **and the nonacademic side of the school. But what became**  
 10 **very, very clear in Safer Recruitment training, which we**  
 11 **knew anyway, was that, when you're in a school that**  
 12 **employs over 700 people, the number of CVs, applications**  
 13 **and reference checks and phone calls you need to make**  
 14 **when you're an organisation that large was just**  
 15 **overwhelming. We couldn't do it between the two of us.**  
 16 **It just wasn't physically possible. So that prompted us**  
 17 **to think, "We have got to have an HR department".**  
 18 **I also wanted some way of being able to have**  
 19 **a centralised recording and archiving function, and it**  
 20 **seemed the best way to do that was through a human**  
 21 **resources department.**  
 22 **So we employed a human resources manager. I think,**  
 23 **during my time, that department grew to have three or**  
 24 **four members. It may have even more now. But it was**  
 25 **a burgeoning area of -- and of course the construction**

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1 that list, at the same sort of spot, really, RS Trafford  
 2 was there on Friday. Did you speak to Mr Trafford about  
 3 his recollections of Stephen Johnston in the 1990s?  
 4 **A. Yes. Yes, I did, and to the then head, Dr Acheson.**  
 5 Q. The then head of college?  
 6 **A. Prep school. By then, it was Dr Acheson was the head of**  
 7 **the prep school. I spoke to them both about it.**  
 8 Q. Did Mr Trafford say anything to you about any complaints  
 9 that had been made about Mr Johnston at the time?  
 10 **A. No.**  
 11 Q. You've said in your witness statement that partly -- in  
 12 terms of response to the criminal process relating to  
 13 Mr Johnson, that partly in response to the clear absence  
 14 of paperwork in the time of Johnston's employment in the  
 15 1980s and 1990s, there were almost no documents and no  
 16 evidence of any complaint against him. The college  
 17 established a human resources department to deal with  
 18 all the necessary paperwork in employment matters. Is  
 19 that right?  
 20 **A. Yes. It was actually in response to the first batch of**  
 21 **safer recruitment training as well, because, if you**  
 22 **remember, when Safer Recruitment came in after the first**  
 23 **iteration of Keeping Children Safe, or Working to Keep**  
 24 **Children Safe, Safer Recruitment training came onstream.**  
 25 **In the first instance, it was stewarded by local**

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1 **of the single central register went an awful long way to**  
 2 **making sure -- because there was a lot of software on**  
 3 **there called Snowdrop, and we could record every single**  
 4 **piece of training that any member of staff had been**  
 5 **on -- support staff and teaching staff -- every single,**  
 6 **you know, qualification they had, whether it was a fire**  
 7 **marshal or whether it was a first aider or what have**  
 8 **you. It included medical centre staff and everybody,**  
 9 **basically. It would have a tick-box column for, you**  
 10 **know, references seen and checked, references received,**  
 11 **you know, so -- and obviously that's what a single**  
 12 **central register is.**  
 13 **But it also meant that disciplinary issues with**  
 14 **staff went through HR. So, for example, if I had to**  
 15 **meet with a member of staff, they would come along with**  
 16 **their chosen representative or friend and the head of HR**  
 17 **and I, and then we would, together, decide the right**  
 18 **outcome. HR would draft the letter, I would sign it and**  
 19 **then it would go out from HR, which guaranteed then**  
 20 **automatic archiving. But that was probably the first**  
 21 **time that had happened, and it was the first time -- you**  
 22 **know, we were moving away from a pen and paper culture**  
 23 **to a more digital culture during that period.**  
 24 Q. If I can bring you back to the aftermath of  
 25 the conviction of Stephen Johnston for offences at the

Page 24

<p>1 college. I know you've seen the statement of 2 the current headmaster, Dr Greene.</p> <p>3 <b>A. Yes.</b></p> <p>4 <b>Q.</b> He has described that trial, or that conviction, as an 5 important missed opportunity. He says that the college 6 should have sought advice from external bodies, 7 including the local authority, about actions that could 8 have been taken. The college should have also 9 considered their safeguarding policies and procedures 10 relating to staff conduct and the management of 11 interaction with pupils outside of school, and that the 12 college should have sought advice as to whether 13 referrals were appropriate. Do you accept what 14 Dr Greene says about the shortcomings in the school's 15 response to the Stephen Johnston case?</p> <p>16 <b>A. Yes.</b></p> <p>17 <b>Q.</b> After Mr Johnston's conviction, were pupils still 18 permitted to go to the private accommodation of staff 19 members, whether those were owned by the college or not 20 owned by the college?</p> <p>21 <b>A. Yes, they were, but with, obviously, very strict</b> 22 <b>guidelines on how that might be. Obviously in the</b> 23 <b>boarding houses, the traffic of pupils in and out is</b> 24 <b>a different issue. It is a necessary part of</b> 25 <b>the day-to-day running of the boarding houses. But</b></p> <p style="text-align: center;">Page 25</p>	<p>1 <b>there was still an awful lot of extra tuition going on.</b> 2 <b>Some of it was in the holidays, so we didn't necessarily</b> 3 <b>at the time have oversight of it. I think we instituted</b> 4 <b>a system whereby anybody undertaking tuition outside of</b> 5 <b>their normal teaching programme had to inform their head</b> 6 <b>of department. I think they now have to ask Tim, so</b> 7 <b>it's escalated up to there. So that we knew -- we had</b> 8 <b>some oversight of who was doing what. There were</b> 9 <b>certain teachers who were very much favoured by parents,</b> 10 <b>because they thought they were very good at it,</b> 11 <b>providing, particularly, revision courses in the Easter</b> 12 <b>holidays and so on, but we recommended that those should</b> 13 <b>take place either in a college classroom or in the</b> 14 <b>parents' home, and not in the home of the member of</b> 15 <b>staff, partly because we thought that the members of</b> 16 <b>staff were putting themselves in a vulnerable position,</b> 17 <b>you know, so we were looking at it from keeping them</b> 18 <b>safe, if you like, as well.</b></p> <p>19 <b>But, yes, it still happened, particularly for extra</b> 20 <b>tuition.</b></p> <p>21 <b>Q.</b> Yes. Outside of tuition, in terms of pupils going to 22 staff quarters if they were on the campus, as it were, 23 was that still permitted?</p> <p>24 <b>A. Well, the only people who lived on campus were the</b> 25 <b>housemasters, assistant housemasters and the chaplain.</b></p> <p style="text-align: center;">Page 26</p>
<p>1 <b>Nobody else lived on campus.</b></p> <p>2 <b>Q.</b> What about pupils going to the personal accommodation of 3 housemasters? Was that still permitted?</p> <p>4 <b>A. Yes.</b></p> <p>5 <b>Q.</b> We know that, after 2008, pupils were taken by 6 Jonathan Thomson-Glover to his second home in Cornwall. 7 There were residential trips where the boys would stay 8 there.</p> <p>9 <b>A. Yes.</b></p> <p>10 <b>Q.</b> Were there any other staff members who took children on 11 residential trips to their own accommodation or their 12 second homes?</p> <p>13 <b>A. Yes. I think, historically, that had been something</b> 14 <b>that was thought to be a good thing, of housemasters and</b> 15 <b>housemistresses, extending the provision of their sort</b> 16 <b>of role in loco parentis or offering hospitality, or</b> 17 <b>what have you. I think there were many old boys and</b> 18 <b>girls who talked fondly of visits to Mr So-and-So's</b> 19 <b>house in the Mendip Hills or to holiday homes owned by</b> 20 <b>various members of staff.</b></p> <p>21 <b>What I did was I formalised the whole enterprise,</b> 22 <b>because -- partly in response to the increasing gap</b> 23 <b>after GCSEs, A levels and AS levels finished at the end</b> 24 <b>of term in July. We had a month or so, after the exams</b> 25 <b>finished, where pupils had pretty much nothing to do and</b></p> <p style="text-align: center;">Page 27</p>	<p>1 <b>parents used to complain if we didn't occupy them, or</b> 2 <b>asked for a refund on the fee. A lot of schools -- if</b> 3 <b>you are a day school, you'd just let those post-exam</b> 4 <b>pupils leave, but we didn't feel we could do that, so we</b> 5 <b>set up a programme of trips, tours, that included choir</b> 6 <b>trips, cricket tour, everything. We took the whole of</b> 7 <b>one year group out onto a camping experience for three</b> 8 <b>nights, and housemasters and housemistresses who didn't</b> 9 <b>have much teaching in that schedule, whereas a lot of</b> 10 <b>teaching staff were committed to still teaching the</b> 11 <b>remaining year groups, had time to take trips, had time</b> 12 <b>to take trips in that slot. And so I made that a formal</b> 13 <b>thing and said, "This is a good thing to do to occupy</b> 14 <b>the pupils". It was something I'd seen work well in</b> 15 <b>other schools. I'd done some trips myself to France --</b> 16 <b>obviously not to any accommodation that I owned, but to</b> 17 <b>a hotel. But I thought that was a good thing.</b></p> <p>18 <b>Where teachers offered their own accommodation,</b> 19 <b>sometimes, you know, it kept the costs down, in that you</b> 20 <b>didn't have to run up a hotel bill. But there were</b> 21 <b>strict guidelines on how that should operate, and no</b> 22 <b>member of staff should ever have done that on their own.</b> 23 <b>They should have always been accompanied by at least one</b> 24 <b>other member of staff. And, in many cases, two.</b></p> <p>25 <b>Q.</b> I'm going to move on to ask you about</p> <p style="text-align: center;">Page 28</p>

7 (Pages 25 to 28)

<p>1 Jonathan Thomson-Glover in a little bit more detail and 2 the residential trips that he took. Perhaps we can just 3 start with a little bit of background about 4 Jonathan Thomson-Glover. He was already at the school 5 when you arrived in 2005. I think he'd joined the 6 school in 1990; is that right? 7 <b>A. I think he was appointed in '89 and joined in '90, so 8 he'd been there whatever that is, 15/16 years.</b> 9 Q. He was the housemaster of a boys' day house which we are 10 calling house 1? 11 <b>A. Yes.</b> 12 Q. He was also an old boy of the school and I think his 13 father had been an old boy and his grandfather I think 14 had been chaplain of the school many years before? 15 <b>A. Maybe even his father. I wouldn't know for sure, but 16 that's what I heard.</b> 17 Q. So Jonathan Thomson-Glover knew parents, staff and 18 governors at the school in some cases as personal 19 friends, or they had even been contemporaries of his 20 when he had been a pupil at the school. Is that your 21 understanding? 22 <b>A. Oh, yes. And that is a very wide network of people, as 23 you can imagine, spanning years.</b> 24 Q. We know that he was arrested in August 2014 and 25 convicted in August 2015 by his plea of a number of</p> <p style="text-align: center;">Page 29</p>	<p>1 offences arising from his covert filming of 2 Clifton College pupils and also possession of indecent 3 images of children, and he had used hidden cameras to 4 film the Clifton pupils that were hidden in the showers, 5 toilets and study rooms of house 1, and also in the 6 bathroom at his holiday home in Cornwall. 7 First of all, when he took those trips to Cornwall, 8 he was supposed to have another staff member 9 accompanying his trips. Were you aware that he was 10 staying in his own accommodation on his own with 11 a number of pupils? 12 <b>A. No.</b> 13 Q. So had you expected there would be another staff member 14 staying overnight with him? 15 <b>A. Yes, and some of the boys were accommodated in another 16 building -- I don't know the exact local geography, but 17 it was pretty much next door, I think, and that was 18 always booked by, I think, the matron, or whoever was 19 organising the trip, and I didn't know the exact details 20 of who was billeted where. One wouldn't. You know, we 21 had hundreds of trips each year going across the world 22 and all over the place, and we had an educational visits 23 officer and we had a deputy head, who were responsible 24 for oversight of that, and I didn't involve myself in 25 understanding the details of each and every trip.</b></p> <p style="text-align: center;">Page 30</p>
<p>1 <b>I wouldn't have known who necessarily had gone, 2 I wouldn't have known -- you know, if the cricket team 3 had gone on tour to the Caribbean, I wouldn't have known 4 necessarily where they stayed or what the arrangements 5 were. You had to take it on trust that the paperwork 6 had been done and that the arrangements were suitable, 7 because you don't have the time or the capacity, as the 8 headmaster, to get involved in that level of 9 bureaucratic detail.</b> 10 <b>You set the broad parameters of expectations of 11 behaviour, but sometimes people don't meet those 12 standards.</b> 13 Q. Jonathan Thomson-Glover was obviously a very 14 well-established member of staff when you arrived at the 15 school, and knew the school very well. He had, would 16 you say, a certain level of autonomy in terms of how he 17 ran house 1? 18 <b>A. The housemasters all had a degree of autonomy. That 19 wasn't specific or unusual to him.</b> 20 Q. Would you say that, at Clifton, Jonathan Thomson-Glover 21 was seen as a maverick or a rule breaker? 22 <b>A. No, I never had that impression.</b> 23 Q. I think there were some rumours that were circulating in 24 the school which came to your attention about 25 Jonathan Thomson-Glover having been found in his</p> <p style="text-align: center;">Page 31</p>	<p>1 underpants taped or tied to a chair. The Deputy Head 2 (Pastoral), Peter Middleton, has said in his witness 3 statement that he spoke to you about it in 2006 or 2007, 4 and you told him that the matter had been investigated 5 and resolved. Do you recall that in 2006/2007? 6 <b>A. I thought it was something that had happened either one 7 or two headmasters ago. I'd heard nothing more than 8 hearsay or rumour or gossip. I understood that, from 9 another deputy head, the matter had been dealt with at 10 the time.</b> 11 Q. Do you recall Peter Middleton bringing that to your 12 attention in 2006 or 2007 -- not necessarily that the 13 incident had happened at that point, but that there was 14 some discussion between you around that time? 15 <b>A. I'm not sure I can. I'm not sure I can. I can't recall 16 every single conversation I had with members of staff, 17 I'm afraid.</b> 18 Q. I think that allegation about Jonathan Thomson-Glover 19 surfaced again in 2012, in the course of quite a lengthy 20 formal complaint by the parent of a pupil -- we are 21 calling them RS-A333. The parent said that he had been 22 told at an informal social occasion by another 23 housemaster of a different house, Alan O'Sullivan, who 24 later became the school's designated safeguarding lead. 25 He had been told not to put his son, A333, into house 1</p> <p style="text-align: center;">Page 32</p>

<p>1 because the housemaster was weird and had been found 2 taped to a chair in his underpants by some sixth 3 formers. I think that former complaint, of which that 4 was a part, went to a formal stage 2 hearing in front of 5 the governors in 2012 and then went on to mediation in 6 2013.</p> <p>7 <b>A. Yes.</b></p> <p>8 Q. I think one of the governors who was involved in that 9 complaint process of the parent of RS-A333 said that 10 they felt the taping to the chair incident could have 11 a sexual element to it. Did you share that view?</p> <p>12 <b>A. I didn't understand that.</b></p> <p>13 Q. You have explained in your witness statement that the 14 governor who was chairing the panel review of 15 the complaint asked you to make enquiries about that 16 taping to the chair incident. Did you undertake an 17 investigation then in 2012?</p> <p>18 <b>A. Yes -- well, insofar as one could. I mean, there was no 19 extant paperwork, there was nothing I could find. All 20 I could do was ask members of staff who had been at the 21 school for a considerable amount of time if they could 22 recall anything. I went and asked Alan, obviously, 23 immediately, personally, and he said, "Oh, it's just 24 hearsay/rumour. I've got no evidence that it's true". 25 There's no evidence that anyone else had any documentary</b></p> <p style="text-align: center;">Page 33</p>	<p>1 <b>evidence of it. I couldn't find a trail. I couldn't 2 find any corroboration or triangulation of it. Most 3 people seemed to think it just existed as a piece of 4 hearsay. I couldn't find out anything about it.</b></p> <p>5 <b>I understand from Penny Jones that, unbeknownst to 6 me, my predecessor had also heard the rumour and looked 7 into it but had equally, if you like, drawn a blank but 8 had nonetheless written to Thomson-Glover to say, you 9 know, "Mind how you go. Watch your step", or whatever, 10 I don't know, because I don't know how he phrased the 11 letter, but I gather from the other documents that I've 12 read that it was of that tenor.</b></p> <p>13 <b>But I think the trail -- well, it wasn't even 14 a trail. There was nothing there. We couldn't find 15 anything. There were no pupils that had ever come 16 forward with any information about it, there were no -- 17 there was nothing I could find out. And I reported that 18 back to the member of the governing body who was 19 chairing the panel. I couldn't find anything out.</b></p> <p>20 Q. Jonathan Thomson-Glover was, as I have said, arrested in 21 2014. I think you were made -- he was arrested on 22 suspicion of accessing and potentially sharing indecent 23 images of children online. That was how he came to the 24 police's attention. I think you were made aware of his 25 arrest when the Bristol local authority designated</p> <p style="text-align: center;">Page 34</p>
<p>1 officer, Nicola Laird, called you.</p> <p>2 <b>A. Yes.</b></p> <p>3 Q. I'm going to call her the LADO from now on, because it 4 is less of a mouthful, and we all know what I mean by 5 that.</p> <p>6 I think at that point, after you'd spoken to 7 Nicola Laird, you suspended Mr Thomson-Glover at that 8 point immediately?</p> <p>9 <b>A. I don't think we had time. I think his letter of 10 resignation arrived before we were able to suspend him. 11 I mean, normal procedure in those cases at that time -- 12 I think it's changed subsequently -- was that you 13 automatically suspended pending further investigation, 14 and then --</b></p> <p>15 Q. Was that the advice from the LADO or was that your 16 school procedure?</p> <p>17 <b>A. That was the school procedure. I think now that isn't 18 necessarily the advice, but it was then. But I think 19 that his resignation letter arrived immediately the 20 following morning.</b></p> <p>21 Q. Did you accept his resignation?</p> <p>22 <b>A. Yes.</b></p> <p>23 Q. I think you wrote a letter dated 15 August to the 24 parents of all the pupils and prospective pupils, 25 upcoming pupils, in house 1. Can we turn to that</p> <p style="text-align: center;">Page 35</p>	<p>1 letter, please, at tab B10. This is BSC000202. This is 2 a letter dated 15 August to all parents and prospective 3 parents of boys in house 1:</p> <p>4 "I am writing to let you know that Mr Thomson-Glover 5 has resigned from Clifton, for personal reasons."</p> <p>6 You have appointed Nicholas Mills to be the 7 housemaster. We can get that down now, thank you, 8 Danny. Why did you say that he had resigned for 9 personal reasons?</p> <p>10 <b>A. At the point that I wrote that letter, he had been 11 bailed, I think, and was on -- you know, was free, was 12 a free man, and he hadn't been charged with anything at 13 that stage. The reason -- I didn't have any reason to 14 suggest that he'd resigned for any other reason at that 15 point.</b></p> <p>16 Q. I'm just wondering whether you think that saying he 17 resigned for personal reasons, in the particular 18 circumstances in which he did tender his resignation, 19 might be seen as perhaps misleading?</p> <p>20 <b>A. I think Nicola Laird was strongly of that view as well 21 and took me to task about it later. I didn't consider 22 that, no. I didn't think it was misleading. I thought 23 it was -- at the point at which I wrote that letter, 24 that was where we were. He hadn't been charged with 25 anything, he was, therefore, innocent until such trial</b></p> <p style="text-align: center;">Page 36</p>

1 **proceedings as -- I didn't understand what --**  
 2 **I understood that he'd been arrested via his home**  
 3 **address and for activity on a computer registered to his**  
 4 **home address, and didn't know at that stage that that**  
 5 **impacted on his position in the college. It was only**  
 6 **after the end of August, maybe, when the police came to**  
 7 **us and said, "Actually, we found some things in the**  
 8 **college".**  
 9 Q. I wonder if we can look at that. I don't think that's  
 10 quite right. Can we look at the first --  
 11 **A. To be honest, I don't have -- I wouldn't guarantee that**  
 12 **my recall is 100 per cent accurate, for sure.**  
 13 Q. Perhaps we can look at the first allegation's management  
 14 strategy discussion, just as a bit of an explanation.  
 15 Throughout the police investigation, the local  
 16 authority, Nicola Laird, the LADO, chaired a number of  
 17 strategy meetings to share information and co-ordinate  
 18 all the relevant responses from the police, the local  
 19 authority and the school, and the first of those  
 20 allegations management strategy discussions was held on  
 21 15 August. It is behind tab B12 in your bundle. Can we  
 22 get up, please, Danny, BSC000260.  
 23 **A. Did you say August 15?**  
 24 Q. It is August 15. So the same date as the letter to  
 25 parents?

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1 **already knocking on my door asking.**  
 2 Q. Yes.  
 3 **A. It wasn't like a -- Nicola was of the view, I think, as**  
 4 **I recall it, that we shouldn't have said anything at**  
 5 **all, but, actually, in the circumstances, that was**  
 6 **impossible. I would have simply had a queue of people**  
 7 **outside my door asking.**  
 8 Q. Perhaps we can have a look at this allegation management  
 9 strategy discussion. We don't have the timing of this  
 10 so we don't know at what point on 15 August. We can see  
 11 that there the participants are Nicola Laird, the LADO;  
 12 you; the human resources advisor from Clifton College --  
 13 **A. Yes.**  
 14 Q. -- and a number of officers from Avon and Somerset  
 15 Police and the Devon and Cornwall Public Protection  
 16 Unit. Can we go, please, to page 2 of that document.  
 17 Vicky Hayman is the officer from the Devon and Cornwall  
 18 Public Protection Unit, so she's one of  
 19 the investigating officers. She explains there's been  
 20 a search of Jonathan's parents' address in Devon and  
 21 a property in Wadebridge. That they have identified  
 22 there was an address where indecent images of children  
 23 were being distributed from. That Jonathan had been  
 24 arrested and taken to Exeter Police Station. There was  
 25 a search of Jonathan's accommodation at Clifton College

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1 **A. I'd have probably written it before.**  
 2 Q. You think you wrote the letter before the allegation --  
 3 **A. Before that meeting, for sure.**  
 4 Q. Did you consider, at that point, just not giving any  
 5 reason for why he had resigned, rather than saying  
 6 "personal reasons"?  
 7 **A. That was a really difficult one, because we had A level**  
 8 **results due on, I think, the Wednesday of that week when**  
 9 **they came out, and the system at Clifton was**  
 10 **housemasters would be present in their houses to hand**  
 11 **the results in person to the pupils, and to deal with**  
 12 **any university issues that flowed from that, if they**  
 13 **hadn't, you know, got their first choice place, or**  
 14 **whatever it might have been, and we had parents already**  
 15 **coming into the school in that week saying, you know,**  
 16 **"We are very concerned. We haven't seen the**  
 17 **housemaster", and it was a very difficult thing to**  
 18 **manage because, as you've established earlier, he knew**  
 19 **an awful lot of people and a lot of people knew him, and**  
 20 **how to explain that he wasn't going to be there to give**  
 21 **the A level results and GCSE results to their pupils, to**  
 22 **their sons and -- it was really hard to get your head**  
 23 **around how to deal with that.**  
 24 Q. Thank you. If we can have --  
 25 **A. I felt I had to say something to them because they were**

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1 and a large number of items were seized. Vicky advised  
 2 it will take a considerable amount of time for police to  
 3 analyse the large number of devices that had been seized  
 4 from the address.  
 5 If we can have a look, please, onto page \_003, if we  
 6 can have, please, the first part of that page, so all of  
 7 "Vicky":  
 8 "Vicky advised that a snapshot of the images on  
 9 Jonathan's PCs had been analysed and what is believed to  
 10 be images of children were found. The footage appears  
 11 to have been taken in changing/shower areas which could  
 12 have been taken at Clifton College. Vicky stated that  
 13 only a very small portion of the large amount of  
 14 evidence seized has been viewed. The photos include  
 15 images of a boy masturbating in a shower. Vicky stated  
 16 that it appears that the boy is not aware that he is  
 17 being filmed.  
 18 "Vicky stated that upon checking, Jonathan's PC  
 19 search history, he had undertaken searches relating to  
 20 cameras, spy cameras and alarm clocks. Vicky advised  
 21 that this has raised concerns that Jonathan planted  
 22 hidden cameras in areas within the school to take photos  
 23 of children and young people. She said that these  
 24 cameras may be very discreet and difficult to detect.  
 25 "Vicky went on to report that images appear to be of

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<p>1 children aged approximately 10-15 years old and appear 2 to have been taken from a fixed camera. Vicky stated 3 that the 30 images found on the camcorder, various hard 4 drives and approximately 200 VHS videos that were seized 5 have not yet been viewed.</p> <p>6 "Vicky advised that so far there have been no 7 reports of contact offences towards children by 8 Jonathan, though all involved need to be prepared that 9 he may have committed such offences towards pupils at 10 the college. Vicky said that if Jonathan is found 11 guilty of the possession and indecent images of children 12 it is likely that he will be given a custodial 13 sentence."</p> <p>14 She goes on to ask about colours of the school team 15 kit and you explain that each house at Clifton has its 16 own colours. That's in order to support the 17 identification of children and young people who have 18 been found on the video footage.</p> <p>19 If we can take that down, please, thank you, Danny. 20 At that point, the police were making it very clear that 21 they had grounds to believe that Jonathan had been 22 filming covertly pupils at the school.</p> <p>23 <b>A. Mmm-hmm.</b></p> <p>24 Q. Why didn't you tell the police in that meeting that he 25 had been taking boys to his holiday home, one of</p> <p style="text-align: center;">Page 41</p>	<p>1 the addresses they'd searched in Wadebridge?</p> <p>2 <b>A. In that meeting?</b></p> <p>3 Q. Yes, in that allegation management strategy discussion. 4 You didn't inform the police that 5 Jonathan Thomson-Glover had been taking pupils from the 6 school to his holiday home. You didn't tell them about 7 that?</p> <p>8 <b>A. Oh. Well, that's a missed opportunity.</b></p> <p>9 Q. The police, in fact, found out from the cleaner of 10 the Wadebridge address. She told the police, 11 "Jonathan Thomson-Glover has been bringing boys here 12 from Clifton in a Clifton bus", but the police weren't 13 aware of that at that first strategy meeting. I'm 14 asking why you didn't give them that information?</p> <p>15 <b>A. I have no idea. It probably didn't occur to me at the 16 time.</b></p> <p>17 MS NIELD: I see the time, chair. I wonder if now would be 18 an opportune moment for a break?</p> <p>19 THE CHAIR: Yes. We will return at 11.45 am. Thank you. 20 (11.31 am)</p> <p>21 (A short break)</p> <p>22 (11.45 am)</p> <p>23 MS NIELD: Mr Moore, we were looking at the first of 24 the strategy meetings. In the strategy meeting, you 25 told the meeting that there had been no concerns or</p> <p style="text-align: center;">Page 42</p>
<p>1 complaints raised by either pupils or staff in relation 2 to Jonathan Thomson-Glover. You didn't mention the 3 taping to the chair rumours at that point. Was there 4 any reason why you hadn't mentioned that?</p> <p>5 <b>A. It just didn't cross my mind.</b></p> <p>6 Q. After that strategy meeting had taken place on 7 15 August, you wrote a letter to parents. This is 8 behind tab B22 in your bundle. Perhaps we can get this 9 up. It is CFC000497. Handwritten on it at the top is 10 "Parents, 29 August 2014". Do you see that, Mr Moore?</p> <p>11 <b>A. Yes.</b></p> <p>12 Q. That's a letter from you to parents. It says: 13 "As some of you may be aware, there has been a small 14 amount of newspaper coverage concerning 15 Mr Jonathan Thomson-Glover. He resigned with immediate 16 effect during the summer holidays following the 17 discovery by police of inappropriate material. The 18 matter is being investigated by the authorities and we 19 are doing all we can to assist them in their enquiries. 20 "We should stress that the newspaper reports say 21 that 'none of the allegations relate to Clifton College 22 pupils'." 23 Why did you say that none of the allegations relate 24 to Clifton College pupils at that stage?</p> <p>25 <b>A. I'm almost certain that that letter would have been</b></p> <p style="text-align: center;">Page 43</p>	<p>1 <b>drafted by whatever PR firm, whatever media consultancy 2 firm, the college had engaged at the time, and I think 3 both the chairman and I allowed them to draft the 4 wording and we simply signed it.</b></p> <p>5 Q. Can we take that letter down now. Do you think that, in 6 the circumstances where police have told you that they 7 are gathering evidence that points to the fact that 8 Clifton College pupils have been abused by being 9 covertly filmed, that that could have been seen as 10 misleading to say they're not involved?</p> <p>11 <b>A. Yes, I suppose that could be an interpretation, yes. 12 I didn't mean it to be.</b></p> <p>13 Q. Was one of your principal concerns at that point trying 14 to minimise reputational damage to the school?</p> <p>15 <b>A. No, I think my main concern at that point was that there 16 was so much confusion about what may or may not flow 17 from it, what may or may not be proven to be the case, 18 what may or may not have led to charges. We were kind 19 of, you know, rabbits in headlights, really, I think. 20 I mean, obviously, you don't want to say anything 21 which might breach a confidentiality or lead to 22 a complaint of saying too much; on the other hand, 23 you're trying to steer -- to give as much information as 24 you feel you can, and I took advice and guidance from 25 people who I thought knew better than I did how to draft</b></p> <p style="text-align: center;">Page 44</p>

11 (Pages 41 to 44)

1 **such letters.**  
 2 Q. I think there was another allegations management  
 3 strategy discussion in October. If we could move on --  
 4 there is another meeting then in February,  
 5 27 February 2015. This should be behind your tab B24.  
 6 It is CFC000531: if we could get up page \_066, please.  
 7 Can we go over to the next page, please. We can see  
 8 there that Nicola Laird outlined concerns of the police  
 9 and the LADO in relation to Clifton College's  
 10 safeguarding policies and practices, and they set out  
 11 what their concerns are. First, there are concerns  
 12 about the openness and honesty of Mark Moore in sharing  
 13 relevant information with the police and the LADO. Did  
 14 you understand what their concerns were at that point?  
 15 **A. I think one of the concerns was that we couldn't**  
 16 **immediately and quickly provide them with details of**  
 17 **the Cornish trips, because we couldn't, because we**  
 18 **didn't have records of them. We couldn't say who had**  
 19 **been on them.**  
 20 **I think we did try really hard. I remember going to**  
 21 **accounts and asking them to dig through records to see**  
 22 **if they could find which pupils had been billed for the**  
 23 **trip, and actually we did manage to reconstruct a couple**  
 24 **of the trips from billing information. But, of course,**  
 25 **the accounts only have records going back six years, so**

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1 Thomson-Glover's private quarters, drinking alcohol,  
 2 having sex. This was on the basis of what the police  
 3 had seen in the footage: a room being used by pupils for  
 4 masturbation. And concerns about the culture of  
 5 the school.  
 6 Can we see the whole of that page now, please,  
 7 Danny. At the bottom there, we can see Nicola Laird and  
 8 Joanna Goodman, who was from the Independent Schools  
 9 Inspectorate, who was also there, "were in agreement  
 10 that they have serious concerns in relation to the  
 11 culture which exists at Clifton College in which the  
 12 close relationships between staff and pupils may allow  
 13 abuse to take place unmonitored".  
 14 If we can go over to the following page, they said  
 15 that the college should have a root and branch review of  
 16 their safeguarding policies and practices, and we can  
 17 see there in the action plan that there was to be  
 18 a review of safeguarding policies and practices of  
 19 Clifton College to undertake -- to include concerns  
 20 raised by the LADO and the police.  
 21 Did you undertake a root and branch review of  
 22 safeguarding policies?  
 23 **A. Yes. Yes. There were a couple of particular incidents**  
 24 **that I remember Alan O'Sullivan describing to Nicola.**  
 25 **I don't know if we've got time to go into detail, but**

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1 **we drew a blank on anything before that. And we didn't**  
 2 **keep records of trips. Once a trip had arrived and**  
 3 **returned back to school safely and there were no issues**  
 4 **arising from it, the paperwork, you know, was not**  
 5 **archived.**  
 6 **You know, I remember Nicola saying, you know, "You**  
 7 **haven't helped us -- provided the names and details of**  
 8 **all these people". We didn't have them. It wasn't that**  
 9 **we were trying to hide them or not share them. We**  
 10 **didn't know. I think that was one problem. And also**  
 11 **Nicola was saying, "Well, you're not telling us things**  
 12 **about Thomson-Glover". It wasn't because I didn't --**  
 13 **you know, I was hiding stuff or keeping stuff from her;**  
 14 **it was because I didn't know. We will maybe come on to**  
 15 **this, but quite a lot of the things that later emerged**  
 16 **in various reports that were written were not things**  
 17 **I was aware of.**  
 18 Q. I think --  
 19 **A. So, you know, "You didn't share with us relevant**  
 20 **information". I didn't have a lot of information to**  
 21 **share.**  
 22 Q. I think we can see there that there were some other  
 23 concerns raised about the culture of the school, pupils  
 24 being allowed to go to a schoolteacher's personal  
 25 address for school trips, concerns about children using

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1 **they were what he would consider and what a lot of**  
 2 **boarding schools would consider routine good work by**  
 3 **a housemaster or housemistress. They were things like**  
 4 **having pupils come through to your kitchen for a cup of**  
 5 **coffee, to discuss, you know, their university**  
 6 **applications, or whatever. It would be things like, on**  
 7 **a Saturday night, allowing the boys through to your**  
 8 **television room to watch "Match of the Day". In the**  
 9 **girls' house, obviously, it wouldn't be "Match of**  
 10 **the Day", it would be something else, perhaps. And also**  
 11 **going around the corridors of the boys' side at 12.30 at**  
 12 **night every night, checking they were all in bed safely**  
 13 **as part of the housemasters' duty of care.**  
 14 **As Alan described each of those scenarios, Nicola**  
 15 **said, "Those are all blurred boundaries", which was**  
 16 **something we were not aware of or didn't even think for**  
 17 **one moment was an issue of blurred boundaries. But**  
 18 **I think it contributed to this negative picture of**  
 19 **the college's culture. Whereas we were doing nothing,**  
 20 **I know for a fact, that was not done in just about every**  
 21 **other boarding school up and down the land, because**  
 22 **those are the common routine procedures of a boarding**  
 23 **housemaster going about his business, and it didn't**  
 24 **strike us, any of those particular examples, and others,**  
 25 **were examples of blurred boundaries. So we disagreed on**

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<p>1 <b>that, and Nicola obviously formed a view that this was</b></p> <p>2 <b>clear evidence of blurred boundaries on what we told</b></p> <p>3 <b>her. We didn't think it was.</b></p> <p>4 Q. What was the root and branch review that you undertook</p> <p>5 of safeguarding practice at the school and who undertook</p> <p>6 that review?</p> <p>7 <b>A. There were several --</b></p> <p>8 Q. Was casework produced from that?</p> <p>9 <b>A. There were several strands to it. I think the first</b></p> <p>10 <b>thing that we did was we brought in a man who had</b></p> <p>11 <b>previously worked at GCHQ who was a cyber security</b></p> <p>12 <b>expert, to make sure that all of our systems in terms of</b></p> <p>13 <b>online security -- because, obviously, somehow</b></p> <p>14 <b>Thomson-Glover had used a hidden camera somewhere. We</b></p> <p>15 <b>didn't think ... (break in connection).</b></p> <p>16 Q. I'm afraid we seem to have a technical issue here.</p> <p>17 <b>A. We did that.</b></p> <p>18 Q. We lost you briefly there.</p> <p>19 <b>A. Oh, sorry.</b></p> <p>20 Q. Did you produce an audit of your safeguarding practices?</p> <p>21 <b>A. I think one of the things that we did was that we asked</b></p> <p>22 <b>for help from Bristol Children's Services and Bristol --</b></p> <p>23 <b>I can't remember the exact title of the lady, but she</b></p> <p>24 <b>came into the school on a number of occasions to review</b></p> <p>25 <b>all of our policies and practices and worked with the</b></p> <p style="text-align: center;">Page 49</p>	<p>1 <b>safeguarding lead on making effective changes to that.</b></p> <p>2 <b>That went on for quite some time and that wasn't</b></p> <p>3 <b>just a one-off, she came into the school several times</b></p> <p>4 <b>and met with all the relevant staff on a number of</b></p> <p>5 <b>occasions to see if we needed to rewrite, you know,</b></p> <p>6 <b>reconfigure the whole approach.</b></p> <p>7 Q. Thank you. In terms of some of the issues that were</p> <p>8 voiced in the meeting based on the footage that the</p> <p>9 police had -- for example, a locked room where boys</p> <p>10 appeared to -- which boys appeared to use for</p> <p>11 masturbation. Did you look into the layout of house 1?</p> <p>12 I think it had been, in fact, refurbished --</p> <p>13 <b>A. At least twice since those images were captured. The</b></p> <p>14 <b>images, I believe, dated from quite some time ago.</b></p> <p>15 <b>Certainly the senior staff who were asked by the police</b></p> <p>16 <b>to look at them to see if they could identify any of</b></p> <p>17 <b>the pupils didn't recognise the circumstances, the</b></p> <p>18 <b>setting, the physical location. So the house must have</b></p> <p>19 <b>been reconfigured at least once, if not twice, in the</b></p> <p>20 <b>interim. So people just simply didn't recognise what</b></p> <p>21 <b>they were looking at.</b></p> <p>22 Q. If we can move on to the final allegations management</p> <p>23 strategy discussion that you attended, the final</p> <p>24 strategy discussion, that was July 2015. That is behind</p> <p>25 tab B14, BSC000258. In that meeting, you describe</p> <p style="text-align: center;">Page 50</p>
<p>1 Jonathan Thomson-Glover as an exemplary person with an</p> <p>2 exemplary career. You have said, again, there had been</p> <p>3 no complaints or concerns regarding him. This was the</p> <p>4 meeting where Nicola Laird had brought up the issue, the</p> <p>5 taping to the chair incident, that she'd been made aware</p> <p>6 of by the parent of A333.</p> <p>7 When she raised that -- this is page _004 of that</p> <p>8 document, Danny, if we can go to page _004, please, at</p> <p>9 the bottom where it says "Discussion". You told</p> <p>10 Nicola Laird that you were not aware of that allegation</p> <p>11 or of any previous concerns regarding Jonathan. Nicola</p> <p>12 advised that she had an email dated 31 May 2012 from</p> <p>13 Mark Moore to the parent of RS-A333 acknowledging the</p> <p>14 concern and stating he would investigate it. And you</p> <p>15 said that you didn't recall that.</p> <p>16 <b>A. No. I think -- I'm utterly confused, but the concern of</b></p> <p>17 <b>the parent, the complaint that he had made, was a breach</b></p> <p>18 <b>of confidentiality by Alan O'Sullivan in telling him</b></p> <p>19 <b>that and a number of other pieces of what the chairman</b></p> <p>20 <b>of governors at the time described as tittle-tattle.</b></p> <p>21 <b>That was what I thought I was investigating, the</b></p> <p>22 <b>complaint, the actual substance of the complaint was</b></p> <p>23 <b>that this was -- it constituted a breach of</b></p> <p>24 <b>confidentiality.</b></p> <p>25 <b>In terms of investigating the actual content, it is</b></p> <p style="text-align: center;">Page 51</p>	<p>1 <b>as I described it to you before: it was -- we couldn't</b></p> <p>2 <b>establish anything. I couldn't establish anything.</b></p> <p>3 Q. So --</p> <p>4 <b>A. So it didn't --</b></p> <p>5 Q. If we go over the page to page _005, at the top of that,</p> <p>6 it says:</p> <p>7 "Mark says he has no recollection whatsoever of</p> <p>8 the complaint of the parent of A333 and Martin</p> <p>9 [Martin Ayres from the ISI] informed Mark that the</p> <p>10 concerns raised by the parent of A333 ..."</p> <p>11 This is the taping to the chair incident:</p> <p>12 "... regarding Jonathan should have been reported to</p> <p>13 the LADO at the time they first came to the school's</p> <p>14 attention and there should most certainly have been an</p> <p>15 investigation by the college."</p> <p>16 Nicola reiterated that it should have been reported</p> <p>17 when you heard of it, and you said that you're standing</p> <p>18 by what you previously stated, in that there had been no</p> <p>19 previous concerns or allegations regarding Jonathan.</p> <p>20 <b>A. We looked at it in as much detail as we could at the</b></p> <p>21 <b>time and came to the conclusion, rightly or wrongly,</b></p> <p>22 <b>that it didn't meet the threshold of concern because,</b></p> <p>23 <b>for whatever reason, our decision was that it couldn't</b></p> <p>24 <b>be proven, we didn't have any evidence, we had nothing</b></p> <p>25 <b>to go on, we didn't feel that it merited the definition</b></p> <p style="text-align: center;">Page 52</p>

<p>1 of something that needed -- that it met the definition 2 of something that needed referring. Actually, I put it 3 completely out of my mind, because that complaint was 4 still proceeding through to panel view at governor level 5 and then went to litigation after that, and it was kind 6 of out of my domain by then.</p> <p>7 To be honest, I'd completely forgotten about it by 8 2015.</p> <p>9 Q. Can I ask you about the conclusion of another report 10 that had been commissioned by Clifton College looking 11 into the handling of the Jonathan Thomson-Glover case. 12 That was Chris Few, who was a former police officer. We 13 don't need to go to the report. You've seen it. This 14 is ISI001658, but we don't need to get that up. But his 15 conclusion in relation to what you told the allegations 16 management strategy discussions was this, that you had 17 knowingly provided inaccurate and misleading information 18 to professionals at the AMSD, in particular, not 19 disclosing that concerns had been brought to your 20 attention in 2012, and Mr Few, who made that report, the 21 former police officer, said the perspective of head 3 -- 22 that's you -- on the validity of those concerns is not 23 relevant as to whether these should have been shared at 24 meetings. Do you have any comments about that 25 conclusion?</p> <p style="text-align: center;">Page 53</p>	<p>1 A. I didn't understand the second part, that my assessment 2 of the merit -- or all of our assessment, it wasn't just 3 me, I mean, there was a whole bunch of people involved 4 in that discussion and decision-making process. 5 I wasn't aware that there wasn't a discretionary element 6 on behalf of the school in making a decision about 7 whether something met a threshold.</p> <p>8 Interestingly, if you look in the General Teaching 9 Council's verdict, they felt that it didn't meet the 10 threshold and wasn't a matter that needed to have been 11 referred.</p> <p>12 Q. I think you're referring to the National College for 13 Teaching and Leadership?</p> <p>14 A. Sorry, yes, whatever, yes.</p> <p>15 Q. You were referred there in relation to misconduct, 16 and --</p> <p>17 A. Not for not making those referrals at the time that 18 I had the opportunity to do so, yes.</p> <p>19 Q. I don't think, actually, that's the basis on which you 20 were referred. You were referred on the basis, I think, 21 that you had misled --</p> <p>22 A. Well, I didn't mean to mislead anybody. I just had an 23 inaccurate understanding, an inaccurate picture, and 24 a confused picture, of events and history and, you know, 25 a lack of data available to me. I never intended to</p> <p style="text-align: center;">Page 54</p>
<p>1 mislead anybody. I think, you know, sins of omission 2 rather than sins of commission, and I hold my hand up to 3 failing in that respect, of course. In retrospect, they 4 look like the wrong decisions. I can see that.</p> <p>5 Q. I wonder if we could move on -- perhaps we can clarify 6 that you were referred to the National College for 7 Teaching and Leadership in -- after you'd left Clifton, 8 so in summer 2017, in fact, you were referred --</p> <p>9 A. Yes, a few years later.</p> <p>10 Q. In January 2018, the NCTL wrote to you to inform you 11 they considered there was no case to answer.</p> <p>12 A. Yes.</p> <p>13 Q. Can we move on, please, to talk about the Penny Jones 14 report.</p> <p>15 A. Sure.</p> <p>16 Q. We have all heard quite a bit about the Penny Jones 17 report. We are certainly not going to go through it 18 line by line. It is a lengthy report. But I would like 19 to ask you about some of the conclusions and findings.</p> <p>20 Before we do that, perhaps we should foreground that 21 a little bit. Penny Jones was a former Her Majesty's 22 Inspector of Schools and she was commissioned by the 23 school to identify whether any concerns had been raised 24 about Jonathan Thomson-Glover prior to his arrest by 25 pupils, parents or staff, and to consider what actions</p> <p style="text-align: center;">Page 55</p>	<p>1 had been taken by the school in relation to those 2 concerns, whether that action was effective, and also to 3 make recommendations to improve the safeguarding regime 4 of the school. That report was published 5 in August 2016, so about a year after the conviction of 6 Mr Thomson-Glover and about two years after his arrest.</p> <p>7 Her investigations looked at a 24-year period when 8 Jonathan Thomson-Glover was teaching at the school, and 9 she interviewed about 40 current members of staff, about 10 40 former members of staff, including you. She 11 interviewed pupils. I think prior to your involvement 12 in this inquiry as a witness, you had not read that 13 report; is that right?</p> <p>14 A. No, I hadn't.</p> <p>15 Q. As we understand it, it was published on the 16 Clifton College website.</p> <p>17 A. Yes.</p> <p>18 Q. But you hadn't accessed it?</p> <p>19 A. No.</p> <p>20 Q. Penny Jones, in her conclusion, right at the beginning 21 of her report, states that there were a number of 22 concerns and complaints that she was able to identify 23 which, with the benefit of hindsight, could have alerted 24 Clifton to the risks posed by Jonathan Thomson-Glover, 25 and she went on to say that, whilst there were no</p> <p style="text-align: center;">Page 56</p>

<p>1 complaints related to making, taking or possessing                  2 indecent images, there were other safeguarding concerns                  3 that could have led the school to question his                  4 suitability to work with children, and also that poor                  5 record keeping meant that successive heads were unable                  6 to see that a large number of concerns, in fact, had                  7 been raised about him during his career at Clifton.                  8 Would you disagree with that conclusion?                  9 <b>A. No, I would elaborate a little. When -- I mean,</b>                  10 <b>Penny Jones says:</b>                  11 <b>"Each incident was considered in isolation. None</b>                  12 <b>met the threshold applied at the time for disciplinary</b>                  13 <b>action and the cumulative effect of various incidents</b>                  14 <b>and behaviours was never considered."</b>                  15 <b>That's because nobody was ever in a position to know</b>                  16 <b>the cumulative effect of the various incidents because,</b>                  17 <b>you know, Kierkegaard said we live our lives forward and</b>                  18 <b>then we review them backwards. When you're dealing with</b>                  19 <b>incidents, you're dealing with them in real time, in the</b>                  20 <b>present tense. You don't have a sort of guardian angel</b>                  21 <b>sitting on your shoulder or a crystal ball to tell you</b>                  22 <b>what's going to happen in the future.</b>                  23 <b>Also, you don't necessarily have a rear-view mirror</b>                  24 <b>to see what's gone on in the past, particularly if</b>                  25 <b>things have not been brought to your attention or you</b></p> <p style="text-align: center;">Page 57</p>	<p>1 <b>don't know about them or you simply weren't aware they</b>                  2 <b>were there.</b>                  3 <b>Let's say you're at point C in a timeline and you're</b>                  4 <b>dealing with point C, you don't know of the existence of</b>                  5 <b>points A, B, D and E on that same timeline. When you</b>                  6 <b>come to write a review and you look back over the</b>                  7 <b>24 years of Thomson-Glover's career, then obviously you</b>                  8 <b>can connect A, B, C, D and E in a thread that shows that</b>                  9 <b>there were concerns. But that view, that overview, was</b>                  10 <b>not available to any of the three heads dealing with</b>                  11 <b>incidents -- as far as I'm aware, the only incident --</b>                  12 <b>I may be wrong, but as far as I can remember, the chair</b>                  13 <b>incident, that you referred to a number of times, in the</b>                  14 <b>parental complaint of 2012 was the only one that I knew</b>                  15 <b>of with any certainty. I didn't know about any previous</b>                  16 <b>ones and you can't make a judgment in a case on what</b>                  17 <b>might happen in the future.</b>                  18 <b>So, yes, that's absolutely right, we did look at</b>                  19 <b>each thing in isolation.</b>                  20 <b>In terms of the overview, in terms of lack of</b>                  21 <b>poor -- you know, poor record keeping, the establishment</b>                  22 <b>of the HR department meant that there was a means of</b>                  23 <b>centralising all records of all staff from then on, but</b>                  24 <b>the HR department, you know, was only up and running</b>                  25 <b>from 2007/2008. So what it can't do is, you know,</b></p> <p style="text-align: center;">Page 58</p>
<p>1 <b>replace documents that are missing from 20 years before</b>                  2 <b>that.</b>                  3 Q. So would you say, Mr Moore, that, in terms of having now                  4 this overview of the Jonathan Thomson-Glover case points                  5 up the importance of proper record keeping and also                  6 passing any concerns up the chain of command so someone                  7 at the top of that chain of command does have an                  8 overview and a record of everything that's been raised?                  9 <b>A. A lot of the sort of what you might call low-level</b>                  10 <b>complaints that -- you know, about Thomson-Glover, you</b>                  11 <b>know, being inefficient and not dealing with issues,</b>                  12 <b>blah, blah, blah, they never made their way up to me</b>                  13 <b>because I guess the people who were, you know, dealing</b>                  14 <b>with them felt they could deal with them at their level.</b>                  15 Q. Wouldn't it have been better if they had been drawn to                  16 your attention, so you'd have a view of all the                  17 different complaints that were coming in, or concerns                  18 that were coming in, from different people instead of                  19 them being dealt with in isolation and nobody knowing                  20 what somebody else had already dealt with?                  21 <b>A. That would be true, but it couldn't be true for the time</b>                  22 <b>from 1990 to 2005. Of course it could have been true</b>                  23 <b>for the time that I knew about, but I couldn't know</b>                  24 <b>about things that happened in 1992, '3, '4, '5, '6.</b>                  25 Q. But if those things had been recorded at the time, it</p> <p style="text-align: center;">Page 59</p>	<p>1 would all be on Jonathan Thomson-Glover's file?                  2 <b>A. The only thing I would say there is it was a pen and</b>                  3 <b>paper culture and a telephone culture before the age of</b>                  4 <b>digitisation. Things would have been dealt with on</b>                  5 <b>paper. Paper is notoriously difficult to harvest and</b>                  6 <b>put in a file. It doesn't always make it. Telephone</b>                  7 <b>conversations were not recorded or logged in those days.</b>                  8 <b>So records evaporated.</b>                  9 <b>I mean, I can remember dealing with another</b>                  10 <b>incident -- nothing to do with safeguarding, or</b>                  11 <b>anything; it was actually Christopher Jefferies. When</b>                  12 <b>we went to find his records, there were just two pieces</b>                  13 <b>of paper in his file.</b>                  14 Q. Can I move on, please, and ask you about some specific                  15 findings from the Penny Jones report, and you can tell                  16 us whether you agree or disagree.                  17 Penny Jones found that there were signs that                  18 Jonathan Thomson-Glover had displayed behaviour that                  19 could have indicated that he was grooming boys, and she                  20 said this, that staff did not have the background,                  21 experience, training or curiosity to identify that                  22 pattern of behaviour. Would you accept that analysis?                  23 <b>A. Yes, but I would also say they didn't know about it,</b>                  24 <b>because -- and I didn't know about it, and I think</b>                  25 <b>Tim Greene will say the same thing, because, you know,</b></p> <p style="text-align: center;">Page 60</p>

<p>1 the housemasters -- when they're in their houses with 2 their boys, you know, the matron may be there, but she 3 might be in another part of the house, the house 4 assistants might be there, other people might be there, 5 but you don't know, because you can't police it, how 6 housemasters and housemistresses are interacting with 7 the pupils in their houses.</p> <p>8 Q. Can I ask you about a specific piece of evidence that 9 Ms Jones points to in her report. She found at 10 paragraph 30.1 -- we don't need to go to it now -- that 11 an educational psychologist who was not employed by the 12 school but was working with a pupil at the school, an 13 external contractor, spoke to you in about 2006 or 2007 14 to warn you about Jonathan Thomson-Glover's grooming 15 behaviour and told you that Jonathan Thomson-Glover 16 fitted the profile of an abuser. Do you recall that 17 conversation?</p> <p>18 A. <b>No, I don't have any record of it whatsoever, and 19 I think --</b></p> <p>20 Q. Can I ask you about --</p> <p>21 A. <b>-- I'm right in saying Penny Jones -- sorry, if I may. 22 I think Penny told me that he recollected having told me 23 en passant in the gents' loo, or something like that. 24 It was certainly not anything that he ever followed up 25 in any email or phone call or further enquiry or request</b></p> <p style="text-align: center;">Page 61</p>	<p>1 to come and see me or just a little note, or whatever it 2 might have been.</p> <p>3 Q. But you don't recall it, in any event?</p> <p>4 A. <b>I don't recall the conversation in the first place 5 anyway. I was probably concentrating on something else, 6 if I was going to the loo, to be honest. But also, I do 7 remember the parent and pupil that he was dealing with 8 at the time, and the mum had actually made 9 representations to me as well, and the argument was that 10 her son wanted to apply to medical school and 11 Thomson-Glover wasn't supporting his application, 12 whereas he was supporting the applications of two or 13 three other boys in his year group in the same house and 14 thought this was favouritism. When I looked into it, it 15 was actually because the boy simply didn't have the 16 grades to apply to medical school.</b></p> <p>17 Q. Can we get back to the comment of the educational 18 psychologist, please. If he had mentioned that to you 19 en passant, wherever, in the school, if he used the 20 words "grooming" and --</p> <p>21 A. <b>They would have leapt out at me, yes.</b></p> <p>22 Q. Would that have been something that --</p> <p>23 A. <b>That would have leapt out at me, yes.</b></p> <p>24 Q. Peter Middleton was the Deputy Head (Pastoral) from 2006 25 to 2013, and he undertook an appraisal of</p> <p style="text-align: center;">Page 62</p>
<p>1 Jonathan Thomson-Glover from a pastoral point of view in 2 2008, which said -- again, this is referred to in the 3 Penny Jones report -- that Jonathan Thomson-Glover could 4 become too close to issues and individuals, and that 5 boundaries were blurred.</p> <p>6 I'd like to ask you whether you spoke to 7 Jonathan Thomson-Glover about that appraisal and 8 addressed those issues with him?</p> <p>9 A. <b>I spoke to him afterwards -- I think I might have 10 misunderstood or misrepresented what Peter wrote, 11 because my understanding was, his concern was that 12 Thomson-Glover had a closer relationship with some boys 13 and their families because of their shared history -- 14 there were a number of boys in house 1 that he'd known 15 for a long time, or had known the parents or -- and 16 other parents who did not have that connection to 17 Thomson-Glover felt perhaps they weren't getting as good 18 a deal, if you like, in terms of access to him, and 19 I thought that what Peter meant was that the boundary 20 that was blurred was that between friendship and 21 professional distance, in terms of managing those 22 parents who were also his friends.</b></p> <p>23 Q. Did you address that with Jonathan Thomson-Glover?</p> <p>24 A. <b>Yes. Yes, yes, yes.</b></p> <p>25 Q. Thank you.</p> <p style="text-align: center;">Page 63</p>	<p>1 A. <b>But I didn't understand that to be -- and I don't think 2 Peter meant it as a safeguarding concern.</b></p> <p>3 Q. Mr Middleton has gone on to -- I think that's clear that 4 that was the last pastoral appraisal of 5 Jonathan Thomson-Glover.</p> <p>6 A. <b>Okay.</b></p> <p>7 Q. Mr Middleton has said in his witness statement to us, 8 that's at ASC000008 -- I don't think we need to get it 9 up -- that the headmaster, you, showed little or no 10 interest in these pastoral role appraisals and made it 11 clear that further detailed appraisal at this time was 12 not to be undertaken. Is that right?</p> <p>13 A. <b>I think Peter has misunderstood. What happened -- 14 I mean, to deal with that question, I do need to tell 15 you a little bit of background history, and I will be as 16 very quick as I can. But, essentially, in response to 17 the age discrimination legislation in 2007, I think it 18 came into force, we completely changed the way we 19 approached staff, in terms of their remuneration. 20 So we ripped up the old incremental pay scales 21 because we thought they were age discriminatory and we 22 introduced performance-related pay. In an 18-month 23 consultation period we met with various groups in the 24 common room. It proved very controversial and difficult 25 because it was in the early days before people in</b></p> <p style="text-align: center;">Page 64</p>

1 schools had really heard of performance-related pay.  
 2 **But one of the outcomes of the consultation was we made**  
 3 **it very clear that the means by which this would be**  
 4 **adjudicated had to be a rigorous system of appraisal,**  
 5 **and we moved the appraisal system over to under the**  
 6 **auspices of the academic deputy head because it was done**  
 7 **by department and it was done with a view to the core**  
 8 **appraisal being of a member of staff's teaching**  
 9 **function. After all, we were a school and that's what**  
 10 **they were there to do primarily and first and foremost,**  
 11 **and not that many members of staff had additional**  
 12 **pastoral responsibilities, so those were, if you like,**  
 13 **things we could add into the appraisal at the relevant**  
 14 **point.**  
 15 **So it wasn't in any way meant -- and the people who**  
 16 **stewarded the appraisals thereafter were the heads of**  
 17 **departments, so, you know, the head of maths would do**  
 18 **all the maths department, and so on, and if a member of**  
 19 **the maths department had a pastoral role as well, then**  
 20 **he would take information from those who were the line**  
 21 **managers in those areas.**  
 22 **I think Peter misunderstood that that meant he no**  
 23 **longer had to do pastoral appraisals of**  
 24 **the housemasters. He continued to write house --**  
 25 **assistant housemasters' appraisals, so I'm not quite**

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1 **When Jonathan said he would like to take early**  
 2 **retirement, I sent him off to HR to organise all that.**  
 3 **So then that paperwork all sat with HR. But there was**  
 4 **an appraisal and I did it and I handed it over to HR.**  
 5 Q. Thank you. Can I bring you back to the Penny Jones  
 6 report, please, and ask you about finding 6 in her  
 7 report. In 2005, head 3 -- that's you -- did not  
 8 discipline Jonathan Thomson-Glover when he ignored  
 9 school rules and policies for registration and  
 10 identifying missing pupils, nor when he refused to  
 11 follow educational visits procedures.  
 12 Can I break that down and focus on specific parts of  
 13 that, and particularly in relation to educational visits  
 14 procedures.  
 15 **A. Yes.**  
 16 Q. Were you concerned if paperwork, such as risk  
 17 assessments and any other paperwork, were not completed  
 18 prior to a residential trip led by  
 19 Jonathan Thomson-Glover? Did that cause you concern?  
 20 **A. Well, it only happened on one occasion that I'm aware**  
 21 **of, and it seemed to me that a risk assessment wasn't**  
 22 **a difficult document to pull together. Peter presented**  
 23 **me with a yes/no decision, a binary decision: should the**  
 24 **trip go because he hasn't done the risk assessment, or**  
 25 **should it be allowed to go? I said the trip should be**

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1 **sure why he felt we were standing down from housemaster**  
 2 **appraisals.**  
 3 **But it did mean that when the next round of**  
 4 **appraisals -- so we published two years in advance the**  
 5 **cycle of appraisals so everyone knew when their turn**  
 6 **would come. I did Thomson-Glover's appraisal the next**  
 7 **time around. I didn't do them all. In a staff of**  
 8 **140-plus, you can't. We had a team of six, I think,**  
 9 **probably, appraisers who did all the lesson observations**  
 10 **and all the feedback. So I would do one in six of**  
 11 **those, if you like. But I did do Thomson-Glover's.**  
 12 **I went and observed him teach French and I observed**  
 13 **him teach German and we talked about that. Then, when**  
 14 **we came to talk about the pastoral side of it, he**  
 15 **indicated to me that he'd like to be considered for an**  
 16 **early retirement package, which was something that,**  
 17 **again, after the age discrimination legislation, there**  
 18 **was no normal retirement age, and we were having**  
 19 **a number of staff in their 60s and 70s basically not**  
 20 **retiring, which -- well, it becomes a problem for**  
 21 **schools, particularly in terms of the reach and extent**  
 22 **of what people in their 60s and 70s, you know -- I'm not**  
 23 **disparaging older people at all, but there's an energy**  
 24 **issue and there's an appropriateness issue. You can't**  
 25 **have -- so it is difficult to get people to retire.**

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1 **allowed to go because parents have made all their**  
 2 **arrangements and they would have to unscramble all of**  
 3 **that. Actually, whose fault would it be if the trip was**  
 4 **cancelled because we hadn't done the paperwork? That**  
 5 **would look very poor. I thought, how hard can it be to**  
 6 **put together a risk assessment for that trip?**  
 7 **I didn't -- it didn't occur to me that that was**  
 8 **a problematic thing, that, you know, a matter of**  
 9 **a couple of hours, maximum, to pull together a risk**  
 10 **assessment. And I thought that would then be done. And**  
 11 **of course, as it happened, nobody followed up on that.**  
 12 Q. Can I ask you about some other issues that were raised  
 13 in relation to educational visits led by  
 14 Jonathan Thomson-Glover. In her report, Ms Jones  
 15 gathered some evidence from two deputy heads, one of  
 16 whom was Peter Middleton, and she has said -- this is in  
 17 paragraphs 51 and 52 of her report -- that she found  
 18 evidence that there were a number of discussions in the  
 19 senior management team about Thomson-Glover taking  
 20 school trips to Cornwall from 2006 onwards. Those  
 21 concerns were about inadequate supervision, rumours that  
 22 boys were allowed to drink and smoke, and there were  
 23 concerns that Thomson-Glover was taking the boys down to  
 24 Cornwall alone when the educational visits policy  
 25 specified at least two members of staff to accompany

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<p>1 school trips. Were you party to those discussions? Do</p> <p>2 you recall those discussions?</p> <p>3 <b>A. I don't specifically. But I wasn't aware that --</b></p> <p>4 <b>I mean, of the couple of trips that I was aware of,</b></p> <p>5 <b>I knew the assistant housemaster in both cases had gone</b></p> <p>6 <b>on the trip as well. I wasn't aware that -- I was aware</b></p> <p>7 <b>of the fact that sometimes Thomson-Glover had already</b></p> <p>8 <b>gone down to Cornwall, because he lived there, and the</b></p> <p>9 <b>boys would come down later, but with another member of</b></p> <p>10 <b>staff driving them down or on the train or whatever it</b></p> <p>11 <b>might have been. But I wasn't aware -- smoking and</b></p> <p>12 <b>drinking is a difficult one. I talked to Penny Jones</b></p> <p>13 <b>about that at the time. I mean, we had a school rule</b></p> <p>14 <b>that said that pupils shouldn't smoke. I reckoned about</b></p> <p>15 <b>50 per cent of the pupils smoked. We had a school rule</b></p> <p>16 <b>that said that pupils shouldn't drink and certainly</b></p> <p>17 <b>staff shouldn't give them drink, but that was -- under</b></p> <p>18 <b>the age of 16. Over the age of 16, the school rule was</b></p> <p>19 <b>that you could give senior pupils a glass of wine or</b></p> <p>20 <b>beer, or what have you. So smoking and drinking, in</b></p> <p>21 <b>themselves, if they were -- you know, if you had boys</b></p> <p>22 <b>whose parents lived in those same areas of Cornwall --</b></p> <p>23 <b>I think it's one of those -- I think I described it --</b></p> <p>24 <b>and it's described later as a blind eye thing. You</b></p> <p>25 <b>can't -- you can't discipline every pupil every time</b></p> <p style="text-align: center;">Page 69</p>	<p>1 <b>they smoke and drink.</b></p> <p>2 Q. No.</p> <p>3 <b>A. You'd have depopulated the school.</b></p> <p>4 Q. I think, to be fair, the focus of Ms Jones' report was</p> <p>5 more around paperwork not being --</p> <p>6 <b>A. Yeah.</b></p> <p>7 Q. -- concluded and also --</p> <p>8 <b>A. And that was only one occasion that I was aware of.</b></p> <p>9 Q. -- leading unaccompanied trips, and sleeping in his own</p> <p>10 accommodation with boys with no other member of staff</p> <p>11 present?</p> <p>12 <b>A. I didn't know there was no other member of staff</b></p> <p>13 <b>present.</b></p> <p>14 Q. You weren't aware of that?</p> <p>15 <b>A. No.</b></p> <p>16 Q. If there were two lots of accommodation -- so there was</p> <p>17 Mr Thomson-Glover's house and a barn you said was</p> <p>18 nearby -- and there were only two members of staff</p> <p>19 taking the boys down, each member of staff would have</p> <p>20 had to have been alone overnight with the boys, wouldn't</p> <p>21 they?</p> <p>22 <b>A. That wasn't unusual. When we took -- you know, climbing</b></p> <p>23 <b>expeditions, camping trips, again, there would be</b></p> <p>24 <b>occasions where two members of staff in close proximity</b></p> <p>25 <b>but not in the exact same location with responsibility.</b></p> <p style="text-align: center;">Page 70</p>
<p>1 <b>I mean, I can think of, you know, occasions on tours --</b></p> <p>2 <b>one of the things that we really agonised about was what</b></p> <p>3 <b>were the billeting arrangements for pupils on tours to</b></p> <p>4 <b>foreign countries, especially in countries that expected</b></p> <p>5 <b>you to billet the pupils with their host families.</b></p> <p>6 <b>We -- in the end, you kind of have to -- I mean,</b></p> <p>7 <b>I remember the headmaster of the prep school writing to</b></p> <p>8 <b>a headmaster of an equivalent prep school in</b></p> <p>9 <b>South Africa saying, "Can you guarantee that you can</b></p> <p>10 <b>safeguard our pupils?" and he wrote back saying "How</b></p> <p>11 <b>dare you", sort of thing. So it was difficult. We had</b></p> <p>12 <b>to trust people, basically. You had to trust people</b></p> <p>13 <b>taking trips, that they knew how to behave</b></p> <p>14 <b>appropriately.</b></p> <p>15 Q. Can I ask you about trust, because at finding 8 of her</p> <p>16 report, Penny Jones says this:</p> <p>17 "Over the entire period of the review [the whole</p> <p>18 24-year period she's been looking at] there were no</p> <p>19 arrangements for monitoring unsupervised access</p> <p>20 individual staff had to students."</p> <p>21 Would you agree with that?</p> <p>22 <b>A. One of the very first things I did was identify that as</b></p> <p>23 <b>a problem and introduce day matrons into the day houses</b></p> <p>24 <b>where they hadn't been before. The day houses had only</b></p> <p>25 <b>the housemaster. If the housemaster was out teaching or</b></p> <p style="text-align: center;">Page 71</p>	<p>1 <b>at an away rugby match or something like that, the boys</b></p> <p>2 <b>were unsupervised in the building with all of</b></p> <p>3 <b>the consequences you might expect from that.</b></p> <p>4 Q. I'm sorry, with respect, I was asking not about the</p> <p>5 children being unsupervised entirely, but individual</p> <p>6 staff members having unsupervised access to students.</p> <p>7 So one staff member being alone with students or</p> <p>8 a student and there was no way of monitoring that?</p> <p>9 <b>A. No. If they were the only person in the building at the</b></p> <p>10 <b>time -- let's say it's the middle of the afternoon, some</b></p> <p>11 <b>boys are out playing games, you'd only have one member</b></p> <p>12 <b>of staff on duty.</b></p> <p>13 Q. At finding 4, Ms Jones talked about the college</p> <p>14 council --</p> <p>15 <b>A. In day houses, I mean.</b></p> <p>16 Q. If we can move on to finding 4, this is about the</p> <p>17 college council. She found oversight of the senior</p> <p>18 management team by the college council was inadequate.</p> <p>19 She says this:</p> <p>20 "Regarding the relationship between senior</p> <p>21 management and the governing body, there were serious</p> <p>22 tensions within the senior team that inhibited the</p> <p>23 effective implementation of the school's safeguarding</p> <p>24 policies. After 2008, there was no performance</p> <p>25 management of head 3. If carried out effectively, that</p> <p style="text-align: center;">Page 72</p>

1 could have addressed these tensions and identified  
2 safeguarding as an area of concern."  
3 I'd like to ask you about part of the statement of  
4 Tim Ross, who was the chair of council from 2009 to  
5 2013. His witness statement is at tab A5 in your  
6 bundle. We could get that up, it's INQ006092\_002. This  
7 is paragraph 6. Could we highlight paragraph 6. He  
8 says there in the second sentence:  
9 "The headmaster during my period of office was  
10 a strong-minded and strong-willed individual, resistant  
11 to authority, who found it difficult to accept or  
12 understand that ultimate control of (and responsibility  
13 for) the college lay with the council, not the  
14 headmaster. During my time, there was, unfortunately,  
15 no routine appraisal system in place for senior staff  
16 and only one formal appraisal of the head of the upper  
17 school was undertaken. When I became chair of council,  
18 I arranged for a university professor, himself an  
19 enormously experienced school governor, to undertake  
20 a formal appraisal of the head. The head's determined  
21 resistance to this proposition was unfortunately  
22 supported by an influential member of council, an  
23 experienced ex-head. The suggestion was not therefore  
24 supported or pursued."  
25 Would you have any comment you wish to make in

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1 covert filming. Two of the boys who had been filmed  
2 have given the inquiry statements, and I know that you  
3 have also seen the transcript of evidence provided  
4 yesterday. They have told the inquiry that they felt  
5 that the school's support in 2014 and 2015 was  
6 inadequate. I'd like to ask whether you accept that the  
7 support provided to pupils was inadequate?  
8 **A. The problem that we had was that we did not know who the**  
9 **victims were, and so we couldn't reach out to them.**  
10 **Because the police, for operational reasons, I'm sure of**  
11 **their own reasoning, would not, or could not, or did not**  
12 **ever tell us, as far as I'm aware -- I've not known to**  
13 **this day who the victims actually were. We couldn't**  
14 **identify them, we had no way of knowing who they were.**  
15 **All we could do was offer a sort of general appeal to**  
16 **all old boys and girls who had been in the school from**  
17 **1990 to -- well, before that, really, to get in touch**  
18 **and, "Here are the various counselling services that we**  
19 **can lay on for you", which were independent.**  
20 **Interestingly, in one of the witness -- transcripts**  
21 **that I was reading that you just referred to, he said --**  
22 **I think he said, "Actually, we didn't want to talk to an**  
23 **independent person. We actually wanted to talk to**  
24 **somebody at the college about it". So we thought the**  
25 **right thing to do was to lay on independent people who**

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1 relation to Mr Ross's evidence in that respect?  
2 **A. I don't mind admitting to being strong minded and strong**  
3 **willed. Resistant to authority, difficult to accept or**  
4 **understand ultimate control. I don't think that is**  
5 **true. I'm perfectly aware that the college council were**  
6 **ultimately the trustees of the charity and ultimate**  
7 **responsibility rested with them. I would have found it**  
8 **surprising that one influential member of council was**  
9 **able to persuade the other -- however many there were,**  
10 **and I wasn't aware that that had taken place, that that**  
11 **discussion had happened.**  
12 Q. Could I ask you, please --  
13 **A. Something that might be helpful in this respect is that**  
14 **the college council had, in addition to its three**  
15 **meetings a year with the senior management team, also**  
16 **had meetings which were entitled "Private business", to**  
17 **which the senior management team were not invited and**  
18 **indeed deliberately excluded from. So there were many**  
19 **discussion points, perhaps even that one that Tim is**  
20 **referring to there, that were not within our knowledge,**  
21 **you know, that were not material that we had access to**  
22 **in any way.**  
23 Q. I wonder if we could move on now, please, in the time  
24 remaining to us, to talk about the victims and survivors  
25 of Jonathan Thomson-Glover's abuse, the victims of

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1 **were nothing to do with the college, but we were limited**  
2 **in terms of our response by never knowing who the**  
3 **victims were.**  
4 Q. Can I ask you this: you were aware that the filming had  
5 taken place in house 1?  
6 **A. Yes.**  
7 Q. So any boys who had used the showers in house 1 had  
8 potentially been filmed?  
9 **A. Yes.**  
10 Q. And any boys who had been on the residential trips to  
11 Jonathan Thomson-Glover's home had potentially been  
12 filmed?  
13 **A. Yes.**  
14 Q. So you had that much information?  
15 **A. Well, you could narrow it down. But we sent out**  
16 **messages to everybody, because we thought that was the**  
17 **catch-all thing to do. Because how would you know which**  
18 **boys may or may not have had a shower -- the thing is --**  
19 **I think I'm right in saying -- I cannot remember the**  
20 **exact geography of the house, but house 1 shared the**  
21 **building with what one might call house 2, another day**  
22 **boy house, and I think there were shared shower**  
23 **facilities. I think. I'm not sure.**  
24 Q. Can I please summarise to you the points that have been  
25 made by the victims and survivors in terms of their

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1 concerns about the support that was offered or the lack  
 2 of support from the school. In summary, they say this,  
 3 that the school did not keep them informed of what was  
 4 going on, and I think you've addressed that point. They  
 5 have said that there was a group meeting at which they  
 6 were told there was a counsellor if they wanted. There  
 7 were no individual support meetings. There was no  
 8 apology on behalf of the school. There was no  
 9 educational support for any pupils who had been  
 10 affected. There was no encouragement or insistence on  
 11 accessing any professional help or counselling. And  
 12 no-one seemed to be keeping an eye on those pupils'  
 13 emotional well-being over the following months and years  
 14 whilst they were in the school.

15 Do you accept that account of the support that was  
 16 offered by the school?

17 **A. I think we thought we were doing all that we could.**  
 18 **I think the question of -- I remember having a number of**  
 19 **conversations with the new housemaster of house 1 about**  
 20 **doing precisely that, of keeping very careful watch,**  
 21 **very careful, you know, antennae, emotional intelligence**  
 22 **antennae, out for any of the boys who remained in the**  
 23 **school who had been there under Thomson-Glover. I think**  
 24 **that would have been, at that stage, two year groups or**  
 25 **three, something like that, because obviously a cohort**

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1 had happened?

2 **A. In house 1? I can't remember. I think --**

3 Q. Did you ever apologise to the pupils for what had  
 4 happened?

5 **A. I can't remember.**

6 Q. Looking back now, is there anything that you would do  
 7 differently in relation to those events?

8 **A. In general, or the aftermath of the ...?**

9 Q. In the aftermath of the Jonathan Thomson-Glover case?

10 **A. Well, bear in mind I was only there for one term in the**  
 11 **immediate aftermath. I'd left by 31 December. So**  
 12 **you're looking at quite a narrow window of from when he**  
 13 **was convicted in September to when I was finishing my**  
 14 **time at the school. And in between I was absent from**  
 15 **school for quite a protracted period between October**  
 16 **and November. So there wasn't a huge amount that**  
 17 **I could do in the time that was available to me.**

18 **I think that the school has done a great deal since.**  
 19 **I'm encouraged by much of what is now in place in the**  
 20 **school.**

21 **I think one of the things in Penny Jones' report,**  
 22 **which is actually -- summarises it, distils it,**  
 23 **crystallises it very accurately. There's a line where**  
 24 **she says our approach, the college's approach, to**  
 25 **safeguarding was reactive, not proactive. I think**

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1 **left in 2014 and a cohort left in 2015.**

2 **So we were looking out for them. They may not have**  
 3 **known that, because we tried to do it in the most**  
 4 **discreet way possible, because we didn't want to**  
 5 **interfere with their daily lives. We didn't want to**  
 6 **make a special case of them, you know, because that**  
 7 **would have been problematic too. Also, ultimately, we**  
 8 **didn't know who they were. So all we could do was look**  
 9 **out for signs.**

10 Q. Well, the transcript that you have seen from A345, who  
 11 came to give evidence to the inquiry yesterday, he said  
 12 that he became very depressed and withdrawn, that he put  
 13 on a great deal of weight, that he stopped playing  
 14 sports, and that he noticed that one of the other boys  
 15 who had been filmed and was affected actually stopped  
 16 eating and lost a huge amount of weight, and that nobody  
 17 picked up on the warning signs for either of those boys?

18 **A. I read that. I can't -- I can't know the reasons why**  
 19 **that wasn't picked up. It wasn't -- I saw the school**  
 20 **every morning, 720 pupils trooped past me in a flash.**  
 21 **You try and pick up things from that. You try and pick**  
 22 **things up as you're walking around the school. But,**  
 23 **actually, in the end, there were people who were working**  
 24 **much more closely with the pupils than I was.**

25 Q. Did you ever speak to the pupils in house 1 about what

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1 **making that cultural shift from a reactive culture,**  
 2 **dealing with incidents as they arose, to a proactive**  
 3 **culture is the journey, if you like, that needed to**  
 4 **happen, and I hope is happening. But I think that's**  
 5 **a very pertinent summary. We were reactive, that is**  
 6 **true.**

7 Q. Yes.

8 **A. And we didn't always react -- as you have clearly**  
 9 **identified over the last hour and a bit, we didn't**  
 10 **always react in the right way, or in the -- not that we**  
 11 **weren't trying to, but, you know, in retrospect, there**  
 12 **were clearly things that we could have done differently,**  
 13 **that I could have done differently.**

14 Q. I think, Mr Moore, you indicated that there were some  
 15 recommendations that you would like the --

16 **A. Yes, I do. I have two, actually. The document that's**  
 17 **included in B19.**

18 Q. This is the report of Delyth Lynch.

19 **A. Yes.**

20 Q. The BSA fellowship report into boarding schools by  
 21 Delyth Lynch?

22 **A. Exactly. I thought there was a brilliant idea in there.**  
 23 **I think it is full of wise counsel and sage advice. It**  
 24 **identifies exactly how you make that move from reactive**  
 25 **to proactive in your safeguarding culture. But one**

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<p>1 thing that she proposes there is a certificate or 2 diploma in safeguarding. I think that would be a really 3 good idea. I would even go as far as to say you could 4 make it part of initial teacher training, that somebody 5 has to have, as part of their training, a certificate in 6 safeguarding in order to practice in a school. Then you 7 could have maybe an advanced diploma for those who are 8 working in a more -- you know, in a context -- 9 a residential context or a boarding context. So I would 10 endorse that as a recommendation, if one of the things 11 that came out of this inquiry was -- because that would 12 embed a safeguarding culture in every single member of 13 staff. You would have to make it available to 14 nonteaching staff as well, particularly matrons, medical 15 centre staff, doctors, you know, and it would be 16 obviously a big piece of work administratively. But 17 I think it would guarantee a level of awareness. 18 I mean, some of the things -- you know, Nicola says 19 I didn't understand what grooming behaviour was. Well, 20 I kind of did intellectually and I'd done all the 21 training, but then matching that to what you see going 22 on, there's a jump there sometimes. It wasn't that we 23 didn't know what grooming behaviour was. So it's not an 24 absolute, you know, panacea for dealing with the issue, 25 but a certificate would at least guarantee a degree</p> <p style="text-align: center;">Page 81</p>	<p>1 of -- have I been switched off? 2 Q. No, we are with you. 3 A. The second one is, if one of the recommendations of 4 the inquiry is to look again at the whole issue of 5 mandatory referrals -- now, you may argue that they 6 should be mandatory -- you know, they are mandatory 7 already, but, actually, that would have been really 8 helpful in those situations where we were arguing every 9 which way around cases: did it meet this or that 10 definition; what is the definition of "harm"; does it 11 come up to that definition; what is the definition of 12 the threshold, and so on, and actually -- 13 Q. Can I clarify, sorry, you're talking about mandatory 14 referrals to the LADO? 15 A. To the LADO, absolutely, yes. Because so much of 16 the agony of the decision-making process and the 17 responsibility of it that weighs heavily upon you -- 18 because, you know, these are not -- these are 19 potentially life-changing things for the people 20 involved, and you agonise over it and, actually, if you 21 just have mandatory referral, and you went, "Well, we 22 don't -- it is not our problem -- we don't have to think 23 about it, we just pass it on", and the professionals, 24 who know way more about this than we do, can then deal 25 with it.</p> <p style="text-align: center;">Page 82</p>
<p>1 Q. Can I just ask you at that point, were you aware that 2 you could have picked up the phone and asked the LADO 3 for advice at any time? It didn't have to be an 4 official referral? You can simply pick up the phone and 5 ask for advice, "Should this be referred?" 6 A. Yes, and I think the child protection officers and 7 designated safeguarding leads did do that. 8 Q. Thank you. 9 A. But I think -- we had a lot of expertise in that area; 10 Jo, who was the head of the pre-prep school particularly 11 so, and she worked very closely with Nicola. She was 12 much more highly qualified than me in that whole area. 13 MS NIELD: Thank you. Chair and panel, do you have any 14 questions for this witness? 15 THE CHAIR: I have a question. And I will check with my 16 colleagues whether they do. 17 Questions from THE PANEL 18 THE CHAIR: Mr Moore, I wanted to check something you said 19 earlier on the matter of trips, school trips. I think 20 you referred to hundreds of trips taking place every 21 year. Did you mean that literally, "hundreds"? 22 A. Yes, there were really that many. I mean, if you added 23 them all up -- I mean, it might be just a museum visit 24 or a trip to London to see a play, but there were also 25 trips and tours going the length and breadth of</p> <p style="text-align: center;">Page 83</p>	<p>1 the globe. We had cricket tours to all the places in 2 the world that play cricket, you had rugby tours, you 3 had choir tours, you had trips all around the UK. Yes, 4 it would have been literally hundreds. 5 THE CHAIR: Bearing in mind there were 720 pupils, as you 6 say, what proportion -- can you roughly estimate -- 7 involved overnight stays? 8 A. On those trips? Oh, quite a lot. Yes. 9 THE CHAIR: I'm really trying to -- 10 A. I couldn't estimate a percentage. It depends -- you 11 know, when we had -- if our sports teams were very 12 successful and they went to national tournaments, then 13 they would stay overnight. Then, if they got through to 14 the next round, they'd stay another night, and if they 15 got through to the next round, they'd stay another 16 night. So you didn't always know when residential 17 accommodation was going to be needed, you'd plan for the 18 best-case scenario, them getting all the way through to 19 the finals, but that wasn't always the case, obviously. 20 So you had to be quite flexible. 21 But it was, I should think, between a third and 22 a half of the pupils at some point. 23 THE CHAIR: I see. 24 A. Maybe more. Maybe more. 25 THE CHAIR: Did you keep a central register of the most</p> <p style="text-align: center;">Page 84</p>

<p>1 basic data, ie, who they involved, which pupils --</p> <p>2 <b>A. Yes. I had an 18-month forward planning process,</b></p> <p>3 <b>because one of the issues that came up was, you know,</b></p> <p>4 <b>some pupils going on as many as three overseas tours in</b></p> <p>5 <b>a year because they were in the top teams for all of</b></p> <p>6 <b>the sports, and so we introduced a rota that meant --</b></p> <p>7 <b>you'd say, no, if there was a rugby tour this year there</b></p> <p>8 <b>can't be one next year because -- also because of</b></p> <p>9 <b>the cost issue. Parents were forking out thousands of</b></p> <p>10 <b>pounds extra a year for these trips. There was a rota</b></p> <p>11 <b>that was published in advance. Of course we kept</b></p> <p>12 <b>records of who had gone where and when. But we didn't</b></p> <p>13 <b>have historic records going back five, six, seven,</b></p> <p>14 <b>eight, ten years. Of course, now, all of that is</b></p> <p>15 <b>digitised so it's easy to access on a computer.</b></p> <p>16 THE CHAIR: When did you keep a central record from? Which</p> <p>17 date? What year?</p> <p>18 <b>A. I'm guessing -- I don't know. 2008, '9, '10, that type</b></p> <p>19 <b>of period.</b></p> <p>20 THE CHAIR: Can you estimate how many trips were conducted</p> <p>21 by Thomson-Glover?</p> <p>22 <b>A. In my time -- no. I mean, three or four.</b></p> <p>23 THE CHAIR: In all of those years, there were three or</p> <p>24 four --</p> <p>25 <b>A. There were a number of years where he didn't take them.</b></p> <p style="text-align: center;">Page 85</p>	<p>1 THE CHAIR: So even the informal contacts that took place,</p> <p>2 you know, when there were other people in the area, as</p> <p>3 you referred --</p> <p>4 <b>A. Well, as you know, North Cornwall is a popular holiday</b></p> <p>5 <b>destination and lots of our parents had second homes</b></p> <p>6 <b>down there. If Thomson-Glover was there and he met with</b></p> <p>7 <b>them in that context, then obviously the school would</b></p> <p>8 <b>have no oversight of that, nor could they.</b></p> <p>9 THE CHAIR: There were only three or four residential --</p> <p>10 <b>A. During 2005 to '14, there were at least a couple of</b></p> <p>11 <b>years where he didn't take the trips, either because the</b></p> <p>12 <b>weather wasn't good enough or in 2012, for example, it</b></p> <p>13 <b>was the school's 150th anniversary and there wasn't an</b></p> <p>14 <b>option -- there wasn't a slot in the schedule. Things</b></p> <p>15 <b>like that. Mitigating -- so I can't remember exactly</b></p> <p>16 <b>how many trips there were, but it wasn't every year.</b></p> <p>17 THE CHAIR: Did other masters take their pupils or students</p> <p>18 to holiday homes or their own first homes?</p> <p>19 <b>A. Yes. Yes, I think -- less so as time went on, because</b></p> <p>20 <b>people became uncomfortable with the whole, you know,</b></p> <p>21 <b>risk assessment of that.</b></p> <p>22 THE CHAIR: Did you become uncomfortable with it?</p> <p>23 <b>A. Yes. I mean, I -- rightly or wrongly, I trusted my</b></p> <p>24 <b>staff. I thought we had a very fine collection of</b></p> <p>25 <b>people who wouldn't, you know, breach the trust that's</b></p> <p style="text-align: center;">Page 86</p>
<p>1 <b>embedded in them. So I didn't think we had a particular</b></p> <p>2 <b>problem with it or an issue with it. But I had people,</b></p> <p>3 <b>you know, who didn't want to drive minibuses, for</b></p> <p>4 <b>example, because they might, you know, be involved in an</b></p> <p>5 <b>accident and then -- and so on and so on. So the whole</b></p> <p>6 <b>culture of being very careful about what you did and</b></p> <p>7 <b>didn't -- you know, did creep -- you know, did, year by</b></p> <p>8 <b>year by year, advance, you know.</b></p> <p>9 THE CHAIR: Presumably you had insurance cover that covered</p> <p>10 all of those trips --</p> <p>11 <b>A. Yes.</b></p> <p>12 THE CHAIR: -- whether to somebody's home or not?</p> <p>13 <b>A. Yes. I mean, and, you know, sometimes we did desktop</b></p> <p>14 <b>exercises and disaster planning, you know, senior</b></p> <p>15 <b>management team, and one of the disaster scenarios you</b></p> <p>16 <b>do is something like that happening, so -- or, you know,</b></p> <p>17 <b>a multiple pileup on the motorway on a trip. So we were</b></p> <p>18 <b>constantly monitoring the risks.</b></p> <p>19 THE CHAIR: Thank you. Ms Sharpling, do you have any</p> <p>20 questions?</p> <p>21 MS SHARPLING: Just the one question. Thank you, Mr Moore,</p> <p>22 if I may. When the news broke about</p> <p>23 Jonathan Thomson-Glover, you indicated a PR firm, or</p> <p>24 something of that nature, provided advice in what you</p> <p>25 describe as a confused situation, particularly in the</p> <p style="text-align: center;">Page 87</p>	<p>1 early days.</p> <p>2 Did you think at that time whether it would be</p> <p>3 suitable to instruct some safeguarding experts to assist</p> <p>4 you and the school team in managing the impact of</p> <p>5 Jonathan Thomson-Glover's behaviour as the picture</p> <p>6 became clearer in the school's mind?</p> <p>7 <b>A. No, I suppose we thought that -- no, I don't think we</b></p> <p>8 <b>did, no. Thinking back on it. Did anyone suggest that?</b></p> <p>9 <b>I can't remember.</b></p> <p>10 MS SHARPLING: Do you think, on reflection, that might have</p> <p>11 been a good idea, given you had already instructed a PR</p> <p>12 firm who'd already at least wrote or drafted one of your</p> <p>13 letters?</p> <p>14 <b>A. We thought we had permission from Amanda Hirst, who was</b></p> <p>15 <b>the police press liaison, to manage that side of things</b></p> <p>16 <b>ourselves, and she said, "You will probably need to</b></p> <p>17 <b>write to parents again and you can do that", so we</b></p> <p>18 <b>didn't think there was a sort of problem with doing</b></p> <p>19 <b>that.</b></p> <p>20 <b>In terms of -- I think you can never engage too many</b></p> <p>21 <b>structures of support, can you? We probably should have</b></p> <p>22 <b>involved more people, yes.</b></p> <p>23 MS SHARPLING: Thank you very much.</p> <p>24 THE CHAIR: Mr Frank?</p> <p>25 MR FRANK: No, thank you.</p> <p style="text-align: center;">Page 88</p>

<p>1 THE CHAIR: Sir Malcolm?</p> <p>2 PROF SIR MALCOLM EVANS: No, thank you, chair.</p> <p>3 THE CHAIR: Thank you very much. We have no further</p> <p>4 questions. Thank you, Mr Moore.</p> <p>5 <b>A. Okay, thank you.</b></p> <p>6 <b>(The witness withdrew)</b></p> <p>7 MS NIELD: I'm mindful of the time, chair. I think now</p> <p>8 might be an opportune moment to take a break for lunch.</p> <p>9 THE CHAIR: Yes. We will return at 1.50 pm. Thank you.</p> <p>10 (12.53 pm)</p> <p>11 (The short adjournment)</p> <p>12 (1.50 pm)</p> <p>13 THE CHAIR: Good afternoon, everyone. Ms Scolding?</p> <p>14 MS SCOLDING: The next witness is Ms Nicola Laird.</p> <p>15 MS NICOLA LAIRD (affirmed)</p> <p>16 Examination by MS SCOLDING</p> <p>17 MS SCOLDING: Good afternoon, Ms Laird. A few introductory</p> <p>18 remarks. Firstly, this isn't a test of memory, so</p> <p>19 please feel free to refer to the bundles you have in</p> <p>20 front of you and also any notes you've made.</p> <p>21 Danny, our evidence handler, will be getting some</p> <p>22 documents up on screen. These can take a few seconds to</p> <p>23 appear, so please bear with us.</p> <p>24 If you can't read them, if you are anything like me,</p> <p>25 please do say so, and we can get them enlarged.</p> <p style="text-align: center;">Page 89</p>	<p>1 We shall be taking a break after an hour, but if you</p> <p>2 need a break before that point, please do let me know.</p> <p>3 We shouldn't have any technical problems. If we do,</p> <p>4 please just hang tight. We will try and get you</p> <p>5 reconnected as soon as we can.</p> <p>6 Once I have finished asking you questions, I shall</p> <p>7 hand over to the chair and panel, who may have some</p> <p>8 questions for you.</p> <p>9 Now, Ms Laird, could we turn behind tab A1 of</p> <p>10 the bundle which I hope you have in front of you. There</p> <p>11 is a witness statement dated 1 July 2020 from yourself.</p> <p>12 Can you confirm that you signed that witness statement?</p> <p>13 <b>A. Yes, I did.</b></p> <p>14 Q. Can you confirm that that witness statement is true, to</p> <p>15 the best of your knowledge and belief?</p> <p>16 <b>A. There is one error that I wanted to bring your attention</b></p> <p>17 <b>to, and that is, when I began -- when I commenced the</b></p> <p>18 <b>LADO role. It was actually 2013, not 2015, as my</b></p> <p>19 <b>statement records.</b></p> <p>20 Q. Yes. So that's paragraph 2 of your witness statement</p> <p>21 says "2015", when in fact it should be 2013?</p> <p>22 <b>A. Yes.</b></p> <p>23 Q. Thank you very much for that correction. Chair, may</p> <p>24 that witness statement stand in full in respect of</p> <p>25 Ms Laird? Thank you.</p> <p style="text-align: center;">Page 90</p>
<p>1 So you are the local authority designated officer</p> <p>2 for Bristol City Council and have held that role since</p> <p>3 2013 and you are a qualified social worker. Perhaps you</p> <p>4 would like to start by explaining briefly the role of</p> <p>5 the LADO, as I will now call you, and your role in</p> <p>6 particular in respect of schools and educational</p> <p>7 establishments?</p> <p>8 <b>A. So the LADO role is defined in Working Together to</b></p> <p>9 <b>Safeguard Children, in which it gives a very brief</b></p> <p>10 <b>summary around the role and responsibilities of the LADO</b></p> <p>11 <b>and of the allegation management threshold, so the</b></p> <p>12 <b>threshold for what meets a LADO referral.</b></p> <p>13 Q. So what threshold does meet a LADO referral and what's</p> <p>14 your role and responsibility once things have been</p> <p>15 referred?</p> <p>16 <b>A. So the threshold is where a child may have been harmed,</b></p> <p>17 <b>or has been harmed, where a criminal offence has been</b></p> <p>18 <b>committed or where there are concerns regarding an</b></p> <p>19 <b>individual, of a safeguarding nature, who works with</b></p> <p>20 <b>children or volunteers with children.</b></p> <p>21 Q. Can I just check it is "may", it is not "has", so it is</p> <p>22 a fairly low threshold, from your perspective?</p> <p>23 <b>A. Yes, it is "may" or "has". But, in addition to that,</b></p> <p>24 <b>LADOs also deal with lower-level concerns where there</b></p> <p>25 <b>may be patterns of concerns or transferable risk or</b></p> <p style="text-align: center;">Page 91</p>	<p>1 <b>issues of suitability.</b></p> <p>2 Q. Do you actually do the investigating? Because this is</p> <p>3 one of the things I think people sometimes have</p> <p>4 a misunderstanding about. What's your role when</p> <p>5 a referral is made to you?</p> <p>6 <b>A. No, the LADO doesn't investigate; the LADO's role is to</b></p> <p>7 <b>manage and oversee the process of investigation into an</b></p> <p>8 <b>allegation of abuse to ensure that the correct</b></p> <p>9 <b>procedures and processes are followed. So that would</b></p> <p>10 <b>either be by the organisation who employs the individual</b></p> <p>11 <b>or it would be by the police. Any allegation that meets</b></p> <p>12 <b>the threshold as defined in Working Together would</b></p> <p>13 <b>require an investigation via one of those two routes.</b></p> <p>14 Q. If it was a school, for example, and the police said,</p> <p>15 "Well, look, we don't think it is a criminal offence",</p> <p>16 one of your roles would be to provide advice and</p> <p>17 guidance to a school to say, "This is how you should</p> <p>18 investigate. This is what you should be doing. This is</p> <p>19 the advice I would give you". Is that right?</p> <p>20 <b>A. Yes, it is. Within education, they have specific</b></p> <p>21 <b>guidance called Keeping Children Safe in Education 2020,</b></p> <p>22 <b>and within that it has a section in relation to managing</b></p> <p>23 <b>allegations and the LADO role, and it details the</b></p> <p>24 <b>process of referring to the LADO and the steps that an</b></p> <p>25 <b>organisation, a school, should take in dealing with that</b></p> <p style="text-align: center;">Page 92</p>

1 **allegation and seeking advice from the LADO.**  
 2 Q. So there's the kind of more formal role, if a referral  
 3 is made, but you have also talked about being a sort of  
 4 sounding board, I suppose is the way that I would  
 5 describe it. Is that something which is formally set  
 6 out within the guidance, or is that something that you  
 7 have taken upon yourself?  
 8 **A. It's not formally set out, because the guidance in**  
 9 **Working Together is quite limited, and so there is**  
 10 **regional variation. We are trying to create consistency**  
 11 **through the creation of the national LADO network.**  
 12 **In Bristol, my approach is that I want to enable**  
 13 **organisations to contact the LADO if they have**  
 14 **lower-level concerns or want to seek advice.**  
 15 Q. How do you make sure that schools do that proactively?  
 16 **A. Well, the LADO referral form has recently been revised,**  
 17 **because within Keeping Children Safe in Education, in**  
 18 **the update they have included a fourth category, which**  
 19 **is in relation to issues of suitability.**  
 20 Q. Right.  
 21 **A. Therefore -- so that is included on the LADO referral**  
 22 **form, and it encourages organisations, schools**  
 23 **particularly, to think about are they referring because**  
 24 **it meets the LADO threshold or is it a lower-level**  
 25 **safeguarding concern for which they are seeking advice.**

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1 **regular meetings with the manager of the Safeguarding in**  
 2 **Education team, and we share concerns around high-risk,**  
 3 **high-profile cases where patterns are emerging. I might**  
 4 **ask the team to go in if I identify a school doesn't**  
 5 **have an accurate, robust safeguarding policy, and ask**  
 6 **them to provide support in updating that. So we work**  
 7 **very closely together on a number of matters.**  
 8 Q. As far as you're aware, did you always have this  
 9 Safeguarding in Education team, or were you on your own  
 10 trying to perform both roles, a sort of an educational  
 11 role and a management role?  
 12 **A. So the Safeguarding in Education team has been in**  
 13 **existence in Bristol for about four years, so at the**  
 14 **time of the Clifton College case, that wasn't in**  
 15 **existence, and, therefore, some of that support I tried**  
 16 **to provide but didn't have the capacity, and, therefore,**  
 17 **this team is now able to undertake quite extensive**  
 18 **support on those areas outside the LADO remit.**  
 19 Q. Do you think that's necessary?  
 20 **A. I think they provide a really valuable service in the**  
 21 **city. I meet regularly with colleagues in the**  
 22 **Southwest. We have a Southwest LADO forum. Some of my**  
 23 **colleagues in those regions, in those other authorities,**  
 24 **don't have the same model. So I think it adds a level**  
 25 **of robustness to the local authority's ability to deal**

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1 Q. So the lower-level safeguarding concerns, are they the  
 2 sorts of things we heard about from Mr Erooga? I don't  
 3 know whether you had a chance to hear his evidence on  
 4 Monday. So things which cause kind of niggles, worries.  
 5 And how frequently do schools approach you about that?  
 6 **A. I would deal with those lower-level concerns, because**  
 7 **the LADO, in my opinion, very much part of their role is**  
 8 **to see whether there's a pattern of concerns emerging**  
 9 **which could potentially indicate grooming-type**  
 10 **behaviour.**  
 11 Q. Right.  
 12 **A. So I encourage schools, through training that I deliver,**  
 13 **and also we have the Bristol City Council Safeguarding**  
 14 **in Education team who increases awareness --**  
 15 Q. What's the Bristol Safeguarding in Education team? We  
 16 have heard about them this morning from Mr Moore. Who  
 17 are they and what's your relationship with them?  
 18 **A. So they are within the Bristol City Council Education**  
 19 **Department, and there is a team manager and three**  
 20 **advisors who oversee all of the schools within the**  
 21 **Bristol area, independent, local authority maintained**  
 22 **and academies and they provide support around wider**  
 23 **safeguarding issues, things that wouldn't meet the LADO**  
 24 **threshold, that might be around policies or procedures,**  
 25 **training, and we work very closely together. I have**

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1 **with safeguarding concerns generally within education.**  
 2 Q. You've obviously talked about the national LADO network  
 3 and you've also talked about the fact that there's  
 4 a limited guidance at the moment. If you could wave  
 5 a magic wand, what would you want to see to improve LADO  
 6 services in England and in Wales?  
 7 **A. I would like to see there to be more detailed procedures**  
 8 **within Working Together to Safeguard Children that**  
 9 **mirror, or are similar to, the detail within Keeping**  
 10 **Children Safe in Education; to enable organisations**  
 11 **outside of educational settings to have a good**  
 12 **understanding of the LADO role and the allegation**  
 13 **management process; but also to enable consistency for**  
 14 **LADOs across the country.**  
 15 Q. How about money? Do you think there is enough money put  
 16 into the LADO role, whether in your authority or more  
 17 generally from, obviously, the active work you have done  
 18 with others, or do you think it is a role that's  
 19 relatively underfunded and undersupported, given the  
 20 importance of it?  
 21 **A. I think there's general recognition. I think within**  
 22 **Bristol there is good support for the LADO role. We**  
 23 **have a robust LADO team. I think within the Southwest,**  
 24 **because I can't really comment nationally, but some of**  
 25 **my colleagues don't have the same model of support, so**

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<p>1 resource may well be an issue. I do think it is an                  2 important role that does require the necessary funding,                  3 because it is so crucial to have one full-time or a team                  4 of LADOs in larger areas to enable those functions to be                  5 undertaken, and I know that some LADOs have to fulfil                  6 a LADO role along with another team manager role, which                  7 I imagine can be a real challenge.</p> <p>8 Q. Particularly, I'm assuming, if you are running what I am                  9 going to call an open-door policy, in terms of people                  10 phoning you up and wanting to sort of chew over                  11 particular concerns or problems; is that right?</p> <p>12 <b>A. Yes, definitely.</b></p> <p>13 Q. So I'd like to ask you about the relationship between                  14 Clifton College and the LADO service before 2014.                  15 Before Mr Thomson-Glover was arrested, which I think was                  16 in July 2014, how much contact was there between                  17 Clifton College and the LADO service? I think if we go                  18 behind -- it is tab B1 of my bundle. Danny, could we                  19 get up BSC000285_001. This is your schedule of all the                  20 referrals that Clifton College have made to you                  21 from April 2013 onwards, which is, I'm assuming, when                  22 you started the job?</p> <p>23 <b>A. Yes, that's when I started. The LADO role in Bristol                  24 started before that time, but that chronology was                  25 created from LADO records prior to me undertaking the</b></p> <p style="text-align: center;">Page 97</p>	<p>1 role.</p> <p>2 Q. Okay.</p> <p>3 <b>A. This is all the referrals made to the LADO team from its                  4 commencement up until -- yes, until the conclusion of                  5 the --</b></p> <p>6 Q. So these are all the referrals from 2006 to date?</p> <p>7 <b>A. Yes.</b></p> <p>8 Q. Well, July 2020, which is when you submitted this                  9 information.</p> <p>10 <b>A. Yes.</b></p> <p>11 Q. So there are no referrals at all until April 2013.                  12 There are then four referrals that we can see prior to                  13 the arrest of Jonathan Thomson-Glover. And then, after                  14 that, there are 66 referrals or contacts, and I think we                  15 heard from Ms Newman yesterday that she quite frequently                  16 phones you up and the two of you have a very good                  17 relationship with each other.</p> <p>18 So would you describe those numbers of referrals                  19 before the arrest of Jonathan Thomson-Glover as usual                  20 for a school, unusual?</p> <p>21 <b>A. I think -- I can't really quantify whether it's usual or                  22 unusual. I think what's noticeable is that there was                  23 a significant number of referrals following the                  24 Jonathan Thomson-Glover case, and cases were uncovered                  25 where clearly they should have been previously referred.</b></p> <p style="text-align: center;">Page 98</p>
<p>1 Q. The first one of those I want to talk about is                  2 Mr Johnston. Now, we have heard in evidence all about                  3 Mr Johnston. Would you have expected, in 2008, a school                  4 to have referred an incident of non-recent abuse,                  5 because obviously it involved individuals who were no                  6 longer at the school and, in fact, no longer in                  7 education at the time of his arrest and trial. Would                  8 you still have expected there to have been a referral to                  9 the LADO in those sorts of cases?</p> <p>10 <b>A. Yes, I would, and I do regularly get cases -- referrals                  11 of non-recent abuse, because the primary principle is to                  12 ensure that that person is no longer working with                  13 children.</b></p> <p>14 Q. Right. So even if the abuse had happened 30 or 40 years                  15 ago, you still would want to know about it so that you                  16 can make the appropriate referral to the DBS?</p> <p>17 <b>A. Yes, I would.</b></p> <p>18 Q. Do you think that that's something else which maybe                  19 Keeping Children Safe in Education and Working Together                  20 don't really deal with, which is how a school should                  21 manage non-recent abuse and what guidance you should                  22 give in those sorts of circumstances, or do you think                  23 actually the guidance is quite good on this?</p> <p>24 <b>A. I think it would be good to have some reference within                  25 guidance about referrals for non-recent abuse, and</b></p> <p style="text-align: center;">Page 99</p>	<p>1 <b>I think this case of -- this specific case has                  2 highlighted that there could have been learning for                  3 Clifton College as a result of that case.</b></p> <p>4 Q. Yes. Now, obviously, we have seen there weren't any                  5 referrals at all. Does that mean that, at that time,                  6 schools could go basically under the radar, so you                  7 wouldn't necessarily know -- it wouldn't be something                  8 that you would sit there and think, "Right, I've got" --                  9 I don't know, how many schools do you have in Bristol                  10 that you look after?</p> <p>11 <b>A. I'm not exactly sure, I'm afraid.</b></p> <p>12 Q. Okay. More than 50 or less than 50?</p> <p>13 <b>A. More than 50.</b></p> <p>14 Q. So you've got 50 schools. What do you do to make sure                  15 that you're checking that they are making referrals when                  16 they should? Was there a system in place then and is                  17 there a system in place now?</p> <p>18 <b>A. I don't have a system that does that, and there wasn't                  19 a system back then. Since the establishment of                  20 the Safeguarding in Education team, they cover, as                  21 I said, all of the schools in Bristol, and they send out                  22 a yearly safeguarding audit for schools to complete.                  23 That's a way of them engaging with schools.                  24 In addition to that, they have a safeguarding --                  25 a DSL forum where safeguarding leads meet on a regular</b></p> <p style="text-align: center;">Page 100</p>

<p>1 <b>basis in different areas of Bristol to enable them to</b>                  2 <b>discuss and share concerns, so that that is the team</b>                  3 <b>currently that engages with schools --</b>                  4 Q. Right.                  5 <b>A. -- and could identify if a school potentially wasn't</b>                  6 <b>engaging or there were concerns potentially.</b>                  7 Q. Right.                  8 <b>A. More of that groundwork, whereas I'm dealing more</b>                  9 <b>specifically with allegations of abuse.</b>                  10 Q. But do you think that groundwork is helpful in terms of,                  11 if, for example, they don't return a safeguarding audit,                  12 I'm assuming the Safeguarding in Education team would                  13 phone the school up and say, "What's gone on? Why                  14 haven't you sent this back?"                  15 <b>A. Yes, it would.</b>                  16 Q. I know Ms Newman has talked warmly both of                  17 the safeguarding audit and also the safeguarding forum,                  18 which she is a member of, how useful she's found it                  19 personally.                  20 <b>A. Yes.</b>                  21 Q. If we could move on to the Jonathan Thomson-Glover case,                  22 you were made aware of his imminent arrest, as                  23 I understand it, by Devon and Cornwall Police                  24 in July 2014. You were made aware because you were the                  25 LADO. You convened and chaired the allegation</p> <p style="text-align: center;">Page 101</p>	<p>1 management strategy discussions, of which I understand                  2 there were five. Can you tell us what allegation                  3 management strategy discussions are and who attended                  4 them, in the case of Clifton College?                  5 <b>A. So LADO allegation management strategy discussions with</b>                  6 <b>multi-agency meetings where professionals who are</b>                  7 <b>involved in complex or high-risk cases would attend. So</b>                  8 <b>in the case of Clifton College, the police attended, So</b>                  9 <b>ISI, as the regulatory body, were invited,</b>                  10 <b>representatives of Clifton College attended, and at</b>                  11 <b>those meetings, information is shared in relation to the</b>                  12 <b>concerns that have come to light, in this case regarding</b>                  13 <b>his online activity and filming children.</b>                  14 <b>The school is then asked, in this case, to</b>                  15 <b>contribute about any information that they have</b>                  16 <b>regarding that individual, and from all of the</b>                  17 <b>information sharing, an action plan is formulated around</b>                  18 <b>the investigation process and any other actions that are</b>                  19 <b>needed to be taken forward.</b>                  20 Q. So it's a way of making sure that everybody gets                  21 together, does things in harmony and nobody is treading                  22 on each other's toes?                  23 <b>A. Yes.</b>                  24 Q. So the first one of those is 15 August. It is behind                  25 tab B4 of the bundle. We had a look at it this morning.</p> <p style="text-align: center;">Page 102</p>
<p>1 I'm going to ask you to have a quick look at it now.                  2 Danny, can we get up BSC000260_002 first. This is the                  3 sort of second page. One can see -- who makes notes of                  4 this? Are these your notes?                  5 <b>A. At that time, I took the notes.</b>                  6 Q. You basically introduced what had happened and the fact                  7 that there had been searches, and the fact that there                  8 had been searches of Mr Thomson-Glover's address, both                  9 his parents' address and the property in -- I think it                  10 says "Weybridge", that's wrong, it's Wadebridge, which                  11 is near Rock, rather than Weybridge in Surrey. Also,                  12 that his accommodation at Clifton had been seized.                  13 Then, if we go to _003, please, Vicky Hayman, who                  14 I think was one of the senior police officers involved                  15 with the investigation, says at the second paragraph                  16 down that the footage was taken at Clifton College and                  17 the photos definitely included images of a boy                  18 masturbating in a shower.                  19 If we then go on to _004, one can see -- this is, in                  20 effect, your note of what Mr Moore said at the meeting.                  21 It identifies various things about his teaching                  22 background, et cetera, et cetera. What's interesting                  23 here is that there is no mention of Mr Moore telling                  24 anybody about the fact that boys would have gone on                  25 trips to the Wadebridge house.</p> <p style="text-align: center;">Page 103</p>	<p>1 Can you be sure you would have made a note of that,                  2 had that been indicated at the meeting?                  3 <b>A. If that would have been shared, because that was quite</b>                  4 <b>a relevant piece of information, that would have been</b>                  5 <b>recorded in the notes because it was relevant, in my</b>                  6 <b>opinion, for the police investigation.</b>                  7 Q. I think Mr Moore said to us this morning that it was                  8 a sort of genuine oversight. Do you think, given that                  9 this was fairly early on in the investigation, that that                  10 could have been the case?                  11 <b>A. It's difficult to say.</b>                  12 Q. There's then a second meeting, which takes place                  13 in October 2014, which is behind tab B5, which is about                  14 seven weeks later, in October. If one then goes to                  15 BSC000192_002, one can see that Ms Hayman, the police                  16 officer, identified nine locations, various locations in                  17 Clifton College and at the Wadebridge property.                  18 Later on, Ms Kingdon, on the next page, _003:                  19 "AK advised that there is contradictory information                  20 provided by the school regarding the trips Jonathan took                  21 to Wadebridge with pupils from the college.                  22 "The cleaner ..."                  23 I think, in fact, that was the cleaner from the                  24 Wadebridge property:                  25 "... [said that most] years over the last ten years</p> <p style="text-align: center;">Page 104</p>

1 [boys had gone]. Mark [Mr Moore] however has advised  
 2 that he is only aware of three trips to the property.  
 3 AK stated that further information is required ..."  
 4 So this, I think, is before Mr Moore joined the  
 5 meeting; is that right?  
 6 **A. Yes, there was a confidential meeting prior to the**  
 7 **meeting with Clifton College representatives.**  
 8 Q. Then, when Mr Moore joins the meeting, this is \_004 and  
 9 over to \_005, you indicate your concerns about  
 10 safeguarding at the school at that time. Could you tell  
 11 us a little bit about what your concerns were?  
 12 **A. I had a number of concerns, which increased as my**  
 13 **involvement with the college continued over the course**  
 14 **of the investigation. I was concerned about the ethos**  
 15 **and culture of the school, that it didn't seem to be**  
 16 **a college or an organisation in which safeguarding was**  
 17 **integral to the functioning. The headteacher didn't**  
 18 **demonstrate an understanding of safeguarding policies**  
 19 **and procedures, and seemed unaware of the LADO role when**  
 20 **I first made contact with him.**  
 21 Q. Right.  
 22 **A. The other representatives from the college who**  
 23 **attended -- so the safeguarding lead and also the**  
 24 **safeguarding council member -- also lacked knowledge and**  
 25 **expertise in respect of safeguarding. It was**

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1 **seem to have those policies and procedures in place and**  
 2 **that the headteacher didn't seem to acknowledge why that**  
 3 **might be a concern.**  
 4 Q. As well, one of the other issues is, obviously all this  
 5 took place at Mr Thomson-Glover's second home in --  
 6 well, some offending took place in his second home in  
 7 Wadebridge. Obviously you deal with a large number of  
 8 schools. Was it usual or unusual for members of staff  
 9 to host pupils in their homes?  
 10 **A. I would say, in my experience as LADO, that is really**  
 11 **unusual and really inappropriate, because it's a breach**  
 12 **of professional boundaries. So while it indicates there**  
 13 **may be concerns that that person poses a risk**  
 14 **potentially, it also places that staff member at**  
 15 **significant risk of allegations being made.**  
 16 Q. You sort of go on to discuss this a bit further at the  
 17 allegations management strategy meeting on  
 18 27 February 2015. Maybe we should get that up. That's  
 19 behind tab B6 of your documentation. We have it at  
 20 BSC000256\_005, Danny, if you could get that up, please.  
 21 This is February. So this is sort of four months after  
 22 the meeting in October, where people had indicated  
 23 concern about the college's safeguarding practices and  
 24 policies.  
 25 Had anybody been in touch with you between

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1 **highlighted that there was a lack of robust safeguarding**  
 2 **policies and procedures within the school; a lack of**  
 3 **a code of conduct; and that council members didn't hold**  
 4 **the headteacher to account, so the governance wasn't**  
 5 **challenging and scrutinising the decisions of**  
 6 **the headteacher.**  
 7 Q. Can I indicate, one of the issues that you raise there  
 8 is concerns in relation to school trips. Now,  
 9 obviously, as you have said, you look after more than  
 10 50 schools. We have heard this morning from Mr Moore  
 11 that information about school trips may have been kept  
 12 at the time, but then would almost immediately have been  
 13 thrown away. I'm not sure, from your perspective, did  
 14 the school provide you -- you personally -- with  
 15 information about any of the trips and is what Mr Moore  
 16 described usual practice, or was it usual practice at  
 17 that time?  
 18 **A. I was really shocked when Mr Moore explained that he**  
 19 **couldn't find any records because he really struggled to**  
 20 **identify those records after he was asked in one of**  
 21 **the initial strategy meetings, and I -- my**  
 22 **understanding, my expectation, was that there would be**  
 23 **robust procedures around trips, including risk**  
 24 **assessments, parental consent forms, et cetera. And**  
 25 **I was shocked that the head -- that the college didn't**

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1 the October and the February to discuss  
 2 improving/changing/altering the college's practices and  
 3 processes?  
 4 **A. Not from my recollection. I know that I did direct**  
 5 **a consultant, who was appointed by the education team.**  
 6 **I asked Veronica Mellor, who is referred to in my**  
 7 **statement, to provide some support. I can't remember**  
 8 **exactly when that was. I think that was 2016.**  
 9 Q. So at that particular point in time, you can't remember  
 10 the school coming to you and saying, "Can you help us  
 11 with this, this, this and this?"  
 12 **A. They definitely didn't come to me. I would have**  
 13 **remembered that, and it would have been in my -- I would**  
 14 **have put that --**  
 15 Q. Your running record?  
 16 **A. Yes.**  
 17 Q. We have a copy of your running record of this case and  
 18 there doesn't seem to be anything like that in there  
 19 from before August 2015, or certainly not much.  
 20 **A. All my communications with the college are in that**  
 21 **running record, as well as my communication with other**  
 22 **agencies.**  
 23 Q. So you identify these particular concerns. So, firstly,  
 24 honesty of Mr Moore in sharing relevant information.  
 25 What did you mean by that? What concerns did you have?

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1 Was this just not about sharing information about the  
2 boys' trips to Cornwall?  
3 **A. It was about that, but also that potentially there were**  
4 **concerns in relation to Jonathan Thomson-Glover that**  
5 **hadn't been shared. What was the actual date of this**  
6 **strategy meeting?**  
7 Q. February 2015. 27 February 2015.  
8 **A. So it was primarily around the school trips and the fact**  
9 **that there wasn't an openness that trips had taken**  
10 **place, and also a vagueness around the processes for**  
11 **trips.**  
12 Q. Then you also say you've got concerns regarding the  
13 culture of house 1, and possibly other houses; boys  
14 using the private quarters for drinking alcohol and  
15 having sex. "Is this common practice within the  
16 school?". Again, it is not uncommon for teenage boys to  
17 have sex and to drink alcohol and, plainly, if you are  
18 a school where you have houses, although I think we  
19 should remember this is a day house, it is not  
20 a boarding house. Do you think maybe you were being  
21 slightly overcautious in your view about the  
22 acceptability of that on school premises?  
23 **A. No. I think that there should be clear guidance around**  
24 **what is appropriate behaviour, both for the pupils and**  
25 **for staff, within those houses, because it is an**

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1 **A. I think it's really important that honestly is portrayed**  
2 **to parents, and, in that case, that wasn't the truth.**  
3 **So I think there needs to be just a very limited amount**  
4 **of information, because obviously you can't breach the**  
5 **fact that there is a police investigation, you don't**  
6 **want to jeopardise that, but there could have been**  
7 **a very bland statement that he has left and been**  
8 **replaced with another teacher and just left it at that.**  
9 Q. What was being said is, because of the very close  
10 relationship that he had as a housemaster, and because  
11 the A levels, I think, probably would have come out  
12 three days later, that people were saying, "Where is he?  
13 What's going on?" So the headteacher said to us this  
14 morning that wasn't a feasible position to take in the  
15 context of the school. What would you like to say in  
16 response to that, if anything?  
17 **A. I think it's important -- really important to be**  
18 **truthful, and my experience of working with the college**  
19 **at that time was it felt as though they were very much**  
20 **trying to protect their reputation, rather than thinking**  
21 **about an open and honest, transparent relationship with**  
22 **professionals as well as parents and the school**  
23 **community.**  
24 Q. There was then the last AMSD, allegation management  
25 strategy discussion, meeting we are going to talk about,

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1 **institutional -- it is an educational organisation and**  
2 **there needs to be clear guidance to safeguard children**  
3 **but also to safeguard staff, regardless of whether it is**  
4 **a boarding house or a day house. There might be slight**  
5 **differences, depending on the houses, but there should**  
6 **be a very clear, clear guidance about what is acceptable**  
7 **behaviour and what isn't.**  
8 Q. Then there was a room which had been used with a lock  
9 and pornographic magazines and tissues. Now,  
10 I understand that might have been quite a while before  
11 2014, as I think the room didn't exist certainly after  
12 2009/2010. Again, if that was a long time ago, is that  
13 something which you should really have said was  
14 a concern?  
15 **A. Yes, I think it's something that is a concern and should**  
16 **have been shared with agencies to enable that to be**  
17 **properly investigated.**  
18 Q. Then you were also concerned about the letter that was  
19 sent out, simply saying he left for personal reasons.  
20 What would have been your preference, in terms of what  
21 was told -- because obviously there needed to be  
22 a degree of confidentiality.  
23 **A. Yes.**  
24 Q. What would have been your preference for the way that  
25 that letter to parents and the pupils was managed?

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1 dated 20 July 2015, which was just before he was  
2 sentenced or just before the court case started. It was  
3 sort of updating everybody on what was going on. In  
4 particular, both in the February discussion and in this  
5 discussion, there were discussions about support for  
6 victims in school. Now, in the February discussion, you  
7 identify that child victims can access support via  
8 The Greenhouse Project and Off The Record. Could you  
9 just tell us very briefly what those two organisations  
10 are?  
11 **A. They are two voluntary organisations within Bristol that**  
12 **provide support and counselling for children and young**  
13 **people who are victims/survivors of sexual abuse.**  
14 Q. Do you know if the school ever followed up and sought to  
15 refer any children there or sought to engage with that  
16 organisation or do you think that's something, with  
17 retrospect, you could have been a bit more involved  
18 with, trying to direct the victims and survivors to  
19 those specialist organisations?  
20 **A. I didn't receive any contact from the school that they**  
21 **had made referrals, and I have reflected in great detail**  
22 **on this case, specifically after listening to the**  
23 **victims or reading the transcripts, and I do think that**  
24 **I could have followed up in more detail what support,**  
25 **what efforts had been made to encourage or support those**

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1 young people to access relevant support, and also to be  
 2 creative on what support the college was able to provide  
 3 to those young people who may have been victims.  
 4 Q. Because I think what appears to have happened is, the  
 5 police had some discussion about some support; you  
 6 identified that there were some services that might be  
 7 able to be accessed. I think the police then thought  
 8 the college was providing support. The college thought  
 9 the police were providing support. Ultimately, I think  
 10 nobody really -- nobody covered themselves in glory,  
 11 shall I put it that way, in the way that they approached  
 12 victims and survivors. Do you accept that?  
 13 A. Yes, I do accept that, and I think very much now, over  
 14 the last two years or so, there's been much more of  
 15 a focus for the Bristol LADO on looking at the support  
 16 for victims and families around -- support around --  
 17 through the allegation management process, and looking  
 18 at the support that they can access, both within  
 19 statutory and voluntary services in the city.  
 20 Q. What's made that change?  
 21 A. I think through audit of the LADO, partly. The LADO has  
 22 regular audits, both within the council, city council,  
 23 but also I've had peer audit by another LADO, and  
 24 reflecting on Serious Case Reviews and that there is  
 25 very much an emphasis within Bristol around getting the

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1 Q. So you've already identified that you had some concerns  
 2 about the headteacher's understanding and awareness of  
 3 safeguarding risks and the understanding and awareness  
 4 of the head. Did you also have those concerns about  
 5 other members of the senior management team who were  
 6 dealing with the Jonathan Thomson-Glover case?  
 7 A. Yes, I did. I had limited dealing with the safeguarding  
 8 lead who attended one of the strategy meetings, and also  
 9 the safeguarding council member who also attended. It  
 10 just became apparent that there was a lack of  
 11 safeguarding knowledge and expertise throughout the  
 12 college, specifically around those who were involved and  
 13 responsible for safeguarding.  
 14 Q. One of the tasks, in fact, that came out of  
 15 the July 2015 meeting was concerns about somebody whom  
 16 we heard from Mr Moore is A333, where there had been  
 17 a complaint -- it wasn't about safeguarding -- well, it  
 18 wasn't about the kind of safeguarding failures that were  
 19 later revealed, but it was a concern, part of which was  
 20 about Jonathan Thomson-Glover's behaviour and reaction.  
 21 One of the things I think -- if I go to BSC000258\_005,  
 22 it says here that one of the second actions that you  
 23 asked -- the first and the second action, under the  
 24 "Action plan" that you asked the school to take was to  
 25 check the allegations about A333. How had they come to

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1 voice of the child and thinking about the support needs  
 2 of individuals who are survivors of abuse.  
 3 Q. Yes.  
 4 A. So I think that has sort of developed my practice and  
 5 raised my awareness.  
 6 Q. One of the things Mr Moore said this morning, and he  
 7 said it in July 2015 when he was asked about the  
 8 boundaries between staff and pupils at boarding schools,  
 9 he said, and he said again this morning, that the  
 10 boundaries were the same at Clifton College as at any  
 11 other boarding school.  
 12 Now, do you deal with any other boarding school and  
 13 do you think that that is, or was, a correct assessment?  
 14 A. I haven't had as in-depth dealings with any school,  
 15 boarding school, in Bristol. I can only think of one  
 16 other, and I haven't had concerns reported to me from  
 17 them around the specific issues of boarding schools.  
 18 I do think that they're -- I don't think that that  
 19 is usual practice, what went on at Clifton College, in  
 20 respect of the blurred boundaries. I think there's very  
 21 clear guidance within Keeping Children Safe, but also  
 22 within wider guidance around appropriate boundaries  
 23 between teachers, regardless of it being a boarding  
 24 school or a day school; that those professional  
 25 boundaries are essential.

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1 your attention? Can you remember?  
 2 A. Yes, from that parent directly.  
 3 Q. So the school hadn't said to you, "Look, there is this  
 4 problem. There have been these complaints or concerns".  
 5 The parent, I think, from your running record, emails  
 6 you to say, "I understand you're the LADO. These are  
 7 the concerns"?  
 8 A. Yes.  
 9 Q. How did you feel about being informed about the concerns  
 10 from the parent rather than from the school?  
 11 A. I was really concerned that the school were aware of  
 12 those concerns, both the headteacher and the council,  
 13 and that that hadn't been shared with the LADO, when  
 14 there'd been numerous opportunities in the LADO strategy  
 15 meetings to share wider concerns about JTG.  
 16 Q. If I can also identify, both in the February and in  
 17 the July meetings, there was a representative from the  
 18 Independent Schools Inspectorate. Was it your practice  
 19 to notify either Ofsted or the ISI, depending on who  
 20 inspected the school, where an allegation arose?  
 21 A. Yes, so the LADO has an obligation to contact the  
 22 regulatory body where there is a serious allegation,  
 23 which I did in this case. ISI was the regulatory body  
 24 commissioned by the DfE.  
 25 Q. Did you notify the DfE directly, or just the ISI?

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<p>1 <b>A. No, I contacted the ISI, who advised me that they would</b>  2 <b>liaise and communicate with the DfE as necessary.</b>  3 Q. How familiar -- because obviously, in fact, the  4 regulator is, in fact, the Department for Education,  5 rather than the ISI. Were you aware of that? What was  6 your knowledge and understanding of the regulation of  7 independent schools prior to the Jonathan Thomson-Glover  8 case?  9 <b>A. This was the first case that I'd dealt with in</b>  10 <b>relation -- or high-profile case in relation to an</b>  11 <b>independent school, so I was led by ISI in what I should</b>  12 <b>be sharing with whom. My primary communication on their</b>  13 <b>advice was to communicate with them.</b>  14 Q. From your running record, you contacted them  15 in January 2015. They then said, "Can you refer it to  16 our team?" You did that. It appears from your running  17 record that -- could we go to, Danny, please,  18 BSC000245_028. This was a telephone call you received  19 from Martin Ayres from the Independent School  20 Inspectorate. What appears to have happened is, this is  21 the -- you had telephoned Mark Moore to say you'd been  22 contacted by the ISC about any cases and you then sent  23 an update of the police investigation. Can we then go  24 to the next page, please, Martin Ayres from the --  25 page 29, please. Yes. If we could get up "Martin</p> <p style="text-align: center;">Page 117</p>	<p>1 advised that", and then the next -- right at the top of  2 the page:  3 "Martin advised that he deals with issues ... he  4 stated that he recently attended Clifton College where  5 he facilitated a presentation in relation to  6 safeguarding. I asked if Mark had informed him of this  7 case and he said not."  8 What concern did that cause you, that there hadn't  9 been any referral to the ISI by the school of what had  10 been quite a serious incident?  11 <b>A. I was really concerned that they hadn't contacted the</b>  12 <b>regulatory body, and, for me, it repeated concerns that</b>  13 <b>I had from the start of this case, was that</b>  14 <b>Clifton College was a very insular, inward-looking</b>  15 <b>organisation who didn't reach out to the regulators, to</b>  16 <b>other agencies, for example, the local authority, to</b>  17 <b>share information, concerns and access support.</b>  18 Q. In fact, what happened was, further down that page -- we  19 don't need to get it up. Please could you take that  20 down. In fact, further down the page, what happens is,  21 you phone Mark Moore and say, "Look, you need to refer  22 this to the Independent School Inspectorate", and that  23 then happens. Is that right?  24 <b>A. Yes.</b>  25 Q. So after you invited -- was it your practice to invite</p> <p style="text-align: center;">Page 118</p>
<p>1 the ISI or Ofsted to the management strategy meetings?  2 Is that your usual practice?  3 <b>A. Yes, it is, to invite the regulator.</b>  4 Q. Did they share your concerns about safeguarding? Do you  5 think you were on the same page?  6 <b>A. Yes, definitely.</b>  7 Q. How well do you think the liaison worked between the  8 Independent Schools Inspectorate and the LADO in this  9 case?  10 <b>A. I think it worked really well. I felt that I could</b>  11 <b>contact the ISI to escalate specific concerns that came</b>  12 <b>to light as a result of this case, and it then prompted</b>  13 <b>an inspection, which was a very detailed inspection,</b>  14 <b>which found some serious failings within the college.</b>  15 Q. Do you think -- because at the moment there is no -- in  16 fact, there is no obligation for you to contact the  17 regulator set out. It's said you should, but not that  18 you must. Do you think there should be an obligation --  19 one of the things that the Independent Schools  20 Inspectorate has said to us is there should be an  21 obligation on LADOs to do exactly what you did in this  22 case, which is tell them when there are any problems and  23 before any inspections tell them about all the  24 referrals. Is that something that you routinely do and,  25 if that was an obligation upon you, do you think it</p> <p style="text-align: center;">Page 119</p>	<p>1 would be manageable and achievable for you?  2 <b>A. I do that routinely. I think most LADOs do that</b>  3 <b>routinely anyway. Ofsted frequently contact LADOs to</b>  4 <b>find out information prior to an inspection of a school.</b>  5 <b>It might be helpful to have that --</b>  6 Q. Do the ISI do that as well?  7 <b>A. Yes, the ISI do that also. They will routinely contact</b>  8 <b>me when they are going to inspect an independent school.</b>  9 <b>It might be helpful to have that detailed within</b>  10 <b>Working Together if that section on allegations</b>  11 <b>management was increased.</b>  12 Q. So you think it would be enough to have a paragraph  13 which says, "Make sure that you refer things to the ISI,  14 to Ofsted and to the Department for Education, if it is  15 an independent school"?  16 <b>A. Yes.</b>  17 Q. So ISI go in in July. There was then a sort of changing  18 of the guard, so to speak, and the individuals that we  19 spoke to yesterday -- Dr Greene took over as the head,  20 Mr Tolchard became more involved with you, and  21 Ms Newman, whom we met yesterday, also took over. What  22 was your view about Ms Newman and her ability to  23 understand and manage safeguarding issues?  24 <b>A. I felt that she had a very robust knowledge and previous</b>  25 <b>experience of safeguarding and that she brought a fresh</b></p> <p style="text-align: center;">Page 120</p>

1 pair of eyes to the college which was really refreshing,  
 2 and that she was very proactive. Having the principles  
 3 of wanting to safeguard the children and ensure their  
 4 welfare was her primary aim, and she was very proactive  
 5 about contacting me about any concerns, allegations or  
 6 issues that she was having, and we would talk that  
 7 through.

8 Q. Certainly I think the number of referrals post 2016 is  
 9 possibly testament to the good relationship that you  
 10 have. But what you also did is, you challenged the head  
 11 and Mr Tolchard, because you felt that Jo Newman wasn't  
 12 able to have the kind of relationship with you that you  
 13 would like her to have. Can you tell us a little bit  
 14 about that?

15 A. Yes. I felt that there was an overinvolvement of the  
 16 college's solicitors at times in relation to  
 17 safeguarding, which was a barrier, and there was  
 18 a specific example, which Jo referred to yesterday,  
 19 where we were due to meet and the college advised that  
 20 a solicitor would be present, and I sought advice on  
 21 that and a decision was made that I wouldn't meet them  
 22 without a solicitor myself and, therefore, the meeting  
 23 was cancelled. I escalated that to Nick and to the  
 24 headteacher, who took those concerns on board and agreed  
 25 that I could meet with her.

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1 coming on board, there was then the commissioning of  
 2 the Penny Jones report. What role did you play in  
 3 commissioning that report or setting any terms of  
 4 reference?

5 A. So I contacted the ISI, because I felt quite strongly  
 6 that there should be an independent investigator into  
 7 the concerns because of the nature of what had gone on  
 8 at Clifton and potential conflict of interests, that it  
 9 should be someone independent. So I went to ISI. My  
 10 recollection is that ISI then went to the DfE, who  
 11 recommended Penny, and that was then presented to  
 12 Nick Tolchard, as chair of the safeguarding and welfare  
 13 committee, and there was a meeting that took place  
 14 between Bristol City Council and the college around  
 15 drawing up the terms of reference.

16 Q. So you helped, in terms of drawing up the terms of  
 17 reference?

18 A. Yes.

19 Q. What's your view about the usefulness of the Penny Jones  
 20 report and what lessons do you think you've learned from  
 21 it?

22 A. I think it's a really useful report. I think she was  
 23 extremely thorough, trying to engage with past and  
 24 current pupils, past and current staff. She really  
 25 looked in-depth at the culture of Clifton College and

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1 From that point, I think primarily due to  
 2 Nick Tolchard taking over as chair of the safeguarding  
 3 and welfare committee, he encouraged that open,  
 4 transparent relationship between the LADO and Jo Newman,  
 5 and I would like to give credit to Jo because she  
 6 gave -- she really challenged the college and council on  
 7 a number of occasions because of wanting to prioritise  
 8 safeguarding within the college and bring the  
 9 organisation up to the expected local and national  
 10 guidance and procedures.

11 Q. So when you say "brought challenge", what do you mean?  
 12 She said, "Well, that's not" -- can you give me a couple  
 13 of examples of where she said, "Right, we need to do it  
 14 like this, even if you don't want me to"?

15 A. So that example, she came to me and we discussed it, and  
 16 then she went back and shared those concerns. I know  
 17 that there were other occasions where she has gone to  
 18 council where she has had a concern. I can't give  
 19 specifics, but we have had discussions, and she will  
 20 challenge where she feels that safeguarding processes or  
 21 procedures aren't being followed, and I think that's  
 22 really important, that there is that culture and ethos  
 23 within all settings that are working with children,  
 24 where challenge is acknowledged and encouraged.

25 Q. So, following on from, shall we say, the new personnel

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1 how the behaviour of Jonathan Thomson-Glover had gone  
 2 undetected for so long, and I agree with her  
 3 recommendations. I think she's really highlighted the  
 4 issue of grooming-type behaviour and how low-level  
 5 concerns, regardless of who is reporting those, should  
 6 be taken seriously, and that patterns of concerns,  
 7 lower-level concerns, can actually indicate that  
 8 a person poses a serious risk of harm to children.

9 Q. That's very helpful. How far do you think the change in  
 10 personnel has led to any changes to the safeguarding  
 11 culture and policies and processes at Clifton now?

12 A. I think there's been a huge change in the culture and  
 13 ethos of Clifton. I think -- you know, they have  
 14 undertaken a root and branch review following the  
 15 Penny Jones report, following the negative ISI  
 16 inspection. They have a completely different approach.  
 17 I would say they're now an outward-looking organisation  
 18 that is really keen to engage with support of the local  
 19 authority, for example, the Safeguarding in Education  
 20 team. They are very proactive in undertaking relevant  
 21 training around safeguarding.

22 Jo Newman went in and made changes around internet  
 23 policy; she implemented CPOMS, or encouraged that to be  
 24 implemented. So I think it is a completely different  
 25 organisation in respect of safeguarding than it was at

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<p>1 the time of Jonathan Thomson-Glover's arrest. That's</p> <p>2 not to say that it's perfect, because there have been</p> <p>3 a couple of instances where things have gone slightly</p> <p>4 awry. But I think the difference now is that they are</p> <p>5 able to reflect as an organisation.</p> <p>6 They're keen to seek advice, rather than having</p> <p>7 a defensive stance, and will acknowledge mistakes and</p> <p>8 learn from those to move forward and make the necessary</p> <p>9 changes.</p> <p>10 Q. What do you think, as someone who looks after more than</p> <p>11 50 schools, are the hallmarks of a good safeguarding</p> <p>12 culture in a school and what are the hallmarks of</p> <p>13 a less-good safeguarding culture?</p> <p>14 A. I think the hallmarks of a good safeguarding culture are</p> <p>15 where it is, like Jo said yesterday, a golden thread</p> <p>16 that runs through the organisation that is integral to</p> <p>17 every part of the setting, right from the start of</p> <p>18 the process of following Safer Recruitment, looking at</p> <p>19 the policies and procedures, looking at the training of</p> <p>20 staff, that the governance structure has safeguarding</p> <p>21 knowledge and are able to challenge and hold the</p> <p>22 headteacher to account.</p> <p>23 As Jo indicated yesterday, from cleaners and</p> <p>24 caretakers right up to council members, that they</p> <p>25 understand the policies of reporting allegations,</p> <p style="text-align: center;">Page 125</p>	<p>1 whistleblowing, and that they are taken seriously.</p> <p>2 So it is engrained within the structure of that</p> <p>3 organisation, and it is regularly reviewed, because</p> <p>4 safeguarding is an ever-changing landscape, it's not</p> <p>5 static.</p> <p>6 Q. You have spoken very warmly of Ms Newman and her</p> <p>7 abilities and experiences. One of the things some</p> <p>8 people have said to us is that there could, or should,</p> <p>9 be some kind of qualification for designated</p> <p>10 safeguarding leads or some sort of greater</p> <p>11 professionalisation. Do you have any particular views</p> <p>12 about that and whether that might help or not help?</p> <p>13 A. I think it would be helpful potentially for there to be</p> <p>14 a benchmark of the necessary qualifications and</p> <p>15 expertise that those in the senior leadership team, as</p> <p>16 well as the governing body, has, because an issue that</p> <p>17 I find from time to time is that governing bodies – the</p> <p>18 chair and the safeguarding lead don't have the necessary</p> <p>19 training and expertise to hold the headteacher to</p> <p>20 account, so I think it would be helpful if there were</p> <p>21 some guidelines around relevant training and that those</p> <p>22 were regularly updated and reviewed.</p> <p>23 Q. So you would say that -- at the moment, training of</p> <p>24 governors isn't compulsory. Do you think it should be?</p> <p>25 A. Yes, I do, for the chair, at least, and the safeguarding</p> <p style="text-align: center;">Page 126</p>
<p>1 governor.</p> <p>2 Q. Do you have any other views about ways in which</p> <p>3 safeguarding in schools could be improved? Do you have</p> <p>4 any other recommendations?</p> <p>5 A. I think it would be really helpful to think of ways to</p> <p>6 raise the awareness of children and young people around</p> <p>7 what's appropriate professional behaviour and where they</p> <p>8 should report concerns and the ways and structures that</p> <p>9 they can report those concerns.</p> <p>10 Q. Do you think children don't know enough at the moment</p> <p>11 about how you can raise those concerns and the fact that</p> <p>12 they can report them?</p> <p>13 A. I think it can be quite patchy. I don't think there is</p> <p>14 consistency, and it is thinking about how we can gain</p> <p>15 the voice of children so that they feel confident,</p> <p>16 specifically in relation to grooming behaviour, so that</p> <p>17 they know, when something doesn't feel right, where they</p> <p>18 can go and that they will be listened to.</p> <p>19 MS SCOLDING: I don't have any further questions for you.</p> <p>20 The chair and panel may have some questions for you,</p> <p>21 though. Thank you very much, Ms Laird.</p> <p>22 A. Thank you.</p> <p>23 THE CHAIR: Thank you, Ms Laird. I have no questions, but</p> <p>24 I will ask my colleagues if they do. Ms Sharpling?</p> <p>25 MS SHARPLING: No, thank you, chair.</p> <p style="text-align: center;">Page 127</p>	<p>1 THE CHAIR: Mr Frank?</p> <p>2 MR FRANK: No, thank you.</p> <p>3 THE CHAIR: And Sir Malcolm?</p> <p>4 PROF SIR MALCOLM EVANS: No, thank you, chair.</p> <p>5 THE CHAIR: Thank you very much, Ms Laird.</p> <p>6 (The witness withdrew)</p> <p>7 MS SCOLDING: Thank you, chair. We are slightly early but</p> <p>8 I was going to suggest maybe if we took a slightly</p> <p>9 earlier -- well, we are three minutes early. I'm not</p> <p>10 sure that counts as slightly early. May we take</p> <p>11 a break, with your permission?</p> <p>12 THE CHAIR: Yes, we will return at 3.00 pm.</p> <p>13 MS SCOLDING: Thank you very much.</p> <p>14 (2.47 pm)</p> <p>15 (A short break)</p> <p>16 (3.00 pm)</p> <p>17 IN CLOSED SESSION</p> <p>18 THE CHAIR: Ms Nield?</p> <p>19 MS NIELD: We are now going to hear from RS-A301.</p> <p>20 WITNESS RS-A301 (affirmed)</p> <p>21 Examination by MS NIELD</p> <p>22 MS NIELD: RS-A301, thank you for coming to give us</p> <p>23 evidence. I am going to be calling you RS-A301. I know</p> <p>24 that sounds rather strange, but it is in order to</p> <p>25 protect your identity.</p> <p style="text-align: center;">Page 128</p>

1 Before we begin your evidence, I'd like to make  
 2 a few introductory remarks. This isn't a test of  
 3 memory, so please feel free to refer to any notes that  
 4 you have, or your witness statement which is in front of  
 5 you in a paper bundle. We will be continuing in this  
 6 session for one hour, but if you need a break at any  
 7 time, please just let us know, and we can arrange for  
 8 that to happen.

9 If we have any technical issues, if we lose sound or  
 10 vision or you lose sound or vision, please just wait  
 11 there and we will try and sort that out as soon as  
 12 possible.

13 I will be asking you some questions and, when I have  
 14 finished asking you questions, I will ask the chair and  
 15 panel if they wish to ask you anything.

16 A301, please can you turn to the document that's at  
 17 A1 in your paper bundle. That's your witness statement.  
 18 It is INQ005936.

19 **A. Yes.**

20 Q. If you could turn to the last page of that witness  
 21 statement, we have redacted your signature for  
 22 anonymity, but did you sign that witness statement?  
 23 **A. I did.**

24 Q. I think you signed it on 16 July 2020. Is it true, to  
 25 the best of your knowledge and belief?

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1 Q. No, please continue.

2 **A. I didn't realise that until I read my statement back,**  
 3 **but it was the start of year 10 that I had that**  
 4 **[redacted] and I had to have a few weeks off school.**

5 Q. I think, because of that, you got behind with your  
 6 studies?  
 7 **A. Yes.**

8 Q. And particularly, I think, coursework?  
 9 **A. Yes, yes.**

10 Q. Did the school make any provision for you to catch up  
 11 with your studies?  
 12 **A. No. Due to the [redacted], it took quite a while to get**  
 13 **me back into school because they had to arrange**  
 14 **[redacted] at the time, following the [redacted]. So**  
 15 **I wanted to return to school and at this point there**  
 16 **wasn't anything in place because of the [redacted] in**  
 17 **question.**

18 Q. Chair, I think there has been an inadvertent disclosure  
 19 of some material covered by the restriction order. Can  
 20 I ask, please, that you make a restriction order to  
 21 prohibit the disclosure and/or publication of the fact  
 22 that this witness [redacted], the reason why he had some  
 23 time off school, and the consequences in terms of his  
 24 [redacted]. Thank you?  
 25 THE CHAIR: Yes, I will do that.

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1 **A. It is.**

2 Q. Now, you have come to talk to us today about your  
 3 experiences at Headlands School in Bridlington when you  
 4 were a pupil there in the first decade of this century,  
 5 the 2000s.

6 **A. Yes.**

7 Q. I think in 2008, a cover supervisor employed by the  
 8 school called Lindsey Collett was convicted of engaging  
 9 in sexual activity when she was in a position of trust  
 10 in relation to you; is that right?  
 11 **A. That's correct, yes.**

12 Q. I'm going to ask you some questions today about  
 13 Headlands School and the events that led to Ms Collett's  
 14 arrest and conviction and how the school and other  
 15 institutions dealt with that incident. Headlands School  
 16 I think is a mixed comprehensive school, so for boys and  
 17 girls aged between 11 and 18; is that right?  
 18 **A. That's correct, yes.**

19 Q. I think you joined the school when you were 11?  
 20 **A. Yes.**

21 Q. I understand that in the autumn of 2007, when you were  
 22 in year 11, you had to have several weeks off school; is  
 23 that right?  
 24 **A. It was actually at the start of year 10 that I had to**  
 25 **have some time off because of the [redacted]. Sorry.**

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1 MS NIELD: I think there came a point where Lindsey Collett  
 2 offered to give you some additional tuition to help you  
 3 catch up.

4 **A. Correct, yes.**

5 Q. Was that extra help arranged formally by the school or  
 6 was that an offer she made just on her own account?  
 7 **A. That was an offer she made on her own account. Towards**  
 8 **the end of year 10, really, she covered a few classrooms**  
 9 **and could see I was quite behind by the end of that**  
 10 **year. It was her who suggested it towards the end of**  
 11 **year 10 and then followed it up subsequently in the**  
 12 **autumn term of year 11. But, as far as I was concerned,**  
 13 **it wasn't an arrangement by the school or through any**  
 14 **department, as such, it was her making that approach.**

15 Q. She was not a teacher at the school but she was a cover  
 16 supervisor. Have I got this right, that cover  
 17 supervisors were used to supervise classes when they had  
 18 work set for them by a teacher who had to be away?  
 19 **A. Yes, that's correct, and subsequently, in year 11, she**  
 20 **covered the isolation, which was a room within the**  
 21 **school that you were sent to if you were in trouble or**  
 22 **had to be isolated from classes during the day. She**  
 23 **ended up covering that as well.**

24 Q. So if a teacher asked a pupil to leave the classroom --  
 25 maybe they were being disruptive or something like

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1 that -- they'd have to go to the isolation room and she  
 2 supervised that room?  
 3 **A. At times, yes.**  
 4 Q. The extra help that Lindsay Collett gave, was that given  
 5 at school?  
 6 **A. Yes, it was, yes.**  
 7 Q. Was that after school hours?  
 8 **A. Yes.**  
 9 Q. How did Lindsay Collett have access to teaching rooms?  
 10 **A. She had -- it became apparent later on, when the**  
 11 **relationship started, that she actually had keys to the**  
 12 **majority of the classrooms within the school.**  
 13 Q. During those extra tuition sessions, was there anyone  
 14 else with you?  
 15 **A. Only on the first one.**  
 16 Q. After that, was it just you and her?  
 17 **A. It was, yes.**  
 18 Q. Were your parents aware that you were getting some extra  
 19 help from Ms Collett?  
 20 **A. I believe maybe to start with, because obviously I was**  
 21 **a little bit late home one night, so maybe the first**  
 22 **session, yeah, they were maybe aware, yes.**  
 23 Q. Lindsey Collett was quite a young woman in 2007. She  
 24 was in her mid 20s, I think. What was her -- could you  
 25 describe her demeanour, her manner, when she was in

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1 she ask you to call her in that private tuition?  
 2 **A. To start with, "Mrs Collett". But then, over time,**  
 3 **obviously, I could call her "Lindsey", I could call her**  
 4 **by her first name. It quickly moved on to that from the**  
 5 **first session.**  
 6 Q. From the first session, how was she behaving towards  
 7 you? How was her manner towards you during those  
 8 private tuition sessions?  
 9 **A. The first session, if I remember off record, I believe**  
 10 **there were maybe two other students there at the time.**  
 11 **I believe they were maybe both male as well. However,**  
 12 **throughout that session, she sat -- I was sat near the**  
 13 **front of the class. She came and sat next to me and was**  
 14 **sat with me throughout the whole period and was very**  
 15 **close to me, and the other two were sort of working**  
 16 **independently, away from me, in the classroom behind.**  
 17 Q. Once you were having private tuition with her one to  
 18 one, as it were, when you were alone with her, how did  
 19 her manner change towards you?  
 20 **A. It all happened very quickly, to be fair. So by the**  
 21 **second session, it was apparent it was just going to be**  
 22 **me, and then we sat, again, together next to each other**  
 23 **and, actually, throughout that session, we didn't really**  
 24 **discuss work or coursework, we discussed more personal**  
 25 **life stuff and issues, really, and that was by the**

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1 school, around school, generally -- was she informal,  
 2 approachable, strict?  
 3 **A. Informal, approachable, seemed to have a good**  
 4 **relationship with a lot of the boys, not just myself.**  
 5 **You know, you can call it banter, as such, but seemed to**  
 6 **get along with, I would say, teenage boys better than --**  
 7 **I would say she wasn't as approachable to the teenage**  
 8 **girls as she was with teenage boys.**  
 9 Q. You said there was banter. What sort of banter was  
 10 there between Ms Collett and the teenage boys?  
 11 **A. She was quite relaxed when she was covering classrooms.**  
 12 **She wasn't a person who was quite strict or followed the**  
 13 **rules as such. It was quite a relaxed atmosphere when**  
 14 **she was covering the classrooms.**  
 15 Q. Before she started giving you extra tuition, had she  
 16 covered your class? Had you come across her before?  
 17 **A. Yes, that's how it -- towards the end of year 8, end of**  
 18 **year 10, yes, she started to cover a few of my classes.**  
 19 Q. When she covered your classes, did the class have to  
 20 call her "Miss Collett" or "Lindsey" or how would they  
 21 address her?  
 22 **A. I can't remember off record, but I believe it would be**  
 23 **"Miss or Mrs Collett". I don't think it would have been**  
 24 **"Lindsey".**  
 25 Q. When you were having private tuition with her, what did

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1 **second session.**  
 2 Q. What sort of things was she talking to you about?  
 3 **A. Talking to me just about life. She obviously had some**  
 4 **children. She talked about kids. She talked about her**  
 5 **husband and just talked about general day-to-day life**  
 6 **stuff, really.**  
 7 Q. I think there came a point where she started confiding  
 8 in you about her relationship difficulties; is that  
 9 right?  
 10 **A. That's correct, yes.**  
 11 Q. How soon into the period of time when you were receiving  
 12 tuition did she start talking to you about her personal  
 13 life?  
 14 **A. It was all very quick, to be honest with you, because**  
 15 **after sort of that second session, we sort of -- it**  
 16 **progressed really quickly to the point we didn't meet up**  
 17 **to do coursework anymore. Then sessions on the nights**  
 18 **all quickly stopped and, actually, we would meet during**  
 19 **the school day at any available opportunity -- in**  
 20 **classrooms, or we would meet outside of school and she'd**  
 21 **pick me up in her car. So actually, the sessions**  
 22 **started off as help but then, actually, they sort of**  
 23 **went and it moved very quickly from that point, really.**  
 24 Q. You said sometimes you would meet up in her car.  
 25 **A. Yes.**

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1 Q. Did she give you lifts home?  
 2 A. Yes. So the second session, she gave me a lift home.  
 3 The weather was bad, it was raining, and she offered to  
 4 give me a lift home. She made reference to the point  
 5 that she shouldn't really give me a lift home but, you  
 6 know, it was between me and her. And that was on the  
 7 second -- on that lift on the second session is when we  
 8 hugged in the car when she dropped me off. Obviously,  
 9 from there, things moved very quickly after that.  
 10 Q. After that second session, you hugged in the car. Was  
 11 that the first physical contact that you had with her?  
 12 A. Yeah, yeah, when she was sat next to me in the tutoring,  
 13 her leg would maybe brush mine underneath. I could feel  
 14 there was a close relationship between us and I would  
 15 say an unprofessional boundary line was maybe getting  
 16 crossed. But the actual first physical contact between  
 17 us both was in that car, yes.  
 18 Q. How did you feel about that at that point?  
 19 A. I knew it was wrong. I think she knew it was wrong. It  
 20 went on a lot longer than, you know, if someone was just  
 21 giving a two-second hug; it was an embrace, I would say,  
 22 and it lasted a lot longer than both of us maybe felt  
 23 comfortable with, and I could feel that there was that  
 24 air of tension within the car. You could tell there was  
 25 some sort of a connection -- it was inappropriate, but

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1 cafe, and then her kids were coming back and forth and  
 2 I had to keep moving away, so she subsequently moved to  
 3 a local pub, as such, which has a soft play area. She  
 4 put her children in the soft play area and then I went  
 5 and met her there and we discussed it further there.  
 6 Q. When you discussed it further, what did she say? Was  
 7 there any indication whether things were going to  
 8 continue in the same line or everything was going to  
 9 have to stop?  
 10 A. No, no, from that point is where we discussed where  
 11 things could go, really. She held my hand during that  
 12 period and was touching me, you know, under the table,  
 13 and we discussed, obviously, that it was inappropriate,  
 14 but obviously she discussed how things could progress  
 15 going forward and she often made reference to that,  
 16 obviously, it shouldn't be happening.  
 17 Q. How did she propose that things should move forward?  
 18 A. We obviously exchanged numbers, and she -- at the time  
 19 of the tuition service, she'd created an email address.  
 20 So originally we were contacting her over email about  
 21 coursework and, obviously, after all this happened, we  
 22 went into phone communication; so no longer on Facebook,  
 23 over phone communication.  
 24 Q. Then you were able to obviously make voice calls. Did  
 25 you send text messages as well?

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1 there was something there.  
 2 Q. You were 15, I think, at that point; is that right?  
 3 A. I was, yes.  
 4 Q. I think, after that first lift home and the hug in the  
 5 car, she contacted you on the following day to  
 6 apologise. Is that right?  
 7 A. She contacted me that night. She contacted me that  
 8 night on Facebook to apologise. Obviously I apologised  
 9 because I felt guilty on my part, so I apologised as  
 10 well. She apologised to me first. I apologised and she  
 11 agreed -- she arranged that we should maybe meet up to  
 12 discuss the hug in the car and obviously get this clear  
 13 feeling what was around.  
 14 Q. She contacted you on Facebook. Do you know how she got  
 15 your details to do that?  
 16 A. I'd just imagine just talking -- just searched my name  
 17 in. She didn't friend request me. She just private  
 18 messaged me on that night.  
 19 Q. When she said you should meet up to talk about it, did  
 20 that happen?  
 21 A. Yes, it did, the next day.  
 22 Q. Where did you meet up?  
 23 A. We originally met up in the swimming baths, the local  
 24 swimming baths. She had her two children at the time in  
 25 the swimming pool and I went and met her there in the

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1 A. Yes, we texted all the time, to be fair. So it started  
 2 off, obviously, texting, and then it became a daily,  
 3 nightly thing what happened every day.  
 4 Q. And more than one message a day?  
 5 A. Oh, yeah, yeah, it could be hundreds at a time during  
 6 the day.  
 7 Q. You mentioned that she created an email account. That  
 8 was just for the two of you, was it?  
 9 A. Yes. Yes.  
 10 Q. Was that the romeoandjuliet --  
 11 A. I think it was romeoandjuliet53. I think that was  
 12 reference to -- obviously, she was originally going to  
 13 help me with my English coursework, because that's where  
 14 I'd fallen behind quite a lot, and that was where she  
 15 stated her area of expertise was.  
 16 Q. Once you were contacting each other very frequently by  
 17 text messages, what sort of things were you talking  
 18 about, what sort of things was she contacting you about?  
 19 A. We were talking about general stuff. She would talk  
 20 a lot about her life, she'd talk a lot about her  
 21 husband. There were sexual references throughout this  
 22 texting as well. So it was a variety of things. It  
 23 could be how her day was going at school or how my day  
 24 was going at school or various sort of things.  
 25 Q. You said that she sent, sometimes, some sexual text

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1 messages.

2 **A. Yes.**

3 Q. I think she sent a photograph of herself as well?

4 **A. She did, yes.**

5 Q. That was a photograph of her torso, effectively? She

6 was wearing just a bra; is that right?

7 **A. Yes. Yeah, yeah, yeah, she did, yeah.**

8 Q. I think that was quite a distinctive bra that she was

9 wearing?

10 **A. Yes, looking back now -- obviously, at the time --**

11 **I want to make reference to this. At the time, I felt**

12 **our relationship was very much an adult relationship,**

13 **that she was confiding in me and obviously I was talking**

14 **to her, and it felt very much like we were in an adult**

15 **relationship, in love.**

16 **Looking back now, and looking at what the context**

17 **she sent in that photo, she sent me obviously**

18 **a SpongeBob SquarePants bra, and I can see how**

19 **inappropriate that is. And, also, the gifts she got me**

20 **for my birthday were, again, inappropriate. So, at the**

21 **time, I felt it was an adult relationship in the way we**

22 **discussed, but now, looking back on the position, I can**

23 **see that, actually, it was inappropriate, really.**

24 Q. I think she gave you some gifts which were toys,

25 effectively?

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1 **A. Yes. She would text me a number of a classroom and**

2 **I would go attend that classroom, or I would get myself**

3 **into isolation and I would be with her in that sense,**

4 **because she would be covering that class.**

5 Q. You said you would get yourself into isolation. What

6 would you have to do to get into isolation?

7 **A. Misbehave, just lash out a little bit, misbehave, just**

8 **be a little bit awkward towards the school and,**

9 **obviously, the sanction that would come in place would**

10 **either be go to isolation or you'd spend the next day in**

11 **isolation. So I knew what sanctions needed to be put in**

12 **place for me to get to that room.**

13 Q. Was that a change of behaviour for you? Was that usual

14 for you to be sent to the isolation room?

15 **A. It's the level I was at, yes. There was obviously**

16 **incidents prior to me being 15, where you'd have one-off**

17 **occasions. You know, I was a typical teenage boy as**

18 **such. But, you know, there was rare occasions. But to**

19 **the level I was at, at the peak of it, I could spend**

20 **days on end in there. I could spend a full five days**

21 **a week in the isolation room.**

22 Q. Did anyone at the school seem to pick up on that change

23 in behaviour, that now you were being frequently

24 disciplined and sent to isolation when that hadn't

25 happened very much in the past?

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1 **A. Yes. And this is where the confusion came for me,**

2 **because I felt like I was in an adult relationship, yet**

3 **the gift doesn't reflect where -- how the relationship**

4 **was on the texting or when we were meeting or what we**

5 **were discussing.**

6 Q. When you met up with her, what sort of physical contact

7 was happening? I think there came a point where matters

8 progressed to kissing?

9 **A. Yeah, we would kiss regularly. We'd kissed in the**

10 **school, and we would kiss when we were in the car, and**

11 **we would touch each other over clothes, rub each other's**

12 **legs and various other things. I feel like I was**

13 **refraining more than maybe she was, but maybe that's**

14 **just my opinion.**

15 Q. How frequently would you be meeting up with

16 Lindsey Collett?

17 **A. In the height of it, we would meet daily. When the**

18 **opportunity arose, we would meet daily within the**

19 **school. And, if not, we would -- I would leave school**

20 **and walk away so she could come and pick me up later**

21 **down the road or something like that. At the height of**

22 **it, we would be meeting daily if we could and the**

23 **opportunity arose.**

24 Q. Most of those meetings were taking place on the school

25 premises?

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1 **A. Not at all.**

2 Q. Were you aware of whether your parents were notified

3 that you were ending up in isolation quite a lot?

4 **A. They were, but obviously it was discussed and they made**

5 **reference to that in their statements, that I was just**

6 **being a naughty boy, that I was just a year 11 boy who**

7 **would obviously -- was peaking and that I was just being**

8 **awkward and naughty.**

9 Q. How would you describe -- you've said obviously this

10 wasn't a normal relationship between a staff member and

11 a pupil. You said that you felt it was an adult

12 relationship. How did you feel about it at the time in

13 terms of the emotional involvement with an adult?

14 **A. I felt like I was mature at the time. I felt like we**

15 **were in an adult relationship. But emotionally,**

16 **I realised -- I realise now more -- nowadays, now I look**

17 **back on it, but at the time I felt like I could cope**

18 **with it, but actually I wasn't coping with it very well.**

19 **I felt quite -- I felt a bit confused. The pressure was**

20 **immense, especially with what she was telling me. But**

21 **I felt like I was mature, maybe, for a 15-year-old boy**

22 **at the time when it started and I felt like the way our**

23 **relationship progressed so quickly that it was an adult**

24 **relationship between two people who consented. At the**

25 **time, maybe, we'd think I was in love and that she was**

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1 stating that she felt the same and it was reciprocated.  
 2 So it was -- yeah, that's ...  
 3 Q. You mentioned that you felt under a great deal of  
 4 pressure. How was the relationship with Lindsey Collett  
 5 impacting you emotionally?  
 6 A. I wouldn't see my friends. It consumed my life, to be  
 7 honest with you, at that time. It was -- all I did was  
 8 either be in contact with her or messaging or contacting  
 9 her or thinking about her, and weekends would go so that  
 10 you could -- we'd try to arrange to meet at the weekend  
 11 but it was difficult because obviously she had her own  
 12 life and her friendships, and it would restart again on  
 13 the Monday, so you'd get yourself to the Monday as quick  
 14 as possible. But, yeah, at that time -- and looking  
 15 back now, and knowing (inaudible) I would say I was  
 16 probably depressed, to be honest with you. Because  
 17 I literally came home from school, went to my bedroom,  
 18 spent my time messaging her until, obviously, one of us  
 19 would go to sleep, and then it -- I'd go to school,  
 20 start it again and we'd arrange to meet. So it was  
 21 a big pressure, high intensity.  
 22 Q. I think she told you that she wanted to leave her  
 23 partner and run away with you and go abroad with you.  
 24 A. Correct.  
 25 Q. How did that make you feel at the time, when you were

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1 I was spending a lot of time in isolation, I was trying  
 2 to back off, and I was sort of, in a way, crying out for  
 3 help, so I was misbehaving at my worst because I was  
 4 wanting someone to -- I didn't know how to disclose and  
 5 I didn't know how to tell -- I didn't want to tell my  
 6 parents. It was more ashamed, really. I didn't know  
 7 how to tell people close to me, parents, because  
 8 obviously, as you can see, everyone thinks it is  
 9 a schoolboy fantasy. So I remember misbehaving as much  
 10 as possible the week before and pushing them boundaries  
 11 in the hope that she would maybe say something or  
 12 someone would approach me, and obviously I took her  
 13 phone and made contact to another member of staff, which  
 14 I actually don't remember doing at the time, but I do  
 15 remember how the disclosure came about.  
 16 Obviously, they must have seen -- back now, I see  
 17 that they spoke to her but let her back into the school.  
 18 So I got quite a lot of messages from obviously that day  
 19 that I was going to ruin her life in what I'd done and  
 20 blah, blah and, "You overstepped that mark". That  
 21 obviously continued over the weekend. I'd obviously  
 22 been told off by Mr Rogers on the Friday, and then, when  
 23 I returned to the school on the Monday, she was  
 24 obviously still at the school and she was quite rude to  
 25 me again, following the messages she'd sent at the

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1 hearing it?  
 2 A. This was towards the end and this is when, for me, it  
 3 was all getting to a point where, actually, I realised  
 4 that this isn't what I want and actually I was more  
 5 scared, I was a bit confused. Actually, towards the end  
 6 of the relationship, towards January time, is when  
 7 I realised I wanted to start pulling back a bit and  
 8 that, actually, I realised this was too much and that  
 9 actually I wanted out, as such. And, actually, the way  
 10 our conversations had gone, it was a lot of telling each  
 11 other we loved each other, there was a lot of sexual  
 12 context, it was very getting towards that. Actually,  
 13 the pressure of her not being in trouble or finding out  
 14 or this, that and the other, actually I just was getting  
 15 to a point where I thought, "This is crippling me",  
 16 really, to be fair.  
 17 Q. I'd like to come on now to when you did disclose the  
 18 abuse. Who was the first person that you told about it?  
 19 A. I told my best friend at the time in school on the  
 20 Monday, and -- go on, sorry.  
 21 Q. I was just going to ask how that came about?  
 22 A. You'll have seen by the statements of the previous  
 23 headteacher that obviously I used Mrs Collett's phone on  
 24 the Friday in the isolation room, and if I remember  
 25 rightly, going back to that time, that week leading up

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1 weekend. Mr Rogers obviously had gone to tell me off  
 2 again about the thingy and I remember by break time  
 3 going to my friend and saying, "Actually, there's  
 4 something I've got to say and there's something I want  
 5 to disclose because, actually, it's all been too much  
 6 now". So I disclosed to him and he obviously said we  
 7 needed to tell someone else further, an adult, and he  
 8 made me contact my godmother at the time, so he  
 9 identified someone he thought I could tell.  
 10 We contacted my godmother. She came and collected  
 11 me from school. Me and him both left the school site.  
 12 I disclosed it to my godmother, who took me down to my  
 13 mum's place of work and told me to disclose it to her.  
 14 I couldn't do that. I was too upset and emotional. So  
 15 I sat outside while my godmother disclosed it, and then  
 16 my mum took me straight up to the school and straight to  
 17 Mr Rogers' door to say what had happened. Again,  
 18 I struggled to do that and my mum took over and  
 19 disclosed it to Mr Rogers.  
 20 I was told to leave straight away from that point.  
 21 Q. You were asked to leave the school at that point; is  
 22 that right?  
 23 A. Correct.  
 24 Q. Just so we can clarify that chain of events, if I can  
 25 put it in that way, I think there was an incident on the

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1 Friday where you'd used Ms Collett's phone to contact  
 2 another cover supervisor and Dr Rogers -- that cover  
 3 supervisor reported it to Dr Rogers and Dr Rogers spoke  
 4 to you about it, the headteacher spoke to you about it,  
 5 that Friday and then there was more discussion about  
 6 that -- obviously you said there were some text messages  
 7 from Ms Collett over the weekend and Dr Rogers spoke to  
 8 you about it again on the Monday morning?  
 9 **A. Yeah, but mostly to tell me off, not to -- even when he**  
 10 **told me off on the Friday, it wasn't -- it didn't**  
 11 **have -- I don't remember doing that act, if I'm being**  
 12 **completely honest. I remember my behaviour being bad**  
 13 **that week up until the disclosure. But I remember --**  
 14 **I do remember him telling me -- I do remember getting**  
 15 **told off. It wasn't in a safe place or a thingy, it was**  
 16 **pretty much, "You overstepped the mark and you need to**  
 17 **thingy". I remember thinking, going away that weekend,**  
 18 **that I can't disclose in the school. Because I was**  
 19 **hoping that somebody -- there would be an opportunity**  
 20 **for that to happen and that didn't happen, and obviously**  
 21 **she could still message me, she has my number, you know,**  
 22 **so she subsequently -- I can see now that obviously they**  
 23 **reckon they interviewed her on the same day as well and**  
 24 **discussed things with her. I was aware of that because**  
 25 **she was messaging me saying, you know, I'm about to ruin**

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1 **was saying to me that I was going to ruin her life.**  
 2 **I felt intertwined in her life. I felt, from the moment**  
 3 **of disclosure, complete and utter control was taken away**  
 4 **from me, and that's not to blame my mother or anything.**  
 5 **She did what a mum would do and thingy. But from her**  
 6 **disclosing to Dr Rogers, I was took off school. If**  
 7 **I remember rightly, I had a couple of weeks off school**  
 8 **and just shoehorned back in at the time. But from that**  
 9 **moment of disclosure, it seemed I was sent home and then**  
 10 **adults went on to take complete control of**  
 11 **the situation, and yet I was never supported or asked**  
 12 **about anything beyond that. It was adults dealing with**  
 13 **the situation and not ever coming back to me, to be**  
 14 **honest with you, from that moment forward.**  
 15 Q. So you were sent home that day. You were out of school  
 16 for a number of weeks.  
 17 **A. Yes.**  
 18 Q. Was it that your parents were keeping you at home or was  
 19 it that the school had said you needed to have some time  
 20 away?  
 21 **A. Dr Rogers, at the time, felt it was appropriate that,**  
 22 **you know -- in the way that they thought it was all too**  
 23 **much for me to be at home and then to return when felt**  
 24 **appropriate so they could obviously do their**  
 25 **investigation -- well, do their bit as well.**

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1 **her life.**  
 2 Q. When Dr Rogers spoke to you, you said he seemed to be  
 3 telling you off. Did he make any enquiries, did he seem  
 4 to have any concerns about how you'd been able to access  
 5 Ms Collett's phone?  
 6 **A. No.**  
 7 Q. Did he ask you any questions about that?  
 8 **A. None at all. As far as he was concerned, that phone was**  
 9 **on that table of that member of staff. I was in that**  
 10 **isolation room. I've grabbed that phone, made that**  
 11 **phone call and I was out of line and inappropriate.**  
 12 **There was no digging, there was no questioning, there**  
 13 **was no safe place. This was done very openly, if**  
 14 **I remember rightly. I wasn't took to his office,**  
 15 **I wasn't took to a classroom to discuss it. I wasn't**  
 16 **asked any questions as such about any of that, really.**  
 17 **Like, it was a telling-off.**  
 18 Q. I think then, after your mother had made Dr Rogers aware  
 19 of your disclosure and what had gone on with Ms Collett,  
 20 you were sent home, effectively, at that point  
 21 (overspeaking)?  
 22 **A. This is where, for me, looking back now, now I'm an**  
 23 **adult, this is where I've struggled with things the**  
 24 **most. From that moment of disclosure, I carried an air**  
 25 **of guilt, because obviously I felt the guilt that she**

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1 Q. I think the police were notified. You did a video  
 2 interview with the police about what had happened. We  
 3 will come back to the police's involvement with this and  
 4 their involvement with you, if we may, later on.  
 5 If we can look at what happened at school after --  
 6 after you'd given your video statement to the police and  
 7 you returned to school, how were things for you at  
 8 school at that point?  
 9 **A. Returning was very lonely, to be honest with you. I was**  
 10 **just brought back in. It was obviously -- everyone was**  
 11 **aware of the situation, everyone was aware of what was**  
 12 **going on, staff and students, and sort of got told to**  
 13 **sort of come in in year 11 and get back to school and**  
 14 **get on with it, really. And then, the last few months**  
 15 **towards school leaving to my exams, I couldn't --**  
 16 **I hated -- I hated being there, I hated being at school.**  
 17 **It was very -- I felt like I was publicly displayed,**  
 18 **really, to be honest. I felt like I was just out there**  
 19 **to deal with it by myself and it was a very lonely last**  
 20 **few months of education, to be honest with you.**  
 21 Q. Did any of the staff from the school talk to you about  
 22 what had happened?  
 23 **A. No, it was like it'd never happened, to be honest. It**  
 24 **was like they'd been briefed to sort of, "[Redacted] is**  
 25 **coming back. We are not going to discuss this**

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38 (Pages 149 to 152)

1 **situation". Sorry, I apologise.**  
 2 Q. Yes, if I can stop you there. Chair, I note there's  
 3 been an inadvertent disclosure of material covered by  
 4 the restriction order. Can I ask that you make  
 5 a restriction order to prohibit the disclosure and/or  
 6 publication of this witness's forename, please.  
 7 THE CHAIR: Yes, I will do that.  
 8 MS NIELD: I'd just like to remind those in the hearing room  
 9 that there shall be no publication of the name of any  
 10 individual whose identity has been redacted or ciphred  
 11 by the inquiry, or of any information redacted as  
 12 sensitive or irrelevant. With your permission, chair,  
 13 we will continue.  
 14 How did the other pupils at the school treat you?  
 15 **A. I think this is something that I wanted to touch upon**  
 16 **the most. I think this is from professionals to**  
 17 **students to the culture at the time. I know it is**  
 18 **a rare occasion where it is a male abused by a female,**  
 19 **but throughout, from students to staff, very much**  
 20 **through the process, throughout any of it being dealt**  
 21 **with, was very much that I should be classed as a hero,**  
 22 **that it was a schoolboy's fantasy and why should I be**  
 23 **upset at any point because, actually, you know, some of**  
 24 **the students in school maybe had a crush on her**  
 25 **themselves, so why should I be ashamed? Why did I come**

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1 **school, the school thought the support would come from**  
 2 **the police, the school and police thought maybe outside**  
 3 **agencies from the strategy meeting would put support in**  
 4 **place. Yet all of these people are talking and no**  
 5 **support's getting put in place. That for me, is the**  
 6 **frustrating bit. Especially the time-wise it takes for**  
 7 **something like that, from disclosure to then go to**  
 8 **court, it's a long period of time and, for anyone in**  
 9 **that time, when you're a teenage boy, a teenage girl or**  
 10 **you're at a young age, that's where you're developing**  
 11 **your most at your time. I think if you don't put**  
 12 **support in place from that first moment of that**  
 13 **happening, and that being holistic support for families,**  
 14 **for -- you know, you've got not just the victim, from**  
 15 **the whole. I think you subsequently can stop the mental**  
 16 **health and the various things that will happen later on.**  
 17 **I think what happens is support comes quite far**  
 18 **later on, when you either leave home or you get into --**  
 19 **you know, just in my experiences, in my own professional**  
 20 **role, you see what happens after, it seems to be more of**  
 21 **a reaction later down the line than a proactive approach**  
 22 **and that infuriates me now to this day. I don't think**  
 23 **that's changed much. I think we are very much reactive**  
 24 **instead of proactive.**  
 25 Q. When you -- I think your mother actually wrote to the

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1 **out of it? Why did I not go forward with it further?**  
 2 **Why did I not let it play out longer? That was the**  
 3 **culture. That's still the culture nowadays. I live in**  
 4 **a small town where people are aware of**  
 5 **the Headlands School situation. I still have to deal**  
 6 **with that perception on a day-to-day basis throughout**  
 7 **adults, professionals, anyone who knows about the**  
 8 **Headlands School situation, and in my case in particular**  
 9 **because it's known it's me.**  
 10 **So, yeah, that's still now, in 2020, and it was back**  
 11 **then when it happened.**  
 12 Q. Did the school offer you any support?  
 13 **A. No. For me, what it felt like was, after the**  
 14 **disclosure, obviously they had the subsequent strategy**  
 15 **meeting. I think this is where, I think, there's some**  
 16 **faults here or some failings myself, is that in the**  
 17 **strategy meeting you open up an early help assessment,**  
 18 **you look at the parents and say, "Did they safeguard**  
 19 **their children?", and they did because it wasn't their**  
 20 **fault that this happened. So then, subsequently, they**  
 21 **go, "Right, that's fine, you've safeguarded your child,**  
 22 **there's no further action needed". But no support put**  
 23 **in place. It felt like to me that the police were there**  
 24 **to do their job in interviewing me and seeing what had**  
 25 **happened. They thought the support would come from the**

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1 headteacher in April 2008 complaining about the lack of  
 2 support. Did anything seem to change at that point, in  
 3 terms of support offered?  
 4 **A. No. That letter came about because -- at the time, we'd**  
 5 **just be starting exam preparation, we were just going**  
 6 **into exams. As I was going into exams and it still --**  
 7 **I still struggle with this now today, to go into a hall.**  
 8 **The local press had released, obviously, what had**  
 9 **happened and obviously it was coming up to the summer**  
 10 **where the court case was going.**  
 11 **All of that got sort of released at the time I was**  
 12 **just going into exams, and I remember going into my**  
 13 **first exam and it felt very much like I was sat in the**  
 14 **middle of an exam hall and everyone was talking about**  
 15 **it. That was from the people doing the exam to**  
 16 **students, and there was 120 to 150 students in this hall**  
 17 **and I was very much in the middle and very much aware**  
 18 **that this had landed and people were talking about it**  
 19 **again. Obviously, it was disclosed back in January but**  
 20 **it was sort of resurfacing. I remember going home that**  
 21 **night and saying to my mum, "There is no way in**  
 22 **a million years I'm going back to do any exams**  
 23 **whatsoever. Not a chance". That's when she wrote to**  
 24 **the school saying, "You knew this is happening, the case**  
 25 **is still going on, you've seen the paper yourself, why**

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1 has no-one discussed anything with him, why have they  
 2 not talked to him, why have they not put some planning  
 3 or preparation in?", and I missed quite a few of my  
 4 exams until the school did react and eventually brought  
 5 me back in to finish off some of the exams I'd started  
 6 in a classroom by myself with an invigilator, so I did  
 7 finish a few of my exams towards the end, but I did miss  
 8 I would say -- well, I missed a chunk, I missed a lot of  
 9 my exams. I didn't take a lot of them, to be honest.

10 Q. Did the school put any -- obviously you said you missed  
 11 some time at school as well after disclosure. Did you  
 12 get any educational support from the school?

13 A. No, I was expected to come back and just go back to  
 14 classes as normal, like nothing had happened, and just  
 15 get my education and to crack on, really.

16 Q. I think overall in your GCSE results you didn't do as  
 17 well as you had been predicted to do?

18 A. No, no, I was predicted A and quite a few A to C, well  
 19 over in the double figures at GCSEs and I've actually  
 20 only come away with about five, I've scraped five,  
 21 I would say, GCSEs.

22 Q. I note that in August of that year, so just after you'd  
 23 done your GCSEs, Lindsey Collett pleaded guilty to the  
 24 charge and she was sentenced. Did the police keep you  
 25 informed in terms of what was happening with the case?

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1 actually, my -- I'd played out a schoolboy fantasy and  
 2 lived every boy's dream and actually, you know, you  
 3 weren't -- throughout this point, I've been made to feel  
 4 like I was to blame and the way she's reacted to it  
 5 since and where the thingy reaction is, is that  
 6 I subsequently ruined her life and not the other way  
 7 around.

8 Q. I think the officer said something along the lines of  
 9 "If you had been a girl and the offender had been male,  
 10 it would have been a lot more serious"?

11 A. Yeah, and I remember when I first went under the mental  
 12 health services a year ago, I remember a police officer  
 13 sat in, a training police officer sat in on my first  
 14 mental health appointment, and actually I said this and  
 15 the mental health services said, "Oh, no, police --  
 16 a police officer wouldn't say that", and actually the  
 17 police officer a year ago said, "No, I can imagine he  
 18 probably did say that and would have said that at the  
 19 time", and he did.

20 Q. You've explained in your witness statement that, after  
 21 you had completed your GCSEs, you left Headlands School  
 22 but you remained in the Bridlington area and there were  
 23 a lot of people in the local area who were aware of what  
 24 had happened in terms of the abuse at school and the  
 25 conviction of Collett, and that you encountered a lot of

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1 A. The only information they were telling me prior to that  
 2 was obviously she was pleading not guilty and that  
 3 I would have to prepare myself to do a video -- I will  
 4 have to attend court over video contact. So they would  
 5 contact me maybe once a month, if that, just off the top  
 6 of my head, just to say, "She's still pleading not  
 7 guilty. This is looking like it's going to court, and  
 8 you need to be prepared to give evidence". And then all  
 9 of a sudden she obviously changed her plea to guilty.  
 10 They contacted me to say, "You don't need to do it,  
 11 she's pleaded guilty", and then that was it. So it was  
 12 really, "Right, that's it done. You don't need to even  
 13 think about it".

14 Q. How did you feel about how the police treated you as  
 15 a victim of abuse? I think there was a police officer  
 16 in your case who made a remark about you being a male  
 17 victim of a female offender.

18 A. That was it. From the moment of disclosure until now,  
 19 it was very much seen upon -- what was I upset about,  
 20 what was I worried about? I remember that male police  
 21 officer really clearly and I remember going to give my  
 22 video statement in the house they provided to do so, and  
 23 it just felt -- I've carried this for a very long time.  
 24 I was made to feel like I was the guilty party, that  
 25 I wasn't a victim, and that I was guilty, and that,

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1 hostility around that?

2 A. Yes.

3 Q. That was after you left the school?

4 A. Yes, that's still the case now. I have to deal with  
 5 this on a weekly basis, you know. Any role I go into --  
 6 Headlands School is discussed within the local area  
 7 often. So if you make reference to what school you went  
 8 to, I have to then listen to people go, "Oh, yeah, you  
 9 know, Headlands School", or, "Yeah, God, I remember that  
 10 boy", and people -- some people are aware it's me, there  
 11 are people who aren't -- just make jokes or reference  
 12 about it all the time. When I left school,  
 13 I remember -- as I was getting older, I remember being  
 14 18 in a pub and a guy punched me because he said I'd  
 15 ruined that girl's life. After I left school, it was  
 16 very much seen amongst friends and amongst people as  
 17 a thing to joke about and a thing to banter about and,  
 18 you know, I could go to the local rugby club and, you  
 19 know, people who haven't seen me for years would think  
 20 it was appropriate to buy me a drink or think that I was  
 21 some sort of hero, not thinking of the emotional abuse  
 22 that went on at the time or the abuse I was going  
 23 through now or the torment I've had to carry, all my own  
 24 personal issues. It's very much seen, at that time and  
 25 now, that it was -- why would I have anything to be

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1 **upset about, what was so wrong?**  
 2 Q. I think it was some time after you left school, some  
 3 time after you left school, that you were persuaded by  
 4 your parents to get some counselling; is that right?  
 5 **A. When I subsequently left school, I don't really know --**  
 6 **I didn't really know how to deal with it. I think this**  
 7 **is when I come to recommendations about support, and my**  
 8 **family didn't know how to deal with it or -- my**  
 9 **[sibling] was [redacted]. [My sibling] very much**  
 10 **resented me because obviously [my sibling] was having to**  
 11 **be the [sibling] of the boy who, you know, had**  
 12 **a relationship with a female teacher. So [my sibling]**  
 13 **struggled towards the end of it.**  
 14 **My parents didn't know how to deal with it and at**  
 15 **the age of 16 I made the decision to leave home for**  
 16 **a number of weeks because I felt guilty that my family**  
 17 **were having to go through it themselves, and I felt like**  
 18 **I didn't really know who to turn or talk to. I didn't**  
 19 **really know how to process what had gone on. I carried**  
 20 **an air of guilt and I felt very much tied to Mrs Collett**  
 21 **for a long period of time. And only after the work in**  
 22 **the last couple of years do I realise what happened to**  
 23 **me and that I was abused. For a long period of time,**  
 24 **you know, I've been wanting a lot of answers, but also,**  
 25 **due to the emotional abuse that I was put under by**

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1 [redacted], I always have been. I didn't realise that  
 2 I'd actually, to deal with it, found a way to control  
 3 and what I chose -- because I felt like I had no control  
 4 throughout the process, whether that was in the  
 5 relationship or what happened after that relationship.  
 6 It turns out that I used eating as a way of controlling,  
 7 going forward. And I had to have an operation on my  
 8 stomach when I was 20, which then heightened the eating  
 9 disorder to a point where I lost quite a lot of weight.  
 10 It was only in the last year that I can admit that I've  
 11 got an eating disorder and that I've been getting help  
 12 to support that and the work I'm doing at the moment,  
 13 and it links back to what happened when I was 15.  
 14 Q. You now work in a school yourself, and so, because of  
 15 the role that you have within that school you're well  
 16 aware of current safeguarding practice in schools, and  
 17 you made some reference to that, I think, a little  
 18 earlier in your evidence. When you look back now on the  
 19 particular incidents with Lindsey Collett at Headlands  
 20 School, and the more general culture and ethos of  
 21 Headlands School, if I can put it like that, the way  
 22 teachers and pupils interacted, what observations do you  
 23 have in terms of the safeguarding culture of Headlands  
 24 School when you were there as a pupil?  
 25 **A. When I started at the school, Mr Blott's wife still**

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1 **Mrs Collett and the way it was dealt with, I felt very**  
 2 **much that I was part of the problem, that I'd done**  
 3 **wrong, and that I'd thingy -- and I didn't really know**  
 4 **how to deal with that, so I made the decision to leave**  
 5 **home, and then, to come back home, my mum and my -- my**  
 6 **mum offered and said maybe I should get some counselling**  
 7 **at CAMHS. That happened and I had a few sessions and**  
 8 **I didn't find it very helpful. I think it was more of**  
 9 **a place to air how I was feeling, but no sort of**  
 10 **strategies were given to me how to deal. So**  
 11 **I subsequently went on to -- I went home, things went**  
 12 **back to normal and I went on to deal with it how**  
 13 **I thought I would deal with it throughout my life. It's**  
 14 **only over the last couple of years that I've realised**  
 15 **how I've dealt with it and subsequently ended up having**  
 16 **my own mental health issues and my own challenges doing**  
 17 **it. But I felt like I -- from that point, I dealt with**  
 18 **it my own way, but I have carried, for a long period of**  
 19 **time, an air of guilt and responsibility for what**  
 20 **happened.**  
 21 Q. I think there came a point where you developed an eating  
 22 disorder, which only really in more recent years have  
 23 you been able to link back to the abuse at school.  
 24 **A. Yes. After the disclosure and everything that**  
 25 **happened -- I'm quite a [redacted] person, I'm quite**

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1 worked at the school, so it was obviously discussed, the  
 2 Blott situation. Mr Edward's wife also worked at the  
 3 school when I was there, and obviously she had her own  
 4 opinion about what happened to her husband and felt like  
 5 he was innocent, and that was shared amongst -- it was  
 6 locally talked about.  
 7 **Joining the school, we were all aware of what had**  
 8 **happened previously and what was going on. It was**  
 9 **discussed -- like I say, it's still discussed to this**  
 10 **day in a small town.**  
 11 **Like I say, when it comes now -- in my role where**  
 12 **I work currently, and looking back at how things were**  
 13 **dealt during that period when I was at school,**  
 14 **I remember going on a ski trip when I was year 8, and we**  
 15 **were put to bed early because the PE staff were drinking**  
 16 **with the sixth form staff in the bar below our hotel.**  
 17 **It's crossing boundaries and it is unprofessional and**  
 18 **that wouldn't happen nowadays.**  
 19 **I also work in a school, where -- so you don't leave**  
 20 **yourself open to allegations or at risk, and at the**  
 21 **time, we were -- quite openly could go into staff**  
 22 **members' offices, we could quite openly go into the PE**  
 23 **staff's office and sit and put our feet up and more of**  
 24 **a friendship relationship than a teacher/pupil**  
 25 **relationship.**

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1 You know, if anyone came into my office and sat on  
 2 my desk and put my feet up, that wouldn't be acceptable,  
 3 and they would be told and I would report to my boss  
 4 that they think that's appropriate, and where's the  
 5 boundary gone and why do they think that's appropriate  
 6 to do that? That wasn't the case. Nothing was ever  
 7 challenged when we were at school.  
 8 I feel -- Steve Rogers came in and was the head and  
 9 he was having to deal with a lot of the stuff that went  
 10 on previously, and I feel like by the time it came to  
 11 me, there was -- and the girl subsequently after me,  
 12 that it was all a bit of a reactive and a panicked  
 13 situation, "Oh, no, it's happened again". And just  
 14 a bit overwhelming.  
 15 I remember looking at Mr Rogers at the time and, you  
 16 know, I've got nothing personally against him, but  
 17 I feel like he was a rabbit in the headlights who didn't  
 18 really know how to change the culture of the school, and  
 19 believing he was changing the culture, and he makes  
 20 reference to that very often in his -- he wasn't  
 21 changing the culture of the school, and I disagree with  
 22 that completely.  
 23 And just speaking just -- on some of the occasions  
 24 I have said to you myself, that wasn't the case, that  
 25 definitely wasn't the case. I think he was reacting to

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1 those previous incidents, those previous problems with  
 2 the staff, ever addressed explicitly by any of  
 3 the staff? Were there assemblies about it?  
 4 A. No.  
 5 Q. Was it discussed in PSHE lessons, or anything?  
 6 A. No, it were never discussed as -- you know, there was  
 7 a prime opportunity there with the PE staff to talk  
 8 about -- also to talk about our boundaries. You know,  
 9 if they are there to protect and safeguard their staff  
 10 there was an opportunity -- and I think they missed that  
 11 opportunity. I think they could have embraced the Blott  
 12 and Edwards era.  
 13 You know, when I was joining the school, Mr Mann was  
 14 the compare of a local talent show on Sunday night and  
 15 he was dating one of the sixth form students. When  
 16 I started at the school, he was dating one of the sixth  
 17 form students and they would be sat next to -- so  
 18 parents were aware, you know, sixth form thing. And  
 19 instead of embracing after that culture and that  
 20 disclosure of the previous people before me who had had  
 21 the abuse, they didn't do that.  
 22 You know, it was talked about among staff, it was  
 23 a joke, it was a thingy. Like I say, it was very much  
 24 to protect the school. Actually, they could have  
 25 embraced it and they could have done an assembly to the

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1 the stuff that was happening, not actually looking at  
 2 the bigger picture of the problems of the whole school.  
 3 I think they were trying to protect themselves and they  
 4 were trying damage limitation.  
 5 I honestly believe that if the case after me didn't  
 6 happen, I wouldn't be here talking to you today, because  
 7 I think it would be pushed under the carpet, and  
 8 I think, because of how we look at the female thing, and  
 9 I think -- looking at the evidence from the LADO and  
 10 the -- I think they would have pushed this under the  
 11 carpet. I think they can't do that because they made  
 12 shortfallings and failings and I was a warning sign that  
 13 the culture hadn't changed, but they put nothing in  
 14 place to change that culture because it happened again,  
 15 and I feel sorry for the victim after me more than  
 16 myself that that happened.  
 17 Q. I just wanted to ask you about the way that the school  
 18 had dealt with those previous incidents that you have  
 19 spoken about -- Mr Blott being convicted and his wife  
 20 still working at the school; Mr Edwards being convicted  
 21 and his wife still working at the school when you were  
 22 there. You said that all the students were well aware  
 23 of what had happened, it was talked about a lot, it's  
 24 still talked about a lot.  
 25 When you were at Headlands School as a pupil, were

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1 school and say, "Right, kids, we need to explain your  
 2 role within this as well and your boundaries, as such,  
 3 and, actually, you need to take some responsibility for  
 4 this as well", you know. Not at all. Not once.  
 5 Q. Was there any awareness within the school, or was it  
 6 talked about at all, as to where children, where pupils,  
 7 could go to talk to staff about any concerns that they  
 8 had?  
 9 A. No. No. And if you did approach a head of the year's  
 10 office, you were very much -- you talked to them at the  
 11 door and you were very much -- they were busy and they  
 12 were rushing you off.  
 13 There wasn't a great pastoral care. It is  
 14 different, the school I work in now, we are very  
 15 pastoral based, we have a heavy pastoral, non-teaching  
 16 staff. And I can see that now, in my own role, how  
 17 heavily pastoral we are and how things have changed with  
 18 different (inaudible) in school I work.  
 19 I can see at the time, then, there was not a lot of  
 20 pastoral care. It wasn't about that. Your education  
 21 was to turn up and get educated. It was a very  
 22 old-school thing: you know, you turn up, you get  
 23 educated and you move on. The pastoral back then wasn't  
 24 like pastoral is now.  
 25 Q. In terms of staff/student boundaries, which you have

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1 talked about, was there anything from the school to make  
 2 clear to students what was appropriate in terms of their  
 3 boundaries with staff? I'm talking about things like  
 4 whether it was okay to contact staff through social  
 5 media or through mobile phones?  
 6 **A. Not that I can recall off the top of my head. No.**  
 7 **I think it was just a given that you assumed that that**  
 8 **was the case and that you shouldn't do that. There was**  
 9 **never made any reference to it, off the top of my head,**  
 10 **what I can remember.**  
 11 Q. A301, I note that you have made some recommendations  
 12 that you set out in your witness statement. I wondered  
 13 if we could go through those now. You set those out  
 14 from paragraph 61 onwards in your witness statement.  
 15 You have said that, in terms of practical  
 16 recommendations, you think the Department for Education  
 17 should draw up a standard protocol with a step-by-step  
 18 guide of what to do in situations where a teacher abuses  
 19 a child:  
 20 "This protocol should include steps such as how to  
 21 speak to the child and communicate with them, how to  
 22 ensure that they don't feel excluded or left out, how to  
 23 ensure that a fully rounded counselling support package  
 24 is put in place, how to ensure that their education does  
 25 not suffer, including considering extra tuition and

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1 and I'm not going to change that and I know this inquiry  
 2 is not going to change that either, I'm not naive. But  
 3 the timescales are ridiculous. From a child disclosing,  
 4 and that child could be anywhere from a young child to  
 5 a 10-year-old to a teenager, and it is the most crucial  
 6 part of their life, that it can take 12 months to two  
 7 years to get that court.  
 8 So if we do make -- if change is made from this  
 9 inquiry and support packages are put in place then, yes,  
 10 that will help going forward because children will have  
 11 a voice, they will be supported, things, hopefully,  
 12 going forward will change, and maybe we can never change  
 13 the timescales and actually look at the support packages  
 14 put in place.  
 15 But I just know, in my current role, I know of an  
 16 inquiry of a boy I dealt with recently who disclosed,  
 17 and it took two and a half years to get to court. That  
 18 child has subsequently left the school and moved out of  
 19 area and had his own challenges. For me, I'm getting  
 20 help now at the later point in my life and it's been  
 21 a difficult road and, actually, it shouldn't take -- for  
 22 that time period that you are at the most vulnerable  
 23 time of your life.  
 24 I think, going forward, there's got to be  
 25 a joined-up support package for any victim of any kind

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1 one-to-one support and special measures in exams, if  
 2 that is relevant.  
 3 "I find it difficult to believe, with the amount of  
 4 child sexual abuse that goes on at schools, that we  
 5 don't already have something like this in place so that  
 6 everybody knows what to expect if it happens at  
 7 a school."  
 8 You have said that you think staff at schools need  
 9 more regular training on professional boundaries at  
 10 teacher training days, so that everyone is clear about  
 11 what the professional boundaries are.  
 12 You have also made a recommendation about  
 13 whistleblowers and that there need to be better support  
 14 mechanisms for members of staff who speak out so that  
 15 they're not putting their careers in jeopardy.  
 16 You have also addressed mandatory reporting and said  
 17 that "you could consider making it a criminal offence if  
 18 someone does not report a reasonable suspicion of abuse,  
 19 or to have a mandatory reporting protocol in place".  
 20 **A. Correct, yes. Yes. I think you've covered most of it,**  
 21 **to be fair.**  
 22 **There was another thing, and I obviously can't**  
 23 **change that, and I know that, but I just think the**  
 24 **timescales of any kind of abuse on a child from the CPS,**  
 25 **from when it is disclosed to when it goes to court --**

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1 of abuse, but in particular when it's at a school, when  
 2 it is on a thingy, how -- it can't be that the school  
 3 assume that is doing that and that assumes that's doing  
 4 it and that assumes that's doing it. It needs to be  
 5 joined-up and it needs to be holistic, and that needs to  
 6 be from families to the victim going forward because  
 7 these are crucial, crucial points in people's lives, and  
 8 I see that now in the role I work in.  
 9 It's the reason I went back to work in a school, is  
 10 because I believe that these are the most important  
 11 times of your life. This is what develops you going  
 12 forward. And if a trauma or something happens in that  
 13 period and the support is not put in place, it's a very  
 14 long road to recovery after. And I will never, ever be  
 15 able to go back and change what happened, and I will  
 16 have to deal with how I have dealt with things, and  
 17 I will never get rid of my diagnosis of an eating  
 18 disorder. That's something I'm going to have to work  
 19 with. But things -- something could have been  
 20 different, things could have been different, things  
 21 could have changed.  
 22 MS NIELD: Thank you, A301.  
 23 Chair, can I ask, please, that you make  
 24 a restriction order to prohibit the disclosure and/or  
 25 publication of any information pertaining to A301's

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<p>1 physical appearance?</p> <p>2 THE CHAIR: Yes, of course.</p> <p>3 MS NIELD: Thank you. Chair and panel, do you have any</p> <p>4 questions of this witness?</p> <p>5 THE CHAIR: We have no questions, but I would like to thank</p> <p>6 the witness very much for his evidence. You have given</p> <p>7 us a different perspective in this investigation on</p> <p>8 abuse, and we are grateful to you for telling us about</p> <p>9 your experiences. We wish you well for the future.</p> <p>10 Thank you very much.</p> <p>11 <b>A. Thank you, chair.</b></p> <p>12 <b>(The witness withdrew)</b></p> <p>13 MS NIELD: Chair, that concludes our evidence for today.</p> <p>14 THE CHAIR: Thank you, Ms Nield.</p> <p>15 (3.59 pm)</p> <p>16 (The hearing was adjourned to</p> <p>17 Thursday, 19 November 2020 at 10.30 am)</p> <p>18</p> <p>19</p> <p>20 I N D E X</p> <p>21</p> <p>22 MR MARK MOORE (affirmed) .....1</p> <p>23 Examination by MS NIELD .....1</p> <p>24 Questions from THE PANEL .....83</p> <p>25 MS NICOLA LAIRD (affirmed) .....89</p> <p>Examination by MS SCOLDING .....89</p> <p style="text-align: center;">Page 173</p>	<p>1 WITNESS RS-A301 (affirmed) .....128</p> <p>2 Examination by MS NIELD .....128</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p style="text-align: center;">Page 174</p>
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