

Witness Name: GRO-A-2

Statement No: [WITN0052001]

Exhibits: [WITN0052002 – WITN 0052011]

Dated: 28/09/2020

ROYAL COMMISSION OF INQUIRY INTO ABUSE IN CARE

WITNESS STATEMENT OF GRO-A-2

I, GRO-A-2, will say as follows: -

INTRODUCTION

1. My name is GRO-A-2. I was born in Christchurch on the GRO-A-2. I am currently GRO-A years old. My maiden name is GRO-A.

MY EXPERIENCE OF BEING IN CARE

- 2. I attended the Anglican School St Margaret's in Christchurch between the years of GRO-A and GRO-A. I started at this school when I was 7 years of age and left when I was 17 years old.
- 3. I didn't live at the school, I was a day student.

4. I believe my father put me in the school to nurture me and my education.
5. My home life was quite challenging. I always lived with my father and stepmother.
6. When I was in the senior school my father frequently travelled overseas for work and so I mainly lived with my step-mother.
7. I was fully engaged in the life of the school and I went on to be a prefect in my final year. This school was my cultural and spiritual home. I was baptised there when I was 7 years old. I was heavily invested in the school.

THE ABUSE I SUFFERED IN CARE

8. The evidence that I wish to submit to the Royal Commission of Inquiry is about being groomed by a teacher at St Margaret's from the age of 14 years old and subsequently being groomed into a sexual relationship with this teacher during my last two years at high school.
9. I will give evidence about how the school reacted when I told them of the abuse and how they failed in their duty of care to me.
10. I will also give evidence about my experience seeking de-registration of the teacher who abused me and how traumatising it was for me to appear at the Teaching Council and the consequences of this trauma because of the negligence of the school.

The Teacher

11. In the later part of GRO-A, GRO-B-1, my abuser came to the school from GRO-B. He came to live with his partner who was GRO-B and GRO-B older than him.
12. My teacher at the time asked me to show him around the school and so I did. I took him around the school alone for about an hour and 40 minutes.

13. I was 14 years old when I met **GRO-B-1**, he was 32 years old.
14. We discussed why he had come to the school and during this time I took him to be really engaged with me, which I felt unusual for just meeting someone.
15. At the end I was putting some things in my locker when I overheard him tell another teacher that I was unusually articulate and not quite what he expected, and he was 'really impressed'. He said this within ear shot of me.

Grooming

16. That summer holidays our family had an overseas student to stay, who was at the college of education. We went to the college of education to help her with something and **GRO-B-1** was there doing his teacher training.
17. He made small talk with me for quite some time. He was quite forward and gregarious and showed interest in me, which was different for me as I usually just flew under the radar.
18. In **GRO-A**, when I returned to school and I was 15 years old, I was put in a **GRO-B** class with **GRO-B-1**. He was the **GRO-B** at the time.
19. He projected the impression that he was a good teacher. He complimented me for my work and offered extra help if I needed it.
20. From the time I entered his class some really extensive grooming went on. Over the years he taught me he encouraged me to confide in him and share my problems with him.
21. In around August **GRO-A**, he told me that he had looked into my files and he knew that my home life was pretty traumatic. I believed him because there was an incident that had happened when I was 11 years old and my father was very angry with my homework and he tore it up in half. It had some really good work on the other side of another student's work and that was torn.

22. I had to take it to school and explain to the teacher what had happened. The teacher had noted down and put into my school file that my father's behaviour was extreme and that had been noted down and put into my file.
23. **GRO-B-1** read that back to me and so I knew that he was looking at my file. He told me that the school must not know that he had done that. From my perspective it felt like he was taking some pastoral care, like a fatherly figure role. To make sure that I was okay.
24. He wrote references for me and sent my parents positive emails about me. I refer to some of these reference letters as WITN0052002. He told me he sent my parents these emails in an effort to make my home life better.
25. He sent me birthday cards throughout my years at school. I refer to one of these cards at WITN0052003.

GRO-A

26. He started a **GRO-A** club. Then he encouraged me to join, which I did in September **GRO-A** he was the only teacher involved. Only **GRO-A** people did **GRO-A** myself and **GRO-A** other girls.
27. He had us meet on the veranda off the gymnasium **GRO-A** **GRO-A** for trainings. We would also go on **GRO-A** and he would encourage me to confide in him about my home life and he shared his own traumatic experiences. The nature of the sport meant that we were often alone or out of sight for many hours.
28. On Wednesday, we would **GRO-A** to **GRO-A** and back as part of inter-school **GRO-A** competition. On some occasions just he and I made the trip. On other occasions one or two other students would join us.
29. By the end of **GRO-A** there were many occasions when **GRO-B-1** and I were alone together. This included a time when he helped me to purchase a **GRO-A**

30. Over the summer holidays we trained together two to four times per week. He would get me to meet him at his home, he got me to join the community **GRO-A** club he attended and encouraged me to meet in coffee shops with him.
31. When time came to try on the community **GRO-A** club uniform, he had them at his home for me to try on. When I opened the door and came out he was sitting right outside the door, leaning against the wall, and he commented on my clothing and my body, and how the clothing fitted over my body.
32. When I would go out training by myself he would appear out of nowhere **GRO-A**. To me at the time it seemed very fated and I felt that he was supportive when I was having a rough time, in hindsight I realised he was following me.
33. He would then invite me back to his house for lunch and encourage me to confide in him about the troubles I was having at home, while heaping praise and complimenting me as being exceptional.
34. During the **GRO-A** season we would meet at the club as well. I would race at the **GRO-A** and he would coach me. **GRO-B-1** had access to the **GRO-A**, through community **GRO-A**, so sometimes it was only me and him training there.
35. Each coach would **GRO-A** at the start of a race, so his hand **GRO-A** and his whole body would be over me **GRO-A** above me, right in my personal space. From there all those personal barriers and boundaries started to breakdown.
36. He started commenting on my appearance, he would wink or blow kisses at me in class during dictation when everyone else had their heads down.
37. We started training together two – three times a week and more in the holidays and when school operated outside its usual hours like on sports days or open days when you had the morning off. We would meet at his house **GRO-A**.

Sexual abuse

38. This grooming continued to the point where he started talking about the chance of a sexual relationship.
39. He talked a lot as to the consequences of having a relationship, especially in the days before the first time we had sexual contact and again before the start of my final year.
40. In those conversations he acknowledged that teachers were not allowed to have a sexual relationship with students and talked about losing his job, his home, his friends and his immigration status.
41. He told me he had seen what could happen with a teaching colleague in **GRO-B** who had been found out having a sexual relationship with a student. He often had past female students visit with him and stay with him from **GRO-B** and he would get me to meet with them. He had trained them in the same sport, and had also been their teacher in that country.
42. The abusive sexual relationship started a couple of weeks after I turned 17 years old. In the summer holidays before I started the last school year. He started picking me up from home and started taking me to sporting events. The abuse would happen in the car on the way to or from sporting events, outdoors **GRO-A**.
43. **GRO-B-1** seemed to think there was a difference between a normal student teacher relationship being sexual over the holidays and once the school year had started. He stated that he wasn't officially my teacher during the school holidays, that was only during term time. He soon broke his own rule. Sexual activity occurred frequently during the school term.
44. On one occasion it happened at my home, I had been home sick from school and **GRO-B-1** came over at around 3pm he said he would be dropping off school work for me. He had fully infiltrated my entire life at this stage. There was no place that was just mine where I felt safe.

45. During the school term, abuse would occur on training **GRO-A** and on days when the school did not operate in normal hours and his partner would be at work, such as sports and athletics days and the school open day.
46. Some specific occasions I can remember were after the **GRO-A** **GRO-A** race and the Canterbury **GRO-A**. Abuse occurred on the way home from the events.
47. One of the times abuse happened was after we had visited the **GRO-B**. This was part of my **GRO-B** assignment for assessment. Just the two of us also shared transport there to meet with a representative **GRO-B** during the weekend. **GRO-B-1** **GRO-B-1** had organised this using his position as a **GRO-B** teacher and used it as a way to legitimise access to me.
48. During the final year at my school he became very controlling of me and the abusive relationship became sinister. He had encouraged me to store my uniform in his office, so I would **GRO-A** **GRO-A** and then change into my uniform in adjoining bathrooms at the same time as he changed.
49. The school had a policy in the final year students could leave school grounds at lunchtime, on occasion he would have me drive us in my car to local coffee shops and to say it was **GRO-A** strategy meeting if anyone asked. No one ever asked. He was persistent in finding anyway to meet with me. I now see this as his way of maintaining control.

Manipulation to maintain secrecy

50. **GRO-B-1** was very concerned that no one should know about the sexual relationship. He threatened me by saying that if anyone found out the whole class would be audited and they wouldn't believe my grades, so I wouldn't be able to get into university. I was a top student and I was very academically focused. Getting a good education for me was the most important thing. So, he really manipulated me in that way.

51. He made it very clear to me how popular he was at the school and how much control he had over senior staff and the Board. For example, he shared his Christmas day with school staff and used the then **GRO-B** teacher as his best man. He told he got on well with the Principal and the Chairman of the Board, so they would be sympathetic to him and not me. This turned out to be true.
52. He told me that if his partner found out she would be very angry with me and I could expect retribution from her and both his and my life would be over. He told me she had connections to the IRA and if she found out she would put a bomb under his or my car. He demonstrated this to me by constantly checking his vehicle when we would go out to show me that he was serious and that she may already have found out.
53. He told me that if anyone found out life would not be worth living for either him or me. He took me remote places, like the port hills, and frequently reinforced this statement. There was no one I felt safe sharing these threats with.
54. Later, he told me that if I ever told anyone about us that no one would believe me. He told me that if I told people I would be "*taken away by men in white coats*" and that he would say I was mentally unwell.
55. I had never had a sexual experience before and he told me this was my first adult relationship and he sold it to me that this is what a relationship is like. He told me that I needed to learn what an adult relationship was like and that his behaviour was normal.
56. He also provided me with literature to read and sent me songs to listen to that normalised these types of relationships. For example, he gave me a copy of *Lolita* to read.

University

57. I tried to break away from him when I went to university. I started to mature and have input from other people and I realised his

behaviour wasn't normal. He would phone me and reel me back in.

58. He continued to manipulate me even after I had left the school and went to university. He told me that if I ever told anyone about us that he would go to the university chancellor and university lecturers and they would audit me. He said that he would tell the university that I was having a relationship with a lecturer or that my assessment work was plagiarised.
59. He said that he knew my lecturer personally from his time at university in **GRO-B** and showed me a book authored by my lecturer when they had been at the same university. He told me that I didn't deserve to be there and that he would make sure I lost my degree and he became irate when I received first class honours.
60. He tried taking a masters position at the University where he became heavily involved with the **GRO-B** department and with the lecturers that were marking my assessments at the time. He made sure I knew he was working with them. As soon as I graduated from the University, he quickly finished his involvement with them.
61. There was always a real stalking aspect to his behaviour. He would arrive in places that I wasn't expecting him. He told me there were cameras in the changing rooms. When I was at school, he would always sit behind me in Chapel services to be omnipotent. He had me under his control.

Initial disclosures of abuse

62. I just wanted to get out of the relationship and disengage from him, but as a teenager I didn't know how to. I was really struggling with it so in **GRO-A** I went to my doctor.
63. I told him that I was struggling with emotional issues affecting my health and he expressed his concern about this relationship I had with this older person. I told him that I could not identify the person.

64. He was concerned enough to refer me on to a counsellor called **GRO-C-1** who I started to see. My family did not know of the abuse and I knew for my mental health that I really needed some support. I refer to the doctor's certificate as WITN0052004.
65. My counsellor submitted a document which I refer to as WITN0052005, she wrote, 'I saw **GRO-A-2** on 12 occasions over the period **GRO-A-2**'.
66. She writes further about the grooming and abuse that **GRO-B-1** put me through.

After reflections

67. I finally ended contact in **GRO-A** after an incident happened that made me very worried for my safety. It was the day of St Margaret's school sports day.
68. **GRO-B-1** told me that he had a student teacher he was in charge of, the same age as me. She had been the head girl at another local school. He told me she reminded him of someone else in his past and he was determined to have a relationship with her. He said he wanted to marry her and would initiate things with her while his partner was out of the country, and that he had managed to get her engaged in the sport that he did, and they had been to purchase sports equipment for this.
69. At this point, I realised that **GRO-B-1** had been lying to me about the importance of his home, job, and partner to prevent me from speaking to the school. I realised I may be one of many children and women he had been manipulating and abusing.
70. I could now see that he was repeating the same behaviour that he had with me and I challenged him and said that it wasn't right, and he needed some help. I offered to help him to get help and he became enraged.
71. I reflected about his behaviour, I realised that he was a predator and I worried about his current and past students. I was very

concerned that he would use sport, in particular [GRO-A], to take advantage of students who he might want to sexually abuse. I wanted to stop that happening.

IMPACT OF THE ABUSE ON ME AND OTHERS

72. When I told the school what happened to me, I feel there was no duty of care towards me, even though I was a previous student in their care and still a young person.
73. I had opportunities and inspirations that I lost. The process that I had to go through to hold [GRO-B-1] accountable cost me emotionally, medically, financially and spiritually.

Emotional

74. The process was both re-traumatising and traumatising in its own right. I lost confidence in my capabilities and I lost trust in my personal safety.

Medical

75. I suffer on-going consequences of this abuse. A specialist medical assessment by ACC determined that I have an estimated whole person impairment of 28% as a direct result of the mental injury from the abuse and redress processes with St Margaret's College and the Teaching Council.

Financial

76. I had dreams and career aspirations that I put on hold. I had to divert my time and energy to fighting the process and trying to ensure that other students were safe. I spent years trying to reconcile my treatment by St Margaret's College and the Teaching Council.

Spiritual

77. I lost opportunities to engage with the St Margaret's community. The principal has since died, but as of 2020, the deputy principal is still there. Her name is Chris Wyeth and is currently the head of pastoral care. She heard my evidence in private, in front of the Board and sat in on meetings with no acknowledgement after GRO-B-1 GRO-B-1's de-registration. I refer to confirmation of her attendance as WITN0052006. She had also been my science teacher.
78. I lost my faith and spiritual home where I had my entire school education. I feel the school neglected their duty of care for a past student and even basic human rights. Especially given I was under their care and groomed as a child in their environment. They were determined they did not want anyone to know about it. I feel as though they colluded with the Teacher to make it an employment issue.
79. I was cut down from any opportunity to engage. I wanted psychological support, my information back, and legal support. There was no process on how to lodge a complaint, and no advice was given when asked.
80. I left Christchurch because it no longer felt like home. This was partially due to there being no clarity or closure in the way the school dealt with the complaint. When I moved cities, the abuser temporarily also moved to the same city, and continued stalking behaviour.

REDRESS

Initial meeting with the Principal

81. In early March GRO-A, I met with the School Principal in her office and told her what had happened to me.
82. I remember her warning me not to tell anyone outside of the school about what had happened and threatened me not to go to the

media about it. She said, "if we see this on the Holmes show that will be the end of it".

83. She did not offer me any support. I was made to feel like it was my fault, that I had asked for it, and she was angry at me for the position I had put the School in.

School's response

84. The School had a lawyer from Wynn Williams acting for them and one of these lawyers was also a parent at the School.
85. I had several meetings with the School Principal, the lawyers for the School and the School Board of Trustees. The lawyers for the School drew several statements from what I had told them. I refer to the first page of one of these statements as WITN0052006. The people involved in these meetings were Gerard Nation the solicitor working for the School, Mr GRO-C-3 who was on the School Board, Chris Wyeth the deputy principal, GRO-C-4, and GRO-C-5 GRO-C-5, a support person.
86. I didn't have a lawyer, I was not offered any legal advice. The school organised a support person for me that they chose. I asked if I could have GRO-C-1 as my support person, but the school said because she was private they weren't going to pay for it. They paid for their own appointed support person instead.
87. During this process I advised the School that there were 4 other girls that I had concerns that they may also have been victims. The school told me that they would investigate. One girl, the year after me, personally provided evidence to the Teaching Council, handwritten by GRO-B-1 about his love for her, and wanting to marry her, during the time he was her teacher and sports coach at St Margaret's College.

School Board Decision

88. The School had asked me for DNA evidence and they sought their own laboratory testing of it. I provided DNA evidence. At no point

did they discuss the possibility of going to the Police. This evidence was verified as male DNA by their laboratory.

89. The school's lawyer asked **GRO-B-1** for a DNA sample and he refused and he resigned from his employment on 12 April **GRO-A**. The School let him resign and appeared to see this as the end of the process.
90. Wynn Williams wrote to me on 18 April **GRO-A**, saying they needed to hold on to a photograph and card I had provided to them for their investigation in case **GRO-B-1** chose to pursue a grievance against the school.
91. On 18 April **GRO-A**, the principal sent a letter out to all the parents and teachers at the school. This letter was faxed to my father and to me. I refer to WITN0052007 as a copy of that letter.
92. In this letter, the principal says that not long before the Board was due to meet to decide if **GRO-B-1** was guilty of grave misconduct, he had tendered his resignation. The letter said he that would not be returning to school and due to his resignation, the school was not required to make a formal determination.
93. I asked the School for further information relating to their investigation into **GRO-B-1** which they declined to provide. I refer to WITN0052008 as a copy of that letter, which says:
- "Despite the Board's concerns for you, the Board did not receive the information as part of a therapeutic process for you."*
94. On the 2nd and the 14th of May **GRO-A** I telephoned the school and requested notification of the school's action on this matter of de-registration and there was no response from the school.
95. I also forwarded the School written consent to forward my complaint and statements to the Teachers Council, as I was due to leave to live in the United Kingdom, but they declined.

96. On 15 May GRO-A the school wrote to me through their solicitor. The letter told me that the School would report the matter formally to the Teachers Council.
97. The letter further stated that while they were aware that I was facing difficulties, they believed they had to deal with the situation in terms of their responsibility to current students and their employment obligations as GRO-B-1. The letter went on to state the Board was satisfied it had done this properly.
98. The letter declined my request for assistance with further counselling and said the letter brought matters to an end between me and the Board. They said:

"While the Board was aware of the difficulties that you are facing as a result of your relationship with GRO-B-1, the ending of the relationship. The Board has always known it was information that you provided in terms of its responsibility to the students now at St Margaret's college and the obligations and rights of GRO-B-1 as an employee. The concerns were reflected in the Board's decision to meet the costs of counselling which you initially had with the support person they chose. The Board cannot be responsible for any further costs you may incur with connection of further counselling or support that you may wish. In terms of the employment contact with GRO-B-1 and the Privacy Act we ought not to be communicating with you further over the dealings with the teacher's registration and this letter does bring to an end the matters between you and the Board."

99. I believe that the school were negligent in the situation. I was told by GRO-C-4 later that St Margaret's had rung GRO-B-1 GRO-B-1's previous school in GRO-B and they were told that he had left this school under suspicion of having a sexual relationship with a student. I felt that the School were and still are trying to hide the fact that they hadn't thoroughly checked his references as this

should have been something that they were aware of. I feel the School always goes into damage control for themselves, at any cost, which is quite disturbing. In one of the letters from the Principal to me it said if you have any further questions to direct them to GRO-C-4. I understand that GRO-C-4 was never asked if he wanted to be that person.

Inquiry with Teachers Council

100. I wrote to the Teaching Council. I told them there was a very serious matter that remained unresolved. I refer to this letter as WITN0052009.
101. The Teaching Council wrote back to me that the principal of St Margaret's College had not made an application for the cancellation of the teacher's registration. I felt she neglected her duty of care to me and other students that might not have come forward. I was shocked, I found this traumatic. There was no acknowledgement of me and no empathy or concern for what I was going through.
102. In its letter the Teaching Council states, "*At present – failing an application for cancellation from the principal of St Margaret's College, the Teacher Registration Board cannot advance this matter*". I refer to the response letter as WITN0052010.
103. The School Board shut me down and I was not supported in any way. They left me in a dangerous mental health position from everything I had been through. I believe that the Principal and the current Deputy Principal saw all of this and just wanted to hide it from the community and the wider public.
104. This put me on a protracted course of 5 years to support the Teaching Council to de-register GRO-B-1. If the School had provided the evidence immediately, I wouldn't have been left to mop up this mess, which St Margaret's failed to do to avoid bad publicity.

105. In GRO-A, I received information that my case was to be heard by the Teaching Council but that I was not able to give my evidence by CCTV, I had to appear in person.
106. I had to leave a great job in the UK and return to New Zealand to attend the Teaching Council hearing. They did not pay for my flights, I had to pay for them.

Attending the hearing

107. When the Teachers Council sat, there was a panel of 20 teachers from the community. These were random teachers that had no specific training.
108. I was only allowed to take one support person with me. I chose to take my personal lawyer that I had engaged in with me. My family had to wait in a back room.
109. My lawyer had to sit behind the abuser so every time I needed to look at my lawyer for support I had to actually look at my abuser.
110. The Teaching Council asked GRO-B-1 for a DNA sample to compare to my DNA evidence which he refused. They found this very damning and noted in their report.
111. St Margaret's did not send any representatives to the Teachers Council hearing. GRO-C-4, out of grave concerns for myself and other students, attended in a personal capacity at his own cost but was not asked to be there by the school.
112. The case went on for about an hour and 20 minutes and the teachers were all able to cross examine me on the statements I had provided.
113. GRO-B-1 would ask a question, while looking at me, the Chair would then approve the question. The Chair always approved the question.
114. GRO-B-1 would also make statements about things that had happened, and other teachers were able to cross-examine me on my answers to that evidence.

115. I felt physically sick during this experience, embarrassed having to reveal graphic details to strangers who were judging me and cross examining me. I found it very traumatising, and also re-traumatising for the content I was having to explain.
116. I was crying and shaking, and one teacher leaned over with tears in her eyes and said she hoped it would be over soon. It was so traumatising to see the teachers crying about what was happening but have no one stop him from asking me these questions.
117. It was horrific. **GRO-B-1**'s enjoyment watching my distress was sickening as he sat just two metres away from me.
118. **GRO-B-1** was allowed to ask me questions about my statement. He did so acting like he was a lawyer. He appeared to be revelling in it. I couldn't believe I was alone in this. That the Teaching Council was allowing it and I that the School wasn't even there.

Teacher Council Decision

119. In the decision, dated 29 September **GRO-A**, the decision noted that the Principal did not seek to have the teacher deregistered. The decision made the following findings that were **unanimous**:
 - a. That the sexual and intimate relationship had occurred both when I was a student and subsequently.
 - b. That at all material times **GRO-B-1** held a position of trust and confidence over me and a position of power by virtue of his being or having been my teacher.
120. More specifically, the that **GRO-B-1** was aware that I had considerable unhappiness at home, but he did not seek to refer me to anyone who could assist me with this. They also found that he asked me to keep the relationship secret.
121. **GRO-B-1** was de-registered, cancelled and is never allowed to teach in New Zealand again.
122. I have multiple documents relating to the Teaching Council. I refer to some of these at WITN0052011.

St Margaret's response to Teaching Council Hearing

123. Even when the Teaching Council deregistered **GRO-B-1**, I never heard from the School. I never got an apology. I never got access to the information they had collected. They never acknowledged my trauma, the cost of making other students safe, or the massive personal and financial costs of coming to make the statement.

Present Day

124. The Deputy Principal, Chris Wyeth in 2020, telephoned **GRO-C-4** **GRO-C-4** to ask where my documents were, as they could not find them. This is further evidence of negligence from the School around highly sensitive and graphic information.
125. The information that the School holds is so deeply personal to me. I want confidence in the storage of these documents and I don't trust that they have done the right thing with my information or disseminating the information for their own personal benefit when they feel like it.

Christchurch Diocese

126. The Church did nothing as an overriding body to support me or address the trauma in any capacity or for redress. I never heard from the Christchurch diocese.
127. I would like acknowledgment from them.

OTHER COMMENTS

128. I would like a formal written apology from the School and from the Board and acknowledgement that they treated me as no longer relevant when I came forward, as I had left the School.
129. I want them to acknowledge the risk they put me in and the toll it took on me, to do the right thing for past and future students and for myself. I was dealing with my trauma and experience of the

abuse. Their lack of process and care for me was further traumatising.

130. I want St Margaret's to acknowledge the costs to me. This was an immense burden for me to carry. It took a huge amount of integrity and courage at great personal cost and I believe this should be formally acknowledged. I also want the lack of community and the lack of clarity and closure that has always left a question mark over me formally acknowledged.
131. I feel that the School ignored crucial evidence and facts, including that **GRO-B-1** started grooming me when I was 14 years old. They did not acknowledge the other abuse I suffered, such as the protracted emotional abuse.
132. I want them to apologise for not recommending **GRO-B-1**'s deregistration, despite a wealth of evidence including DNA evidence. This significantly prolonged the process and the trauma for me. I want them to apologise for not acknowledging me, even though **GRO-B-1** was found guilty of grave misconduct and is never allowed to teach in New Zealand.
133. I want them to I want them to acknowledge that they should have provided me with more support. That they did not recommend or support me to obtain independent legal advice. That they did not discuss the possibility of going to the Police with me and that they did not help me to obtain on-going counselling.
134. I want financial compensation from the School based on my permanent medical impairment, the emotional impact of everything that has happened to me and the financial cost to me. The School put me in a position where I was manipulated and abused.
135. I also want to know where the School kept my statements from **GRO-A** who has had access to this information, and how will it be disposed of.

RECOMMENDATIONS TO ROYAL COMMISSION

136. I believe there should be a universal co-ordinated agency that steps in when there are any complaints of abuse. This agency should have proper and clear processes in place. The agency should consist of people who are qualified and skilled to deal with sensitive issues so that institutions can't side step complaints denied processes ever occurred or shun victims or survivors to avoid bad publicity, thus furthering trauma.
137. There should also be compensation, including financial compensation (but also others) for the victims of abuse to cover the excessive related costs, as a deterrent for this kind of behaviour by churches, schools and other institutions for the rights of the child to have a safe education.

This statement is true to the best of my knowledge and belief and was made by me knowing that it may be used as evidence by the Royal Commission of Inquiry into Abuse in Care.

Signed

GRO-A-2

Dated:

29/9/201