

Four Corners note: Certain parts of this response have been edited for legal reasons, or because the information was no longer relevant to the broadcasted program.

Statement to Four Corners

Sydney, February 29, 2024: Cranbrook is a majority female staffed school which scores favourably on gender pay in absolute terms and relative to its peers. Nearly all areas of senior teaching/management and governance are broadly equivalent in male/female representation, and this balance will continue to be worked upon in the lead up to the commencement of coeducation in 2026.

The way women were supported to take on senior leadership roles at Cranbrook was shown in 2010 when Helen Nugent AC was elected as President of Cranbrook School Council. To the best of our knowledge, no other Sydney independent boy's school previously had a female President of Council. During the six years she was President of Council, with Mr Madin and then Mr Sampson as Headmasters, the School went from strength to strength, building an inclusive culture. During that time a number of women were promoted to senior leadership roles at Cranbrook, with the School community positively embracing the leadership roles women assumed.

Cranbrook's recent history of female employment and promotion is strong, and there are two recent appointments of particular note in this context.

Ms Angelique Sanders was appointed as Director of Student Wellbeing at the start of 2022 to specifically develop the Student Wellbeing Program to focus on these areas including redesigning the Student Wellbeing Program to address amongst other things, an age-appropriate program covering matters of consent and respect.

Ms Daisy Turnbull was appointed as Director of Coeducation and the Academy at the start of Term 4, 2022. Ms Turnbull's role focusses on preparation for coeducation, the Cranbrook after school academic and co-curricular enrichment program and to support the furtherance of gender equality and diversity and provide visible advocacy for coeducation, gender and diversity in the School community.

Cranbrook is encouraged by the broad-based current support and feedback from our female staff across different levels of seniority regarding the culture of inclusivity and diversity and their words of support for the leadership team overseeing this culture. Several of Cranbrook's senior female leaders have written to the Council rejecting the implication emerging from Four Corners' correspondence. A copy of this letter is attached. Further, notwithstanding the need for continuous improvement, from the feedback received it is our belief that current staff, including female staff, overwhelmingly support the School, its values and its culture

As a school, Cranbrook owes the highest level of duty of care to its students. As an employer, it also has obligations regarding the health and wellbeing of its staff and other members of the School community.

The various obligations owed by Cranbrook are sometimes competing which can create dissatisfaction and disappointment of staff, students and their parents. That is to be expected.

Cranbrook has in place strong systems, subject to regular internal and external review, to support it to meet its obligations. Cranbrook's priority is the education, care and support of its students and the wellbeing of its staff.

The context in which this document is prepared is important. The ABC has identified former Cranbrook staff who may speak on its program. They are not identified in this document in advance of the program for privacy reasons and will be referred to where

necessary as former staff. The ABC has not provided the consent or permission, to Cranbrook, of former staff so that it can discuss their employment with the School and any relevant circumstances. As such, Cranbrook will not breach any confidences or agreements which may have been entered into by former staff but note that such agreements feature enforceable non-disparagement clauses. We encourage the ABC to confirm with these people that they remain in compliance with any agreements they may have signed.

[EDIT]

As a general rule, whereas the ABC has gathered some information, the bulk of relevant information rests in documents which Cranbrook maintains in accordance with its obligations. We have reviewed those documents and are satisfied that those documents provide the truest picture of events – and are reflected in our responses below.

We have carefully and objectively reviewed the documents in order to identify any points of concern or failings on the part of Cranbrook concerning what appear to be the subject matters of the program. None have been found. Notwithstanding that Cranbrook is open to feedback and welcomes opportunities to reflect on ways it can ensure its performance and dealings with students, staff and parents is of the highest quality available.

CRANBROOK SCHOOL QUESTIONS

Four Corners is aware of more than 20 female staff members who have left Cranbrook in recent years, many of them unhappy with a culture at the school they've described as 'toxic' and a 'boys' club'.

We understand that several of these women wrote to the school upon their departure and you will have their correspondence on file. We have seen correspondence from five women, including emails sent in October 2020, March 2021, August 2022 and June 2023 and additionally from family members in 2023, who have all notified the school in writing about the ways in which they feel the school failed them.

1. Does Cranbrook School accept that the feedback it has received from female staff points to a concerning trend of women teachers feeling victimised by the culture at the school?

For the reasons set out above, Cranbrook School is not in a position to respond directly to matters concerning former staff where they have not provided consent to us.

Cranbrook can say that there has been no victimisation and the matters set out in the correspondence are contested. Cranbrook does not accept this characterisation of the School as it is not an accurate representation of the School's culture and its diversity. Cranbrook currently has 205 female staff and 149 male staff and further we pride ourselves on an inclusive and diverse culture. In the context of the size of the School, the programme's apparently relatively small sample of alleged issues, while of course extremely disappointing, is not a representative, accurate or complete picture of our culture.

In any large and complex organisation like a school, from time-to-time there will be performance concerns, conduct concerns, disputes and grievances with staff and people will have different perspectives in these situations. Cranbrook is no different from any other organisation in Australia in this regard.

What is important to Cranbrook is how we respond to such matters. We have systems and processes in place to ensure staffing matters are addressed promptly and with fairness. The processes adopted

are standard within any workplace. In the event that any concerns are raised by students, staff or parents concerning the performance of a member of staff, Cranbrook is obliged to act upon them. Preliminary investigations may be undertaken to ascertain whether the concerns or complaints have substance. If they do, they are put to the relevant staff member in an appropriate way for his or her response. On occasion, the process at this point will initiate a discussion between Cranbrook School and the relevant staff on whether they wish to leave the School on an agreed basis.

We proactively seek feedback from staff, including through internal and external staff surveys which give the opportunity for staff to provide feedback to the school so we can continue to make improvements.

Staff, parents and students who have concerns can utilise a variety of reporting, complaint and grievance mechanisms to raise issues, and we actively encourage a culture of speaking up amongst both staff and students. We also have an active staff association.

It is disappointing and we regret that a small number of past staff members have left unhappy with their experiences at Cranbrook. We strive to learn from such experiences and give due consideration to feedback received as part of our commitment to continuous improvement.

We understand Cranbrook conducted its own investigation into the claims made by at least two women and found against them. We also understand that they weren't interviewed for this investigation, were not told who conducted the investigation and were not provided with a copy of its findings.

2. Does Cranbrook believe that this accords with procedural fairness?

If the understanding relates to matters concerning former staff, Cranbrook can offer no specific response because consent to discuss such matters has not been provided. Cranbrook responds to all staffing

matters that are raised with sensitivity, fairness and confidentiality. No investigation is undertaken without speaking to the relevant staff member.

Cranbrook maintains records reflective of the process that it has engaged so that the process can be open for external review if required. The School has well-established processes and procedures in assessing claims by staff and is satisfied it has not acted unfairly. The School also draws upon external expertise in appropriate cases.

[EDIT]

Four Corners has seen evidence that the senior leadership at Cranbrook was made aware of problems the female teaching staff were facing at the school, when it was emailed a presentation called 'Respectful Relationships' that was being delivered to students in 2020.

This presentation detailed multiple instances of disrespectful and offensive behaviour from students, including gifts of fluffy handcuffs being given to female teachers and orgasm noises being made towards them.

4. Did the senior leadership at the school take any action to support the female teachers when it was made aware of these concerns? If not, why not? Did the senior leadership participate in this seminar? If not, why not?

We understand you are referring to a seminar in the Student Wellbeing Programme from four years ago.

There had been issues raised by female members of staff about the behaviour of some students and the School addressed that with the development of a seminar to students about Respectful Behaviour towards staff, especially female staff.

The development and delivery of this seminar was teacher led, with the support of Bob Meakin and with participation by members of the Senior School Leadership Team and both female and male teachers.

The School recognised that the attitudes and behaviours of some boys was not acceptable and female staff were actively encouraged to report any incidents of this type of behaviour using the range of reporting mechanisms at the School.

The Women@Cranbrook group in place also provided support to female staff on these matters. This group was, and is, supported and encouraged by the Senior School Leadership Team and School Executive. It was spearheaded by a former Head of Department in conjunction with a former Director of Professional Learning, and is currently led by Ms Daisy Turnbull, a member of the School Executive and Director of Coeducation and the Academy.

As you'll recall, a 2021 survey by Chanel Contos revealed disturbing allegations of sexual assault against scores of Cranbrook students.

5. Given this, and given the examples outlined above, why was an independent cultural review into the school's attitudes towards women not conducted in 2022?

Question 5 presupposes the accuracy of the previous four questions which is disputed for the reasons set out above.

As a school, Cranbrook was disturbed and concerned by the matters that emerged from the petition started by Chanel Contos in 2021. Cranbrook – its students, staff and parent community – has wholeheartedly engaged with these issues and continues to develop and uplift its work in this area. Specifically, in response to the petition, Cranbrook was one of four schools in Australia to participate in a research study "Corridor Cultures" on the culture of students at the School, including attitudes to staff, led by a University of Sydney academic, Dr Victoria Rawlings.

This process was fully supported by both Mr Sampson and Mr Meakin from the outset.

The Senior School Leadership Team is continuing to work with Dr Rawlings on the findings from the study and implementing evidence-based strategies and measures in response based on her recommendations. This includes consent education with Consent Labs; introduction of additional student bodies to increase student voice; identifying, supporting and developing equity champions in both the staff and student bodies; and a redesign of the full Student Wellbeing Programme which aims to instil the School's values, respond to societal pressures and address the critical issues facing young people.

There are also various student instigated and student led activities which have been implemented since the petition, including participating in the Future Leaders for Gender Equality Group and increasing structured interactions with students at local girls' schools.

As noted above, Ms Angelique Sanders was appointed as Director of Student Wellbeing at the start of 2022 with a key focus develop the Student Wellbeing Programme to focus on these areas. This includes re-designing the Student Wellbeing Programme to provide amongst other things, an age-appropriate programme covering matters of consent and respect. She continues to undertake significant work in this area. One of these introduced programmes in particular, "Tomorrow Man" has been very successful and well received by students.

Ms Daisy Turnbull was appointed as Director of Coeducation and the Academy at the start of Term 4, 2022. Ms Turnbull's role is focussed on preparation for coeducation, the Cranbrook after school

academic and co-curricular enrichment program and supporting the furtherance of positive cultural attitudes towards gender equality and diversity.

In 2023, the School commenced an ongoing formal project of better understanding our culture, in the lead up to the implementation of coeducation at the School in 2026.

A student survey was completed in the second half of 2023 and the Executive has recently received and reviewed these findings and are developing appropriate actions. The staff culture survey is currently still open. The staff culture aspect of this project has a number of facets, but includes understanding lived experience of the School's values, experiences or observations regarding discrimination of any kind in the School, and an assessment of the School's structures with respect to reflecting the vision, mission and values of the School going forward.

Any assertion that the Headmaster, Mr Meakin or other members of senior management condone harassment or disrespectful behaviour towards staff in general, and women in particular, is strongly rejected.

The School takes these behaviours seriously and addresses this type of behaviour should it occur.

Allegations of Bullying

One teacher had a workplace injury claim upheld by Cranbrook's own insurer, iCare. Cranbrook challenged the insurer's findings, requested a review, and the insurer once again upheld the claim.

6. Why has the school refused to accept its own insurer's claims about the treatment, which led to the woman's workplace injury, while she was a teacher at Cranbrook?

For the reasons set out above, Cranbrook understands that this question relates to a former staff member. Cranbrook does not have the permission of the former staff member to discuss her employment.

Cranbrook did not refuse to accept the claim, the School requested a review of the insurer's findings. We acknowledge that the insurance claim was upheld.

No claims of bullying were substantiated, and Cranbrook rejects any allegation this claim or any grievance raised by the staff member were inappropriately handled.

The insurer noted in its findings: "For the abundance of clarity, we note the worker's compensation scheme is a 'no fault jurisdiction' and, in view of this, the insurer's decision to accept liability for statutory compensation is not an admission of either fault or negligence on the employer's behalf."

Cranbrook says it conducted an internal investigation into the claims and found that the teacher's workplace injury was not caused by the treatment from staff as she claimed. She wasn't interviewed by the person who conducted the investigation, and was not told who that person was.

7. Does Cranbrook think that this accorded the teacher with procedural fairness?

Cranbrook responds to all staffing matters that are raised with sensitivity, fairness and confidentiality. The School has well-established processes and procedures in response to claims by staff and does not believe it has acted in an unfair manner. The School also draws upon external expertise in appropriate situations. No investigation is undertaken without speaking to the relevant staff member.

Cranbrook has an open and inclusive environment and if any staff feel their voices aren't heard we welcome their feedback.

We are satisfied that procedural fairness was provided.

8. Did the teacher's supervisors begin a targeted campaign of criticism in response to her suggested changes to the school's commerce course?

There was no targeted campaign of criticism.

Staff are welcome to share their views and opinions, including in relation to how courses are taught, at any time.

We also note that the content and delivery requirements of the commerce course is set by the NSW Curriculum and Cranbrook adheres to these requirements.

Allegations of Sexual Abuse

In October of 2013, a year 8 student disclosed to the school that he had been forced to perform sexual acts on a [EDIT] boy throughout that year. As a 13-year-old, he was below the legal age of consent. The school reported these allegations to police at the time. The alleged perpetrator was [EDIT] allowed to continue attending classes at the school.

We understand Cranbrook had already conducted an investigation into the alleged perpetrator in 2012, after an allegation of inappropriate touching.

9. Given that prior investigation, and then the allegations that followed, why was the alleged perpetrator allowed to stay at the school?

Cranbrook is duty-bound not to make any comment in relation to this matter which is subject to civil proceedings before the NSW Supreme Court [EDIT]

Cranbrook's Child Safety Committee, chaired by Mr Meakin and including a number of other members of the School Executive as well as staff across the School in various roles, is charged with undertaking a process of ongoing review and improvement of our child safe practices.

All staff undertake child safety training annually at a minimum.

A culture of speaking up and raising any issues or concerns in relation to child safety is championed by the Headmaster and the Executive staff. Child safety is a standing agenda item at Executive and School Council meetings, and the Headmaster formally reports to the School Council on child safety matters at each meeting.

Cranbrook's extensive wellbeing and pastoral care program is centered around the ethos that children are best cared for by those who know them well.

Cranbrook has Housemasters and teams of mentors devoted to the care of the boys and the School also provides specific counselling and medical support as needed.

We understand a housemaster kept a file on the complainant after these allegations came to light, and that it contains repeated references to the complainant being 'annoying' and disliked amongst his peers. We also understand that upon hearing that the complainant had withdrawn from the police case, a senior staff member emailed other staff saying 'Just what we thought'.

10. Does this suggest that the school did not believe the year 8 boy's allegations and was more intent on discrediting him?

Cranbrook takes its duty of care obligations to all students, boarding and day students, and those with specific needs very seriously – and meets those obligations with its extensive systems of pastoral care and support.

We are otherwise unable to comment on this matter.

11. Given his young age at the time, and his vulnerability as a ward of the state, does did Cranbrook uphold its duty of care to this 13-year-old?

See above.

We understand that Nicholas Sampson was an addressee on several of the emails relating to this case. We understand Mr Sampson never replied to these emails, and that he never met with the student after these disclosures, nor in the 5 years he was at the school.

12. Given the school’s requirement to provide pastoral care to students, why did the headmaster not engage with this issue, particularly when a vulnerable 13-year-old student was alleging to have been sexually abused over an extended period of time?

The Headmaster has oversight of all students and receives regular updates on pastoral care and welfare matters, from relevant specialist staff working with students. The care and wellbeing of our students is paramount.

As noted above, Cranbrook’s extensive wellbeing and pastoral care programs is centered around the ethos that children are best cared for by those who know them well. Nonetheless, Cranbrook’s Executive and governance management, were also fully engaged in this matter. We are otherwise unable to comment on this matter.

Nicholas Sampson

In 2015 and 2016, the Royal Commission into Institutional Responses to Child Sexual Abuse conducted inquiries into a later-convicted paedophile, Jonathan Harvey, and his actions at Geelong Grammar School. Nicholas Sampson was questioned over his handling of that matter, and during the hearings he apologised for his actions in allowing the teacher to stay teaching at the school for the entire 2004 academic year, for paying him a full year’s salary for work he did not perform, and for writing glowing letters of thanks. The Commission found those letters were “misleading” and failed to record the real reason Harvey left the school. It also found that Mr Sampson had a duty to alert the Victorian Institute of Teaching, which he did not do.

[EDIT]

14. Given Mr Sampson’s testimony at the Royal Commission and the case of the 13-year-old boy at Cranbrook, as well as the complaints made about the leadership towards women outlined above, does the school have confidence in Nicholas Sampson’s ability to lead the school?

The School has utmost confidence in Nicholas Sampson’s continued ability to lead Cranbrook.

Mr Sampson was Principal at Geelong Grammar from 2001 to 2004 and the events that were the subject of the enquiry into Mr Sampson occurred at that school in the 1970’s.

While at Cranbrook, the Headmaster has demonstrated an unwavering commitment to child safety at the School, supported by the lessons for all institutions arising from the Royal Commission.

The School Council at the time of the Royal Commission into Institutional Responses to Child Sexual Abuse undertook an extensive review of the issues raised at the Royal Commission involving Mr Sampson's term as Principal of Geelong Grammar, including Mr Sampson's testimony, and sought advice from external advisers.

The attached communication from the School Council was sent to the school community on 13 September 2015. (PDF Attached)

Otherwise, your question presupposes the validity of unidentified complaints which Cranbrook does not accept.

[EDIT]

16. Is Cranbrook still covering the headmaster's rent, fringe benefits tax, and utilities?

The provision of a residence on campus is part of the remuneration package provided to the Headmaster of the School. This is a common practice for boarding schools.

[EDIT]

ABC FOUR CORNERS QUESTIONS TO NICHOLAS SAMPSON - These responses are attributable to Cranbrook and provided with Mr Sampson's consent.

Geelong Grammar School

In 2015 and 2016, the Royal Commission into Institutional Responses to Child Sexual Abuse conducted inquiries into a later-convicted paedophile, Jonathan Harvey, and his actions at Geelong Grammar School.

During the hearings into that matter, you apologised for your actions in allowing Harvey to stay teaching at the school for the entire 2004 academic year, for paying him a full year's salary for work he did not perform, and for writing glowing letters of thanks. The Commission also found that you had a duty to alert the Victorian Institute of Teaching, which you did not do.

During your hearing you said that the \$64,000 payment to Harvey for work he didn't perform in 2005 was not a "sweetheart deal."

1. If not a sweetheart deal, how else would you characterise this payment?

Mr Sampson's recollection is that Geelong Grammar was terminating the teacher's contract early, which otherwise continued until the end of 2005 and he was therefore required to be paid in lieu.

During your testimony you were asked about the 'complimentary language' you used in your letters to 'a teacher against whom a serious allegation of sexual misconduct had been made'. You responded that 'it was part of the culture' and 'there was ... a hyperbolic vocabulary' and acknowledged that this would cause offence.

2. The victim's brother who spoke to you about Harvey, has questioned your description of the language in your letters to Harvey as 'hyperbolic', namely thanking Harvey for his 'outstanding service' and that he was a 'wonderful teacher, and outstanding housemaster, a fine and

thoughtful colleague.’ The victim’s brother believes your language was more about protecting the ‘boys’ club’. How do you respond?

Mr Sampson rejects the notion there was a boys’ club at the school.

The Royal Commission into Institutional Responses to Child Sexual Abuse was enquiring into an extremely important subject, the safety and wellbeing of young people in our schools and other institutions, and was looking to examine Case Studies to see how institutions have, in the past, dealt with these matters so that we can all learn the appropriate lessons, share good policies and procedures and seek to protect young people in a better way.

The Royal Commission heard harrowing evidence of how the actions of paedophiles preying upon young people within schools and other institutions have caused unspeakable harm, lasting hurt and deep distress.

Mr Sampson was called by the Royal Commission to give evidence in relation to a Case Study of Geelong Grammar’s approach to these issues from the mid 1950’s until 2007: He served as Principal of Geelong Grammar between 2001 and mid-2004. He responded openly and frankly to the Commission, honouring its important work and the genuine and powerful testimony of victims.

Mr Sampson was open about the inadequacy of previous practice, by talking about what we as a society, and he, have learned about this complex area in recent years and apologising if his handling of any matter could have been better.

Some of his testimony relating to an historic allegation of abuse dating back to the late 1970’s has been taken out of context because of the complexity of the situation.

We treat these matters very differently today. Society has, fortunately, learned a great deal about the grave but important and complex subject of child abuse in recent years.

The Royal Commission asked about his current approach: He told them that this involved early reference to relevant external authorities, including the police, the conduct of an enquiry by an external investigator where appropriate and a less legalistic approach to a need for definite evidence. These strengthened practices have been designed to minimise the chances of some of the dreadful suffering described to the Royal Commission by survivors happening in the schools of today and tomorrow.

Mr Sampson says the approach to child safety has strengthened over his four decades of teaching and so have his. Headmasters have a duty to leave their schools healthier and better than they found them. It is his privilege to serve Cranbrook and to promote, and seek to strengthen, its culture, values and ethos.

The victim who was sexually abused by Harvey, told Four Corners that after the school became aware of the allegations against Harvey in 2004, no-one from Geelong Grammar, including you, ever reached out to him. You also did not reach out to him following the Royal Commission hearings, or after Harvey’s conviction for gross indecency.

This is the first time Mr Sampson has been made aware the survivor wanted me to reach out to him. At the time Mr Sampson was told about the allegation in 2004, the survivor’s brother was the person who raised

it with him and he stressed the survivor’s clear wish was not to be contacted by Mr Sampson or by Geelong Grammar.

If this was not the survivor’s view, Mr Sampson is extremely regretful that wasn’t passed on to him as he most certainly would have made contact and welcomed the opportunity to meet if he wished to do so. Mr Sampson would be happy to do so now if this is his wish.

- **Why have you never personally reached out to the victim, given you were aware of the identity of his brother, and knew the serious abuse he suffered while he was at the school, and after your admitted mishandling of his brother's disclosure of that abuse?**

See above.

Marlborough College

Four Corners has spoken on camera to former Marlborough students and spoken on background to many others. What was described to us was routine harassment and/or indecent assault of female students during your tenure, including, but not limited to:

- having boy's penises or testicles placed on them without their permission, and in public areas;
- their objectification and sexualisation in a teacher-edited, student-written magazine, The Heretick;
- water balloons thrown at them to make their blouses see-through;
- being humiliated at assemblies via sexual innuendo; and,
- graphic female pornography pasted on male student bedroom walls.

1. How do you respond to the allegation that this culture was prevalent at Marlborough during the time you were Master?

These are very serious allegations and this is the first time Mr Sampson has heard them and they are deeply concerning. Mr Sampson hopes that they have been reported to the school and appropriate authorities.

They stand in contrast to the picture of the College's culture reflected in the attached, evidence-based inspection report, issued towards the end of my time at Marlborough College by the Independent Schools' Inspectorate (ISI).

<https://www.isi.net/school/marlborough-college-6683>

You will notice the report states:

"The curriculum and extra-curricular programme are excellent having both balanced and real breadth."

"Pupils' personal development is excellent. Pupils are enthusiastic about their school life and speak warmly about the relations between staff and pupils."

"Their boarding experience is outstanding, particularly through the high-quality pastoral care and also the support and guidance they receive through the house system."

"Pupils are compassionate young people committed to the needs of those less fortunate than themselves."

"Governance is excellent. Management and leadership are good overall and excellent in the areas of welfare and pastoral care of pupils and boarding. "

"Comprehensive documentation giving guidance on all aspects of child protection is readily available to parents and all members of the school community. Staff and senior pupils are well aware of this guidance and the procedures to follow in cases of disclosure of abuse or bullying."

2. Students told Four Corners that there was no way the school's leadership could not be aware of this culture, and that they would have liked you to have done more to regulate it. How do you respond?

See previous answer.

Cranbrook

In October of 2013, a year 8 student disclosed to the school that he had been forced to perform sexual acts on a [EDIT] boy throughout that year. As a 13-year-old, he was below the legal age of consent. The school reported these allegations to police at the time. The alleged perpetrator was [EDIT] allowed to continue attending classes at the school.

We understand that you were an addressee on several of the emails relating to this case, but never replied. We also understand that you never met with the student after his disclosures, nor in the five years he was at the school.

• Why didn't you, as the headmaster responsible for the ultimate care and safety of students at Cranbrook, reach out to this 13-year-old student, a ward of the state, when he had alleged that he had been sexually assaulted over several months at the school you presided over?

This case involves events that occurred over ten years ago and is complex and sensitive. Unfortunately, Mr Sampson is unable to make any comment in relation to this specific case as this matter is subject to civil proceedings before the NSW Supreme Court [EDIT]

While Mr Sampson is unable to make specific comments about this case, he has careful oversight of all students and receives regular updates on pastoral care and welfare matters, from relevant specialist staff working with students. The care and wellbeing of our students is paramount. Any discussion with a survivor of alleged sexual assault needs to be handled with great care and sensitivity by people who are qualified in the field and reflect the advice of professionals.

Did you ever meet with the student while he was at the school? – If not why not? – How involved were you in this case?

See above.

ends