



Leeds  
Safeguarding  
Children Board

**Learning Lessons Review of Safeguarding  
Practice at Corpus Christi Catholic College  
Prior to and After the Murder of Mrs Ann  
Maguire by William Cornick.**

Independent Reviewer Nick Page

November 2016

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## **LSCB Independent Chair's Summary**

### **INTRODUCTION**

The purpose of the Chair's Summary is to bring together the Learning Points raised by the Review Author into a series of linked responses, at both local and national level, to the evidence presented in the Learning Lessons Review. The Summary will also seek to reflect on and contextualise the main issues raised in the Review, with regard to the operation of the LSCB and safeguarding partnership for Leeds.

Firstly, it is important to respond directly to concerns that a Learning Lessons Review (LLR), and not a Serious Case Review (SCR) was commissioned following the shocking murder of Ann Maguire, a schoolteacher killed in her classroom by Will Cornick, one of her students. Quite simply the specified requirements for the commissioning of a SCR (that a child has died or been seriously injured or abused) were not met here (a decision subsequently validated by the National SCR Panel of Experts). However the LSCB recognised the seriousness and unprecedented nature of the murder, choosing to initiate a LLR. Similar to a SCR, the purpose of a LLR is to identify what, if any, lessons regarding processes and procedures can be learnt and to make recommendations for future practice. Its purpose is not to establish blame to an individual or organisation.

I would also like to begin by thanking Nick Page, our Independent Reviewer, and Jane Held, my predecessor as Independent Chair of the LSCB, for their outstanding work in producing this LLR. Here I would like to underscore that the commissioning of a nationally respected Chief Executive Officer as our Independent Reviewer is a reflection of priority the LSCB afforded to this matter, and our wish to ensure that the work was completed to both the highest standard, and with a resultant highest degree of independent scrutiny and authority.

Similarly, it was recognised from the outset that whilst Jane Held officially concluded her term as Independent Chair of the LSCB in September 2015, that it would be inappropriate for her stewardship of this work to be transferred to myself prior to the LLR being formally ready to be presented to the LSCB, again reflecting our commitment not to undermine or diminish this work even indirectly.

The LLR produced reflects contributions from a large number of people, involved both directly and indirectly, and I would like to take this opportunity to thank them all on behalf of the LSCB.

Of particular note is the fact that the Independent Reviewer was able to personally interview Will Cornick, when Will had previously refused to engage in any sort of meaningful interview subsequent to conviction, questioning him directly about what happened and why. I do not think this would have happened without the particular experience and balance that Mr Page brought to this complex task.

The LLR produced is comprehensive in nature, reflected by its length, and it is evident that care has been taken to balance a wish to get this work done as promptly as possible yet still do justice to the range and complexity of the issues at hand.

The Review has taken the approach that where statements, documents and other evidence were available, that especially for the young people at college or in the classroom on the day of the murder, it was inappropriate to directly interview them again unnecessarily, as this was likely to be traumatic and counterproductive. In light of this, I would ask that, given the likely level of public interest in this matter, others also give this issue consideration as although Ann Maguire lost her life on the day of her murder, she was by no means the only victim. The Review reiterates the finding of the courts that Will Cornick alone was responsible for killing Ann Maguire, and care must be taken now to adequately safeguard and support other people innocently caught up in what happened.

### **Reflection and Response to Learning Points**

All the evidence presented in the LLR serves to confirm what I suspect all who knew Ann Maguire already thought. That she was an outstanding, caring and highly committed teacher who dedicated her life to teaching and supporting the young people of Leeds. It is my personal conclusion that with Ann's death, Leeds has indeed lost a star.

The Review also highlights that in unprecedented and extremely difficult circumstances, the Head teacher, the senior management team and indeed all the staff of Corpus Christi Catholic College responded professionally, sensitively and in some cases heroically. We owe them all a debt of gratitude.

What is crystal clear from the LLR is that Corpus Christi Catholic College was at the time of the incident, and continues to be, a well-run school with highly professional staff, all of whom share a commitment to safeguarding children and young people. Teaching at Corpus Christi reflects this same sense of commitment to each individual student, such that they might achieve their potential to the fullest.

One understandable reaction to the murder of a teacher in her classroom by a student is to take steps to protect all teachers in an effort to make sure that something like this can never happen again. Whilst there are certainly lessons to be learnt here, care needs to be taken to ensure that a well-meaning but reactive response does not have the unintended consequence of undermining the fundamental personal relationship between a good teacher and student that is the root of real learning. What is of issue is more likely to relate to how frustrations, anger and feelings of being treated differently or unfairly are articulated and resolved for children and young people in schools and colleges where deeply felt, raw emotions are experienced for the first time. Certainly we need to listen carefully to what teachers want, and more particularly what they do not want, rather than being unduly influenced by other sometimes louder but less informed voices.

The Review further established that senior officers and others from a range of agencies, including Local Authority Children's Services and the Police, alongside the School and Diocese staff, responded quickly and effectively, in a highly co-ordinated way to ensure the safety of all those, and especially the young people, caught up in this awful event, both on the day of the murder and up to the present for those who continue to be deeply affected by what they saw and heard.

Care was taken to ensure that all those who needed to be informed of what had happened were contacted without delay, and that lines of communication were

established in order to best respond to a variety of needs, including with local and national government, and with respect to the extraordinary outpouring of public concern and sympathy that resulted.

So, in the most difficult and demanding of circumstances staff at all levels and from all professions with a responsibility for safeguarding the children and young people of Leeds responded magnificently and 'pulled together'. It is perhaps cold comfort, but notwithstanding the loss and grief that those who knew and loved Ann went through, Leeds has much to be proud of in the way that it responded as a city to her death.

One barrier faced by the Reviewer in progressing this work, was that it was clearly impossible for him to speak directly with the most important witness to the murder, Ann herself. It was however quite possible to gain some insight and assessment of her professional view of her work with Will Cornick through her classroom assessments. These reveal a student either 'exceeding or meeting expectations' with respect to his work in Spanish lessons. There was certainly no specific difficulties recorded in their relationship, and it was widely known that Will was a bright and able student, who had previously responded positively to initiatives invoked where he needed to put in additional effort for his work to reflect his ability and potential.

A startling aspect of what is included in the Review for many readers is likely to be the 'extreme' vitriol of the remarks that Will Cornick posted on social media, expressing his loathing of Ann Maguire. These would certainly be completely unacceptable and deeply offensive in any context, but my own recent trawl of on-line sites where young people feel free to get things 'off their chests' reveal that they are by no means unique. We need to take care as a result that expressions of adolescent bravado, of 'showing off' to friends or of simple fantasy, are not judged in isolation, and reflect a true and up to date understanding of how the web, and social media in particular, has become a mechanism for 'blowing off steam' for young people, that those of us who grew up in a pre-web age can find difficult to understand. We also need to take care that we do not have expectations that young people can easily make fine judgements between comments that are simply 'background noise' and those that are of real concern, that we, as experienced adults, would find very difficult indeed.

An understandable response to unprecedented and shocking events like the murder of Ann Maguire is often to respond prescriptively, with the requirement for more planning, checking and subsequent inspection. Whilst understandable, such efforts are almost always futile, as the very nature of unprecedented events is that they are outside the range of what we think of possible. A more permissive response, framed by the premise that those on the ground are likely to be 'best placed' to respond to unprecedented safeguarding crisis, may be more effective, so long as this is mirrored with appropriate resources and other practical support.

Finally, the growing range, speed and power of communications technologies and social media effectively now dictate the pace and nature of public engagement with high profile safeguarding events. Traditional communications responses thus run the risk of being continually behind the tempo of social media, to the extent that any delay, or attempts to control the stream of information, can serve to give 'oxygen' to incomplete, inaccurate or even malicious alternatives.

Overall, I am minded especially by the general comment of the Independent Reviewer that,

*“There are no recommendations that the Reviewer can make which in hindsight could have assisted staff in predicting or preventing the murder of Ann Maguire.”*

But notwithstanding this general finding, there are certainly more specific lessons to be learnt from this tragic event that may help others to think about how best to respond to unprecedented crises which, almost by definition, cannot be comprehensively planned for.

### **Response to Learning Points.**

#### One: Spreading the Word

A training package for officers and others potentially engaged in first response to unprecedented safeguarding crisis involving children and/or young people within an organisation or community setting should now be commissioned locally and widely disseminated such that the strength of the Leeds response can inform what is done elsewhere.

#### Two: Supporting those affected by the murder of Ann Maguire

Continuing support for those traumatised by the events surrounding the murder of Ann Maguire should be offered by the Leeds safeguarding partnership for as long as needed.

#### Three: Improving procedures

Child protection returns 175 and 157 should be sharpened up, to the end that those monitoring these can routinely see that improvements suggested, are swiftly enacted.

#### Four: Developing a ‘First Response Resource Kit’

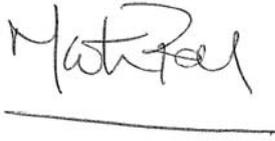
The Government should give consideration to developing a ‘First Response Resource Kit’ of resources and simple guidance that can be instantly made available in circumstances where there is deemed to be an unprecedented safeguarding crisis involving children and/or young people.

#### Five: Taking a Balcony View

In every such circumstance a designated local officer (independent to those organisations / services involved) should take responsibility for ‘standing apart’ from the crisis and taking a ‘balcony view’ of what happens and why. This should be contemporaneously recorded as fully as possible with respect to both facilitating future learning but also offering an early ‘interim review’ to keep the response clear, consistent and ‘on track’ in terms of safeguarding and likely effectiveness.

Six: Communicating the Detail

A national communications protocol needs to be developed for use in circumstances where there is deemed to be an unprecedented safeguarding crisis involving children and young people.

A handwritten signature in black ink, appearing to read 'Mark Peel', with a horizontal line underneath it.

**Mark Peel**  
**Independent Chair**  
**Leeds Safeguarding Children Board**

**8<sup>th</sup> November 2016**

## **Foreword by the Reviewer**

This Learning Lessons Review into the murder of Mrs Ann Maguire in April 2014 attempts to address two key areas:

1. Was there anything that anyone, individually or collectively as an organisation, could have done to prevent Ann Maguire's murder?
2. Following Ann Maguire's murder was there anything that anyone, individually or collectively as an organisation, could or should have done in response?

What is clear to me, as the Reviewer, is that no one could have predicted or pre-empted Will Cornick's attack on Ann Maguire and following her murder, individuals and organisations acted courageously, coherently and professionally in supporting the School and affected people.

During the course of the Review I have suggested a number of learning points. These are put forward, not to suggest a comprehensive deficit in anyone's actions, but more as a guide for the people and agencies in Leeds and those with a national interest in ensuring our schools are safe places to learn, teach and work.

As with any review of this type, this work is based upon individuals' recollections of a highly traumatic event, given in hindsight. As the Reviewer, my role is to bring these 'pieces' of information together like a jigsaw, and build the most comprehensive overall picture possible. Tragically I have not been able to speak with Ann Maguire herself, who cannot provide us with her own view of what happened and why. On this basis I feel this Review presents all of the available 'pieces of the jigsaw' relating to the murder of Ann Maguire in her classroom by her pupil Will Cornick.

**Nick Page**  
**Independent Reviewer**

**8<sup>th</sup> November 2016**

## **1. Introduction / The Event Leading to the Review**

1.1 Mrs Ann Maguire, a teacher at Corpus Christi Catholic College in Leeds, was murdered in a classroom by a pupil, William Cornick (known as Will), on 28 April 2014. At the subsequent sentencing hearing held on 3 November 2014, Will was sentenced to a minimum of twenty years in custody before any consideration of release. An appeal held at the Court of Appeal on 29 January 2015 against the minimum length of sentence was rejected by the Lord Chief Justice, Lord Thomas and two other judges.

1.2 Subsequent to the murder the matter was reported to the Leeds Safeguarding Children Board (LSCB) through a Serious Incident Notification. Although the LSCB decided that the criteria for reporting the incident as a Serious Child Care Incident and for undertaking a Serious Case Review were not met, the Board took the view that a Learning Lessons Review should be undertaken given that a significant number of children were involved as witnesses, and that Will was 15 years old at the time of the murder. The Board's decision that the criteria for undertaking a Serious Case Review were not met was subsequently supported by the National Panel of independent experts on Serious Case Reviews.

1.3 An inquest into Ann Maguire's death was opened and adjourned on 13 May 2014. It has subsequently been resumed and a Pre-inquest Review Hearing was held on 25 January 2016. The date for the full inquest has not as yet been set and the Coroner is awaiting the conclusion of this Learning Lessons Review.

1.4 The murder of a teacher by a pupil within a school in the UK is without precedent. It raises important questions about the safeguarding of children and the safety of teachers and other school staff. This Review has considered these questions and highlighted a number of learning points, which it is hoped will be helpful to Leeds City Council, partner agencies, schools, Leeds Safeguarding Children Board and other local authorities and agencies.

## **2. Purpose of the Review**

2.1 This Review has sought to fulfil two functions. Firstly, to identify what, if anything, can be learned about how well children and young people in the School, and the adults teaching and caring for them, were safeguarded prior to the incident. This included consideration of whether the death of Ann Maguire could or should have been prevented by the actions of any relevant agencies or professionals.

2.2 Secondly, to review how well agencies worked together in response to the incident, how well children and young people were safeguarded during the emergency and what can be learnt about how best to safeguard children and young people during emergencies. The learning gained from both stages will be shared with all agencies in Leeds and nationally, in order to inform and develop practice as needed.

2.3 Will Cornick is responsible for the death of Ann Maguire and he has been found guilty in court. It is important to note that this Review is not, and was never intended to be, an inquiry into who was responsible for her death.

### **3. Terms of Reference**

3.1 The Terms of Reference (see Appendix 1) set out the approach for the Review which has taken place in two stages:

- Stage One (the review of safeguarding prior to the murder) which included a desktop review of all records held
- Stage Two consisted of a facilitated debrief exercise, looking at how well services responded to the murder, and how well the children and young people involved were safeguarded during the period of cover by the “Gold Command” Emergency Response Arrangements.

3.2 The period covered by the Review was 12 months prior to the murder and up to June 2015. The Review was scheduled to take up to 6 months, with a view to completion by the end of April 2016. Any necessary delays were agreed between the Lead Reviewer and the Independent Chair of the LSCB and stakeholders have been notified of the revised deadline dates.

3.3 I have prepared a final report covering both parts of the Review for the LSCB. I have set out the learning gained, and through the LSCB an Action Plan has been agreed in order to identify how best to apply that learning, and the desired outcomes of doing so. The LSCB have then prepared the Report for publication in liaison with myself, members of Ann’s family and interested parties.

### **4. Methodology**

4.1 I have had access to, and reviewed, all the information available from the School and the key agencies involved. This Report identifies where information was not available or there were differences of opinion in accounts.

4.2 I have met and talked with Ann’s husband, one daughter, two of her nephews, her sisters, Will, Will’s parents and members of the School Leadership Team, teaching staff and non-teaching staff. Meetings have also taken place with senior managers in Leeds City Council, West Yorkshire Police and the Diocese of Leeds.

4.3 The Review initially did not involve any meetings with Will due to ongoing concerns about his mental health. However in July 2016, Will indicated that he would meet with myself and a meeting was arranged.

4.4 The Review did not involve the young people who witnessed or were close to the incident. This decision was taken in recognition of the significant trauma and emotional impact on all those involved and also the fact of the availability of sufficient information in records from the criminal investigation and court proceedings provided to me.

## **5. The Lead Reviewer**

5.1 My name is Nick Page and I was commissioned by Leeds Safeguarding Children Board to undertake this Review. I am independent and have no connections with Leeds.

5.2 I have over twenty five years of experience in working in education and local government at senior levels. I am currently Chief Executive of Solihull Metropolitan Borough Council. Previously I was Director of Children's Services for Salford City Council from 2009 to 2014 and prior to that worked in Merseyside as a senior officer in Children's Services. Before I moved to local government I was a senior leader in a Catholic secondary school.

## **6. Acknowledgements**

6.1 Thank you to all of the people who have taken the time to meet with me and talk to me about Ann's life and tragic murder, the work of Corpus Christi Catholic College, Leeds City Council and Leeds Local Safeguarding Children Board, and the school career and home life of Will Cornick.

6.2 Thank you to the staff at Leeds LSCB and Solihull MBC for assisting me with all the practicalities of undertaking this Review.

## **SECTION 1**

### **7. Contextual Information**

#### **7.1 Mrs Ann Maguire**

7.1.1 Ann was sixty one years old when she died. She qualified as a teacher in 1974 and began her teaching career at Corpus Christi Catholic College where she remained throughout her career of over forty years. The warmth and love with which she was regarded is apparent in the tributes to her from pupils, former pupils and colleagues. Ann has been described as an enthusiastic and energetic teacher who wanted all the children in her classes to achieve their full potential.

7.1.2 Ann was married with two daughters. She had also taken on the care of two nephews when her sister died in 1986. Ann maintained a close relationship with her two other sisters particularly Denise who was a close confidante and whom she spoke with every day in detail about their work and lives. Ann spoke about issues with a student in February 2014 to her sister who has therefore been able to share some of Ann's views about the situation for this review.

7.1.3 Ann made a significant contribution to a close knit school community. She was a member of the School Choir and the Parish Choir. Ann's husband, had taught at the School between 1977 and 1989.

7.1.4 Ann taught Spanish, Religious Education and latterly French. Ann had been an Assistant and Acting Head of Year and was promoted to Head of Year 11 in 2008, effectively undertaking a pastoral role for over twenty years. Ann stepped down as Head of Year 11 in 2013 and moved to part-time work (working two full days and two half days in school each week, delivering a reduced timetable focusing solely on Spanish). She intended to fully retire in 2014 either in July or at Christmas. The School Senior Leadership Team believed that her involvement in the action plan to improve the School's performance after an Ofsted inspection had energised her.

7.1.5 Ann had access to continuing professional development training in the School. Ann attended three inset training days in 2012 and had attended an inset training day in 2013. Ann attended a Child Protection twilight session in October 2012 and also attended courses arranged by the Leeds Diocese. An Annual Review Statement for Ann in 2012-13 was undated and unsigned but includes evidence of how she had implemented the School's three key learning objectives. A new system of appraisal had been introduced at the School in September 2013; Ann participated in this process and a review of performance against targets was scheduled for May 2014.

7.1.6 In 2013 an Ann Maguire Award had been established to mark her fortieth year as a teacher at Corpus Christi Catholic College and to recognise Year 11 pupils each year who have demonstrated the most dedication, industry and progress.

7.1.7 Ann appeared to Will's parents confident that she could help Will to focus on his work and achieve his best possible examination results as she had done previously over the years with many other students.

## 7.2 Corpus Christi Catholic College

7.2.1 Corpus Christi Catholic College is a voluntary aided, mixed comprehensive secondary school in the trusteeship of the Diocese of Leeds; it serves the parishes and Catholic primary school communities in the east of Leeds. In 2013 it had 954 pupils aged 11-16 years old on roll and the School employs approximately 140 staff. Most students live locally and are White British; the remaining students originate from a range of ethnic minority heritages. The proportion of students known to be eligible for free school meals is 40% (above the national average of 28.5%). The number of students with special educational needs and / or disabilities is higher than the national average. In addition, the School has a specialist base for students with severe learning difficulties.

7.2.2 The School employs over 60 teachers supported by learning assistants, administrative, technical and maintenance staff and a School Lay Chaplain. Under the 'Building Schools for the Future' programme, the School had recently been refurbished.

7.2.3 The School promotes a strong Christian and community ethos ('Together we work, learn, pray, grow'), characterised by mutual respect between staff and students and the valuing of each individual person. It operates a traditional pastoral structure and aims to provide students with access to a wide range of external agencies to support their academic, social, moral, physical and spiritual well-being. As well as a Lay Chaplain, the School has a Staff Chaplaincy Team (overseen by a Deputy Head Teacher) and Student Chaplaincy Teams. Corpus Christi Catholic College works in close collaboration with other schools, colleges and the wider community.

7.2.4 The picture of the School before 2013 presented by senior managers and staff was one where the School operated according to 'custom and practice' [Definition: 'The way that something has always been done in the past, which can be used in discussions between workers and managers, even if it is not written down in any formal or legal document' – Longmans Business Dictionary] and practice was not underpinned by comprehensive procedures or by school records. It is clear to me that the move from custom and practice to rigour and process has been a key part of the School's improvement journey in the last few years. The appointment of a new Head Teacher in 2013, supported by the Governing Body, Diocese and Local Authority has meant that children and young people now receive a good education that can be evidenced.

7.2.5 Corpus Christi Catholic College has been part of a Safer Schools Partnership since around 2007 along with another Catholic secondary school. Under this arrangement and prior to the Ann's death, a Police Officer spent 2.5 days in the School every week. The partnership arrangement is reported as working well; the 2012 Safeguarding Audit of the School noted that the Safer Schools Police Officer would have become involved following any serious behavioural incidents if necessary. The Officer has confirmed that no such incidents occurred before Ann's murder. Safer Schools Partnership arrangements are considered further on page 20.

7.2.6 The Health and Safety Manager (Schools) in Leeds City Council reviewed records for Corpus Christi Catholic College dating back to January 2011, following

Ann Maguire's death. There were no reports of violence to staff by pupils in any of my meetings with staff, although the data in relation to exclusions (see below) indicates that some assaults had occurred. During this review, one teacher referred to a concern about intimidation by pupils generally, but this was the only concern raised. This concern was not underpinned by any written records indicating such intimidation. I found no records of any permanent exclusions (see table below). However in terms of fixed term exclusions Corpus Christi Catholic College was, in comparison to other schools / academies in Leeds and local East Area:

- At the lower end of exclusions in Leeds in 2013/14 overall
- In line with figures for all three categories in relation to other schools in the local area
- Towards the lower end of exclusions across Leeds in 2014/15 overall
- Towards the higher number of overall fixed term exclusions than some local maintained schools in the area (lowest reported in area from maintained school being 13, with the highest being 64) but lower in the lower range than other academies in the same area (lowest 1 reported – highest 214)

School Year	Total	No. for Physical assault against a pupil	No. for Physical assault against an adult	No. for verbal abuse or threatening behaviour towards an adult / pupil
2010-11	15	1	1	4
2011-12	30	1	2	9
2012-13	18	2	0	9
2013-14	42	14	4	18
2014-15	48	7	1	18

### 7.3 School Governance

7.3.1 The School has continued to update its library of policies and procedures (see Appendix 2). These include policies in relation to Behaviour for Learning, Behaviour and Discipline and Exclusions. The School's Health and Safety Procedure was last updated in June 2016, as is done on an annual basis, and sets out roles and responsibilities:

- The Governing Body is responsible for strategic health and safety planning and for periodic reviews of health and safety performance. Specifically, it is responsible for ensuring that the Health and Safety Policy is approved for use and that arrangements are in place for the school to implement it
- The Headteacher is responsible to the Governing Body for securing the full implementation of the school's Health and Safety Policy

- Members of the school Senior Leadership Team are responsible for ensuring that the requirements of this policy and all other legislative requirements are managed under the normal method of delegated powers
- The 'Competent Person' (the Premises & Facilities Manager) has responsibility for advising the Headteacher and other Senior Managers in the discharge of their responsibilities under the Health and Safety at Work Act 1974, The Management of Health and Safety at Work Regulations 1999 and related health and safety legislation, and for liaising with Education Leeds' and Leeds City Council's Health and Safety Officers and Enforcement Officers.

### 7.3.2 The duties of staff include:

'Assessing the risks in their working area and keeping records. They must make themselves aware of any generic or departmental risk assessments. Staff members who become aware of a hazard or shortcoming outside of their responsibility or ability to resolve should report this to their supervisor, or directly to the 'Competent Person', preferably by way of a written report' (3.4.3); and

'Ongoing monitoring of pupils, including dealing with any children seen engaging in any potentially hazardous activity, e.g. running on corridors, misbehaving on staircases, dangerous games etc. Such behaviour is to be actively discouraged by any and all adults who see them, regardless of whether teaching or support staff' (3.4.9).

7.3.3 In common with most schools in the country, Corpus Christi Catholic College uses an electronic system to monitor and record student information including attendance and behaviour. Corpus Christi Catholic College uses a system called SIMS (Schools Information Management System) which is widely used by English schools. This system enables all relevant teaching and support staff to have secure access to student records for monitoring purposes. This system has provided information about Will's attendance and behaviour which is referred to in the course of this Review report.

## 7.4 External Scrutiny of the School

External scrutiny of the School is provided by Ofsted inspections and monitoring, and monitoring also occurs via the Regional School Commissioner, Leeds City Council, Leeds Safeguarding Children Board and the Leeds Diocese.

## 7.5 Leeds Safeguarding Children Board

7.5.1 Leeds Safeguarding Children Board oversees self-audits of safeguarding arrangements within agencies and organisations to identify whether they are fulfilling their responsibilities under the national guidance 'Working Together to Safeguard Children'. This document is updated periodically by the Department for Education (DfE). The 2013 edition was the relevant version at the time of Ann Maguire's death; the document has been updated again in 2015. In addition, schools have additional

DfE guidance, 'Keeping Children Safe in Education' which was again updated in September 2016.

7.5.2 At the request of the School, an external safeguarding audit of Corpus Christi Catholic College was purchased from, and completed by, the Children's Services Education and Early Start Safeguarding Team Manager on 1 March 2012. It concluded that 'on the basis of the evidence provided, Corpus Christi Catholic College would have been compliant with Ofsted agreed criteria for Safeguarding / Child Protection. In my opinion school practice was evidenced as being good or above'. A number of actions were recommended to further improve arrangements. These included two actions requiring immediate attention:

- A safeguarding and child protection briefing for the Board of Governors to be arranged via the Child Protection Team
- Local Authority safeguarding training to be undertaken by the School's Named Governor for Safeguarding.

Other actions recommended in order to enhance safeguarding arrangements included:

- Whole school safeguarding refresher training to be organised after Easter 2012.

7.5.3 Corpus Christi Catholic College completed and submitted a self-audit form entitled 'School and Learning Providers Annual Section 175 and 157 Child Protection Return' to the Education and Early Start Safeguarding Team in June 2014. The return reported that the School's Child Protection Policy had been updated in January 2013 and that Governor Training for the full Governing Body and the Designated Governor for Safeguarding had taken place.

### **Learning Point**

The School and Learning Providers Annual Section 175 and 157 Child Protection Return could usefully ask schools to explicitly confirm whether recommendations from previous external safeguarding audits have been acted upon and to set out an action plan to address any gaps and improvements required.

7.5.4 The format of the 2015 School and Learning Providers Annual Section 175 and 157 Child Protection Return has been developed to include clear information about formal involvement in the child protection process (i.e. assessments, referrals to the Local Authority Designated Officer, child protection referrals and contributions to Child Protection Conferences and planning) and also information about safeguarding supervision of staff. Corpus Christi Catholic College's 2015 return indicated that there were five staff who required safeguarding refresher training (and plans to address this) and also highlights the School's plans to allocate extra time for safeguarding supervision for staff through its partnership with Catholic Care in 2015/16.

7.5.5 In 2015, the performance of the Leeds Safeguarding Children Board was judged by Ofsted to be good.

## 7.6 Ofsted Inspections of the School

7.6.1 Ofsted undertook an inspection of Corpus Christi Catholic College between 21 and 23 June 2013. In terms of its overall effectiveness, the School was judged to require improvement; 'requires improvement' means that 'it is not yet a good school but it is not inadequate' and the areas requiring improvement were achievement of pupils, quality of teaching, and leadership and management. The Ofsted inspection report states that 'the school has accomplished much since January 2013 [*when a new Headteacher was appointed*] but much of its work has yet to have a full impact on achievement'. The School was judged to be good with respect to behaviour and safety of pupils; 'good' means 'effective in delivering outcomes that provide well for its pupils' needs'. The strengths identified by inspectors included the following:

- Students' achievement in modern foreign languages is good [and 'attainment in Spanish is significantly above average']
- The new Head Teacher is highly ambitious for the future of the school. Staff morale is high and teachers are well-motivated
- Improved checking of the quality of teaching and subsequent training for teachers has had a good impact on the quality of teaching in the school
- Students' behaviour is good in the classroom and around the school.

7.6.2 The Ofsted report also highlighted that students stated that they felt safe in school and had a good understanding of how to keep safe, that most parents who responded to the online questionnaire agreed with this view and all staff did. Students also said that there were few instances of bullying and teachers dealt with situations effectively.

7.6.3 Ofsted undertook a monitoring inspection visit to the School on 23 September 2013. The inspector found that 'Senior Leaders and Governors are taking effective action to tackle the areas requiring improvement'. They noted that an ongoing re-structure to 'the school's senior and middle leadership team is nearing completion and this is ensuring roles and responsibilities are clear and leaders' skills are closely matched to the needs of the school'.

7.6.4 A further Ofsted Inspection took place in June 2015 and Corpus Christi was judged to be 'good' in terms of its overall effectiveness. The inspection found that:

- Behaviour in lessons and around the school is good. The calm college atmosphere supports a good work ethic in classrooms. Attendance has improved and persistent absence reduced
- School leaders' work to keep students safe is good. Students act safely and feel safe

- Improved governance provides good support and well-informed challenge for senior and middle leaders
- Leaders, well supported by the Local Authority and the Catholic community, have mitigated the effects of the critical incident (*the death of Ann Maguire*) and maintained the focus on school improvement. Stable staffing secured for the coming school year provides good capacity for further improvement. (The inspectors noted that ‘the pace of school improvement slowed and some learning was affected by staff absence following the critical incident’).

## **7.7 Will Cornick**

7.7.1 Will was fifteen years and ten months old in April 2014. He had been a pupil at the School for five years and was studying for his GCSEs in his final year, having already passed five GCSE examinations a year early.

7.7.2 Will and his family were not known to Leeds Children’s Social Care or Leeds Youth Offending Service. Will had no previous convictions, reprimands, warnings or cautions. Will was not in receipt of any targeted or specialist behaviour support services in school.

### ***Home Life***

7.7.3 Will was born in 1998 and his childhood has been described as happy. His parents separated in 2001 and Will and his older brother lived between their parents’ homes. Will’s parents have remained on good terms and worked together to bring up their children. The Judge and the prosecution both noted in the court proceedings that Mr and Mrs Cornick are loving and supportive parents.

7.7.4 There was a short period when Will did not spend time at his father’s house beginning in the summer of 2013 (he said that he did not get on well with his stepmother for a while) but by Christmas, he was again spending time at both households. Will enjoyed a good relationship with his older brother and younger step-brother. Will has been described as a loving and caring son by his parents.

7.7.5 Subsequent to Ann’s murder, Will has talked about a two month period in 2011 when he self-harmed and had thoughts about suicide. Mrs Cornick informed a Youth Offending Service worker that she recalled one isolated occasion when she noticed some cuts on his arm. She discussed this with Will and this was felt to be a phase associated with his friendship group and friends at this time.

7.7.6 The Youth Offending Service report makes reference to two occasions (22 March and 5 April 2014) when friends took Will home in a very drunk state.

7.7.7 Other children interviewed after Ann’s murder have referred to the fact that Will purchased a small knife on the internet in Year 11 and carried this around with him for safety.

## ***Health and Medical History***

7.7.8 School Nursing records indicate no cause for concern in relation to Will; he attended routine school entry health surveillance in June 2003 and routine Year 6 health surveillance in October 2008.

7.7.9 During the summer holidays in August 2010, immediately before Will's second year at secondary school (Year 8), he required emergency treatment when he developed Ketoacidosis (a severe and life threatening metabolic complication from Diabetes) during a family holiday. Will was subsequently diagnosed as Diabetic (Type 1 - insulin dependent Diabetes). For the first year he used an insulin pen and then moved to using an insulin pump. Will attended a Paediatric Diabetes Clinic in Leeds.

7.7.10 Will described his personality changing a year after his diagnosis, although he did not think the two were connected. Will's parents described him as more withdrawn and less confident and also report that after his diagnosis Will became very judgemental and intolerant of certain people. Some of his friends have also spoken of a change in Will.

7.7.11 Mrs Cornick felt that the management of Will's condition at school was not always consistent. School staff had noted that he was not always good at managing his condition and this is acknowledged in his regular Diabetic check-ups.

7.7.12 In August 2010, Will was seen by the Children's Diabetes Nurse Specialist. In 2011, it was noted in ongoing appointments that he preferred to use an insulin pump. Will was seen by the Consultant Paediatrician / Diabetologist approximately every three months between 2011 and 2014 to monitor his diabetes and offer advice (November 2011, February, May, September, and December 2012, and June, August and December 2013). It was noted in 2013 that Will was given advice about managing his condition whilst hiking for his Duke of Edinburgh Award. The Paediatrician who saw Will at the Diabetes Clinic informed his GP in a letter dated 28 October 2010 that Will had declined the routine offer of a psychology appointment. Will did not manage his diabetes well but he felt that he adjusted well psychologically to the diagnosis and the changes required in his life.

7.7.13 Will had a toenail removed in September 2013 and had to miss a Duke of Edinburgh Award Scheme event due to this.

7.7.14 Will was last seen at the Diabetes Clinic in March 2014. Will's blood glucose level was high and he was advised to re-test his blood sugars after hypoglycaemic episodes; a further review was planned for three months' time. The Paediatrician noted that Will planned to study A-level law and psychology at a post 16 college.

7.7.15 Dr Kent, (a consultant psychologist who assessed Will when acting as an expert witness in the criminal prosecution) observed that Will did not display any signs of psychosis or clinical depression when interviewing him prior to sentencing and none had been observed by his parents or teachers or other school staff.

## **School**

7.7.16 Will's time at nursery and primary school has been described as uneventful and he received positive reports.

7.7.17 Will began to attend Corpus Christi Catholic College in September 2009. Will has described his transition to secondary school as difficult because his friendship group was split up and he did not know too many other people as he came from a primary school across the city. Will told his Youth Offending Service Worker prior to sentencing that he had experienced some difficulties during this first year:

- He stated that he had been placed in a class without any of his friends from his primary school.
- In May 2010 Will was subject to an assault on his way home from school by a much older boy. It is understood that Will was punched in the face, was visibly distressed in front of lots of people and he had to be taken home by his brother.
- Will was taught for the first time by Ann Maguire; the subject was Religious Education. He has subsequently described his early experiences of her negatively to his Youth Offending Service worker.

7.7.18 It is recorded in the Youth Offending Service report that Will's parents received a letter congratulating Will on his good effort and academic progress in his first year. His Head of Year commented that he was "a delightful pupil who always gave his best and was pleasant, polite and cooperative with a 100% attendance".

7.7.19 Will's school record had two entries around his behaviour in Year 7. In March 2010 he was offered pastoral support and his Head of Year spoke to him after 'a fall out' and in response to comments by his parents in a questionnaire. Then, in May 2010, he received a severe verbal warning from his Head of Year after he hit another pupil on the head with a planner and later a mobile phone.

7.7.20 Will was seen regularly by school administrative staff who assisted him in arrangements to manage his Diabetes. Staff liked him and according to Will's parents, they clearly treated him with care and kindness. Whilst building work took place in the School, Will's parents recounted that he had to treat his Diabetes in a designated toilet cubicle for a period of time which he did not like.

7.7.21 In Year 9 Will had to consider his GCSE options. Will thought about his career pathway and the School offered the English Baccalaureate for which a pupil is required to study and obtain GCSE passes in English, Mathematics, two science subjects, either History or Geography, and a Modern Foreign Language such as Spanish. Will decided that this was the route to a good job and included the subjects he liked which were Science, Mathematics, DT and Geography. Will did not want to study Spanish. Will's parents persuaded him that everyone has to make compromises and this is the programme he signed up to.

7.7.22 Will told me that he didn't always apply himself in lessons generally but caught up on work through self-study.

7.7.23 In Year 10, Will had achieved a 99% attendance record and had a positive school report at the end of the 2012/13 academic year. His new Head of Year wrote 'William is a very capable young man who behaves well and generally displays a good attitude to his learning. He has many positive comments from teachers which is pleasing. He must make sure that he does what is necessary to succeed in his less favoured subjects.' The reference to less favoured subjects did not specifically refer to Spanish about which Ann Maguire wrote 'William is a bright conscientious young man, who is making steady progress in Spanish.....With continued positive attitude and effort in class, I have every confidence that William can achieve or exceed his target grade in the subject'. Will was working at Level C and was expected to achieve Level B in the subject.

7.7.24 Will's attendance had been 93% during Year 11. He had had 26 absences and none of these were recorded as unauthorised. From 1 January to 28 April 2014, he had five and a half absences; one and half days off for a visit / sporting activity (in January), one day (in February) for circumstances authorised by the School, one and a half days off due to illness (half a day in February and one day in March), half a day off for a medical appointment (in March), and one day off for exceptional circumstances (in March). He had not been recorded as late at all during this year.

7.7.25 In 2013, the role of Head of Year for Year 11 was taken over by an Assistant Head Teacher who also taught Mathematics in the School and taught Will for this subject. As Head of Year, he became involved when students had three negative markers on a progress tracker indicating there were issues about their application in a subject.

7.7.26 In September 2013 the Head Teacher had introduced new methods for tracking pupils' progress and reporting upon that to parents. The new system required each teacher to enter grades for each of their students onto an electronic database at regular Assessment Points which arose each half term, or on average every six weeks. Each student was / is graded for two assessment measures: the current level at which they are working at; and their attitude to learning.

7.7.27 In early November 2013, in Year 11, Will received three negative reports for Technology, Art and Geography. There are four differing grades available within the School system; those being Exceeding Expectations, Meeting Expectations, Poor Attitude and Homework Issues. Will was said to have demonstrated a poor attitude to learning in Technology and had not completed the necessary homework in Art and Geography. The consequence for pupils who demonstrate multiple negative reports is that they are placed on weekly reports and if further negative reports are made they receive detentions. Will responded positively to the sanction and such was his progress, that he was removed from the reports list within three weeks.

7.7.28 Will's Form Tutor in 2013/14 had taught him during the previous three years and knew him a little, but did not know about his home life or his friendships outside of class. The Form Tutor described Will as quiet and a loner when he spoke to the Police in early June 2014. The Form Tutor never had any issues or problems with Will, he noted that Will struggled to deal with his Diabetes and became a bit aggressive and stubborn in Year 9. The Form Tutor considered that Will acted as anyone of his age might do when diagnosed with a medical condition. The class met daily at the start of the school day between 8.45 to 9.05. The Form Tutor explained

that Will had five friends in class in Year 10/11 and used to play cards with them in the morning before the start of the school day.

7.7.29 In November 2013 Will saw his other teachers at parents' evening but chose to leave with his mother without seeing Ann. He has said that this was because he knew 'that she would have a go at him for no reason' and he didn't want any more 'grief'.

7.7.30 In December 2013, Will communicated on social media to a friend about his hatred of Ann and talked about brutally killing her and spending the rest of his life in jail. There were then no further significant events or statements reported until February 2014.

7.7.31 On 6 February 2014, Will received a detention from Ann during a Spanish lesson for falling behind in his work; he did not attend the detention but went bowling with classmates in the afternoon (this was a recognised school PE activity on a Wednesday afternoon which young people made their own way to). Will has since told me that he did this because he didn't know why he had been given a detention and that this was not the way that detentions should be given i.e. during another lesson. Will stated that he followed most of the rules at school but when they didn't make sense, or weren't the actual rules, he didn't.

7.7.32 Will told his mother about going bowling rather than attending his detention and she telephoned the School the next day and agreed to attend a meeting with the Head of Year 11 the following Tuesday, 11 February 2014.

7.7.33 Ann had raised Will's failure to attend his detention with his Head of Year. By this time, the Head of Year had already received a message to telephone Will's mother to discuss the issues that Will was having with Spanish.

7.7.34 On 10 February 2014, the Head of Year 11 took Will out of his class to discuss the issues around his work and his failure to attend detention. Will simply said "I just don't like it" and the Head of Year 11 struggled to elicit any detail from him. Will eventually said that he didn't like Mrs Maguire. The Head of Year 11 explained that Will would come across people in life he didn't like and that he had to learn to deal with people. The Head of Year 11 also suggested that Ann was probably simply trying to get the best out of him. Will reportedly agreed that he had a tendency to be lazy.

7.7.35 The Head of Year then took him to speak to Ann to resolve the matter and to give her an undertaking that he would catch up with the work he had not completed. They met in the breakout area nearby. Ann said that "The problem is he's not doing a tap of work". Ann was clearly frustrated by this. At this point Will stood up and announced that he was leaving. Will refused to come back and sit down, stating "No I'm not" in an emphatic manner. The Head of Year 11 then led Will down to the reception and phoned his mother. The Head of Year 11 explained that Will had defied an instruction from a teacher and had challenged a senior member of staff, that the situation was serious and that the School and staff were not prepared to put up with such behaviour. Will's mother then gave permission for him to leave the school and for him to walk home. With hindsight, this was a potentially significant event for Will as it was out of character for him.

7.7.36 On 11 February 2014 Will's Head of Year met with Will's parents in school and went through these events with them. The Head of Year recollected that they agreed that Will's behaviour was unacceptable. The Head of Year outlined that a period of exclusion was a possible consequence but not desirable, given the close proximity of the GCSE exams, and instead a sanction of isolation and detention for one day was agreed to ensure Will understood the gravity of the situation. Will's parents recollect that Will was kept outside during this meeting.

7.7.37 Will's parents repeated their son's request to leave the Spanish course. The Head of Year 11 replied that he would be reluctant to pull Will from classes and give up on a subject and things in life tended to be habit forming and was something he would discourage. Will's parents appeared to agree with this approach at the meeting.

7.7.38 Ann joined the meeting and they discussed the issue further. The teachers emphasised how close Will was to completing his GCSE and achieving a good grade. Will's parents told the teachers that Will's relationship with Ann had broken down. In general Ann explained that she couldn't understand Will's dislike of herself as she had never until this point, had a cross word with him nor any other behavioural issues. Ann then left the meeting to teach a class and Will entered. Will appeared to accept the sanction and he subsequently completed an internal exclusion, a period of isolation and detention. Will's parents recollected that they thought that agreement had been reached that it would not be helpful for Ann to speak again to Will after their meeting on this point, but learned later from Will that Ann had again met later with him.

7.7.39 There are entries in Will's school record about these events in February; that he had missed a Spanish detention on 6 February 2014 and been referred to the Head of Year, that he had disobeyed a teacher on 10 February 2014 when he left the meeting after being asked about his effort in Spanish by Ann and his Head of Year and that the subsequent meeting with parents had taken place on 11 February 2014.

7.7.40 The Head of Year considered that Ann had been keen to meet Will and discuss the matter further in order to get to the bottom of the problem; however Will was reluctant to do so and simply wanted to leave the issue and get on with his school life. The Head of Year felt that everything had been resolved and never heard anything to the contrary until Ann's murder occurred.

7.7.41 A progress report for Year 11 indicated that Will's attitude to learning was 'meeting expectations' in nearly all subject and was exceeding expectations in Art. There is a record of homework issues in Spanish at assessment point 3 (January 2014) but otherwise his attitude prior to this and at assessment point 4 (March 2014) was noted to be 'meeting expectations'. His target was a B grade in Spanish and he had been performing at C level all that academic year

7.7.42 On 24 February 2014 Will sent a message to a friend on Facebook that Ann Maguire 'deserves more than death more than pain, torture and more than anything that we can understand'.

7.7.43 Will attended a Diabetes Clinic in March 2014 for a routine review and it was recorded that he had slipped into “red” in terms of his management and control of his condition. This meant that he was not managing his Diabetes well.

7.7.44 School was closed for the Easter Holiday from 7 April to 21 April 2014 inclusive.

## **7.8 Security and Safety in Schools**

7.8.1 Safety and security in schools have been a priority nationally since the tragedy in Dunblane in March 1996 when 16 children and a teacher in a primary school were killed by a local man who entered the school with a gun. These events are very rare. In October 2015 a teacher was fatally stabbed by a young adult who had gone into a school in Trollhatten in Sweden.

7.8.2 The government launched Safer Schools Partnerships (SSPs) in 2002. An SSP is a formal agreement between a school or partnership of schools and police to work together in order to keep young people safe, to reduce crime and the fear of crime and improve behaviour in schools and their communities. It involves a Police Officer or Police Community Support Officer regularly working at a school or across a number of schools on a full or part-time basis. The partnership is voluntary in that a school opts into the scheme, it is not mandatory that schools employ a Safer Schools Officer. These partnerships aim to:

- improve the safety of pupils, staff and the school site
- provide support for the school to deal with incidents and repair harm and
- agree and implement strategies to support challenging or vulnerable young people.

7.8.3 These partnerships can help to tackle specific issues in schools such as weapons, gang culture and group offending, drug and alcohol misuse.

7.8.4 The American Psychological Association have written a number of documents which address concerns about the increasing level of violence within schools in the United States. In England / the United Kingdom, the Government have produced guidance about school safety (referenced in Appendix 4 of this report). Teaching Unions have also produced written guidance for their members about schools’ duty of care to staff including their rights to protection from violence and assaults and their rights to search pupils.

## **7.9 Health and Safety Executive and Health and Safety arrangements at Corpus Christi School**

7.9.1 Ann Maguire’s death was reportable to the Health and Safety Executive (HSE) under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) because it arose from an act of physical violence by a pupil towards a teacher, and it happened whilst she was at work. The Health and Safety Adviser of Leeds City Council assisted the School to fulfil their responsibility in line with the

regulations and reported this matter the day after Ann's death. As there was a clear indication that a serious criminal offence, other than a health and safety offence may have been committed, the Police conducted an investigation. As a consequence, the HSE did not become involved in any investigation. This is in line with HSE's Enforcement Policy Statement, Enforcement Guide and the Work-related Deaths Protocol.

7.9.2 In maintained schools, the Local Authority, as the employer, has responsibilities for health and safety matters. Corpus Christi Catholic College is a voluntary aided school in the trusteeship of the Diocese of Leeds. In Voluntary Aided Schools the Governing Body is the employer and so is responsible for health and safety. The Governing Body at Corpus Christi Catholic College is appointed by the Bishop of Leeds or his nominated representative and the School Senior Leadership Team share these responsibilities with the Governing Body.

7.9.3 Corpus Christi Catholic College has published the following statement within its bullying and harassment procedure: 'The school is committed to providing a working environment that ensures all employees are treated with dignity and respect at work. The school also recognises its duty to provide employees with a safe and healthy working environment. It is the policy of the school to make every effort to provide a working environment free from harassment, intimidation and any other form of unacceptable behaviour that is personally offensive'.

7.9.4 I requested copies of annual Health and Safety Risk Assessments from Corpus Christi Catholic College and the completed document for 2013/14 has been provided.

7.9.5 National statistics in respect of the risk of violence at work for adults of working age in employment, by occupational category, 2012/13 and 2013/14 (Crime Survey for England and Wales) indicate that teaching and education professions account for 0.8% of assaults and 0.8% of threats, thereby accounting for 1.6% of all reports of violence at work ([www.hse.gov.uk/statistics](http://www.hse.gov.uk/statistics)).

7.9.6 There were 427 reported injuries to employees in Education in Great Britain, due to 'act of violence/physical assault', in 2014/15. There were a total of 4,810 reported injuries to employees in all sectors in Great Britain in 2014/15, where the kind of incident was 'physical assault / act of violence'. This represents 6.3% of all reported workplace injuries. Two of these injuries resulted in death (RIDDOR). Just over half (53%) of these injuries were to women. This compares to around a third (33%) of injuries being to women in non-violence related incidents (RIDDOR).

## **7.10 The City of Leeds**

7.10.1 Approximately 162,598 children and young people under the age of 18 years live in the city of Leeds (Office of National Statistics Mid-Year Estimates 2015). This is 21% of the total population in the area. Around 22% of the local authority's children are living in poverty and the proportion of children entitled to free school meals at primary school level is 16.9% (the national average is 14.5% - Department for Education 2016) and in secondary schools is 15.1% (the national average is 13.2% - Department for Education 2016).

7.10.2 There are 110,391 children and young people in Leeds' schools from reception up to and including school sixth forms. They attend 221 primary, infant and junior schools, 41 secondary and through schools, 7 special schools and 3 Pupil Referral Units.

7.10.3 Leeds City Council and West Yorkshire Police established Safer Schools Partnership arrangements in January 2009. Initially 11 officers covered several schools across the city. There are currently 24 officers covering the 35 secondary schools and two Universities in Leeds which have engaged within the Safer Schools Partnership.

7.10.4 In response to Freedom of Information requests in 2014, Leeds City Council reported that there had been 434 altercations reported by teachers in primary schools between September 2009 and April 2014 and 161 altercations in secondary schools during that period. During these incidents 134 teachers in primary schools, and 54 in secondary schools, received injuries (including cuts / abrasions / bites, marks and sprains / swelling and bruising). Leeds City Council emphasised that the majority of school age children and young people in the city are well behaved.

7.10.5 There is no statutory requirement for local authorities to collect data about the number of 'offensive weapons' confiscated in schools.

7.10.6 The Safer Leeds Partnership have confirmed that between 1 October 2014 and 30 September 2015, 58 knife related crimes (where both the suspect and victim are under 18 years old, the suspect is under 18 years old or victim is under 18 years old) were recorded for the city. The recorded crimes include incidents where there were threats to use knives as well as incidents actually involving them.

## **7.11 Leeds Children's Services and Partnerships**

7.11.1 Ofsted conducted a follow up safeguarding inspection of Leeds in 2011 and found that services in Leeds were 'adequate' (having made progress from an inspection finding in 2010 where the judgement was 'inadequate') and had good capacity for improvement. The inspection report noted that the Safer Schools Partnership had become increasingly successful in reducing crime associated with schools (by 10%). It also noted that, in Every Child Matters surveys (which collected information about children's views and expectations through online questionnaires in schools), 'the proportion of children in Leeds who reported feeling safe in school was in line with the average, the proportion who reported feeling safe both in the area where they live and going to and from school, was higher than average'. The partnership had made progress in its priorities of improving school attendance, school behaviour and achievement.

7.11.2 The outcome of the latest Ofsted inspection (undertaken in January 2015 and published in March 2015) was that Leeds Children's Services were judged to be 'good' (and leadership, management and governance was considered 'outstanding'). Integral to the city's improvement journey since 2009, senior managers in Leeds have developed close partnership working, particularly with schools, and support services have been arranged around clusters of schools. The Ofsted report highlighted that 'Leeds' have successfully integrated local authority, health and third sector services which have evolved into a new early help service, underpinned by

the 'Best Start' strategy. Multi-agency, locality 'cluster' arrangements ensure that good and effective use is made of local partnerships – particularly children's centres and learning settings.'

## **7.12 Relevant National and International Information**

7.12.1 The murder of a teacher by a pupil within a school in the UK is believed to be without precedent. Worldwide, the murder of teachers by pupils is rare with two reported instances in the United States in 2013.

7.12.2 Ann Maguire was the first teacher to be killed at work in England in 18 years. In December 1995, Head Teacher Philip Lawrence was killed in Maida Vale London when he went to the assistance of a school pupil being attacked by a gang outside his school.

7.12.3 In January 1988, Michael Cousins, a Deputy Head Teacher, was shot and injured at Higham Ferrer School near Northampton by a 16 year old pupil who had been excluded three months earlier.

7.12.4 In 1991, Roderic Findlay, a teacher at Colston Collegiate Public School in Bristol was shot and injured by a suspended 15 year old pupil who came into school with a shotgun.

7.12.5 Two teachers were killed by pupils in separate incidents in America in October 2013:

- Colleen Ritzer, a 24 year old teacher was murdered at Danvers High School, Massachusetts, by a 14 year old student who had only recently moved to the school; the murder took place at the end of the school day and away from a classroom
- Mike Kandsberry, a 45 year old teacher at Sparks Middle School Nevada was fatally shot when he intervened in an incident in a playground and tried to persuade a twelve year old pupil to put down the gun he had brought into school

7.12.6 In April 2015, a 36 year old replacement teacher, Abel Martinez, was killed by a 13 year old boy in a classroom at Joan Fuster secondary school in La Sagrera, Barcelona in Spain. The boy who has never been named also wounded two teachers and two pupils. He had brought a crossbow and a knife into school; the teacher who died had intervened to protect a colleague. Spain's ANPE, a National Association of Teachers, reported that this was the first case of a teacher being killed by a pupil in Spain.

7.12.7 The boy was found apparently preparing a petrol bomb by another teacher who reportedly knew the boy had personal difficulties (although he was not known as a troublemaker) and calmed him until the police arrived.

7.12.8 The age of criminal responsibility in Spain is 16 and therefore no criminal prosecution has taken place. The judge sent the case to the Directorate General for Child and Adolescent Services. Minors in Spain can be sent to child detention

centres or for psychiatric care. The Judge reportedly denied the investigation access to the pupil's laptop which they wanted to look at to search his motives.

7.12.9 The murder took place on the sixteenth anniversary of the Columbine High School tragedy in Colorado, America when one teacher and twelve students were murdered. Joan Fuster School was closed for a day and students attended school the next day for counselling but no lessons took place.

7.12.10 The Education Authority reported that the boy had suffered a 'psychotic' episode but the school had not been aware of any mental illness or, as later reported, that he had been prescribed medication. The boy wore camouflage clothes to school, and had Nazi symbols on his desk. Other pupils knew that he had a 'blacklist' of 25 teachers and pupils he was going to kill but none took his threats seriously.

7.12.11 USTEC-STES, a key Education trade union, agreed that the best response to this case would be more education and support for children in schools. In March 2016, the ANPE criticised a strategic plan drawn up by the Spanish Minister for Education, Culture and Sport for not including enough content on the prevention of violence in schools and pointed to Abel Martinez's case in order to stress the importance of this.

7.12.12 In June 2015, Vincent Uzomah, a teacher at Dixon King's school in Bradford, was stabbed by a 15 year old pupil who received an 11 year custodial sentence for grievous bodily harm.

7.12.13 This Review has not found any published formal reviews of these incidents. The circumstances are different to those under review in this report. The killing of a teacher by a pupil known to them in a classroom during a lesson appears to have been unprecedented.

## **8. Narrative Information: The murder of Ann Maguire by William Cornick on 28 April 2014**

8.1 Will has stated to his Youth Offending Service worker that he had decided to kill Ann on Thursday 24 April 2014. He had spoken directly to other pupils about his intention on Friday 25 April. Will had also spoken about plans to kill his current Head of Year and another teacher and her unborn baby.

8.2 Will spent the weekend before the murder of Ann with his father. Mr Cornick has described a positive weekend involving a family celebration. Will has since stated that he had thought about his plans and decided over the weekend that he would use a knife to attack Ann and the two other members of staff.

8.3 On the morning of Monday 28 April, Mr Cornick dropped Will at his mother's house at Will's request. Will said that he needed to collect some books and would make his own way to school. Will appeared to be in good spirits and played a 'tag' game with Mr Cornick before getting out of the car. Mrs Cornick was away on holiday at this time.

8.4 Will packed a rucksack containing two knives (a small craft knife which it appears that he had carried around with him on occasions for a while and a kitchen knife, which he took from his mother's home). He also packed a bottle of whisky which he has since said that he had intended to give to a friend as a "parting gift" after killing Ann.

8.5 Before the beginning of lessons at school, Will repeated statements to fellow pupils about wanting to kill Ann Maguire.

8.6 Will attended his form class as usual between 8.45 - 9.10am. Before school Will played on his tablet instead of playing cards and his friends sat at a separate table and appeared to be deliberately ignoring him. The other boys in his friendship group did not play cards either because Will usually provided the playing cards. Apart from that the Form Tutor stated that there was nothing different or unusual about Will that morning. Will had put his tablet away when asked and sat quietly until the registration period was over. The class left in their usual manner.

8.7 Will's first lessons were Science and English and nothing of significance has been reported by the teachers in these classes. Will has also described them as 'normal'.

8.8 Will made further statements to pupils about killing Ann Maguire during a Science lesson and during the mid-morning break. Will has subsequently spoken to a psychiatrist about talking to other pupils about planning to kill Ann Maguire and stated that he spoke to them in a 'jokey manner'. The Police investigation highlighted that pupils had heard Will make such statements before and did not take them seriously. One pupil told Police that Will had a dark sense of humour.

8.9 Will's statements to other pupils on 28 April and the fact that he had two knives in school that day were not brought to the attention of any staff. Will had also told other young people that he would stab anyone who 'ratted' on him so there was an element of intimidation.

8.10 At 11am Will's first lesson after break was a Spanish GCSE revision class with Ann. Will had approximately ten minutes participating in a whole class with Ann and then he and nine other pupils were sent to a nearby classroom to work more productively on assessment papers using computers. Will picked up the larger of the two knives from his bag, secreted it in his jacket, and returned to the original classroom. Will approached Ann from behind as she was helping another pupil at her desk and stabbed her in the upper back and neck seven times. Ann left the classroom but Will pursued her and continued his attack.

8.11 The Head of Languages saw pupils running down the corridor screaming in panic and then her colleague Ann. The Head of Languages pushed Ann into a workroom and pushed the door shut with her foot to stop Will coming in. Will left, dropping the knife, which the Head of Languages subsequently retrieved.

8.12 Will returned to his classroom and sat back down. Will told his classmates that he had stabbed Mrs Maguire, that it was a pity she was not dead and talked of an adrenaline rush, using the phrase 'good times'.

8.13 Two teachers came into the classroom and took Will to the school foyer where they waited for the Police. The teachers had picked up and secured Will's bag. Teachers and Police Officers have described Will speaking to everyone as if nothing had happened and remarked upon his 'bizarre calmness and air of normality'.

8.14 The Head of Languages and School First Aiders comforted Ann until an ambulance arrived. Ann stopped breathing on the way to hospital and never regained consciousness. Ann was pronounced dead at Leeds General Infirmary at 1.10pm. Ann had been stabbed seven times in the back and neck. Both the Pathologist and an experienced Paramedic have highlighted the severity of Ann's injuries.

8.15 The fatal assault on Ann was witnessed by a large number of pupils aged 15 or 16 years old (see the learning point on page 30).

8.16 When I met with Will, I took him through a detailed discussion of the events leading up to and immediately after he stabbed Ann. He described going up the stairs to Spanish from break in a 'red mist' not conscious of his surroundings. I challenged Will that, whilst he was in a Spanish lesson, he was not actually in the same room as Ann so he had no reason to feel any heightened anger towards her. Will now states that he wanted to be stopped from stabbing Ann. However, this needs to be considered in the context of the overall review report and the fact that he clearly and intentionally stabbed Ann to death. Will did not suggest that he wanted to be stopped in his interviews with the investigating officers, the Youth Offending Service worker, or the expert witnesses who interviewed him as part of the court proceedings.

## **SECTION 2**

### **9.1 Immediate Management of the Situation**

9.1.1 Staff at the school were confronted with a seriously injured colleague and group of young people who had seen or heard that their teacher had been stabbed and pursued by a fellow pupil. There was a group of distressed young people to manage and understandable initial confusion amongst other students and teachers about what had happened.

9.1.2 The Ambulance Service and West Yorkshire Police were called immediately by a teacher following the assault.

9.1.3 Two other teachers went into the classroom to intervene with Will and took him to an area away from students. The teachers secured the bag which Will had been carrying with him.

9.1.4 There was early notification of senior management in the School and in the Local Authority. The Local Authority was immediately notified through the designated school crisis telephone line. The Director of Children's Services and the Deputy Director (Learning, Skills and Universal Services) arrived at the school within two hours of the incident.

12.55pm	The Deputy Director (Learning, Skills and Universal Services) was informed of the incident
1pm	The Deputy Director (Learning, Skills and Universal Services) informed the Director of Children's Services and Chief Executive of Leeds City Council. The Lead Member for Children within Leeds City Council was notified.
By 1.55pm	Both pupil and teacher had been identified on Twitter.
2.40pm	The Deputy Director (Learning, Skills and Universal Services) of Leeds Children's Services and the Director of Children's Services arrived at Corpus Christi Catholic College and met with the Head Teacher and Detective Superintendent from West Yorkshire Police.
3.15pm	The Leeds City Council Press Office arranged for a Press Officer to be on site to provide support to the school to manage press enquiries.
3.30pm	A briefing for Corpus Christi Catholic College staff took place.

3.40pm	The Deputy Director (Learning, Skills and Universal Services) spoke by telephone to the Leeds Diocesan Director who subsequently attended the school.
5.30pm	<p>A Senior Leadership Team meeting was held; this meeting considered communication, school day planning and support.</p> <p>The Local Authority arranged for the Crisis Support Team to work with the School; Educational Psychology Service attended the school to arrange pupil/staff support.</p> <p>The School securely locked down Will's records and worked closely with the Police investigating the incident.</p>

9.1.5 The Police appointed a very experienced Senior Investigating Officer. The circumstances of the crime were unusual and challenging; the number and age of the children and young people who were vulnerable witnesses, the closeness of their relationship to Ann and to Will, the level of violence involved in the fatal assault and the violation of a 'safe space', all of which heightened the trauma for staff and children. The top level in the school block was designated a crime scene and closed down.

9.1.6 Information was shared very quickly in the community through social media and press / television media, and it was a challenge to anticipate and manage communication and maintain confidentiality for all the people involved. The Leeds City Council Emergency Handbook acknowledges that 'a number of staff may first hear about an incident via the media. It is important that you manage as far as possible the content of messages released through the media'.

9.1.7 At least one parent drove to the school and demanded to take their child home after hearing of events through the media.

### **Learning Point**

In respect of social media, public information flow can be fast and potentially inaccurate, which adds to the pressure on decision making and information streams. This needs to be considered in terms of communication with parents, children and affected communities.

9.1.8 The presence of the Safer Schools Officer and their actions on the day have been highlighted to the Reviewer as important in ensuring that the immediate response to this crime having been committed, including the need to support children who were witnesses to that crime, was appropriate and effective.

9.1.9 The Local Authority deployed Community Support Officers and Youth Workers into the local community to help minimise potential reprisal activity or any outburst of aggression. The community response was one of shock, upset and sorrow rather than anger. The community was also able to access the neighbouring Catholic Church as a focal point for support.

9.1.10 At the same time that the Local Authority was dealing with the consequences of Ann's murder they also had a critical role in relation to Will, a vulnerable fifteen year old who had committed a very serious offence. Members of the Youth Offending Service responded immediately and continued to support Will through the initial investigation, his arrest, interview and charge, placement, sentencing and post sentencing. The work of the Youth Offending Service was acknowledged by the Judge.

9.1.11 A Leeds City Council team ensured that enormous number of floral tributes were maintained and tended to in the immediate aftermath of the incident and for some weeks subsequently.

## **9.2 School Management**

9.2.1 There was clear, proactive and effective management within the School. The School Leadership Team worked with partners to ensure the safety and support of pupils, prioritise the police investigation and to deal with exceptional levels of media attention and community and national interest.

9.2.2 The decision to keep the school open was made by the Head Teacher, in consultation with the Local Authority, along with the decision to re-open the school the following morning. This was to enable traumatised children and staff to access support and information together rather than be isolated at home. It also enabled the psychological and counselling services the chance to monitor individuals and groups of children and young people for post incident impact.

9.2.3 The Head Teacher attended daily, weekly and monthly strategic meetings in and outside of school as necessary.

### ***In the short term:***

- There was immediate recognition that the Police investigation of Ann's death was a priority and the Safer Schools Officer secured the classrooms involved as a crime scene. A Senior Investigating Officer was appointed and the children and young people involved were supported and advised not to talk about the events further on the day as they were witnesses.
- The school made arrangements to accommodate representatives from the Educational Psychology team, Leeds City Council, Children's Services, and counsellors from the Diocese, for the two weeks following the event.
- The whole school was re-timetabled as the top floor in the school had to be closed down as it was designated as a crime scene.

- Bespoke support for students and parents directly affected by the incident and for Will's friends was provided.

### **Learning Point**

A school or any organisation, working with support agencies, should carefully record the number of children and young people, or individuals, identified as being directly affected and record their individual care needs and progress after a critical incident.

- Informal confidential events were held by the school with the Police to provide emotional and practical support for the students directly affected by the event.
- The School provided letters to parents and carers providing information and advice and also held parent / carer evenings for all Year 11 students and parents.
- The Head Teacher and Safer Schools Police Officer facilitated one to one meetings with parents of the students directly involved.
- Staff attended increased meetings with primary schools to offer reassurance for Year 5 and Year 6 pupils who would be transferring to Corpus Christi Catholic College in the coming academic year.
- The School arranged teaching cover and extra capacity to provide lessons and support to pupils through other Catholic schools and teaching agencies. This continued in order to cover reflection, church services, the funeral and counselling.
- The School arranged voluntary therapeutic support and briefings with staff and provided advice about what to say to students.
- Extra Governor meetings were held where the Head Teacher provided updates; the first meeting to discuss the situation took place on 12 May 2014.
- The School and the Local Authority made contact with Exam Boards to make them aware of the situation. May was a key month to submit coursework with most exams taking place in June.

### ***In the medium term:***

- The School gave access to the School entrance to leave flowers and messages of condolence.
- The School Improvement Adviser met weekly for with the Head Teacher and his Senior Leadership Team to review the management of issues arising from this critical incident.

- The School and support agencies provided activities / trips for students during summer break.

***There have been a number of ongoing actions:***

- The Local Authority have funded voluntary specialist sessions for all staff and weekly sessions for individual staff led by a Consultant Psychiatrist.
- Helpline numbers are permanently displayed in the staff room and college reception and staff are regularly reminded of them.
- A 'Designated School Leader' was allocated to support the welfare of staff and hold weekly update meetings with the Head Teacher & Principal Educational Psychology.
- The Local Authority Senior Educational Psychologist and school leaders produced a 'response recovery timeline'.

## **10. Emergency Planning**

### **10.1 Operation of the Gold, Silver and Bronze Groups**

10.1.1 The Civil Contingencies Act 2004 delivers a single framework for civil protection in the UK. Under the Act, an emergency includes an event which threatens severe damage to human welfare in location in the UK. It may involve, or may cause, loss of human life, human illness or injury. Senior managers immediately realised that this was a critical incident and emergency planning was put into practice (see page 71 for information about the Command and Control procedures).

10.1.2 Leeds City Council had developed a Leeds Schools Crisis Procedure (last updated in 2014). It is not clear how much reference was made to this document in each stage of the response to the crisis. Emergency planning took precedence; however the Schools Crisis Procedure contains very useful information.

10.1.3 The Leeds City Council Chief Executive Officer chaired one meeting of a Gold Group and senior council officers were identified to lead and oversee tasks in key areas:

	<b>Gold Group</b>	<b>Silver Group</b>
<b>Executive Brief</b>	Chief Executive	Chief Officer for Strategy and Improvement
<b>Communications and Human Resources</b>	Deputy Chief Executive	Chief Officer HR Head of communications and marketing

<b>Children and School Support</b>	Director of Children's Services Deputy Director, (Learning, Skill and Universal Services) Deputy Director (Safeguarding)	Virtual Head Teacher Chief Officer for Partnership Development & Business Support
<b>Community Safety</b>	Director of Environmental Health and Housing	Police Superintendent for Safer Leeds
<b>Community Impacts</b>	Deputy Chief Executive	Chief Officer Communities
<b>Legal issues</b>	City Solicitor	
<b>Resilience Support</b>		Principal Emergency Planning Officer

10.1.4 The Police Superintendent for Safer Leeds who attended the Silver Group was the representative for West Yorkshire Police.

10.1.5 The Gold Group met on 30 April 2014. This meeting was chaired by the Chief Executive. At this meeting it became clear that the situation that they were dealing with did not meet the requirements of a civil emergency as defined under The Civil Contingencies Act 2004. Therefore it was agreed that the response and support to the School and community would be managed by a group designated as a Silver Group, chaired by the Director of Children's Services with administrative support from the Corporate Planning Team. This group was responsible for making decisions, monitoring their implementation and responding to developments. The Director of Children's Services kept the Chief Executive and the Corporate Leadership Team of the Council fully briefed about progress of the agreed action plan during weekly Corporate Leadership Team meetings. No records from discussions under this agenda item have been made available to the Reviewer.

10.1.6 An agenda was drawn up for the operation of the Silver Group covering a wide range of topics as highlighted above.

10.1.7 The Silver Team met eight times in May 2014 (on 1 May, 6 May, 7 May, 12 May, 13 May, 14 May, 20 May, 29 May), three times in June 2014 (5 June, 11 June, 18 June), then on 8 July, 1 August, 22 October, 12 November 2014, and 18 March 2015.

10.1.8 There was considerable media attention and significant inaccuracies in the immediate national reporting of the murder which had to be managed by the Leeds City Council's Communications Team in consultation with the School. Media interest

continued for several months, including a 'Songs of Praise' television programme with a performance filmed at the school which was broadcast on 23 November 2014. There was considerable liaison with the media by Leeds City Council and the Police; West Yorkshire Police judged that the response of local media to the situation was generally sensitive and measured.

10.1.9 Leeds City Council managed the environment around the school where many flowers, gifts and tributes were left.

10.1.10 The importance of an interim review / de-brief was highlighted at a Silver Group meeting on 20 May 2014, and was still under discussion at a Silver Group meeting held in March 2015. This Learning Lessons Review has substituted for the proposed review and de-brief.

10.1.11 The Silver Group meeting in October 2014 focussed on planning for the criminal trial. A Silver Group meeting took place in March 2015 to consider an anniversary event at the school to include a whole school mass. Counselling was to be made available.

## **10.2 Support of Pupils and Staff within School**

10.2.1 The impact of the death of Ann Maguire, and the circumstances in which it occurred, on her colleagues and pupils at the School cannot be underestimated.

10.2.2 The School and the Local Authority ensured that there was counselling support in school for teachers and pupils from the day following the murder. There was also support from the Diocese.

10.2.3 The majority of staff spoken to have reflected that the decision to open the School the following day was the correct one. There had been some reservations expressed at the time by some school staff, however staff and pupils in Will's class and throughout the School were able to support each other.

10.2.4 A total of 20 Leeds City Council staff attended counselling sessions arranged at the end of April 2014.

10.2.5 A parent helpline was also established.

10.2.6 The Silver Group had removed mental health issues from its objectives on 12 May 2014. It was to be moved onto the safeguarding agenda and incorporated into the learning from the event. It is not clear whether it was considered that this objective should be reinstated at a later date.

10.2.7 One member of staff could not recall being approached or asked about how he and his class were managing. Another teacher described how difficult they found it to approach their GP practice to access the support they required. Many staff felt that they were supported but the statements by the two staff mentioned indicate the importance of consistent support and the need to take the longer view in considering the resilience and support needs of staff.

10.2.8 The distress caused to school staff is still very apparent two years after Ann Maguire's death. Some teachers have spoken to me about their own partners and children being affected and concerned for their welfare when they go to work at the School.

10.2.9 The Vice Principal of a Sixth Form College where 50 students moved on to the Lower Sixth from Corpus Christi has provided information about the transition arrangements for these young people and an insight into the traumatic impact of witnessing or being affected by Ann's murder for students.

10.2.10 The Sixth Form College worked closely with the School Safeguarding Lead and Safer Schools Officer from Corpus Christi to support students. Many students were confused and approximately 15 students were demonstrating obvious signs of trauma when they started at the Lower Sixth in September 2014. The College reported that around eight students accessed support from their first day at college, including support from their GP and other external support. Twelve students sought additional support around the time of the sentencing hearing and the appeal against sentence and around five students at the time of the anniversary of the event.

10.2.11 The young people experienced issues around bereavement, post-traumatic stress disorder, relationship difficulties and problems with their academic study, for example, due to difficulties with concentration or in managing group settings.

10.2.12 The Sixth Form College put in place support groups and arranged shared meetings with the School Safeguarding Lead at Corpus Christi College to build relationships more quickly with the cohort of students. One meeting took place after the conclusion of the court case in November and subsequently intensive pastoral support was provided to five students and support plans were drawn up with the students and their parents or carers.

10.2.13 Some students set up informal self-help groups with assistance from the Sixth Form College's Pastoral Team who had support from Catholic Care and a Lay Chaplain. The Sixth Form College liaised with parents and external agencies (including Child and Adolescent Mental Health Services (CAMHS)) for approximately 20 students who were more seriously affected by the murder. There was a clear secondary impact on many students when the court case concluded in November 2014.

10.2.14 The impact on students personally and academically has been marked:

- At least two students moved to different carers after reporting difficulties in relationships at home.
- Changes of curriculum and subjects studied were required for ten of these students. This has included a reduced timetable (study two A levels). Some felt unable to continue to study Spanish.
- A number of students expected to take degree courses enrolled on foundation degrees.
- A number of students left college with the aim of starting again in the next academic year (the Sixth Form College normally have exceptional student

retention). Four students subsequently left again and have dropped out of education.

- Over 50% of these students reported difficulties in concentration and the same percentage received lower grades in their reports than anticipated.
- Attendance was an issue for about twenty students.

10.2.15 With support to manage a difficult two years, thirty students have made good progress in their studies; the majority of students will have sat AS resits as well as their A Level examinations to address difficulties in the Lower Sixth and improve their grades.

10.2.16 I have been made aware that some ex-pupils from Will's class still meet informally to support each other.

### **Learning Point**

When services commission therapeutic support for staff and service users, arrangements should take into account the fact that people experience bereavement and trauma in different ways. It may be necessary to coordinate and provide therapeutic support to staff, students and service users for a number of years after a very traumatic incident. The response process should ensure that specialist crisis services are coordinated with primary health services.

## **10.4 The Police Investigation and Criminal Prosecution**

10.4.1 The Police had to triage, interview and support a large number of vulnerable witnesses following an extremely disturbing and distressing event. West Yorkshire Police have reflected that the complexity and scale of the investigation of the murder of Ann Maguire in Corpus Christi College had been without parallel. The experience gained from this investigation has been shared throughout the country through the National Homicide Working Group. The Senior Investigating Officer involved in the investigation has been asked to share the good practice demonstrated and lessons learned with other forces and local authorities and has also implemented the learning in undertaking another recent high profile homicide investigation in West Yorkshire.

10.4.2 The Police had a central role in the community engagement process after the incident and their expertise alongside that of the Leeds City Council's Media Officers, greatly assisted the school.

10.4.3 The Investigation Team have reflected that the well-established presence of a Safer Schools Officer (a Police Constable) in Corpus Christi Catholic College assisted their investigation in a number of ways. Pupils were not as shocked by the presence of Police Officers in the School and were generally trusting and more co-operative. The relationship the Safer Schools Officer had forged with pupils and staff enabled a strong and trusting partnership to be developed in the days and months after Ann's murder.

10.4.4 In turn, the school supported the criminal investigation by liaising with Police, parents and students. Members of the School Leadership Team attended interviews with students.

10.4.5 West Yorkshire Police – the Safer Schools Officer and Investigating Officers - provided support to children and staff in the build up to, and following, court hearings. The Police were ‘trial ready’ but in the end a trial was not necessary due to Will’s guilty plea.

## **10.5 Liaison with Mr Maguire and Ann Maguire’s Wider Family**

10.5.1 When I met with Ann’s sisters, they clearly made the point that professionals should not assume that telling one family member means that all key family members have been informed about a situation.

### **Learning Point**

When a serious incident occurs, a contact list for family members should be drawn up and its accuracy double-checked and immediate family members to be notified as a matter of priority by the relevant supporting agencies to ensure good communication.

10.5.2 The Head Teacher tried to contact Mr Maguire whilst the paramedics were still on the school site but without success. References to the Maguire family in the emergency planning meetings effectively mean Mr Maguire, his daughters and Ann’s nephews. It was noted at the Silver Group meeting held on 1 May 2014 that the Maguire family did not wish any contact with local authority and school representatives at that time, that a Family Liaison Officer was involved and that help from a trauma expert was available to them. On advice from bereavement specialists the Head Teacher did not contact the family. It was later noted that the family wished to arrange a small private funeral with a memorial service to be held at a later date.

10.5.3 The Silver Group noted the family’s wishes for Ann’s funeral which took place on 16 May 2014. It was attended by school staff and pupils and ex-pupils but there were no Leeds City Council or Education Service representatives as requested.

10.5.4 Liaison took place to show the family a display planned for Corpus Christi Catholic College before it was installed.

10.5.5 A sub group was established to help plan a citywide memorial service for Ann. The Silver Group met with Mr Maguire on 8 July 2014 to discuss issues around communication. Mr Maguire explained that the family would have welcomed more communication and considered that their wish for the public to be able to attend Ann’s funeral had not been accurately reported.

10.5.6 A memorial event took place at Leeds Town Hall on 29 September 2014. This event had been carefully planned by the Silver Group with a coordinator appointed by the family. The service was attended by Ann's family, friends, pupils, school colleagues and 1,500 mourners, including Civic Leaders and Government Ministers. Live video screens were used to enable the ceremony to be viewed by the many people who could not be accommodated within the Town Hall. The service attracted considerable national and international media attention.

## **10.6 The Leeds School Community**

10.6.1 Corpus Christi Catholic College works in close collaboration with other schools, colleges and the wider community. The support offered by other schools in the days following Ann's death was, in my opinion, impressive.

10.6.2 Management in the School and the City Council have demonstrated sensitivity and recognised the significance of milestones such as the anniversary of Ann's death and her birthday.

## **SECTION 3**

### **11. Further Analysis**

#### **11.1 The Murder of Ann Maguire**

11.1.1 Ann was an extremely dedicated and well respected member of staff and colleague. Ann's family have described their loss in the course of the criminal trial and to myself as the Reviewer. There have been many tributes to Ann and her memory is being honoured through the work of an Arts Education Fund established by the family.

11.1.2 Corpus Christi Catholic College prides itself on its caring ethos and its key role in the community, providing a safe place for children to learn and for staff to work. This shocking event has led the school to re-examine these policies, procedures and systems relating to safeguarding at all levels whilst maintaining the School's Christian values.

11.1.3 The fatal attack by a pupil upon a school teacher which has led to this Review is a truly shocking tragedy and it is important to attempt to understand the circumstances and as far as possible why it has happened.

11.1.4 The murder of Ann Maguire by Will Cornick was an unprecedented event. There were no warning signs for the adults in his life that can be identified even with the benefit of hindsight, and other young people informed the Police that they did not believe that Will really intended to, or could be capable of, acting on the feelings and verbal threats that he made in person or on Facebook. The clinical opinions all indicate that due to the nature of Will's psychological state and presentation there would have been no indication to those around him of his rationale and judged that Will continued to be dangerous on an on-going basis due to his underlying presentation and condition.

#### **11.2 William Cornick's Health**

11.2.1 Dr Kent, a Consultant Forensic Psychologist, wrote a detailed report for the criminal proceedings following Ann's death. His observation that 'although (William) was most hostile to those in authority they were least able to detect anything that would herald this offence' is very significant in the context of this Review.

11.2.2 Dr Kent concluded that 'there is an unusual psychopathology demonstrated by William Cornick which is fundamental to this case..... Lack of empathy can arise in many ways including in ordinary people in certain circumstances but in his case it represents pathology'. He judged that Will had a depressive presentation due to an adjustment disorder rather than a serious clinical illness. Will described feelings of depression which Dr Kent described as 'chronic dysphoria (a profound state of dissatisfaction with his life and a depressive mind set with negative cognitions)'. A picture emerges of a young person who has been able to compartmentalise his feelings of anger and present ordinarily to his family and within school.

11.2.3 Dr Diggle, an Adolescent Clinical Psychologist, and Dr Lengua, a Child and Adolescent Forensic Psychologist, both remarked in their reports to court about Will's strong feelings of anger and the lack of evidence of this in his outward presentation. Dr Diggle made a number of relevant points:

- 'According to William's own account he experiences persistent and powerful angry thoughts and feelings. These may have been triggered initially by his diagnosis of diabetes and its implications, and may have since then have become habitual'
- 'his anger is highly controlled and suppressed, he has seldom acted upon his feelings apart from making concealed verbal threats. It appears William experiences intense angry feelings much of the time without any need for much external provocation'
- 'It appears, in the months leading up to his alleged offence, William made his teacher a repository for his angry feelings, which due to the nature of his anger process and his poor coping, tended to build in severity'.

11.2.4 Will's development of diabetes was a significant event in his life but Dr Kent concludes that 'there are no metabolic complications that could account for his longstanding preoccupation and subsequent planning and enacting his purpose'.

11.2.5 The Paediatrician who saw Will at the Diabetes Clinic informed his GP in a letter dated 28 October 2010 that Will had declined a routine offer of a psychology appointment. It can be difficult for children and young people to adjust to a diagnosis of Diabetes. In 2011, the NHS introduced the Best Practice Tariff for Paediatric Diabetes Teams. Trusts were encouraged to deliver high quality paediatric care to all children and young people with Diabetes, including consideration of the involvement of a Psychiatrist as part of the team to support young people. At the time of Will's involvement with services, a child or young person would have been referred to clinical psychology if any concerns had been identified when seen by the Diabetes Clinic team. For example, when a young person was distressed with the diagnosis or not coping with the implications of the disease. If parents declined an appointment and staff had safeguarding concerns they would follow the safeguarding procedures. Such action had not been considered necessary in respect of Will.

11.2.6 Since 2015, when a child or young person is seen for their annual review in the Paediatric Diabetes Clinic they have a psychological assessment, using a screening tool, usually completed by the nurse specialist as part of that appointment. Depending on the score and any concerns identified by the clinician or possibly the family they would be referred to the Clinical Psychologist, who is part of their team.

11.2.7 Will has stated that he came to terms with his diagnosis and also that he was not particularly disappointed when he realised that this would rule out a career in the army which he had been considering.

11.2.8 There were inaccurate reports about Will's health in the media at the time of Ann's death. This Review has found no evidence that Will had any issues in respect of alcohol misuse other than teenage experimentation or that he was using legal highs. He had not been diagnosed with depression and had not been taking any anti-depressive medication.

### **11.3 Will's Relationship with Corpus Christi Catholic College and his Relationships with Staff**

11.3.1 Much of Will's school career had been routine and uneventful. The Review has highlighted a small number of significant events in Will's life whilst he was at secondary school. However, none of them explain his actions in April 2014 and the meetings in February may be considered routine in the life of a school and for experienced teachers like Ann and the Head of Year.

11.3.2 Will's parents confirmed to myself, and Will has spoken to his Youth Offending Service Worker, about the fact that he was assaulted by an older pupil outside school in his first year at Corpus Christi Catholic College. There is no record of this being reported to, or investigated by, School or the Police Officer attached to the School. Will returned to school the following day.

11.3.3 There was limited evidence that the relationship between Will and his Spanish Teacher, Ann, had been deteriorating. Mrs Cornick was aware that he refused to see her at Parents' Evening in 2013 and Ann and the Head of Year 11 became aware after he refused to attend his detention in February 2014.

11.3.4 Following the meetings in February 2014, Will's parents recounted that he did occasionally did not attend school in order to miss Spanish lessons. His parents were aware of this but concluded that the issue could not be resolved and Will was approaching examinations and the end of the school year anyway. Will's school attendance record included a relatively small number of authorised absences and therefore did not indicate any issues around truanting.

### **11.4 Partnership Working with Students and Parents**

11.4.1 The School states that it welcomes feedback from parents on its strengths and areas for development. It is important that the school reflects on the experience of Will's parents who have reported in the course of the Review that they did not feel listened to when they met with Ann Maguire and the Head of Year 11 about Will's wish to stop studying Spanish in February 2014. The School did not confirm the agreement reached with Mr and Mrs Cornick in writing.

11.4.2 Mr and Mrs Cornick are critical of the school's handling of Will and his wish to stop studying Spanish but in no way suggest that this contributed to Ann's murder. I concur that the school could not have anticipated that a pupil's dislike of a subject or a particular teacher would lead to a teacher's murder.

11.4.3 Mr and Mrs Cornick recalled informing Ann and the Head of Year 11 that the relationship between Ann and Will had broken down and they did not feel listened to by the two teachers. Will's parents stated that they, and Will, did not understand why other pupils had been allowed to leave the course when he was not. It appears that Ann and the Head of Year 11 took the view that Will had nearly completed the course and had prospects of a good grade and therefore he should persevere and take his exams in approximately three months' time. It is also evident that despite any misgivings, school staff reached agreement with both parents about Will

completing the course and completing an internal exclusion which would not appear on his final school record.

11.4.4 Ann's sister recalled that Ann had mentioned to her that she had had an issue with a pupil around this time but did not infer that this was anything out of the ordinary. There has been no suggestion that Ann or the Head of Year 11 viewed Will's lack of application in Spanish as anything out of the ordinary. They were aware that Will did not like Ann but had no inkling that Will had developed such strong negative feelings and hatred towards her.

### **Learning Point**

It is important that the School reflects on the experience reported by Will's parents of the meeting in February 2014 and also how such decisions and agreements about subjects are recorded and formally communicated to parents possibly by letter.

## **11.5 The use of Social Media by Will and Other Pupils**

11.5.1 Will made a series of concerning statements through Facebook. He had accepted over 99 people as 'friends' who could access his Facebook page and may have possibly viewed his conversations on his main page, including his concerning comments about Ann Maguire. A number of young people who knew him said that he would often say unpleasant and outlandish things but they did not take these statements seriously.

11.5.2 The School has an 'ICT Acceptable Use' Policy, which is signed by all pupils and parents, and the School monitors the students use of school based ICT systems within school, but is unable to access student's private social media accounts outside of school. The monitoring and policing of young people's communication external to school based systems such as through social media is realistically unachievable. For example I am aware that many young people use a number of different social media platforms such as Instagram and Snapchat, the latter, where messages can be read and they then disappear. In my opinion, the focus should be on promoting a caring environment in schools and encouraging pupils to share any concerns with a trusted adult although it has to be recognised that young people may be reluctant to share such concerns due to a lack of awareness of their significance at the time, misplaced loyalty or a fear of retribution.

## **11.6 Supervision and the Continuing Professional Development of Staff**

11.6.1 Ann was an experienced member of staff. Ann attended inset training every year including Safeguarding Update Training. I understand that Ann did not receive safeguarding supervision. I acknowledge that Ann was not a designated teacher for safeguarding in 2013/14 and that such supervision is not provided to all teachers in schools. I also note that as there were no safeguarding concerns raised in school about Will, he would not have featured in any such supervision if it had been available.

11.6.2 An Annual Review Statement 2012-13 was partially completed for Ann but is unsigned and undated. It indicates that Ann fully met two of the School's objectives for staff and partially met the third objective:

1. To enhance the quality of teaching and learning by developing our marking and assessment practices, ensuring that all our students are provided with effective feedback.
2. To raise the standards of pupil achievement across the school by ensuring that all pupils in all subject areas make expected, or good, progress by monitoring pupil levels through Key Stage 3 and comparing progress against their KS2 level and FFTD estimate for Key Stage 4.
3. Improve pupil progress through developing their ability to complete controlled assessments to a higher standard.

11.6.3 There is no reference to pastoral duties or safeguarding practice / responsibilities in the Performance Management Record. As indicated above, I acknowledge that Ann was no longer Head of Year and therefore the lack of pastoral or safeguarding supervision is to be expected.

## **11.7 Health and Safety Practice in the School and in the City**

11.7.1 The School have made available the Health and Safety Policy agreed in June 2014. I have had sight of the Annual Health and Safety Audit for the School completed in July 2013 which had been undertaken by the School. This document covered many areas of the School's operation. The murder of a teacher by a pupil was unprecedented and therefore understandably not considered within the audit.

### **Learning Point**

Leeds City Council, and other educational establishment's regulatory bodies to review safety planning and Health and Safety Audits in the light of Ann's murder, to include consideration of the possibility of such critical incidents.

11.7.2 Leeds City Council employ a Health, Safety and Wellbeing Adviser (Supporting Schools) and have a range of workplace risk assessment templates for use by schools. These include:

- Risk Assessment for Children's Services (Schools) (version 4 issued on 6 August 2015)
- Work Place Risks Assessments - Physical 2014, Stress 2012, NON stress 20, asbestos 2014
- Individual Pupil Risk Assessment (updated in 2010 and subsequently 2016)

- Risk Assessment - Accommodation for a trip or visit (July 2015)

## **11.8 Recording**

11.8.1 Within the course of the Review I have not had sight of:

- A completed 2012 - 2013 appraisal record for Ann, signed by both Ann and her Appraiser. Although the records I have had sight of identifies the overall level of challenge and support given to Ann as a teacher within the school the lack of signatures makes it hard to comment on Ann's agreement with the challenge and support she was given.
- Comprehensive notes or letters relating to decisions reached at the meetings with Will's parents in Year 11.

11.8.2 The School had a history of operating through custom and practice but has moved to a more systematic operation of policies and procedures and recording.

## **11.9 Immediate Management of the Event**

11.9.1 School staff at Corpus Christi Catholic College drew on their teaching experience, acted instinctively and demonstrated initiative and bravery in responding to the extraordinary events of 28 April 2014. The Head of Languages had intervened bravely to separate her colleague from Will, protecting Ann from any further injuries and securing the knife Will had used in the attack when he dropped it in the corridor. Staff called first aiders and began to administer first aid. In turn, the two staff who approached Will, took him out of the classroom and isolated him in another room to await the Police, had provided a textbook emergency response.

11.9.2 Senior Management in the School, the Local Authority and West Yorkshire Police all worked very well together on the day of the incident.

## **11.10 The Emergency Planning Response**

11.10.1 The well established partnership arrangements in Leeds underpinned the agencies' comprehensive and effective management response to Ann's death. In my view, the success of the emergency planning response is attributable to the strong leaders in the city and their close working relationships, rather than robust and methodical application of the Emergency Planning Procedure.

11.10.2 The Silver Group was the focus of emergency planning in the interim period following the incident. The Gold Group met once to establish the strategic response and progress was then regularly monitored within a progress update agenda item by the Leeds City Council Corporate Leadership Team. A Bronze Group was not considered necessary within the response to the incident. I acknowledge, as the Emergencies Handbook clearly states that 'The size and scale of emergency incidents will vary enormously. The Emergencies Handbook has been written to account for the foreseeable emergencies as identified in the risk assessment but it is

recognised that the circumstances of an individual incident may not always meet with the defined triggers for activation of a plan. However, the plans contained within the Emergencies Handbook are designed to be applied flexibly and individual elements of a plan may be used in isolation or in conjunction with other plans particularly to deal with smaller scale or novel incidents’.

11.10.3 Senior managers were dealing with an unprecedented incident which, whilst not a major incident in the terms of the Handbook, was one which involved the death of a teacher and had significant ramifications for the school, its pupils and teachers, the local community, wider school community and the city.

11.10.4 It is common in high profile crisis situations for the key players to become caught up in the activities of the response and it is therefore important that a senior manager or adviser with some independence and ‘a helicopter view’ of the whole situation is available to ensure focus and to monitor progress.

11.10.5 This process can be assisted greatly by clear recording templates including action plans which clearly record progress on actions and capture new issues.

### **Learning Points**

This Review has identified the importance of ensuring that an independent adviser who is not involved in operational matters and can offer advice and commentary on progress is included in emergency planning arrangements.

Any template used by Command and Control groups should record actions agreed **and** progress reported and this format should be used by all agencies in their recording and reports to meetings.

It is important that indicative dates for immediate, short-term, and long term objectives should be set out at the beginning of use of the Emergency Handbook and these should then be regularly reviewed. There should be a clearly recorded statement when each stage has been completed.

There should be interim reviews of critical incidents within an establishment or agency where such an incident occurs. This is not to pre-empt a fuller review such as a Serious Case Review or Learning Lessons Review but to ensure that key information and learning points are captured and reflected upon at the earliest opportunity.

It is important that primary health and in particular local GPs are represented, potentially by a Designated Nurse, on groups planning and managing the primary care response to a serious incident in their area or locality.

## **11.11 The Role of the Head Teacher**

11.11.1 It is clear to me that the appointment of a new Head Teacher of the School in 2013 has been a major and significant factor in raising the standards of education and care at Corpus Christi . He has brought vigour and rigour to the education and care of pupils and the School community. Listening to the Head Teacher's leadership journey has been instructive and powerful; indeed effectively leading through this most tragic and upsetting time has meant that he has demonstrated leadership of the highest level. He has been ably supported by his Senior Leadership Team, the Local Authority and the Diocese.

11.11.2 Post incident, the Head Teacher adapted his leadership approach to ensure the safety and care for pupils and staff in these unique times was especially paramount.

11.11.3 He has brought acuity and a great sense of compassion. His leadership 'interplay' with the Diocese, Local Authority and Police could have easily broken down as many agencies and organisations came together. It is a credit to him and partners that this did not and has not occurred.

11.11.4 One area of learning identified in this Review was that the Head Teacher did not always receive the level of detailed information which would have helped him to fully understand processes and events after the incident, and which others in the school, associated organisations and community assumed that he had.

### **Learning Point**

In responding to a critical incident in a school, or other such organisation, agencies should ensure that Head Teachers, or organisational managers, receive full information through Command and Control processes as well as individual support.

## **11.12 The View of Teaching Unions and School Staff**

11.12.1 I have spoken to the two union representatives in Corpus Christi Catholic College. One told me that the school is a good one to work in and had no concerns about the response or support offered to staff. I have also spoken to the other union representative who remains off work since the murder but agreed to meet with me to contribute to the Review.

11.12.2 The School was, and continues to be, on an improvement journey which involved challenging existing practice, pupils' application, behaviour and achievement, and the level of performance of some staff. There were isolated examples where this challenge within the school was experienced as bullying by some staff. There has been no suggestion that this issue had any impact on the teaching of Will or the management of his behaviour within school. This concern was not underpinned by any written records indicating such bullying.

11.12.3 Overall staff have highlighted the excellent work that Corpus Christi Catholic College did for its pupils generally. As one teacher stated: 'The School had provided, and continues to provide a safe, supportive environment where pupils get the best from their time at the school'.

11.12.4 During routine meetings between the Deputy Director (Learning, Skills and Universal Services) and Leeds' representatives from the National Association of Schoolmasters Union of Women's Teachers, the Association of Teachers and Lecturers, and the National Union of Teachers, no concerns were ever raised about Corpus Christi Catholic College.

### **11.13 Communication Within the School Between Pastoral Tutors and Form Tutors**

11.13.1 During the course of this Review I have received one criticism of communication between teachers about pupils within the school and it was put to me that the school operated on a "Knowledge is Power" basis; that Form Tutors were told very little as to what was happening to pupils with regards to discipline and also received little feedback or involvement when any problems were passed onto the pastoral staff. The same person stated that most of the Pastoral Team shared very little information with Form Tutors despite weekly meetings being held, but this concern was the only concern raised and was not underpinned by any records.

#### **Learning Point**

Corpus Christi Catholic College should regularly review internal communication between pastoral staff and form tutors to reassure themselves that information is shared appropriately and effectively.

## **12. Conclusions and Key Learning Points**

This Review has carefully considered the circumstances leading up to Ann's murder, and as you will read below, concludes that the event was not predictable and that there were no warning signs which were known to staff within the school or other professional agencies at the time. There are a number of suggested refinements to practice in Corpus Christi Catholic College but this is in no way to suggest that if implemented previously, they would have prevented Ann's murder.

The Terms of Reference have also asked me to consider the multi-agency response to Ann's murder and to reflect on what worked well in the unique circumstances which faced Leeds City Council and its partners in April 2014 and beyond. I have had the opportunity to reflect on the considerable amount of work and planning that was required following the tragedy. I have identified important strengths in the response to Ann's murder and also identified a number of learning points which I think have relevance to agencies locally and nationally and could potentially be applied by any agency or Council following a critical incident. I have also identified a

learning point for consideration by government about national arrangements to assist learning following any future critical incidents.

## **12.1 The Predictability of the Murder of Ann Maguire by William Cornick**

12.1.1 There were no credible 'warning signs' - behaviours or antecedent behaviours - that could or should have been picked up by agencies or professionals leading up to the murder.

12.1.2 Will Cornick was not known to Leeds Children's Social Care, Leeds Youth Offending Service or West Yorkshire Police prior to his actions on 28 April 2014. Will had not had any involvement with Child and Adolescent Mental Health Services in Leeds. The psychiatric assessments of Will which have taken place since his fatal assault on Ann have suggested that he had an adjustment disorder and was at risk of developing a psychopathology which was not evident to those around him. There had been no concerns within school which would have indicated the need to complete a Pupil Risk Assessment form in respect of Will.

12.1.3 There is no evidence that Will experienced any of the common child protection issues - domestic abuse, parental mental ill-health or parental substance misuse – which impact upon children's development and often feature in the lives of children and young people who carry out serious violent acts.

12.1.4 There is no evidence that Will was a member of a gang, had any involvement in gang related activities or routinely carried a knife for his own protection in school. There has been no indication that knife carrying by pupils was, or is, common at Corpus Christi Catholic College or in Leeds as a city.

12.1.5 Will was liked by several of the teachers and other school staff I have spoken to. Will was well known to office staff due to the arrangements in place to help him manage his Diabetic condition. Other staff had built up a relationship with Will and his parents through preparation for a school trip and discussions about how best to support him in managing his diabetes whilst away.

12.1.6 Mr and Mrs Cornick and staff in Corpus Christi Catholic College were not aware that Will had developed such a deep antipathy towards his Spanish teacher over a couple of years. Will has subsequently stated that by April 2014 he had developed a view that he either had to commit suicide or harm or kill his teacher. No staff or parents were aware of Will's negative statements and threats towards Ann Maguire.

12.1.7 Will had spoken to other pupils about his feelings towards Ann Maguire over the preceding months. Will had exchanged comments on Facebook with one other young person on Christmas Eve and Christmas Day 2013 and in February 2014. Will had made further statements on the day of the incident and had shown some pupils the two knives that he had brought into school. However, it appears that the young people whom Will had spoken to viewed his statements as fantasy and did not believe that he would actually act to harm the teachers he had spoken about. Will had also threatened that he would harm any pupils if they reported him.

***Any indication or evidence that Will's actions could or should have been foreseen or prevented***

12.1.8 This is a difficult but crucial question. There is no evidence that any concerns about Will's health or state of mind were reported to parents, teachers or school managers.

12.1.9 Will's school friends and peers considered that he had a dark sense of humour and could talk very negatively and unkindly about people he did not like. The young person who talked with Will on Facebook on Christmas Eve / Christmas Day 2013 has not indicated that he viewed their exchanges as different to the sort of conversations which Will had with a number of young people over the previous few years. None of the young people in the class or friendship group who heard Will talk about killing Ann and were told about or shown the knives he had brought into school on 28 April 2014, had believed that he would actually carry out an assault.

12.1.10 I do not consider that such a heavy responsibility can or should be placed on Will's peers and friends although with the benefit of hindsight it may be tempting for some to do so. No individual other than Will Cornick should in any way feel responsible for Ann's murder.

**Learning Point**

This unique and tragic event is without precedent; it provides an opportunity to emphasise the opportunities within a caring school community for all children and young people to share any concerns for another pupil or teacher's welfare with staff. The issues of resilience and respect and understanding what is 'OK' behaviour and what is not, as well as sharing concerns could be addressed further in the school curriculum.

Educational establishments and other relevant organisations should implement a culture of "whistleblowing" amongst children and young people in relation to concerns which may result in incidents of serious harm, The LSCB should support this through the development of an appropriate campaign.

12.1.11 No staff or other adults in authority were aware of Will's negative statements and threats towards Ann and later to two other members of staff. Will's Form Tutor observed that Will did not play with his friends as usual on the morning of 28 April 2014. However, the Form Tutor was totally unaware of the reason for this change from the norm or its significance.

12.1.12 There is no suggestion that Will used school ICT equipment when recording his increasing hostility and anger towards Ann Maguire on social media.

12.1.13 Ann and the Head of Year 11 had met with Will and his parents about his lack of application and dislike of Spanish.

12.1.14 There is no indication that Corpus Christi Catholic College routinely had problems with pupils carrying or using weapons within or near to the school. The Safer Schools Partnership established as part of arrangements throughout Leeds worked well generally in promoting a safe and secure environment. The school has not judged it appropriate to introduce further security measures such as the use of a metal detecting arch or wand. There was considerable reporting of the Head Teacher's observation that Ann would have opposed the introduction of such measures.

## **12.2 The Emergency Response to the Event**

12.2.1 I consider that the immediate response by the School and the Local Authority and partners to this tragic event was considered, professional and comprehensive.

12.2.2 School management were offered prompt support by the Director of Children's Services and the Deputy Director (Learning, Skills and Universal Services) and a Senior Police Officer.

### ***Any learning for Corpus Christi Catholic College and / or other schools in Leeds related to:***

- ***the quality of available support, advice and information available to the school with regard to safeguarding and promoting the welfare of students***
- ***The way in which teachers are supported and safeguarded for their own wellbeing and in order to support and safeguard students.***

12.2.3 The School has received considerable support from the Children's Services Education and Early Start Safeguarding Team, Leeds City Council's Educational Psychology Team and a School Improvement Officer from Leeds Children's Services both in terms of the School's improvement journey and in recovering this tragic and traumatic event. Additionally, Corpus Christi Catholic College has received significant support from Catholic Care and the Diocese of Leeds.

12.2.4 The School has provided a draft Health and Safety procedure dated June 2014. The School's policy refers to the appointment of Safety Representatives by Teaching Unions. Where staff request, schools have a responsibility to establish Health and Safety Committees. It appears that no such request had been made within Corpus Christi Catholic College and therefore no Health and Safety Committee is in operation.

### ***The work of the School's Senior Leadership Team with, and its support of, teachers and students, and its approach to setting the culture and ethos of the School to maximise the welfare of both students and teachers***

12.2.5 The work of the School's Senior Leadership Team has been recognised and viewed positively by Ofsted and the Education and Early Start Safeguarding Team in

the Integrated Safeguarding Unit. The School is improving academically and safeguarding arrangements are robust.

12.2.6 I have visited Corpus Christi Catholic College three times as part of this Review and has been impressed by the calm atmosphere within the School and the behaviour of pupils.

12.2.7 There are clear statements outlining the School's ethos and principles on its website and these are also reflected in the School's improved library of policies and procedures.

12.2.8 The School's exclusion policy notes that there are cases when a permanent exclusion will be warranted by the seriousness of the offence. Such cases include 'bringing any form of weapon into school e.g. knives'.

12.2.9 A learning log indicates that the School provided opportunities for continuing professional development for Ann and colleagues through Inset days and other training.

***The advice, guidance and support to Corpus Christi Catholic College and all Leeds schools by Leeds Safeguarding Children Board (LSCB) with regard to schools fulfilling their responsibilities to safeguard children and young people.***

12.2.10 The Education and Early Start Safeguarding Team within the Children's Services' Integrated Safeguarding Unit (ISU) maintains close links with all schools in Leeds. The Manager of the team had undertaken a safeguarding audit for Corpus Christi Catholic College in 2012, identified strengths and made recommendations to address areas for improvement. The (s)175 return in June 2014 indicated that these areas had been acted upon.

12.2.11 The team also deliver safeguarding training and support schools in undertaking self-assessments of compliance with sections 175 & 157 of the Education Act (the LSCB reported a 100% response from schools in 2014-15).

12.2.12 The LSCB has an established Education Reference Group which works to improve its links with the Education sector. This reference group has expanded its membership to include primary and secondary representation, Specialist Inclusive Learning Centres, Further Education, Governors and the Yorkshire and Humber Grid for Learning.

12.2.13 The March 2015 Ofsted report commented that Head Teachers spoke positively about the range of high quality LSCB safeguarding training provided for schools.

## ***National Learning from critical incidents in schools and other settings***

12.2.14 There is national guidance about safety in schools but there has been very little recorded national learning from significant violent or fatal incidents in schools or other public service settings. Periodically, there have been general reports in local newspapers around the country where Freedom of Information requests have provided information about knives and other potential weapons being removed from pupils at school. For example, data released by the Ministry of Justice under a Freedom of Information Act request and reported in the Birmingham Mail showed that in 2014, there were 81 knife offences in schools in London which was the highest number / rate in the country. The second highest was 15 in the West Midlands with, followed by 10 in Avon and Somerset, 9 in Northumbria and 8 in Hampshire. In total 206 people were caught by police forces across the country in 2014.

12.2.15 There also appear to be no published evaluations of the use of metal detecting equipment in schools and their effectiveness in improving the safety of staff and pupils. The Review has noted the strength of feeling against introducing such measures and the lack of evidence to support their introduction.

12.2.16 The recent Wood Report (2016), a review of the role and functions of Local Safeguarding Children Boards has recommended that a new national learning framework for inquiries into child deaths and cases where children have experienced serious harm replaces Serious Case Reviews.

12.2.17 The report recommends a new national body which should develop a good guidance framework setting out 'the standards of quality required in local inquiries in much the same way as it is proposed the new Health Safety Investigation Branch (HSIB) will develop a national standard for high quality serious incident investigations in the NHS'. Such a national body could also agree quality standards and commissioning arrangements for reviews of critical incidents such as the death of a teacher or other public service professional.

### **Learning Point**

Leeds City Council and Leeds Safeguarding Children Board could usefully recommend to the Government and the Department for Education that it considers national quality standards for the commissioning and conduct of reviews of critical incidents involving staff working in healthcare, social work and educational settings as part of, or alongside, the new national arrangements for the review of serious incidents involving children (and potentially going forward involving adults).

## **12.3 Learning points**

12.3.1 This Review has encompassed a wide range of responsibilities exercised by schools, local authorities and their partners.

12.3.2 This was a unique event and there are no recommendations I can make which in hindsight could have assisted staff in predicting or preventing the murder of Ann Maguire by Will Cornick or in preventing a similar event in the future.

12.3.3 With the benefit of hindsight, there is an opportunity to ask young people to reflect on any concerning behaviour or statements made by their friends and classmates in person or through social media and to share and discuss them with a trusted adult.

12.3.4 I have deliberated on this issue at great length. Will's friends and classmates did not share his social media postings or tell a member of school staff about the knives in Will's bag on that Monday morning. I have highlighted that a lack of awareness of their significance at the time may account for this but also the possibility of misplaced loyalty or a fear of retribution for some of the children.

12.3.5 The question 'how can children be encouraged and supported to share concerns with trusted adults?' goes beyond the scope of this review, but perhaps locally, through the LSCB, research can be undertaken on children and young people's confidence and approach to disclosure of this type, and indeed this is likely to be a subject worthy of better understanding nationally.

## **12.4 Summary of Learning Points**

I have identified a number of learning points within this Review which relate to Corpus Christi Catholic College, the Local Safeguarding Children Board and Leeds City Council and partners which taken together could further strengthen general safeguarding arrangements and emergency response procedures. In addition these learning points could potentially be applied to other similar organisations and therefore should, be applicable been seen as transferable:

### **Learning points relating to Corpus Christi Catholic College and for consideration by other schools / education establishments**

#### ***Internal Processes***

1. As part of its on-going improvement journey, the School should include the following learning point in its improvement plan:

It is important that the School reflects on the experience reported by Will's parents of the meeting in February 2014 and also how such decisions and agreements about subjects are recorded and formally communicated to parents possibly by letter (page 42).

### ***Communication between teaching staff about pupils***

2. Corpus Christi Catholic College could usefully review communication between pastoral staff and form tutors to reassure themselves that information is shared appropriately and effectively (page 47).

### ***The promotion of a caring ethos in schools and learning from the death of Ann Maguire***

3. This unique and tragic event is without precedent; it provides an opportunity to emphasise the opportunities within a caring school community for all children and young people to share any concerns for another pupil or teacher's welfare with staff. The issues of resilience and respect and understanding what is 'OK' behaviour and what is not, as well as sharing concerns could be addressed further in the school curriculum. Educational establishments and other relevant organisations should also implement a culture of "whistleblowing" amongst children and young people in relation to concerns which may result in incidents of serious harm. The LSCB should support this through the development of an appropriate campaign (page 49).

### ***Further developing health and safety practice in schools / educational establishments***

4. Leeds City Council, and other educational establishment's regulatory bodies to review safety planning and Health and Safety Audits in the light of Ann's murder, to include consideration of the possibility of such critical incidents (page 43).

### **To Leeds City Council and its partners**

#### ***Auditing and monitoring safeguarding practice in schools and confirming action following safeguarding audits***

5. The School and Learning Providers Annual Section 175 and 157 Child Protection Return could usefully ask schools to explicitly confirm whether recommendations from previous safeguarding audits have been acted upon and to set out an action plan to address any gaps and improvements required (page 13).

### ***Responding to Critical and Emergency Incidents***

6. An Independent Adviser who is not involved in operational matters and can offer advice and commentary on progress should be included in Emergency Planning arrangements (page 45).
7. A new template should be devised for use by Command and Control groups to record actions agreed **and** progress reported to meetings and this format

should be used consistently by all agencies in their recording and reports to meetings (page 45).

8. A clear timeline with indicative dates for immediate, short-term, and long term objectives should be set out at the beginning of use of the Emergency Handbook and these should then be regularly reviewed. There should be a clearly recorded statement when each stage has been completed (page 45).
9. When services commission therapeutic support for staff and service users, arrangements should take into account the fact that people experience bereavement and trauma in different ways. It may be necessary to coordinate and provide therapeutic support to staff, students and service users for a number of years after a very traumatic incident. The response process should ensure that specialist crisis services are coordinated with primary health services (page 36).
10. It is important that primary health and in particular local GPs are represented, potentially by a Designated Nurse, on groups planning and managing the primary care response to a serious incident in their area or locality (page 45).
11. There should be interim reviews of critical incidents within an establishment or agency planned at an early stage to capture key information and issues and to reflect upon learning and next step planning. This is not to pre-empt a fuller review such as a Serious Case Review or Learning Lessons Review but to ensure that key information and issues are captured and reflected upon at the earliest opportunity (page 45).
12. In respect of social media, public information flow can be fast and potentially inaccurate, which adds to the pressure on decision making and information streams. This needs to be considered in terms of communication with parents, children and young people and affected communities (page 29).
13. When a serious incident occurs, a contact list for family members should be drawn up and its accuracy double-checked to ensure good communication (page 37).
14. In responding to a critical incident in a school, or other such organisation, agencies should ensure that Head Teachers, or organisational managers, receive full information through Command and Control processes as well as individual support (page 46).

***Responding to therapeutic needs following a critical incident – for schools, Local Authority and other organisations***

15. A school or any organisation, working with support agencies, should carefully record the number of children and young people, or individuals, identified as being directly affected and record their individual care needs and progress after a critical incident (page 31).

## **To the Government and the Department for Education**

16. Leeds City Council and Leeds Safeguarding Children Board could usefully recommend to the Government and the Department for Education that it considers national quality standards for the commissioning and conduct of reviews of critical incidents involving staff working in healthcare, social work and educational settings as part of, or alongside, the new national arrangements for the review of serious incidents involving children (and potentially going forward involving adults) (page 52).

The LSCB will consider these learning points and develop an action plan in order to identify how best to apply that learning, and the desired outcomes of doing so.

**Nick Page**  
**Independent Reviewer**  
**November 2016**

# **APPENDICES**

## **Appendix 1 - Terms of Reference**

### **Terms of Reference (Revised Final 05.10.15)**

Learning Lessons Review of safeguarding practice at Corpus Christi School prior to and after the murder of Ann Maguire by William Cornick

#### **Introduction**

This document sets out the purpose, scope of and Terms of Reference for the Review commissioned by Leeds Safeguarding Children Board (LSCB) following the decision made by the Independent Chair on 20th March 2015 to undertake such a Review. It has been revised following a decision to stand the Lead Reviewer down after representations made by Mr Maguire and concerns expressed by Mr Maguire to the Secretary of State at a meeting with her on 21st September 2015.

#### **Background**

Mrs Ann Maguire, a teacher at Corpus Christi School in Leeds was murdered in the classroom by a pupil, William Cornick, on 28th April 2014. At the subsequent trial of 3rd November 2014, William Cornick was sentenced to a minimum of twenty years in custody before any consideration of release. An appeal held at the Court of Appeal on 29th January 2015 against the minimum length of sentence was rejected by the Lord Chief Justice Lord Thomas and two other judges.

Subsequent to the murder the matter was reported to the LSCB through a Serious Incident Notification. Although the criteria for reporting the incident as a Serious Child Care Incident were not met, the LSCB took the view at the time that it should be treated in the same way, given that a significant number of children were involved, and that William Cornick was 15 at the time of the murder. The murder of a teacher by a pupil in the UK within a school is believed to be without precedent. Worldwide, such one on one killings are rare with two reported instances of recent times in 2013 in the US states of Massachusetts and Nevada. One incident is recorded in the UK relating to the murder of a Head Teacher outside the School grounds.

The scoping exercise was considered by the Serious Case Review Sub Committee in February 2015 and a report submitted to the Chair on the basis of the exercise and considerations.

#### **The Independent Chair's Decision**

The Independent Chair decided that:

- The grounds for conducting a Serious Case Review are not met

- There is merit in undertaking a two stage Learning Lessons Review
- The Review should begin with a full document desk top review
- The two families (Cornick and Maguire) be invited to contribute by meeting the Lead Reviewer
- The relevant teaching unions be involved to represent the interests of the School community
- The Lead Reviewer then facilitates a joint debrief and learning lessons event with all those statutory partners involved following the murder
- The Lead Reviewer then reports to the LSCB on the lessons to be learnt (if any)
- The LSCB publish the report, and their response to it.

### **Purpose of the Review**

This Review is intended to fulfil two functions. Firstly to identify what, if anything, can be learnt about how well children and young people in the School, and the adults teaching and caring for them, were safeguarded prior to the incident. This should include consideration of whether the incident could or should have been prevented by the actions of any relevant agencies or professionals.

Secondly to review how well agencies worked together in response to the incident, how well children and young people were safeguarded during the emergency, and what can be learnt about how best to safeguard children and young people during emergencies. The learning gained from both stages is to be shared with all agencies in the city and nationally, in order to inform and develop practice as needed.

### **Scope of the Review**

These Terms of Reference set out the approach being taken to the Review which is to take place in two stages.

Stage One (the review of safeguarding prior to the murder) will include a desktop review of all records held as follows:

- The material made available through the police investigation
- The material relating to the work of the Youth Offending Service in relation to William Cornick from the period he first became known to them to June 2015
- The Court evidence, witness statements, reports by experts and Judge's summing up
- The findings of the Appeal Court

- The records held by Children’s Social Care relating to William Cornick or any other safeguarding matters at the School in the last 12 months before the murder and up to June 2015
- The records held by Children’s Services in relation to the School’s safeguarding practice, Personal Social and Health Education, citizenship, e-safety and bullying, any complaints or concerns, and incident notification, and any issues in relation to pupil behaviour or staff training in relation to discipline (with regard to the students, staff, and the perpetrator) in the last 36 months before the murder and up to June 2015.
- General school records for the previous 12 months in relation to pupil conduct, Personal Social and Health Education, citizenship, e-safety and bullying, any complaints or concerns, incident notification, and any issues in relation to pupil behaviour or staff training in relation to discipline (with regard to the students, staff, and the perpetrator)
- Any records pertaining to the nature and quality of the School’s leadership for the 12 months before the murder held by the School or by the Council
- Any records held by the NHS in relation to William Cornick in the last 12 months before the murder and up to June 2015 (subject to consent being given)
- The material held by the Health and Safety Executive in relation to their investigations
- Any records or material held by the LSCB in relation to the murder, subsequent actions and decision making.

Stage two will consist of a facilitated debrief exercise, looking at how well services responded to the murder, and how well the children involved were safeguarded during the period cover by the “Gold Command” Emergency response arrangements.

The period covered by the Review will be for the 12 months prior to the murder up to June 2015.

The Review will take up to 6 months, with a view to completion by the end of April 2016. Any delays will be agreed between the Lead Reviewer and the Independent Chair of the LSCB and stakeholders notified of the revised deadline date.

### **Terms of Reference for Stage One**

The Lead Reviewer is asked to read, Review and critically appraise all the material available as set out above with a view to:

- Establishing whether there were any credible ‘warning signs’, behaviours or antecedent indicators that could/should have been picked up by agencies/professionals leading up to the murder; and if so the appropriateness of what was done in response

- Identifying whether there is any indication or evidence that William Cornick's actions could or should have been foreseen or prevented
- Identifying whether there is any learning for the future for this and/or other schools in Leeds related to the quality of available support, advice and information available to the School with regard to safeguarding and promoting the welfare of students
- Considering whether, in the light of the Review, there are any key areas for development or improvement in relation to safeguarding in schools locally (and nationally)
- Considering whether, in the light of the Review, there are any key areas for development or improvement in relation to the way in which teachers are supported and safeguarded for their own wellbeing and in order to support and safeguard students
- Considering whether, in the light of the Review whether there are any issues relating to how the School's leadership team worked with and supported teachers and students, and set the culture and ethos of the School to maximise the welfare of both students and teachers, and what can be learnt from the approach taken if anything
- Identifying whether or not there was anything missed in relation to the circumstances of the incident and subsequent investigations about how young people in the School were safeguarded and their welfare protected
- Identifying whether the Leeds Safeguarding Children Board provided appropriate advice, guidance and support to Corpus Christi and all Leeds schools with regard to the schools fulfilling their responsibilities to safeguard children and young people. Advise on what learning can be identified to improve this.

In undertaking the Review, the Lead Reviewer will:

- Offer to meet with the Maguire and Cornick families, should they so wish, to seek their contributions to the Review
- Offer to meet with the Teaching Trade Unions, should they so wish, to seek their contributions to the Review
- Offer to meet with the Head Teacher and Leadership Team, to seek their contribution to the Review
- Meet with the Independent Legal Advisors to the LSCB, to ensure that advice considering any issues of compliance with rights under the United Nations Convention on the Rights of the Child and the Human Rights Act are incorporated into the final report
- Identify whether further evidence, information or enquiries are required in order to adequately complete the Review and fulfil the purpose of the Review. If such further evidence or enquiries are required, to plan how best to obtain

such evidence or make such enquiries in liaison with the former Independent Chair who has been retained to guide the process through.

- Consider whether students and staff at the School had appropriate advice and support in terms of the safe use of social media

On completion of stage one of the Review, the Lead Reviewer will:

- Report in writing on the themes arising from the Review, the learning those themes provide and to make recommendations for action to use, apply and build on that learning in order to make a difference across the “safeguarding system” in Leeds
- Share that report in draft with the School leaders, the trade unions, the two families and all agency partners and, if necessary, amend it in the light of the discussions arising from that process.

**Terms of Reference for Stage Two** (the learning event held jointly with the Gold and Silver Commands)

To liaise with the Council Emergency Response Officer to consider the outcome of stage one of the Review in the final drafting of the Terms of Reference for stage two.

The Terms of Reference for stage two will be based on the following:

1. Plan, arrange and run a debrief and facilitated learning event designed to:
  - Debrief on how the major emergency procedures were followed and what can be learnt from the response for future emergencies in the city
  - Explore how well the many children and young people involved were supported, safeguarded and their welfare promoted during and immediately after the murder
  - Identify how that learning can be used to improve the approach by partners to major emergencies involving children and young people locally and nationally.
2. Share that learning following the de-brief as relevant.

**Terms of Reference for the Final Stage** (the Report)

The Lead Reviewer should prepare a final report covering both parts of the Review for the LSCB setting out the learning gained, and making recommendations about how best to apply that learning, and the desired outcomes of doing so.

The LSCB will then prepare the report for publication in liaison with the Lead Reviewer and interested parties.

## **Support to the Lead Reviewer**

The Lead Reviewer will be provided with administrative and secretarial support to facilitate and support the review process. They will also be provided with independent legal advice as required.

A full record of all documentation used for stage one will be maintained by the LSCB in liaison with the Lead Reviewer. Consent will be obtained for the Lead Reviewer to have access to material as required and as relevant.

The Lead Reviewer will liaise regularly with the Independent Chair to monitor progress, agree any variations required to the Terms of Reference if required, to sense check, debate the analysis and to facilitate and adapt the process as needed.

The final report will be independent but subject to an agreed process of proof reading and editing to ensure its final quality, led by the LSCB. The final report is the responsibility of the LSCB. Should any disagreement be identified about the Review report findings, conclusions and recommendations, the LSCB will set out those areas of disagreement in their published response to the report.

The Lead Reviewer will be commissioned and remunerated by the LSCB on behalf of all LSCB Partners. This will be done through a letter of agreement between the LSCB and the Lead Reviewer.

Signed:

A handwritten signature in black ink, appearing to read 'Jane Held', with a long, sweeping horizontal stroke above the name.

**Jane Held, Former Independent Chair, Leeds Safeguarding Children Board**

**Date: 05.10.15.**

## Appendix 2 - School Policies and Procedures

Corpus Christi Catholic College have provided the Review with a copy of its School Policies and Procedures. The areas covered are set out below and include all those policies and procedures which would be expected to be in place and reviewed during a safeguarding audit by the Education and Early Start Team (with the exception of Confidentiality, Care, Control and Restraint, Intimate Care, Children Missing Education, Pupil participation, Safe Working Practice, and Children as Young Carers)

- Administration of Medicines (June 2013)
- Attendance (October 2015)
- Behaviour [Behaviour and Discipline; Behaviour for Learning(September 2015)]
- Anti-bullying and Anti-bullying and Harassment policies
- Care, Control & Restraint
- Children as Young Carers
- Confidentiality
- Educational Visits
- Equality and Diversity policy
- E-safety [Staff and Volunteer and Student Acceptable Usage Policy] (September 2015)
- Guidance on Exclusions
- Health & Safety
- Inclusion & SEND policies (June 2015)
- Intimate Care
- Children Missing Education (CME)
- Personal Social Health and Economic Wellbeing Education (November 2013)
- Children in Public Care
- Pupil Participation
- Safe Working Practice
- Staff Development
- Whistleblowing

### **Appendix 3 - Meetings Held for the Purpose of this Review**

As the Lead Reviewer, I met with the following people:

Members of Ann Maguire's family:

- Ann's Husband
- One of Ann's daughters and her nephews
- Ann's sisters

Will Cornick

Parents of Will Cornick

Corpus Christi Catholic College staff (15 staff in total), which included:

- Members of the Senior Leadership Team
- Teaching Staff
- Pastoral Staff
- Support Staff

An invite was extended to all School staff (teaching and support staff) to meet with Nick, this was communicated via an email from the Head Teacher.

Representative from the Diocese of Leeds

Union Representatives

Director of Children's Services

Deputy Director of Children's Services (Learning, Skills and Universal Services).

West Yorkshire Police:

- Chief Superintendent
- Superintendent,
- Detective Inspector (and Senior Investigating Officer)

Safer Schools Officer

Legal Advisor to the LSCB

'The Friends of Ann Maguire' – an action group consisting of friends and former colleagues of Ann Maguire

In addition the Review received a written contribution from Will's Form Tutor 2013-14 (as requested by the former Form Tutor rather than a meeting).

## **Appendix 4 - Relevant Local and National Documents**

### **Leeds Source Documents**

Corpus Christi Catholic College records for Will Cornick

Leeds Youth Offending Service Pre-sentence Report (27 October 2014)

Submission from the 'Friends of Ann Maguire' action group to the Lead Reviewer

Correspondence with Mr Maguire's legal representatives in 2015

Medical Records for Will Cornick including GP, School Nursing and Hospital records

Psychiatric report prepared by Dr Eileen Vizard, (defence)

Psychological report prepared by Professor Eamon McCrory (defence)

Psychiatric report prepared by Dr John Kent (prosecution)

Psychiatric report prepared by Dr Cesar Lengua (prosecution)

Psychological report prepared by Dr Tim Diggle (prosecution)

Judge's Sentencing remarks

Submissions and Judgement of the Court of Appeal

West Yorkshire Police Operation Pitonstoke Case Summary

### **Leeds City Council**

Planning for Emergencies (updated in 2012)

Emergencies Handbook Part 1 General Information (May 2015; to be revised February 2016)

Emergencies Handbook Part 2 Roles Resources and Call Outs (December 2015, to be reviewed February 2016)

Policy on Planning and Responding to Emergencies

Leeds Schools Crisis Procedure (updated March 2014) [references Wise before the Event: Coping with Crises in School – W Yule and A Gold 2006]

### ***Department for Education***

School Security: Dealing with Troublemakers: Protecting Students and Staff; Using the Law; Developing School based partnerships (Home Office and Department for Education and Employment 1997)

Supporting Pupils at School with Medical Conditions (April 2014: updated in September 2014 and December 2015)

Managing medicines in schools and early years settings (March 2005)  
Behaviour and Discipline in Schools: guidance for Governing Bodies (2013; updated in September 2015)

Behaviour and discipline in Schools: Advice for headteachers and school staff (2013; updated in January 2016)

Searching, screening and confiscation: Advice for Head teachers, school staff and governing bodies (February 2014)

Advice on school security: Access to, and barring of individuals from, school premises - for local authorities, school leaders and school staff (2012)

Health and Safety: advice on legal duties and powers - for local authorities, school leaders, school staff and governing bodies (2013; updated February 2014)

Teachers' Standards: Guidance for school leaders, school staff and governing bodies (2012)

Safer School Partnership Guidance (DfCS, ACPO, YJB and Home Office 2009)

Mental Health and Behaviour in Schools (June 2014; updated March 2016)

Keeping Children Safe in Education (2014 updated in July 2015 and replacing Safeguarding Children and Safer Recruitment in Education (2006) and Dealing with allegations of abuse against teachers and other staff (2012))

Wood Report: a review of the role and functions of Local Safeguarding Children Boards (May 2016)

### ***HM Government Cabinet Office***

Emergency Response and Recovery (Non statutory guidance accompanying Civil Contingencies Act 2004 (Revised October 2013))

### ***Ofsted Inspection Reports***

Inspection of Child Protection and Looked after Children Services 2009

Inspection of Safeguarding in Leeds 2011

Single Inspection of Children's Services and the role of the LSCB 2015

Corpus Christi Catholic College Inspection Reports 2013 and 2015

Corpus Christi Catholic College Section 8 Report September 2013

### ***Health and Safety Executive***

Violence at Work: A guide for Employers

### ***Association of Teachers and Lecturers***

Discipline in Schools (Advice sheet 14; 2013)

Violence, Threats, Behaviour and Abuse (Legal Advice Series, February 2014)

Managing classroom behaviour – Chris Watkins (2011)

### ***National Association of Schoolmasters Union of Women's Teachers***

Pupil Behaviour: Position Statement

### ***National Union of Teachers***

Screening and searching pupils for prohibited items

Security and Violence (Briefing, April 2015)

### **Articles**

Taking Stock of Violence in UK Schools: Risk, Regulation and Responsibility – H.Cowie, N.Hutson, D. Jennifer and CA Myers (Education and Urban Society Volume 40 No. 4 (May 2008)

## Appendix 5 - Background Information

### Education Legislation

Sections 175 & 157 of the Education Act

- Section 175 of the Education Act 2002 requires governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Similar requirements are in place for proprietors of Independent Schools under Section 157 of the Education Act 2002.

**Health and Safety in Schools** (Information from the Health and Safety Executive and Association of Teachers and Lecturers websites and documents)

The Local Authority, as the employer in maintained schools has responsibilities for health and safety matters in these schools.

### Duty of Care

The 'duty of care' that an employer owes an employee does not provide a comprehensive guarantee of safety but means that an employer must take reasonable steps to ensure staff are protected and remain safe from reasonably foreseeable dangers. Its applicability will differ depending on the facts of each circumstance.

An employer will provide a healthy and safe working environment, and this includes protection from violence or the risk of violence, whether on or off site.

Employees also have legal obligations under the Health and Safety at Work Act:

- to take reasonable care of their own health and safety and that of others, including colleagues and the students in their care
- to cooperate with employers on health and safety matters
- to carry out activities in accordance with training, instructions, policies and procedures
- to inform their employer of any serious risks.

### Risk Assessments

As part of their legal duties, employers are required to do a 'suitable and sufficient' risk assessment of the health and safety risks to staff, of which employees must be made aware. If you are not clear who undertakes risk assessments at your school / college, you should raise this with your line manager / Headteacher / principal.

A risk assessment should follow these steps:

- identify the hazard (something with the potential to cause harm to physical and / or mental health)
- decide who might be harmed and how
- evaluate the risks and decide on precautions
- record the findings
- revise and update the assessments periodically

It is important that risk assessments are readily and easily accessible to staff.

### **Annual Health and Safety Audit**

Schools / colleges should carry out a regular Annual Health and Safety Audit (at least annually) that looks at the following:

- procedures for allowing visitors access to your site
- procedures for visitors when they are on site (eg whether they should be accompanied by an adult)
- visitor identification tags
- the entrance / reception area
- security lighting
- lockable entrances and exits
- perimeter fencing
- records to show that liaison with the police has been quick and effective

### **Training**

ATL expects employers to take all reasonable steps to safeguard the health, well-being and security of their staff. This includes the provision of personal safety training, which can:

- reduce violent attacks against staff
- help staff recognise verbal and non-verbal precursors to aggression
- help staff use effective techniques to calm a potential assailant
- help staff defuse aggression and prevent situations escalating

- improve staff confidence in dealing with aggression and the resulting stress
- minimise the risk of an attack that causes injury

Training should include the following:

- how to read body language
- how to make a calm assessment of potentially threatening situations
- how to defuse situations
- how to deal with unexpected confrontations and conflicts
- how to react in the event of a physical attack
- guidance on the use of reasonable force and powers to restrain

### **Dealing with Offensive Weapons and Knives**

It is a criminal offence to have a blade or sharply pointed article in a public place without lawful authority. In addition, the Violent Crime Reduction Act 2006 authorises schools to search students without their – or their parents' – consent, when there are reasonable grounds for suspecting that they are carrying a knife or another offensive weapon. Searches can be conducted on or off site.

The use of a wand or arch, which involves no contact or less contact with students, may help to resolve the situation.

All incidents involving abuse, threatening behaviour, violence or the threat of violence to staff should be recorded.

### **How to Assess the Risks in your Workplace**

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record your significant findings
- Review your assessment and update if necessary

In many schools, most risks can be managed by the Senior Leadership Team with the help of staff and the school employer.

## **Sensible Management Test**

When we have sensible health and safety management:

- the School Leadership Team understand the safety policy and apply it practically to the real risks in the school
- key staff have clearly established roles and responsibilities
- paperwork is kept to a minimum with the significant hazards identified, their risk adequately controlled and precautions clearly documented where needed
- school leaders consult with staff including employee / Trade Union Safety Representatives – looking for practical solutions to health and safety issues
- learning is enabled by making proportionate decisions

**Command and Control / Emergency Planning** (drawn from Guidance produced by the National Policing Improvement Agency/ACPO (2009))

Command and control is the structured system the Police Service other emergency services and partner and key partners use to plan and manage forthcoming and spontaneous events to ensure they are appropriately managed and policed.

The basic command structure used operates at three levels. These are strategic (Gold), tactical (Silver) and operational (Bronze).

The Gold Commander determines the strategic objectives and retains strategic oversight and overall command responsibility throughout the operation. The Gold Commander sets the tactical boundaries of the operation but does not manage tactical decision making, which is the responsibility of the Silver Commander.

The Silver Commander develops commands and coordinates the overall tactical response of an operation, in accordance with the strategic objectives set by Gold.

The Bronze Commander is responsible for the command of a group of resources carrying out functional or geographical responsibilities related to the tactical plan