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Dear YK

I once again feel compelled to raise the YJ issue with you. I have put things on paper so that you can see my concerns as a 'big picture'. At minimum, I would like you to place this on file and forward a copy to WB and I will also keep a copy. I trust you will protect my professional entitlement to confidentiality in this matter.

- The staff members involved have all individually, at various times for various different reasons, voiced our concerns to both YN and you. I do not know if any concerns were made known to REDACTED
- Several staff at the Preparatory School have been seriously concerned about the actions of one of our colleagues, YJ, for a long time now. We believe he is consistently behaving in a way which is absolutely inappropriate for a person in his position under any circumstances. The staff concerned are continually in situations where they work closely with YJ and are therefore very often in positions to observe the types of behaviour disclosed.
- At the heart of the matter is that fact that YJ takes what we believe to be an unhealthy interest in one boy in particular, as well as one particular boy in his class each year. He also touches many boys in his class in a manner outside the bounds of acceptable behaviour by an adult who is not the child's parent, in any circumstances. He has never been observed doing any of these things to girls.
- When boys in his class stand at his desk he makes them stand very close and puts his arm around their waist and sometimes on the outside upper thigh, often rubbing up and down. During oral reading small group lessons (held daily) he sits his favourite boy from each group next to him and puts his arm around him for the whole sessions. I have personally observed this on numerous occasions.
- For each of the past three years (since the people involved have either been at the school or begun to notice these things) YJ has had a favourite boy in his class. It appears a pattern has emerged, for the favourite boys are quite similar in appearance, with RED hair, RED skin, RED eyes, REDACTED build and were new to the school in Year 5. For the past two years I have selected a possible candidate to see if my theory is correct and I have been correct each time. In 1999 the favourite boy was WT; in 2000 WP and in 2001 it was YA. YJ not only forms what we believe is an unhealthy relationship with each boy, but he works to befriend his family also.
- The staff involved have been seriously concerned about the nature YJ's relationship with one boy in particular, WT. Fortunately WT will be in Year Eight in 2002, but I anticipate that YJ will endeavour to maintain close contact with WT and his family. During 1999, WT's first year at THE SCH, he spent many recesses and lunchtimes in the classroom with YJ, often with one of his friends there also. At this time YJ had a poster stuck on the inside of the door so that it covered the window in the door, preventing a view into the classroom. As soon as a couple of teachers realised this was going on (the boy/s being in the room on many occasions with YJ, often with door shut, when they should have been in the playground), they told YJ that it was against the rules for him to be there and that if he had work to complete he should go to the library. The teachers

WD

also notified YN [redacted], who said he would speak to YJ [redacted]. This situation seemed to cease after that. However, whilst she was the Year 5 teacher, WG [redacted] made it known to some staff including YN [redacted] that she had serious concerns about some things YJ [redacted] was doing with and to WT [redacted] on many different occasions.

- Unfortunately, YJ [redacted]'s interest in WT [redacted] did not stop when he left his class. He has said he regards WT's Family as personal friends, that they have visited him at his house in REDACTED and that he has visited their home also. He told me once that he buys birthday and Christmas gifts for WT [redacted] often spending hundreds of dollars.
- WT [redacted] plays softball and soccer, which YJ [redacted] coaches. YJ [redacted] consistently carries WT [redacted]'s bag for him, supervises him getting changed or getting ready to go home, going through his bag and handing him articles of clothing. He brings treats and cold drinks just for WT [redacted]. WI [redacted] (prior to his trip to Japan) told WB [redacted] that YJ [redacted] was taking photographs of boys during sport for what he thought was no legitimate reason. When WT [redacted] tried to change out of soccer this year (an act which some of us regarded as taking an enormous amount of courage on WT [redacted]'s part) YJ [redacted] created such a fuss that WT [redacted] was required to apologise to him. On several occasions, Mrs REDA, Mr REDAC and myself have all spoken to either YN [redacted] or you about concerns about these issues.
- YJ [redacted] has taught Year 5 for many years at THE SCHOOL [redacted] Preparatory School and has often been heard to say that he will never move. However, for 2001 he requested a move to Year Seven, a move I perceived as an attempt to be closer to WT [redacted]. When he was not given the Year Seven position, YJ [redacted] was extremely upset. He became very difficult to work with for several months, was openly resentful towards REDACTED [redacted] who was given the position, and was heard to say that he was now staying in Year Five for good and if anyone thought they could make him move then he would quit.
- WJ [redacted] is so concerned that she caters for the YJ [redacted] factor when planning for any excursions for Year Five's, with the annual camp especially causing concern and special consideration in terms of additional adult male supervision, and sleeping and ablution arrangements. WJ [redacted] also coaches softball with YJ [redacted]. WT [redacted] and WP [redacted] both play softball, and she feels unable to change sports (even though she would like to) because she is so concerned about leaving the boys 'unsupervised' with YJ [redacted]. This is a ridiculous situation for her to be in. Indeed, at the conclusion of the 2001 camp as the children were waiting at the drop-off zone to be picked up, YJ [redacted] was observed fondling YA [redacted]'s head as YA [redacted] was kneeling on the grass directly in front of YJ [redacted] with his head at crotch level. WI [redacted] went on that Year Five camp and he was heard to say he was unhappy with several incidents which occurred and subsequently spoke to you about them. WG [redacted] also spoke to YN [redacted] (and possibly you) about her serious concerns about YJ [redacted]'s behaviour, which she observed on numerous occasions in 1999 when she taught in Year Five.
- YJ [redacted] rarely stays in the staff room at recess or lunchtime; he almost always stands outside on the top oval watching the boys play, in particular the boys already mentioned. YJ [redacted] often asks boys to help him do little jobs and if they do, or if WT [redacted] or WP [redacted] come to see him for any reason, he is often heard to say 'Come in here and I'll see if I can find you a 'lol'lol'.

- In the last weeks of Term Four, 2001, YI [redacted] found herself in a very difficult situation on numerous occasions when YJ [redacted] repeatedly requested copies of WT [redacted]'s final school report, to which he had no legitimate right. He also approached her at the Year Seven graduation dinner to ask for a copy of the evening's programme with a label bearing WT [redacted]'s name placed on it. Then, the following week he again approached YI [redacted] for a copy of the programme and asked her to print out a label bearing WT [redacted]'s name so that he could have a programme with WT [redacted]'s name on it. Apparently he said something about the programmes being accidentally been binned at the dinner and that WT [redacted]'s family had requested replacements. I believe YI [redacted] did as asked but sent the new programmes home with WT [redacted]. YI [redacted] spoke to you about these issues. In confiding this problem to me, YI [redacted] was simply seeking some support and guidance in this extremely sensitive matter. The information went no further.
- Aside from all this, during innocent conversations which have arisen mainly during sports coaching occasions, several teachers have discovered that YJ [redacted] has a certain reputation amongst ex-prep students and, in particular, ex or current boarding students who lived in the boarding house at the same time YJ [redacted] did prior to the end of 1998. Ask REDACTED [redacted] and the flippaball coach about him. Ask the boarding house students who lived there at the same time as him and see what they say about things like watching the boys take their showers, etc.
- YJ [redacted] very often speaks amongst staff and sometimes parents about how he believes children should be 'smacked', 'belted' or 'caned' and that he should be able to do it himself. He makes it sound as though he is joking. However, one or two children have told me personally that they have been smacked by YJ [redacted], both by his hand and a ruler, prior to 2000. This was reported to YN [redacted]

It may seem as though some teachers spend a lot of time discussing this but this is not the case and we actually try to avoid speaking of it because it bothers us so much. These incidents are probably just a sample of what has happened and continues to happen. When you add all of these 'minor' incidents together to create a picture, you can see why we are so concerned. We are not suggesting that anything more serious (as in 'sexual') has occurred. We have no proof of anything like that. However, there are several aspects to our concerns. First and foremost is the safety, both physically and emotionally, of all children who have come and will come into contact with YJ [redacted]. Even if what has been outlined in this letter is the *total* extent of what has occurred, I believe it is still totally unacceptable and is unacceptable within any organisation, let alone any school and especially our school. Families entrust their children to trained professionals who are believed to have the very best interests of every child at heart. In our case, they pay a lot of money for that as well.

We believe the reputation of our school could be at stake, and by association the reputation of each individual teacher, whether they knew and reported their concerns, or did not know. This is not fair on any of the rest of us, to say the very least. We need to know that the school is not only going to do what is necessary to protect its students and its reputation, but to build a reputation of integrity in *all* circumstances.

I have thought very long and hard about this issue and how to raise it once again. It is a very difficult thing to do and I trust there will be no negative repercussions of any kind for me for doing what I believe is both morally and professionally ethical. The teachers

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concerned and I have no personal issues with [YJ] but we have serious concerns both professional and personal about some of the boys he comes into contact with and the long-term effects on them, and the reputation of the school and its staff. Once again, I reiterate my concerns about maintaining my right to confidentiality in this matter. I anticipate that a copy of this letter will be forwarded to [WB]

Yours truly,

[WF]

Enrichment Teacher, [THE SCHOOL]
B.Ed.(Hons.)(Children with Special Needs)

12 December, 2001