

Witness Name: Emma Barney

Statement No: WITN0047001

Dated: 22 September 2025

THE NOTTINGHAM INQUIRY

FIRST WITNESS STATEMENT OF DR EMMA BARNEY

I, Emma Barney, of the University of Nottingham, University Park, Nottingham, NG7 2RD (the “**University**”) will say as follows: -

INTRODUCTION

1. I was a Senior Tutor for the Mechanical, Materials and Manufacturing (M3) Engineering Department between September 2019 and September 2023. I was then Deputy Director for Education and Student Experience in the Engineering Department for two years, and I am now Programme Director for Mechanical Engineering.
2. This witness statement is made to assist the Nottingham Inquiry (the “**Inquiry**”) with the matters set out in the Rule 9 Request dated 26 June 2025.

Role and training

3. After a degree in Physics, I started working at the University in 2011 on a Research fellowship and then transitioned into various academic positions. I was a Senior Tutor from 2016 to 2023 within the M3 Engineering Department (first for the Aerospace Programme, and then for the whole of the M3 Engineering Department from September 2019). As Senior Tutor, I

oversee the tutorial programme, disseminate tutorial information and become involved when students are in difficulty, signposting them to appropriate support.

4. The role of Senior Tutor is set out in the University's Quality Manual [WITN0066004]: it states here that a Senior Tutor is responsible for co-ordinating within their school the activities listed in the Quality Manual; these include:

“Overseeing and coordinating the operation of student support and development and the personal tutoring system in their School or unit, as well as acting as a point of reference, advice and guidance for all personal tutors in their School or unit...”

Assisting students in cases where the student feels unable to approach their designated personal tutor, including arranging allocation of a new personal tutor if necessary...

Liaising closely with other colleagues who have responsibilities for specific aspects of support for students' learning and development such as the School's Disability Liaison Officer (DLO) for disability issues, the Support and Wellbeing Officers for student welfare issues, the School's careers and employability staff links and the appropriate staff in the Student Service centres”.

5. It is not the role of the academic staff of the Department, including myself, to provide direct support for students in difficulty as we are not trained to provide this. The role of tutors is to provide information about the course, encourage students to think about their academic and pastoral needs, and provide a sympathetic ear and signposting when a student has an issue that they wish to discuss.

6. I have been asked what training I received. There was a personal tutor training course delivered by the University Senior Tutor. As the role of a personal tutor is focused on signposting to resources, rather than providing support, the training focused on best practice for interacting with students, pastoral support and ensuring we know what resources are available so that we can signpost them to the right service. There was a Senior Tutor training course. That training included examples of students coming to tutors with particular issues and how to deal with them. Both training sessions included discussions about what to do if we felt a student was posing a risk. Both training sessions included building an awareness of student wellbeing, such as noting if a student is agitated or withdrawn, not attending meetings, or any other changes in behaviour. We were trained to explore students' wellbeing with them, although with a light touch: we only see some students three times a year so it is hard to tell if they are struggling or if they are just having a bad day. We were trained to signpost students to wellbeing services if we were concerned. We were not trained to provide any specific wellbeing support ourselves.
7. I went on a two day course to become a mental health first-aider. That is a role to provide immediate, short-term support to a student having a mental health crisis while the Mental Health Advisory Service (“MHAS”) and possibly the Security team are alerted. I was not trained to do any sort of formal mental health risk assessment process and it was clear that longer-term mental health assessment and support was the remit of MHAS or NHS specialists. I have undertaken separate Safeguarding training with regular refreshers.
8. Every other month there are Senior Tutor Network meetings which often provide updates from MHAS and other services to ensure that we are up to date with current resources and practices so that we can signpost services most effectively.
9. At the time (2017-2022), I was aware of policies within the Quality Manual which I consulted, and which I found helpful. I would show a part of the Quality Manual to students if it was relevant to their circumstances. Generally, I found the guidance clear. There was, and is, a guidance document called Identifying

and Responding to Students in Difficulty [UNIN0001628, UNIN0001820]. I found that really useful and still have key pages from it pinned to my wall.

10. At the time, my understanding of the role of the Student Support and Wellbeing service was that it was focussed on providing tailored support to students facing a variety of challenges, and that, importantly, it was support provided by individuals who were not involved in that student's academic progress. Sometimes that support would be a sympathetic chat with someone about short-term issues. Sometimes the support would involve signposting the student to other specialised services e.g. for financial issues they would refer the student to the finance team. I regularly refer students to the Support and Wellbeing service, which is generally a first port of call for any wellbeing concerns. As an example, if a tutee tells me that they are upset and anxious about results, I ask Support and Wellbeing to get in touch with them and encourage the student to use the service. I also regularly seek the advice of the Support and Wellbeing service if I have welfare concerns – for example, if the Department could not get in touch with a student I would, during the time in question, generally talk to Paige Smith and agree on the appropriate next steps. I have always found the service to be helpful and responsive.
11. My understanding of the role of MHAS was that they interact with students who have significant mental health issues. It was distinct from the Counselling Service which provided short-term support. It is possible to get in touch with MHAS directly, and I would only do that if I had a serious and immediate concern such as a student being a risk to themselves, but I cannot recall ever doing that. Generally, our first port of call is the Support and Wellbeing service.
12. If I had concerns about the mental health of a student, the actions which I would or could take in 2017-2022 would depend on the severity of the problem. If a student disclosed a mental health problem to me, then I would normally refer to the Support and Wellbeing service, making direct contact with Paige for immediate advice; she could escalate to MHAS if appropriate. I am conscious that I have to respect the confidentiality of students' situations; they have a right to decide whether to disclose and discuss medical issues

with me. If I was concerned about the mental health of a student who had not disclosed any problems to me, I would invite the student to talk to me, would talk to their personal tutor, and take advice from the Support and Wellbeing Service about how to deal with the situation. If I was concerned that someone was an immediate risk to themselves, I could involve Security (who can assist quickly and have a direct line to the police).

13. If I had concerns about the risk a student posed to the safety of others, the actions which I would or could take in 2017-2022 would depend on the severity of my concerns. I would call Security if I was immediately concerned as they can provide swift assistance (and they would liaise with the police directly if needs be). Following that the Support and Wellbeing service or MHAS would be brought in as appropriate.

CHRONOLOGY

14. I have been asked to set out a chronological account of my contact with Valdo Calocane, who I will refer to as Valdo throughout this statement: we generally refer to students by first name only. I did not ever meet Valdo or any member of his family face-to-face, which is not an unusual position.

Events in 2020

15. Valdo first came on to my radar on 1 June 2020 when Donald Giddings informed me by e-mail that Valdo was in hospital [UNIN0000070]. Donald Giddings was the year 3 lead for MEng Mechanical Engineering students. He wrote:

“Valdo's mother has communicated to us via Valdo's email that he is suffering a mental health crisis and has been admitted to hospital. Alastair Campbell Ritchie received the email and advised her that the situation on his group project is fine. He has management this semester which has been completed. He also has the thermofluids 3 assessment starting tomorrow, which he will not be in a position to do.

It is irregular to communicate with parents via student email, but I think that she can be advised to submit an EC on his behalf since she has been assigned as his legal agent with proof sent in the email. Therefore I propose to send her the link and ask her to fill it in on his behalf. Just checking if you have protocol other than this”.

16. An “EC” refers to an extenuating circumstances application.

17. Dr Giddings also messaged me on Teams about this and suggested he could fill in the EC form himself, and I responded to say I thought that would be ok [UNIN0000691].

18. I received a further e-mail on 1 June 2020 in the afternoon [UNIN0001593] in which Donald wrote:

“Hi fellows,

Paige from welfare told me that due to GDPR the management of this is being taken on by the mental health team and that Valdo's mum should not be using Valdo's email account, therefore if anything arrives it would be sensible to liaise with Paige rather than writing back to his email account. I forward her words for your further information.

Regarding GDPR, information that we have given, and probably shouldn't:

- 1. we recognise him as a student of ours, which is obvious if you have his other emails,*
- 2. that he has completed GDM and management for the year, which she probably wouldn't have known,*
- 3. and that the EC will be for thermofluids 3 only - she wouldn't know the subject, although she told us the assessment starts tomorrow*
- 4. And that I've put in the EC on his behalf.*

I hope that those points will not be a problem. I've sent my emails to Paige so that she has a full record and told her that any other emails I get I'll forward to her to manage."

19. I responded to Donald to thank him for following up and confirmed that if I received any e-mails I would forward them to Paige [UNIN0001774].
20. That was the first time I became aware that Valdo was suffering from mental illness. The e-mail from Valdo's mother was not forwarded to me. I was being brought in as Senior Tutor to advise Donald Giddings who was the Year Lead; that kind of advice was squarely part of my role. The complexity here was that the contact had come from Valdo's mother and not from Valdo himself, and there is a GDPR issue as we are not meant to disclose information to parents generally, but of course we recognised that Valdo's mother was our only contact in that situation as Valdo was in hospital, and recognised that she was helpfully trying to keep us informed of the situation and find out what would happen with Valdo's studies.
21. From the e-mail sent to me, I understood that Valdo's case would be dealt with by MHAS and that Paige Smith, then the Faculty's Support and Wellbeing Officer, was aware of the situation. It follows that there was no need for me to contact either of those agencies. Apart from information given in the e-mails I did not know any other details and did not ask for them: I did not, and still do not, feel that it would have been appropriate for me to ask about Valdo's diagnosis or the circumstances giving rise to the admission. The right agencies were involved in providing mental health support, and my focus was on supporting the Year Lead to find the right way to deal with Valdo's academic studies while he was in this crisis.
22. On 15 June 2020, Dr David Hann, Associate Professor in the M3 Department, e-mailed me [UNIN0001130] saying:

"Missing exam scripts from the following two students who submitted coursework for MMME 3081. I am not aware of EC for these students. Are you aware of anything I'm missing?"

23. One of the students was Valdo. I wrote back to David the next day [UNIN0000227] saying *"Valdo's mother has reported that he is very unwell so this student has been suspended while we await further information from the student themselves. He is in touch with student welfare"*. When I wrote that he had 'been suspended' that meant that he was not actively undertaking studies, although his position had not been formalised at that time as we did not know whether he would wish to continue his studies and we took the view that as he was so unwell we would not try to formalise the position while he was in hospital.

24. On 24 July 2020, I was contacted by the Faculty's then Support and Wellbeing Manager, Ben Perrett, by e-mail [UNIN0000069]. He asked *"Cath from MHAS has been in touch about a final year (I think) student – Valdo Amissao Mendes Calocane 14308023. It looks like the student has a reassessment (first sit) in one module, but may not be fit enough to take this over the summer, and she'd like to know what the student's options might be. Can you help?"*

25. I checked the position with colleagues by e-mail and I forwarded their responses to Ben on 29 July 2020 [UNIN0000952, UNIN0000350, UNIN0000991, UNIN0001007]. Ben had a query and I clarified on 31 July 2020 that *"If he already has an EC in place (or I think he has possibly been suspended?) then he can follow either of the courses of action. Come back at the point he became ill last year as a full time student and pay fees, or be an external student and sit the exams that way"* [UNIN0001529]. Being an external student would mean not being at the University, not attending classes, but taking the assessments.

26. My next involvement was after the summer break, in the Autumn of 2020. In September 2020 I assigned a personal tutor to Valdo for the following year:

Dr Stewart McWilliam [UNIN0000243]. I understand that Valdo met Stewart a few times and it eventually transpired that Valdo would need to interrupt his studies – Stewart notified me of this by e-mail and Teams on 4 November 2020 writing:

“One of my 4th year tutees Valdo Mendes Calocane contacted me last week because he is finding study difficult. He feels unprepared for this and says he is struggling. We spoke again today and he has been in contact with Student Health and Wellbeing and is now wanting to proceed with voluntary interruption of studies. I have provided him with links to the appropriate sections in the QM and asked him to contact you” [UNIN0001286, UNIN0001579].

27. The QM is the Quality Manual with the University's policies and procedures. I responded to Stewart's Teams message to tell him that I was off work until Monday, but that if Stewart thought a quick response to Valdo was needed, I could ask either my deputy as Senior Tutor or the Year Lead to assist in my absence. Stewart replied on Teams to say that it would be helpful to respond quickly if possible [UNIN0001579] so I asked the Deputy Senior Tutor, Dr Samanta Piano, by e-mail to deal with this matter [UNIN0000492].

28. Later the same day, about an hour or so after I had e-mailed Samanta, I received an e-mail from Valdo in which he said:

“I am writing to you to report my voluntary interruption of study for the year. Due to extenuating circumstances it was not possible for me to prepare adequately during this past Summer. Despite my best efforts I am at present unable to cope with the demands of the current academic year. I have copied the Head of Mental Health Advisory Service, Eleanor Turner, who is aware of my case. I have filled out the required form and intend to submit it to student services along with a yet to fill extenuating circumstances form. It's my wish to take the time to prepare to return next academic year. I would appreciate any and all advise you can dispense” [UNIN0000067].

29. Samanta e-mailed me and Stewart that evening to say that she was happy to discuss with Valdo and flagged that he had the option to graduate with a BEng by converting his group project into an individual one. She asked whether she should discuss this with Valdo [UNIN0001685].
30. After I received Samanta's e-mail, I replied to Valdo's e-mail of earlier that day, telling him that I was going to be off work until Monday and so I had asked Samanta to deal with this matter [UNIN0000217]. I copied in Ellie Turner, head of MHAS, as Valdo had copied her in when he e-mailed me and said she was aware of his case [UNIN0000067]. I then responded to Samanta's query as to whether she should discuss the BEng option with Valdo, telling her that I thought it was an option worth mentioning, but that a complete rest may be the best approach for Valdo [UNIN0001219]. Stewart then e-mailed to say that he had already mentioned the BEng option to Valdo, but Valdo was interested in interrupting his studies instead [UNIN0000816].
31. I am aware that Samanta met with Valdo and sorted out his interruption, signing off the form on 10 November 2020 [UNIN0000772]. Again, my information about Valdo was limited to the information in those e-mails. I did not know the details of why Valdo was struggling with mental health issues, and again I did not, and do not, feel that it would have been appropriate to try to find out.

Events in 2021

32. As is usually the case, I did not have any contact with Valdo whilst he was on interruption. However, on 7 September 2021, I wrote to Valdo to see how he was and check whether he would be returning at the start of term, which at that point was only a couple of weeks or so away. In that e-mail, I told him that if he needed any assistance in registering, preparing to start the academic year or in deciding if taking up his place was the correct course of action for him, then I would be happy to support him [UNIN0001293]. I received a

response from Valdo on 12 September 2021 in which he told me that he was in good spirits and quite eager to get back into full time education. He asked to speak to a member of staff about some administrative questions that he had [UNIN0001012]. On 13 September 2021, I sent Valdo an e-mail in which I answered his questions myself as best as I could and copied Stewart McWilliam (Valdo's personal tutor) into my response so that he knew that Valdo was intending to return to the University [UNIN0001357].

33. I don't recollect exactly, but I may have spoken to Stewart in late September 2021 about the possibility of Valdo transferring from the MEng to the BEng. My next interaction with Valdo was on 29 September 2021 when he wrote to me asking questions about the process of transferring [UNIN0000920]. On the same day, I put Valdo in touch with Alastair Campbell-Ritchie, an academic colleague who I knew would be able to answer Valdo's questions [UNIN0001150] and I was copied into Alastair's response so I knew the matter was being dealt with [UNIN0000293].

34. On 8 October 2021, Donald Giddings e-mailed me to ask for an update on Valdo given that he was not yet registered [UNIN0000073]. On 11 October 2021, I forwarded to Donald the e-mail that Alastair Campbell-Ritchie had sent Valdo about the possibility of transferring to the BEng [UNIN0000457]. I understand that Valdo subsequently remained on the MEng. No concerns about Valdo were drawn to my attention at this time.

Events in 2022

35. After that, my next contact regarding Valdo took place in January 2022. On 18 January 2022, I became aware, through being copied into an e-mail from my colleague Dr David Hann, a convenor for a module on which Valdo was studying, to other colleagues, that Valdo had failed to submit a required progress report about a project [UNIN0000263].

36. On 20 January 2022, Paige Smith wrote to me and Stewart McWilliam to ask

whether Valdo was engaging with his studies and whether there were any concerns [UNIN0000351]. I did not know what had triggered her query and did not ask: I thought it appropriate to leave it to her judgment as to what to share with me and other academics. Stewart and other academic colleagues responded to Paige the same day explaining that Valdo was somewhat engaging in his studies, but had not submitted some work required before Christmas and had that day (20 January 2022) submitted an online exam over eight minutes late [UNIN0001605, UNIN0000385]. Stewart had spoken to Valdo that same day and reported "*He told me he was ok and that he took the Internal Combustion Engines take home exam earlier. He also mentioned he has another exam to revise for*". I did not have a role in managing Valdo's failure to submit work or an exam, but I would say that the late submission of an exam is not a red flag, this does happen from time to time.

37. The next I heard was on 31 January 2022 when Paige told me and others by e-mail that Valdo had been detained under section and was in hospital [UNIN0001745]. I responded "*This is so sad to hear. If appropriate, please ask Ellie to pass on our best wishes from the department and let him know we are ready to support him when he is able to return*" [UNIN0001375]. We did not know how long he would be there and there was nothing further I could do whilst he was hospitalised. Again, I did not know details of the circumstances which led to the admission, or any diagnosis, and did not – and do not – think it would be appropriate or necessary for me to try to find out any more information.

38. A few weeks later, on 13 February 2022, Stewart McWilliam contacted me on Teams – he said Valdo was still in hospital and asked to discuss the next steps. I responded to Stewart on 14 February 2022 and said he could call me. Stewart responded to say he would call, but I do not now recollect whether we did have a conversation [UNIN0001579].

39. On 22 February 2022, Stewart McWilliam contacted me on Teams to ask my opinion on what recommendations we could make for Valdo from an academic

perspective, given he remained in hospital at that time. I told him that I thought the best thing for Valdo would be for him to take an interruption and that this should be arranged as soon as possible. I added that if Valdo was reluctant to interrupt, we could support him with extenuating circumstances claims and a support plan, but that would probably mean that he would need to carry out first examinations and non-waivable coursework in the summer or the next academic year [UNIN0001579].

40. On 4 March 2022, Stewart McWilliam e-mailed me and other colleagues to let us know that he had met with Valdo and outlined the options available to him, one of which was to submit extenuating circumstances claims with a view to being awarded first sits and completing Year 4 [UNIN0001449]. I understood that Valdo was out of hospital but did not know details about his discharge or any follow up treatment or anything of that nature. Donald Giddings then sent me an e-mail on 4 March 2022 to ask if there was an issue with Valdo claiming extenuating circumstances [UNIN0001175]. I responded on 7 March 2022 to say that I did not think that there would be an issue with the extenuating circumstances claim being submitted out of time as Stewart McWilliam and Ellie Turner, the Head of MHAS, would be able to provide letters of support for Valdo that would mitigate any issues [UNIN0000367].

41. On 11 March 2022, Stewart McWilliam e-mailed me and other colleagues to let us know that Valdo had decided to transfer from the MEng to the BEng [UNIN0001166]. Donald Giddings dealt with this and I had no further interactions with or about Valdo.

42. I was not aware of any interactions Valdo had with the police or the University's Security team during the time he was a student. I am not aware of any complaints made to the University about the behaviour of Valdo. As I have said, I did not know about the behaviour which led to hospital admissions; I was aware that there must have been some unusual behaviour and that he was a risk to himself or others because he was detained in hospital, but I did not know any details.

43. As far as I am aware, Valdo was not asked by the University to undertake a Fitness to Study assessment at any time during his studies.

OBSERVATIONS

44. I have been asked to comment on whether I think I should have been told more about Valdo's behaviour while at the University, his mental illness and/or his interactions with the police. I find this a very difficult question to answer. I think the principle of privacy is very important for both physical and mental health, and that students may feel stigmatised if lots of people know about mental health issues. I do not feel that I should have been told more about his behaviour myself, as I did not have any interactions with him personally. However, I do have some concern that people who had one to one interactions with him such as a personal tutor and project supervisor should perhaps have had more information that he had been violent. I do not know what information they had, but if I was meeting with a student one-on-one, I would want to know if they had been violent.

45. I have been asked to comment on whether I consider there are additional actions that I or the University could have taken in respect of Valdo. I will of course keep reflecting on this, and am conscious that I do not have all of the pieces of information, but I feel that generally I and the University responded appropriately. I think in the Department we did the best we could with the information we had. We managed to get Valdo through the University with a degree, which he was so keen to obtain.

46. One area which I think I should have given more consideration to was a Fitness to Study assessment. I have never instigated a Fitness to Study assessment. I was aware that there was a policy, but at the time it was a rarely used one and it was not really on my radar in this situation. I now know that there is a team which leads on Support to Study, as the policy is now called.

47. As a Department, if we had more information about Valdo's behaviour towards others then perhaps the Fitness to Study policy would have been used.

Ultimately, we were treating this as a mental health issue and relying on mental health specialists to assess risk. I was aware that the Support and Wellbeing Service and MHAS were engaged with Valdo, and relied on them to take the lead in relation to escalating remaining concerns to the Department so that we in the Department could consider what other action to take. I assumed that when he was released from hospital that he was not a risk to others. I question now whether the University should have triggered a Fitness to Study assessment.

48. I have been asked to comment on whether there are any structural issues that contributed to any issues I have identified. I would say that, at the time, the Fitness to Study process was not the most clearly laid out. However, this has undergone significant revision since then.

49. I have been asked to comment on what recommendations I think the Chair of this Inquiry should make to ensure lessons are learned and to prevent similar attacks in the future. I don't feel that I know enough about the bigger picture to answer this.

50. I have been asked to comment on what improvements I think could be made to the University or to the higher education sector generally in how they deal with acutely mentally ill students and/or students who pose a risk to the safety of others. I think we would be helped by clarity about what information should be shared with academic staff and students about students who have been violent, whether because of mental health issues or other reasons. There is a real tension between the need for privacy for students' health issues, and the protection of staff and students who are in very close contact with each other.

Statement of Truth

I believe the content of this statement to be true. I understand that proceedings may be brought against anyone who makes, or causes to be made, a false statement in a document verified by a statement of truth without an honest belief of its truth.

Signed: **GRO-B**

Dated: 22 September 2025

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3.	UNIN0001820	Policy guidance, re: identifying and responding to students in difficulty - A guidance for staff
4.	UNIN0000070	Email from Donald Giddings to Emma Barney, re: Valdo Mendes Calocane
5.	UNIN0000691	Notes: Messages between Donald Giddings to Emma Barney 01/06/2020
6.	UNIN0001593	Email from Donald Giddings to Emma Barney, Kishen Rengaraj, Alastair Campbell Ritchie, re: Valdo – Caution because of GDPR
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20.	UNIN0000067	Email from Valdo Mendes Calocane to Emma Barney and Eleanor Turner re: Voluntary Interruption of Study
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22.	UNIN0000217	Email from Emma Barney [UoN] to Valdo Mendes Calocane and Eleanor Turner [UoN] Re: Voluntary Interruption of Study
23.	UNIN0001219	Email from Emma Barney to Samanta Piano and Stewart Mcwilliam, re: Re: Valdo Mendes Calocane
24.	UNIN0000816	Email from Stewart McWilliam (UON) to Samanta Piano (UON) and Emma Barney (UON), Re: Valdo Mendes Calocane
25.	UNIN0000772	Request to interrupt study taught programmes – UK campus of Valdo Calocane

26.	UNIN0001293	Email from Emma Barney to Valdo Calocane, re: Your academic place in M3 at the University of Nottingham for 21-22
27.	UNIN0001012	Email from Valdo Calocane to Emma Barney [UoN], re: Re: Your academic place in M3 at the University of Nottingham or 21-22
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38.	UNIN0001745	Email from SS-Sup-Engineering (UON) to Emma Barney (UON), James Rouse (UON), Antonio La Rocca (UON) and another, re: FW: Student V.C ID 14308023
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41.	UNIN0001175	Email from Donald Giddings to Stewart McWilliam, Emma Barney, James Rouse, re: Valdo Calocane
42.	UNIN0000367	Email from Emma Barney [University of Nottingham] to Donald Giddings [University of Nottingham], Stewart McWilliam [University of Nottingham] and James Rouse [University of Nottingham] Re: Valdo Calocane
43.	UNIN0001166	Email from Stewart McWilliam to Emma Barney, Donald Giddings and James Rouse, re: RE: Valdo Calocane