Scottish Child Abuse Inquiry

Witness Statement of

LLB [redacted]

Support person present: No

1. My name is LLB [redacted]. My date of birth is [redacted] 1976. My contact details are known to the Inquiry.

Life before boarding school

2. My mother was [redacted], but she was known as [redacted] Her date of birth was [redacted] 1947. She worked as a primary teacher. My father was [redacted], born on [redacted] 1944. He worked as a solicitor. Both my parents are deceased now. I was born in Redlands Hospital in the West End of Glasgow. I have an older brother, [redacted], who was born on [redacted] 1974 and a younger brother, [redacted] who was born on [redacted] 1980. My sister, [redacted], known as [redacted], was born on [redacted] 1982.

3. We lived in the [redacted] area of Glasgow throughout my childhood, moving once to a nearby flat in the same area before I started at boarding school. I attended [redacted] School before starting at [redacted] in 1981 at the age of five. [redacted] was an independent school for five to eighteen year olds in [redacted] Glasgow. I remained there until I moved to Loretto in 1989. I completed my primary school education and the first year of secondary school at [redacted] I was then the correct age to start at the senior school at Loretto, which had a slightly different system with five years in its upper school.

4. It was a good childhood. We were relatively well-off. We lived in a nice, big house in the West End. My grandparents lived next door in another big house. It was the decaying grandeur of the West End. I think my grandparents bought their house for £3000 many years ago. Aside from school, one of the most important things in my life was music. I started piano lessons at the age of three and percussion lessons at age seven. By the age of eight, I was going down to England in the school holidays at least once a year. I went to orchestral camps, which gradually developed. I became a member of the [redacted] Orchestra [redacted] Later on at Loretto, I was in the [redacted] Orchestra [redacted] Music was quite an important part of my childhood.

5. I think there was a stated reason and an unstated reason when my parents decided to send me to Loretto. The stated reason was that I was becoming more and more involved in music. I wasn't particularly happy once I'd moved to the senior school at [redacted] although I can't exactly remember why. I was doing well academically. I won school prizes throughout primary school and finished top of the year in maths.

6. My dad became a partner in a big Glasgow law firm at quite a young age. He was doing quite well. One of his partners, who was a friend of the family, had been at Loretto, as had all of his children. In about 1987 or 1988, Loretto School produced an album of music from Loretto. There was a picture the whole school on the front of the album, wearing their kilts in the chapel. In the late 1980s, that was unheard of. Nowadays, independent schools are probably churning these things out every term. In those days, nobody had seen an album produced by a school. There were instrumentalists, singers and whole-school singing. Music was, and I believe still is, quite important at Loretto. Given music was apparently important at Loretto, my parents thought that it would be a great place for me to continue to thrive musically.

7. That was the stated reason for the decision being taken to send me to Loretto, but I think that there was an unstated reason as well. From a young age, I was the heaviest [redacted]

[redacted] My parents weren't saying those things to me, but my weight was going up and up and I was aware it was a pressing concern for them.

8. I think that my parents were out of ideas as to how to help me with my weight. I was very sensitive about it. Bringing it up with me was probably like walking on eggshells for my mum and dad. Loretto was also famous for being a very physically active school. It's entirely my own guesswork, looking back as an adult and parent, but I think that the physical aspect was also attractive to my parents. Had it only been about my music, it would have made more sense for me to audition for Chetham's, or one of the other specialist music schools.

9. I remember a Sunday lunch with my dad's business partner and his son. It was really to talk about Loretto. It was the first time that it had been brought up with me. Their youngest son was the same age as my older brother, so he had moved on to Loretto a couple of years before. I also went on a tour of the school. I was taken around the whole campus by a boy in the year above me called [redacted]. I was interested in the music school and the tech department. I could see that my parents were impressed by everything. I was the kind of child who wanted to please and if it looked good to them then that was good enough for me. I was also ready for a change and wanted out of [redacted] at that time. Loretto looked like a great option.

10. Even though my dad was doing well, he had four children at private school. The fees for Loretto were a big jump-up from a day school and it was a bit of a stretch. Because I was active musically and doing well academically, my parents thought I should try for a scholarship. The application for a scholarship involved an overnight stay at Loretto. At some point in the school year of 1988 to 1989, I went to stay overnight with Mr Philip Shepherd, the housemaster of Seton House, and his wife, Dr Adrienne Shepherd.

They had a son, [redacted] who was the same age as me and was going into the school as well. They were all great fun and made me feel welcome. I recall we had a good discussion about a common interest in films. I might have had another tour of the school and I underwent a series of tests. There were things like an IQ test and some language testing. I can't remember all the tests, but the upshot was that they offered me a bursary. Later on, the bursary was increased to a music scholarship when I got into the [redacted] Orchestra [redacted]

11. I think the bursary amounted to about £500 a term. At that time, the fees were probably about £9000 per annum. It was at least three times more than the fees at [redacted] so the bursary was very welcome and we were grateful for it. It was a stretch, but I think my parents really wanted to go for Loretto. I did as well and the decision was made. My siblings remained at day school in Glasgow at that time..

12. A list of required kit was sent to us. It was quite overwhelming. That was when I started to realise that Loretto was a whole different world. The trousers were named 'grey flannel' and I wondered what that meant. We had to have a full kilt outfit including green or blue lovat jacket and waistcoat, which was very expensive. I think we ended up getting quite a lot of the kit from a second-hand shop at the school. Loretto had a whole system to help with that. We needed a trunk. My grandad had an old trunk from somewhere, which was brought out of the attic. There were trips to Aitken and Niven. Every item of clothing had to have a name tag on it with your name and the letter of your house after it. My house was going to be Hope House, so my mum sowed my name tag of '[redacted] H' onto absolutely everything.

Loretto School, Linkfield Road, Musselburgh, East Lothian

13. I started at Loretto when I was thirteen. I went into the third form, which was the lowest year in the senior school. The average age of the year group at Loretto was something like six months older the average age at [redacted] I wasn't the only person to go to Loretto from [redacted] but some boys who had been in the same

year as me went into the year below me at Loretto. There were probably between 300 and 350 pupils in the upper school.

14. There were very few day pupils. I can only recall there being two in my year, both of whom were children of teachers. One was [redacted] and the other was [redacted], who was the son of an [redacted] teacher. There was also a junior school at Loretto, known as 'the Nippers'. E form was the youngest class for boys of about eight, then D, C, B and A. Third form in the senior school came after form A in the Nippers. Not many people entered the Nippers at the age of eight, but there were a few boys in my year who had done so.

15. Loretto was divided up into boarding houses. In September 1989, there was School House and Pinkie House, both of which were older style boarding houses. School House was in the centre of the main administrative building where the dining hall was. Pinkie House was a former castle on the other side of the main road in Musselburgh. Seton House and Hope House were also on that side of the road. They were more modern houses, built post-War. I think there would have been around seventy boys in each house. I was placed in Hope House. There was one house for girls nearer to the River Esk, called Trafalgar Lodge. There were about forty girls, about twenty in lower sixth and twenty in upper sixth. We had mixed classes in the final two years.

16. The school ethos was never explicitly explained to us to my memory. We learned it here and there. One of the things spoken about by the headmaster was, 'Mind, Body and Spirit'. The ethos was about being an all-rounder, which I think appealed to my parents. Pupils were encouraged not to be a specialist in one area. For example, if you were good at the academic side of things, you'd also be encouraged to get involved in sport and art. Pupils were always encouraged to keep busy. There were many opportunities to do different and unusual things there.

17. I think there were elements of the ethos which dated back to a former headmaster called Doctor Hely Hutchinson Almond of whom there was a large portrait in the dining room. We didn't wear a tie, other than at chapel on Sundays. Day to day, we went around with open-necked shirts, just like Dr Almond in his portrait. I believe the thinking

was that would allow us to get more fresh air. In the same vein, the dormitory windows were left open all year round. It wasn't a big deal in those days. I don't think children feel the cold in the same way as I do now. Nobody really seemed to complain about it. If it got really cold, we would close the window. The idea was to have a free-flowing circulation of air in the dormitories, which was probably a good thing with a lot of young boys.

Staff

18. In the boarding house there were three full-time staff, two of whom were teachers. There was the housemaster, who lived in a house attached to Hope House. The assistant housemaster and the matron had flats inside the house. The first housemaster when I was in Hope House was Andrew Chapman. He lived with his wife, Marina, and their young son. In my fifth or lower sixth form, Roger Whait took over as housemaster of Hope House. The assistant housemaster, Joe Chandler, was new when I arrived. I don't think he stayed at Loretto for more than around three years and believe that he is now a successful teacher somewhere in England. Mr Wetherby took over from him. There were two or three matrons during my time at Hope House. I can't remember the names of the first two, but the last one was called Diane Pringle-Taylor. She was there for at least my last couple of years.

19. Quite a few of the school staff lived on campus. The hierarchy of the school included the headmaster, the Reverend Norman Drummond. The [SNR redacted] was known as the [SNR redacted]. His name was [PGR redacted] and he was a former pupil himself. There were probably heads of department, but I didn't really know much about the management of the school. There was also the Board of Governors, whom I was aware sat at the top of the tree, but I wouldn't have had any contact with them or known much about them beyond that.

20. I don't think there was a uniform view about the headmaster, Norman Drummond. My personal view was that he was, first and foremost, a formidable and charismatic speaker from the best traditions of the Church of Scotland. He seemed to have a very strong and unequivocal sense of right and wrong, which made him a strong leader

and educator of children. He took care to know every single pupil as well as their parents. He even stayed in contact with my parents more or less up until they died. I think he saw his job as a vocation and this extended past the time that he left Loretto. He was only 32 when he became headmaster. I didn't think that he was young at the time, but it's strange to think that he moved on from Loretto when he was younger than I am now. I imagine the governors saw him speaking at Fettes and thought that they had to get him into Loretto.

21. Norman Drummond has a long record of helping people, which extended to the time after he left Loretto. He stayed in touch with my parents partly because he founded Columba 1400, which takes people from underprivileged backgrounds and gives them leadership training. My parents were living in [redacted] at the time and he was looking to start a branch of Columba 1400 there. He contacted them to get some advice and information about the local area. Eventually they did open a branch of Columba 1400 there.

22. He was a formidable, charismatic leader and somebody you would not want to cross. He was not afraid to take the whole school to task on his own. If something had gone wrong, he would let us know in assemblies. I can still remember some of the things he said today, such as, "If you fly with the crows, you'll get shot with them." One of my friends, who had a bit of problem with authority, was caught drinking on one occasion. Norman Drummond asked him why, and my friend told him that he was bored. The headmaster spoke at length on his frustration about how somebody at the school could say that he was bored, given the opportunities on offer. He didn't like arrogance. He took exception to arrogant, entitled behaviour.

23. His speaking abilities and decisiveness made him a very good leader of the school. There was a huge waiting list to join Loretto while he was headmaster. There was also a sense that he was very good at public relations. He had a concern for how the school came across to the outside world, which would have been exactly what the governors wanted as well. I believe he was a brilliant sportsman and had been in the Parachute Regiment. He had a law degree from Cambridge and a Bachelor of Divinity from New College, University of Edinburgh. He achieved a huge amount and still does. He was

and is well thought of, although I know people who disagree with some of what I've said. I'm open to their opinions. Nobody is perfect and we have to be careful what standards we hold anyone to.

Routine at Loretto

First Day/first impressions

24. Because I'd been away to so many orchestral courses in the holidays, I was used to going away and staying in boarding schools around England for at least a couple of weeks at a time. I quite enjoyed doing that by the time September 1989 came around. I did have a high level of anxiety about the shower rooms. I was aware that they were open. Being overweight, I was very body conscious. That was by far my biggest fear about going to the school. Other than that, I wasn't really too worried.

25. Loretto had its own language. House meetings or whole school meetings were called 'doubles'. That was the one of the things you noticed when you first arrived. There was a whole vocabulary that you had to learn. There were names for things and even timbres of voices that meant certain things. If you said a phrase in a certain way, it took on a particular meeting.

26. I can remember my first day quite clearly. I remember driving through to Musselburgh with my mum, dad and the trunk in the car. I was wearing a big, white, woolly jumper with the bright, red Loretto blazer. We arrived at the front door of Hope House. Mr Chapman was there to greet all the new third form boys. I remember him introducing the new head of the house and telling us that he had been the [redacted] of the Year. My dad became really excited, thinking that he was the Young Musician of the Year, as he was a classical music fanatic.

27. Mr Chapman then asked a couple of fourth formers to help me up to my dorm with my trunk. I'm pretty sure it was [redacted] and [redacted] who helped me up to my dorm. They turned out to be very nice boys in the year above me. It made me feel

welcome. We had a cupboard in our dormitories, which was called a 'tall boy'. Everything had a different name there. My mum helped me to put my things away. After being shown to my dorm, I was shown to the day room.

28. The third form day room was where we did our homework, which we called 'prep'. It looked like an average, small village hall with a wooden floor. Round the outside of the room were what we called 'carrels'. They were units with a desk, shelf and built-in bench seat, which you could lift up and lock things inside. It was made of pine. It had a barrier on the outside to give you a bit of privacy.

29. I was still with my parents at that point. My mum was helping me to unpack things into the carrel in the day room. The hardest part was when my mum and dad left. I wasn't alone in that because there were another six or seven people in the dayroom who were also brand new. We stood around, getting to know each other. Some of my year already knew each other because they'd come up from the Nippers. A third of our year probably came up from the Nippers and the rest of us were new.

30. I had been on a number of trips away from my family from the age of eight, through cubs, scouts and music courses. I felt okay, but I was a little bit anxious about it. I think others found it a bit harder. I'm sure there were a few tears. It might have been the first time away from home for some boys. I think everybody understood that, even the boys in the higher years. They seemed to be quite welcoming, certainly on the first day. I remember the prefects introducing themselves and having a laugh and a joke. I think that was their way of expressing that they knew what we were going through and that they'd been through it as well. In general, I think people were sympathetic to each other and recognised that it might be difficult for some boys. Some of the older boys would have had the exact same experience when they arrived and remembered how they felt.

31. There was a double in the house on our first day. The fourth form day room was right next to the third form day room. The fourth form day room was like the stage. There was a separator that went up during prep, but it came apart at the end of prep. Every boy in the house stood in the third form day room. The prefects and the housemaster

stood on the stage in the fourth form day room. I can't remember what he said, but I think Mr Chapman gave a bit of speech to set his tone for the house. There may have been some behavioural issues in the house in the previous year. It had a reputation for being a bit rowdy when I arrived, so I suppose it might have been earned.

32. After the double, we must have gone for dinner. Before we went into any meal, everybody would stand around in an area called the Red Hall. It was outside the dining room. The whole school was there in this confined place, tending to congregate in year groups. I remembered having been there earlier in my [redacted] uniform with my guide when I had stayed over with the Shepherds the year before. It was a really noisy and boisterous atmosphere. I remember feeling quite intimidated by that. I think I probably felt the same on that first day, standing in the Red Hall waiting to go in for dinner.

33. There were guys in my year who knew each other from the Nippers. The rest of us were asking each other's names and tentatively getting to know each other. Older boys, back from the summer holidays, would be checking in with each other. It was really loud. The hall was all tiled and there were photos of every First XV rugby team going back to the 1800s. It was that kind of atmosphere. We had a table allocated on a notice board and had to work out where our tables were in the dining room. It was fairly intimidating, but probably not unlike anybody's experience of going to a new school and attending a whole-school event for the first time.

34. I was excited on my first night. I'd been in dorms at orchestra camps and it was something I quite liked, everyone staying up late at night, giggling. It was a wee bit different because it wasn't just for a couple of weeks, it was where we now to stay for most of the year.

Hope House

35. Looking back, I think they generally put people from Glasgow into Hope House. Hope House had a bit of a reputation for being rowdy. I'm afraid to say we were quite pleased with that reputation. We sang silly songs about it in the house or on the way to rugby

matches. Historically, I think Loretto had been the school of choice for some quite wealthy families from East Lothian and Edinburgh. At that time, they probably thought of Glasgow as something they looked down upon. In the 1980s, Glasgow was a Labour city and Labour then was an existential threat to all public schools. Neil Kinnock wanted to abolish the whole private school system as he saw it as fundamentally unfair. Glasgow itself was probably seen as "not quite Edinburgh" within the school. I think there was something about that dynamic in Hope House. Having said that, there were only one or two people in my year at Hope House who came from Glasgow. They may have started to change that policy, if indeed it was one.

36. I would say that both the housemasters of Hope House during my time were very good. Mr Chapman was the head of design and technology, which naturally endeared him to me. I think my first day at the school was also his first day as housemaster, so he was coming in as a new broom to the house. He was probably aware that its reputation was of being a bit rowdy. He was personable and I would say approachable. He had quite an informal air about him. I think he was generally fair and tried to address any issues that arose.

37. I slipped on some matting and broke my ankle in my first term at Loretto. Mr Chapman helped carry me and took me to the hospital in Edinburgh. I had to have an operation and my leg was placed in a cast. Mr Chapman actually put me up in his own house for about two months whilst I recovered. I remember him telling me off for leaving my radio on as I went to sleep at night, which was fair enough. Putting me up in his own house was a very kind and generous thing to do. It was his own personal space and he had me there to look out for me. That was the kind of person that he was.

38. Roger Whait, who took over from Mr Chapman, probably had a more outwardly formal approach. He had quite a slow and deliberate manner. He was well-dressed and meticulous, but he was approachable as well. He had a nice, old Jaguar sports car that he tended to work on. He was a generally calm person and he didn't emote much. I think he took his role very seriously and I can remember a couple of conversations with him in his office. He would follow up on things in his own careful and deliberate way. I think he was another fair and decent man.

39. Within Hope House, there were a number of dormitories. They would vary in size from four boys all the way up to ten boys in the biggest dormitories. Each dormitory had what was called a head of dorm. There was a spread of children from third form all the way up to lower sixth. The head of dorm would be a fifth former or somebody in lower sixth. It was a position of authority, especially in the larger dormitories. They had to keep order, make sure things were tidy, make sure people weren't mucking about after lights out and things like that. I think they also had a pastoral role and kept an eye out for bullying and unfairness, to an extent. I think I was a head of dorm, although I don't really remember. I can't remember any kind of training for the role. It was learned through osmosis from having seen previous heads of dorm. Different kids took a different approach to it and some were more authoritarian than others.

40. My first head of dorm was called [redacted], who was in lower sixth. He was a rugby playing boy. I think he had also been at [redacted]. I think that might have been why they put me in his dorm. I think they did consider things like that and that we might be able to relate to each other. There were four or five third formers in my dorm, a couple of fourth formers and a fifth former. [redacted] was probably trying to assert his authority as the head of dorm. He was a physical presence, big and strong. Just by looks, we probably didn't want to disobey him. He became the head of house the next year. He ruled the dorm with a bit of threat, but we all knew, given his personality, that he wouldn't follow through. He didn't actually need to as we liked him and generally towed the line. He was a thoughtful and fair guy with a great sense of humour.

41. As well as the heads of dorm, there were house prefects and there was a head of house. The house prefects would all be in their final year at the school. Tidiness was quite important and the dorm was inspected every day. A prefect would go round all of the dorms. If he noticed that something was wrong, he would mark it up. I don't think there were punishments unless it happened a number of times. If it was something persistent, the whole dorm might have to go on a run but I think that was pretty unusual.

42. There were day rooms for third form, fourth form and fifth form. From memory, a prefect supervised third and fourth form prep time in the evening, making sure people were working and not mucking about. I think fifth forms were expected to just get on with it, perhaps with occasional checks.

Mornings and Bedtime

43. There was a bell in the morning, indicating that we had to get up. One of the duties third formers had on rotation was to go and wake everybody up. I'm guessing that would have been at around 7:30 am, but it could have been earlier. The two third formers on duty had to knock on all the doors of middle sixth formers, who slept in their own studies. They also had to go round all the dormitories. We had to be up, dressed and ready to leave the dorm for breakfast.

44. There was a second bell in the morning. I'm not sure what time it was at, probably about 7:50 am. When the second bell had finished ringing, we were supposed to be in the corridor. Everyone had to line up in the corridor on the ground floor, ready to go to breakfast. I think one of the roles of house prefects was to make sure that everybody was there. If we weren't ready by the time the bell stopped ringing, depending on which prefect was taking the roll call, we might end up getting some kind of minor punishment. That might happen if we'd done it repeatedly for a few days.

45. During breakfast, matron went round the dormitories to check everybody was up. When we were in our final year, one of my friends developed a system whereby he moved his bed about twelve inches away from the wall. He would wait until he heard matron coming and slide down between his bed and the wall. Matron would come in and fail to notice that he was there. He didn't have to go to breakfast. When he felt like it, he'd go and get donut from Cossar's bakery instead.

46. Hope House was the furthest boarding house from the dining hall. When everybody was ticked off, we walked to the dining hall. We had to walk through a tunnel which passed under the main road going through Musselburgh. It was quite a distance on the other side. People walked quite fast at Loretto for some reason. Every single

person took the stairs in the tunnel two at a time and ran up them. After breakfast, we returned to the boarding house, got ready and brushed our teeth, although some people brushed their teeth before breakfast. We could have a shower in the morning if we wanted to. We would get ready for our first lesson and then head over to school for the start of period one.

47. I think there was a time at night by which we had to be in our rooms. I'm pretty sure there was an inspection every night. The housemaster or the assistant housemaster, whoever was on duty, would do a tour of the dorms. Very occasionally, that would be done by a tutor if they were both on an evening off. They would go round each room with a prefect, checking everybody was there and often had a bit of a chat. They might ask how people were doing or have a bit of a joke. They had to go round every dorm, so they probably didn't stay too long in any particular one. There was another bell, probably at about 10:00 pm, and then the light would go off.

48. The housemaster sometimes came back to the room to keep an eye on things, or looked out his office window to see if any lights were on. When I think of it now, that's a big ask of the housemasters who had already been teaching through the working day. I don't think they did it all the time, but they did it once in a while to let you know that they were aware of what was going on. There were also prefects on duty who might do the same thing. If they heard noise coming from a room, they would come and tell you to be quiet. The heads of dorms tried to keep order, to varying degrees of effectiveness.

49. I cannot once remember any child having issues with bed-wetting. It wasn't something I knew about. There is no way that can have been the case, which tells me that however bed-wetting was dealt with, it was dealt with very discreetly. I think it would have been dealt with quietly by matron. I don't know if it was the same in other houses, but that was how it was in Hope House. I know we had vinyl covered mattresses. I remember my mum made sure I had something to put under my sheet because of the vinyl feel.

Mealtimes/food

50. When I arrived at Loretto, there wasn't enough room in the dining hall for everyone. A part of the Red Hall had a number of tables and was used as an annex to the main dining hall. At some point, probably relatively early on in my time at the school, they extended the dining hall so there was room for everybody.

51. For breakfast, lunch and dinner we were assigned a table. Each table would be a mixture of people from third form to middle or upper sixth form. We didn't choose where we sat. Our seat was allocated to us by the head of hall. It There was one table for breakfast and lunch, and another for dinner, and the allocations rotated every term, possibly twice in the longer Autumn term. The point was that we got to know people outside of our own houses and our own year groups. Some of the teachers would sit at the top table during lunch, but others would take the opportunity to sit at one of the kids' tables and chat to them. They did that regularly.

52. One of the duties for third formers on each table was to go and get the food. That meant standing in line, going into the kitchen and coming back with a tray. There might be a tray of chips and a tray of stew and then it was divvied up at the table. We couldn't really pick and choose what we wanted as you might in a cafeteria. People would just help themselves to what they wanted from the selection. If something was particularly popular, the head of table would probably try and divvy it up fairly.

53. If you didn't like what was there, you could probably have gone into the kitchen and asked for something else. They might offer you the vegetarian option or there was always salad with cold meat available. I don't remember people saying they didn't want to eat the food very often. I think they just had more dessert or something like that. There was usually food left over at the table if you wanted more. If not, you could go back to the kitchen and ask for more. I don't think anybody went hungry.

54. At breakfast, there was always a cooked option as well as cereals, toast and as much tea, coffee, milk and fruit juice as you wanted. Sometimes the cooked option was kippers, which was a bit of an acquired taste. For one term, I decided that I was a

vegetarian and there were always vegetarian options available. All in all, I think that the food was good. For some people, there might have been too many chips but I wasn't very upset about that at the time. Occasionally, we got treats like a tub of Luca's ice cream or strawberries at the end of dinner.

55. You're never going to please everybody with the food in any school in the country. Of its time, I think the food was pretty good. The person who was ultimately in charge of the food was the bursar, who was in charge of the purse strings for the school. In my penultimate year at the school, he underwent a big exercise canvassing the whole school about what we thought about the food and what they could do differently. I think what changed was that there was a bit more salad on the menu, but salad had always been available if you wanted it.

56. There was a place known as 'The Bloat' which was a tuck shop selling all the standard sweets, chocolate, crisps and fizzy drinks. It was ran by Mr Jack, who also in charge of the shooting range and held a position in the Combined Cadet Force (CCF). The Bloat opened mid-morning between lessons and we paid in cash. It may also have been open for a while at the weekend. We were also able to go into Musselburgh. Loretto was very close to Luca's ice cream parlour and Cossar's bakery, both of which were very popular. La Bella Pizza Parlour was also popular, along with a number of shops. We had limited access to going into Musselburgh when we were in the third form and had to go in groups, but we could effectively buy whatever we wanted.

57. Because of my weight, I know that matron spoke to the other members of my year in my house. She asked them to keep an eye on what I was eating. [redacted]

Washing and bathing

58. There were bathrooms on each floor of Hope House. The ground floor was mainly used after games because it was right next to the changing room and lockers. The first and second floor had almost identical bathrooms. There were four baths on one side and a row of about six showers on the other. In the middle, there was a bank of sinks with hooks and things to put your towel on.

59. I think there were certain times when we were allowed to shower. One of those times was in the morning and another time would be after games. We could also take a shower in the evening. Baths, which were called 'tubs', were very much restricted. They became more available as you went up through the years. They were seen as a privilege. You would get a bath on a rota system and you had to sign up for it, probably because there was limited hot water. People tended to fill them right up and they would overflow and go into a big drain in the tiled floor.

60. Everything was open in the shower rooms, with no partitions. I had been quite anxious about that when I started at Loretto, but in the end I just dived in and had to do it. After a while, it was okay. I never really enjoyed that experience, but it was fine. I got much less anxious about it as time went on. I probably wasn't the only body conscious boy there. It might have been noticed if certain boys weren't washing. There might then have been a conversation with the head of dorm, matron or the housemaster. If you didn't wash, you would probably end up being teased for it. You might end up with a reputation for not washing. People were usually pretty meticulous about ensuring that they did, for fear of being called 'smelly'.

61. I rarely if ever saw members of staff in the tub rooms. They might have gone in if they suspected someone was smoking, but it was not routine by any stretch of the imagination. We would have noticed if a staff member had been present and possibly questioned it.

Laundry

62. Laundry was done on contract by St. Jude's Laundry. We had a laundry bag which we took to matron once a week. All the bags would be carted off to the laundry. I think there might have been extra charges for dry cleaning your kilt or woolly jumpers. They then appeared again and you collected your pile, which had been sorted through by matron using our name tags.

Chores

63. We had to keep our dorms clean. Third and fourth formers had to clean the dining room and clear the table after each meal. They had to wipe the tables, then sweep and mop the floor. I think that some of the older pupils might help out by taking their own plates so that third and fourth formers didn't have to do everything. I can't think of any other chores unless you include things like polishing our own army boots to a mirror finish for the CCF, but you might consider that an everyday task like homework.

School

64. The classes were around what was called the Ash Court. It was a big area covered in dark, grey gravel. It had the science block on one side. There was the maths department, the technology block and modern languages. There was a big block with the art department. The chapel was on one side of it as well.

65. The lowest year at Loretto Senior School was called third form, which was the equivalent to senior two in a normal secondary school. Fourth form was the equivalent of third year and fifth form the equivalent of fourth year, at the end of which we would sit our GCSEs. Lower sixth was the equivalent of fifth year and middle sixth the equivalent of sixth year, at the end of which we sat A levels and possibly some Highers. The name of the final year was changed from middle sixth to upper sixth while I was there. The term middle sixth was a reference to an obsolete process whereby a very small number of pupils stayed on for an extra year called upper sixth in order to do the entrance exams for Oxford and Cambridge Universities. That had all finished by

my time, but there was still middle sixth. The final year was renamed while I was there and we went straight from lower sixth to upper sixth.

66. The timetable was quite strange at Loretto, certainly compared to [redacted] In some ways, we liked it. On a Monday, we had lessons all the way through from the morning until mid-afternoon, as you would in any other normal school. At the end of Monday lessons, there was a whole school run. We had to run down to Fisherrow and back. There would be a prefect signing us off, then we would go back to our boarding houses.

67. Tuesday to Friday, we only had lessons in the morning up until lunchtime. We also had lessons on Saturday mornings. CCF was on Wednesday afternoons. It was compulsory, certainly for the first three years. I managed to dodge that [redacted] I was allowed to go off and practice [redacted] every Wednesday afternoon, which suited me fine. In fifth form, I [redacted] didn't have to go to CCF camp in Cultybraggan due to [redacted] commitments. That was much to the annoyance of other people in my year when they came back and told me they had to do press-ups and experience the joy of drill sergeants shouting at them like a scene out of Full Metal Jacket.

68. We did sport on other afternoons. For the whole school we would be doing rugby in the autumn term, hockey in the spring term and cricket in the summer. Those things were compulsory, but there were some other options as you got older, and, I'm sorry to say, some of us found ways of dodging sport in later years, for example with tactically arranged music lessons. Technically, everybody was supposed to do rugby. As we got older, if we weren't in the First to Fourth XV, the practice sessions for the teams below that would be somewhat more relaxed. On Saturday, there were rugby, cricket or hockey matches against other schools. After dinner, we did prep in the evenings. Prep lasted two hours and we then had some free-time before going to bed.

69. In the middle of the school morning, we had a whole-school assembly, known as 'double'. I think that took place in the chapel on a Wednesday. The headmaster would deal with any business and go through the notices. If there had been any issues, he

might deal with them at double. The other teachers didn't attend double and it would be conducted by the vicegerent if the headmaster was absent.

70. One of the things that had attracted me to the school was that they had a dedicated block for design and technology. There were wood and metal lathes, a forge for casting aluminium, and work benches. That sort of thing fascinated me. I think there was even a numerically controlled computer lathe. I'm not even sure the teachers knew how to work that, but they had some great gear.

71. Reverend Anderson was the chaplain for most of my time at Loretto. He was American or Canadian. We had a class timetabled during the week when we would go into the chaplaincy centre with him. He would talk about issues like alcoholism, societal issues and sexually transmitted diseases. That was one way that the school prepared us for adult life. I suppose the whole ethos of 'Mind, Body and Spirit' was meant to do that. The school was trying to develop all-rounders, which I think they hoped would be a good preparation for adult life.

72. Class sizes tended to be smaller than average. A typical third form class might have had eighteen to twenty pupils in it, but the classes got smaller as we got older and specialised. I ended up being in a class of one for music A level, a class of four for physics A level and a class of ten for maths A level.

73. Having worked in education a bit, and with the benefit of being an adult, I think there were two sides to the education. Firstly, the education on offer was good to excellent. My maths teacher, Dr Adrienne Shepherd, was probably one of the top maths teachers in the UK at the time. She was absolutely brilliant. She was very strict in the classroom and she had zero-tolerance of any mucking about. Ken Marks, who was my French teacher and the head of modern languages, was inspiring to me. PGR [redacted], my [redacted] teacher was also excellent in that his enthusiasm for the subject was obvious and infectious. I think they were excellent because they were passionate about their subjects and about seeing children learn. A learning relationship is always a personal thing and some boys may not have liked some teachers, but I don't personally think

that there was any teacher who wasn't up to the job. If you wanted to learn, the opportunities were there.

74. There was another side to the education at Loretto, but I do not hold the teachers or the school to account for this as this was more of a dynamic that existed between the children themselves. At [redacted] I had been earning class prizes. At Loretto, there were similar prizes known as a bene prize. It was a gold star type system and four or five boys in each year would be awarded them at the end of the year. At [redacted] people were quite competitive about getting class prizes. At Loretto, the bene prizes were a bit of a poisoned chalice amongst the pupils themselves. People would say, "You got the bene prize," in a particular timbre of voice, making it clear that you were a bit square.

75. It was the end of the 1980s, early 1990s and there were all sorts of teen High School films coming out of the States with 'jocks' and 'squares', as well as numerous films in the 'slacker' genre. Grunge music was reaching its zenith. For Generation X, apathy was in. I think that might have been part of it. The school's favourite films were Point Break and Die Hard. Films glorifying later tech heroes like Mark Zuckerberg or Steve Jobs would likely have tanked. Excelling academically could earn you teasing amongst your peers. I was overweight, so I was already an obvious target for teasing. I wanted to fit in. I'm not blaming this on the school or my peers, but after a couple of bene prizes, in order to fit in I effectively chose to stop making an effort in my studies. I didn't want to be teased for being a square any more. I was still getting good results, but by fourth form I'd really stopped working hard. That continued into my university years and coloured the rest of my education. I barely revised for either GSCEs or A levels and scraped through my degrees with minimal effort, to my enduring regret.

76. It was a bit of difference between [redacted] and Loretto. Amongst peers, excelling academically made you a target for teasing. Looking back, I had an almost pathological need to be accepted by my peer group. I changed my behaviour so as not to be teased. I take responsibility for that myself and I don't blame that on Loretto, and note that there were many of my peers who did actually work very hard. The

teaching was excellent. Children have to take some responsibility for their own decisions as well.

Leisure time

77. During our free-time, we could mess about or do whatever we wanted, within reason. We could choose what we wanted to do. Some people would watch TV. I was a big TV watcher when I lived at home. When Channel 4 came out, I would be sitting up until 2:00 am, watching films I shouldn't have been. My dad didn't mind too much. We liked chatting about films together. Very few people sat and watched TV at Loretto. People had better things to do. They were probably hanging out and teasing each other. In the last two years, when girls arrived in our year, people might have gone over to the Ash Court to connect with other people. A lot of boys would sit around in the front hall of Hope House. It was an entrance way with some chairs and the pigeon holes, where any mail would be delivered. People would play pranks on each other, annoy each other and generally do what kids do. Someone might have a golf putter and practice their putting in the middle of the room. Someone might practice keepy-uppies with a hacky sack.

78. The official sports at Loretto were rugby, hockey and cricket. If you were into football, you could go over to the gym and play five-a-sides in your free time. In sixth form, our house did that regularly. We would book the sports hall and organise five-a-sides after prep. There was also a weight-lifting gym over there which people might use if they were trying to increase their chances of getting into a better rugby team. We could do all kinds of things in the evening or just hang about.

79. During the week, we were allowed to go into Musselburgh after games and before tea. If we weren't involved in a sports game against another school, we could go on Saturday afternoons. We were also able to go on Sundays after chapel. There was some kind of system for signing out, maybe with the housemaster, assistant housemaster or a prefect.

Personal possessions

80. We had our own individual tuck boxes. Some people had tuck boxes to match their trunk. Tuck boxes were the size of an average cardboard box with a locking lid. People tended to keep them in their carrel in third, fourth and fifth form. In lower and upper sixth form you had your own study and you would keep it in there. We would lock our own things away in our tuck boxes. Generally, they were secure. I think there was the potential for the housemaster to ask to look in our tuck boxes if there was suspicion of some kind of contraband, but I don't remember that ever happening.

81. In order to get money from our accounts, we had to go in and see the housemaster or assistant housemaster in the evening. After prep, we had a house double every evening. It didn't usually last very long. We were given a snack after that. Everybody dreaded the night it was spam rolls and longed for the night it was Tunnock's Wafers. After our snack, we would get into the queue if we wanted to get some money or had been called up by the housemaster during double. We would stand outside the housemaster's door and wait our turn. They had a petty cash box. At the start of every term, your mum or dad might hand over an amount of cash to the housemaster. We were only allowed a certain amount of money at the time. The housemaster would keep an eye on that, so if someone was withdrawing £5 every night they would ask questions about why the money was needed. The housemaster might use that as an opportunity to chat to you if there was something else that they wanted to bring up. They might just check in with you and ask how you were doing. If the housemaster wanted to speak to a child individually, he would specifically ask to see him during evening business. The headmaster would do the same at whole school double.

Trips and Holidays

82. Mr Chapman took the whole of Hope House third form away to St. Abb's Head for the weekend. He did that every year that he was housemaster. It was meant to be a kind of bonding experience for us, away from the older boys. We went on walks and things like that. We paired up in twin rooms in a B&B. I think we all thoroughly enjoyed that. It must have been quite early on because we were still getting to know each other.

83. Sports teams went on tours. The [redacted] went on a number of tours in Europe. I went on a tour of First World War battlefields with the [redacted]. After my time, the [redacted] went on tours of Hong Kong and the USA. Before my time, they also went to the USA. I had at least one trip abroad and I had great fun. We regularly went out as a [redacted] on day trips [redacted]. We would go to Peebles Highland Games and events like that. If you were involved in music, you might go and play at concerts in different places on a fairly regular basis.

84. At the beginning of upper sixth, all the school prefects, of which I was one, went to stay with Norman Drummond in Skye. It was a kind of leadership weekend before the start of the school year. I remember that being good fun and a useful way of preparing. I think he or his wife owned a house in Skye which had a kind of modern bunk-house on the grounds. He also took groups of third or fourth formers up there for the weekend. We climbed past the Old Man of Storr and went hiking. Rather than it being the house group, he took us in mixed groups across the year. It was another way of trying to get people to know each other.

85. I have a memory of being in Skye as a third or fourth former. One boy was being offensive to another boy. He was teasing him, but probably took it too far and the language was getting pretty blue. Little did we all know that Norman Drummond was at the window and listening to it all. He was not happy about it at all. He rightly read us the riot act about that. That was characteristic of him. If he came across something like that he would stamp on it very quickly and let you know that it was not acceptable.

Birthdays and Christmas

86. I spent Christmas time with my family. I think we might have sung *Happy Birthday* during the house evening double when it was someone's birthday. My birthday only fell during term-time on one occasion and it happened to be my very last day of school. We were at a leavers' ball. My mum had given Lady Elizabeth, the headmaster's wife, a birthday cake, unbeknownst to me. She organised for my whole year to sing *Happy Birthday* at the stroke of midnight. It was a great way to celebrate my eighteenth birthday.

Religious instruction

87. We had morning chapel on Wednesday. We also attended chapel on Sunday and had to get dressed up in our kilt outfits. The school was somewhere between the Church of Scotland and the Episcopal Church in terms of the services. It could probably best be described as ecumenical Christian. I don't think it was necessarily affiliated with one church over another, but the Sunday service was quite an important part of the week. I think most of the staff attended the Sunday service.

88. I'm not sure whether attendance at the chapel was mandatory. My class at [redacted] was pretty diverse in terms of ethnicity. Loretto was much less so and I think that probably applied to religion as well. If you were Jewish, you were probably allowed to miss the Sunday service. I think people tended to go anyway. I don't remember anybody from Hope House missing the service for religious reasons.

89. Confirmation classes were offered to those who wanted them. I didn't take part in that, but I think you could be confirmed in either the Church of Scotland or the Episcopal Church. There was some kind of confirmation service, but I didn't have involvement in that.

90. The chapel had an unusual layout to my mind. It had two tiers of pews facing each other across a central aisle. The altar was at the end under a large and modern stained-glass window. Everybody could see each other during chapel. I've never heard anyone given the type of sermons and talks that Norman Drummond gave in the chapel. They were incredibly powerful. Woe betide anybody who wasn't paying attention. He would walk up and down, delivering what he had to say with conviction and without notes. He would look everyone in the eye. If he saw people talking, he would single them out. He was a powerful speaker with a very strong sense of morality.

Visits/Inspections

91. Visits were on Sunday afternoons, after chapel. Some parents might attend chapel and then take their kids out afterwards. When my maternal grandparents were alive,

they occasionally came through from Glasgow. They would take me out for lunch at St. Andrew's Grill in Portobello or somewhere like that. My parents also came through occasionally and took me out. Parents didn't tend to visit during the week. However, if there was a particularly important family occasion, such as a meal for a sibling's 21st birthday, that sort of thing could have been arranged.

92. There was a school inspection while I was at Loretto. I vaguely remember an inspector being in my French class with Mr Marks. I think it was in 1991 or 1992. I do remember that the whole school was made aware that there was going to be an inspection. There was a sense that we shouldn't be mucking about too much and putting our best foot forward. I think there was a vested interest for current and former pupils in the results of inspections being good given that the school saw itself as a community. I don't think anyone was coached. The lesson that I was in which was attended by inspectors was pretty much a normal lesson. I can't recall the inspectors being in the boarding houses, but they might have been. I think they did speak to pupils, but they didn't speak to me. I think they might have sat down at tables at lunch time. I don't know whether staff would have been present when children were spoken to. Had they been present, I don't think that would have prevented children from speaking their minds. My memories of the inspection are very vague.

Family contact

93. Each term had a half term holiday of about a week when most pupils went home. On either side of that was an overnight weekend, which was another time when we generally went home. Some pupils' parents were living abroad. My friend's parents lived in Hong Kong so he probably stayed in the school for those overnight weekends. There would be a few children in that position. If they had a relative in the central belt, they might go and stay with them or with the family of a school friend. At the time, I think we calculated that we were at school for about two thirds of the year.

94. It was the days before email and mobile phones. Nobody in my year had a computer or a phone. There was one pay-phone in the lobby, just off the entrance to Hope House. People would queue up and phone home after prep. The regularity of that

really depended on the person. Some people wanted to make a call every night so you could guarantee they'd be in the queue for the phone. I was probably nearer the other end of the scale. I'd call my parents if I needed to and I suppose I told them that no news was good news.

95. For some reason, I still dream about the pigeon holes at Hope House. I can't remember whether letter writing was mandated. I wrote letters home, but not many. Everybody loved getting letters. I think that's why I still dream about it. The first thing a lot of people did when they got back from breakfast was to check the pigeon holes because the post would have been. My mum used to send me parcels occasionally, which was great. She would send a little thing here and there. I probably got more mail than most people.

96. My parents received written reports on a termly basis. I think the annual report included a report from the headmaster. We were given a booklet which had a page from each subject teacher. There was a housemaster's report and, once a year, a headmaster's report. If there were particular concerns, I don't think it would have been unusual for the headmaster or the housemaster to give parents a ring. I don't know whether that happened in my case, but if it did I may not know about it. I did get caught smoking in my final year and I was demoted as a prefect. I had to go and see the headmaster and housemaster about that. I had to call my parents to tell them that I'd been demoted, but I wouldn't be surprised if the housemaster or headmaster also spoke to my parents. I also wouldn't be surprised if there had been a conversation between my mum and the matron about the amount [redacted] I was consuming in third form.

97. I think staff would feel more or less free to get in touch with parents, when it was required. My parents would have felt comfortable getting in touch with the school as well, although I think there was a degree of trust. My parents wouldn't have wanted to come over as neurotic parents who phoned the headmaster every time they heard about something questionable. If they had major concerns, I think they would have phoned the housemaster first but they wouldn't have hesitated to phone the headmaster as well.

98. I didn't get into the ins and outs of everything that was happening at school when I was at home, but I'm pretty sure my parents had a good idea of what I was doing. They knew I was going to lessons and games. They knew what I was doing in music. They would come to the school if I had concerts on and events like that. I was also involved in concerts outside of the school. There were plenty of opportunities like that for external people to come in to the school.

Healthcare

99. If you were feeling unwell in the morning, you would probably go to the matron. I think we also had access to the sanatorium, which was called 'the san'. There was a san sister, but I'm afraid I can't remember her name. The san was in School House, just up the stairs from the Red Hall, and I think we could go and knock on her door if we didn't feel well. The san sister had a no-nonsense air about her. We wouldn't go to the san sister if we just wanted to get out of something. It wouldn't work.

100. In third form, we had health checks conducted by a doctor. The doctor wasn't a full-time member of staff, but he did a couple of days a week in Loretto. If you had a fever or something like that, you might be in the sanatorium for a day or two, although I can't remember ever being there myself. If somebody hurt themselves playing rugby, they might be sent to the san immediately and the doctor would be called if need be. When I broke my leg, the housemaster took me straight to the hospital. Dental checks were carried out when home during the school holidays.

Discipline

101. Every term, we got a school diary. It was a small, red booklet with a week on two pages for the whole term. It already had things marked on it, like dates of important matches against other schools and the term holiday dates. There was also information about members of staff. We wrote our timetables on the back of the school diary so we knew where we had to be every day. If we lost it, it could be problematic because we might not know which lesson we had, what our homework was, or important dates that we needed to remember. I think there may have been some rules in the diary as well, but

I can't remember. I think we generally worked out the rules by observation rather than there being a written set of rules. We were also told some of the rules. For example, the first night in the dormitory we would be told things that we weren't allowed to do. The first time a new pupil did something wrong, we would be told that we couldn't do that. If we did it again, we would get warned again or punished.

102. Discipline at Loretto could be divided between discipline from prefects and discipline from staff. There were school prefects in addition to house prefects. I think the school prefects had a role outside of the house for something that involved the whole school. I was a school prefect and I was head of hall, which involved reading notices out at whole school meals. Prefects had the authority to hand out punishments. The most common one available to them would be something called 'sides'. A side involved copying out a portion of a textbook. You had to write nine words per line. You might be given one side for something, two sides for something else or, if it was really serious, three or four sides.

103. The type of behaviour that might have resulted in being given a side would be mucking about after lights out, being late all the time, or consistently having a messy bed. Potentially, punishments could be given out for cheek or insubordination. If a prefect was in charge of a group of boys and a boy was challenging the prefect's authority, the boy could be punished for that. We might be given a warning first, that if we kept interrupting we would be given two sides.

104. It wasn't a tool that was used all the time, and it was different from prefect to prefect. Some prefects would never give out punishments and others would. Occasionally, a new prefect would try to impress his peers by asking a younger pupil to do sides in two colours. For example, you would have to do the first word in blue, the second word in red, the third word in blue, the fourth word in red and so on. That was within the bounds of what was probably allowed. Having been a prefect, I do think that if you had been overly zealous with things like that one of your fellow prefects might have had a word with you. Your peers would hold you to account to some degree.

105. Another punishment prefects could impose involved getting up early. The prefect would coordinate with a prefect in another house. If they were particularly annoyed by what you'd done or thought that you'd transgressed enough, they might tell you that you had to go and wake up a particular prefect in another house at 7:00 am. You would have to get up extra early on a cold, winter morning, get dressed and go and wake them up. Sometimes, it got a bit more elaborate than that and you might have to wake up another person as well, or come back to house to change outfits in between. Those cases were pretty few and far between.

106. Another option was for a prefect to tell you that you had to get up and get them a bun from Cossar's by 7:30 am. They would give you the money for that and it might be given as an option to get out of something more odious. They might have asked you to do five press-ups, but that was usually offered as an alternative to doing a side and was preferable. I think prefects may also have had the authority to send somebody on a run. Fa'side Castle was the run that nobody wanted to do because it was about five miles away. That would have been very unusual and I can't actually remember that happening, at least to me. It might have required approval from the head of house or housemaster.

107. I think prefects also had the authority to sit down with younger children and tell them they needed to do something differently. They had that kind of authority as well and were able to challenge behaviour. Generally, I think a prefect's peer group would hold them accountable, on the whole. Is it right for a child to do something wrong and for there to be no consequence? I'm not sure. I suspect it would make for a difficult adult life. Looking back, I think there was probably too much authority in the hands of children over children. I doubt it's like that any more at Loretto. I'd be very surprised if there's as much unsupervised supervision nowadays.

108. I did get punished by prefects, but I can't remember any specific incidences. I'm sure I was given sides for cheekiness. I think I remember waking up early to wake someone else up in another house. I think I probably took the option of getting a donut instead and got one for myself, which was an added benefit.

109. The lower years also had to collect the food at mealtimes. With the benefit of hindsight, I actually think this arrangement was a good idea. It taught me to have some humility and be able serve other people, some of whom I might not particularly like or respect. I think it was quite a good thing to be able to do. There were children at Loretto, myself included, who came from backgrounds where they had had to do very little for other people. For us, I think that having to serve others was probably quite a good preparation for later life. There may have been some rogue tables where someone might have taken a dislike to one of the third formers. They might have asked the third former to go and get more of something, then they'd come back and be asked to get more of something again. They were trying to assert their authority over them.

110. Head boys had considerable responsibility. After some meals, they may have led doubles until the headmaster came in, reading out any notices. They were generally people who commanded respect. They tended to be a member of the First XV, relatively erudite, athletic and responsible. They were usually quite reasonable people as well. A typical candidate would be someone with an older head on young shoulders. In my year, the head boy was [redacted], who was a lovely guy. He was in the [redacted] with me and he epitomised being an older head on young shoulders. I think another head boy during my time was [redacted] I can't remember the names of the other head boys. There was a [redacted] something, who was a little bit more authoritative. They were seen as generally reasonable and responsible, but not malevolent. They were quite approachable and I think I could have gone to any of them if I'd had a serious concern about something.

111. Staff also had sides in their repertoire of punishments, the difference being that staff sides had to be done on green paper. You had to go and get the green paper after evening double. You had to ask the either the housemaster or assistant housemaster for the green paper. That was obviously another way of the housemaster being able to check how pupils were doing. If I was given three sides by a particular teacher, the housemaster would ask me why. If a pupil was given a number of sides by different members of staff in the same day or week, the housemaster would definitely get curious. Some teachers never handed out sides, other teachers might hand them out

on a weekly basis in a couple of instances. Just like the prefects, it depended upon how strict they were and how willing they were to follow through on warnings.

112. Other than sides, classroom teachers could give you a detention. I remember having detention a couple of times, but I can't remember what for. I wasn't a serial offender in any of these things, but I did find myself getting all of these punishments sooner or later. Detention involved having to sit in the library at a time when other people would be free. There would usually be about ten people from the whole school who had to sit there, being supervised by a member of staff for a specified amount of time.

113. I remember one occasion when we had a [redacted] dinner at Fat Sam's in Edinburgh. After that, we went back to the house of a mother of someone in the [redacted]. We had a couple of supervised cans of lager. Unfortunately, I had a few too many and was sick on the minibus back to school. Mr [redacted] gave me a punishment of cleaning his car. It was probably poetic justice because he'd had to hose down the minibus when it got back to school. I had to spend a few hours cleaning out his car. I didn't enjoy doing it, but I thought it was fair enough at the time.

114. Any other punishments would come through either the housemaster or the headmaster rather than a classroom teacher. 'Gating' was where someone was forbidden from leaving the school campus. A step up from that would be 'rustication', which meant you were suspended and had to go home. A typical offence resulting in rustication might be getting caught drinking or being out of school when you shouldn't be. If you were in Edinburgh without permission, you might end up being rusticated. Being significantly offensive to a teacher in class would potentially be enough to get you rusticated. The ultimate sanction was expulsion. Rustication and expulsion were in the realm of the headmaster, who would deal with that personally.

115. There could also, on very rare occasions, be a whole school punishment handed out by the headmaster. It might be a whole school run. If something had happened involving the a large proportion of the school or if there was a general lapse in discipline and behaviour, that might precipitate a lecture from the headmaster. He might cite instances of something happening, tell pupils it wasn't good enough and

that we were all going on a run. The run would then involve members of staff checking people off and three hundred people would be doing it as a sort of corporate punishment. This only happened a couple of times that I can recall during my time.

116. I think that the housemaster had a filing cabinet with information recorded about every single pupil. I'm guessing that it contained pupil reports and notes about any concerns raised by other members of staff. I would imagine that would also include information about punishments. It might not include that a pupil had been given three sides, but if that was happening on a weekly basis then it might be recorded. I think the headmaster likely had a similar system with notes about every pupil. One of the things that marked Norman Drummond out was that he made a point of learning every child's name. He was very quick to learn all our names, and also seemed to remember some key facts about every child. I think that was something he made an effort to do, and I suspect he had notes and records so he could remember who was who, with some information about every pupil. He had a prodigious memory to be able to do that.

Abuse at Loretto

Class exercise on bullying in fifth form

117. I have been shown a written document entitled, 'Bullying,' by the Inquiry. I can confirm that essay is my handwriting and was written by me. I wrote the essay in fifth form, which was the academic year of September 1991 to June 1992. My memories of the whole episode are mostly visual. I can recall being in the class. Mr Stock was my English teacher and had been throughout the previous year as well. We were studying for our GCSE exams. I think it was towards the end of the school year, in the summer term. The reason I think it was towards the end of the school year is that most of the course work had been covered with Mr Stock. I don't remember having another teacher after Mr Stock stopped appearing in class. I remember a couple of people covering individual lessons, but I have no memory of being taught English by anybody else that year.

118. Over the last two weeks, I have spoken to two people who were in my class at the time. I wanted to compare my memory with theirs. Our memories agree in some details, but diverge in others, but I can only provide my memory. One of the people I have spoken to remembers that we did get a new English teacher that year who played the guitar. I have no memory of that, but it's possible my memory of the time of year is therefore not correct.

119. The English class was off the side of the ash court. You went up a spiral staircase around a tower to get to Mr Stock's classroom. He was a great English teacher. He was charismatic and a touch eccentric. He probably dressed a little unusually for a teacher in those days. He was passionate about English. He would have us reading plays in his class. I can remember him reading a short story by Oliver Sacks, *The Man Who Mistook His Wife for a Hat*. It really grabbed my attention. It may have had some influence on why I became interested in psychology in later years. He held the command of his class with charisma, enthusiasm and perhaps a gentle cynicism.

120. Mr Stock was well-liked as an English teacher by my class. We all probably felt that he was a little bit unusual. I have a feeling he may not have been as well-liked in the staffroom. I had an awareness that there was a bit of a culture of in-and-out within the staffroom. The reason I know that is through an indiscretion of a member of staff when I was in my final year. The member of staff told me that another member of staff wasn't very popular and that another member of staff had put an advert for a post at a different school into his pigeon hole. It's a single incident, but it told me that these adults were human as well. People sometimes don't like each other. I think Mr Stock could possibly have been a less typical member of staff, although I'm sure he had his friends as well.

121. I remember that one day, Mr Stock appeared to be visibly agitated when we came into the class. Looking back as an adult, something must have happened to act as a catalyst for him to go on this course. I don't know what that was now and I don't know whether I knew what it was then. I can't remember his exact words, but he asked us to do an exercise where we wrote down everything that we knew about bullying at the school. He didn't, to my memory, differentiate between things that we had experienced

and things that we had heard about. As far as I remember, anything and everything that we knew about bullying was supposed to go in the essay.

122. I wasn't aware of the word at the time, but there was a sense of 'omerta' that meant we didn't readily talk about wrongdoing with staff. If you heard a rumour about somebody being bullied, there would have been a general sense amongst pupils that reporting what you had heard to a member of staff would be questionable. I don't want to overstate that. If somebody witnessed something serious and spoke to the housemaster about it, I don't think he would have been ostracised or held to account in any way for that by his peers. However, if you knew a friend had nipped into Edinburgh for a few hours without permission, you wouldn't tell a member of staff about that. It would have been seen as something you didn't do.

123. I have a visual memory that we all sat there with our pens in our hands, looking at each other to see whether anybody was going to start writing. A couple of people started writing. I have always been and still am a people pleaser. If somebody in authority tells me to do something, I generally just do it. I can recall starting to write myself. I probably had a bit of anxiety about doing it, partly because Mr Stock's anxiety was infectious. He very much had the bit between his teeth. You could tell that this was not a normal lesson and that he was upset.

124. I seem to recall that this took place over two or three lessons. We might not have had English every day so it could have been over the course of a week. My memory is of Mr Stock looking more and more tired. He appeared in class with stubble and dark circles under his eyes, as if he'd been up all night. I think he did say that he'd been up all night, typing this up on a typewriter at home. My sense was that he had taken the essays in and that he was typing them into some kind of hard copy. I think he did say that he was going to present it to the authorities in the school. I don't know if he told us this before or after we wrote our essays. I think the essays may have increased his anxiety and concern over the whole issue. I can't remember the words that he used, but there was a sense of him feeling that something had to be done about it all.

125. I have been advised that the Inquiry has information that Mr Stock made a statement to the class in November 1991. He asked [redacted] to sign it as something that he had delivered to the class. [redacted] was in my class. I'm prepared to accept that this may have happened, but I have no recollection of it. [redacted] would certainly not have signed something that was not true. My memories of the whole episode are mainly visual. I do remember that Mr Stock was wrapped up in it and determined to do something about it.

126. I can't remember how many lessons this went on for, but the next class Mr Stock wasn't there. The assistant director of music, Mr John Reilly, was quite a junior member of staff. I recall that he might have acted as a substitute teacher. There may have been another teacher the next day, possibly Mr Wright, a younger German teacher. We were already concerned for Mr Stock, at least I was. He looked to be extremely upset and anxious about all of this. He was an authority to us so we did what he asked. I think we all had a degree of sympathy for Mr Stock and for what he was trying to do. The bottom-line was that I think he had our well-being at heart throughout this whole episode. Because of that, I wouldn't say that there was a critical atmosphere of Mr Stock amongst the class.

127. I can't say I recall what the school told us about why he wasn't coming back to teach us. That's gone from my mind. It's possible that we were told that it was stress-related. That probably would have been quite believable, given that we'd seen him under quite a lot of stress. The term 'gardening leave' could have been used but I'm far from certain on that point. The head of English was Dorothy Barbour, so it may have been that she explained that to us. I really can't remember. I don't think I ever saw Mr Stock again until I saw his picture in the *Sunday Herald* newspaper in the spring of 2021.

128. Mr Stock disappeared from the scene and life moved on. The new school year came and I wasn't studying English anymore. The die was set in terms of my own English teaching at the school. I can recall wondering under what circumstances Mr Stock had left. I have a sense that the governors might have been involved as well, but I can't remember why I think that. I remember there was a rumour that Mr Stock had been to see the headmaster with the information we had provided. It was not clear to us what

action, if any, had been taken. I think we had a sense that not as much had been done as Mr Stock was expecting, given what he had shared.

129. As a child, I think my mind was pulled in two different directions. I remember thinking that Mr Stock was clearly so upset with the whole situation that he may have just felt he had to walk away. There was also a part of me wondering whether he had somehow stuck his head above the parapet and been pushed out. At that age, I didn't know anything other than to trust the people in charge. To some degree, I still do trust that they would have done what they considered to be right. I had a sense that something about it might have been unfair, that he had brought this all up and then just disappeared. But I couldn't quite bring myself to believe that he'd been mistreated by the school. I squared that by telling myself that he must have been under a great deal of stress and the whole thing had become too much for him.

130. I have been asked about issues that I wrote about in my essay. I referred to [redacted] being thrown in a puddle in the orchard. The whole school was punished for that, including me. There was a craze called 'pile-on' at the time. For example, if we were coming out of double in the evening and it was spam rolls for snack, someone might say, "Spam rolls! Pile-on!". Someone would be on the ground and everybody else would jump on. I think it got a bit out of hand with [redacted]. Somebody was doing that and then everyone jumped onto this big pile of boys. The teachers saw it and the whole school was punished. I don't want to speak for [redacted] himself, but I remember him as a pretty resilient guy. I don't remember it having a lasting impact on him. If anything, I think he was a bit embarrassed about the whole school being punished for it. He may have a completely different take on it so I don't want to speak for him.

131. I referred to an incident involving [redacted]'s elder brother. [redacted] was an older boy in Hope House, but his older brother wasn't at the school at the same time as me. I wrote about a rumour that he got a "tit screw" with a pair of pliers, resulting in his nipple coming off. It was something I'd heard from other boys in our house. I think it was one of those rumours that was in general currency as something that had happened ten years earlier. It was a tale of how rough things used to be in Hope

House. I think there was a sense that back in the seventies and eighties, things had been pretty rough. I have no idea whether it was actually true or not, but I think I believed it back then.

132. I have also written about [redacted] and [redacted] being called to see the headmaster. I wrote that they told him about incidents of bullying over the years and that he apparently went white in the face. I don't even remember writing that. I think I had heard about it from someone else. I know who [redacted] and [redacted] were and liked them both. They were in the year above me and I think they were in Pinkie House. I think it's very unlikely they had a direct conversation with me and told me what had happened as we were not particularly close. I think I would more likely have heard about it from someone in my year who was in Pinkie. I had seen how quickly Norman Drummond pounced on bad behaviour. For example, he did so on the trip to Skye. My expectation would have been that he would have looked into it and then taken action where necessary. I wouldn't have had any doubts about that as a fifteen year old boy.

133. Norman Drummond did not shy away from immediately highlighting and stamping out behaviour that he thought was entitled, arrogant and unfair. That would include incidents of bullying. I say that because I saw him do it in Skye and also sat through a number of lectures given by him where he took the whole school to task for our behaviour. He was not shy when it came to addressing things like that. If something had happened, he might actually make us late for class through addressing it with the whole school. He would spend half an hour talking about something because he wanted us to understand that certain things were wrong. It was a teaching method. He would tell us certain types of behaviour were not okay and why, using examples to illustrate his argument. I can't believe that he would shy away from any kind of confrontation about that stuff. It wasn't his style.

134. I wrote about an incident involving [redacted] beating up [redacted] in his bed in retaliation for what I believe [redacted] may have felt to be some relentless teasing, and thereafter being expelled. They were both in Hope House while I was there. I didn't

see the incident, but I was in the house when it happened and I remember the consequences. There was action taken.

Allegations of bullying referred to in other essays

135. The Inquiry has made me aware that a number of other incidents of bullying were mentioned by other pupils of Loretto around the time I wrote my essay. I have been asked whether I was aware of boys being hung by their feet from the gallery window and over the stairs of Pinkie House. I didn't witness that. There was a rumour of somebody being hung out of a window, but it was before my time at Loretto.

136. I have been asked about a child having to rub Deep Heat into his genitals. I never witnessed anything like that and I don't remember hearing that that had happened. I have been asked about indelible pen being used on younger boys. I can imagine that happening, but it's not an incident that I remember or remember hearing about. I have been asked about beatings, such as one child beating another child. Teenage boys do have a tendency to hit each other on occasion. For example, someone might go up to somebody else and give him a dead leg. That sort of thing could happen on a fairly regular basis, usually with a sort of joking intention, and often between friends.

137. I got into a fight once. I think that I was in third form. There were a couple of fourth formers who were saying something to me. I was refusing to listen to them or perhaps being deliberately cheeky to them. I don't remember exactly, but I expect they told me to watch my attitude. There was then a big wrestling match and probably a few punches thrown. Other older boys went in to help them, so it was just me against a number of boys in the year above. When I told them that I'd had enough, they did stop. I remember my heart pounding and being out of breath, and I probably had a few bruises after that. I saw myself as having had as much liability for that happening as the people in the year above me. They gave me the option to comply and I chose not to.

138. In recent weeks, I spoke to somebody else who was in Hope House with me. He was also in Mr Stock's class. I told him that I didn't remember Hope House as a particularly

violent place. He completely agreed with me on that. There were forms of bullying that I witnessed, but I don't think that it took its main form in violence, at least not in Hope House. I did go into other boarding houses and I don't remember seeing routine violence or anything like that in them either.

139. I have been asked about a boy being forced to do press-ups with his genitals in water and the water being drunk by another boy, who was told afterwards. I heard a rumour of that happening in Pinkie House. I have been asked about genitals being thrust into another boy's face. I can imagine that happening, but not as a routine thing and perhaps not with the intention that comes across through reading that line on paper. In my view, it might be done with the intention of someone looking round unexpectedly, seeing that, and it being understood to be a joke. It would likely be intended more as a practical joke than any kind of sexual violence, at least as far as I can conceive of it having happened.

140. I have been asked about boys being beaten with a belt known as 'Billy' and a cricket bat known as 'Cobra'. The cricket bat rings a vague bell with me, but it didn't happen in Hope House. It could be true. I have been asked about boys being hit with wet towels. I remember that happening, but it was a kind of playful battle rather than someone being cornered and attacked.

141. I have been asked about a child being forced to read out pornography whilst being ridiculed by others. There was a limited amount of pornographic magazines going around. I can imagine a younger boy being asked to read it out. The part about being ridiculed is a bit of a stretch for me to conceive of, but I suppose the very fact of having been forced to read it out could well have felt shameful to the person doing it. I can't visualise an incident where this happened but I can imagine that it could have.

142. I have been asked about a child being forced to remove or handle faeces from the toilet. I never heard of this happening. I have been asked about hockey sticks being rammed up a child's bottom. I heard rumours of that happening in Pinkie House. I have been asked about a child being dragged to the showers in Pinkie House and an

indication being given that the person dragging him in was going to carry out a sexual act, but the child ran away. I have never heard of that happening.

143. I have been asked about an older child getting into a younger child's bed, biting and stroking the child and if they resisted they were threatened with the belt. That doesn't feel like anything I witnessed at Loretto. It could have happened, but I didn't see that. If that had happened in Hope House, I think the perpetrator's peers would have challenged him if they had known about it. I find that allegation disturbing, particularly in its specificity.

144. I have been asked about boys running the gauntlet with objects being thrown at them. I witnessed that and have taken part in it as someone running the gauntlet. From my perspective, it was a bit of fun. I have been asked about children being hit with coat hangers. It could conceivably have happened, but I don't remember witnessing anything like that.

145. I have been asked whether I witnessed any racist comments at Loretto. When I was at Loretto, I never thought of it as being racist, but there was casual racism at Loretto. As an example of the mind set at the time, the housemaster, Roger Whait, had slightly darker skin. He was generally known by the nickname 'Paki' Whait by the children. Even at that time, I didn't want to call him by that nickname. I came from a very racially diverse class at [redacted] I had grown up with these peers from the age of five. As a society, I think we were still transitioning from a time when that kind of language would be used routinely by the general public to a time when it is seen as completely unacceptable. However, I don't want to excuse it. It was wrong and it does speak badly of the school at that time.

146. It would be hard to think of other examples of racism, partly because it was a very homogenously white group. There was a guy in my year called [redacted] I spent a year with him in Pakistan during my gap year after I left school. We became very close and we lived in each other's pockets. I cannot remember him telling me that he thought he'd been treated unfairly in any way because of his race. He certainly wasn't given a similar nickname to Mr Whait. He was known as [redacted] He had an older

brother, [redacted], who was also well liked and respected. There was a black Kenyan boy in my house at school in my first year. I don't remember him being given any kind of racial nickname, although he, like me, was teased about his weight.

147. I have been asked about an incident when a child carried a knife and another child was stabbed. I know about that incident because the boys concerned were in my year. They were in Seton House. The boy who was stabbed was [redacted] The boy responsible was [redacted] He was subsequently expelled. They were both nice boys. I think [redacted] had been in the Nippers. Beyond that it had happened, I don't know the details of why it happened. I think there was [redacted] at the time. I think [redacted] went off to hospital and came back after a few weeks. Meanwhile, [redacted] disappeared and was expelled. I think I met him again when we all got a bit older and we went out in Edinburgh. He was actually a really nice guy and my understanding is that it was a moment of madness.

148. I have been asked about house tutors showing favouritism and trying to get certain children into trouble. That sort of thing is sometimes more obvious to the people it directly affects. I think that it's possible that this happened because everyone is human. I've worked in classrooms. You probably go into a classroom with a sense of who is more likely to misbehave, based on previous lessons. If this leads to a rigid prejudice against a pupil, then I think that it's a problem. Depending on the degree to which that happened, I would say that it could be forgivable.

149. I have been asked about a child being covered in foam to represent that he had masturbated. I have no knowledge of that happening. I have been asked about boys getting their heads flushed down the toilet. I think that was something that was threatened, but I don't remember seeing it actually being carried out. It was called the 'bogwash'. Boys would say things like, "If you don't shut up, you're going to get bogwashed." I wasn't aware of it ever actually happening.

150. I have been asked about boys being made to fight other boys. I think I heard that that happened. It might not be as you would picture that when it is described. It might be that boys were told to wrestle for thirty seconds. It's possible that could have

happened, but I don't remember seeing it. It rings a bell though, so I might have heard of that happening in Hope House.

151. I have been asked whether I have heard of a group of boys called 'The Munch Bunch'. I am aware of this term and it touches on the group inclusion and exclusion that I think did take place at Loretto. The Munch Bunch was a group of children who were not really included in the rest of their year. They might have tended to hang out with each other more than the mainstream social groups within their year. If you think of teenage high school movies, they were the group of children who weren't fitting in with everyone else, or weren't really allowed to fit in with everyone else.

152. I have been asked about incidents or punishments of a sexual nature. I am not aware of any punishments of a sexual nature having taken place at Loretto. When you have three hundred adolescent boys living together, it was possible to walk in on something you didn't want to see. For example, discovering someone else in your dorm is masturbating. I am aware of those kinds of incidents of a sexual nature, but not punishments.

Bullying

153. Verbal bullying did happen at Loretto and was routine. I have given bullying at Loretto a great deal of thought prior to my private session with the Inquiry. For the most part, I see it through the prism of what you might call evolutional psychology. What I mean by that is that when you go back in time and look at human evolution, at least 90% of our evolutionary history was spent in hunter-gatherer kinship groups. The idea of living together in agriculturally sustained communities is very recent in terms of human development. We are still wired to seek to be a part of these kinship groups which typically might have been about twelve people. In order to be a part of that group, you probably had to have some sort of skill that was useful to the group.

154. The need to belong to a group is absolutely fundamental to any human being. The need to belong is about life or death. If you were alive during those earlier stages of human evolution and you weren't part of a group, you wouldn't likely have ready

access to food, or protection from predators. You had to be part of a group to survive. I believe that we are still hardwired to seek out a safe place within a group. That's the prism through which I see what happened at Loretto.

155. When you bring a whole bunch of boys together at the age of thirteen, you see some of these groups beginning to form. For whatever reason, some children arriving at Loretto hadn't developed the skills to integrate with new social groups as well as some of the other children had. I wouldn't hold any children to account for their own social development, but there was certainly a diversity of backgrounds given the boarding setting.

156. I wrote about [redacted] and [redacted] in my essay about bullying. Both boys were in Hope House. In the case of [redacted], he'd been home educated up until the age of about eleven. As such, my take on that is that he probably wasn't provided with the learning opportunity to know how to fit into a group. I had also been in his class at [redacted] When he arrived at [redacted] he struck everyone else as being rather odd. He didn't seem to have the skills that he needed in order to initiate friendships. Because he was odd, I think people pushed him away. They didn't want to be seen to be friends with this strange guy who really struggled to find ways to connect with anyone.

157. Some boys at Loretto might have gone to primary school in the middle of Malaysia or somewhere like that. They then arrived at Loretto. Their experience of the rules of group behaviour, the ways of forming relationships, what's acceptable and what's not, or even normative language were completely different and foreign. I think [redacted] had been to primary school in Brunei.

158. So all these different boys were flung together at age twelve or thirteen at Loretto. When you combine a lack of normative social skills in some, with a group dynamic that could be quite unappreciative of difference, what resulted was that certain boys found themselves on the outside. In those days, before one could choose to engage with like-minded others on the internet, to be an outsider there, away from the family home, probably felt like the most lonely place in the world. Amongst these, I would include

[redacted] who was in the year below me, and [redacted] They both ended up leaving. They were seen as being a little bit odd, and they didn't have the skills or a sustained and generous opportunity to integrate with the rest of the year.

159. The way that happened in practice was that there might be a group conversation going on. One of those boys might say something and then somebody else in the group might imitate what they'd said in a stupid voice. It was that kind of behaviour that was used to really tell somebody that they didn't belong. As humans, if we ourselves are on the fringes of a group, we quite often feel insecure about our own place. One brutal pattern that humans have in order to try and secure our own place in a group is to try and push someone else out. It's like two people are in deep water and neither of them can really swim. One person will push the other under in order to lift himself up. That, to me, is what bullying at Loretto was like.

160. I don't think this kind of bullying is limited to Loretto. It's a human thing. We also do it as adults. That's what office gossip is about. It's about saying, "This person we're speaking about is out and we're in." Ten year old kids who come home and ask for a particular brand of training shoes want to belong. They have a yearning, primordial need to belong. It's a survival need inherited over hundreds of thousands of years. If they don't have the right brand of shoes, they'll be pushed out of the safety of the group.

161. It happened to [redacted] and I was in his year and in his house. In my essay about bullying, I wrote about Mr Chapman realising that this was happening and talking to the rest of us. One of the prefects also spoke to us. They both asked us to bring him into the group and give him a chance. Ultimately, the die was cast in the first few weeks he was at Loretto. He wasn't given enough of a chance and he didn't have the right skills. I think all the groups were more or less set in the first term. They persisted one way or another until things changed in lower sixth form with the arrival of girls.

162. I was the [redacted] boy in my previous school. Coming into Loretto, I was scared about what was going to happen. I knew that teenagers look for difference. If a person looks a bit different, or sounds a bit different, or smells a bit different, he could

be excluded. I had been very conscious of this for a long time. I'd been through it at primary school. I'd been thrown into situations in orchestra camps where I had to make different types of friends very quickly. I'd had to develop skills to make sure that I belonged.

163. There was an incident which took place very early on in my time at Loretto, probably in the first few weeks. A boy called [redacted] came into the English class. He was making fun of me and trying to impress the other guys. I was angry. I picked him up and dropped him on the ground. We were fine after that and he never said anything too offensive to me again. That's not in my normal nature and I was quite surprised at myself, but it worked. That would not have been a tool available to [redacted] or [redacted], who were both rather diminutive boys.

164. There was a maxim that I remember from that time which may have come from my mum or dad, or just been in general currency: "Don't show them how you feel, don't react, otherwise they'll just do it again." At the beginning of third form, I remember other boys testing the waters with me. They saw an overweight boy and they thought they'd start teasing. You have to expect that teenage boys and children are going to tease each other in a boisterous way. I don't think that's exclusive to Loretto, but it was more acute at Loretto. It was more intense than it had been at [redacted] When I came in, there were a few comments about my weight. I remember being hot with rage at these comments. I can consciously remember telling myself that I needed to bury that feeling. In my head, I must have been telling myself not to react or they'd just do it again. Over time, I learned to stuff down the rage and not react, and eventually people stopped teasing me. That was my way of dealing with it. It happened a few times, but I definitely didn't report it.

165. I learned to do that very quickly, probably through the course of my first term. It was a quick learning process. Those periods of feeling hot rage just diminished. I didn't feel anything. Rather than react, I probably started to give as good as I got with whatever comment I could improvise on the spot. Because I stopped reacting, those kinds of comments did die down. There might have been the occasional thing, but to my knowledge my nickname wasn't anything to do with my weight. I was called [redacted]

The maxim was therefore true, but it doesn't account for the cost. When you ignore your own feelings it can become deeply problematic in later life. I think I adapted or, you might say, maladapted to that intensive atmosphere of teasing, being offensive or being provocative. I learned not to react. Others weren't able to do adapt to doing that and they struggled more.

166. [redacted] arrived at the same time as me in third form. I don't think he had been in the Nippers, but he may have been. Your friendship groups tended to be in the same year as you. It was more unusual to be friends with someone in a different year. Basically, [redacted] found it difficult to integrate with other people. People found him slightly odd. As these kinship groups were forming, he would have been excluded from them. Everyone is insecure at that age so you don't want to be seen with people who are considered to be a bit odd. I think [redacted] ended up being very alone in all of that.

167. There were certain times that I can remember all of us sitting around, having a laugh and that included [redacted]. It wasn't a binary position where he was excluded from everything, but I think he was probably on the end of more teasing and more exclusion than most. The reason I know that it became very difficult for him is because of when I went into one of the dorms one day, which I referred to in my essay about bullying. He was sitting on the window ledge. It was just me and him in the room. I asked him what he was doing and he told me that he was going to jump out. I got him to come in from the window ledge and we chatted for a while. I can't really remember what we said. The upshot was that he felt very alone and he was tired of feeling like that.

168. I don't remember talking to anybody about the fact that I'd found [redacted] in a suicidal state. My mum referred to it a number of years later as something I'd done that she thought was good, so I must have told my parents at some point. [redacted] and I may have gone to talk to the housemaster together. My memory is vague, but it's possible that could have happened.

169. [redacted] was upset and alone and I think he left the school at the end of that year. I don't think there was any physical bullying, but his recollection might be different. It was both passive and active exclusion. It was passive in the sense that people might

ask others to go down to Musselburgh or walk over to dinner, but just not ask [redacted]. The more active side would be [redacted] trying to join in a conversation and someone repeating what he said in a silly voice.

170. I think [redacted] left at the end of fifth form. His older brother, who was in the year above, stayed until the end. Loretto failed [redacted] but not without some attempts to help him. Mr Chapman must have been aware of what was happening and the prefects must have been aware of it. I think I can recall individuals amongst us trying to bring him in a bit more. It just kept returning to this position where he found his way to the outside or was pushed out again and again. He wasn't allowed to belong. I don't know whether the headmaster was aware of it. I would guess that if the housemaster was aware, then the headmaster might well have known about it.

171. I ran into [redacted] about a year after he left, just by coincidence. We had a chat and he seemed to be doing okay. Leaving Loretto and trying something else was probably the best thing for him. He hadn't been allowed to fit in, but he also didn't have the skills. It was partly about group dynamics and partly about the skills he'd been able to develop by the age of thirteen. It was somewhere between the two. As somebody who was in his year, I have to take some ownership of the fact that we collectively failed him and I do regret that. I can remember trying to bring him in on a number of occasions, but I don't think I tried hard enough.

172. [redacted] was in a similar position to [redacted] He was in my class in my last year at [redacted] Up until age twelve, I think he was home-schooled. He then came into senior one at [redacted] I left to go to Loretto at the end of senior one and he stayed at [redacted] going into senior two. When I was going into fourth form, he started third form at Loretto. In my essay about bullying, I have written about [redacted]'s head being banged against the walls at [redacted] I'm guessing I heard about that from my former classmates at [redacted] after I had left. I don't remember seeing that happen, but I can believe it happened.

173. [redacted]'s parents seemed to be a bit unusual. He had very limited skills in group socialisation when he arrived at [redacted] These skills hadn't really improved much two years later when he arrived at Loretto. I think he found it very hard to get anybody to engage with him. I don't think he had access to other kids in any kind of normal way in his first twelve years. He didn't have the experience of bonding with other kids of his own age. To an even higher degree than [redacted], I think he struggled to belong or to be allowed to belong.

174. [redacted] also had a very high voice, which was an invitation for everyone to make fun of everything he ever said in a very high voice. He was quite musical as well. Mr [redacted] CRD, who [redacted] got him to do some descant solos in front of the whole school. Here was a young boy singing very high treble in front of 350 rugby-loving peers. The whole thing was a set-up without either [redacted] or Mr [redacted] CRD being aware of it. [redacted] was very shy and timid. When he moved around he looked hunched over. As an adult, it occurs to me in looking back that he may have been trying to make himself less noticeable. He really struggled to belong.

175. I don't think [redacted] was physically bullied at Loretto. I think it was similar to [redacted] in that if he opened his mouth, someone would repeat what he had said in a silly voice, usually high-pitched. It must be absolutely intolerable for that to happen every time you open your mouth. It would just steamroll any self-esteem you could muster. You would feel isolated, alone, unsafe and always on the outside of things, looking in. To varying degrees, I think that was what was happening to all the boys who were known as the Munch Bunch. Of course, in those days there was nowhere else to escape, such as worldwide peer interest groups or alternative digital realities on the internet.

176. [redacted] wasn't in my year at that point, even though he was in the same house as me. I had limited interactions with him. He didn't form any lasting bonds with anybody, as far as I could see, and he also ended up leaving the school. I think he left before the end of fourth form. In my essay, I've written that there were financial reasons for [redacted] leaving, so that may have been said. That's possibly the case. [redacted] was not only excluded throughout the time he was at Loretto, he had been excluded the year that I spent with him at [redacted] and, I believe, the year

after I left. He was therefore excluded for four years across both schools. I don't want to hang all the blame for that situation on the Loretto administration. My personal opinion is that his parents may have some responsibility for the situation as well, as do his fellow pupils, including myself. It can be quite hard to engineer someone's acceptance within a group of young teenagers when they appear to that group to be so different.

177. I think the school would have known that there was a category of children who were being excluded. The fact that Mr Chapman tried to speak to us directly about [redacted] suggests to me that the school were aware and that they were trying to remedy it. I would be surprised if similar efforts weren't made in the case of [redacted] You can't force a group of teenage boys to accept somebody. They have to take that step themselves. If you are telling them that they have to accept somebody, it's almost more of a barrier to that person being accepted.

178. My dad came across an old 1934 Loretto rule book in a second hand book shop. I have provided a copy of it to the Inquiry. He bought it for me decades ago because he knew I'd been there. I didn't actually read it until the week before my private session. One thing that stood out to me was the use of the word 'ragging' in terms of the dormitory rules. It seems to me to acknowledge, even back in 1934, that boisterous teasing is a fact of life between teenage boys. I don't think we could have been too different sixty years later.

179. I would like to highlight a group of pupils whose experience I feel may have been very difficult. Girls came into the school for lower and then upper sixth. At that time, around forty girls aged sixteen, seventeen and eighteen boarded at the school along with about three hundred adolescent boys. They came from schools like St. George's, St. Margaret's, St. Leonard's and Oxenfoord, predominantly all-girls' schools. They were put into an environment where they must have experienced a huge amount of scrutiny. I don't know what that was like, but it must have been incredibly intense.

180. In the chapel, there were two banks of tiered pews facing each other. In the new part of the chapel, Hope House was on one side and Pinkie House was on the other. On

the highest tier was the upper sixth, and you went down the rows to third from. In the row in front and below the third form were the girls. The positioning was because of the way the choir was devised as singing was quite important in the school. The girls were sopranos and some of the third form also sang in the treble range. Coming in as a girl meant that all of a sudden you had more than half the school looking down on you from above, watching your every move. Psychologically, it must have been like a pressure cooker.

181. I think some things that happened to the girls were unfair. For example, in order to get a laugh from a peer, a boy might, in a passing moment, give a nickname to one of the girls. Quite often, that nickname wouldn't be very complimentary. For that moment's laughter, that girl could quite well be known by that nickname for the rest of her time at school. To be frank, she might then be known by that name for decades later to the extent that her true identity became subsumed in the nickname.

182. I'm assuming that putting a small number of girls into the school was a compromise between people who wanted the school to be co-ed and people who wanted it to remain all boys. I think it went on like that for about twenty years before the school decided to go fully co-ed. Many of those girls have gone on to thrive and I'm not speaking for them. It just seems to me that it was an extraordinary environment to put a sixteen year old girl from a girls' school into. It was such a high level of scrutiny under the adolescent male gaze. In some cases, particularly with nicknames, I think it could be very unfair.

183. There were three hundred pairs of eyes looking at what you wore, what you did with your hair, what your civilian clothes were on a Sunday. It just seems to me that that level of scrutiny was unhealthy. There may be girls who I went to school with might read this and say that they were fine with it, but others might agree with me. I don't know. It just seemed to me that it was a bit of a set-up. I think there were one or two girls who were treated unfairly around nicknames. In terms of the loss of their true identity, that's something, as an adult, I look back at with some considerable sadness. Somebody might still be known by their offensive nickname twenty or thirty years after leaving the school and you can't even remember their real name.

184. There were also boys who came into the school in lower sixth form. Two came into Hope House. I'm friends with them both today, but I would say it was a real struggle to come in at the age of sixteen to a group who had already formed their friendships at the age of thirteen. I think that must have been difficult for them. The same would apply to some foreign exchange students who spent some time in the school, including during my lower sixth year in Hope. Walking into that atmosphere with its peculiar language, and general ways of doing things, must have been overwhelming.

Reporting of abuse at Loretto

185. I think it's possible if not probable that bullying was reported when I was at Loretto. When I was a prefect in my final year, we had fairly regular meetings with the housemaster in Hope House. There was therefore a system to see how things were going in the house. Bullying was discussed and brought up. The housemaster, Roger Whait by that time, would tell us that part of our responsibility was to look after the boys coming in. He would remind us to think about how we had felt when we were in third form. He would ask us how younger boys were doing, what we were seeing out there and whether there was anybody we needed to pay special attention to. He would ask how we thought any issues could be sorted out. I would imagine that, four years earlier, this is how a prefect came to speak to my year group about [redacted].

186. My recollection is that we were very open in those meetings. If we had seen boys in younger years struggling or being badly behaved or rebellious, we would have brought it up. There would have been an open discussion about how we could resolve it. I don't know whether concerns would have been fed back to the headmaster, but I think it's possible that they were. Efforts were made to try and change things as much as they could be changed. In the cases of [redacted] and [redacted], they weren't happy and their parents pulled them out.

Leaving Loretto

187. I finished school on [redacted] 1994, my eighteenth birthday. When we were in our last year at school, our parents paid an amount of money which signed us up to the Lorettonian magazine for rest of our lives. Nowadays, it mostly comes out electronically in December of each year. When I first left, I would read the magazine cover to cover. As the years have gone on, I barely look at it. There have been six different five year groups through the school since I left. There are no teachers left there from my time that I'm aware of, so it's a completely different bunch of people. There have been school reunions every year, but I haven't attended one yet.

Life after leaving boarding school

188. Initially, I kept in touch with the people I was at school with. From the age of nineteen until the age of about thirty-five, my [redacted] became progressively more active and difficult. I became more and more reclusive and I cut off contact with most people over that time, [redacted] It was only when I worked through my own recovery around this, and since moving back to Scotland from [redacted] that I got back in touch with some people. There were a couple of people who I always stayed in contact with and probably always will. I would be able to contact many of my school peers if I wanted to. It's a strange thing, but when you've been at a boarding school for five years it's almost like family. When you do meet up with someone, even if you haven't seen them for about fifteen years or more, the pleasantries will be out of the way within a few seconds and you're back to talking about the old days. There's a familiarity there. It's a little bit like speaking to a cousin who you haven't seen for years, but you know them quite well anyway.

Impact

189. I don't necessarily see this as entirely being the fault of having been at Loretto, but I learned to stuff down my feelings in order not to react to teasing. That was something

I did that I thought I needed to do in order to survive and fit in. I might have done the same thing if I'd stayed on at [redacted] but I think it did have an impact on me. Over time, I learned to ignore my rage and not to react to other boys making comments about my weight. I lost something through that process. When you learn to ignore your feelings, you lose quite a lot of other things. It took me a long time to get that back.

190. If you look into Joy Schaverien's book, *Boarding School Syndrome: The Psychological Trauma of the 'privileged' Child*, I think that this is partly what she's talking about. There's a need to deny how you're really feeling inside in order to survive, in order not to react. What it costs you is that in order not to feel anger anymore, you also lose touch with joy and positive emotions as well. When you cut off feelings like that you can cut off all feelings and be left feeling numb.

191. When I was training as a counsellor, one of the main things I had to do when I was listening to someone was sense what was going on within my own body. At first I struggled to feel anything at all. I had to relearn, from my mid-thirties onwards, how to feel. I think that's a huge issue with boarding schools, but it's not unique to boarding schools. It's a cultural thing in the UK and other places that you ignore your feelings. It causes many problems in later life, for example connecting with your children. That didn't impact me too much because my step-daughter wasn't in my life until I'd trained in counselling and begun to learn to feel again.

192. Another impact of being at boarding school is feeling cut off from where I come from. I remember coming back from Loretto to my home town, Glasgow, in my fifth form. I was in a rush to get somewhere and I got into a taxi. I was chatting to the taxi driver and he asked if I was over from America. I don't think this was him using the Glasgow patter, I believe he actually thought that I was from America. I told him that I was from Glasgow and he was asking how I could be from Glasgow sounding like I did. That continued when I left Loretto.

193. My first job was at the [redacted] at the top of [redacted] in the West End of Glasgow. I had grown up in that area. Most of the people I worked with were from

Maryhill, Partick and Possil. I had to ask quite a few of my colleagues to repeat themselves three or four times before I would understand what they were saying and vice versa. These were people who grew up within a mile or two of me and I couldn't understand what they were saying. That is not okay and I personally feel it to be a serious impact of having been at Loretto. I do feel that led me to feel cut off from mainstream Scottish society. I've never really felt entirely at home in Scotland as an adult, and I wonder whether it's partly because of that. I'm conscious also that a huge proportion of the people I went through Loretto with now live away from Scotland.

194. When you go to boarding school, you're told that you're elite and that you're different. It's not necessarily said explicitly, but I believe it's understood through an accumulation of experience. You start to believe it. It separates you out. But it's not the 1920s anymore. There is no appetite in Scotland in public life, in business or in politics to be led by people with plummy accents. I've noticed that a lot of people that I was at school with have emigrated, including me. I wonder whether they have left Scotland because they don't feel fully accepted. One of the reasons parents would send their children to Loretto was because it was presented as an opportunity for their children to become part of the Scottish elite. I don't think there is any appetite for a boarding school-educated elite in Scotland any more.

195. I got a bursary and a scholarship to attend Loretto and I am grateful for that. I was offered a huge opportunity that isn't available to many people. How many people can go to school, decide that they want to get into photography and discover that there's a dark room for them to develop their own photos? We were encouraged to do things like that. However, at times, I have recognised in other people that I was an interesting figure because I came from Glasgow but I didn't sound like I was from Glasgow. To some degree, there was resentment, which I think I can understand. I don't think it's fair that there's a massive disparity in educational opportunity across society.

196. When an institution tells the children coming through that they are an elite, not necessarily verbally, it's also cutting them off from the rest of society. I found it quite hard, particularly in my twenties, to get past that. A lot of my contemporaries from school work in very ordinary jobs around the world. When we talk about that, I think

some of them feel that they've failed because that was not the expectation of either the school, nor of their parents. I don't think many people will be crying tears for somebody who had a privileged education and now feels cut off, and I understand that. At the same time, I am sad about it.

197. I am friends with a number of people who were in my year at Loretto but started in E form, aged eight. I think that after ten years of boarding school life, some of them took a very long time to adapt to life outside of Loretto. It took them decades to really find their feet. I see that as a particularly marked pattern within the group who started at boarding school very young. It's been a real challenge for some of them.

198. The first ten years after school could be characterised by reminiscing about the good old days and recycling stories about what we got up to. More recently, conversations with a small number of people have moved onto what kind of impact our boarding school life might have had. The conversation has moved on with age and there is only a small percentage of my contemporaries that I am in touch with who would send their own children to boarding school, which is more or less an academic discussion for most of us, given the fees.

Records

199. I've never had any cause to recover my school records.

Lessons to be learned

200. I think it was inevitable that Loretto needed to shift from peer over peer supervision to having staff more involved in that. Loretto probably went through that transition quite a long time ago. Even in that though, something may have been lost. One of the best things you can do for a child or an adolescent is to give them real responsibility. It's a hugely important part of their learning experience. I have mixed feelings about taking that away. Pupils disciplining other pupils needed more of a guiding hand from staff,

although there was a philosophy behind pupils being given that level of responsibility in the first place. The intention of that was to allow them to develop as people. Unfortunately, something was lost in terms of absolute safety.

201. On the one hand, I understand that in terms of absolute safety of children, more scrutiny and more supervision needed to come from staff. On the other hand, when I went to university and I had to do my first group presentation, it was no problem for me. The idea of speaking to a group of people was easy for me because I had been given responsibility to speak in front of the whole school. I had to do that and I had to get through that when still at Loretto. I saw my peers at university literally quaking with fear about the thought of presenting to five of their peers, whereas to me that was nothing. There's something lost when you take away that responsibility, but I do understand that it had to happen.

202. I think it is absolutely vital that all staff are trained in child protection. I remain unsure about the fact that just because somebody has a Post Graduate Certificate in Education (PGCE), that makes them a good teacher. I'm pretty sure that not all members of staff had a PGCE when I started at Loretto. There's a limited correlation between educational training and being a good teacher. While I understand that it's vital everybody has a PGCE and a good teacher with a PGCE is even better than a good teacher without one, I would be very sad if it meant that I lost some of the teachers that I found to be inspirational. They didn't have teacher training, but they were fantastic educators. I hope we don't lose something in that.

203. It's vital that all teachers and school staff have training in child protection. Child safety should be put at the front and centre of all child policy. Children need to feel safe and must have opportunities to belong.

204. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed..... LLB [redacted] .....

Dated..... 30 June 2021 .....