

Wednesday, 5 May 2021

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(9.00 am)

LADY SMITH: Good morning. Welcome back, and thank you for attending an hour earlier this morning, that is very helpful.

Mr Brown, where are we?

MR BROWN: My Lady, good morning. Today we have three witnesses, two by live link and one in person later this morning. We start early this morning because of timescales elsewhere on the planet.

LADY SMITH: Indeed.

MR BROWN: Today's first witness is anonymous and using the name "Alex". I understand the technology works and we can see Alex before us.

LADY SMITH: Good morning, Alex.

THE WITNESS: Good morning.

LADY SMITH: Thank you for joining us over the link.

I understand you may not be able to see us at the moment, is that right?

THE WITNESS: I can see you.

LADY SMITH: Oh good. There may be a bandwidth difficulty, and it might come and go, but let's make the most of being able to see each other just now.

I would like to start, if I may, by having you swear to tell the truth, please.

1 "ALEX" (affirmed)

2 (By video link)

3 LADY SMITH: I am going to hand you over to Mr Brown in
4 a moment, but can I just say if you have any problems at
5 all, whether with the link or otherwise, or you want to
6 have a break, please don't hesitate to let me know. It
7 is very important that you are able to give your
8 evidence as comfortably as you can.

9 A. Okay.

10 LADY SMITH: So unless you have any questions for me at the
11 moment, I will hand over to Mr Brown, and he will take
12 it from there. Is that all right?

13 A. That is fine.

14 LADY SMITH: Thank you very much. Mr Brown.

15 Questions from MR BROWN

16 MR BROWN: Alex, good morning.

17 A. Good morning.

18 Q. I think you have before you a copy of a statement you
19 gave to the Inquiry, is that correct? Or in fact two
20 statements?

21 A. I do, yes.

22 Q. That statement was given we know, the full statement,
23 that is, in June of 2020?

24 A. Yes.

25 Q. And the follow-up statement, which addressed a number of

1 questions that we had asked you, is dated 7 July. What
2 is common with both statements is they end with a final
3 paragraph that reads:

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

8 Is that correct?

9 A. Yes, that is correct.

10 Q. And you signed both statements to confirm that?

11 A. I did.

12 Q. Thank you very much indeed. Obviously you are on the
13 other side of the world now, but we understand you were
14 born in Yorkshire?

15 A. Correct, yes.

16 Q. In 1950. So you are now 70, is that correct?

17 A. That is right.

18 Q. Essentially, and we will come back to this in your
19 professional background, you have lived on the other
20 side of the world for most of your adult life because
21 you moved there after university?

22 A. That is correct. Since I was about 26, I think.

23 Q. Yes. Thank you. You are a doctor, and obviously we
24 know from what you are going to tell us today, from
25 reading your statement, that you were quite a bright

1 boy. Is that a fair point?

2 A. Yes --

3 Q. Sorry -- carry on.

4 A. That was a two-edged sword.

5 Q. Yes, we will revisit that. But because of that
6 brightness, you were sent off to prep school when you
7 were 7?

8 A. Yes, that is correct.

9 Q. I think on page 2 of your statement, paragraph 6, you
10 make reference to being bright, and you say it was
11 different times in those days and going to boarding
12 school was considered the right thing to do.

13 A. Yes.

14 Q. You say that you asked your mum once why they had sent
15 you to boarding school:

16 "... and she told me it was just what was done."

17 A. That is right, society was different then. Certainly
18 with my own two kids, I would never send them to
19 boarding school, and always picked them up from school
20 afterwards. It didn't suit me very well to go to
21 boarding school.

22 Q. The first boarding school you went to was in Yorkshire.

23 A. Yes.

24 Q. And you set out the details in your statement, we
25 perhaps don't need to go into particular detail, but it

1 was an odd school in the sense that the conduct of the
2 **SNR**, looking back, was somewhat peculiar, is that
3 fair?

4 A. I think so. I don't -- this is all with hindsight, 70
5 or 60 years later. I don't think he would get away with
6 his behaviour now. He may have had the best of
7 intentions but, in retrospect, one wonders.

8 Q. Because I think, reading it short, he would sit boys,
9 including you, on his knee and would touch your
10 genitals?

11 A. Oh, yes, yes, he would.

12 Q. I think, as you said at the time, it was all terribly
13 innocent, but it led little boys to do the same one to
14 another?

15 A. I think so, yes. There was certainly no -- there was no
16 feeling of shame or anything about the sort of
17 childhood, you know, playing with each other at that
18 school. It was never thought to be a big deal, to be
19 honest, it was just what you did. There wasn't a huge
20 amount of it, but it there was and ...

21 Q. I think, as you say, in a sense, that led to you and the
22 other pupils thinking that this was not in any way
23 unusual, to do that sort of thing?

24 A. Yes, I think so. Certainly when I went to Loretto
25 I didn't have any kind of feeling that -- I didn't have

1 any feeling of shame about it, if you like.

2 Q. No. Okay. But you moved, I think, we understand, in
3 1963 to Loretto, at which point you would have been
4 perhaps 12 or 13?

5 A. I was about 12 and a half, I think.

6 Q. And again, do you know why Loretto was chosen?

7 A. Yes, because my father, who is Scottish, from a big
8 Scottish family, wanted me to go to school in Scotland.

9 Q. Did you have any say in the matter or was that just
10 a decision that was taken?

11 A. No, no, I just -- I had no say in it. I just went.

12 Q. You just went.

13 A. Yes.

14 Q. Okay. Were you taken to Loretto by your parents or did
15 you travel alone?

16 A. I think the first time I was taken, I remember that
17 much. Thereafter I think I just went by train.

18 Q. You give a description of the school, and we have
19 obviously seen photographs of it, but I think you spent
20 most of your time in Pinkie House?

21 A. Yes, I did. I moved from Schoolhouse, which was the
22 main one, where we all ate in the dining rooms and so
23 on, and off to Pinkie after that.

24 Q. If I can just ask you some questions about the school in
25 general terms. I think you say at paragraph 17 of your

1 full statement:

2 "The school was run on very formal, structured lines
3 at the time."

4 And we heard yesterday that it was quite
5 a regimented and disciplined environment, is that a fair
6 summary?

7 A. That would be a fair summary, yes, it was.

8 Q. The bandwidth is a little haphazard but I will try and
9 show you a document, just to perhaps remind you of that
10 period. This is SGV-000067184. And if we could look,
11 please, at page 12 first of all.

12 A. Can you see me okay?

13 Q. Yes, we can see you fine, Alex. Can you see us at all?

14 A. Yes, it's fine at this end.

15 Q. Do you see the photograph that has been displayed?

16 A. Yes, that is right.

17 Q. That, I think you will recall, is the dining hall?

18 A. I do recall it, yes.

19 Q. You talk about the long tables.

20 A. Yes.

21 Q. And boys would sit down either side, with one or two of
22 the younger ones serving everybody else at the table.

23 A. That is right, yes.

24 Q. Was that service a routine for young boys?

25 A. I think so, yes. I think it was just the normal sort of

1 thing. That is what we did, yes.

2 Q. Did it seem in any way odd to you that you were -- when
3 you were a young boy, you would have to serve other
4 people?

5 A. No. I was 12, what did I know? It was just -- that is
6 what you did.

7 Q. Presumably, as you got older, other people served you?

8 A. Indeed. Yes, they did.

9 Q. I think we also know that, and we heard this yesterday
10 from a number of people, one of the particular things
11 about Loretto was your day started with a cold dip?

12 A. Yes, I remember that very well.

13 Q. As a medical man, do you see the benefit of that with
14 hindsight?

15 A. Well, it didn't do me the slightest bit of good, I can
16 tell you that.

17 Q. All right.

18 LADY SMITH: Don't tell me you have given them up, Alex,
19 have you?

20 A. I gave them up the moment I left.

21 MR BROWN: If we could look at one other photograph, Alex.

22 Page 14.

23 A. Oh, yes.

24 Q. That I think was once your bedroom?

25 A. Yes, that is Pinkie. The long gallery it was called, or

1 something. A remarkable ceiling, it really was amazing.
2 80 feet long, that was.

3 Q. Although the rest of the room looks rather more like
4 a barrack block, certainly in the 1950s?

5 A. That is just how it was, yes. The beds were fairly --
6 it was iron bedsteads and -- yes, just like that.

7 Q. I think, thinking about the school, obviously you
8 no doubt enjoyed particular parts, but you make the
9 reference to the fact that you had hobbies in your
10 leisure time, you became really interested in radio, and
11 you managed to get your Morse code licence when you were
12 13, so there were options open to you, is that correct?

13 A. Yes, none of that was encouraged, I just did it. I was
14 playing around with radios and electronics since I was
15 about 8, I suppose. And when I went to Loretto,
16 I just -- I think I told you there was [REDACTED] there,
17 he was interested in radio as well, and we teamed up,
18 and they let us use one of the labs to play around in
19 and make things. I got my Morse code and my radio
20 licence shortly after that. But there was no -- as
21 I say there, we wanted to do that, I wanted to do it,
22 and they said, well, you can only do it if you get an A
23 in physics and biology, or something like that, I can't
24 remember now. Anyway, there was no way that was part of
25 the curriculum.

1 Q. But a carrot was offered to you if you did well in your
2 exams?

3 A. Yes. Quite smart, I suppose.

4 Q. And you did do well, obviously?

5 A. Yes, I didn't have too much trouble with academic work.

6 Q. No. Was it an academic school?

7 A. No, not particularly. No, it was more to do with sports
8 and discipline and singing. The whole school was, and
9 still is I think, in a choir, and they are quite famous
10 for their singing. But there wasn't a huge emphasis in
11 those days on academic work.

12 Q. But for you, academic work, it might be said, came
13 relatively easily?

14 A. Yes, that is right, I was a smart kid, and I certainly
15 wasn't interested in sports and any of that stuff.

16 Q. Given the nature of the school being interested in
17 sport, did that have an adverse effect on you because
18 you weren't?

19 A. Oh, yes. I was relegated to the gentlemen's 13 for
20 rugby. I just had no interest in sport at all.
21 I couldn't play the games, wasn't interested in the
22 games, and so ... There was no great persecution about
23 it, but I was thought to be just not part of the chaps,
24 I suppose.

25 Q. So that led to some sort of distinction amongst the

1 pupils, you weren't sporty?

2 A. I wasn't sporty. There was a bunch of us, a small bunch
3 of people who didn't care, and I was one of them.

4 Q. One last practical question. In terms of contact with
5 your parents whilst you were at boarding school, how
6 easy or otherwise was that?

7 A. I could ring them up if I wanted, I could write letters.

8 My mum was pretty good at ringing me, but I can't
9 remember quite how that happened. Maybe I rang her and
10 did reverse charges or something. I think there was
11 a telephone in the school hall somewhere, just outside
12 that dining room, and I used to ring them up on that.
13 Then after I had got used to getting there, I used to go
14 down on the train to York and they would pick me up from
15 there and take me out.

16 Q. You have touched briefly on discipline, and you agreed
17 that it was quite a discipline-regimented society. Did
18 you have any concerns about the level of discipline?

19 A. What, at the time?

20 Q. Yes.

21 A. Yes. I didn't -- I thought there were pretty silly
22 rules, but I wasn't a particular rebel or anything like
23 that, I just didn't see the point of a lot of them.
24 Rules for the sake of it.

25 Q. But you played along?

1 A. Yes. Yes, I played along. There was nothing to gain by
2 being a rebel. Just play along.

3 Q. I think we understand there was a fair element of pupil
4 discipline by prefects, either house or school?

5 A. The prefects had quite a lot of power over us. So, yes,
6 there was quite a bit of pupil discipline.

7 Q. And I think in your day prefects were still allowed to
8 beat other boys with canes?

9 A. Yes, they were.

10 Q. Did that change at the time you were at Loretto?

11 A. Not while I was there, no.

12 Q. No. Okay.

13 Turning to other matters, you mention in your
14 statement that obviously this was an all-boys school,
15 and there was, and we heard about this yesterday,
16 a degree of obviously sexual development and, in the
17 context of the boys' school, a certain amount of
18 homosexual behaviour, is that your recollection?

19 A. That is right. We were young boys going through
20 puberty, so naturally the hormones were fairly strong at
21 the time and, yes, there was sexual behaviour going on
22 at the school.

23 Q. We understand that in the dormitories there was a range
24 of ages?

25 A. Hmmm.

1 Q. So it wasn't just your year group, for example?

2 A. Oh no.

3 Q. I think it was what is described as vertical grouping,
4 where you would have younger boys in with older boys?

5 A. Yes, there was a head of dormitory. That long gallery,
6 for instance, had a big range of kids in it, because
7 there were quite a few in there. And to be head of
8 a dormitory was quite a thing. So there were older
9 and younger boys and small boys there.

10 Q. All right. I think, as you tell us on pages 10 and 11,
11 within the first night or two of starting at Loretto,
12 a 15- or 16-year old boy within your dormitory tried to
13 sexually assault you?

14 A. He did. He was the head of the dormitory and the other
15 kid was the sub-head, if you like. I think there were
16 four of us, four little kids, and these two in the
17 dormitory.

18 Q. Yes. And on that first or second night, both the head
19 and deputy head assaulted you?

20 A. That is right.

21 Q. I think the attempt I refer to was they did some things
22 and tried to do others but didn't succeed?

23 A. They tried anal penetration but that didn't work.

24 Q. And you were 12 and a half at this point?

25 A. Yes, I went there when I was 12 and a half so I wouldn't

1 be much older then.

2 Q. Did such behaviour continue?

3 A. It continued for a while. As I said in my statement,
4 I can't remember how long it went on for. Yes, it was
5 a long time ago. I can certainly remember the first
6 event, and I can remember other events, but I can't give
7 you any more details than that. I just can't remember.

8 Q. In general terms, and I know this is something you
9 address in your second statement, you were saying that
10 in the dormitory at night you could hear on occasion
11 movement between beds and that was considered normal?

12 A. Well, yes, that was in the long gallery, in Pinkie.
13 And, yes, it was -- there was a certain amount of
14 giggling about it at the time and so on, but it wasn't
15 something that anybody put a stop to.

16 Q. Was there any teacher presence in any material way
17 during the nights?

18 A. No. I think -- I can't remember now, it would be silly
19 for me to ... Somebody came along and checked us and
20 turned the lights out, but whether that was an elder
21 prefect or the housemaster or what, I don't know.

22 Q. I think we touched on your experience at your prep
23 school where, in a sense, conduct -- or boys touching
24 boys had become not unusual, and that didn't help when
25 you got to Loretto, is that a correct statement?

1 A. Yes, it was all sort of very innocent at prep school.
2 We just didn't know any different. I think that is part
3 of the problem, you know, that -- and it is not unusual
4 with child-on-child sex abuse, as far as I know, that we
5 were small and innocent kids and we just played around
6 at prep school, and then I moved on to public school,
7 got assaulted, and largely because I was innocent
8 I didn't see any particular opprobrium in it. I wasn't
9 told any of that, and it just -- it came back to bite
10 me, I'm afraid.

11 Q. I think at paragraph 68 on page 11 of your statement you
12 say:

13 "Early on I was given the name [REDACTED] because
14 of my acquiescence in relation to the abuse, and the
15 consequence of that was that I was basically ostracised.
16 That nickname lasted throughout most of my time at
17 Loretto and was really pretty devastating."

18 A. That is right.

19 Q. So what you are saying, the name and being ostracised,
20 was that worse than the physical abuse?

21 A. Yes, the sexual abuse never had any lasting effect on
22 me. I wasn't turned into homosexual behaviour, I was
23 always heterosexual, it just wasn't terribly
24 interesting. By far the most serious thing was this
25 nickname [REDACTED] and the consequences of being

1 called [REDACTED]. It was pretty devastating for
2 this innocent little 12- or 13-year old going through
3 puberty at an all-boys school, where I wasn't sporty and
4 I was quite nerdy and a bright kid. That was the
5 essence of what happened to me, I think, and it has
6 lasted -- the effect of that has lasted throughout my
7 life.

8 Q. Yes. If we may, we will come back to that in a little
9 while.

10 Practically, how did that, being ostracised, how did
11 that work? Were you just simply left isolated by
12 everyone?

13 A. I was -- no, I had some friends, about half a dozen
14 decent friends, I think. But the thing is that people
15 would call me [REDACTED] or [REDACTED], and it was
16 shouted out in class or shouted out on the field or
17 something like that. It just became a nickname that was
18 used all the time. But of course the -- the meaning of
19 that nickname everybody knew, and once you get that name
20 it sticks, of course. You can't undo that.

21 So it was something that, yes, people -- I guess
22 when I grew bigger, I was probably 16 or 17, it faded
23 away a bit then, but they still called me [REDACTED],
24 I think, as far as I remember.

25 Q. I think you make reference to the fact that the masters

1 obviously knew the name too, because on occasion you
2 would be called [REDACTED] by a teacher?

3 A. Yes, I can remember two teachers doing that, and a bit
4 of sniggering in class when he said that, so clearly --
5 sorry.

6 Q. No, carry on.

7 A. So clearly the masters knew about it, it would be hard
8 not to, but clearly the masters knew about it and were
9 prepared to use it in class. And that is -- of course,
10 it changes the whole thing to a different level of,
11 I don't know, opprobrium or whatever you call it, but to
12 be called that by a master in class was -- I still
13 remember how I felt about it. So, yes, it was a bit
14 difficult.

15 Q. How did you feel about it?

16 A. I felt a lot of shame, I felt very exposed, and
17 I felt ... persecuted, I suppose. The feeling of being
18 other and persecuted lasted throughout -- I was there
19 for about four years, maybe four and a half years, but
20 it certainly lasted through about three years until
21 I became a bigger kid and could stand on my own two feet
22 to a certain extent, but by then the damage had all been
23 done. I did feel very ostracised at the time.

24 Q. Did you feel you could talk to anyone about it?

25 A. No. No, the only person -- there was a kid who was

1 assigned to us when we started at the school, sort of a
2 little -- sort of a bigger brother type person. I can't
3 remember who that was, but it was certainly somebody who
4 I didn't talk to about the abuse when I was first there,
5 and I don't think I talked about much. The only other
6 person was the head of Pinkie House, the master in
7 charge there, and he was a pretty religious chap and
8 quite formal, certainly not somebody you could sit down
9 and have a cup of tea with or anything. So, no, there
10 was nobody really I could talk to.

11 Q. Did you ever even think about trying to talk to the
12 housemaster, or was that just a non-starter in your
13 mind?

14 A. It was a non-starter. He wasn't that kind of a guy.

15 Q. You have talked obviously that as you got older you
16 began, to use your words, to stand on your own two feet.
17 You have confirmed, and we know, that you were doing
18 well academically. I think as you put it in
19 paragraph 76:

20 "I had really lost interest in the school and had
21 four acceptances for six of the universities I applied
22 to. The school offered me prefectship and head of
23 a dormitory but I wasn't interested. I was happy to
24 go."

25 A. That right, yes.

1 Q. But I think at that stage you wanted to do an Oxford
2 scholarship, so that meant going on somewhere else?

3 A. Yes, I had to -- I forget now, I think I did pretty well
4 in physics and biology, and Oxford required chemistry as
5 well, so my parents -- they sent me to Millfield, and
6 the only reason for going to Millfield was to pass the
7 Oxford scholarship academic entrance qualifications,
8 which I did. So I was there for a year.

9 Q. And -- carry on.

10 A. As far as Loretto went, in the last 18 months I'd just
11 had enough of the place. Clearly I wasn't being given
12 the academic challenges I wanted, clearly I didn't fit
13 in with the people, clearly I was -- sports was of no
14 interest to me.

15 I was in the Army as well, in the cadets, which
16 again was -- I just thought it was pointless. I never
17 did very well. I took up radio in the cadets so
18 I didn't have to go and march around in the rain, which
19 I thought was pretty smart --

20 Q. Was there a signals hut?

21 A. Yes, so I could sit and eat chocolates in a nice little
22 hut. There was a thing I remember very well, and that
23 was the whole school was marching around this great big
24 football field, 200 or something, and the little
25 sergeant fellow in the middle stopped the whole lot and

1 he said [to me] "Come here", and I walked over. He said
2 "Do you realise you were the only boy out of step?"
3 And I did realise, actually, because I couldn't march
4 very well, but it is a good allegory of my time at
5 Loretto.

6 Q. I think you sum up your feelings in paragraph 77:

7 "The only preparation for life after Loretto was
8 teaching us to abide by the rules and play the game. It
9 was a typical end-of-the-Empire British public school.
10 There may have been some voluntary classes in the last
11 year for preparation for university, however, if there
12 were, I can't remember them."

13 So the focus didn't suit you?

14 A. No, it didn't, no. I did blame my parents at the time,
15 but not later. I mean, having grown up, brought my own
16 kids up and sent them to school, I am much more in tune
17 with what they were trying to do. And they were people
18 of their time.

19 I think one of the problems was that my parents had
20 no knowledge of any of this stuff going on. The school
21 was in loco parentis, and my parents could quite
22 reasonably expect the school to look after me and stop
23 me being abused, and so on and so forth, but the school
24 was not able to do that. So, yes, it was end-of-Empire,
25 and my parents were end-of-Empire, I guess, at the time.

1 Q. Obviously from that you didn't feel able to tell them
2 either?

3 A. No, we never talked about sex. They were very -- they
4 had the sort of British upper middle class attitude,
5 especially my mother. We had some servants at home, we
6 had a big home, it was very nice, and we had a cook and
7 a chambermaid and a gardener, and we had a chauffeur for
8 a bit, and we had silverware on the table and Old
9 Masters on the walls. So it wasn't that kind of a cosy
10 little chat sort of lunchtime.

11 Q. It was formal too?

12 A. Yes, it was pretty formal.

13 Q. But I think, going back to your Oxbridge scholarship
14 year, you found, and you mentioned the school,
15 Millfield, which is in the south of England, that was
16 a whole different experience?

17 A. Oh, it was completely different. Absolutely. I don't
18 think Millfield is like it now, but in those days it was
19 run by an autocratic chap called Meyer who basically ran
20 the school pretty well ad hoc according to what he
21 wanted to do.

22 I don't know how much you know about Millfield, but
23 at the time when I was there he taught the sons and
24 daughters of Middle Eastern potentates and Arab sheikhs
25 and what-not, and he basically said "I will teach your

1 kids and I will charge you a huge amount of money and
2 I will use that money to teach other kids", and that is
3 how it worked. So you had access to the best of
4 education, the best of teachers, and the school fees
5 were set by the headmaster at the first interview, and
6 he just said to my parents "I will charge you what you
7 paid at Loretto", and that is it.

8 Q. But I think the ethos was very different?

9 A. Totally. Yes, he said to me -- I did -- I crossed a few
10 boundaries as a schoolboy, criticising the masters and
11 stuff, I suppose a bit of a rebel. I didn't run amok or
12 anything. He said "Look, as long as you are dressed
13 properly, as long as you are reasonable and don't bring
14 a bad name upon the school, you can do what you like.
15 You can do nothing if you like. The only thing you have
16 to do is pass the Oxford scholarship exams, basically
17 you have to do that, but the rest of the time is your
18 own". It was magical for me.

19 Q. It was magical.

20 A. Oh, yes. There was no school uniform, nobody cared if
21 you walked on the grass or not, there were no cold
22 baths. I had a car and I could smoke. It was a
23 completely different attitude. You were treated --

24 Q. And there were girls?

25 A. There were girls, yes, there were girls.

1 Q. I think you sum it up by saying you had a whale of
2 a time?

3 A. I did. Academically it was -- I could go to whatever
4 level I liked. Personally could I develop much more.
5 I was still terribly shy and never really fitted in with
6 groups, but, yes, I could do what I liked really, within
7 bounds. He just said "You've got to behave yourself",
8 which I did.

9 Q. You mentioned earlier that the time at Loretto had an
10 impact on the rest of your life?

11 A. Hmmm.

12 Q. Obviously I touched on this. You studied medicine and
13 moved to Australia, and you have practised medicine in
14 a variety of ways, and other things, and included in
15 that you were a [REDACTED] of health for various
16 Australian state prison services.

17 A. Two of them, yes.

18 Q. Yes. So your experience, obviously professionally, is
19 of interest to us because of the insights you have
20 gathered throughout your professional life as well as
21 your own life, you understand that?

22 A. Yes.

23 Q. You say at paragraph 87 on page 15 that the effect of
24 your social ostracism at Loretto persisted into adult
25 life. Can you tell us a bit more about how?

1 A. I think at this age, 70, you have sort of developed, and
2 so on, and you have a fairly good perspective over your
3 life. I have done a lot of things in life. There are
4 really two parts to my personality I think, or two main
5 parts, as far as I can see. One is shyness, I am quite
6 shy. I can stand up in front of 5,000 people and give
7 a good lecture, that is not a problem, I don't care
8 about that, and I can run a big prison health service,
9 there is no problem there. But you put me in the
10 tearoom at 5 o'clock at the end of the week to have
11 a few drinks with the guys, and I run a mile.

12 There is one of your comedians I watched
13 a documentary about on shyness, and this guy can -- he
14 is a stand-up comedian and he can stand up in front of
15 10,000 people and keep them amused for two hours, but
16 then he can't go into a coffee shop, and I am much the
17 same. So there is that part of my personality. It has
18 got better as I got older.

19 The other part of my personality is the inability to
20 trust people, the inability to fit in with a group and
21 to feel I am part of, anything and that is -- that
22 I ascribe to my adolescence and it has never really gone
23 away.

24 Q. So are you saying the shyness was inherent in you, but
25 it was the second part, the adverse impact has really

1 come from your time at Loretto?

2 A. That is right. I don't suppose Loretto helped with the
3 shyness. Being ostracised in a group of schoolboys can
4 be quite cruel. I certainly didn't get any practical
5 experience in joining a group or fitting in with a group
6 there and so on. And a lot of people are shy, and it's
7 much the same experience for all of them. But the
8 inability to trust people, I think, comes from my
9 experiences as an adolescent at Loretto. It was just
10 very, very hard to form any trusting relationships with
11 people.

12 I think I was -- my trust in people was betrayed by
13 the elder boys who abused me and then brought it all out
14 into the open, and I had a nickname which everybody knew
15 was due to my sexual proclivities, which was greatly
16 exaggerated, as it happens, and was also innocent, but
17 it is very hard to trust people, your contemporaries, if
18 that sort of thing happens to you, so that is a very
19 different part of me. And I know it wasn't like that at
20 Terrington, I was only a 7-year old kid then, but
21 I didn't have any trust issues then.

22 Q. Okay. I think going back to the issues of shyness, you
23 do say at paragraph 112:

24 "Had I not been tainted with the label
25 I think I would have continued to be socialised during

1 adolescence."

2 A. Yes, I think --

3 Q. Carry on.

4 A. As I say there, a guy with a pretty high IQ, nerdy
5 interests, a small kid who didn't do any contact sports,
6 and so on, was never going to be the life and soul of
7 that particular party. But I think I would have fitted
8 in, everybody has a chance of fitting in in adolescence,
9 and certainly -- certainly the other kids sort of seemed
10 to fit in with groups and so on there. So I would have
11 been shy, but I would have had a bit of a crack at
12 fitting in socially, I think.

13 Q. Looking back, I think, looking at paragraph 105, you say
14 there were red flags which the school should have picked
15 up on?

16 A. Yes. Nowadays it's a very different milieu, and a kid
17 in my situation, one would hope, would never experience
18 those sorts of things at school. Maybe they do, I don't
19 know. But if you go back to the 1960s, I was a smart
20 kid, they knew that. I was basically being put up for
21 two years ahead of my contemporaries. I got a name
22 which was significant, it marked me, if you like, and
23 the masters obviously did know, or some of them did. It
24 is hard to avoid the inference that the school would or
25 could have known that there was something going on that

1 they should have taken some account of.

2 Q. Did you get any sense, thinking back to that period,
3 that the school were in any way looking out for such red
4 flags?

5 A. Not at all. No, no. As I say, it was a school which
6 concentrated more on playing the game and keeping
7 a stiff upper lip and all the rest of.

8 I did go back and ask one of the masters -- years
9 later I went back and one of the masters who was there,
10 a sort of rugby-playing character, he was the English
11 master I think, and by the time I went back he was
12 middle-aged, and I went and said "Why did you all
13 concentrate on sports to the exclusion of everything
14 else and all this masculine sort of stuff?" And what
15 struck me then was he still adhered to the same view.
16 He said "Well, it did you good. And why shouldn't we?
17 Because it was what we were teaching that did you good".
18 I was the complete antithesis of that.

19 LADY SMITH: How would he know that it did you good?

20 A. One didn't ask questions like that at those times,
21 I don't think. Everybody knew that it did you good.

22 LADY SMITH: That was received wisdom, was it?

23 A. I think it was. It is not something you questioned
24 anyway.

25 LADY SMITH: No.

1 A. It is a bit like, you know, going to chapel, which we
2 did twice on Sundays or three times on Sundays and once
3 in the week. It was all supposed to do you good. That
4 is just what happened.

5 LADY SMITH: Yes.

6 A. You put up with it.

7 LADY SMITH: Mr Brown.

8 MR BROWN: Yes, everyone just went along with it, including
9 those running the school.

10 A. Indeed, yes.

11 Q. In that regard, touching on your experience in the
12 prison service, you make reference to the concept of
13 a healthy prison?

14 A. Yes.

15 Q. Could you expand on that and how it might transfer
16 across to a school?

17 A. Yes, that was interesting. I did a big study on suicide
18 in West Australian prisons, which was a consequence of
19 there being quite a few suicides when I was the
20 [REDACTED]. They tended to focus on health as being
21 responsible for all the suicides, but it wasn't, it is
22 essentially unpredictable event. But the interesting
23 thing that came out of that was that if you have
24 a prison which is -- where people are looked after,
25 where they know they can be cared for -- I mean, prison

1 is a pretty hard environment, I have to say. That if
2 you have what you might call a healthy prison, which
3 means that the guards are looking out for the prisoners,
4 that there is enough access for the ostracised or
5 marginalised prisoners to have contact with somebody to
6 talk to, if necessary, then -- and you know the way the
7 prisons are -- a lot of it is to do with the way the
8 prison guards treat the prisoners and the way fellow
9 prisoners treat them. The whole way the system works,
10 if it is a more friendly, caring system, and the
11 prisoners know that, then there is a decrease in
12 suicides.

13 Prison is all about depriving people of liberty, it
14 is not about punishing people, and the prisoners tend to
15 do much better -- you would have to look all this stuff
16 up if you really wanted to know, but essentially the
17 prisoners tended to do much better when the suicide rate
18 was lower, and it can be achieved, and some prisons
19 manage to do that. We certainly had a go at it at West
20 Australia. Tasmania was a bit more difficult. Tasmania
21 was about one hundred years behind the rest of the
22 country in many ways at the time.

23 There are prisons that are very punitive, like the
24 prisons in, well, Russia, for example, and there are
25 prisons that are much less punitive, and some of the

1 English ones are less punitive, and you can add in
2 Denmark and Switzerland and so forth. Anyway, you get
3 the idea, there is a different way of running a prison
4 that will support people who are in a pretty bad place,
5 especially the young ones.

6 Q. You have mentioned the word "supportive "or "support"
7 several times. Is that the key?

8 A. It's support and the way the prison is run. So on one
9 hand suppose you have a prisoner who has just been
10 beaten up or has been ostracised, or for one reason or
11 another his girlfriend has dropped him, or whatever it
12 is, and he needs to go and talk to somebody. If he
13 knows that is available and the guards are able to
14 facilitate that, then it's a very different -- that
15 is one thing, that is one thing about it. If you have
16 a prison where the cells are cold, they are small, they
17 are overcrowded, the walls are cracked, the water is
18 cold, the food is dreadful, that is the other part of
19 it. So you put people who -- prisoners are by no means
20 all flawed -- not flawed people, I don't mean that, I
21 mean susceptible people, there are a lot of very hard
22 prisoners. But if you put the prisoners who are
23 susceptible to being changed by the prison into
24 an environment which is hard, never mind what the guards
25 are doing, never mind the regime and so on, which is

1 a hard place, you are going to affect them badly, and
2 there are some prisons I have seen that, you know,
3 really are pretty bad. Then the other part of it is how
4 the prison is run.

5 So it's run in different ways depending on the
6 acuity of the prisoners as well -- or not the acuity,
7 the seriousness of the crime. So there is a very big
8 difference between a high-security, maximum-security
9 prison, where you put all the murders and the
10 psychopaths and all the rest of it, and a prison farm,
11 for instance, where people are expected to stay within
12 the bounds of the prison and are generally looked after
13 and treated a bit more as adults or normal people.

14 So it's a complicated subject, but I think the idea
15 of healthy prison really encapsulates the idea that the
16 physical aspects of the prison, the regime of the
17 prison, and the amount of help that is there, can do
18 an awful lot to mitigate against prisoners, at any rate,
19 suffering more than just a deprivation of liberty.

20 Q. Is there another aspect to this, which is also in terms
21 of the prison system but which may reflect back to what
22 you were talking about in terms of Loretto, that the
23 prison staff must be open to noticing things?

24 A. Yes.

25 Q. And, to use your words about Loretto, spotting the red

1 flags?

2 A. Very much so. And actually in prisons nowadays, at
3 least when I was there, I was in prisons for about seven
4 years, there was much more emphasis on spotting red
5 flags, especially since all the suicidality came on.
6 There is much more emphasis. The guards are expected to
7 be aware of and be able to spot the red flags in the
8 prisoners.

9 And I think if you translate that concept into
10 Loretto, Loretto was one of the more severe prisons in
11 the 1960s, I suppose you could say. There certainly
12 wasn't a concept, for a 12- to 13-year old boy, of being
13 able to go and talk to anybody, and I don't think there
14 was any idea that the staff would be picking up on
15 somebody who was clearly being ostracised and was shy
16 and lonely and all the rest of it.

17 Q. I think, as you say, this is one of the lessons that you
18 would hope could be learned?

19 A. Yes, very much so. You can run a school and not have it
20 be oppressive, I think. Nowadays you can run a school
21 and not have it transgress the law. You have got to
22 remember that in the 1960s homosexuality was a criminal
23 offence, we were underage, and that was allowed to
24 happen, and there was nobody who didn't know it
25 happened. It was obvious it was happening. So --

1 Q. I didn't pick up the last part. You were saying it was
2 illegal, and then you said --

3 A. In the 1960s homosexuality was illegal, we were
4 underage, so it was very much more so that homosexuality
5 against underage children was a criminal offence. And
6 as I say, it was well known in the schools that that was
7 happening.

8 Q. You say it was well known in the schools. Obviously it
9 was well known amongst the pupils. Do you think it was
10 well known by the staff?

11 A. Oh, I think so, yes. You had magazines at the time,
12 like Private Eye and so on, who didn't make any bones
13 about the homosexuality in public schools. It certainly
14 wasn't -- I don't think the school could turn
15 a blind-eye to the fact that it was happening. There
16 was --

17 Q. Sorry, you are saying it was in popular culture, so it
18 was known within society?

19 A. Oh, yes. Yes.

20 Q. Okay. Have you been back to Loretto recently?

21 A. Not for many years.

22 Q. Did you follow the evidence of the first phase of the
23 Inquiry?

24 A. No, this is the first time I have had anything to do
25 with the evidence.

1 Q. It may be that you might find the evidence from the
2 schools talking about now helpful.

3 A. Okay. I will have a look.

4 Q. I should say that the schools, and this is simply
5 because they have given evidence already, have made the
6 point that they would be happy to speak to pupils who
7 did not have good experiences, so that offer is there
8 for you.

9 A. I guess I could do, yes.

10 LADY SMITH: If you do want to read the evidence, Alex, you
11 can see the transcripts on our website.

12 A. Okay. I will have a look. Yes.

13 MR BROWN: Is there anything else, Alex, that you would wish
14 to share with us in terms of looking ahead and how --
15 trying to prevent the sort of experience you had being
16 repeated?

17 A. In terms of what the schools are doing nowadays, you
18 mean?

19 Q. Well, in terms of what they should be doing, in your
20 view.

21 A. I think they should be taking note of people like me,
22 who is making it all come into public view. I am so far
23 away from what schools are doing these days it would be
24 difficult for me to comment on that. Maybe they have
25 fixed everything for all I know. I don't know.

1 Q. But you obviously felt, when you heard about the Child
2 Abuse Inquiry in Scotland being set up, that you should
3 share your experiences, and we are very grateful that
4 you did.

5 A. Yes, I heard about it somehow. I think the school wrote
6 to me saying it was part of it and they had to contact
7 people. And I thought, yes, look, this is something
8 that did happen to me, and it's something that at my age
9 now I can see the strand of that travelling all the way
10 through my life, and I -- it's a little difficult to
11 talk about now, it was a long time ago, but I think it
12 should be brought out into the open, yes.

13 MR BROWN: Alex, thank you very much indeed. I have no
14 further questions for you.

15 A. Okay, thank you.

16 LADY SMITH: Are there any outstanding applications for
17 questions of Alex? (Pause). No.

18 Alex, I can confirm that does complete the questions
19 we have for you today. Thank you so much for engaging
20 with us from the other side of the world and realising
21 it is very important that we hear from you and people
22 like you. It has been really helpful. I am grateful to
23 you, and I am grateful to you for joining us at what
24 must be, have I got this right, quite late in the
25 evening with you?

1 A. It's 7 o'clock. Teatime.

2 LADY SMITH: Teatime. It's about time I think we let you go
3 and get your tea, so thank you very much indeed. And as
4 I said earlier, if you are interested in the transcripts
5 of those who run Loretto today, and indeed any of the
6 other transcripts we have about the boarding schools in
7 Scotland from those who are running those schools today,
8 they are on the website, and you may find it interesting
9 to read them.

10 A. I will do.

11 LADY SMITH: Thank you, and I can now let you go and we can
12 switch off our links.

13 A. Thanks. Thank you for listening.

14 (The witness withdrew)

15 LADY SMITH: Thank you.

16 MR BROWN: My Lady, the next live witness is timed for later
17 in the morning. Obviously, as indicated, we can have
18 read-ins as and when. It's a matter for your Ladyship
19 whether we do a read-in, I am mindful of the shorthand
20 writer, whether you want to break now, or perhaps do one
21 read-in and then have a break.

22 LADY SMITH: Do we have a short read-in we can do now?

23 MR BROWN: Yes.

24 LADY SMITH: Let's do that. Thank you. We will be going
25 back to a read-in that otherwise we would have fitted in

1 yesterday if we hadn't run out of time, is that correct?

2 MS BENNIE: Yes, my Lady.

3 LADY SMITH: Just before we get to that, could I remind
4 everybody here of one thing. The last witness chose, as
5 is his right, to use a pseudonym, "Alex", but at one
6 point he did refer to his own name. That is not for
7 repetition outside the hearing room, it is not to be
8 disclosed, he can only be referred to as "Alex", please.

9 Now, Ms Bennie.

10 MS BENNIE: My Lady, the next read-in is the statement that
11 bears the reference LOR-000000225. This witness wishes
12 to remain anonymous and he has adopted the pseudonym of
13 "Colin".

14 Witness Statement of "COLIN" (read)

15 MS BENNIE: "My name is Colin. My year of birth is 1934.
16 I reside in Fife. This statement relates to my time as
17 a pupil at Loretto from 1948 until 1953.

18 "My family home was in Kilmacolm, Renfrewshire.
19 Before Loretto I lived a straightforward and relatively
20 simple life. There were some restrictions, such as we
21 had a very limited amount of petrol, but most of my
22 childhood took place during and after the end of
23 the war. I enjoyed great freedom as a youngster and was
24 a keen fisherman. My father was a civil engineer. We
25 did not appear to be short of anything even though

1 everything was rationed. I had a straightforward middle
2 class life.

3 "Before Loretto I was at prep school in Fife from
4 the age of 8. I was [REDACTED] there. Mornings at
5 Loretto began with a cold bath and then a run across the
6 links. It was a different world to prep school in Fife
7 and it did take me a little time to adjust from being
8 [REDACTED] there to being a junior member of Loretto.
9 There you had to be in the right place at the right
10 time. We would also get into trouble if our lockers
11 were untidy. The sanction for these sort of things was
12 three strokes with a cane on the backside. This applied
13 all the way through Loretto. I didn't rebel against the
14 requirements and hold no grudges, it was simply part of
15 the routine, but I do remember asking myself not long
16 after I started there whether I needed to do all of
17 this.

18 "Our clothes were washed regularly, both after
19 exercise, and on I think two nights a week we were
20 permitted to have a hot bath. We would also get a cold
21 bath after every time we exercised. There were energy
22 restrictions which continued after the end of the war.
23 I have no complaints about this either. This was simply
24 the world as it was back then.

25 "I became a prefect and this meant caning younger

1 boys, which I admit doing. I would mention that
2 attitudes later were influential in stopping the
3 practice of boys beating boys. The school had
4 an excellent workshop, library and general facilities.
5 There was space in our lockers for things like model
6 planes and we were encouraged to do that sort of thing.

7 "I also played fives, which is a two-man game a bit
8 like squash, but instead of using a racket the ball
9 would be struck with gloved hands. The court was
10 smaller than a squash court. During the summertime we
11 were allowed to take our bikes to school and we would
12 go to places like North Berwick and into the hills
13 around Pathhead. We were not allowed to go to the west,
14 that is to Portobello, although we did go there for
15 swimming in the outdoor pool.

16 "Regarding trips, I took part in map-reading
17 activities with the Combined Cadet Force called grinds.
18 I recall one where we were bussed to Tweedsmuir to walk
19 to Innerleithen and realised we were a bit off route
20 when we saw St Mary's Loch. On arrival at Innerleithen
21 we were allowed a beer with high tea at the
22 Traquair Arms.

23 "Regarding the education at Loretto, I got into the
24 upper sixth. I think I suffered from dyslexia, but this
25 was not something that was recognised then. My work was

1 adequate. I think the education teaching I received was
2 better than my work. I went to university, studied
3 engineering and became an engineer. While at Loretto
4 I did sit an entrance exam for one of the colleges at
5 Cambridge. With hindsight, I don't think I was as well
6 prepared for the interview and exam at the college.

7 "One of my sons, who was at Glenalmond, recently sat
8 exams at a Cambridge college and I was impressed by the
9 extent of the support he received. The lack of support
10 I received then is the only criticism I would make of
11 Loretto.

12 "Our health was looked after by the matron, Ms Gray,
13 who we joked would prescribe one of two remedies for
14 everything: gentian violet if the injury was external
15 and Strepsils if the problem was internal. However, in
16 reality, the healthcare provision was very good.
17 I remember injuring my foot. I was operated on in
18 an Edinburgh nursing home and was well looked after.

19 "Balcarres was the sick house at Loretto with
20 probably six rooms and a matron in charge. Regarding
21 Christmas and birthdays, for the former I went home and
22 for my birthday my mother would send me a cake for
23 sharing. Regarding visits, my parents would come on
24 Sundays for chapel and we would go out for lunch, either
25 in Edinburgh or closer to the school, then a walk before

1 returning to school for the evening service.

2 "I have no recollection of personal possessions
3 being lost or anything of importance being stolen.
4 I had a camera and would process film in the school's
5 dark room and had no issues that my equipment might be
6 stolen.

7 "Discipline and punishment were perfectly
8 straightforward. I have no knowledge of the system
9 being abused in any way. The normal punishment, as
10 I mentioned earlier, was three with a cane. As we wore
11 dark blue shorts which were lined, a stroke only caused
12 a moment's pain. However, for a more serious sin, the
13 recipient of the cane would have to wear white sports
14 trousers when receiving the punishment. These trousers
15 were thinner and more than three strokes could be
16 received. I remember I had to punish one boy by
17 dispensing four strokes with a cane when he was wearing
18 white trousers, but he holds no grudge and is one of my
19 best friends.

20 "I also recall that another form of punishment was
21 being made to run to Foreman's Pub at the far end of the
22 race course and back, which was a distance of
23 approximately one and a half miles.

24 "The standard of education was good. Lots of us
25 received good marks and some didn't go on to university,

1 as far fewer people did in those days.

2 "My recollection of leaving school was a gradual
3 wind down as the last term ended and all exams were
4 over. We had some more freedom and I recollect motoring
5 to North Berwick for lunch, as I had a driving licence
6 then and my mother lent me her car to bring home all of
7 the things I had collected at school.

8 "I have absolutely no knowledge of any abuse taking
9 place at the school when I was there. I am conscious
10 that, by the standards of the world today, the caning of
11 boys is no longer acceptable. I hold no grudge about
12 being caned. I would add that, as a house prefect
13 rather than a school prefect, my sense is that this gave
14 me a better knowledge than the school prefects as to
15 what was going on in the school. I had no knowledge of
16 sexual abuse taking place when I was there.

17 "My experience at Loretto was very positive. In
18 addition to what I have already said, it reinforced the
19 lessons about character which I had already learned
20 at my mother's knee about how integrity goes with
21 character."

22 My Lady, this statement is signed by Colin and is
23 dated 23 June 2020.

24 LADY SMITH: Can we go on and cover the other statements
25 that would have been read yesterday, please.

1 MS BENNIE: Yes, my Lady. My Lady, the next statement bears
2 the reference LOR-000000228. This witness too wishes to
3 remain anonymous and has adopted the pseudonym of
4 "Andrew".

5 Witness Statement of "ANDREW" (read)

6 MS BENNIE: "My full name is Andrew. I reside in Cambridge.
7 My year of birth is 1938. I am a retired engineer.
8 I attended Loretto from 1951 until 1956. Before Loretto
9 I had been to a preparatory school in Shropshire. I was
10 brought up in mid-Wales.

11 "I had two older brothers. They both attended
12 Loretto but had both left by the time I started. They
13 were 8 and 10 years older than me.

14 "Our routine began each day with a cold bath which
15 was shared with others. We then had our breakfast in
16 the central building before going on to classes. After
17 lunch we had games in the afternoon. We did prep in the
18 evenings after tea before going to bed. There would be
19 a bit of messing around before bed and we would talk to
20 each other. It was all perfectly ordinary. We slept in
21 dorms and there was usually five to ten boys in a dorm.
22 Loretto was a boys-only school then.

23 "I think that hygiene was perfectly adequate. We
24 would wash and clean our teeth. We would also have hot
25 baths after the afternoon sports. These were shared as

1 well.

2 "During leisure time we were able to do whatever we
3 found interesting. I did photography and processing,
4 woodwork in the wood shop, radio engineering and
5 reading. I also sang in the choir, although this was
6 semi-compulsory. Such activities would take place after
7 the various sports activities in the afternoon, such as
8 going for a run, hockey or rugby. We also had some
9 leisure time after prep in the evening too.

10 "On Saturdays we had lessons in the morning and
11 sports activities in the afternoon. Sometimes we would
12 go to Edinburgh on a Saturday afternoon. On Tuesday
13 afternoons we all participated in Combined Cadet Force
14 activities. On Sundays we would attend the school
15 service in the morning. We would have some free time
16 afterwards, which I used to visit my grandparents in
17 Edinburgh, go for walks or go cycling in the summer. We
18 required to be back at school in time for the evening
19 service. I am not aware of any trips away with the
20 school other than the CCF camp, which took place at the
21 end of summer term. I remember going to Crieff twice
22 for those trips.

23 "I also remember that half-term we were allowed to
24 leave the school for two or three days. I remember
25 cycling to friends and staying with them.

1 "The teachers or masters were generally good. I was
2 interested in science. As I wore glasses then I was not
3 a great sportsman. I remember that CFE [REDACTED] was
4 a very good [REDACTED] teacher and we also had a good
5 physics teacher. Some of the masters had fought in the
6 war and so had not been trained, but they were on the
7 whole okay. Nothing took place to mark leaving the
8 school. I went on to do a semi-graduate scheme. I did
9 an electronics engineering course and became
10 an electronics engineer. Radio communications was my
11 speciality.

12 "We had two matrons and we would go and see them if
13 there was anything wrong with us medically. There was
14 also a school dentist. I thought the healthcare was
15 fine. At holidays, including Christmas, I went back to
16 Wales to spend it with my family. I don't recall
17 anything being done to mark birthdays. We were allowed
18 visitors on Saturday afternoons and on Sunday. This
19 tended to be an aunt or one of my brothers. I usually
20 would be taken out for a meal. Permission was required
21 for this, but it was all very informal and there were no
22 difficulties there.

23 "Regarding possessions, I had a camera, a radio and
24 a bike. I never had any difficulties with my property
25 being stolen, confiscated or anything like that.

1 "The school was pretty well disciplined.
2 Punishments were occasionally administered for things
3 like going outside for fish and chips without
4 permission. One could get beaten for that. There
5 wasn't a lot of corporal punishment, and I certainly
6 don't recall much beating. As the school was well
7 disciplined, there simply wasn't much need to impose
8 physical punishments. A beating usually involved being
9 struck three times with a cane. I only received this
10 punishment once. Beatings usually took place in one of
11 the bathrooms in the Schoolhouse, which is the core of
12 the building. Beatings were usually carried out by
13 a prefect. I certainly didn't have any complaints about
14 being beaten and can't recall anyone else complaining
15 about it either. The school was a relaxed but well
16 disciplined place.

17 "Regarding abuse, when I was at school there were
18 two masters who were rumoured to have carried out sexual
19 abuse. Neither of them tried to abuse me, nor
20 am I aware of them abusing anyone known to me.

21 "The first of these masters was a [REDACTED] teacher.
22 I do not know his first name. The second was a [REDACTED]
23 teacher. They were both at the school when I arrived
24 and continued teaching after I had left. All I can say
25 about the rumours regarding the [REDACTED] teacher is that

1 he liked to feel the backside of boys when giving them
2 a beating. I know of no specifics in relation to this.
3 I also know nothing at all about the specifics of the
4 sexual abuse that the [REDACTED] teacher was said to have
5 done. As far as I was aware, it was rumours.

6 "I also learned about the alleged abuse by
7 Guy Ray-Hills many years after I left school. He was a
8 teacher in Loretto's prep school when I was there. The
9 headmaster wrote to me advising me of these allegations.
10 I recall they were made in an article in the Observer
11 newspaper. I think this all took place 20 to 25 years
12 ago. I knew nothing about the allegations against
13 Guy Ray-Hills when I was at school. I know of no other
14 allegations of abuse. These rumours and knowledge of
15 these allegations of abuse has had no effect on me at
16 all as far as I am aware.

17 "My time at the school was a positive experience.
18 I received a reasonable education and enjoyed my time
19 there. I have been back three or four times since
20 leaving the school."

21 My Lady, the statement is signed by Andrew and is
22 dated 12 June 2020.

23 LADY SMITH: Thank you very much, Ms Bennie. I think we
24 will break at this point. What time is the next witness
25 due?

1 MR BROWN: 11.45 am, my Lady. It may be that either we can
2 start after the usual break period with another read-in,
3 or I suspect he may arrive early. If we can just juggle
4 as appropriate.

5 LADY SMITH: If we can be flexible. We'll take the normal
6 break time now, and then if we start with the read-in,
7 so be it, but we could maybe go to the witness and take
8 breaks as appropriate.

9 MR BROWN: I am obliged.

10 LADY SMITH: Very well.

11 (10.09 am)

12 (A short break)

13 (10.32 am)

14 LADY SMITH: I gather we are going to move to another
15 read-in before the live witness who is going to be heard
16 this morning as well.

17 MS BENNIE: Yes, my Lady. The witness statement is
18 WIT-1-000.000.448. This witness wishes to remain
19 anonymous and has adopted the pseudonym of "Mill".

20 LADY SMITH: Thank you.

21 Witness Statement of "MILL" (read)

22 MS BENNIE: "My name is Mill. My year of birth is 1953. My
23 contact details are known to the Inquiry.

24 "My parents were born and raised in Newcastle.

25 I was also born in Newcastle and lived there until

1 I went to Loretto. Before Loretto I attended a private
2 prep school which was not primarily a boarding school
3 but did weekly boarding for some pupils, and I weekly
4 boarded there I think for my last year before I went
5 away to Loretto.

6 "I have a sister who is quite a lot older than me
7 and she attended an independent day school. I was the
8 first person in my family to go away to school. My
9 parents chose Loretto because on a family holiday
10 when I was very small they encountered a family whose
11 children were at Loretto, and my father was very
12 impressed with how polite and well-behaved they were,
13 and that is why primarily they decided to send me there.

14 "You had to pass the Common Entrance Exam before you
15 could go to Loretto. I can't remember if I was 12 or 13
16 when I went. I had a trip to Edinburgh with my mother
17 to buy my school uniform but I can't remember whether
18 I visited Loretto prior to starting.

19 "I started Loretto in 1966 or 1967. I entered the
20 school at the beginning of the [REDACTED] term of the entry
21 level year to the senior school. Because I have a
22 [REDACTED] birthday, I was young for my year. I started
23 there for a [REDACTED] most of my third form
24 contemporaries. I boarded all of the time I was there.

25 "Loretto was quite a small school, there were only

1 about 240 boys in it at the time I was there, and it was
2 all boarding. I don't think there were any day boys.
3 There were four houses. Each house accommodated about
4 60 boys and had a slightly distinct character. From
5 a Seton perspective, Schoolhouse had a reputation of
6 being boring, Hope House was a little more rakish,
7 Pinkie House was a little more eccentric. Seton House
8 had a reputation for being quite on trend musically.

9 "The school was intersected by what was then the
10 main A1, which was the road out of Musselburgh going
11 east. There was a tunnel which had been built shortly
12 before I arrived so that staff and pupils didn't have to
13 cross the main road which was obviously extremely busy.
14 Schoolhouse and the main academic blocks were on the
15 north of the A1 between that and the River Esk. Seton,
16 Hope and Pinkie House and some of the playing fields
17 were on the southern side. Seton was the house closest
18 to the A1.

19 "There was a junior school, the Nippers, which was
20 close to but administratively separate from the senior
21 school. It had its own staff and headmaster and, as I
22 recall it, there was little or no crossover on a daily
23 basis. The Nippers acted as a feeder school for
24 Loretto, with boys moving to the senior school following
25 the Common Entrance Exam taken at about the age of 13.

1 "The headmaster at the time was Rab Bruce Lockhart.
2 He had been at the school for quite a long time by then.
3 He was an exceptional educationalist of his day. I
4 think he had been an international rugby and squash
5 player, or certainly a very good rugby player
6 and sportsman. By the time I got there he was getting
7 a bit on and, in some ways, a little past his best, but
8 he was an extremely honourable and nice man. I didn't
9 have a massive amount to do with him until I was further
10 up the school, but I would say he was completely
11 irreproachable, and it is slightly to my regret that
12 I wasn't at the school when he was absolutely in his
13 prime. I don't have any criticism to make of him. It
14 was a privilege to be under the authority of a man of
15 his integrity.

16 "Below the headmaster there would be a deputy
17 headmaster, and then housemasters, deputy housemasters,
18 heads of academic departments, and a similar hierarchy
19 on the sporting side, particular masters being in charge
20 of particular sports. There was also a school and four
21 house matrons who looked after the domestic and
22 housekeeping side of the school and houses.

23 "For classes, the teachers stayed put and the pupils
24 moved from classroom to classroom. The academic block
25 was quite compact so we didn't have to go far.

1 Inevitably there were a few duff teachers but there were
2 also some extremely good teachers. Across the piste,
3 I would say the standard was pretty good."

4 My Lady, at paragraphs 13 to 21 the witness then
5 shares his experiences of the teachers he had contact
6 with whilst he was at Loretto School and I would
7 therefore propose to move on to -- or to resume reading
8 at paragraph 22:

9 "On the pupil side there was a head boy, a deputy
10 boy, school prefects, including heads of house and house
11 prefects. The heads of house and house prefects had
12 an element of supervisory responsibility within the
13 boarding houses. The responsibilities of the school
14 prefect and the head of school were wider.

15 "My father had just had a heart attack before I was
16 due to start so a friend of my family took my mother
17 and I up there on the first day. I was a bit
18 apprehensive when I arrived. I was a young boy and this
19 was the first time I had been properly away from home.
20 The school had recently undergone a major house building
21 and refurbishment programme. I was in Seton House which
22 was newly built. It was extremely attractive and the
23 welcome was good so I was pretty impressed.

24 "My housemaster and the deputy housemaster welcomed
25 us. I remember there was a reception tea party for the

1 families whose boys were starting in that house. That
2 was held in the housemaster's private accommodation
3 which was very attractive. CFE [REDACTED] the Seton
4 housemaster, and his deputy, Cliff Sparks, the chemistry
5 teacher, welcomed us. Cliff was a young single man at
6 the time. I think he later left Loretto but returned
7 a couple of years later as a housemaster of Hope House.
8 He was replaced as housemaster of Seton by Norrie Porter
9 and later Gus O'Connell, both pleasant young married men
10 with young children. I can't remember how I was
11 introduced to the school more broadly but I don't have
12 any adverse memories of it."

13 My Lady, in paragraphs 27 to 34 the witness then
14 shares his experience of the daily routine at
15 Loretto School and I propose to resume reading at
16 paragraph 35:

17 "Most of the staff ate in the dining room with us,
18 certainly at lunchtime. There was a head table at which
19 the staff and school prefects sat. The dining room was
20 laid out with refectory tables at which the boys, apart
21 from school prefects, sat. I think we were all
22 allocated seats and the more junior boys did the serving
23 at the table. There was a head of table, and I think
24 you sat down on the benches according to seniority, with
25 the junior boys at one end and the senior boys at the

1 other.

2 "Except for once a week junior boys only showered.
3 The houses were newly built so the washing facilities
4 were pretty good. The older boys were privileged
5 inasmuch as they could bathe. The tubs were individual,
6 very deep and quite short. The tubs were in the same
7 space as the showers in what was, in effect, a wet room.
8 The younger boys had a bath once a week. There were
9 approximately six to eight tubs and eight showers.

10 "I think you were required to change your shirt and
11 underwear at least every two or three days. I believe
12 this was quite strict, and we were obliged to adopt
13 pretty high standards of cleanliness. There was either
14 a school laundry or the laundry was done by contractors.
15 All your clothing was required to be named.

16 "We were adolescent boys, so there were inevitably
17 some discipline issues. Some boys were more adventurous
18 than others and would get into hot water and were duly
19 punished. It wasn't an unruly regime or environment,
20 and in many ways I think it was remarkably well
21 disciplined.

22 "There was never wide scale insurrection. The
23 school was a close community but not claustrophobic.
24 I am sure it was more manageable because of its smaller
25 size.

1 "I think there were school and house punishment
2 books in which punishments were recorded. The principal
3 form of punishment was maps, you had to draw one or more
4 maps somewhere depending on the level of the offence you
5 had committed. I don't think we had lines but I can't
6 remember.

7 "You could be hauled in front of your housemaster
8 or, in a serious case, the headmaster for verbal
9 admonition. There would have been 'gatings'. If you
10 did something relatively serious you could be denied
11 privileges, such as going out at the weekend with your
12 parents or going into Musselburgh on a Saturday.

13 "The ultimate punishment was corporal and it was
14 strictly controlled. In limited circumstances the
15 school prefects were able to administer corporal
16 punishment. I think there was a points system, so if
17 you had more than a certain number of maps within
18 a period of time, and these were house offences, then
19 the head of house administered the corporal punishment.
20 I think the individual class masters, if you were highly
21 disruptive in class, could also administer corporal
22 punishment. Above that, the housemaster could do so,
23 and so could the headmaster. It went up the chain
24 according to the severity of the offence.

25 "Corporal punishment was administered using a cane

1 and never using a tawse. I know by the standards of
2 today the very idea of corporal punishment is abhorrent,
3 but at Loretto in the 1960s it was neither endemic nor
4 uncontrolled.

5 "The founder of the school was a man called Hely
6 Hutchinson Almond a great educationalist of his day and
7 a proponent of healthy living. One tradition dating
8 from his time was that until you were in the upper
9 sixth, you wore thick shorts. Any corporal punishment
10 was administered over clothing. The older the shorts
11 were, the more they had been repaired and the bigger was
12 the badge of honour. The seat of them became reinforced
13 over time so you were, as a result, quite well padded.
14 I was caned but not with any great regularity, and
15 I can't remember the details, so I don't think it had
16 any lasting impact. The maximum number of blows was six
17 and I think there was some degree of gradation.

18 "The ultimate sanction was expulsion. There were
19 boys expelled for smoking and generally bad behaviour.
20 You weren't expelled for a first offence of smoking, but
21 if you were caught repeatedly and regarded as a
22 disruptive influence then I think expulsion usually
23 followed. I remember one incidence of that occurring to
24 a boy in my house. He was a nice bloke and a good rugby
25 player as I recall. I don't want to mention his name

1 because I am not sufficiently clear in the detail, but I
2 think he was expelled for being repeatedly caught
3 smoking.

4 "The main team sports were rugby, cricket and
5 hockey. We played rugby in the winter term, hockey in
6 the spring term and cricket in the summer term, assuming
7 you were any good at cricket. Athletics was also a main
8 summer sport. I ran middle distance for the school.
9 Those who weren't competent on the cricket pitch,
10 including me, played 'leagues', a selection of other
11 sports, including hockey, football and athletics in
12 a league system. We played against other schools and
13 some local teams.

14 "There was time for other activities, certainly on
15 Sundays, which was the only day that you really had time
16 which was unsupervised and it wasn't for very long.
17 There were other non-core things you could do, like
18 music lessons, and there were all sorts of societies.
19 The slot after prep was maybe when these things took
20 place.

21 "There was a sailing club. I did do a lot of
22 sailing in the summer term which involved cycling down
23 to the harbour in Musselburgh. If games were off due to
24 poor weather or you were excused due to illness, you
25 could do something like cycling. This was popular

1 because it got you outside the school boundaries. There
2 were also quite long school runs.

3 "We didn't have a lot of free time that wasn't
4 controlled. As you got older, and certainly in the
5 sixth form, you were very occasionally allowed to go
6 into Edinburgh to watch a film, which I remember doing.

7 "There were also illicit departures from the school
8 which some people did more than others. That was
9 a relatively serious offence if you were caught. We
10 also had a swimming pool where we had swimming lessons
11 at some points through the week.

12 "Loretto was also a very arty school. In terms of
13 theatrical productions, there was a theatre where there
14 were regular amateur productions and, latterly, joint
15 productions with a girls' school just outside
16 Musselburgh. There were no outsiders involved in the
17 production but I think we usually did one performance
18 open to the people from the town. There would have been
19 a school play each year and usually a Gilbert and
20 Sullivan musical. It was quite an active theatre and
21 a number of masters were interested. Byron Jones, the
22 chemistry master, used to do all the technical side of
23 things, and through him I became the school's stage
24 electrician.

25 "There was also an active social services function.

1 Older boys were allocated to an old age pensioner in
2 Musselburgh whom one visited usually with another pupil
3 once a week.

4 "There was an annual sailing trip which
5 Gavin McDowell used to organise but sadly I missed out
6 on that. I think there was an annual foreign ski trip
7 which again I missed. There was an annual mass walk
8 called the grinds over the Lammermuir Hills,
9 and a Combined Cadet Force which involved two or three
10 day expeditions if you did the Duke of Edinburgh's award
11 scheme as I did. There was also an annual camp where
12 the school went to an Army base, slept under canvass,
13 drilled and worked physically on some project or
14 another. I think each boy only had to do camp once.

15 "Ricky Demarco, the Scottish artist, was a big
16 influence on Loretto in my day and there were trips to
17 his galleries. We used to go skiing at Glenshee when we
18 often stayed with an Old Lorettonian and his wife who
19 had a lovely house nearby.

20 "We had a very beautiful chapel and we had a whole
21 school choir. Singing practice was on a Saturday night
22 after a win over Fettes or Merchiston was a highlight.
23 The carol service at Christmas was also quite an event.
24 I don't remember celebrating my birthday. There must
25 have been school inspections carried out but I don't

1 remember them.

2 "The house matron was the first port of call if
3 anybody was poorly. If you had a headache she would
4 give you an aspirin, and if you took a knock playing
5 sports she would make the initial call as to whether or
6 not you needed any further attention. There was also
7 the school sanatorium to which you were referred for
8 anything other than a very minor illness or injury. The
9 sanatorium was on the other side of the A1, some
10 distance from the Schoolhouse and behind the swimming
11 baths.

12 "There was a delightful school nurse in the
13 sanatorium and she was pretty good. If she couldn't
14 handle it, doctors were on call to deal with anything
15 more serious. We didn't have our own school doctor so
16 I think one of the local Musselburgh doctors would
17 attend. I don't remember anybody running away while
18 I was at school.

19 "There was no fagging at Loretto in those days. As
20 for abuse, other than some low grade boy to boy bullying
21 I didn't witness any. Certainly I was aware of no
22 sexual abuse, whether between boys or involving staff,
23 during my time at the school.

24 "The name Guy Ray-Hills was raised with me. As
25 I recall, he was a master in the Nippers, the junior

1 school to Loretto, but he had been drummed out a couple
2 of years before I went to Loretto in the senior school.
3 I believe he was accused of interfering with some of the
4 younger boys. I have no direct knowledge of this
5 because I did not go to the Nippers, and anyway his
6 activities were before my time, but his dismissal was
7 something talked about amongst the boys in the senior
8 school because some had been in the Nippers at the
9 relevant time.

10 "Because of the association between the junior and
11 senior parts of the school, I think both parts reacted
12 strongly to the Ray-Hills affair and did all they could
13 to avoid repetition. I don't think the school tried to
14 deny what had happened or cover it up, although I am
15 sure that any resultant publicity was kept to a minimum.
16 Of course, there wasn't the same focus on matters of
17 abuse in those days. The steps that the school took in
18 the wake of Ray-Hills probably enhanced the Loretto
19 experience for my generation.

20 "There was a public phone box in the house and
21 I think there was a regime of control in terms of its
22 use. I used to write home and my parents would write to
23 me. I am certain that letters we wrote to our parents
24 weren't censored. There were no restraints on where you
25 posted your letters and there were never any rumours

1 among the boys about censorship.

2 "We were allowed out a relatively small number of
3 times a term and in the longer term there was
4 a half-term. Most people's parents came to see them
5 maybe twice a term to take them out for the day. That
6 didn't work for some of the children because their
7 parents worked abroad, and when I first went to school
8 there were a lot of boys whose parents were in
9 East Africa. There were a few boys from Australia so
10 their parents couldn't, practically speaking, visit
11 them, but aunts and uncles or other relatives or friends
12 resident in the UK might have taken them out.

13 "After I left Loretto I was uncertain about whether
14 I wanted to go to university, so I worked for my father
15 for a year and then I decided to go to university where
16 I read law. I became a partner in a provincial firm,
17 but deciding on a change, and instead of going down
18 south as originally planned, I joined one of the firm's
19 clients as their in-house legal director. That role
20 developed along more commercial lines and, broadly
21 speaking, that is what I did for the rest of my career.

22 "After I left university I attended some old boys
23 dinners. I don't do anything like that now, but I have
24 stayed in touch with quite a few folks. I had
25 a lifelong friendship with two or three contemporaries

1 from Loretto, but there are others with whom I was very
2 friendly at school but whom I never saw again after we
3 left. There were also a number of non-contemporaries
4 with whom I later became and remain good friends.

5 "I think the fact that I was willing to send my own
6 children to Loretto highlights the positive experience
7 I had there. My daughter and son prospered both
8 academically and otherwise at the school and have gone
9 on to be successful post-school.

10 "The school was by no means perfect but I doubt any
11 school is. I think the small size of Loretto has
12 a benefit, although in some ways it is also
13 a disadvantage. We didn't have the gene pool to compete
14 on level terms in some of the major sports, like larger
15 schools like Fettes and Merchiston. This taught you
16 that it wasn't all about winning. There were some
17 fantastic sportsmen at Loretto and we had some great
18 teams, so we often punched significantly above our
19 weight, but for an indifferent sportsman like me taking
20 the knocks was a good lesson in life.

21 "I think the fact that I was lucky enough to go to
22 Loretto after a period of significant investment in the
23 new housing was a positive, as was the absence of
24 fagging. I think boarding at Loretto knocked off a lot
25 of rough edges. If you have attended a boarding school

1 you can rub along with most people. It is difficult to
2 know how much of what you have become is as a result of
3 your education, but my time at Loretto probably gave me
4 a degree of confidence. It taught me an appreciation of
5 excellence, but also the lesson that you may not always
6 succeed at something as well as you might have wished.
7 I also learned the importance of personal
8 responsibility.

9 "Team sports were a very good thing. The general
10 requirement to take part in a variety of sports is
11 hugely important, particularly for people who are not
12 particularly athletic. I think that the average child
13 usually needs to be pushed a bit. They may hate it at
14 the time but it doesn't do them any harm.

15 "At Loretto there was a huge amount of humour, some
16 of it quite sardonic. Lorettonians tended to be quite a
17 cynical bunch but we had a lot of laughs. It encouraged
18 me to see the funny side of life. It also left me with
19 some very good friends, a number of whom are sadly now
20 dead.

21 "Where there has been material abuse, whether of
22 a sexual or other variety, it is inexcusable and it
23 needs to be rooted out, although I am sceptical of
24 raking over coals where the process relies on memories
25 dimmed by the passage of time and judges social norms

1 which anyway have changed by the standards of today.
2 Abuse plainly has existed and may still do so at some
3 establishments, but speaking from my own experience I do
4 not believe that its occurrence, particularly in the
5 long ago past, warrants a denigration of the benefits
6 bestowed by the sort of education that I was fortunate
7 to enjoy.

8 " There is a sector of the educational and political
9 establishments which dislikes private education,
10 especially public schools. To discredit the private
11 education and the public school system on the basis of
12 incidences of serious abuse at a minority of
13 establishments would, I believe, be unwarranted. That
14 is why I have chosen to take part in the Inquiry.

15 "I have mentioned this to one or two friends who
16 were Old Lorettonians, and to others, including one
17 person who attended another similar school. I emailed
18 Loretto to let the school know that I was initially
19 going to take part but had changed my mind because of
20 logistical difficulties. I did not receive any
21 response. I subsequently decided to take part
22 when I was informed that an interview could be conducted
23 remotely.

24 "It is vitally important that abuse of whatever
25 nature isn't tolerated. Had my wife or I had any

1 suspicions or concerns that it prevailed at Loretto when
2 our children were there, we would not have hesitated to
3 withdraw them from the school. I believe my own
4 parents, had they ever had those concerns, would have
5 taken exactly the same view in regard to me. I had
6 a very close relationship with my parents and would not
7 have hesitated to tell them had there been anything
8 which concerned me as an individual at Loretto at that
9 time.

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

14 My Lady, "Mill" has signed the statement, and the
15 statement is dated 3 October 2020.

16 LADY SMITH: Thank you very much, Ms Bennie.

17 MR BROWN: My Lady, we can now move on to a live witness,
18 Kenneth.

19 LADY SMITH: Certainly. Thank you. (Pause).

20 Good morning, Kenneth. I would like to start, if
21 I may, by having you swear to tell the truth, please.

22 "KENNETH" (affirmed)

23 LADY SMITH: Kenneth, please sit down and make yourself
24 comfortable. I will hand you over to Mr Brown in
25 a moment and he will take it from there, but for now

1 just let me explain that the red folder in front of you
2 has your statement in it, it may be helpful to you to
3 use that, but equally your statement will be shown on
4 the screen in front of you, and one or two other
5 documents may be. It is a matter for you whether you
6 want to use it or not.

7 Otherwise, if you have any questions at all for me
8 or Mr Brown, don't hesitate to ask. It is very
9 important that you are comfortable giving your evidence
10 and that is what I hope to achieve.

11 Mr Brown.

12 Questions from MR BROWN

13 MR BROWN: Thank you, my Lady.

14 Kenneth, good morning.

15 A. Good morning.

16 Q. You have, as her Ladyship has said, your statement in
17 front of you in the red folder. It will appear, as you
18 can see, on the screen in front of you.

19 If we can go just to the last page of that document,
20 page 28. You will see the last paragraph is 114, and
21 you say:

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

1 That is correct?

2 A. Yes.

3 Q. You signed the statement on 2 March 2017?

4 A. Yes.

5 Q. I think, as you will understand, the details in the
6 statement are evidence, so we don't have to go into all
7 the details that you have talked about, but I do
8 obviously want to hear from you about some of your
9 experiences in general terms, and also the impact that
10 those experiences have had on you subsequently. Do you
11 follow?

12 A. Yes.

13 Q. Obviously for today's purposes you are simply Kenneth,
14 but I am right in saying you were born in 1948 and you
15 are now 73?

16 A. That is right.

17 Q. In terms of upbringing as we can see you were born in
18 Edinburgh, but your childhood, which you describe as
19 idyllic initially, was in the Dumfries area broadly.
20 Things changed, however, when you were nine when you
21 went to a local prep school which I don't think exists
22 any longer, is that correct?

23 A. That is right. Yes.

24 Q. And as we see at paragraphs 6 and 5, you started at the
25 prep school, Rickerby House, when you were nine. And

1 I think, as you said at paragraph 8, you were a boarder,
2 and it was really quite exciting going to a new school.
3 You thought it was going to be an adventure and, reading
4 short, for the first term things were happy enough, is
5 that fair?

6 A. That is true, yes.

7 Q. A fairly rigid organisation in terms of discipline and
8 the like, ordered, formal, is that correct?

9 A. Yes.

10 Q. And corporal punishment, as we see at paragraph 13, was
11 regularly used.

12 A. I wouldn't say regularly but it was used.

13 Q. It was a cane, I think --

14 A. That is right.

15 Q. -- you have told us. But the first time you had
16 experience of physical abuse was at Rickerby House
17 school, and you say:

18 "The first time I was beaten was a dreadful
19 experience."

20 Was that the very first time you had ever
21 experienced physical punishment?

22 A. Yes.

23 Q. And as you say, you clearly found it shocking. And this
24 was from SNR who I think, as you go on to
25 say, was someone who was perhaps feared by the pupils?

1 A. Yes, and also feared by the staff as well.

2 Q. I was coming on to that.

3 A. Okay.

4 Q. You say that you suffered eight strokes --

5 A. Yes.

6 Q. -- of the cane, and this was with no clothing on,
7 trousers and pants had been taken down, and the result
8 was you were bleeding?

9 A. Yes.

10 Q. The other aspect which you describe is that you noticed
11 that SNR, as he was doing this, had
12 an erection?

13 A. Yes.

14 Q. Your distress, which you describe, was obviously noticed
15 by some staff who I think took immediate care of you
16 after the event, is that fair?

17 A. Yes.

18 Q. Was it at that point that you realised that school was
19 not as much of an adventure as you hoped it would be?

20 A. Yes, that was a very significant moment I would say.

21 Q. Did you tell your parents about that?

22 A. Yes.

23 Q. What was their response?

24 A. I honestly can't remember.

25 Q. But it was something you shared, that you were not

1 particularly happy, is that ...

2 A. Very much so, yes.

3 Q. If we go to paragraph 20 of the statement, which you
4 will see in front of you, you said:

5 "We used to write letters to our families on Sunday
6 mornings, all of which were censored. A code was
7 actually invented for me to use. When I tried to
8 explain to my parents how unhappy I was, they told me to
9 write 'Has the dog had her puppies yet?' ..."

10 And that was a code obviously between you and them
11 to alert them that all was not well?

12 A. Yes.

13 Q. And you used that and, as you said:

14 "They said that that would let them know I was
15 really unhappy."

16 So you did do that?

17 A. Okay, but I would add -- this may be coming in a minute
18 or not -- but I would add that the matron there did
19 contact my parents herself, suggesting I was taken away
20 and how unhappy I was.

21 Q. So one member of staff obviously did --

22 A. Yes.

23 Q. -- become proactive trying to help?

24 A. Yes.

25 Q. And you also told your parents and, as you say there,

1 you used the code to alert them to the level of
2 unhappiness?

3 A. Yes.

4 Q. Did it result in your immediate removal or did that take
5 some time?

6 A. No, it wasn't immediate, it took some time.

7 Q. But I think, as you go on to say, the family was moving
8 to Surrey so you were taken out of school?

9 A. Yes.

10 Q. Was that fairly shortly after you had used the code and
11 told them how unhappy you were, or did you have to
12 remain at that school for ...

13 A. No, I would say I had to remain.

14 Q. You then went to, as you say in paragraph 22, a school
15 in Surrey. You describe, again reading matters short,
16 that it had its faults as well but it was a Garden of
17 Eden in comparison to Rickerby?

18 A. Yes.

19 Q. I think you talk approvingly of learning a love of
20 English because of a particular teacher there?

21 A. Yes. The point about that one is that I do admire good
22 teachers.

23 Q. Yes. Moving on then from there, as you say, you
24 wouldn't have got into Loretto if you had stayed at
25 Rickerby. The education you got at Hazelwood gave you

1 assistance in passing the Common Entrance Exam and you
2 then moved on to Loretto School in Musselburgh?

3 A. Yes.

4 Q. Why was Loretto selected by your parents?

5 A. We were living in the south of England and they were
6 both Scottish. I think they thought a Scottish boarding
7 school would be an appropriate education. I say in the
8 statement that my father went to Strathallan, and
9 I think they looked at Strathallan, but when they were
10 first married they lived quite near Loretto and I think
11 had seen boys around, that sort of thing. I don't think
12 there was any other school really considered.

13 Q. Did you have any input into that choice?

14 A. No. I assumed that I was -- what is the word ... not
15 reserved, what do I mean? No, I certainly didn't have
16 any choice.

17 Q. You were simply told you were going to Loretto?

18 A. Yes.

19 Q. I think, as you say, you didn't visit the school
20 beforehand?

21 A. No.

22 Q. You simply were put on a train at Kings Cross and found
23 your way there yourself?

24 A. Yes.

25 Q. Although you mentioned that the housemaster was

1 horried that that had been left to you?

2 A. Yes. Again I think that was very good of him, he was
3 very considerate.

4 Q. Yes. By this stage you are 12?

5 A. Yes.

6 Q. We heard evidence both earlier today and yesterday about
7 the regime at Loretto in the 1950s and 1960s and, put
8 simply, it could be described as fairly regimented and
9 disciplined, is that fair? Does that accord with your
10 recollection?

11 A. It changed a lot when I was there. I would say when
12 I arrived there were probably a lot more beatings by
13 prefects for things like having dirty shoes. There
14 would be some mass floggings, I can only describe them.
15 They tended to stop. I remember there was a system,
16 equivalent to writing lines, of green paper introduced
17 rather than beatings. There was a form of non-corporal
18 punishment and that was introduced when I was there.

19 Q. Do you remember why that change took place?

20 A. No. I am very glad it did but I don't know why it took
21 place.

22 Q. But certainly to begin with -- and your description is
23 on occasion "mass floggings" by prefects of other boys?

24 A. Yes. It didn't happen very often but it did happen.

25 Q. But the regime was one where there were many rules and,

1 if you transgressed, you could be beaten?

2 A. Yes.

3 Q. In terms of that regime, was that simply accepted by the
4 boys as the way things were, or was it felt to be in any
5 way inappropriate? Or did you not think like that at
6 that stage?

7 A. I suppose it was the 1960s, and there was a slightly
8 rebellious feeling in the world anyway, and I think
9 certainly with these beatings over the dirty shoes,
10 I remember quite a few of us saying if that happens
11 again we are not going to go. It never came to the
12 front but there was talk about that.

13 Q. Yes. The other aspect that has been brought out already
14 is the fact that there was, and this is using your words
15 in paragraph 52, an "underlying culture of
16 homosexuality" in the school when you were there.

17 A. Yes.

18 Q. And that has been talked about in the context of having
19 an all-boys school, all of whom are going through
20 puberty and discovering sexuality and hormonal factors?

21 A. Yes. Can I just look at 52?

22 Q. It will appear on the screen in front of you.

23 A. Okay.

24 Q. You see the middle part of that paragraph, and you go on
25 to say:

1 "For example, the boys compiled what we called the
2 top ten, which was the list of the ten most pretty
3 boys."

4 A. Yes. I am slightly unhappy about the final statement,
5 the final sentence there. I don't think it was totally
6 when Guy Ray-Hills left. I don't think the atmosphere
7 had changed overnight. I think I have perhaps misled
8 the original ...

9 Q. How would you describe it then?

10 A. It did exist.

11 Q. Yes.

12 A. But I don't think Guy Ray-Hills was the sole reason for
13 it, so when he went it is not as if it was a complete
14 transformation. On the other hand I am just quoting my
15 brother, I'm not quoting myself on that.

16 Q. From your perspective -- I quite understand what you
17 just said, and if we can leave Guy Ray-Hills out of the
18 equation -- there was, from what you said,
19 an "underlying culture of homosexuality" whilst you were
20 there amongst the boys?

21 A. Yes.

22 Q. Forgetting Ray-Hills?

23 A. Yes.

24 Q. And you mentioned the list of the ten most pretty boys.
25 How much were you aware of that underlying culture of

1 homosexuality?

2 A. I am trying to think -- it was interesting, I don't
3 remember my year compiling a top ten. My year was
4 certainly the subject from senior boys doing it, but
5 I don't remember my year doing it actually. But
6 I think, you know, there was a lot of talk about
7 desirable boys.

8 Q. Yes. Is that something that perhaps was beginning to
9 diminish as your year group carried on up the school?

10 A. I think year groups vary, but yes, that is probably true
11 to say. That was my experience.

12 Q. Did that desire, or desirable boys, did that go beyond
13 talk at any stage amongst the boys?

14 A. I don't know. It's a funny mixture. I think you are
15 either totally involved in it or you don't believe it is
16 happening. There is not much in between.

17 Q. You talked obviously though about the mention by your
18 brother of Guy Ray-Hills, and you mentioned the fact
19 that you approve of good teachers. Guy Ray-Hills,
20 I don't understand, ever taught you?

21 A. No.

22 Q. But did you understand within the Loretto world that he
23 was viewed with admiration because of the quality of his
24 teaching?

25 A. Yes. I think he was quite exceptional.

1 Q. Why do you say that?

2 A. Because of the boys coming out of the Nippers, their
3 standard of French was very, very high indeed, perhaps
4 partly because the standard taught in the upper school
5 of French wasn't very good at all, in my opinion, but
6 these boys coming up from the Nippers ... and mostly
7 they admired him very much, Guy Ray-Hills.

8 Q. So from your perspective, having never been in
9 Nippers -- were you at all at Nippers?

10 A. No, never.

11 Q. Was Guy Ray-Hills' style of teaching, his ability, was
12 that something that was discussed amongst the boys, if
13 nothing else because the comparison was unfavourable
14 with the people who were teaching you French?

15 A. I don't honestly think so.

16 Q. But he was a known quantity to you in the senior school?

17 A. Yes.

18 Q. How did you come to know Guy Ray-Hills?

19 A. He used to have, although he taught in the junior
20 school, he used to have pupils from the senior school
21 for a meal on Sunday evenings, and that comes up --

22 Q. I think if we go to paragraph 37 we can see reference to
23 that.

24 A. Yes. And that is how I got introduced. He asked me,
25 with another group of about four or five of us, one

1 Sunday evening, and that is how I got to know him. But
2 I had no contact -- he never taught me and never went on
3 skiing trips or whatever we got involved with. There
4 was no involvement like that.

5 Q. I think you make mention of the fact that he was
6 involved in productions like Charlie's Aunt?

7 A. Yes. That is quite an interesting one. Again, I don't
8 know if this is the time to talk about that.

9 Q. Obviously you are about to tell us about being invited
10 to dinner by him. Had you seen him in Charlie's Aunt
11 prior to that?

12 A. Yes, that happened before. I think -- where are we
13 now -- about the Charlie's Aunt thing, that was quite
14 interesting, because I honestly -- I told the
15 previous -- when I made the statement, I honestly hadn't
16 thought about that at all until I said what I did about
17 the Charlie's Aunt business. The reason for that was
18 I was asked by the people in the inquiry what the other
19 members of staff's reaction were to Guy Ray-Hills, and
20 I do remember my housemaster, who I won't name, but the
21 same one who was very good when I arrived, he was
22 an international rugby referee and very fair-minded, he
23 didn't get rattled. He got absolutely furious when we
24 said how much we had enjoyed his Charlie's Aunt.

25 Q. I think if we can briefly go to paragraph 48 which is on

1 page 11.

2 A. Okay.

3 Q. You see what you are talking about?

4 A. Oh, yes, this is it.

5 Q. "Other staff must have known about him [Guy Ray-Hills],
6 I can't be more precise than that. I would say that
7 relations were very frosty with some of the other
8 members of staff and Guy Ray-Hills. For example, he put
9 on a staff play, Charlie's Aunt, in which he was
10 basically in drag. It was a sort of farce, like
11 Oscar Wilde's 'The Importance of Being Earnest'. Good,
12 clean Edwardian fun. I thought there was a very
13 sinister undertone to this particular production. Some
14 members of staff had nothing to do with the whole thing
15 at all. It is basically about someone who dresses
16 himself up as his aunt and pretends to be somebody else.
17 It definitely had undertones of somebody pretending to
18 be what they are in fact not, or indeed, more
19 importantly, the other way round."

20 A. Not very well put, but, yes.

21 Q. Your recollection, as you say at the last line:

22 "The school loved it, of course. The boys loved it
23 because it was found to be very funny."

24 But your housemaster clearly, from what you said
25 a moment ago, was troubled by it?

1 A. Yes. The other thing -- you missed out the second last
2 sentence there, which is that it's astonishing, looking
3 back on it, how he persuaded other members of staff to
4 take part in this production.

5 Q. Why was it astonishing, looking back?

6 A. Because now I think -- at the time I was roaring with
7 laughter like everybody else, but I now think it was
8 very sinister.

9 Q. Indeed. But at the time perhaps people didn't share
10 that hindsight?

11 A. No. But I think probably other members of staff wanted
12 nothing to do with the production.

13 Q. Yes. As you have said about your housemaster, he
14 appeared to be troubled by it?

15 A. Uh-huh.

16 LADY SMITH: Did you say that at the time it struck you as
17 sinister, or is it as you reflect on the play you see it
18 as sinister?

19 A. No, at the time I thought -- I was very young and very
20 naive, but I would say that I thought it was very
21 sinister at the time, yes.

22 LADY SMITH: Thank you.

23 MR BROWN: Can you say why you found it sinister?

24 A. Something about his presence in drag. I don't know.
25 There was just something very creepy about it.

1 Q. But I think, as you told us a moment ago, that
2 production was before you were invited, along with
3 others, to one of his Sunday night dinners?

4 A. Yes.

5 Q. Was that something that Ray-Hills did on a weekly basis
6 or was it simply occasional?

7 A. The evening meal?

8 Q. Yes.

9 A. I think virtually every Sunday night he had different
10 groups of people. I don't think it was the same all the
11 time.

12 Q. So was that something that you were aware of him doing
13 before he invited you?

14 A. Yes.

15 Q. Was it something that boys would want to be invited to?

16 A. Yes, I think so. It was regarded as almost a privilege.
17 And it was an elite set were invited. So, yes, I would
18 say people did want to be asked.

19 Q. You used the words "an elite set". Can you expand on
20 why it was considered you were in an elite set to be
21 invited to dinner with him?

22 A. No, it was just something different from the normal
23 school routine.

24 Q. Yes. I think, going back to paragraph 37 on page 8, you
25 say five lines from the bottom of that paragraph:

1 "I don't know how he selected who was to be invited.
2 I must say I felt quite flattered."

3 A. Yes.

4 Q. "I really didn't enjoy Loretto and I thought he was
5 something the school wasn't: civilised, cultured and
6 good fun to be with. He was different from the other
7 staff. The others were fairly remote because there was
8 no house system initially."

9 You felt quite flattered. Was that a common feeling
10 for those who were invited?

11 A. I would say so, yes.

12 Q. Did they feel special?

13 A. Yes.

14 Q. What reports came back from those who went to dinner on
15 a Sunday evening? Presumably it was positive because
16 people wanted to be invited?

17 A. Yes.

18 Q. Did you have any sense of anything untoward?

19 A. No.

20 Q. I think as we see, going down to paragraph 38, you went
21 to these evening meals along with other boys about four
22 or five times?

23 A. Yes.

24 Q. Would that be with different boys or would it be the
25 same set each time?

1 A. No, different.

2 Q. There was always a mix?

3 A. There was.

4 Q. You go on:

5 "There was a little bit of physical contact from
6 Ray-Hills which was nothing more than what I would call
7 hugging."

8 A. Yes.

9 Q. Again, thinking back to that, was that behaviour just
10 seen as normal for him or did it cause comments amongst
11 the boys?

12 A. Normal for him, I would say. I don't think any other
13 master ever hugged boys.

14 Q. Again was that something that the boys were aware of,
15 that he might be more tactile?

16 A. Yes. There were stories of him sort of dropping soap in
17 the bath and that sort of stuff going around.

18 LADY SMITH: You mean dropping soap and then having to
19 retrieve it?

20 A. Yes, when boys were in the bath.

21 LADY SMITH: Around a boy's body.

22 A. Yes, exactly. So there was a little bit of that, but
23 there was nothing ... All I can say is things were
24 incredibly innocent in those days. I think I say in the
25 statement that now you can look anything up on the

1 internet, it's there.

2 MR BROWN: As you go on to say, though:

3 "I think he then asked me for a meal on my own once
4 and I went."

5 You go on:

6 "I felt privileged that he'd invited me over for
7 a meal. I was quite flattered at the attention I was
8 getting. I would say that I encouraged it. Looking
9 back on it, I was very gullible. I was certainly
10 incredibly innocent and had no idea of what was coming.
11 I would also say that back then there was incredible
12 innocence."

13 Generally, you mean?

14 A. Yes.

15 LADY SMITH: How was the arrangement for you to dine with
16 him on your own made?

17 A. I can't honestly remember that. I think normally
18 arrangements to dine with him were made after the Sunday
19 chapel services, because the Nippers -- it was the one
20 time the whole school, junior and senior, got together.
21 But I honestly can't remember how it came about.

22 LADY SMITH: So if it was the group going, are you telling
23 me that that would be made possibly outside the chapel
24 after the service?

25 A. I think so. I can't remember. It's 55 years ago.

1 LADY SMITH: I just wondered whether it had stuck in your
2 mind.

3 A. No.

4 MR BROWN: You go on in the next paragraph to say:

5 "I think the invitation to dine with him on my own
6 was mid-week."

7 So it was distinct from the church service --

8 A. No, the dining was mid-week.

9 LADY SMITH: The dining was mid-week, not the making of the
10 invitation.

11 MR BROWN: Right. I see. Thank you.

12 So again it stood out as being different?

13 A. Yes.

14 Q. Again going back up though, after your comments on
15 innocence, you made reference to the internet as you
16 just told us, but you go on:

17 "I think Guy was quite clever in that he made
18 himself almost a figure of fun. He appeared quite
19 harmless and a bit eccentric. He had a very upper class
20 English accent and we used to mimic him quite a lot."

21 He was trying to stand out from the rest, perhaps?

22 A. From the rest of the staff?

23 Q. Of the staff.

24 A. I wouldn't say trying to, he just did.

25 Q. He just did. And that is going back to --

1 A. I think he had a charisma that none of the other members
2 of the staff had.

3 Q. Yes. And that goes back to what you said a moment ago
4 about being "civilised, cultured and good fun to be
5 with"?

6 A. Uh-huh.

7 Q. Did any of the other staff seek the company of pupils
8 other than in the formal school way?

9 A. There was a bit of, yes, evening meals. I remember
10 being asked to go round to Bruce Lockhart's, who was the
11 headmaster, on a Sunday evening with a group of boys.

12 Q. Was that with his family? His wife?

13 A. Yes.

14 Q. Yes. But Ray-Hills obviously was single?

15 A. Yes.

16 Q. When you had the evening meals with him with other boys
17 present, where did you actually eat?

18 A. In his study downstairs. I remember he had an electric
19 frying pan, I can't even remember what he cooked up,
20 presumably some sort of meat. And there was alcohol as
21 well, it was fairly weak, but there was beer in bottles
22 and things.

23 LADY SMITH: His study and his bedroom would have been in
24 a Nippers building, is that right?

25 A. Yes.

1 LADY SMITH: In the main building at Nippers?

2 A. Yes.

3 LADY SMITH: But at that time that wouldn't have been your
4 base. Your dorm was elsewhere, is that correct?

5 A. Yes.

6 LADY SMITH: So where were you at that time, your dormitory?

7 A. In the upper school. I wasn't -- I never attended the
8 Nippers at all. The only time I went there was for
9 an evening meal with Guy Ray-Hills.

10 LADY SMITH: You had then to walk out of the main school --

11 A. Yes.

12 LADY SMITH: -- campus and across to where the Nippers was,
13 a little way away?

14 A. Yes.

15 LADY SMITH: Mr Brown.

16 MR BROWN: Thank you, my Lady.

17 Were you in Newfield House at one stage?

18 A. At one stage. We moved around houses. Again it changed
19 a lot when I was there, because when I went we moved
20 from house to house, and I was in Newfield, Pinkie and
21 then Seton, so -- but they built new houses when I was
22 there, which were constructed, and I think then if you
23 went to one house as a 13-year old you stayed there in
24 the one house, so it did change a lot.

25 Q. To take up her Ladyship's point: to get to Ray-Hills'

1 study obviously involved going to an entirely different
2 campus, the junior school campus?

3 A. Very much so, yes. I remember the door in the wall we
4 went through, for example.

5 Q. And he would entertain in his study which was on the
6 ground floor?

7 A. Yes.

8 Q. We understand his bedroom was on the top floor,
9 the upper floor?

10 A. I honestly can't remember whether it was second floor or
11 upper floor. I think it was the upper.

12 Q. Had you been aware, just from talk with your
13 contemporaries, of anyone being invited to his bedroom?

14 A. No.

15 Q. No. But I think when you went on your own did you have
16 a meal in his study?

17 A. Yes.

18 Q. And thereafter I think, as you have set out, we don't
19 need to go into this, you were then invited to go to his
20 bedroom on your own initially and then he would join
21 you?

22 A. Yes. Which I find a bit puzzling, looking back on it.
23 It doesn't quite fit into place.

24 Q. Sorry, you say you find it a bit puzzling that he asked
25 you to go up first?

1 A. Yes.

2 Q. But you went obviously. You had been asked so you went.

3 And at that stage did you have any concerns?

4 A. No, I wouldn't say so. I think I was a bit nervous
5 probably but I wouldn't put it any stronger than that.

6 Q. But you had no sense of what was then going to happen?

7 A. No, I didn't. I think I thought it was going to be
8 a very pleasant experience which is why I agreed to go
9 to his bedroom.

10 Q. But I think, as you say, it was not a pleasant
11 an experience, and to use your words, you felt you had
12 made a "terrible, terrible mistake"?

13 A. Yes.

14 Q. Once it was over did you simply leave and go back to the
15 other campus, to your own campus?

16 A. I remember walking back. I don't -- I'm pretty sure he
17 didn't drive me back in his car.

18 Q. Right. So you were just expected to go back to your
19 dormitory?

20 A. Yes.

21 Q. The evening was over?

22 A. Yes.

23 Q. I think, as you say, you were never invited back.

24 A. Hmmm.

25 Q. I appreciate, if we go to paragraph 43, you say:

1 "I don't remember any immediate aftermath but I do
2 recall I was behaving a bit oddly emotionally
3 afterwards. I was sleep-walking at night and sent to
4 see a neurologist in Edinburgh because they thought it
5 was something physical. I remember word got around that
6 I was seeing the neurologist, and Guy Ray-Hills was
7 waiting for me when I got back from the hospital.
8 He was obviously really worried that I had been affected
9 emotionally by what had happened between us and that
10 I might spill the beans. He said to me something like
11 'You can surely trust an old friend. You won't let me
12 down'. That was about a year later. I thought it was
13 an odd thing for him to do as I had truly blocked out
14 what had happened between the two of us and had had no
15 contact with him since that night."

16 I appreciate that you start off by saying you don't
17 remember the immediate aftermath, but clearly there was
18 an impact emotionally, from what you say, but this was
19 about a year afterwards?

20 A. Yes. I'm not totally convinced it was all 100% to do
21 with Guy Ray-Hills.

22 Q. Was Guy Ray-Hills a factor though?

23 A. Yes, now, looking back on it, but at the time I didn't
24 think so. I was really surprised when he appeared when
25 I came back from the hospital. Heavens, what is he

1 doing? He hasn't spoken to me for a year.

2 Q. Had you had any contact after --

3 A. No.

4 Q. None?

5 A. No.

6 Q. When you say "I was really surprised to see him", where
7 did you see him? Where was he waiting for you?

8 A. Outside Seton House which is where I was living at the
9 time.

10 Q. So he had made the effort, you would understand, to be
11 there when you returned from hospital?

12 A. I now think that, but as I said I was really surprised
13 when he appeared.

14 Q. The reference to his words, "You can surely trust an old
15 friend", was that the sort of language he had used with
16 you about being a friend previously?

17 A. No, I wouldn't say so. I wouldn't count myself as a --
18 I don't know if I should quote other things on this, but
19 like Don Boyd talks about being a "special friend",
20 I wouldn't have put myself in that category at all.
21 People referred to Guy Ray-Hills as "Tony" if they were
22 a good friend of his. So Michael Mavor, for example,
23 referred to him as "Tony Ray-Hills", not "Guy". So
24 I wouldn't say there was -- no, sorry.

25 Q. You wouldn't have called him "Tony", I take it?

1 A. No.

2 Q. Thereafter did you -- or were you aware of other boys
3 being invited for dinner as you had been in a group, or
4 as you had been on your own?

5 A. I was only aware of the group meeting, I never was aware
6 of anybody individually going for a meal.

7 Q. All right.

8 A. Apart from, interestingly, Don Boyd again. Because one
9 time in the upper school the phone went and I answered
10 it, and it was Guy Ray-Hills and he wanted a word with
11 Don. I assumed that was to arrange an evening meal but
12 I don't know.

13 Q. You don't know. Did you simply pass the message on?

14 A. Yes.

15 Q. If we go to paragraph 49, which I think follows on from
16 your -- it's page 12. This is following on from your
17 comments we have already looked at about Charlie's Aunt:

18 "I don't know if any of the senior staff members
19 such as the headmaster were aware and were turning
20 a blind-eye. I think they did. He was such a good
21 teacher and he got amazing exam results. Even until
22 quite recently, I couldn't help wondering why on earth
23 a man of his talents was working in a second-rate prep
24 school in Musselburgh. Of course I now know why he
25 was."

1 Why do you think senior staff members knew?

2 A. I think I have gone into that one, about the response to
3 the Charlie's Aunt, for example.

4 Q. Yes.

5 A. I just suspect -- I don't know if this is going to come
6 out later or not, but for example the Nippers'
7 headmaster, Hamish Galbraith, I think must have known
8 what was going on because he had been at Cheam School in
9 Surrey, and then Guy Ray-Hills, according to Don Boyd,
10 went to Cheam, but he had also been at Holmewood House
11 in Kent, which again is where Guy Ray-Hills went when he
12 left Loretto. Slight confusion there but ...

13 Q. That is your impression because of these connections, as
14 you understand them?

15 A. I just want to read this again. (Pause).

16 Q. I think you say further on that you think
17 Hamish Galbraith may have arranged Guy Ray-Hills'
18 appointments?

19 A. Yes, that is right.

20 Q. But that is not something you know?

21 A. No. I do honestly think he was a very, very good
22 teacher, very talented, very charismatic, very
23 inspirational. And I think, given the exam results,
24 probably other members of staff may well have said
25 "Look, it's brilliant, all this standard coming up".

1 Q. Okay. If we can move on, though, because obviously you
2 didn't have any connection with Ray-Hills other than the
3 time that he met you having -- you returned from
4 hospital, you didn't deal with him at all other than
5 that. You had no connection with him at school after
6 the events in his bedroom?

7 A. After his bedroom, no, it was just the one ...

8 Q. Yes. You talk, and again I don't think we need to go
9 into the detail, but the impact of those events, perhaps
10 because of other factors as well, were profound for you,
11 is that correct?

12 A. Yes.

13 Q. And involved suicide attempts?

14 A. Twice, yes.

15 Q. Yes. Did you ever tell anyone, prior to the police, and
16 we will come on to that in a moment, about what had
17 taken place?

18 A. No.

19 Q. I think you go on to say that your mother never knew but
20 you did tell your father later on in life?

21 A. Yes.

22 Q. I think you found that that was perhaps a good thing to
23 have done?

24 A. As I say in the statement, I think any parent must
25 wonder, when a child attempts suicide, what they have

1 done wrong, and I think for my dad I was quite
2 pleased -- you know, he must have just wondered if there
3 was something I had never told him, and he was quite
4 right, there was. I told him just in time.

5 Q. Because I think, as you say in the statement, he died
6 a few days after you told him?

7 A. Yes. It was very odd, he rang me at 10 o'clock at
8 night, which he never, ever did, but he just rang to say
9 how sorry he was.

10 Q. Yes. You have mentioned obviously Don Boyd, because
11 leaving school you then found a career, a profession
12 even, and had been working in that ever since. But then
13 in 2001, and we heard about this from Don Boyd himself
14 yesterday, an article was published in the Observer
15 which exposed Ray-Hills' behaviour towards Don Boyd. Am
16 I right in saying you didn't actually see the article,
17 you were simply told about it initially?

18 A. That is correct. You may come to this in a minute, but
19 I was very particular not to see it until I had given my
20 statement to the police.

21 Q. Indeed so. But when you heard about it, and we will
22 come to reporting to the police in a moment, can you
23 remember your emotions when you discovered that it was
24 now out in the open, at least as regards Don Boyd?

25 A. Incredibly naive, but I think, my goodness, you know,

1 there was somebody else involved.

2 Q. Up until that point had you not thought --

3 A. I hadn't thought. I hadn't thought at all.

4 Q. So taking the call from Ray-Hills for Don Boyd in your
5 mind was simply to arrange --

6 A. An evening meal. I had no idea there was anything
7 sexual going on at all.

8 Q. Again thinking back to the remaining time at Loretto,
9 was there talk amongst the boys about Ray-Hills after
10 your experience or was it simply as before?

11 A. I do think latterly some of the talk was more critical
12 than I had been aware of when I was younger. There were
13 people saying he is behaving very badly.

14 Q. Yes. But in 2001, having heard though not read the
15 article -- heard of but not read the article, and
16 realising that you were not the only one, you made
17 contact with the police?

18 A. Yes.

19 Q. The school, we understand, wrote to pupils after the
20 article was published. Did you receive a letter about
21 that?

22 A. I received two, actually, because I wrote -- when I went
23 to the police I wrote to Michael Mavor, who was
24 headmaster of Loretto at the time, saying I was going to
25 go to the police, and he replied, and with his reply he

1 enclosed two letters, one of which was to former Nippers
2 about Guy Ray-Hills, and one a much vaguer general
3 letter that was issued to former pupils who had not been
4 at the Nippers, so -- what was the question, sorry?

5 Q. I asked whether the school had sent you letters, and the
6 answer obviously is you wrote to Mavor and he replied to
7 you enclosing both these letters?

8 A. That is right. And they would have anyway sent me one
9 of the two. They wouldn't have sent me the Nipper
10 letter but they would have sent me the upper school one.

11 Q. But you got in first, effectively, by writing to him,
12 and I think his reply to you was sympathetic, is that
13 correct?

14 A. Very much so, yes.

15 Q. He was a boy obviously that had been at school at
16 Loretto with you?

17 A. Yes, I knew him fairly well. I was in the same room as
18 him, for example.

19 Q. Was he in the same year?

20 A. He was a year above.

21 Q. A year above, all right. And you made contact with the
22 police?

23 A. Yes.

24 Q. And in terms of dealings with the police, I think you
25 were put in touch with a Detective Inspector Imery. Is

1 that correct?

2 A. Yes.

3 Q. And you gave a statement?

4 A. Yes.

5 Q. At that point I think you were shown the article after
6 you had ...

7 A. After I had given my statement.

8 Q. Absolutely. Because you were very concerned not to have
9 read it first?

10 A. Yes. I wanted it to be my story, not anybody else's.

11 Q. And thereafter you would understand that proceedings
12 were raised against Ray-Hills by the Procurator Fiscal
13 in due course?

14 A. In due course they were, yes.

15 Q. You reported -- the article was published in 2001, and
16 we would understand that you contacted the police also
17 in 2001.

18 The prosecution we know didn't proceed ultimately,
19 because the court was -- or the Crown was satisfied that
20 Mr Ray-Hills, on the basis of medical evidence, wasn't
21 fit for trial, and the court accepted that. That
22 obviously didn't provide you with any comfort at all?

23 A. No.

24 Q. Were you dissatisfied with the handling of the
25 prosecution, as you saw it, by the Crown?

1 A. I was on two counts, yes.

2 Q. What were they?

3 A. The first one was that I felt basically Guy Ray-Hills
4 had got off with a line from his GP. Secondly, I was
5 also asked by the Fiscal's office, as it was such a long
6 time ago, would I consider withdrawing my evidence? So
7 I did feel they weren't really making much of an effort
8 to pursue -- I think Imery in the police, he wanted --
9 very much he believed what I said, but I think that one
10 fizzled out. I have a feeling he was set on from above.

11 LADY SMITH: Tell me just a little bit more, if you can,
12 about being asked by Fiscal's office whether you would
13 consider withdrawing your evidence. Can you remember
14 any detail of that?

15 A. I certainly can, yes.

16 LADY SMITH: Tell me about that.

17 A. I was due to give evidence -- I had been summoned to
18 give evidence as a witness, and then there was
19 a hearing, a sort of pre ... and I think at that stage,
20 although I hadn't been called as a witness, I got notice
21 that -- can you ask the question again?

22 LADY SMITH: Let's start this way: where was the prosecution
23 due to take place?

24 A. In Haddington.

25 LADY SMITH: So in the Sheriff Court?

1 A. Sheriff Court.

2 LADY SMITH: And have you any memory of going to the
3 Fiscal's office yourself?

4 A. Yes, yes. I would say there was an awful lot of delay
5 and an awful lot of phone calls, and of course
6 unfortunately there is no record of what was said over
7 the phone, but I will try again with what I was going to
8 say before.

9 When the case was -- what is the word? I wouldn't
10 say dropped, but it was lapsed, for want of a better
11 word, I got a phone call from The Daily Record in
12 Glasgow asking for my comments on the case being
13 dropped, and I hadn't been told anything at this stage.
14 So I got straight on to the Fiscal's office and said --
15 well, first of all I told The Daily Record, I said
16 "Look, you have hit me with a bombshell here.
17 Can I think about this?" And she said "Fine, I will
18 phone back in half an hour".

19 So I then got on to the Fiscal's office and got
20 a lady there who said that, because it was all such
21 a long time ago, [REDACTED]
22 [REDACTED]
23 [REDACTED]
24 [REDACTED] withdrawn
25 their evidence and would I consider withdrawing mine as

1 it was all such a long time ago?

2 LADY SMITH: And that was after the news that came to you
3 via The Daily Record --

4 A. Yes.

5 LADY SMITH: -- that the case was being dropped?

6 A. Yes, that is right. So then, thank goodness, I had the
7 good sense, rather than just leave it as another phone
8 call for which there was no regard, I then wrote to the
9 Fiscal's office in Haddington, which I think is part of
10 this statement, explaining what had happened and
11 objecting very strongly to being asked the question
12 I was.

13 LADY SMITH: Did you get a reply?

14 A. Yes, but it was all very obtuse stuff. The first reply
15 I got was "I don't remember making any statement to
16 you", this is from a man called Reith, who I think was
17 the Procurator Fiscal, and he said that he had no
18 recollection of any phone call with me asking me to
19 withdraw my evidence, which I would quite agree with.
20 It wasn't him who asked me that, it was a woman on the
21 other end of the phone, who I believe was the Sheriff,
22 but I don't know, I'm not sure.

23 LADY SMITH: Thank you.

24 Mr Brown.

25 MR BROWN: I think, my Lady, this is covered in the

1 statement, and there was, I think it's fair to say, to
2 perhaps short-circuit matters, you made a number of
3 letters of complaint --

4 A. Yes.

5 Q. -- to the Crown, and the two issues that you were
6 raising was, one, whether or not, I think as you have
7 already said, he was getting away with it by feigning
8 illness, which was your concern, and, secondly, because
9 of this telephone call with a lady I think at the
10 Fiscal's office in Haddington, where you had been asked
11 about the possibility of withdrawing your complaint.
12 And I think you would agree that in terms of responses
13 from the Crown Office, the point was made that that was
14 not something the Crown did, because it was for the
15 Crown in the public interest to decide whether there was
16 a prosecution, and it certainly wasn't Reith who said
17 that to you, who was the Fiscal at Haddington.

18 But in any event there came a time where the
19 prosecution was not maintained and of course didn't take
20 place. Is that a matter of regret for you, that there
21 was no prosecution?

22 A. Yes. Yes, it is. That was the most difficult part.

23 What went on in Guy Ray-Hills' bedroom was bad enough,
24 but that was even worse.

25 Q. Can you tell us why it was even worse?

1 A. Because I was told it was insignificant, it was all such
2 a long time ago, [REDACTED]
3 [REDACTED] Unfortunately people like Don Boyd never
4 brought charges against Guy Ray-Hills.

5 There was another newspaper article that referred to
6 a university professor, I don't know who he was. Again
7 he said he had been abused by Guy Ray-Hills, but again
8 he said, because he didn't want his family to know what
9 had happened, he wasn't going to bring charges.

10 So I felt very much almost on my own and there was
11 no back-up at all.

12 So I am very pleased that today, obviously there has
13 been a huge flow of -- there has been an admission by
14 Loretto that abuse did take place. And also, I don't
15 know how many witnesses are being called, but it is
16 certainly more than [REDACTED] which is good.

17 Q. Yes. Again, as has already been pointed out,
18 transcripts of hearings are available online and you may
19 be able to read all about these matters relatively soon.

20 You were pleased, you say, obviously, that
21 the Scottish Child Abuse Inquiry was created because it
22 has given you the chance to talk about these matters.

23 I think if we go to page 26 and paragraph 109, you say:

24 "One of the reasons I wanted to give my evidence to
25 the Inquiry is because I think there is a misconception

1 that it is just places like Quarrier's Homes or the
2 Catholic Church where abuse takes place. I am pleased
3 that this is at long last happening although I am also
4 concerned that this Inquiry might not get anywhere.
5 An awful lot of what has gone on, particularly what has
6 been reported in the press recently, is about people who
7 are dead or schools like Fort Augustus that have
8 closed."

9 Obviously you just talked about the fact that
10 Loretto have acknowledged matters. Has that been
11 helpful for you?

12 A. I do wonder, if this Inquiry didn't exist, whether they
13 would have acknowledged that abuse took place.

14 Q. I think you make the point at paragraph 113 on page 27:

15 "I think if I had been abused, for example, at
16 Knightswood Secondary School, they would have had
17 Guy Ray-Hills. Because it was Loretto School, which is
18 a so-called exclusive private school, there was
19 a cover-up and he got away with it."

20 Was that the feeling you had prior to the
21 acknowledgement of Loretto, that they didn't want to
22 face up to it?

23 A. I think Loretto made very much of the fact, and I am
24 going back to the time the court case was called,
25 Loretto made a big -- if you look at what was said in

1 the press, there were [REDACTED] people who had complained
2 to the police about Guy Ray-Hills, and that was the line
3 that the school then took: only [REDACTED] us.

4 Q. Okay. Thinking about the Inquiry and what might be
5 learned from your experience, what would you hope for,
6 looking ahead, to prevent this sort of thing happening
7 again?

8 A. It's probably already happened, I think. There are
9 counsellors in place in boarding schools. There is
10 a lot more family involvement, even with boarding
11 schools, virtually there is a lot more contact than
12 there was.

13 But I think as regards what might come out of it,
14 I think I am a walking example of the harm that is done
15 to a teenage boy 60 years on. Abuse that far back does
16 affect people for life. By and large I am fine, but it
17 is just occasionally -- now, right now, is one of
18 them -- I do find it very difficult to talk about. But
19 the fact, you know, I had two attempts at taking my own
20 life speaks for itself, I think.

21 Q. Yes. Kenneth, thank you very much indeed. Is there
22 anything else you would wish to say?

23 A. I am a lot more emotional than I thought I was going to
24 be, and I am just worried I might have missed out
25 something, but I can't think of anything immediate.

1 Q. That is why I started off by making the point that your
2 statement, where you say many things that we haven't
3 touched on today, is before the Inquiry, so all of those
4 things are heard.

5 My Lady, I have no further questions.

6 LADY SMITH: Thank you.

7 Are there any outstanding applications for questions
8 of Kenneth? (Pause). No.

9 Kenneth, can I just echo what Mr Brown has said.
10 Your written statement is also evidence before me and is
11 extremely valuable, as is you having come along today
12 and given the oral evidence that you have given. If
13 anything else occurs to you that you wish you had told
14 me, please do not hesitate to get in touch with witness
15 support again and we can take it from there. So do not
16 worry if you think that you have forgotten something and
17 that means it's lost to the Inquiry. You can add, if
18 required, to your statement.

19 But separately, thank you for facing up to coming
20 today, and I do appreciate how difficult that can be.
21 And simply because one can get organised and talk, if
22 I may say, articulately and intelligently in response to
23 questions, it doesn't mean that emotionally it is not
24 very difficult. I understand that.

25 But thank you for doing it. Thank you for doing it

1 so as to contribute your evidence and to help me to
2 build the picture I need to build about what was
3 happening at boarding schools, including Loretto, over
4 the period of our investigation, so I am very grateful
5 to you.

6 I am now able to let you go, and I hope you are able
7 to have a quiet relaxing day after this.

8 A. Thank you.

9 LADY SMITH: Not at all.

10 (The witness withdrew).

11 LADY SMITH: Mr Brown.

12 MR BROWN: My Lady, the next witness, which is a live
13 witness, is at 2 o'clock. Obviously Ms Bennie is ready
14 to read more statements, if that is ...

15 LADY SMITH: Can we do read-in for another half an hour or
16 so? That is then a couple of hours. Then we will give
17 the stenographers a break until 2 o'clock.

18 MR BROWN: Yes, my Lady. It's a longer than usual day.

19 If I may, I will withdraw.

20 LADY SMITH: Please do. Ms Bennie.

21 MS BENNIE: My Lady. The first statement bears the number
22 LOR-000000227. My Lady, this witness wishes to remain
23 anonymous and has chosen the pseudonym of "William".

24 Witness Statement of "WILLIAM" (read)

25 MS BENNIE: "My name is William. My year of birth is 1940.

1 My address is Alberta, Canada.

2 "I attended Loretto between 1953 and 1958. I was
3 born in Shanghai. My parents and I got one of the last
4 ships to leave China before the Japanese took over. We
5 spent the war in Australia. My father was a chartered
6 accountant. I received my schooling in Australia, India
7 and England before going to Loretto."

8 My Lady, the witness in paragraph 3 to paragraph 9
9 shares his experience of the routine at Loretto School,
10 and therefore I propose to resume reading at
11 paragraph 10:

12 "There were not many visitors. The idea of boarding
13 was to keep you in the school, my parents were in India
14 or Pakistan so they were unable to visit when I was in
15 the school. I remember in the summer term pupils who
16 lived in Edinburgh or Glasgow would be able to go home
17 for a long weekend and the 20 or 30 of us whose parents
18 were abroad would just stay in the school that weekend.

19 "I had a younger brother, he was very good at rugby.
20 He had a good time at Loretto.

21 "I don't think we had any personal possessions.
22 There was certainly nothing like TV, computers or
23 calculators. Parents were given a list of things they
24 had to provide, which included kilt, jacket, stockings,
25 shoes and general clothing. It was quite a long list

1 and it was pretty strict. The shorts were dark blue and
2 the socks red, I think the shoes were brown, and we
3 could wear either a red or tweed jacket. There were no
4 ties worn in those days.

5 "There was a rule book from 1935 which contained
6 a couple of daft things. For instance, only prefects
7 could leave their jacket open, and if this rule was
8 breached the punishment would be three on the backside
9 with the cane. I also remember I was beaten not long
10 after I started at the school because my gym shoes had
11 the number [REDACTED] on them. This was my number from my prep
12 school which went on all my clothing. I was told the
13 number should have been replaced with my initials and
14 I got three on the backside for that. I remember I was
15 only 13 and a half at the time.

16 "The way it worked was that everybody got two weeks
17 on joining the school to learn the rules. As I hadn't
18 picked up that I needed to replace the number on my
19 shoes, that is why I was punished. I didn't like that.

20 "The discipline was pretty strict. The basic
21 punishment was three on the backside as mentioned above.
22 If the offence was more serious, it would be four or
23 more on the backside. The recipients of a more serious
24 punishment could also be made to wear white shorts which
25 were thinner than the shorts I mentioned earlier. It

1 was like something out of Tom Brown's School Days.
2 I have nothing really to add about this. No one ever
3 got a slap on the wrist, it was either three on the
4 backside or more. It was prefects in the main who
5 carried out the beatings. Masters didn't really get
6 that much involved.

7 "Leaving Loretto was not a big deal. We got
8 a certificate. I also got a red and white tie for
9 having been in the hockey first team and a beer tankard
10 for having been in the swimming team. I remember that
11 we would get all our friends to sign a photograph of us.

12 "I went on to train to become a chartered accountant
13 in Edinburgh and then moved around the world. I worked
14 in Africa, and then in Canada as a chartered accountant.
15 I last visited Scotland in 1998 when I attended
16 a reunion dinner in Edinburgh with some friends from
17 Loretto.

18 "I personally was never abused at Loretto. I do
19 recall ongoing mental bullying to which one boy was
20 subjected. This took place around 1954 to 1957, it went
21 on for three years. The boy in question was the year
22 above me. The boy in question was sent to Coventry in
23 that he was ignored. Boys, including myself, were
24 advised not to have anything to do with him, and at
25 mealtimes no one would talk to him. It was generally

1 considered a bad thing to be seen with him. For one
2 term I was in the same dorm as him. He asked me what he
3 had done wrong. Personally I found him to be pleasant
4 and helpful. I was asked by other boys what I had done
5 wrong to be in the same dorm as him. The situation was
6 well known. I know of no other instance of what I would
7 call abuse. I haven't learned, since leaving Loretto,
8 of anything that could be described as abuse.

9 "I did have a positive education and experience at
10 Loretto, I am still in touch with old friends from
11 there, and I think the training and education I received
12 stood me in good stead. I never had any trouble getting
13 a job. Loretto gives a good all-round education and
14 turns out decent people."

15 My Lady, the statement is signed by William and is
16 dated 29 June 2020.

17 LADY SMITH: Thank you.

18 MS BENNIE: My Lady, the next read-in is a statement which
19 bears the reference LOR-000000224. Again, my Lady, this
20 witness wishes to remain anonymous and he has adopted
21 the pseudonym of "Tom".

22 Witness Statement of "TOM" (read)

23 MS BENNIE: "My name is Tom. My year of birth is 1944. My
24 address is Germany. I was born in Inverness during the
25 war. In 1947 we moved as a family to Fiji. I was

1 an only child. I was taught by my mother until I was
2 nine. We then returned to the UK when I began attending
3 prep school. I then started at Loretto in 1957
4 when I was 13.

5 "I was at Loretto for five years and left in 1962.
6 I spent my holidays with my grandparents and family in
7 Guernsey. My parents were in Aden first and then
8 returned to live in Fiji when I was in Loretto.

9 "Forbes Mackinnon was the headmaster when I started
10 at the school. He was replaced by Rab Bruce Lockhart of
11 whom I have a very high opinion. I would say he turned
12 the school around. The school was friendly. The older
13 boys were kind by and large. The school had
14 a reputation for thoughtfulness."

15 My Lady, at paragraphs 4 to 15 the witness shares
16 his experiences of the routine at Loretto, and therefore
17 I propose to resume reading the statement at
18 paragraph 16:

19 "We were encouraged to do voluntary work at the
20 school. I participated in this. A French and German
21 master organised the chopping of wood which I sometimes
22 did on a Sunday afternoon. This was voluntary and not
23 a punishment. There were lots of opportunities for
24 sport, including fives, tennis, athletics, sailing, in
25 addition to the sports.

1 "We would get to go on trips to watch rugby and
2 cricket matches with other schools. I also remember
3 doing riding in my fourth year at Colinton barracks.
4 I think that was introduced by Rab Bruce Lockhart when
5 he was the headmaster. I also participated in five of
6 the grinds. These were cross-country CCF expeditions
7 about 20 miles long with a map and compass.

8 "There were three academic streams, stream A to C.
9 I started in the B stream which was the middle stream.
10 The A stream was the top stream. There were about 10
11 boys in A, 20 in B and perhaps 10 to 15 in stream C.
12 The school had a good reputation for dealing with boys
13 who were less intellectually gifted. I was not that
14 academic myself but I was put up into the A stream
15 when I was in my second term at the school. I sat eight
16 O levels, failing one of them, German, which I now speak
17 fluently. The expectation was that everyone in the
18 A stream would go to Oxbridge, most of the B stream
19 would go to university somewhere, and those in the C
20 stream would try to get five O levels. I did my
21 A levels and went to university to study engineering,
22 but my maths wasn't strong enough and so I joined the
23 RAF as a pilot on a full career.

24 "The school employed a doctor and ran a matron
25 system. The school doctor was competent. I went to

1 matron a couple of times for concussion. I did not
2 suffer any broken bones. I remember around 100-plus
3 boys picked up the Asian Flu. Anyone hurt on the rugby
4 field was encouraged to walk off themselves but could be
5 helped by a couple of boys. There was a stretcher.
6 I never saw an ambulance being called, nor did I ever
7 see any accident that warranted it.

8 "At Christmas the school was on holiday and so
9 I would not be there. Birthdays were non-events, cakes
10 were not encouraged. Only a few close friends knew
11 about my birthday. Parents could visit, as could
12 parents of a friend, and take us out for lunch between
13 the two chapel services. This was allowed three times
14 a term.

15 "I had a locker in the workshop and also a clothes
16 locker in my room. I experienced no theft. People were
17 honest and I had no non-school uniform clothes.

18 "Turning to discipline. There were school prefects
19 and house prefects. The standard punishment was three
20 strokes of the cane. This would be received for
21 offences like having your coat or jacket unbuttoned if
22 you were not a prefect, not running between classes,
23 being late, although if late you would usually be asked
24 why. We were expected to know all the school rules
25 within two weeks of starting. There was a period of

1 grace during that initial two week period. The beatings
2 were carried out in public in classrooms by the masters
3 and after high tea by a prefect in the big tub room.
4 There might be a queue of several boys but the actual
5 beating was done in relative privacy.

6 "Strokes of the cane caused momentary pain as the
7 shorts we wore were very thick blue serge. For more
8 serious offences, the offender would be caned whilst
9 wearing white rugby shorts. The material of these
10 trousers was a lot lighter than the shorts we always
11 wore. I reckon beatings when the recipient was wearing
12 white shorts only took place around twelve times at most
13 when I was there. I never received this. The
14 headmaster would administer this punishment in his study
15 and entirely private and unannounced beforehand.

16 "There were no suspensions at the school. Boys were
17 to be expelled where warranted and I cannot recall any
18 event where it was considered to have been unjustified.

19 "I remember getting detention once for saying that
20 Chaucer was not amusing. During the detention the
21 master acted out Chaucer and I realised that he was
22 amusing.

23 "Rab Bruce Lockhart revamped the punishment system
24 when he arrived. Beating was generally reduced and he
25 introduced a green paper system which involved map

1 drawing. The paper was only available from housemasters
2 so involved an explanation of the need. Beating was
3 reduced by perhaps 80 to 90%.

4 "I remember, when I was there, there was a rugby
5 player in the C stream who was a sadist. He would beat
6 boys freely. There was no apparent mechanism to deal
7 with this. He was dealt with by a number of boys whom
8 he had punished unjustly the previous day. They carried
9 him shoulder high with legs apart into a rugby post.
10 That is how it was dealt with. His behaviour changed
11 for the better.

12 "I remember being written to by a previous
13 headmaster a number of years of ago in relation to the
14 allegations of abuse against Guy Ray-Hills. I was aware
15 that he apparently gave sex education classes to boys in
16 the Nippers, which is the junior school, in that I had
17 heard about it. I did not attend the Nippers. I was
18 not aware of him doing anything more untoward than that
19 when I was at the school. I didn't know him nor would
20 he have known me. He did strike me as a pleasant if
21 unknown master and I am certain he had no idea who
22 I was.

23 There was a teacher whose behaviour was bizarre, and
24 this could be said to be abuse. He was a master for the
25 A stream. He was over-fond of using the cane. He also

1 had a reputation for masturbating behind his desk.
2 I clearly saw him do this several times when he was
3 attending his class. I could see his arm jiggling up and
4 down. I also saw him do this when he was a major. He
5 had just been promoted to the rank of captain at
6 an exercise briefing in front of about 180 boys and some
7 masters serving as junior officers. He was down the
8 front and he was doing it very much in public. I was 17
9 then and I remember a housemaster looked at me and shook
10 his head in clear disgust. To the best of my knowledge,
11 the teacher never tried it on with anyone.

12 "I remember that two or three boys were expelled for
13 aggressive homosexual behaviour towards smaller or
14 younger boys when I was there. I also remember that in
15 1962 someone who I later learned had made a homosexual
16 advance to a younger boy in the same house had been
17 punished by another boy in the same year. He took the
18 punishment into his own hands and applied black shoe
19 polish to the private parts of the boy who had made the
20 assault on the younger boy. The boy who applied the
21 shoe polish was expelled for this. I would not want to
22 give his name nor that of the sadist I mentioned
23 earlier.

24 "I suspect that things I have described and
25 experienced probably did have some effect on me.

1 I could not, however, say to what extent. Overall,
2 however, I would say that my experiences at Loretto were
3 almost 100% positive. It was a safe, well-disciplined
4 and caring environment for boys.

5 "I would add that I think boys who were gifted
6 academically or who had sporting ability were given
7 a real opportunity to flourish there. I certainly
8 enjoyed my time there to the full and remain in happy
9 contact with both the school and friends from that
10 time."

11 My Lady, the statement is signed by "Tom" and the
12 statement is dated 10 June 2020.

13 LADY SMITH: Thank you.

14 MS BENNIE: I do have another two more that I can ...

15 LADY SMITH: I think we should just keep going at the moment
16 while we have the opportunity, Ms Bennie, thank you.

17 MS BENNIE: My Lady, the next statement is the statement
18 which bears the reference LOR-100000046. My Lady, this
19 witness has elected to waive anonymity, and the
20 statement is in the form of a letter which is dated
21 18 January 2021 and is prepared by Peter McCutcheon.

22 Letter of PETER MCCUTCHEON (read)

23 MS BENNIE: "I arrived at Loretto in September 1976 entering
24 Hope House as a boarder. At 14 I was perhaps a little
25 older than my peers. I had started my education at

1 Fenwick primary school in Ayrshire, but then moved to
2 Swaziland in 1970 where my father was employed as a
3 civil engineer. I attended the local primary school.
4 In 1974 I moved to St Ninian's, a preparatory school in
5 Moffat which is now closed. It was felt that I needed
6 two years at a preparatory school before taking my
7 Common Entrance Examination. At this point my parents
8 moved from Swaziland to Nigeria. They were to remain
9 there until just before I went to university.

10 "St Ninian's was not a happy school. Discipline was
11 harsh and the use of the cane common. I was appointed
12 head boy in my final year but the selection pool was
13 neither deep nor wide.

14 "My parents visited several of the Scottish public
15 schools before selecting Loretto. A key factor in their
16 decision was the tour of the school that they were given
17 by a sixth form pupil who conducted the tour without
18 supervision. My parents were struck by his confidence
19 and enthusiasm. This process obtains today.

20 "I started as Mr David McMurray was commencing his
21 period as headmaster and thus my year was the first that
22 he saw through the school. My housemaster was
23 Mr Clifford Sparks and both he and his wife, Alison,
24 oversaw a warm, caring and zestful house. They were
25 helped in this by the assistant housemaster,

1 Mr Ian Ebbage and a resident matron.

2 "The contrast between St Ninian's and Loretto could
3 not have been greater and I immediately felt comfortable
4 and safe. An important aspect of this sense of security
5 was the way in which the house system operated. We
6 slept in rooms, dormitories which were occupied by
7 a cross-section of boarders. Each room had a head who
8 was in the lower sixth and this individual was
9 responsible to the head of house, a boarder in his final
10 year. The remainder of the room was filled by boys from
11 across the junior years. The result was that each
12 individual identified with his room and his house and
13 took an interest in those he roomed with.

14 "My first port of call when a problem arose was
15 always my head of room who expected this, being proud of
16 'his' people. It was the norm for a boarder to stay in
17 his house throughout his time at Loretto. This also
18 added to the sense of cohesion, family and the place
19 that we felt.

20 "I arrived as an immature, reticent, bookish and
21 rather watchful boy who always expected the worst rather
22 than the best. It took very little time for me to
23 realise that Loretto lived the values and ethos that it
24 espoused. Loretto was a small school when compared to
25 many others and this brought a sense of community.

1 Everybody was encouraged to develop in their own way and
2 at their own pace. Everybody was accorded respect, with
3 their particular skills being recognised and applauded,
4 whatever they were.

5 "The idea of contributing to a community was well
6 reflected in two processes. The first, the awarding of
7 red and whites, Loretto's colours system, covered
8 a breadth of activities. A snapshot of the red and
9 whites awarded from January 1979 to December 1981 show
10 individuals being recognised for their contributions to
11 academic success at both A and O levels, services as
12 a prefect, music, canoeing, pipes and drums, the school
13 play, squash, services to the Combined Cadet Force, and
14 for service to the chapel. While contributions to the
15 key team sports were also recognised by the award of red
16 and whites, this list rather belies the perception that
17 Loretto recognised excellence in major team sports to
18 the exclusion of other contributions to the community.

19 "The second process was the annual award of prizes.
20 Of course major academic subjects were all linked to
21 prizes, but awards were also made in respect of art,
22 shooting, metalwork, photography, pottery, woodwork,
23 scripture and natural history. Loretto has always aimed
24 for all Lorettonians to reach their full potential,
25 whether that be academically, in sports, the arts, or in

1 more practical subjects.

2 "Teaching was of a very high standard and I was very
3 lucky to be taught by some charismatic and engaging
4 masters who took a keen and encouraging interest in
5 their pupils. There was an abundant range of extramural
6 activities. I built my own canoe and was then allowed
7 to paddle it down the River Ken over a weekend. I was
8 also taken into the mountains, partly as part of my
9 geography tuition but also to learn the arts of hill
10 walking, rock climbing and winter mountaineering.

11 "I took part in school drama productions. Being
12 an appallingly bad artist, I was taught how to take,
13 develop and print photographs and have an enduring
14 interest in landscape photography. The Combined Cadet
15 Force was compulsory but I thoroughly enjoyed it.

16 "After coming through the year-based sports teams I
17 played First XI hockey and First XV rugby. All of these
18 activities were delivered by school staff. I prospered.

19 "Moving into the sixth form, I took A levels in
20 geography, history and English. I also assumed the role
21 of head of room and found that I had been well-prepared
22 for the responsibility and challenges that it brought.
23 This was role modelled by my predecessors. I also
24 entered the sixth form as a Royal Marines scholar,
25 having passed the selection process. I owed that to

1 Loretto, being unrecognisable from the boy who had
2 arrived in the school three years before.

3 "I was selected as head boy in my final year. It
4 was an honour to have been selected and I took the role
5 and responsibility seriously. As head boy I led the
6 prefectorial body. Prefects have long played
7 an important role in Loretto life and, whilst the degree
8 of disciplinary power that they have held has been
9 reduced over time, and rightly so, the degree of
10 influence that they exercise has not. They are expected
11 to act as role models. The house structures that
12 operated during my time at Loretto placed increasing
13 levels of responsibility upon boys as they progressed
14 through school. This process formed the basis upon
15 which prefects were selected by housemasters and the
16 headmaster.

17 "Caning by prefects stopped as I arrived in 1976.
18 This decision reflected the view held by Mr DB McMurray,
19 the the new headmaster, but also the views of parents
20 and, critically, prefects themselves, who had become
21 increasingly uncomfortable with the practice.

22 "Discipline by prefects was maintained through
23 example and a range of sanctions that were based upon
24 impositions upon an individual's free time rather than
25 physical force.

1 "My approach to leading the prefects involved
2 'setting the culture' through the medium of example, as
3 well as a weekly briefing in 'Letter A', the prefects'
4 common room. We took a strong line on combating
5 bullying. It would be wrong to suggest that it did not
6 take place but, when exposed, it was not tolerated. The
7 pupil body were well aware of this. Thus the approach
8 taken by the lead prefects, head boy and heads of
9 houses, set the conditions for the conduct of the
10 prefectorial body and this filtered into the pupil
11 population.

12 "It should also be noted that the head boy had
13 regular meetings with the headmaster, getting advice and
14 offering feedback on a range of matters. This exchange
15 of information and advice was mirrored in each of the
16 boarding houses, being led by the housemaster.

17 "This process, coupled with the requirement to
18 record punishments, allowed the headmaster and his
19 housemasters to monitor and guide prefectorial activity.

20 "I also interacted with all members of staff who all
21 had the opportunity to speak with me before 'Morning
22 Double', when I came to the staff common room to pick up
23 the 'double book', in which staff wrote notices that
24 were to be read out to the school after the headmaster
25 had left the dining hall. It was quite normal for the

1 head boy to speak to the school after the headmaster had
2 left, but at no time was this used as an opportunity to
3 subvert what the headmaster had said. There was no
4 counterculture in operation.

5 "I was offered the opportunity to stay for an extra
6 term to sit the Oxbridge examinations but decided to
7 read law at the University of Edinburgh. The
8 Royal Marines did not wish me to follow this course but
9 the Army were happy to offer me a bursary whilst I read
10 for my degree. Again this was after a highly
11 competitive selection process. I would not have passed
12 without the confidence that Loretto instilled in me.

13 "I took my degree and attended the Royal Military
14 Academy at Sandhurst. Without taking a conscious
15 decision to do so, I always treated the men and women
16 I led as Lorettonians, caring for them as individuals
17 and insisting that they look after each other. I now
18 know that one of Loretto's key through-life lessons is
19 an understanding that one needs to contribute to
20 a community to earn a place in it.

21 "My story is not an unusual one. Many Lorettonians
22 would recognise many aspects of it. The sense of
23 community, the sense of safety and family and the deep
24 friendships that were formed there and still endure.
25 I owe Loretto a great debt and that is why I serve on

1 the board of governors today. I felt safe and valued at
2 all times during my time at Loretto. I deeply regret
3 that some Lorettonians have suffered abuse and feel
4 a deep sense of abhorrence. This is due to two factors.
5 The first is that any abuse, whatever its nature, is
6 unacceptable and morally repugnant. The second is that
7 such abuse constitutes a betrayal of the values and
8 ethos of Loretto."

9 My Lady, this statement is signed by Mr McCutcheon.

10 LADY SMITH: Thank you.

11 MS BENNIE: My Lady, the next statement to be read in bears
12 the reference LOR-000000226. The witness wishes to
13 remain anonymous and has adopted the pseudonym of
14 "James".

15 Witness Statement of "JAMES" (read)

16 MS BENNIE: "My name is James. My address is Alexandria.
17 My year of birth 1975. I attended Loretto from 1988
18 until 1993. Before that I was a day pupil at
19 Lomond School in Helensburgh. This is around
20 seven miles from my home on Loch Lomond."

21 My Lady, in paragraphs 3 to 9 the witness shares his
22 experiences of the routine at Loretto School and,
23 therefore, I would propose to resume reading at
24 paragraph 10:

25 "As for siblings, I had one sister who was older

1 than me. She did not attend Loretto. Females started
2 to be admitted to school during my last two years there.
3 There were quite a few siblings at the school when I was
4 there. I was certainly not aware of there being any
5 issues of isolation. A lot of them would play rugby and
6 football together. Siblings were usually housed in the
7 same boarding house. I think parents could request that
8 siblings be kept apart if that would be appropriate.

9 "I remember that we kept personal possessions in
10 a bedside locker in our dorm. In my last two years
11 I had my own study. I had a radio and a tape deck and
12 various posters on the wall there. When I was in my
13 early years there I remember my parents would provide
14 funds to the school which I would withdraw and spend at
15 the tuck shop. I never had any issues with my things
16 being stolen, confiscated or anything like that.

17 "There were two forms of discipline and punishment.
18 The first was from teachers and staff and the second was
19 by older boys on younger boys. Staff would send you
20 either to your housemaster or to the headmaster. The
21 standard punishment was 'Sides'. This involved the
22 required number of sheets of A4 paper being handed out
23 and the punishment was to fill these sheets with the
24 content of a book.

25 "There was never any physical punishment in the form

1 of beatings but making an offender take part in an early
2 morning run for around six miles was a form of
3 punishment. There were some at the school who always
4 went for an early morning run, so they would supervise
5 that. I remember once that a collective punishment was
6 meted out to all pupils in the school when no one
7 admitted to pushing one boy into a smelly puddle of
8 water that was filled with leaves. The punishment was
9 for all of us to run a six-mile run.

10 "There was no caning or anything like that when
11 I was there. I think that stopped around ten years
12 before I arrived. I do remember teachers saying on
13 occasions when someone had done something wrong that
14 they could have caned us for what we were doing ten
15 years ago.

16 "Sometimes the older boys' physical discipline of
17 younger boys could be a bit overzealous. There was no
18 hitting with batons or other implements but sometimes
19 there could be punching, like giving someone a dead arm.
20 You wouldn't get 18 year olds thumping 12 years olds.
21 There could be a couple of years' difference when
22 an older boy physically disciplined a younger boy. I do
23 remember when I was an older pupil saying to some of my
24 peers that they were going a bit overboard with their
25 physical discipline.

1 "As I became older aggression was certainly more
2 frowned upon. We certainly became more happy and laid
3 back during my time there. I suspect having girls in
4 the school during my last two years there probably
5 tempered the older boys' aggression."

6 My Lady, in paragraphs 16 and 17 the witness shares
7 his views of the standard of education at the school,
8 which I should say he regarded as good, and therefore
9 I propose to resume reading at paragraph 18:

10 "As for abuse, I was not aware of any sexual or
11 physical abuse by staff on pupils. I remember sometimes
12 when pupils were disciplining others a wee thumping was
13 meted out. As I said earlier, there would be no more
14 than a couple of years age difference between the
15 discipliner and the pupil being disciplined. I have not
16 heard of any abuse since leaving.

17 "I have no recollection of any pupil ever leaving
18 under the cloud of sexual abuse when I was at the
19 school. That was not surprising. There were four
20 houses which we stayed in throughout our time at school.
21 Mine was the Schoolhouse, and there was Seton, Hope
22 and Pinkie. There were about 300 pupils with 60 in each
23 year. That increased a bit when girls were admitted.
24 Things could have gone on in other houses that I was
25 never aware of. I do remember a boy in the year below

1 me being expelled for stabbing another boy. He was
2 expelled immediately. There was a criminal case about
3 that. I understand the culprit had been on
4 a battlefield trip to Belgium, I think it was, and that
5 is where he got the knife.

6 "I found it very tough when I started. Remember,
7 I had been at a day school first. I got used to it
8 though. I remember some of the boys couldn't handle it
9 and would cry. It was a bit 'Lord of the Flies' in that
10 a pecking order was established based on size and
11 strength initially. The order changed a bit due to
12 sporting achievement. I certainly found Loretto more
13 enjoyable as I got older. I was an awkward, cheeky kid.
14 Boarding school instilled discipline and helped develop
15 my independence. At school we would do crazy things
16 that the teachers did not know a thing about.
17 For example, I remember we would abseil down three
18 storey towers there at night using bed sheets so that we
19 could go out and get pizza. We learned how to abseil at
20 cadets. I also remember there was a rumour that a boy a
21 couple of years above me had been put in a wardrobe and
22 dropped out of the first floor window with no
23 ill effects.

24 "I would send my own children to Loretto. That will
25 be a matter of discussion with my wife when our children

1 are a bit older."

2 My Lady, the statement is signed by James and is
3 dated 11 June 2020.

4 LADY SMITH: Thank you very much. We will break now until
5 2 o'clock for the next witness, Mr Brown?

6 MR BROWN: Yes, my Lady. Thank you.

7 LADY SMITH: Thank you.

8 (12.33 pm)

9 (The short adjournment)

10 (2.00 pm)

11 LADY SMITH: Yes. Mr Brown.

12 MR BROWN: My Lady, the connection is tested and I am sure
13 Alec can join us swiftly.

14 LADY SMITH: Good. Are we going to see Alec?

15 Alec, good afternoon.

16 THE WITNESS: Good afternoon, good morning. How are you?

17 LADY SMITH: Of course, it's the afternoon here. Thank you
18 for joining us. I hope it is not too difficult a time
19 in the morning that we have happened on for you.

20 I am Lady Smith and I chair the Child Abuse Inquiry
21 here in Edinburgh. I am grateful to you for joining us
22 today. I would like to begin, if I may, by asking you
23 to swear that you will tell the truth.

24 "ALEC" (affirmed)

25 LADY SMITH: Thank you very much. I will hand you over to

1 Mr Brown in a moment, Alec, but can I just say if you
2 have any worries about anything, whether it's our
3 processes here for questioning you or the way the link
4 is working or something else entirely, please don't
5 hesitate to raise it. It is important that you are as
6 comfortable as you can be in giving your evidence, all
7 right?

8 A. Good.

9 LADY SMITH: I will hand over to Mr Brown now.

10 Mr Brown.

11 Questions from MR BROWN

12 MR BROWN: Alec, hello.

13 A. Hi.

14 Q. I think you have papers at your end which will mirror
15 papers at our end and primarily are your statement that
16 you gave and a supplementary statement that you gave.
17 Do you have both of those with you?

18 A. Yes, I have a lot of papers on my desk. It's a bit of
19 a mess but I have access to everything.

20 Q. Yes, I know that feeling.

21 In terms of the two statements that you have
22 provided to the Inquiry, can I just turn to the last
23 page of each. Your first statement is page 54 and your
24 second statement is page 6. Both have this in common,
25 the final paragraph ends:

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

5 And that statement is correct?

6 A. Yes.

7 Q. Having read the statement through, you have signed and
8 dated the first one 16 October 2020 and the second
9 17 December 2020.

10 A. Yes.

11 Q. Great. You will understand, therefore, that these
12 statements are in evidence. The first one in particular
13 is a long statement and goes into much detail about many
14 things. You should understand, obviously, that is
15 understood by the Inquiry.

16 What I would like to do is just to talk to you
17 perhaps more generally, though introducing specific
18 parts of these statements, to some issues that you have
19 raised over the course of both and also in subsequent
20 emails.

21 A. Sure.

22 Q. Obviously today we are calling you Alec. You were born
23 in 1980 and you are now 40 years old?

24 A. Yes.

25 Q. You were born in rural Scotland and enjoyed, is it fair

1 to say, a very happy childhood in the country with your
2 parents and siblings?

3 A. Yes, a lovely spot.

4 Q. The decision was taken though when you were I think
5 perhaps nine that you should be considered for boarding
6 school, in part at least because you had outgrown the
7 local school?

8 A. Yes.

9 Q. Is that fair?

10 A. Yes.

11 Q. I think it was a local teacher who suggested that you
12 should move on?

13 A. That is correct.

14 Q. Your parents chose Loretto?

15 A. Yes.

16 Q. Do you know why?

17 A. I think Loretto had a very good reputation in those
18 days. I am pretty sure they looked at prospectuses from
19 a few other places, like Glenalmond. I think they
20 knew -- they had a couple of colleagues whose children
21 went to Loretto so it seemed a natural fit, and it was
22 pretty close, it was only about 45 minutes away.

23 Q. Do you remember how you felt at the prospect of going to
24 boarding school?

25 A. I felt excited. I thought it would give a lot of

1 opportunities, particularly in sports, and I had no idea
2 what lay in store.

3 Q. Okay. I think we would understand from some of the
4 comments you have made that cricket is a particular
5 passion of yours. Was that something you looked forward
6 to in anticipation that you would be able to do at
7 Loretto?

8 A. I think medically speaking it would be classed as
9 an obsession, so I did enjoy it, they had very good
10 facilities there.

11 Q. Am I right in saying you and your brother, who also went
12 to Loretto, went on a visit prior to joining just to get
13 a flavour of the place?

14 A. Yes, we had a tour of both campuses, so the junior
15 school and the senior school. We met the outgoing
16 headmaster of the junior school, Mr Halliday, and then
17 we went to the senior school and met Norman Drummond,
18 the headmaster there.

19 Q. What was your impression at that first visit?

20 A. It looked a little bit spartan, I will be honest, the
21 facilities looked a little bit rough, but everybody was
22 charming. It seemed like it was a serious place, that
23 it would provide a good education. And the campus was
24 a beautiful place, it had big lawns, it had facilities.
25 It was a very different thing from the local primary

1 school.

2 Q. Then we would understand that you actually joined
3 Loretto I think when you had just turned ten, and
4 obviously went into the junior school which we know to
5 be on a different campus from the senior school.

6 A. Yes, I was ten, just about to turn 11.

7 Q. When you started at the junior school, am I right in
8 saying there was an initial period of orientation for
9 you to try and find your feet in something that was
10 entirely new to you?

11 A. Yes, there was about two weeks' grace, I think they
12 called it, when you couldn't get punished, and you had
13 to memorise all the routines. The moment that grace
14 would be finished then you were open to any kind of
15 punishment.

16 Q. In terms of learning the routines, was that something
17 you picked up, or were you given instruction in a formal
18 sense, like a rule book or that kind?

19 A. We had someone to -- that we would shadow, so I was
20 assigned to somebody in my year, and for some reason he
21 had ended up with two people so he ditched me after
22 a few days, so then I had to just figure things out just
23 by asking classmates.

24 Q. In that two-week grace period, what were you thinking
25 about your new home?

1 A. My home?

2 Q. Your new home?

3 A. My new home. I think it was very busy. Every single
4 minute of every day was decided for you. It was -- you
5 were always kept busy, physically, mentally. It was
6 a very, very full routine from waking to sleep. There
7 was no time to reflect on things. It was kind of
8 overwhelming but you just had to get on with it.

9 Q. Once the grace period came to an end, did things change
10 so far as you were concerned?

11 A. Yes, as far as every new pupil was concerned. So at
12 that point prefects look forward to punishing people.
13 It was like the gloves are off. And you could be
14 punished by staff as well for being late, for not having
15 memorised the routines. It was a very different place.
16 It was much colder and more miserable after that.

17 Q. In terms of the school, and we have been hearing
18 evidence about it from the 1950s on, it is described as
19 strict and quite regimented. Does that description fit
20 with what you experienced in 1990?

21 A. Yes, it appeared that things had not changed since its
22 inception. The motto was "You inherited Sparta, use it
23 or build on it". Militaristic is a good way of
24 describing it. I even remember our head of dorm had
25 drawn up sort of every position in an Army barracks and

1 we were all -- just by their own initiative, we were all
2 given a title with different duties. I was at the very
3 bottom of the list, I was the barracks bog cleaner, but
4 militaristic is pretty much how it was.

5 Q. Are you talking about the junior school?

6 A. Yes, that is the junior school, yes.

7 Q. I think in your statement in paragraph 94, when you are
8 talking discipline, you say that in the junior school
9 there was a hierarchy in every dorm. Is that what you
10 have just reflected, everybody had a role?

11 A. Everyone had a role. So there would be head of dorm and
12 assistant head of dorm, and then other duties, whether
13 you had to go wake up the boarding house or go do
14 the laundry for the house. Everybody was kept busy.

15 Q. Presumably -- as you said, you described yourself as the
16 lowest level. Presumably the last in, the newest, would
17 be at the bottom of the ladder, as it were?

18 A. I think so. Yes.

19 Q. Presumably over time you progressed up in terms of
20 status, or did that not happen?

21 A. Over the course of the three years of the junior school
22 I would say success in sports, in particularly my final
23 year, maybe changed things a little bit. But in terms
24 of popularity or -- that never changed.

25 Q. I think, as we know from reading your statement in

1 total, bullying was something that you experienced
2 throughout your entire career?

3 A. Yes. The whole eight years on thousands of occasions,
4 thousands incidents. It was relentless.

5 Q. I think if we go to paragraph 109 on page 28 of your
6 statement we see --

7 A. Which paragraph, sorry?

8 Q. Paragraph 109 on page 28.

9 A. Yes.

10 Q. Do you have that?

11 A. Yes.

12 Q. You will see the last three lines:

13 "The boys picked on people who were vulnerable or
14 different and I was both. I was physically the
15 smallest, I had serious asthma and eczema in those days,
16 I worked much harder than anyone else, and I wanted no
17 part in cliques. It was only in the final year of
18 junior school, through sporting success, rugby and
19 cricket, that there was a slight reduction in bullying,
20 but it would come back bigger in the senior school."

21 In terms of just thinking about the junior school,
22 the junior school we would understand in terms of
23 supervision was perhaps easier to supervise because the
24 numbers were smaller, is that correct?

25 A. Smaller numbers and a smaller campus.

1 Q. Yes.

2 A. So it would be easier.

3 Q. But was there great reliance on pupil discipline for
4 maintaining what would be understood to be order?

5 A. Yes. The prefects, or the leaders as they were called,
6 and the heads of houses and the head boy, they had
7 absolute authority to hand out punishment at any time.
8 So that could be things like write 25 lines, 50 lines,
9 75 lines, 100 lines. You would have to go and do all
10 these things. If ever there was -- if ever you stood
11 your ground then they would report you to a staff
12 member. If it was a case of an ordinary pupil versus
13 a prefect, the staff member would always take the
14 prefect's viewpoint.

15 Q. How were prefects selected in the junior school?

16 A. I'm not entirely sure, I wasn't part of that process.
17 I imagine the teachers collectively discussed it in the
18 staff room and said who looked like the sort of leaders,
19 the alpha males. Usually it was people that would also
20 be captain of the sports teams.

21 Q. Was that your impression from amongst the pupil body
22 that it was the alpha males, to use your words, the
23 captains of sport?

24 A. Yes, it would be -- the captain of rugby would also be
25 the head boy, the head of the other boarding house would

1 be the captain of the other sports team, et cetera.

2 Q. I think, to give an example -- a number of examples, at
3 paragraph 111 on page 29, you record:

4 "When I was 12, I was beaten and bullied in my dorm
5 every night for six months by another boy whilst
6 everybody else laughed. The other boy was 13. He was
7 egged on by the prefects in charge of the dorm. I cried
8 myself to sleep. One night I was thrown headfirst into
9 the corner of a bed, causing a large black eye, and
10 beaten repeatedly with a belt. At that point the
11 housemaster discovered what was happening and it was
12 stopped. I was transferred to another dorm."

13 A. Yes.

14 Q. In terms of the opening lines, that this happened "every
15 night for six months", did you feel at any stage in
16 those six months that you could have told anyone?

17 A. I didn't feel that because, you know, my life was in
18 danger and I couldn't -- you can't escape these people.
19 We were all locked in together. If you report someone,
20 everyone else is going to turn against you. Even if
21 there is an intervention by a staff member, there will
22 still be more waves of violence coming after it.

23 Q. But we see from the conclusion of that episode that
24 because, from your description, a visible injury alerted
25 the housemaster to some problem at least, it was

1 stopped. So can we take it from that the teacher
2 intervened?

3 A. Yes. So the housemaster, he intervened immediately when
4 he saw the black eye, and he was very strict about it.
5 So he had serious words with the abuser, and I was moved
6 on at that point as well.

7 Q. Did things improve thereafter?

8 A. Yes, I would say certainly for -- initially for a few
9 weeks, but again that person was still in the school,
10 so -- and you would see them outside of the boarding
11 house and things like that, so it would still continue.
12 There would be a lull, but it didn't stop things, it
13 didn't stop bullying in its entirety.

14 Q. Were you in any sense encouraged either by the teacher
15 saying "If this happens again, please tell me", or
16 simply, because there had been an intervention, that you
17 could approach a teacher, did that help at all either
18 way?

19 A. He did take it very, very seriously. So I did feel that
20 I could -- if something escalated to that level again,
21 that I could report it.

22 Q. Did you have to report it when you were in the junior
23 school?

24 A. Just in the junior school? That incident was just in
25 the junior school. In the senior school it was a lot

1 harder to report things.

2 Q. We will come to that. Sorry, my fault. What I was
3 asking was did you ever have to report, whilst you were
4 in the junior school, similar problems to the
5 housemaster?

6 A. Not to the housemaster. There would be incidents of
7 bullying in the playground, or things like that, and
8 things would get reported. Often staff members would
9 walk in on things and see things happening. It happened
10 quite often where both the sort of victim and abuser
11 would be punished at the same time. It would become
12 a game of he said, she said, and some teachers, not all
13 of them, would punish us together. So you would end up
14 having to do a run at 6 in the morning with the person
15 who had been bullying you while everybody else is
16 sleeping.

17 Not from my housemaster, I should add, from other
18 staff members. There were other staff members who
19 simply just dismissed things. They didn't want to deal
20 with it. There are 70 kids running around and there are
21 fights going on in various places and they didn't want
22 to hear about it.

23 Q. I will come back to teachers a little later, if I may,
24 as a discrete issue.

25 I think we also understand from what you are saying

1 that age mattered. Older boys, from what you are
2 saying, would behave in your experience badly to younger
3 boys. That is what happened to you?

4 A. Yes, even -- sometimes it could even be someone who just
5 happened to be in the year above you but they might be
6 younger than you. My birthday being in [REDACTED] meant
7 I was one of the older pupils in my year. But they
8 could be people, even if they were the year above you,
9 they took it as they could treat you like dirt.

10 Q. So senior years looked down on junior years?

11 A. Yes, every year looked down on the year below.

12 Q. It's just paragraph 113 at page 29, you describe:

13 "In my first term the First XV rugby matches then
14 took place weekly. All the spectating kids, who were
15 aged 8 to 13, were made to run to the sea wall at the
16 end of the playing field at half-time. It was
17 a tradition."

18 So should we understand from that that the junior
19 school would be expected to turn out to watch the
20 First XV?

21 A. Yes.

22 Q. Is that the senior school First XV?

23 A. That would be -- yes, occasionally. It could be -- it
24 depends, it could be both. So if there weren't other
25 matches taking place for other teams, and if it was

1 a big match, then yes.

2 Q. So it could either be the First XV of the junior school
3 or the senior school depending on who was playing?

4 A. Yes. But for this incident specifically a junior school
5 match.

6 Q. I see, thank you.

7 You go on:

8 "I had no idea of what was going to happen the first
9 time we did it. The moment the children passed the
10 clubhouse the view was obscured by a bank of trees."

11 Whose view was obscured?

12 A. The First XV that would be playing, the staff members
13 that would be there. So there would be a bank of trees
14 between us and all the kids who weren't playing who were
15 made to run to the other end of the field.

16 Q. You go on:

17 "It turned into a ritual beating where older kids
18 attacked the younger one. It was like a war zone, with
19 kids in their final two years smashing the younger kids
20 to the ground."

21 A. Yes.

22 Q. What sort of numbers are you talking about in that
23 passage?

24 A. Probably 55 kids. It would be anyone who wasn't in the
25 First XV. I think there were about 70 people in the

1 school at that point.

2 Q. This was tradition, as you understood it?

3 A. Yes. So we didn't know about it the first time, but as
4 soon as we got through there, everyone was talking about
5 it and fighting and throwing people down on the ground,
6 and they said this is what we do.

7 Q. Did it happen again, then, the next year?

8 A. Yes, it happened every time there was a match, every
9 time there was a First XV match that the school was made
10 to watch, that there were other pupils not
11 participating, that was the tradition at half-time:
12 right, boys, you run to the school wall. And this kind
13 of violence went on.

14 Q. I think as you set out in on page 115, we don't need to
15 rehearse the detail, your brother suffered a very
16 serious injury in one of these instances and damage to
17 his testes?

18 A. Yes.

19 Q. You say at paragraph 114:

20 "The staff didn't see what happened. I don't know
21 what they thought was going on. They were nice staff
22 and I don't believe they would have allowed it to go on
23 if they had seen it. If they had seen it they would
24 have been seen by the children and then the children
25 wouldn't have behaved in that way."

1 This is making the point, I suppose, that if staff
2 weren't watching the behaviour deteriorated?

3 A. Yes, the behaviour would be appalling if staff weren't
4 watching. I can't say for sure they didn't see. I may
5 be being very nice and very presumptive. Given that
6 this probably went on for decades, I now find it
7 unlikely that they didn't know that violence was taking
8 place, and certainly after this very big incident, where
9 my brother was hospitalised, it still continued
10 unsupervised.

11 Q. If we can move on then now to your time at senior
12 school. I think if we go back in your statement to
13 page 7, paragraph 29, you talk in the previous paragraph
14 about how the senior school was spread out over a much
15 larger area and there were a number of boarding houses
16 each with different reputations. Then you talk in
17 paragraph 29 about the reputations that those boarding
18 houses had:

19 "Certain boarding houses were renowned for a kind of
20 pack behaviour. Hope House had a reputation for being
21 the worst, Seton House was very bad, Pinkie House was
22 not quite as bad, and Schoolhouse had the best
23 reputation."

24 Then you go on to say:

25 "I don't believe there were any issues on that scale

1 in the girls boarding house."

2 Just to be clear, when you started at Loretto, what
3 was the state of co-education?

4 A. When I started in the junior school, there were no girls
5 in the junior school, there were only girls in the final
6 two years of senior school. When I started third form
7 in the senior school, this was the first time that girls
8 came in younger years, but they joined in the junior
9 school. So when I was in fourth form then there would
10 be girls in third form. So we were the last year in the
11 history of the school to have girls in our classes.
12 That would happen in lower sixth form.

13 Q. Going back to the different houses, we understand you
14 were in Pinkie House?

15 A. Correct.

16 Q. So presumably you were relieved not to be in Hope House?

17 A. It had a very, very bad reputation, and people seemed to
18 be very proud of that bad reputation, so I did feel
19 a sense of relief.

20 Q. I think you say in paragraph 30, final sentence:

21 "One of the head boys of the junior school was put
22 into Hope House which changed the dynamic greatly."

23 Was that because the school, so far as you were
24 aware, recognised there was a problem and were trying to
25 do something about it?

1 A. I don't know for sure. It was a bit -- all very much
2 like Harry Potter with the sorting hat. They wouldn't
3 tell you which boarding house you were going to go into.

4 It did seem unusual that such a good pupil would go
5 into Hope House. I don't know for sure why there
6 appeared to be so many bad people in Hope House, but
7 everybody knew about it. Everybody knew about it even
8 in the junior school.

9 Things did change a little bit, start to change with
10 that, but again I don't know what that person
11 experienced themselves in their time in Hope House.
12 That was the year after -- that was when I was in fourth
13 form and they started in their third form.

14 Q. One of the issues that you talk about at some length,
15 and this is now moving into the senior school, is the
16 issue of meal times and food. We understand from
17 previous witnesses that in their day fagging, in the
18 sort of cliched sense of a boarding school, was not
19 a factor at Loretto. But you talk about what you
20 describe as fagging at meal times, and looking at
21 paragraph 44 on page 11, again you explain that there
22 was a grace period again when you started in senior
23 school. Same routine: you are learning the ropes, as it
24 were, and while you are learning them you are okay, but
25 once that grace period is over you can be punished, is

1 that a summary?

2 A. Yes, the grace period was three weeks in the senior
3 school, and at that point you were called a scab,
4 everyone in third form was called a scab, and you were
5 screamed at and told "Oi, scab, go get me this, go get
6 me that, go buy me a pie". You were a slave for a year,
7 still slightly a slave in fourth year as well.

8 I am astonished if others said that that didn't
9 exist in the past, really astonished, because it was
10 absolutely ingrained in the mentality. That was your
11 job for that year, was to be a slave for people in older
12 years. School was just incidental.

13 Q. That was your experience, presumably, from about 1993?

14 A. 1993/1994.

15 Q. Yes. I think in fairness, when I am talking about
16 witnesses we already heard from, they were in decades
17 before.

18 A. Yes.

19 Q. What was certainly spoken about, and I think you speak
20 about this, is pupils would have chores, and that was
21 your experience also, there were various chores that
22 pupils carried out?

23 A. Yes, there were two levels to it. One, the school would
24 hand down: okay, you are in third year, therefore you
25 have all these duties. If you were in sixth year then

1 you wouldn't have so many duties unless you were
2 a prefect or something like that. They wanted people to
3 concentrate on their exams. But third year were doing
4 all the heavy-lifting in the school. And then the
5 unofficial level below that was the fagging from anyone
6 from fourth year and up.

7 Q. I suppose it might be described as unlike the classic
8 description of fagging in the sense that you didn't have
9 one pupil you did things for, what you are describing
10 is, either as a fag or a scab, you are at the behest of
11 anyone who is in an older year?

12 A. Yes, at any time.

13 Q. And that was particularly prevalent, from what you have
14 written, at meals?

15 A. It was prevalent in all levels of the school. The only
16 time you wouldn't have that would be when you are
17 sitting in the classroom. The moment you are outside
18 a classroom you could be called upon to do stuff. At
19 meals it was particularly busy because you had to go and
20 get food for all the table, and then you had to go and
21 do all kinds of requests for the older pupils, from
22 getting them extra things, or pouring jugs of milk over
23 the heads of other sixth years, or doing tricks,
24 stuffing yourself with bananas, trying to get you to
25 vomit it up, things like that. Really a sort of

1 punching bag for older pupils.

2 Q. At paragraph 48 on page 12 you say:

3 "Third years did the official fetching for three
4 weeks, fourth years for two weeks, and fifth years for
5 a week."

6 Was there some element of a rota in all of this?

7 A. Yes, simply for the meals. So you would get that three
8 weeks on, three weeks off, but you would still be doing
9 all the things for older pupils unofficially on a daily
10 basis.

11 Q. Did that improve over your time at school?

12 A. I do recall Norman Drummond heard about the fagging at
13 some point and called an assembly and said it had to
14 stop. He explained what are normal duties and what are
15 not. And then obviously when the girls came in the
16 atmosphere completely changed, the style of catering
17 changed. So in meal times and things like that girls
18 were not ordered, I don't believe, to go and do all
19 these things, but fourth -- I was in fourth year at that
20 point, you could still be ordered to go and do things.

21 Q. I think if I can try and show you a document at our end,
22 it should appear on your screen. Could we look at
23 LOR-100000024. This is a copy of a minute book of the
24 school governors. Can you see that?

25 A. Yes.

1 Q. Could we go, please, to page 45, paragraph (g). This is
2 from 1995. As you will see:

3 "The headmaster clarified that there was still
4 an element of fagging at Loretto, particularly in the
5 running of dining room errands. The headmaster wished
6 to see that stopped and was addressing the matter with
7 heads of table."

8 Is that perhaps what you were talking about, about
9 input from the headmaster to try and prevent it?

10 A. Yes, that is exactly it.

11 Q. Thereafter, just out of interest, you left the school in
12 which year?

13 A. 1999.

14 Q. Was it still a problem in 1999?

15 A. No, it was much less of a problem. I remember when
16 I was a head of table and there were people in my year
17 on neighbouring tables that tried to order kids, third
18 years on my table, to go and get them stuff, and I said
19 "Absolutely not. Stay there, have your lunch". So
20 people who had been through that still tried to keep
21 that system going, but it was on the wane, that is for
22 sure.

23 Q. If we can just briefly look quickly at another document,
24 LOR-100000033. If we can go to page 53 of that
25 document. If we go down the hill, you will see under

1 the heading "Pastoral Dining Arrangements":

2 "The urgent need expressed in the care and welfare
3 of residential pupils' inspection report ... to
4 eliminate scabbing has meant a shift from a traditional
5 pattern of seating in the dining hall. We have moved to
6 a fixed seating pattern which involves lower sixth and
7 upper sixth tables ... third, fourth and fifth group
8 formed together by year group. This has been
9 accompanied also necessarily by movement away from the
10 tradition of the younger year groups clearing for the
11 older ones. Now each table clears its own plates at the
12 end of the meal. This has cut down the mess in the
13 dining hall by at least half, and thereby cut down the
14 amount of wasted time, aggravation and, in certain
15 cases, simple institutional bullying which certain
16 senior pupils were inflicting on junior pupils."

17 A. Yes.

18 LADY SMITH: That was 1997, I think.

19 MR BROWN: This is 1999, my Lady.

20 LADY SMITH: This is 1999?

21 MR BROWN: Yes.

22 So I think from what you were saying, it was waning,
23 but clearly there was still an issue.

24 A. Still an issue. It takes generations to root these
25 things out. If people are being exposed to these things

1 they tend to repeat the pattern. I think the biggest
2 change was girls coming in and a change in attitude from
3 the school that the way things in the past were done was
4 now unacceptable, and a new person in charge of catering
5 coming in. But clearly it was still a problem for some
6 time.

7 Q. I think from what you say also, moving on from scabbing
8 or fagging, you found the busyness of life difficult in
9 itself, is that correct?

10 A. It was very much like being in the Army or something
11 like that, where every single minute of every day is
12 decided for you, and that ran from very early in the
13 morning to very late at night. I think that was part of
14 the ethos of the school, and of all sort of male
15 boarding schools: just tire the boys out, it will be
16 good for them.

17 Q. Did that, from your perspective, have a damaging effect,
18 do you think?

19 A. Yes. For me it was completely unsustainable, the level
20 of work, the hours expected, let alone dealing with it
21 through abuse. It would be hard enough for anyone at
22 any kind of school to go through that. When you are
23 a teenager your body needs to sleep more, it really does
24 not need to be getting up at 6 in the morning and going
25 on punishing runs and litter picks.

1 The amount of work was just ridiculous. A lot of it
2 was just copying, copy and pasting notes, writing in
3 dictation. And for me, I couldn't keep up in the senior
4 school. I remember at one point being I think about 28
5 essays behind. There was just no let up. It became
6 impossible to do anything. At that point I had
7 a complete breakdown, or one of several breakdowns.

8 Q. When you say breakdowns, forgive me, what you do mean by
9 that?

10 A. Emotionally incapable of functioning. I would just
11 stop, I would just stop working, or I would -- at one
12 point I completely trashed all my files, ripped them up.
13 At another point I threw all my books in the bin. My
14 brother or my friends went and pulled them out for me.

15 It became: what is the point in all this? We were
16 told you need to go through all this in order to get
17 your GCSEs and get your A levels to get to university,
18 and I was being told that I was failing in every single
19 subject, and told that I was putting in no effort for
20 anything. So it got to the point, well, what do you do?

21 It's similar in, you know, like I think I mention in
22 my statement, a guinea pig, when it's subjected to
23 electric shocks enough, eventually it just sits down and
24 takes them.

25 Q. Obviously -- well, presumably all boys at the school,

1 and increasingly girls, were kept as busy as you. Was
2 there a difference between you and them, or were there
3 other factors in the school that were adding to your
4 problems?

5 A. The amount of work was similar, I don't believe there
6 was any kind of difference in that. For me, I was just
7 slightly more -- I would put more effort into work, and
8 I had very slow handwriting as well, so I would fall
9 behind. But in terms of the abuse that was taking
10 place, particularly in times of prep, this made it
11 almost impossible to complete tasks. We were having to
12 do this homework under the duress of torture on
13 a nightly basis.

14 Q. That is what I was wondering, because obviously in your
15 statement you talk about fagging, and we have talked
16 about that, but you add prefects and bullying at the
17 senior school.

18 You have told us about bullying at the junior
19 school. Were things similar, better or worse in the
20 senior school?

21 A. It was significantly worse at the senior school. The
22 age range of boys was much deeper, and the physical
23 strength, the size, was much greater, the supervision
24 was less, and the sort of normalised level of violence
25 was much greater in the senior school.

1 Q. Again in terms of the boarding regime, we would
2 understand that you would be in a dorm with a hierarchy
3 in the senior school?

4 A. Yes, so in the senior school, third form, all the third
5 years in my boarding house would be in one dorm
6 together, there were about 14 of us. Then there would
7 be two people in lower sixth, head of dorm and assistant
8 head of dorm. In the other years, fourth year, fifth
9 year, there would be mixed dorms with fourth years and
10 fifth years.

11 Q. All right. I think if we go to page 34, paragraph 133,
12 you say:

13 "I was regularly beaten by the sixth formers who
14 were put in charge of my dorm as well as five or six
15 senior boys in the house. Sometimes they would kick me
16 in the stomach and once they threw me face-first into my
17 bed frame, cutting my mouth. I could be thrown against
18 the wall, choked, made to lie on the floor while they
19 sat on me, or push furniture on top of me. They would
20 say things like 'This is your fault'. There were many
21 nights when the sixth formers would get the rest of the
22 dorm to sneak up to my bed during the night and then
23 start punching me at the same time for one minute. The
24 there fourteen others in the dorm, maybe half of them
25 would participate. That level of violence was mainly

1 directed towards three of us."

2 Then you go on to explain:

3 "There were three parts to the dorm. There were the
4 popular, sporty people who got on very well. There were
5 the two heads of dorm in the middle of the room who were
6 in the lower sixth form. At the other end of the dorm
7 were the least popular. The people at the top of the
8 dorm picked on the other people every day. It could be
9 physical or verbal bullying. It was often premeditated.
10 You could hear them planning attacks, like how they were
11 going to tie us to our bed frames then hoist us in the
12 air and crucify us for the night. When the sixth
13 formers came in, they picked anybody from the middle to
14 the bottom of the dorm. They never did it to the more
15 popular people at the top of the dorm and never to the
16 people who had older brothers in the sixth form."

17 A. Yes.

18 Q. How common was that sort of behaviour?

19 A. In third form, on a nightly basis. So every single day
20 of that year. It could happen maybe every -- even in
21 fourth year, there would be bullying every single day in
22 fourth year as well.

23 Q. And thereafter?

24 A. Thereafter it started to kind of diminish a bit in fifth
25 year. Obviously girls had now entered two years -- or

1 were now in four years of the senior school, lower
2 sixth, upper sixth, third form, fourth form. And my
3 year didn't behave -- we didn't pass on, or as far as
4 I am aware, didn't pass on the behaviour and violence as
5 it had been in the past.

6 I think there had been changes to the way dorms were
7 set up, I think they were more -- dorm became smaller,
8 and they got more sort of private bed units and things
9 like that, where people would have their desk underneath
10 and their bed on top. That obviously made things like
11 flipping beds against the wall unachievable.

12 Q. What sort of supervision was there for the housemasters
13 or assistant housemasters --

14 A. They would pop in once. So depending -- there was
15 a sort of rota. I think the housemaster would maybe be
16 on four/five nights a week, the assistant housemaster
17 two nights a week, and maybe there was someone else,
18 like another staff member that would come in. Usually
19 they would come in with a prefect and just do a role
20 call and then that was it. Sometimes the housemaster
21 could come and just stand, open the door and stare in
22 the darkness for a little bit, but there wasn't really
23 much more supervision than that. The housemaster's flat
24 was right at the end of the dorms, and when this sort of
25 attacks and violence was taking place, I give an example

1 in one of the other papers, if you imagine the sounds of
2 14 to 30 boys, teenage boys, running around on a wooden
3 floor, dragging beds along a wooden floor, flipping them
4 up against the wall while people are in them, whacking
5 furniture and younger boys with hockey sticks, sending
6 very heavy wardrobes crashing to the floor. The entire
7 building was shaking on a near nightly basis, but
8 throughout the whole time the housemaster's door at the
9 end of the room would stay closed.

10 Q. You have talked about being -- or you have talked about
11 a housemaster in the junior school intervening. Were
12 you not minded to try and talk to the housemaster in
13 senior school and --

14 A. There was one --

15 Q. -- about this?

16 A. There was one occasion I did, but the level of danger
17 was so great -- the level of danger was -- there was
18 a real chance you could be murdered on a daily basis.
19 And it was not coming from one person, it could come
20 from the entire sixth form, the entire fifth form. So
21 if you -- there was such a sense of Omertà about it.

22 The only time I reported something to my housemaster
23 was when I was going to get punished -- my bed was
24 flipped against the wall, I was pinned in there, and
25 a guy in my year said he would kill me if I came out, if

1 I went to rugby practice he would kill me. So I hid
2 there and I missed rugby practice, and my housemaster
3 was my coach at that point in third year and was going
4 to punish me for missing rugby practice, so at that
5 point I had no choice, I had to explain what had
6 happened. He dealt with that. Again, there was sort of
7 a lull for a few weeks but it did not eliminate the
8 problem indefinitely.

9 For other -- in terms of reporting things, there was
10 a big history of reporting things in the school, and you
11 would also get punished, both victim and abuser. That
12 happened on many occasions. And for me, you know,
13 the amount of punishment that was coming out of the
14 housemaster anyway on a sort of daily basis through
15 academic punishments was just overwhelming, so it didn't
16 really appear as a sympathetic ear that you could go to
17 and that this would be stopped.

18 Q. You have talked a lot about being in your third year.

19 By the sounds of it, that was the worst year?

20 A. Yes.

21 Q. Things I think, tell me if I am wrong about this,
22 progressively improved the older you got?

23 A. Yes, improved really from rock bottom. It was still
24 terrible. There were horrendous incidents even right up
25 to the lower sixth when I got stoned -- I don't mean

1 smoking drugs, I mean literally people throwing
2 sledgehammer-sized rocks at me. Violence in the
3 building could still happen and did happen. And
4 I assume -- I have to assume that things still go on
5 today that people don't know about.

6 Q. Was there any effort, so far as you were aware, on the
7 school's part, to address the behaviour you are talking
8 about?

9 A. I don't recall any sort of public intervention in
10 bullying. I think it just naturally changed a little
11 bit through girls coming in, through the number of boys
12 reducing, and possibly just getting a better crop of
13 people.

14 I don't know what went on behind the scenes,
15 obviously, but at no point was there some kind of open
16 intervention of: right, this has to stop. Clearly,
17 clearly, the staff knew what was going on. I said in my
18 statement I don't think they knew, but on greater
19 reflection they did know, because the volume of stuff
20 that was happening on a daily basis, not just for me,
21 for hundreds of other pupils in the school, they did
22 know about it, but at some level it was completely
23 normalised.

24 And I would say a lot of these staff members, they
25 probably went through similar schooling. They probably

1 went to school when there was caning and belting and
2 things like that. And for some of them their first job
3 was going to Loretto, and they stayed there their entire
4 lives. Went there as pupils, went there as teachers,
5 and they were just comfortable with the way things were.

6 Q. I think you talk at paragraph 154, page 40, about the
7 final night of your third year in 1995. You say:

8 "The upper sixth formers were leaving. The school
9 didn't have any power over them anymore. There was
10 a full-on riot at the school. Staff couldn't protect
11 us. We knew it was coming and we barricaded ourselves
12 into our dorm. The upper sixth years burst in and
13 turned powder and water fire hydrants on us. They then
14 flipped up every bed against the wall with people in
15 them. We could hear screaming and shouting all night
16 and things being smashed. They pushed over the screens
17 on the cricket field. We could hear things breaking all
18 over the place. The school was trashed. Windows were
19 smashed, there was graffiti, and they superglued coins
20 to the headmaster's windows. Cars were vandalised ...
21 I remember a staff member coming in when the shouting
22 started to ask if everyone was ok. I think the staff
23 were probably running around the school trying to stop
24 people, but these boys wouldn't be stopped. They just
25 decided they were going to do what they wanted."

1 What was the fallout from that?

2 A. The next day we woke up, obviously it was a horrendous
3 experience all night, and we woke up and just saw the
4 absolute destruction as we went to breakfast. The
5 headmaster intervened at that point, he called a school
6 meeting and was -- he was really let down by what had
7 happened. It was not his fault. These boys had just
8 done criminal damage everywhere and he made it very
9 clear it was completely unacceptable and that their
10 parents would have to pay for the damage.

11 But this kind of thing had been going on -- I don't
12 know if on that particular night the damage to the
13 school grounds was worse than normal, but this kind of
14 thing went on every single year, and it had obviously
15 been going on since the inception of the school, and it
16 went on years after. Even when I was in upper sixth,
17 I believe someone was actually kicked out and missed the
18 ball, the leavers' ball or something like that. They
19 were caught by a headmaster at that point unscrewing
20 a clock, the glass from a clock, and it fell down and
21 smashed.

22 Q. Just to be clear, which headmaster are you talking
23 about?

24 A. That would have been -- when I was in sixth form, that
25 was Keith Budge.

1 Q. But in 1995?

2 A. That was Norman Drummond who had the big intervention
3 about the damage to the school.

4 Q. You said it wasn't his fault. Why do you say that?

5 A. He wasn't in charge of the boarding houses, he was --
6 I don't know what his job was, but he wasn't in our
7 daily lives. Obviously in terms of school assembly and
8 things like that and chapel, but he wasn't a teacher, he
9 wasn't a housemaster. The responsibility for the care
10 of pupils at night-time was entrusted to housemasters,
11 and unfortunately it was completely out of control.

12 Q. I am just interested because presumably you have talked
13 a lot about hierarchy. He is at the top of the
14 hierarchy of the entire school.

15 A. Yes. I can't say a bad word against Norman Drummond.
16 He is a friend of mine. He was always a very uplifting
17 person, always gave very personalised care to every
18 single pupil. I have huge respect for him. I can't lay
19 any blame on him for what went on.

20 Housemasters, I would say it's a very different
21 thing. Housemasters were living with boys, teachers saw
22 boys on a daily basis in the classroom, outside the
23 classroom. They would be much more aware of what was
24 going on.

25 Q. You have talked about obviously this sort of behaviour

1 throughout your entire senior school period. Were some
2 year groups worse than others? In other words, was
3 a particular -- could a particular year be described as
4 a problem year?

5 A. I don't know what it was like the year before I went in,
6 but it seemed to be a particularly bad crop when I was
7 in third year. The boys that were in lower sixth and
8 upper sixth, they were absolutely horrendous. Still
9 very, very bad in the fifth year there. I don't know
10 what it was like the year before. I can imagine
11 probably very similar.

12 Q. All right. You mention also, but to a much more limited
13 degree, some sexual abuse, and you talk about boys --
14 this is paragraph 156 at page 41 -- boys in the upper
15 sixth exposing themselves to junior boys in Hope House.
16 Was that a common thing or was that --

17 A. Yes, that was very common.

18 Q. -- isolated?

19 A. No, that was very common, probably on a daily basis
20 I would imagine. It even happened in our classrooms and
21 things like that. People would put their penis on your
22 shoulder or things like that. It was -- honestly, the
23 boys seemed to find that funny. I don't know why.

24 Q. Obviously at this stage it is mostly -- or would it be
25 entirely -- boys in a class?

1 A. Yes, entirely boys in a class. We didn't have girls in
2 my class until lower sixth. I don't ever recall things
3 happening like that, but maybe girls would remember
4 incidents differently, I don't know.

5 Q. I think you say:

6 "There was an incident when three or four boys
7 exposed themselves to members of the public and the
8 police got involved."

9 So it was taken seriously?

10 A. Yes, that was taken seriously. That was the people from
11 the town had reported it to the police, so the school
12 didn't have a choice at that point. The police made
13 an intervention in the school. It was treated very
14 seriously, they had assemblies about it, and we were
15 told we are not allowed to talk about it, that it was
16 being handled by the school.

17 Q. I think if we look very briefly at LOR-100000024, at
18 page 59, under "Pastoral", we see:

19 "It was noted that a fifth former, who was involved
20 in an indecent gesture towards an 8-year old girl, had
21 been gated, given 13 days' labour and a major written
22 warning. The local police had been informally involved
23 and had had a word with the boy. The girl's parent had
24 been persuaded not to make a complaint to the police."

25 Was that maybe the incident you are talking about?

1 A. No, this was another incident. This was a group of
2 I believe it was three people, I don't know who the --
3 they said they didn't do it, so I'm not sure of the
4 details of it, but it was somebody that was in -- would
5 have been in upper sixth while I was in third year.

6 Q. Can we look at page 55 of the same document. I suspect
7 you going to say that was a different experience again:

8 "A case exposing a fifth former exposing his
9 backside to an 8-year old girl by the Pinkie St Peter
10 playing field has been dealt with internally ..."

11 A. It might be that incident. Yes, it sounds like it's
12 that, with four people from upper sixth. It depends
13 what year that is in. This would have been in
14 1993/1994, I think. Or 1994/1995, I am not certain.

15 Q. Thank you very much. If we can just take that down.

16 On page 43 and paragraph 165 you talk about the
17 school in these terms:

18 "It was like two separate worlds. The staff were
19 very good to average, and on the whole very nice people.
20 I have no moral complaints about the life of the school
21 and the classroom. When the staff were not there or
22 they turned their backs, it was a completely different
23 world."

24 From what you said already today, are you reviewing
25 your view of the teachers?

1 A. Yes, obviously this whole process, it's going back
2 almost two years now since I got in touch with the
3 Inquiry. It has been an evolving process for me, and
4 from the initial questioning to now I have had much
5 greater time to reflect on it.

6 My stance has changed, and while there were some
7 genuinely lovely teachers, lovely people -- I am still
8 in contact with and I am still friends with a number of
9 teachers -- some very talented people who cared a lot
10 about the children, there were a number of staff who
11 were bullies themselves and who threatened us with
12 violence, who had probably dished out canings and
13 beltings maybe even only a decade earlier, and they
14 talked about how they missed it.

15 There were a lot of staff who could just explode in
16 anger, and that happened often. It had a very big
17 effect on the pupils. Often it could be over mistaken
18 identity. Honestly, there were a lot of cases of sort
19 of paranoia in staff where they could just explode and
20 accuse you of something, and clearly you hadn't been
21 there and it was nothing to do with you.

22 I'll give you an example. When I was in third year,
23 just in the middle of a rugby practice, the whistle went
24 and all of a sudden my housemaster, who was my coach,
25 absolutely exploded, screamed at me and told me to get

1 off the field and there was no explanation. I could see
2 in his face it was really an incident of paranoia, he
3 must have thought I had said something or -- and he sent
4 me off, I had to just stand there for 90 minutes
5 watching everyone else playing in the cold. I came back
6 to practice two days later and it was the same thing,
7 I was just made to stand. It went on for four weeks
8 until the end of term. Just absolutely no explanation.

9 There were other incidents of teachers calling me up
10 after lunch, just exploding, going "Never in my life
11 have I seen anyone be so insolent", and I literally
12 hadn't seen these people for weeks, they weren't my
13 teachers. I had to --

14 Q. Can I just stop you there for a moment.

15 Going back to the sporting account, did you say
16 anything to the teacher? Ask why he was doing this?

17 A. I can't recall. I just stood there waiting to get on,
18 and waiting and waiting, and it became clear over
19 a series of days and weeks that it was never going to
20 happen again. But, you know, I was getting punished on
21 a daily basis by my housemaster, as a housemaster and as
22 a teacher, and --

23 Q. Do you know why?

24 A. It just seemed to be in his mindset, it was -- punishment
25 was a really bad part of this system. We talk about the

1 abuse, but the abuse is only really one strand of the
2 problem here. It really is an entire system. Part of
3 that system is the abandonment of family, when people
4 are not emotionally ready to be separated. Part of it
5 is the incarceration, part of it is the punishment, which
6 was very heavy-handed, and then part of it is the
7 peer-on-peer abuse, and part of it is this is a place
8 that predators are going to be drawn to.

9 Going back to the punishment --

10 Q. You were talking about the process with the Inquiry
11 being almost two years. I think, in fairness, you
12 signed this statement six months ago.

13 A. Yes.

14 Q. In October 2020. Has anything happened between then and
15 now that has led you to change your views?

16 A. I have had a lot of counselling in the last six months,
17 so I have had a lot more time to reflect. I have had
18 a terrible time health-wise. This has really given me
19 a lot of -- a lot of panic. It is all I think about at
20 the moment, all day, all night.

21 So I wake up -- and I have very, very vivid
22 agreements about this place, but I wake up with very
23 clear memories of what happened, and my mind over the
24 last six months has really exhausted every single avenue
25 of this over eight years.

1 So in giving my initial statement and supplementary
2 statement, I remembered a lot more things, and I feel a
3 sort of determination that I have to get that message
4 across.

5 Q. If I may, that of course is why I started by making the
6 point that you have given a lengthy statement and we
7 don't need to go into every aspect of it because we have
8 it.

9 May I touch on something that is perhaps upsetting
10 for you. Is one element in the change of approach, and
11 you have obviously talked about counselling, but
12 am I right in saying that your mother died relatively
13 recently?

14 A. Yes.

15 Q. Was that, in terms of you being able to talk about
16 things, something that made it easier to open up about?

17 A. It's a very common thing for people with this kind of
18 trauma. (Pause). It can take -- it is really not
19 uncommon for it to take about 25 years for people to be
20 able to realise that this thing went on and to talk
21 about it.

22 It is very hard. I would never want my parents to
23 know about this. But there has been more of a sort of
24 conclusion, or a period of conclusion now.

25 Q. Yes.

1 LADY SMITH: Alec, why, if you can explain it, would you
2 never have wanted your parents to know about this?

3 A. It would be the most horrendous thing. Who would want
4 to find out that their children had been abused, abused
5 for eight years?

6 It is the same thing -- I have connected with lots
7 of people who have been to boarding schools, I have met
8 in-person in support groups. It's the same thing every
9 single time. The sense of shame is horrendous. And for
10 me, personally, I wouldn't want to put that on my
11 parents. You would have to be -- it would be
12 heart-breaking for anyone. No one would ever want to
13 hear that. So I just decided that I would not -- that
14 I would not make that public to them.

15 And it couldn't be undone. There was no -- I have
16 looked at every single aspect of this. There is no way
17 it could have been done any differently. Worst case,
18 worst case, they would have pulled me out of the school
19 and I would have gone to another school and it would
20 have been just as horrendous if it had been another
21 boarding school. It couldn't be ... It is just
22 something that happened, and so whether I told my
23 parents or not, it wouldn't change the situation.

24 LADY SMITH: The way you put it, it sounds as though, and
25 please correct me if I am wrong, part of your motivation

1 in not telling your parents, feeling you didn't want
2 them to know, was simply to protect them, is that right?

3 A. Yes, that is right.

4 LADY SMITH: Were you to any extent influenced by realising
5 that this had been your parents' choice, that they had
6 paid for you to go there, that they had trusted that you
7 would be well looked after, and you didn't want any of
8 those feelings that they would have to be undone?

9 A. For me, I really understood and took to heart the
10 sacrifices that they made to send my family there. They
11 worked so unbelievably hard. We all sacrificed our
12 childhood for this. It was a huge amount of money over
13 eight years, plus the time my sisters were at school,
14 and they sent us for what they thought were the very
15 best reasons. For me, I decided from day one that I was
16 going to just do my best, I would work as hard as
17 I possibly could and be as good as I possibly could.
18 But as it progressed, it got worse and worse.

19 But I was too invested in it by that stage and there
20 is no way that -- there is no way that even
21 an intervention from my parents could have stopped this.
22 The whole system was absolutely toxic, and it is not
23 something that even expelling one or two boys could have
24 fixed. This is really -- these people were
25 indoctrinated in this, generational damage of boys that

1 had left their homes from age 6, 7, 8, and this is the
2 only world they knew, and for the teachers that was the
3 only universe they knew.

4 My parents were called into school on quite a few
5 occasions in the senior school and I was being punished
6 very heavily by the school at that point. I was in the
7 middle of a breakdown and my grades were crashing, and
8 the school thought they could punish me out of this.
9 And my parents, they did stick up for me on that, they
10 always took my side on that. I couldn't tell them
11 and they didn't really know the reason for this
12 breakdown was abuse that had been taking place the
13 previous four or five years.

14 They were called into school and my dad actually got
15 quite angry with the headmaster, and my mum got quite
16 angry, and they were worried, but I felt that the school
17 handled it in a really bad way and they were looking --
18 they were really looking at the wrong end of the stick
19 here. They were looking at it that it's a problem with
20 me and my effort, and not understanding that their
21 system of punishment and incarceration was leading to
22 daily child abuse.

23 LADY SMITH: When you are referring to incarceration, what
24 is it you have in mind?

25 A. When you go to boarding school you are saying goodbye to

1 your home, you are saying goodbye to your siblings, you
2 are saying goodbye to your friends, and it's -- the only
3 difference really between that and prison is that you
4 are paying -- your parents are paying hundreds of
5 thousands of pounds of school fees. There is really not
6 much difference. You're locked up in a dorm, other
7 people decide where you will sleep, who you will sleep
8 with, who you will eat with, where you will be every
9 minute, you will be punished for putting a toe out of
10 line, and you never see the outside world.

11 It was like a cult. You were locked away in this
12 very pretty campus and never shown the outside. A whole
13 image of what the outside world -- it was completely
14 ridiculous. It was almost like being a sort of
15 maltreated domestic animal where you are sort of beaten
16 and you're shown the outside, and "Don't go there, we
17 will look after you here".

18 LADY SMITH: Thank you.

19 Mr Brown.

20 MR BROWN: Thank you, my Lady.

21 Just one thing to follow up on that, because I think
22 you have talked in your statement about your parents
23 becoming angry and the school's response to your
24 academic performance dropping. I think, in fairness to
25 Loretto, they did send you to see a psychologist, is

1 that correct?

2 A. I will it was in fourth year, I believe it was before my
3 grades had completely collapsed. I can't recall exactly
4 when it was. But at some point they thought maybe
5 a psychologist will sort this out, and I went for one
6 session and he said I was depressed and that was it.
7 But nothing was followed up, nothing was -- and nothing
8 could have fixed it. The psychologist couldn't have
9 just clicked his fingers and magicked away all these
10 years of abuse and put a stop to it, because it would
11 still continue that very same day and every day forward.

12 Q. Indeed. But that will lead on to the next phase of
13 questioning which is about what has happened since you
14 left school, and you have already touched on it,
15 receiving treatment yourself. I would like to talk
16 about that very briefly, and then to talk in conclusion
17 about your thoughts about how things might be improved
18 and changed.

19 It may be, my Lady, before we do that we should have
20 a brief break?

21 LADY SMITH: Yes. I usually take a very short break in the
22 middle of the afternoon, Alec, and if that would work
23 for you, I would like to do that now if possible. Is
24 that okay?

25 A. Yes.

1 LADY SMITH: Very well.

2 (3.12 pm)

3 (A short break)

4 (3.27 pm)

5 LADY SMITH: Welcome back, Alec. Are you ready for us to
6 continue?

7 A. Yes.

8 LADY SMITH: Thank you.

9 Mr Brown.

10 MR BROWN: Alec, hello again. As I said, there are two
11 areas I want to touch on to conclude your evidence
12 today. Obviously we have talked about your experiences
13 at Loretto and, as I have noted, there are others you
14 have talked about and we have the details of those
15 already.

16 You left Loretto and obviously we know what you have
17 done since. You have been to university, you have
18 travelled, you have had a variety of jobs, and you are
19 now settled with your own family in North America.
20 I think you say in your statement that it was a little
21 bit later in life that you sought counselling and this
22 was around the time of your own children?

23 A. Yes.

24 Q. You are candid in saying there were a number of reasons
25 behind seeking counselling at that stage, but part of it

1 obviously was your experience at Loretto.

2 A. A large part of it. It has even taken me a long time to
3 realise how much of it is that. My brain is hardwired
4 to life at Loretto, and I have had to unlearn all that
5 behaviour, and it has taken decades to try and process
6 it all.

7 Q. All right. In terms of counselling, how many years have
8 you had of counselling?

9 A. So there was a period when I first had -- when I had my
10 first child and my second child, and then the last six
11 months I have had counselling through Future Pathways
12 who have been amazing. I'm really grateful for that.

13 Q. Thank you. I think when you produced your principal
14 statement you talked, and this is at page 49,
15 paragraph 188, about lessons to be learned, which you
16 obviously have thought about at some length. I think
17 you say at paragraph 189, over the page:

18 "I could never understand how boys could be so
19 cruel, so detached and so devoid of empathy. Those like
20 me, who tried to break the cycle, were a powerless
21 minority. Most people, like pack animals, followed the
22 alpha male, who would be the strongest and cruellest and
23 in some cases a psychopath. There were probably three
24 to six boys in every boarding house with consistent
25 sociopathic traits and they set the tone. Many of the

1 kids had been living away from the home from the age of
2 8. This was their family. Parents were just people
3 they spent Christmas and holidays with."

4 Is that the sort of thing that you discussed with
5 your counsellors as an explanation of --

6 A. Yes. That is my own analysis of it, but yes, I have
7 discussed that with my counsellors. I even sent them
8 through material.

9 Q. But I think you go on at paragraph 190:

10 "I think it is a different world now. It started to
11 become very different one year after me. That is not to
12 say that these things can't happen again, because
13 history has a horrible way of repeating itself."

14 Why do you think things started to become different
15 a year after you? Is that a year after you left school?

16 A. I think because by the time there had been girls that
17 had gone through every single year of the school this
18 had changed the dynamic somewhat, and in terms of --
19 there had been more policies. Obviously some of the
20 ones you showed me earlier that the staff had looked at
21 in 1997, 1999, there was more sort of -- more
22 understanding of children's psychology, probably more
23 policies from the European Union and the
24 Scottish Government that took time to filter through.

25 Q. I think, as you also acknowledge, the school was

1 beginning perhaps to change even while you were at it,
2 because you make reference to there being a school
3 counsellor who you saw I think in your --

4 A. When I was in lower sixth, yes.

5 Q. Yes. Was that something you felt was a sign of
6 improvement?

7 A. Yes, it definitely helped. I wasn't able to talk about
8 the abuse there, but frustrations about school, yes, and
9 that helped. I think it is a service that is absolutely
10 essential for schools, not just boarding schools,
11 particularly boarding schools because people have no
12 other outlets. I think it should be mandatory in
13 schools. I can't see -- otherwise who do you get
14 rational support from? You can't get rational support
15 always from teachers, and you certainly can't get
16 rational support from pupils that are beating you.

17 Q. I think, moving to paragraph 193, and you have alluded
18 to this throughout your evidence:

19 "I think that schools have to be co-educational."

20 And you have made that clear. But going on to 194:

21 "The school motto was 'You have inherited Sparta,
22 use it.'"

23 As you have told us:

24 "This seemed to have been developed a long time ago.

25 I was in the very final years of this ethos. I don't

1 know who came up with the thinking, but the view was
2 that it was good for boys to be in a tough environment,
3 that they needed a beating, that they needed to be woken
4 at 6 am and a running around the place. The mentality
5 was this is the best education that can happen for boys
6 because 'it happened to me'."

7 Do you accept, perhaps as you alluded to, that
8 things were already changing and, after you, did change?

9 A. Yes. I think things have changed drastically, but that
10 is not to say that things don't go on. I am certain
11 some of the nonsense and abuse and games that happened
12 while I was there, I am certain they will still go on.
13 These are very, very common traits, not just in my
14 school but in any boarding school. You could go to
15 another continent and find a boarding school, you will
16 find similar things. Just in that environment boys when
17 they are left alone, will use anything as a weapon.
18 It's a very weird thing, but it seems to happen
19 everywhere. So I am certain it will still happen on
20 some level but hopefully, with this Inquiry, the school
21 can find ways of rooting it out.

22 Q. You talk about a number of things that you would like to
23 see and you recognise that some people have good
24 experiences at boarding school. But, looking ahead,
25 I think you make the point that you don't think contact

1 sports should ever be mandatory. You liked rugby, but
2 it was dangerous and open to the imbalances perhaps you
3 have talked about by way of bullying. Is that a fair
4 summary?

5 A. Not just by way of bullying. It is a physical game.
6 You've got people smashing into each other and there is
7 a massive weight and size difference between people who
8 are aged 13 to 18. They do divide up the groups
9 a little bit, but not everyone wants to do those kinds
10 of activities. They shouldn't be forced to do those
11 kinds of things. Rugby can cause long-term damage in
12 people. I am a big fan of it but it was very clear
13 there were dangerous situations at school. I'm not sure
14 if it is still the same now, maybe they have changed it,
15 but certainly in the olden days it was risky.

16 Q. I think you also feel that perhaps, putting it at its
17 simplest, there should be less pressure on children, and
18 the focus you have referred to obviously is prep.
19 Because I think that was an area that caused you
20 considerable difficulty?

21 A. Yes. Again I am sure teaching methods have changed
22 enormously from when I was there. It was pretty much
23 someone with a projector writing exactly what it says in
24 the textbook that you have in front of you and you had
25 to write exactly that down over and over again. It was

1 an education system based on memorising notes. I have
2 done teacher training myself. I think education now has
3 improved light years. But in terms of the timing of
4 things, you have to be careful of children. Education
5 is only one part of their needs. Sleep is another very
6 important thing. Having time with family, time with
7 friends, this is very important. I think the balance
8 was way off in boarding schools.

9 Q. The final thing that you talk about, perhaps
10 unsurprisingly, is children should never be allowed to
11 punish other children.

12 A. Yes. They are in no moral position to do so, and they
13 will use that, they will use their authority to bully
14 and to -- to protect themselves. "I can't have done
15 anything bad because I am a prefect."

16 Q. I think you also make reference, and we just touched on
17 this, to the fact there should be more full-time
18 counsellors?

19 A. I think it is absolutely vital, and probably not just --
20 not just in boarding schools. Anxiety levels in
21 children is endemic at the moment.

22 Q. Would you accept bully is endemic beyond boarding
23 schools?

24 A. Bullying takes place in every single school and I think
25 it is really -- I think we have to find ways of taking

1 the power away from abusers. This is the key. I think
2 the biggest powers that abusers have are silence,
3 normalisation and ignorance. Just when you look online
4 you see how much easier it is for people to pour out
5 their thoughts online rather than face-to-face, and
6 I think that is probably the best weapon to counteract
7 this in any school.

8 I think if everyone were to take detailed surveys
9 half-term, or halfway through every single term, with
10 the option of filing these at any stage in school, you
11 are going to get that data collection and you are going
12 to know within minutes if there is a problem. People
13 can report themselves or they can report on other
14 people, what they have heard, what they have seen. With
15 that kind of openness, possibly it could make
16 a difference. It is going to take -- it is going to
17 break the silence and the normalisation and the
18 ignorance. But I think you need that level of data
19 collection, because clearly it doesn't happen if you are
20 relying on somebody whose life is in danger of putting
21 their life in greater danger to come and tell you
22 something.

23 Q. Obviously this has been, as you have said, upper most in
24 your mind for the last six months. Have you read, out
25 of interest, the transcripts of the earlier hearings we

1 had in April?

2 A. Yes, I read a few of those.

3 Q. And hearing from the schools about what their practices
4 are now?

5 A. I have seen -- yes, some improvements, and it is
6 obviously being taken more seriously. But I think it
7 is -- it can be a hard thing. As well meaning as it is,
8 you can be a staff member but, unless you have sort of
9 gone through this, you are just -- you are kind of
10 fighting it blind. You don't really know how to tackle
11 it. You really have to understand the ways in which
12 children are going to do this, and I think it has to be
13 very open. It's a very uncomfortable discussion, but
14 I think all the details of this -- people need to be
15 asked directly in a medium that they feel comfortable
16 replying to on a regular basis.

17 I am certain things like traditional beatings on
18 birthdays and things like that, I guarantee that kind of
19 thing still goes on in pretty much every school, and we
20 have got to find ways of opening this up and
21 acknowledging that it happens and keeping it fresh in
22 everyone's mind, both for victims and for abusers. If
23 it is very easy and open to report, then that is going
24 to be a deterrent to abusers and it's going to be
25 a safety blanket to victims.

1 MR BROWN: Alec, you talked about people being heard on the
2 subject. We have listened to you and read you. Thank
3 you very much indeed. I have no further questions.

4 A. Thank you.

5 LADY SMITH: Are there any outstanding applications for
6 questions for Alec? (Pause). No.

7 Alec, that does complete the questions that we have
8 for you. It simply remains for me to thank you so much
9 for all the effort you have put in to engaging with us,
10 and really taking a lot of trouble to make sure that you
11 have told us everything you can remember of your time at
12 Loretto. It is really helpful to me to not just have
13 heard you today but to be able to read everything that
14 you have provided in your statements, and can I assure
15 you I have those and they are also part of your
16 evidence. And although we haven't gone through every
17 bit of the detail today, I have it here and I do know
18 what has been recorded from the discussions that have
19 been had with you by the Inquiry team.

20 So thank you very much, Alec. Thank you for joining
21 us over the link. I am sure this has been an exhausting
22 experience for you today and I hope you are now able to
23 get some rest and respite.

24 A. Thank you.

25 LADY SMITH: Thank you.

1 (The witness withdrew)

2 LADY SMITH: So we can now switch the link off, I think.

3 Mr Brown.

4 MR BROWN: My Lady, that concludes the evidence for today.

5 We are up to schedule with read-ins.

6 LADY SMITH: Well done.

7 MR BROWN: Tomorrow we have two witnesses giving evidence
8 directly and one long read-in. Tomorrow's plan may be
9 a little bit movable to accommodate a number of factors
10 and I can't be certain about timings. Obviously we
11 start at 10 o'clock with the first witness, thereafter
12 there may be elements that interrupt the day, but we
13 will see about that tomorrow.

14 LADY SMITH: So the two witnesses we are engaging with live
15 are both oral witnesses here tomorrow?

16 MR BROWN: They are giving evidence before your Ladyship.

17 LADY SMITH: And we always have some read-ins in hand if we
18 find ourselves --

19 MR BROWN: Indeed so.

20 LADY SMITH: Thank you very much for today. I will sit
21 again at 10 o'clock tomorrow morning. Thank you.

22 (3.45 pm)

23 (The Inquiry adjourned until 10.00 am on Thursday,

24 6 May 2021)

25

INDEX

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

"ALEX" (affirmed)2

 Questions from MR BROWN2

Witness Statement of "COLIN" (read)37

Witness Statement of "ANDREW" (read)43

Witness Statement of "MILL" (read)48

"KENNETH" (affirmed)66

 Questions from MR BROWN67

Witness Statement of "WILLIAM"108

 (read)

Witness Statement of "TOM" (read)112

Letter of PETER MCCUTCHEON (read)119

Witness Statement of "JAMES" (read)127

"ALEC" (affirmed)132

 Questions from MR BROWN133

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8