

Thursday, 6 May 2021

(10.04 am)

LADY SMITH: Good morning. Now, Mr Brown, are we ready with evidence?

MR BROWN: Yes. We have two live witnesses today. The first one is Hunter, who will give evidence, I would hope, until perhaps approaching 11 o'clock. Then I would suggest we might break at that point briefly, and then start the next witness and take him up to perhaps just shortly before midday and then break.

LADY SMITH: And then have a break for probably about 40 minutes, I expect.

MR BROWN: Yes. We can then conclude his evidence, perhaps we'll have a slightly later lunch break, but with read-ins in the afternoon I don't think it will have any adverse impact.

LADY SMITH: That would be helpful. Thank you, Mr Brown.

For those who are puzzled about there being two breaks this morning, the longer one coming second, it is to enable anyone who wishes to attend the funeral of a lawyer who is well known in Edinburgh, there will be an online funeral at 12 noon today, and then we will resume once that has finished.

If we can have the witness, that would be very helpful. Thank you. (Pause).

1           Thank you. Good morning, Hunter. Could we begin by  
2           you raising your right hand and repeating after me ...

3                       "HUNTER" (affirmed)

4       LADY SMITH: Please sit down and make yourself comfortable,  
5           Hunter. Hunter, I will hand you over to Mr Brown in  
6           a moment, but let me explain the red folder that is  
7           sitting there has a hard copy of your statement in it,  
8           but it will also come up on screen to take you to any  
9           parts of it that Mr Brown wishes to discuss with you.  
10          He may also use other documents that will come up on  
11          screen.

12                Please let me know if you have any problems with  
13           anything that is going on, or you are not sure about  
14           anything. It is just so important that you are  
15           comfortable giving your evidence and I look to you for  
16           guidance in that, all right?

17       A. Thank you.

18       LADY SMITH: Mr Brown.

19                       Questions from MR BROWN

20       MR BROWN: My Lady, thank you.

21                Good morning. As her Ladyship has said, your  
22           statement -- in fact, there are two statements in the  
23           red folder -- are there for your assistance. I think  
24           you may have got your own copies?

25       A. Yes.

1 Q. As you can see, a third is available in front of you on  
2 the screen, so I may make passing reference to it.

3 Could we begin by looking at the copies in the red  
4 folder very briefly. There are two statements, and  
5 I think the one on top has a reference number at the  
6 bottom which ends with the numbers WIT-1-000000504.

7 A. Yes.

8 Q. It runs to 24 pages, and I think on the last page you  
9 will see that paragraph 130 ...

10 A. Yes. Just a minute. I see. There is a tab.

11 Q. Yes.

12 A. Yes.

13 Q. It ends with the words:

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

18 And you have signed that document to confirm that on  
19 10 November last year?

20 A. Yes.

21 Q. And the same closing paragraph is in your second  
22 statement, which runs to 20 pages, and the same words  
23 are used in paragraph 114, and that statement you have  
24 confirmed is correct by signing it on 27 November last  
25 year?

1       A. Yes. Right. Sorry, I am ... (Pause). Yes, I see which  
2       way round they are, yes.

3       Q. I think unhelpfully in the red folder we start with the  
4       statement you gave in time first, but that relates to  
5       your experience as a master at Loretto?

6       A. Right.

7       Q. And the second one, which I will be beginning with,  
8       talks about your time as a pupil.

9       A. Right.

10      Q. But the crucial thing is you have signed both and you  
11      accept both are true, and that you are happy for them to  
12      be published?

13      A. Yes.

14      Q. Okay. If we could begin, Hunter, with a little bit  
15      about your background. You were born in 1936?

16      A. Yes.

17      Q. So you are now 84?

18      A. Yes.

19      Q. And although obviously a Scot, you were born in  
20      Hong Kong?

21      A. I was, yes.

22      Q. Where your family -- your father was working?

23      A. Yes.

24      Q. And your background is different to most in the sense  
25      that, because of the war, you were evacuated from

1 Hong Kong to Australia with your mother?

2 A. I was.

3 Q. And your father was captured by the Japanese when

4 Hong Kong fell on 1941 on Christmas Day?

5 A. Yes.

6 Q. And the result of that was you didn't see your father

7 until the war's end?

8 A. That's true, yes.

9 Q. The same was true of your elder brother --

10 A. Yes.

11 Q. -- because he had presumably been with you in Hong Kong

12 to begin with, but was sent to Loretto for school?

13 A. He was, yes, in 1938.

14 Q. Did you see him again only after the close of the war?

15 A. Yes.

16 Q. You began school, I would understand, in Australia --

17 A. Yes.

18 Q. -- where you had been evacuated to. Was that a boarding

19 school?

20 A. I had two terms in a boarding school in late 1944.

21 Previous to that I was at the local primary.

22 Q. You then returned to Britain I think early in 1945?

23 A. Yes.

24 Q. And Loretto had obviously been selected by your family

25 for your brother?

1 A. Yes.

2 Q. Did you always understand that you, in due course, would  
3 follow when the situation allowed?

4 A. I think so, yes.

5 Q. You had never been to Scotland before, I take it?

6 A. No.

7 Q. No. So did you spend the summer acclimatising?

8 A. I did, yes. I didn't ... we arrived in Britain in May,  
9 I think, and it was discussed as to whether I should go  
10 to school or not and the headmaster of Loretto said he  
11 thought I should start in September.

12 Q. Can you remember how you felt at the prospect of going  
13 to Loretto?

14 A. Not really, no.

15 Q. Okay. Going to Loretto, you went into the Nippers?

16 A. Yes.

17 Q. The junior school?

18 A. Yes.

19 Q. And I think you stayed there between September 1945  
20 and April 1950?

21 A. Yes.

22 Q. Just out of interest, was the experience of boarding  
23 school at Loretto different in any way from your  
24 experience of boarding school in Australia?

25 A. I am not sure really. I haven't thought about that

1           before.

2           Q. It may not matter.

3           A. I think in Australia actually it was a -- it must have  
4           been a smallish school because this was right through,  
5           I remember, right through from my age through to the  
6           senior in one house, as far as I remember.

7           Q. Right. Did they have cold baths in the Australian  
8           school?

9           A. No.

10          Q. So that came, I imagine, as something of a shock to you?

11          A. That was, yes.

12          Q. But like many things you simply, I take it, got used to  
13          it?

14          A. Absolutely.

15          Q. That was the way things were done?

16          A. Yes.

17          Q. Your statement obviously gives many details which we  
18          don't need to touch on --

19          A. No.

20          Q. -- and I am grateful for the detail that you have  
21          provided. I am interested -- if we can just look at the  
22          Nippers to begin with?

23          A. Yes.

24          Q. Nippers was obviously a relatively small school. In  
25          terms of numbers, perhaps about 50?

1 A. Yes, I think yes.

2 Q. Can you tell us about discipline in the Nippers? It may  
3 assist if we look at paragraph 39 of your statement,  
4 which is -- it will appear on the screen in front of you  
5 if that is simpler. This is WIT-1-000000655.

6 A. Yes.

7 Q. Page 7.

8 A. A few senior boys, as I say, were called leaders, the  
9 sort of equivalent of prefects. As far as I can  
10 remember, yes, they would report you for offences.

11 Q. And there was beating, as we see --

12 A. There was, yes.

13 Q. -- by the teachers, but not by the leaders?

14 A. No, certainly not. No. If you were reported for some  
15 offence, if you were to be beaten, it was done by the  
16 headmaster at break time and morning.

17 Q. Yes. I think if we go over the page to paragraph 41, we  
18 see pupils accepted it as the usual run of events?

19 A. I think we did.

20 Q. And you say:

21 "I don't think we thought very much about it.

22 I think the strokes were probably quite gentle in fact.

23 I think most boys were beaten several times a term."

24 And that you were never aware of abuse in the junior  
25 school.

1 A. No.

2 Q. No. Did you become a leader in due course as you  
3 progressed --

4 A. No, I didn't actually.

5 Q. You didn't. But you did progress to the senior school?

6 A. Yes.

7 Q. And you were there from April 1950 to August 1955?

8 A. Yes.

9 Q. And the next part of your statement talks about that.

10 Again we don't have to go into detail, Hunter, but  
11 if I can just ask about a number of issues.

12 Paragraph 50, which is on page 9 --

13 A. Yes.

14 Q. -- talks about:

15 "The main course at lunch was served on plates at  
16 the side of the dining room by three of the non-teaching  
17 staff. The plates of food were then brought to the  
18 table by senior boys on a rota at each table. One had  
19 to learn to carry four loaded plates at a time and the  
20 rest of the food and fruit and vegetables were shared  
21 onto the plates."

22 Reading on:

23 "Staff took no part in maintaining order at meals,  
24 the heads of tables, who were prefects, being  
25 responsible for this. I do not remember any problems

1           with disorder at meals. Boys were allocated to tables  
2           with a mixture of year groups and houses at each table  
3           and with one allocation for breakfast and lunch and  
4           another for teas."

5           The point in the first paragraph was that it was the  
6           senior pupils who were bringing the food to the tables.

7           A. It was, yes.

8           Q. Did that change at all? Did it move to the juniors  
9           being responsible --

10          A. No, not in my time.

11          Q. Not in your time. And as you say, you don't recall any  
12          problems with disorder?

13          A. No, not really. In fact, when I went to teach in  
14          a boarding school down south, having been used to the  
15          system at Loretto, I was slightly shocked actually to  
16          discover that a member of staff was designated to  
17          control the dining room to keep order. This was  
18          an idea, to me, which just hadn't been necessary at  
19          Loretto.

20          Q. Thank you. I think it only fair to mention, looking to  
21          paragraph 53, because of course this is in the ten years  
22          after the war?

23          A. Yes.

24          Q. "The food was good and varied in the senior school  
25          despite rationing."

1 A. Yes.

2 Q. And the point that caught my eye was you remembering  
3 that a boy noticed that the prospectus said that milk  
4 and biscuits were always available on demand, and that  
5 was tested and it was true?

6 A. Yes, apparently. Yes, there was a barrel of ship's  
7 biscuits too, I see I mentioned that --

8 Q. Yes.

9 A. -- which were pretty unappetising, but one could gnaw on  
10 one if one was desperate.

11 LADY SMITH: But I suppose, since you weren't on board ship,  
12 they wouldn't be infested with weevils.

13 A. No, they weren't. They were incredibly hard, you had to  
14 smash them against the edge of the barrel to get  
15 fragments to chew on. They weren't really a serious  
16 part of our diet, though.

17 MR BROWN: Thank you. Could we go to page 10, paragraph 56.

18 There you talk about the school ethos and you say:

19 "The ethos of the school was that we were one  
20 community with a system which emphasised the  
21 responsibility of each boy for others, particularly  
22 through the system of heads of rooms and prefects."

23 A. Yes.

24 Q. And you mention the house system which we would  
25 understand.

1 A. The house system then being moving around.

2 Q. Yes. As opposed to the house system you knew when you  
3 were a teacher.

4 A. Yes.

5 Q. We will come back, if we may, to the house system as  
6 a teacher in a little while.

7 If we can move on to paragraph 61, and this is under  
8 the general heading of "Discipline" on page 11, it talks  
9 that:

10 "Discipline was very widely vested in prefects, who  
11 were selected by the headmaster, often bearing in mind  
12 the impression they had given as heads of rooms."

13 I think that then leads on to the next paragraph:

14 "There was a culture of responsibility for others  
15 which was emphasised by the head of room and prefect  
16 system. Heads of rooms were sixth formers who were not  
17 prefects. They were responsible for order and  
18 discipline within their dormitory. Dormitories were  
19 always known as rooms."

20 A. Yes.

21 Q. Reading on to 63:

22 "The allocation of boys to houses and rooms was made  
23 each term by the headmaster, the next term's lists being  
24 posted on the last day of each term. Heads of rooms  
25 gave verbal reports on the members of their rooms to the

1           housemaster twice a term."

2           So the headmaster at this stage was crucial in  
3           deciding who went where?

4       A. Yes, yes.

5       Q. Was the tone of the school -- and you were there for  
6           five years -- set by the headmaster, from your  
7           perspective?

8       A. Very much so, yes. Because the school was only about  
9           220 or 230 boys the headmaster addressed the school  
10          every morning in an assembly which was called "Double".

11      Q. Do you know why?

12      A. It is said because the 19th century headmaster, Almond,  
13          who essentially built the school -- built the running of  
14          the school, would seize any moment to address the  
15          school, and sounded a double peel on the bell, and  
16          everybody had to assemble for him to address them.  
17          Because he ran the school very much as a ... well, you  
18          could call him an autocrat, I suppose. But it was very  
19          much his school --

20      Q. Yes.

21      A. -- and his ethos, which was quite ahead of its time in  
22          the 19th century.

23      Q. Thank you. Then you go on to paragraph 64 to explain  
24          that each house had a head of house, who was a senior  
25          prefect, and one or two house prefects, and they had

1 responsibility for discipline throughout, presumably,  
2 the house, with the school prefects being responsible  
3 more widely. Is that a fair summary?

4 A. The house prefects also had authority through the  
5 school.

6 Q. I see.

7 A. Yes.

8 Q. Okay.

9 A. And there was a head house prefect, who was particularly  
10 responsible for organising inspections and that sort of  
11 thing.

12 Q. Thank you. We would understand from the final paragraph  
13 on that page, sorry on the previous one, that discipline  
14 really fell on the senior pupils?

15 A. The day-to-day, yes. The teaching staff really would --  
16 their discipline was really within their classroom.  
17 In fact they would sometimes report incidents to  
18 prefects.

19 Q. So it would go down from the teacher to the prefects --

20 A. Yes.

21 Q. -- for them to sort out?

22 A. Yes.

23 Q. And this goes back to the ethos of the school, to use  
24 your words:

25 "... one community which emphasised the

1 responsibility of each boy for others, particularly  
2 through the system of head of rooms and prefects."

3 A. Yes. And the one school aspect, one community aspect,  
4 was emphasised, well, partly from the moving around the  
5 houses which was quite deliberate.

6 Q. You explain that there was a range of offences which  
7 could lead to discipline?

8 A. Yes.

9 Q. Going from going onto the lawn, untidiness, eating out  
10 of doors, snowballing within range of windows and so  
11 forth?

12 A. Yes.

13 Q. All of this was enforced by the prefects?

14 A. Yes.

15 Q. And punishment, as you set out, was usually three  
16 strokes of the cane?

17 A. Yes.

18 Q. For more serious offences, going over the page onto  
19 page 12, lying, drink, smoking or cutting short a run,  
20 you might get four to six?

21 A. Yes.

22 Q. But six was the ceiling?

23 A. Yes. Very rare.

24 Q. And if things went beyond that, it might escalate to the  
25 headmaster?

1 A. Yes. It would, yes. In fact offences for six would  
2 probably be through the headmaster.

3 Q. Right. You were there; do you recall that system being  
4 abused by prefects?

5 A. Not really, no. It wasn't actually, in my experience.

6 Q. I think you say at paragraph 68:

7 "I don't think it led to unfair or abusive behaviour  
8 by prefects, although some had reputations of being  
9 harder than others, but this is generally true in any  
10 system of discipline."

11 A. Yes.

12 Q. Would you say that that was true moving on to your time  
13 as a teacher?

14 A. I think so, probably.

15 Q. You saw the same distinction as between one prefect and  
16 another?

17 A. Yes, inevitably. I can't be certain that there wasn't  
18 unfair discipline but I think basically it worked well.

19 Q. I think you make the point that if there were any  
20 beatings by prefects they had to be recorded in a book?

21 A. Yes.

22 Q. Thinking back to your time as a pupil in the house  
23 system where discipline is, from what you are saying,  
24 really run by the prefects, how much -- thinking of  
25 being in the house -- how much intervention was there by

1 the housemaster? How much supervision or oversight?

2 A. In a way, in those days, surprisingly little from our  
3 point of view. There was probably much more we were  
4 unaware of, I suspect. The housemaster was resident  
5 there and he came around the house from time to time,  
6 but there wasn't the same sort of awareness of the  
7 presence of the housemaster as there was later when  
8 the houses settled into the new regime.

9 Q. We will return to that in a moment. Thank you.

10 You also make the point that the school was proud  
11 that there was no fagging as there was in the classic  
12 boarding school way of being a servant for a senior boy?

13 A. Yes, absolutely.

14 Q. I think just concluding with this, paragraph 77 on  
15 page 13, you say:

16 "I never had a bad experience in a room and  
17 I believe the system worked well, both in that the  
18 senior boys' behaviour was in fact under scrutiny by his  
19 fellows and juniors, and also that the welfare and  
20 happiness of juniors was made part of the responsibility  
21 of the senior boys. I did not experience any abuse of  
22 this system by senior boys, in fact I believe it was  
23 helpful in exposing any unhappiness of junior boys."

24 A. Yes.

25 Q. Why was it helpful?

1       A. Because if -- because the room consisted of all the age  
2       groups, it meant that senior boys were in close contact  
3       with juniors in a way which wouldn't happen in a  
4       horizontal division of boys in dormitories or houses and  
5       so on, and I think the senior boys did take  
6       responsibility. I found heads of rooms helpful. As  
7       I say, from my point of view, I was very happy with the  
8       system as a boy.

9       Q. Yes. I think we see, turning to page 18, paragraphs 104  
10      and 105, you say:

11                "I wasn't aware of any serious abuse at --"

12      A. Sorry, which paragraph?

13      Q. 104 and 105 on page 18. It's on the screen in front of  
14      you now.

15      A. Yes.

16      Q. You weren't:

17                "... aware of any serious abuse at Loretto.  
18      Of course boys could be unpleasant to each other at  
19      times, and some of this could be termed bullying, but  
20      I do not think there were many instances where this was  
21      serious, to the extent of causing real injury and misery  
22      for the boy. Such bullying that did occur was I think  
23      almost always confined within a year group, and this is  
24      where Loretto's system of mixing year groups helped in  
25      eliminating bullying of younger boys by older, and to

1           some extent within a year group, contrary to what those  
2           who had not experienced the system might expect."

3           One thing we have heard a little of: obviously  
4           within the senior school you have an all-boys school and  
5           adolescents and the influx of hormones, and it has been  
6           suggested there was an element of homosexual  
7           undercurrent amongst the boys. Do you remember that?

8       A. Yes, it was -- as far as between age groups it was, as  
9       far as I am aware, sort of fantasy rather than certainly  
10      nothing physical. There was one occasion actually where  
11      a senior boy abused a junior one, and it came to light,  
12      and the senior boy was sacked immediately. That is  
13      the only instance I knew of any physical interaction.

14     Q. Right. How did it come to light, do you remember?

15     A. I think the junior boy reported it. He was in my age  
16     group and he -- I think he had reported it actually, but  
17     he went on and I don't think it caused him long-term  
18     damage. I in fact met him in 2004, he was in Australia  
19     actually and I went out to Australia, and I met him and  
20     renewed the acquaintance and he had had a happy married  
21     life.

22     Q. I think one last paragraph from this first statement  
23     about your childhood at Loretto. You end by saying at  
24     paragraph 113:

25                "My experience also led me to want to become

1 a schoolmaster in a boarding school."

2 A. Yes.

3 Q. "I felt that I had benefited from just such an education  
4 at Loretto."

5 A. Yes.

6 Q. That of course leads on to your other statement which  
7 reflects your adult life?

8 A. Yes.

9 Q. Again, taking that short, if we could turn now to the  
10 document ending 504, I think you have a copy of that as  
11 well?

12 A. Yes.

13 Q. You went to Cambridge and did a degree in [REDACTED]?

14 A. Yes.

15 Q. Graduating in 1958. Then you taught at a number of  
16 different schools --

17 A. I had two years in industry first.

18 Q. I was just coming to that.

19 A. Sorry.

20 Q. We see you were employed in the education department of  
21 the United Steel Companies in Sheffield from 1958 to  
22 1960?

23 A. Yes.

24 Q. You were then an assistant teacher, senior [REDACTED]  
25 master and non-residential assistant to two housemasters

1 at Wellington College and remained there until 1966.

2 A. Yes. I would perhaps say the education department at  
3 the United Steel Companies, the name is slightly  
4 highfalutin, I think. It was training mainly although  
5 there was some education element in it, which I was  
6 involved in, and these were for the youngsters who had  
7 left school at 15 and were operatives in the works, and  
8 they had a day or so's education in a centre where  
9 I taught English and writing and so on. But mostly it  
10 was training programmes for senior people and I was  
11 concerned with that, and administrating of training  
12 courses, residential training courses for foremen and  
13 junior managers and so on.

14 Q. Thank you. I think if we turn to page 2 of the second  
15 statement we have a potted history of your career at  
16 Loretto School as a teacher?

17 A. Yes.

18 Q. Had you aspired to return to Loretto as a teacher?

19 A. Sorry?

20 Q. Had you aspired to return to Loretto as a teacher?

21 A. It had been a possibility in my mind, yes. I was  
22 actually contacted by a friend who was on the staff at  
23 Loretto and tipped off that the post was available and  
24 it was an attractive idea to me.

25 Q. And we see that you spent 29 years at Loretto?

1 A. Did I? Yes.

2 Q. 1967 to 1996.

3 A. Yes.

4 Q. And during that time you were the head of [REDACTED]  
5 department?

6 A. Yes.

7 Q. You were also a housemaster [REDACTED] --

8 A. Yes.

9 Q. -- for 16 years [REDACTED]?

10 A. Yes.

11 Q. And you were also SNR [REDACTED] --

12 A. SNR [REDACTED]

13 Q. I do beg your pardon. It's just me misreading the  
14 letters. SNR [REDACTED]

15 A. Yes, it's often done.

16 Q. From July 1985 to July 1996 when you retired?

17 A. Yes.

18 Q. And that is essentially SNR [REDACTED]

19 A. Yes.

20 Q. And I think for part of that period you SNR [REDACTED]  
21 for three or four months in 1991?

22 A. The [REDACTED] term.

23 Q. The [REDACTED] term. Whilst SNR [REDACTED]

24 [REDACTED] was on sabbatical writing a book?

25 A. Yes.

1 Q. Obviously one of the issues that this Inquiry is  
2 concerned with particularly is child protection. And if  
3 we turn to paragraph 3, paragraph 16, the last --  
4 paragraph 16 on page 3?

5 A. Yes.

6 Q. We see:

7 "Child protection as a named issue was first  
8 formalised, to my memory, when a Childline was started  
9 in 1986, and that was publicised to pupils on the school  
10 noticeboard."

11 A. Yes.

12 LADY SMITH: So you are talking there about Childline that  
13 was established by Esther Rantzen, are you?

14 A. Yes.

15 MR BROWN: Prior to that, was child protection an issue that  
16 you thought of as an individual term?

17 A. No, no.

18 Q. No. How was it approached then if it wasn't thought of  
19 as a separate idea?

20 A. It was just sort of assumed. This is what we were there  
21 for, particularly as house staff. It was just assumed  
22 that this is what you would come into teaching for.

23 Q. Yes. But it became presumably, from that point on, ever  
24 more formalised within the school?

25 A. Yes. But I don't think it was really particularly

1 formalised even at the time when I retired.

2 Q. No. I think we can ask others perhaps about its  
3 development --

4 A. Yes.

5 Q. -- which I think followed, as you say, perhaps around  
6 the time of and after your departure?

7 A. It was after then I think, but yes.

8 Q. You talked obviously about the house system you  
9 experienced as a pupil?

10 A. Yes.

11 Q. But it changed when you were a teacher. Can you explain  
12 that to us?

13 A. Yes, I think it was for two reasons. One was the school  
14 was growing in size, and whereas it had been very much  
15 headmaster-centred when it was smaller, the size meant  
16 it should be -- the care distributed more. And  
17 secondly, because of the academic side, it was felt that  
18 senior boys should have study space which they hadn't  
19 had before and this was provided in the houses. The  
20 houses were fixed for a pupil so that they had  
21 consistent care from a housemaster.

22 Q. I think we see in your statement that new houses were  
23 being built in the mid-1960s?

24 A. Yes.

25 Q. Is that the time of this transition you are talking

1           about?

2           A. Yes.

3           Q. In terms of the ethos that the school had when you came  
4           back to it, had it changed in the ten years or so, or  
5           twelve years, since you left?

6           A. It hadn't -- no, it hadn't really. Certainly in my time  
7           we very much tried to keep it as a single school unit  
8           and play down the house system. The only competition  
9           between houses was in athletics, but athletics were  
10          fairly low key anyway, and it wasn't taken very  
11          seriously, the competition. This was one of the things  
12          which I welcomed because I had experienced the house  
13          system down south and I didn't like it.

14          Q. Because it was too competitive?

15          A. It was too competitive. They'd had to have a rule  
16          I think that a boy who refused to play for the first  
17          team wasn't allowed to play for his house team because  
18          they preferred to play for the house team than the  
19          school team. And I refereed a match in rugger between  
20          two houses where there was such foul temper shown  
21          that I abandoned the match, which I expected to get some  
22          comeback from the housemasters but I didn't, to my  
23          surprise.

24          Q. This is obviously your experience in Berkshire?

25          A. Yes.

1 Q. The competition between houses you have just spoken  
2 about, did that impact in other ways beyond the sports  
3 field in terms of discipline or abusive behaviour?

4 A. Down south?

5 Q. Yes.

6 A. I don't know. I wouldn't ...

7 Q. All right.

8 A. I noticed it in the sport.

9 Q. But at Loretto there are houses but there was more  
10 mixing as between the houses and there wasn't the same  
11 level of competition?

12 A. When I was a boy there was no feeling of house at all  
13 really. When I came back on the staff, yes, boys did  
14 have a feeling about their houses but you tried to make  
15 it non-competitive.

16 Q. Is that up to your departure in 1996?

17 A. Yes. Yes.

18 Q. Thank you. In terms of discipline, obviously you came  
19 back in the mid-1960s?

20 A. Yes.

21 Q. Had discipline changed at that point from your time as  
22 a pupil?

23 A. Yes, I think it had slightly, in that the staff were  
24 much more concerned, involved, and less about  
25 the prefects, but there still was a prefect system.

1 Q. I think we can see at paragraph 50, which is page 9, you  
2 are saying:

3 "At that point, punishments could be given by  
4 teaching staff, prefects and, in very minor ways, by  
5 heads of room. Prefects in the early part of my time  
6 were able to beat, but this was phased out and latterly  
7 they were able to impose impositions for minor offences  
8 or make boys report to their housemaster for more  
9 serious offences which might require more serious  
10 punishment. Heads of rooms were able to impose a short  
11 run before breakfast upon members of their room."

12 What was a short run?

13 A. Everybody went on a short walk. It was called the  
14 links, actually, because one walked across the  
15 Musselburgh links there, the golf course adjacent to the  
16 school, and rather than walk they had to run. And it  
17 was sort of public exposure as well as the minor  
18 inconvenience of running.

19 Q. How long a run was it?

20 A. 400 yards? It was fairly trivial.

21 Q. Thank you. Beating, as we see moving on to page 10,  
22 paragraph 51, still had a maximum of six strokes for  
23 more serious offences?

24 A. Yes.

25 Q. And again was always, as you say, done over normal

1 clothing.

2 A. Yes.

3 Q. At paragraph 52 you say:

4 "Beating was largely accepted as reasonable by the  
5 boys in that it was quickly over and did not involve  
6 restriction of their time."

7 A. Yes.

8 Q. But you go on:

9 "Occasionally, as a housemaster, one was conscious  
10 of a child who should be sheltered from frequent beating  
11 or other punishment as being vulnerable. By vulnerable,  
12 I mean a child whose organisation and self-discipline  
13 was lacking to the extent that he could not cope with  
14 the school's requirement of routine, punctuality etc,  
15 and soon caused them to incur an intolerable number of  
16 punishments. I would instruct prefects in such cases to  
17 report his misdemeanours direct to me and I would take  
18 the boy in hand and give him such impositions as he  
19 could reasonably undertake, along with help and  
20 counselling."

21 Should we understand this is in the context of the  
22 house or across the school in total?

23 A. It would be across the school in that all punishments  
24 came through the housemaster.

25 Q. Right. And that is perhaps a change from your time as

1           a pupil?

2       A. Yes.

3       Q. Where the housemaster was, from your account, rather  
4       more remote?

5       A. Yes.

6       Q. It was much more down to the pupils themselves?

7       A. Yes.

8       Q. Did you think that was an improvement?

9       A. Yes, I think it probably was as things evolved and ...  
10      evolved about punishment, certainly physical punishment.

11      Q. Yes. Again you make the point that punishments were  
12      still being recorded, in your experience. Did that  
13      continue throughout your time --

14      A. Yes.

15      Q. -- at Loretto?

16      A. Yes.

17      Q. It was all duly recorded?

18      A. Yes.

19      Q. Thank you. Beating, as we would understand, was  
20      progressively phased out first by pupils on pupils?

21      A. Yes.

22      Q. And then progressively, throughout your career, to the  
23      point that it stopped happening altogether by masters?

24      A. Yes.

25      Q. Do you remember any resistance from teachers to losing

1           the ability to use corporal punishment?

2       A. No, no.

3       Q. It would change then over time? It was the routine but  
4           it became accepted that it should not be the routine?

5       A. Yes, I think so, yes.

6       Q. What were your views on it having lived through it as  
7           a --

8       A. Yes. Well, I was very happy with the way it progressed  
9           actually, yes. It seemed to work.

10      Q. You have talked obviously about, in your experience as  
11         a pupil, people reporting. For example, on the sexual  
12         episode you described, that the boy involved reported it  
13         and matters progressed to an expulsion?

14      A. Yes.

15      Q. You say at paragraph 59, page 11:

16                 "Head of school (ie the senior prefect) had great  
17         responsibility to the headmaster for the discipline by  
18         the prefects. It was well known that pupils could  
19         appeal to their housemaster/mistress and ultimately to  
20         the headmaster if they felt a punishment was unjust."

21                 You go on to say:

22                 "Such appeals were not common ..."

23                 But it did happen?

24      A. Yes.

25      Q. I think you give an example of what could happen in

1 paragraph 60?

2 A. Yes.

3 Q. But it wasn't particularly well used as a process by the  
4 sound of it?

5 A. It was not infrequent that a boy would say that he  
6 thought it unfair, but normally on fairly trivial  
7 things, apparently trivial things.

8 Q. We have heard other evidence of a desire not to "clipe"  
9 on boys and there being a sort of code of silence. Is  
10 that something you recognise from the Loretto both as  
11 a pupil and as a teacher?

12 A. I think probably in the junior school I remember proper  
13 "clipping", but I wasn't -- I don't think in the senior  
14 school that was particularly about. I am not sort of  
15 feeling great memories about "clipping".

16 Q. All right. Were you concerned, thinking of your time as  
17 a housemaster, for example, that you weren't being told  
18 things?

19 A. I wasn't -- no, I don't think so. Problems would --  
20 I was a supporter of the head of room and prefect system  
21 in that information came up through that, but one can't  
22 be sure.

23 Q. Did you rather assume it would, given you had  
24 experienced it as a pupil?

25 A. Yes. I think so.

1 Q. Right. Because I was coming on to being a housemaster,  
2 and you were a housemaster I think for 16 years [REDACTED]  
3 [REDACTED]?

4 A. Yes.

5 Q. You presumably relied upon the head of rooms, the house  
6 prefects, the head of house to be your eyes and ears?

7 A. Yes. And the matron.

8 Q. And the matron. Were you more involved as a housemaster  
9 in the house than had been your experience of  
10 intervention by a housemaster when you were a pupil?

11 A. Yes, yes.

12 Q. Was that immediate from the 1960s on, or is that  
13 something that grew over time?

14 A. No, it was immediate. I was asked about training and so  
15 on as a housemaster. When I was appointed, the  
16 headmaster then at that time gave me a sort of document  
17 of advice, and one of the pieces of advice which  
18 I remember particularly was that you should never allow  
19 any place in the house to become a no-go area for the  
20 housemaster, and I took that on board, so I would go  
21 around the house fairly frequently.

22 I would -- in the evenings one had a house double  
23 assembly in the evenings where one could give out  
24 notices or say things to the house and a prayer,  
25 following which boys could come down and see me in my

1 study, but mainly to withdraw pocket money which I held,  
2 and I would take the pocket money around the rooms. So  
3 I would announce that I would do pocket money, either  
4 the downstairs or the upstairs, and I would do that once  
5 a week for each floor, which meant I went round the  
6 rooms, when they were in the rooms before lights out,  
7 and sit and chat while doing that. It was a sort of  
8 excuse to get round the house then.

9 The other thing I would do, actually, was make them  
10 alert to the fact that I would occasionally go round the  
11 house late at night and just look into each dormitory,  
12 check they were all there, and I would deliberately make  
13 sure I woke a boy up so that they were aware that I did  
14 pop in now and again at night. So they were aware of my  
15 presence, yes.

16 Q. You were living presumably in accommodation in the  
17 house?

18 A. Yes, in the wing. Yes.

19 Q. If there was a rumpus going on in the house would you  
20 hear it?

21 A. In the junior end of the house probably not, actually,  
22 because my accommodation opened on to the wing with the  
23 upper sixth bedsits and the lower sixth studies. The  
24 lower sixth were in the dormitory rooms for sleeping and  
25 heads of rooms and the upper sixth had bedsits in that

1 wing. So to get through to the house I would go through  
2 that wing. There was a central hall and then the  
3 dormitories were in blocks beyond that.

4 Q. Was there an assistant housemaster?

5 A. Yes, the assistant was in that area. He had I suppose  
6 technically a maisonette or whatever. He had a ground  
7 floor sitting room and kitchen and then upstairs a  
8 bedroom.

9 Q. If you heard a rumpus going on, or he heard --

10 A. Well, he was there, yes.

11 Q. What would you have expected him to do?

12 A. Well, intervene I think. I don't think there were  
13 serious rumpuses. I wasn't aware of any particularly  
14 serious rumpus.

15 Q. I take it you would expect to be told if --

16 A. Oh, yes, certainly. The assistant was very much part of  
17 the house management and he would take the evening  
18 double on certain nights. We split that.

19 Q. You would split the responsibility?

20 A. Yes, for the double.

21 Q. Would you be liaising daily with your assistant?

22 A. Yes, yes. Yes, we were so sort of close and ... yes.

23 Q. You talked about -- this is at the English school down  
24 south -- the issue of houses. Thinking of Loretto, did  
25 different houses have different characters? Were they

1 known within the school? And I appreciate you were  
2 there for a long period so things may change. But we  
3 heard, for example, yesterday in the 1990s that Hope was  
4 considered by one pupil at least a troubled house in the  
5 sense of behavioural problems, bullying in that house,  
6 followed by Seton, followed by Pinkie in decreasing  
7 levels of gravity. Does that accord with your  
8 recollection either in the 1990s or of periods before  
9 that?

10 A. Yes. My recollection was Hope House certainly had  
11 a reputation of being more disciplined.

12 Q. Was that known throughout the school?

13 A. It probably was, yes.

14 Q. I think by that stage were you SNR thinking of  
15 the 1990s?

16 A. Yes.

17 Q. And you were senior management?

18 A. Yes.

19 Q. Was that something you were conscious of, as a senior  
20 manager of the school, and tried to do something about?

21 A. Yes, one -- of course it changed with the housemasters.  
22 I think in my time as SNR I think the situation  
23 was probably better actually.

24 Q. So, like many aspects of life, things went through  
25 phases?

1 A. Yes.

2 Q. And in terms of the houses, just as you talked about the  
3 importance of the headmaster and the tone of the school  
4 certainly earlier on, presumably the same would apply to  
5 houses. Much might turn on the character or outlook of  
6 a particular housemaster?

7 A. Yes.

8 Q. Presumably, if there were particular problems in  
9 a house, you would expect them to be dealt with? As in  
10 potentially a change of housemaster?

11 A. Yes.

12 Q. Did that ever happen, as you recall?

13 A. Housemasters did change, yes. They did so, yes.

14 Q. Do you remember when that was?

15 A. I couldn't put dates on it.

16 Q. No.

17 A. No.

18 Q. But I think perhaps --

19 A. Not offhand.

20 Q. -- the point was these issues would be recognised and  
21 dealt with?

22 A. Yes.

23 Q. Is that fair?

24 A. Yes.

25 Q. All right.

1 LADY SMITH: Mr Brown, that is just 11 o'clock now. How are  
2 we doing?

3 MR BROWN: We have a little way to go. I thought it might  
4 be better if we just roll slightly further on, perhaps  
5 another five or ten minutes.

6 LADY SMITH: Five minutes or so?

7 MR BROWN: Thank you.

8 Do you remember any particularly bad experiences  
9 from your time at Loretto of really bad pupil  
10 indiscipline?

11 A. I think ... (Pause)

12 Q. Perhaps if I can assist: presumably at the end of  
13 the school year, summer nights, the pressure is coming  
14 off, was that pressure ever released by the pupils in  
15 their behaviour, say on the last night?

16 A. Yes, one was aware ... yes, actually in my first year as  
17 a housemaster I remember being warned that I should be  
18 on the watch for -- on their last night, and  
19 I deliberately had my sixth senior boys in for a social  
20 evening and kept them up in my house until about 2 in  
21 the morning, and then they sort of yawned and said  
22 "We're off to bed", and I said "Yes, fine". And two or  
23 three years later -- these are the boys who were  
24 leaving, two or three years later one of them told me  
25 they then went out, and went down to Port Seton to the

1 beach, but ... Certainly latterly we used to have  
2 patrols on the last night of term in the surrounding  
3 area, on the golf course.

4 Q. Was it recognised from the school leadership that that  
5 might be a flash point, to use an over-dramatic word?

6 A. Yes.

7 Q. Because suddenly it was almost all over and the  
8 pupils --

9 A. Yes.

10 Q. -- cliché, might let their hair down?

11 A. Yes.

12 Q. Did it ever go beyond letting their hair down? Do you  
13 ever remember serious trouble on the last night?

14 A. No.

15 Q. So the idea of having a riot in the schools is not  
16 something --

17 A. No. No, we were more guarded against them going out of  
18 the school grounds and partying.

19 Q. And within the school?

20 A. Not within the school grounds, no. Too exposed I think.

21 MR BROWN: My Lady, I am going to move on to a couple of  
22 particular episodes.

23 LADY SMITH: I think we should take a break just now.

24 I usually take a break at some point in the morning,  
25 Hunter, and maybe you would welcome it just now. About

1 15 minutes?

2 A. Yes, fine.

3 LADY SMITH: Thank you.

4 (11.04 am)

5 (A short break)

6 (11.20 am)

7 LADY SMITH: Thank you. Welcome back, Hunter. Are you ready  
8 for us to continue?

9 A. Yes.

10 LADY SMITH: Thank you.

11 Mr Brown.

12 MR BROWN: My Lady, thank you.

13 Hunter, I said I was going to move on to some  
14 particular incidents that I would like to ask you about.  
15 The first is reflected on page 21, and paragraph 109 of  
16 your statement, and concerns Guy Ray-Hills.

17 A. Yes.

18 Q. I think, put shortly, you left school just as he was  
19 arriving to teach at Loretto, and you arrived to teach  
20 just as he was leaving Loretto, pretty much?

21 A. Yes. I think he came to Loretto a few years after I had  
22 left, actually, as a boy. Wait -- no, sorry ... no,  
23 sorry. Yes, he came soon after I moved into the upper  
24 school, yes.

25 Q. Yes. You make the point that you were both employed in

1 1967?

2 A. Yes.

3 Q. But thereafter he left the school?

4 A. Yes.

5 Q. What I am interested in, because obviously he was in the  
6 junior school, you were in the senior school doing

7 [REDACTED] and [REDACTED], what do you remember about his  
8 departure and the reasons for it?

9 A. There was very little information actually. One  
10 gathered it was inappropriate behaviour but no details  
11 were made known us. My assumption was that it was mild,  
12 you know, patting a boy on the back or, you know,  
13 inappropriate touching or something, but ... probably  
14 fairly trivial. But we weren't aware of ...

15 Q. The sense you had, presumably was that from talk within  
16 the common room?

17 A. Yes.

18 Q. But there was nothing official?

19 A. There was no official statement to us, no.

20 Q. Did you understand where he had moved on to?

21 A. Not at that moment, no. Not at that time.

22 Q. Again, at its simplest, did you understand whether he  
23 had resigned or been sacked?

24 A. I don't know. I wouldn't have known.

25 Q. But for whatever reason, you assumed it was relatively

1 minor?

2 A. I assumed that, yes, not being told it was anything more  
3 serious.

4 Q. Thank you.

5 The second and final focus is on -- if we move to  
6 page 15 of your statement and paragraph 79.

7 A. Yes.

8 Q. Obviously this concerns allegation, as you say, against  
9 the headmaster, Norman Drummond, from a member of staff?

10 A. Yes.

11 Q. David Stock. Can I just ask, to begin with, about  
12 Norman Drummond as headmaster?

13 A. Yes.

14 Q. I would understand that he was at Loretto, roughly  
15 speaking, for about ten years?

16 A. Yes.

17 Q. From the mid-1980s to the mid-1990s?

18 A. Yes, it was 1984 he came, I think.

19 Q. Yes.

20 A. And -- yes.

21 Q. Was his appointment as headmaster a change of step for  
22 the school, do you remember?

23 A. It was a change of step in as much as he was very young,  
24 and he had not been a classroom teacher as far as we  
25 knew, he had been a chaplain at Fettes, and, previous to

1           that, an Army background.

2           Q. Was there surprise at his appointment amongst the staff?

3           A. Yes, there was, I think, because of those factors.

4           Q. Did it go beyond surprise to resistance?

5           A. I don't think there was serious resistance expressed.

6           There was certain criticism of him as I have said there.

7           Q. We will come to that, if we may.

8                     In terms of why he was appointed, did you have  
9           a sense that a different direction was being sought in  
10          his appointment?

11          A. No.

12          Q. Can I suggest that he might have been a more  
13          outward-looking headmaster than previous ones in terms  
14          of raising the image of the school?

15          A. Yes. That was true, yes.

16          Q. Was that something that you saw as a different approach  
17          from the previous headmasters you had worked with?

18          A. Yes.

19          Q. How did that show itself in a practical way?

20          A. I think the whole sort of atmosphere at Loretto up until  
21          then was that people and the school were sort of  
22          self-effacing, and we didn't go out of our way to sort  
23          of publicise ourselves or advertise or strike  
24          a particular public image, and people were aware of  
25          a change in that, I think.

1 Q. He was not someone, as you have said, from a traditional  
2 educational background?

3 A. No.

4 Q. And did that show itself in the way he led the school,  
5 in the sense he presumably didn't have experience of  
6 running a school as an educationalist?

7 A. To some extent, yes, I think so.

8 Q. Was greater reliance placed on you, for example, when  
9 you were SNR [REDACTED]

10 A. And on the director of studies.

11 Q. Yes.

12 A. Yes, rather.

13 Q. What about day-to-day running of the school, forgetting  
14 the educational side, but in terms of discipline and  
15 ethos and so forth, was that again delegated to the  
16 level below him?

17 A. No, no, not -- no, not those aspects.

18 Q. So discipline was still his responsibility?

19 A. Certainly, yes.

20 Q. Perhaps, to use the obvious words, his public relations  
21 approach caused tensions within the staff room?

22 A. I'm not sure what is meant by "tensions". It was talked  
23 about. One was aware of it and possibly critical of it,  
24 yes.

25 Q. Why were people critical of it?

1 A. I think on a sort of personal level it was ... I'm not  
2 sure really.

3 Q. Okay.

4 A. Just ... (Pause).

5 Q. I think matters, as you know, and we see in paragraph 80  
6 which is on the screen before you:

7 "David Stock rang me one late evening in an agitated  
8 state and asked me to come to the house of  
9 a housemistress, Dorothy Barbour, to hear of serious  
10 allegations against the headmaster. When I arrived he  
11 told me that he was determined to expose the headmaster  
12 by condoning serious bullying by a former pupil and that  
13 he was prepared to ring the press about it, but that he  
14 now accepted that he should take it up internally before  
15 going public."

16 And he had a pupil there who would bear witness to  
17 the bullying.

18 A number of things from that. David Stock obviously  
19 you knew as an English teacher?

20 A. Yes.

21 Q. What were your relations with David Stock like?

22 A. Slightly less easy than with many of the staff. I felt  
23 his sort of attitude to the boarding side and the  
24 general living side of the school was a little  
25 ambivalent. He didn't sort of participate so much in

1           that aspect.

2           When I was a housemaster the house tutors, who were  
3           the assistants living in the house, changed now and  
4           again, staff left or were promoted or whatever, and so  
5           one changed and had a new house tutor. There was one  
6           time when I needed a new house tutor for the following  
7           year, and the headmaster asked me to ask David Stock to  
8           be house tutor, which I wasn't actually terribly happy  
9           with but I did ask him, but he refused. He said he  
10          didn't want to be.

11          So I felt he wasn't involved intimately with the  
12          going on in a house and the experience of sort of close  
13          contact with boys in their living -- domestic living ...

14        Q. Yes. When you received this call I think you say that  
15          Dorothy Barbour, who was a good friend of David Stock,  
16          that made sense --

17        A. Yes.

18        Q. -- that they would be together. But it was obvious he  
19          was making allegations against the headmaster. Did that  
20          come as a surprise to you?

21        A. Yes, this particular incident did, yes.

22        Q. But was there a background of tension between the two  
23          before that?

24        A. Yes, I think there was.

25        Q. Did you understand why?

1 A. I don't think David Stock altogether trusted him. It  
2 was ... (Pause) ... personality, yes.

3 Q. But he is reporting, as you would understand it, issues  
4 of bullying?

5 A. Yes.

6 Q. And did that come as a surprise to you? Was that  
7 a background of difficulty that you were aware of,  
8 serious bullying?

9 A. No.

10 Q. No.

11 A. It was a surprise. This incident, the whole disclosure,  
12 or whatever you call it, that evening was a surprise to  
13 me, yes.

14 Q. Again, we know the background and the suggestions that  
15 were being made and that were shared with you --

16 A. Yes.

17 Q. -- were these issues you had any inkling of prior to  
18 this?

19 A. No.

20 Q. And in particular I think there was a suggestion that  
21 one boy had been involved who had been a [REDACTED]?

22 A. Yes.

23 Q. And I think --

24 A. Not a prefect at the time of the incident.

25 Q. No. But was now a [REDACTED]?

1 A. Yes. Well, had left school actually.

2 Q. But there had been some -- I think that was  
3 an association between the prefect and the headmaster?

4 A. Yes.

5 Q. Perhaps suggesting that the headmaster had been aware of  
6 these allegations against this boy but had covered them  
7 up?

8 A. This was the allegation, yes, that the headmaster had  
9 been told of this and condoned it.

10 Q. I think, as you say at paragraph 88, page 17:

11 "I took the matter very seriously but kept an open  
12 mind as to whether every allegation would prove to be  
13 true, which is why I immediately set in train  
14 an investigation."

15 I think, going down to paragraph 91, you immediately  
16 consulted the housemaster of the house involved?

17 A. Yes.

18 Q. Duncan Wylie of Pinkie House?

19 A. Yes.

20 Q. And:

21 "We agreed that he would investigate the matter,  
22 interview the boys named and report back."

23 A. Yes.

24 Q. Within the context of Loretto, would that have been the  
25 ordinary course of concern, the first point of contact

1           with anyone would be the relevant housemaster if it was  
2           in his house?

3       A.   Probably, yes.  At that stage, yes, at that time of the  
4           house system.

5       Q.   Yes.  Did you understand that that process of  
6           investigation would take place, and there would be  
7           a reporting back and matters could then progress --

8       A.   Yes, absolutely.

9       Q.   -- in the ordinary way?

10      A.   Yes.

11      Q.   But I think we see on page 92 --

12      LADY SMITH:  Page or paragraph?

13      MR BROWN:  I beg your pardon.  Paragraph 92, page 18.

14           Thank you, my Lady.

15           So:

16           "About two days later during the morning break, in  
17           which all the teaching staff gathered in the staff  
18           common room for coffee and the opportunity to liaise  
19           with other staff and for announcements to the staff to  
20           be made, David Stock suddenly rang the bell for  
21           attention and announced in an agitated way that he had  
22           made serious allegations against the headmaster and that  
23           he was now reporting himself sick to the school  
24           sanatorium, but he didn't share what the allegations  
25           were."

1                   Were you present when that took place?

2           A. Absolutely, yes.

3           Q. What was your reaction?

4           A. Well, horror, really, because he had completely rather  
5           interrupted proceedings. I was under an obligation to  
6           investigate it, confidentially I thought, seeing it was  
7           an allegation against the headmaster, and by coming in  
8           and saying that he had sort of blown the thing apart.

9           Q. In terms of what happened thereafter we would understand  
10          that, as you set out at paragraph 96, David Stock left  
11          the school without reappearing. And from your  
12          perspective, and would this apply to the other staff,  
13          broadly, you had no sense of what was happening in terms  
14          of his departure from the school?

15          A. No.

16          Q. I think your response to this, to use your words, he had  
17          "blown it apart". You then reported it to the head, and  
18          in fact the head of the board of governors at the time  
19          who was with the head when you shared what was going on?

20          A. The chairman was in the headmaster's study at that  
21          moment when I went in.

22          Q. Presumably the investigation you had set in train with  
23          the housemaster continued?

24          A. I assumed so, yes.

25          Q. But was that the responsibility of the housemaster now

1 to follow up on that?

2 A. Yes. In retrospect, perhaps I should have. I just ...

3 (Pause). You know, the thing was over as far as I was  
4 concerned.

5 Q. I am sorry?

6 A. In retrospect perhaps I should have followed it up more,  
7 but I felt the thing had been pushed on to the governors  
8 by that stage, and that was it really.

9 Q. The boy against whom the allegations of bullying had  
10 been made had left the school?

11 A. Yes.

12 Q. Did you have any further involvement with that boy  
13 thereafter?

14 A. No.

15 Q. He had left the school and moved on. All right.

16 I think in summary, in paragraph 97 on page 19, you  
17 say of this episode:

18 "I do not think the staff were particularly  
19 surprised and, whilst some may have sympathy with  
20 David Stock, it was not expressed widely."

21 A. Yes, it wasn't talked about particularly.

22 Q. You say:

23 "David Stock was known to have a strong dislike of  
24 Norman Drummond. Many of the staff were critical of  
25 Norman Drummond's style of headmastership but without

1 the antagonism which David Stock showed. It was quite  
2 widely felt that Norman Drummond was particularly  
3 concerned with external relations and the reputation of  
4 the school and that he relied on the senior staff to  
5 make the school function effectively as a teaching  
6 institution, which it did. There was therefore no  
7 serious general unrest about his headmastership."

8 But from what you are saying there, would you agree  
9 he was a different headmaster from the norm, and there  
10 was some criticism of his focus being perhaps on image  
11 rather than substance?

12 A. Yes, there was, yes. He was in a way a contrast to the  
13 previous headmaster in that the previous headmaster was  
14 an Old Lorettonian and I think had a much more intimate  
15 friendship with the staff than Norman Drummond perhaps  
16 achieved.

17 Q. In terms of the concern about bullying, was that  
18 something that, as a school, there was examination to  
19 find out whether the complaints were valid?

20 A. Sorry, this particular incident?

21 Q. Yes. Following this explosion in the staff room and the  
22 issues of the teacher leaving, the focus has been that  
23 he is suggesting there has been serious bullying?

24 A. Yes.

25 Q. Did that set alarm bells ringing within the school

1           thereafter to see whether there was any truth in it?

2           A. Yes, I'm ... (Pause)

3           LADY SMITH: Hunter, just unravelling, what we have here is  
4           David Stock's concern being that the headmaster had not  
5           treated allegations of bullying as seriously as he  
6           should have done.

7           A. Yes.

8           LADY SMITH: That was the allegation. So there is  
9           an allegation that the headmaster didn't do his job, and  
10          it's about allegations by a boy about another boy having  
11          engaged in serious bullying.

12          A. Yes.

13          LADY SMITH: I think what Mr Brown is interested in is,  
14          putting to one side David Stock and the headmaster, at  
15          the stage that David Stock had left, can you remember  
16          whether any attempt was made to look into the boy's  
17          allegations that another boy had carried out this  
18          serious bullying?

19          A. I don't remember particularly, no. I think I had rather  
20          assumed that this would happen by the housemaster.  
21          I'm afraid, yes, in retrospect I probably should have  
22          been much more proactive in it.

23          LADY SMITH: I don't think anybody is criticising you,  
24          Hunter, and it could be that it's possible it happened  
25          but you didn't know it was happening. Is that possible?

1 A. Yes.

2 LADY SMITH: Mr Brown.

3 MR BROWN: Thank you.

4 A. Can I also add that I wouldn't have expected  
5 Norman Drummond to not be concerned, to have glossed  
6 over the thing. Because he certainly had, I think,  
7 a surprising knowledge of pupils, which perhaps not  
8 everybody was aware of, but he had an ability to retain  
9 knowledge about people.

10 Q. Yes.

11 A. And I wouldn't have criticised his -- you know, a lack  
12 of action on disciplinary matters.

13 Q. Thank you. It's not as if you were his number two, he  
14 was trying to foist such issues on you --

15 A. No.

16 Q. -- or responsibility for such issues on you?

17 A. No.

18 Q. He didn't do that?

19 A. No. In fact I remember being slightly surprised when  
20 I heard that a school had appointed a master in charge  
21 of discipline. It seemed to me, well, that is for  
22 a headmaster.

23 Q. Yes, in terms of the structure of the school at Loretto,  
24 he was the top, he was responsible?

25 A. Yes, and to have somebody, a junior -- well,

1           an assistant master in charge of discipline, seemed to  
2           me to be an extraordinary divestment of responsibility.

3       Q.   So to be clear, that wasn't the way, as you saw it,  
4           Norman Drummond operated? He took responsibility?

5       A.   Yes.

6       Q.   Thank you. Is there anything else you would like to  
7           add?

8       A.   No, I don't think so.

9       MR BROWN: Thank you very much indeed, Hunter. I have no  
10           further questions.

11      LADY SMITH: Are there any outstanding questions for Hunter?  
12           (Pause).

13           Hunter, that completes all the questions we have for  
14           you today. Thank you very much for coming and answering  
15           them and talking to us. It really does help to hear in  
16           person from witnesses such as you. Thank you also for  
17           your detailed written statements, they are also evidence  
18           in the Inquiry, and please be assured I am well aware of  
19           their contents and they will be taken account of as  
20           well. So, with that, thank you, and you are able to go.

21      A.   Thank you.

22   (The witness withdrew)

23      LADY SMITH: Mr Brown.

24      MR BROWN: My Lady, we have another witness. I think there  
25           has to be, of necessity, a very brief cleaning, but it

1           might be of benefit if we could at least start and swear  
2           in and scene-set, and then stop.

3       LADY SMITH: Let's do that.

4       (11.47 am)

5                               (A short break)

6       (11.51 am)

7       LADY SMITH: Thank you.

8       MR BROWN: The next witness is Duncan Wylie.

9       LADY SMITH: Thank you. (Pause). Could we begin by you  
10           taking the oath.

11                           MR DUNCAN WYLIE (sworn)

12       LADY SMITH: Please do sit down and make yourself  
13           comfortable. The first question I have for you is how  
14           would you like me to address you? I can call you  
15           Mr Wylie, I can call you Duncan, whatever you like.

16       A. Duncan is fine.

17       LADY SMITH: Thank you very much. You will find that your  
18           hard copy of your statement is in that red folder, but  
19           it should also come up on screen, the parts that we are  
20           going to discuss with you. You obviously have your own  
21           notes and your own copy, feel free to use it if it is  
22           helpful. And if you have any questions or queries about  
23           the process, don't hesitate to ask.

24       A. Thank you.

25       LADY SMITH: I will hand over to Mr Brown, who will take it

1 from there.

2 Questions from MR BROWN

3 MR BROWN: Duncan, hello.

4 A. Hi.

5 Q. I am sorry your appearance is going to be broken, as  
6 I think has been explained to you. But if we can start  
7 now briefly by setting your background, then that will  
8 shorten matters later. You are Duncan Wylie. You were  
9 born in 1949. You are now 71?

10 A. I am.

11 Q. We have a statement from you which is full of a great  
12 deal of detail. I don't need to go over it again  
13 because you have written it, which appears -- we have to  
14 set this out -- in a statement which is WIT-1-000000524,  
15 which is in the red folder before you, and is in front  
16 of you on the screen as well. I think the important  
17 thing for now is on the final page, which is page 31, we  
18 see the last numbered paragraph is 134. You say there:

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

23 You have signed it on 22 November 2020?

24 A. That is fine.

25 Q. That obviously introduces it into the evidence, which is

1           why we don't have to go through things at longhand.

2           A. Okay.

3           Q. Just to touch though, and obviously I will come back to  
4           specific areas, but just to look at your background and  
5           this is set out in paragraph 2 on page 1, you are  
6           a geography graduate from Edinburgh. You then go to  
7           Moray House. You have been registered with the GTCS  
8           throughout your career?

9           A. Yes, yes.

10          Q. And you worked throughout your entire career?

11          A. Not quite entire, I worked at the Edinburgh Academy. If  
12          you look at number 3 --

13          Q. I see that. That seems to be a supply teacher,  
14          presumably after you have retired from Loretto?

15          A. Indeed it was, yes.

16          Q. But the bulk of your career was at Loretto?

17          A. It was.

18          Q. Was that your first teaching job?

19          A. It was.

20          Q. And you stayed?

21          A. I did.

22          Q. Yes. We see you went through a variety of roles:  
23          teacher, head of department, assistant housemaster,  
24          housemaster, director of personal, social and health  
25          education and child protection co-ordinator. In terms

1 of the houses, which houses were you involved with?

2 A. I was a housemaster of Pinkie House. I was an assistant  
3 housemaster of Seton House.

4 Q. When were you a housemaster of Pinkie?

5 A. 1983 to 1994.

6 Q. And prior to that presumably it was Seton as  
7 an assistant?

8 A. No, I had a time out. I was in Seton -- my first job  
9 was in Seton for three years I think, four years maybe,  
10 and then I lived on campus but not in a house job.

11 Q. All right. Thank you. We have heard evidence that each  
12 house would have a character, and we will talk  
13 about house structure in a little more detail.

14 A. Sure.

15 Q. Do you recognise the description that, in terms of the  
16 behaviour, some houses were worse than others and were  
17 known to be amongst the staff?

18 A. Yes. It depends on your definition of "worst" but --

19 Q. In terms of bullying, indiscipline?

20 A. Yes, yes. The school was run as a whole. For instance,  
21 most schools with houses have inter-house sports.

22 Loretto is very much thought of as a school, a small  
23 school, don't split it up and having rivalries between  
24 houses. However, as you say, each house had its own  
25 character because the housemaster and assistant and

1           matron were all different and the character of the house  
2           was different in terms of geography, in terms of  
3           structure. Two houses, for instance, were pretty new,  
4           in terms of room sizes. Pinkie House, the one I was in,  
5           was certainly not new.

6       Q. With painted ceiling --

7       A. With painted ceiling indeed, and the original tower  
8           having been built in 1350. So it wasn't new.

9       LADY SMITH: Mr Brown, I think we should break there.

10      MR BROWN: I am happy to break there.

11      LADY SMITH: Duncan, we will hopefully sit again in about  
12           40 minutes. Thank you.

13      (11.57 am)

14   (A short break)

15      (12.47 pm)

16      LADY SMITH: Duncan, are you ready for us to continue?

17      A. I am.

18      LADY SMITH: Mr Brown.

19      MR BROWN: We were talking about the different style of  
20           houses, and presumably houses would change over time  
21           because there would be a number of variables at play,  
22           but one of the important ones would be the personality  
23           or character of the individual housemaster?

24      A. Indeed.

25      Q. Just as a headmaster can have impact on how a school

1 runs, the same would be true in the smaller body that is  
2 a house?

3 A. Indeed.

4 Q. You were housemaster at Pinkie I think we were  
5 establishing -- sorry, can you remind me?

6 A. 1983 to 1994.

7 Q. 1983 to 1994. Over that period, and we will come to  
8 talk about how change took place in other ways, because  
9 you were there for a long period, and I know you talk  
10 about change in your statement. When you started in the  
11 1980s, did the role of housemaster then evolve up to the  
12 point of 1994, or was it pretty constant?

13 A. It was pretty constant. Pretty constant. Yes, I would  
14 say it was very constant. The headmaster changed; I was  
15 appointed by one headmaster and inherited another, as it  
16 were.

17 Q. You would live in a house?

18 A. Yes, I had a flat with my wife and two children.

19 Q. And we would understand that there would be an assistant  
20 housemaster who would live in another part of the house?

21 A. Yes, indeed.

22 Q. We heard evidence yesterday there was little  
23 involvement, this is talking about the mid-1990s, so  
24 I think it would perhaps just cover the period that you  
25 were housemaster, of little involvement from the

1           housemaster and assistant housemaster. For example,  
2           there could be all manner of noise and rumpus and yet  
3           there would be no intervention, does that --

4       A. That doesn't ring true.

5       Q. That doesn't ring true.

6       A. Not for me.

7       Q. If you heard, for example, the sounds of mayhem breaking  
8           out, beds being overturned et cetera, would you  
9           intervene?

10      A. I would indeed, of course I would.

11      Q. Did that happen often? At all?

12      A. I suppose from time to time you'd hear what we call in  
13           Scotland a "rammy" going on, and you would interfere,  
14           yes, you would. I was looking after these children, and  
15           obviously if bad behaviour was going on I would want to  
16           interfere.

17      Q. Just to understand the set-up in the house, we have  
18           obviously heard there is a head of house, there are  
19           house prefects, there are heads of rooms. There is a  
20           structure?

21      A. There is a structure, yes.

22      Q. It would be for the housemaster to appoint --

23      A. Yes, entirely.

24      Q. In terms of that appointment process, again we have  
25           heard evidence that it was very much the alpha males, if

1 I can describe it that way, who would be appointed?

2 A. It depends on the house you are talking, but

3 I wouldn't say that went across the board. I would  
4 appoint prefects, for instance, because I thought they  
5 were caring and responsible, and they didn't necessarily  
6 have to play for the First XV, et cetera, and they  
7 weren't necessarily alpha males.

8 Q. So there would be a range?

9 A. There would be a range, yes, there would. But I mean  
10 "caring" and "responsible" were the two watchwords that  
11 I personally, as a housemaster, would go by.

12 Q. Would that be your experience more broadly from what you  
13 saw of other housemasters or do you not know?

14 A. I can't speak for other houses. It was their decision  
15 entirely. Entirely their decision. The headmaster made  
16 a decision to have a head of school, and he would pluck  
17 a child, a pupil, out of one of the houses to be head of  
18 school. So you had perhaps lined somebody up to be  
19 a head of your house and he was plucked away to be head  
20 of school. In fact he would leave the house and go to  
21 another house called Schoolhouse. But apart from that,  
22 I wasn't leaned on to appoint anybody by anybody else.  
23 My decision.

24 Q. In terms of what we would now understand by pastoral  
25 care, I don't know whether that phrase would have been

1           used when you began your teaching?

2           A. Yes, I understand.

3           Q. Within the house, when you were there from the 1980s to  
4           1990s as housemaster, what steps were taken to oversee  
5           the welfare of your charges?

6           A. I would care for them as best I could, given the time  
7           I had available, from morning until night. My wife  
8           would do the same. I would help the assistant  
9           housemaster to do the same, and the matron. We worked  
10          as a team, and our entire efforts were to make the kids'  
11          pastoral life as successful as possible, as caring as  
12          possible, and we would entertain the senior and the  
13          junior pupils in our house on a regular basis.

14          Q. If we go to page 13, paragraph 32, under the general  
15          heading "Internal Monitoring" ...

16          A. Sorry, I have a different 32.

17          Q. Page 13, and it's paragraph 62, I'm sorry. It is on the  
18          screen.

19          A. Yes.

20          Q. This sets out, and we don't need to go into the detail  
21          of it, there were regular meetings within the school as  
22          a whole. And then we go down to paragraph 64:

23                 "The health of the house was the concern of the  
24                 housemaster. The pupils were spoken to in groups and  
25                 individually. If there was any feedback pertinent to

1 a member of staff then they were informed but usually  
2 with the permission or knowledge of the pupil. The staff  
3 would be consulted to ensure the problems were  
4 reasonably resolved. This referred to problems with a  
5 pupil, for example, of a pupil being bullied that was  
6 noted by staff. I would follow up to check the matter  
7 had been resolved."

8 A. Yes.

9 Q. "In addition, each boarding house has a head of house  
10 who is a senior pupil most suitable for the task of  
11 doing that role selected by me as the prefect most  
12 likely to fill the role. I was responsible for ongoing  
13 checks with the matron and my assistant housemaster.  
14 I had overall responsibility to see that the pupils in  
15 the house were getting the best possible care."

16 Then you talk about, over the page, you had weekly  
17 meetings with the matron and saw the assistant  
18 housemaster more frequently. So we should understand  
19 there was a constant exchange of information?

20 A. Indeed there was, yes.

21 Q. Was there a considerable reliance, however, on you  
22 getting information from the pupil superiors, if I can  
23 put it that way?

24 A. I would get information from everywhere I could. It  
25 could be a prefect, it could be a head of house, it

1           could be a matron, it could be the assistant  
2           housemaster, it could be my wife who chatted with a boy  
3           in the corridor. I can't say it was a definite, rigid  
4           chain of command.

5       Q. But I think you say elsewhere, for example, that for new  
6       boys joining the house you and your wife would have them  
7       in to tea?

8       A. Yes, indeed we would. Bearing in mind that there were  
9       70-plus, sometimes, kids in the house, pupils in the  
10      house, if I was to spend ten minutes with them, that  
11      would be 11 hours of chat, so there were time  
12      limitations.

13     Q. Indeed so, because you had a day job as well teaching,  
14     presumably?

15     A. Indeed I did, yes.

16     Q. We heard evidence yesterday about bullying within  
17     Pinkie House --

18     A. Right.

19     Q. -- in the early/mid-1990s onwards which was categorised  
20     as, certainly for someone joining in third year and  
21     being bullied by fourth year pupils, a daily event.  
22     Does that --

23     A. Right, that doesn't ring bells with me.

24     Q. Is that something --

25     A. It is something I would have, if I had known about it,

1 I would have tried to sort out.

2 Q. What I am interested in, I suppose, is whether you think  
3 that likely to be accurate given the amount of oversight  
4 you had?

5 A. It's hard to tell exactly. You need to define what you  
6 call bullying. There was a certain pecking order that  
7 was established. In any school it's quite rigid in  
8 terms of pecking order. You understand what I mean by  
9 that?

10 Q. Yes, I do.

11 A. So the third form were at the bottom of the heap  
12 regarding this, but I would dispute that, yes.

13 Q. All right. The suggestion being that eventually  
14 violence was such -- and it was violence as well as  
15 name-calling and the rest, but being at the bottom  
16 of the heap, but eventually being moved because injury  
17 was seen by the housemaster. Is that --

18 A. No, it doesn't ring a bell at all.

19 Q. Again to be, I suppose, basic, presumably you were alive  
20 to the potential of bullying?

21 A. I was, indeed.

22 Q. What were you looking out for?

23 A. I was looking out for kids that had changed character,  
24 that had become introverted, that -- or, yes, that  
25 had -- well, obviously I was looking for signs of -- say

1           there was a bruise on their head, but I never found  
2           them. I was looking at -- you just have to use all your  
3           senses to keep all the kids as happy as they can be, as  
4           fulfilled as they can be, as cared for as they can be,  
5           throughout the school day and the school year. That was  
6           my aim, I suppose.

7           Q. Yes. As well as information from the house, presumably  
8           you as a housemaster were getting information from other  
9           sources, academic staff --

10          A. Yes, where possible I tried -- one of the jobs of being  
11          on duty as a housemaster was dishing out pocket money,  
12          so I would try as often as possible to go round the  
13          rooms, so I'd go round the entire body of the house and  
14          dish out -- I'd sit on their beds and dish out the  
15          pocket money that they required. And that took me  
16          a long while in the evenings that I did it, and I would  
17          chat with them.

18          Q. Do you remember as a housemaster any particular  
19          difficulties with bullying?

20          A. I don't, no. I don't, no.

21          Q. In your statement at page 17 you talk about discipline  
22          at paragraph 82, and make the point that:

23                 "Of course, methods of punishment changed hugely  
24                 over my 35 years at the school."

25          A. Yes.

1 Q. We have heard evidence of this. Obviously there was  
2 corporal punishment available from pupil to pupil at one  
3 stage in the past?

4 A. Yes, indeed.

5 Q. But then that was stopped, and it then reflected  
6 corporal punishment solely by teachers, and that  
7 stopped?

8 A. Yes.

9 Q. And all of these things, as you say:

10 "Punishment, in line with other schools, ranged from  
11 various forms of lines, to gating, to suspension, to  
12 expulsion."

13 I think you make the point on page 18 at paragraph  
14 88:

15 "When I became housemaster in 1983, the system  
16 in place was that if an accumulation of maps ..."

17 We have heard about this, it's the green pieces of  
18 paper.

19 A. Indeed.

20 Q. "... totalled twelve, then the pupil would receive the  
21 cane, and then the maps would be reduced to zero and the  
22 whole system started again. However, I determined that  
23 no child in my house should be given a physical  
24 punishment, so my options ranged from the writing of  
25 lines to gating."

1           So that is a reflection of your influence affecting  
2           your house?

3       A. It is.

4       Q. And what other houses did was a matter for their  
5           housemaster?

6       A. Indeed.

7       Q. But I think again, and we don't need to go into the  
8           detail of this, punishments in your experience, in  
9           whatever form, were recorded?

10      A. Yes. They were. They were.

11      LADY SMITH: What happened to the punishment books?

12      A. I left them for my successor.

13      LADY SMITH: When the punishment book was full, what  
14           happened to it?

15      A. I got another book started.

16      LADY SMITH: What did you do with it once it was full?

17      A. It was left in my locked cabinet.

18      LADY SMITH: So there wasn't a central collection point  
19           for --

20      A. There wasn't for -- well, it depends on the punishment.  
21           If I referred a child to the headmaster, then the  
22           headmaster would deal with it and he would record. The  
23           house ones were recorded by me and kept in a locked  
24           cabinet in my study.

25      MR BROWN: I think, my Lady, paragraph 89 says:

1            "All canings were recorded in a book held by the  
2            headmaster and other punishments were recorded on a  
3            house by house basis."

4        LADY SMITH: And the books lived in the house.

5        MR BROWN: And the books lived in the house, yes. And just  
6            for completeness, at paragraph 89/90 you say:

7            "I would describe the culture of the school as being  
8            a well-behaved environment where all the pupils knew  
9            where they stood in relation to sanctions."

10        A. Yes.

11        Q. We understand there was a grace period for new boys when  
12            they learned the rules and after which they could be  
13            punished, do you remember that?

14        A. Yes, they could be given maps. I don't actually  
15            remember that. I -- no, I don't, but I can understand  
16            that.

17        Q. You then move at paragraph 91 on to prefects, peer  
18            discipline and fagging?

19        A. Yes.

20        Q. I think you acknowledge the prefect system in  
21            paragraph 91:

22            "When I arrived at the school there was a prefect  
23            system in place, although inevitably some prefects had  
24            to be corrected on their over-robust use of power."

25            Some were admired, some were feared. Presumably

1 much like teachers?

2 A. Yes.

3 Q. "Some prefects gave out punishments either unfairly or  
4 too often to junior pupils."

5 And you talk about the various available options:  
6 caning, lines, sending on runs or wake-ups. Some of  
7 that was recorded, it would appear, by the housemaster,  
8 and certainly, as you said, the caning would go into  
9 the --

10 A. Yes.

11 Q. -- the headmaster?

12 A. Yes, this is referring really when I arrived at the  
13 school, so before I was involved in the house --

14 Q. Yes. But I think you say, looking at paragraph 92:

15 "Especially before 1976, pupils were given too  
16 severe a punishment for too minor an offence,  
17 for example, walking on a piece of grass which was  
18 deemed to be hallowed turf."

19 A. Yes.

20 Q. So when you arrived, did you think the regime was too  
21 fierce?

22 A. Yes, I did. I was a new boy, as it were, slightly wet  
23 behind the ears, obviously, but I did. My sensitivities  
24 were such that I did think that was too severe.  
25 I thought boys caning boys was ridiculous when

1 I arrived.

2 Q. I think you say over the page at paragraph 93:

3 "The prefect system gave prefects power over all  
4 those pupils junior to themselves although, in practice,  
5 this was third, fourth and fifth form."

6 A. Yes.

7 Q. You have talked about the hierarchical system, people  
8 were at the bottom of the pile. So the new boys, let's  
9 be blunt, did they have a hard time from the older boys  
10 and that was just taken as part of the life?

11 A. I think it was, yes. Yes, I would have to say they  
12 were -- they had little power.

13 Q. And the power of those higher up could be abused?

14 A. It could be abused, yes, yes.

15 Q. Over your 35 years at Loretto that appears to have  
16 changed?

17 A. Yes, it did change a lot. I have said at the end that  
18 the place became much more -- as the years went by the  
19 place became much more civilised, to use that word.

20 Q. I think you say it gradually became more civilised after  
21 1976?

22 A. That is when I think caning by boys on boys stopped.

23 Q. Right.

24 A. It was a big step in the right direction.

25 Q. That is the turning point?

1 A. Yes.

2 Q. Or a turning point?

3 A. A turning point, yes.

4 Q. But again, even though caning had stopped in 1976, given  
5 this hierarchy and the potential for abuse, what,  
6 for example, did you as a housemaster do to try and stop  
7 it?

8 A. I just tried to instill an atmosphere in the house of --  
9 I would counsel my prefects quite carefully, I would  
10 speak to them, I would train them, if you want, to be  
11 respectful, to think of younger children. And I, and  
12 also the assistant housemaster and matron, we would have  
13 meetings about these things and try and instill a caring  
14 atmosphere within the house.

15 Q. Yes. Again, thinking of school, obviously we have  
16 talked about the alpha males, the sports stars who have  
17 a status --

18 A. Yes.

19 Q. -- within the school, and then --

20 A. Much less so latterly than formerly.

21 Q. Yes, that was something -- is that another example of it  
22 becoming more civilised?

23 A. Yes, yes, much more. The coming of girls obviously was  
24 a major change.

25 Q. Yes.

1       A. Suddenly the rugby team was not so important, not so  
2       good either, but not so important.

3       Q. But thinking of the times when the rugby team was seen  
4       as the peak perhaps, if by no one else then by the rugby  
5       team itself?

6       A. Yes.

7       Q. There are pupils obviously who are not sporty, not  
8       particularly academic, and might be seen, again in  
9       a hierarchical sense, to be at the bottom of the pile  
10      because they have less going for them?

11      A. Yes, I have said that somewhere in --

12      Q. What would you do about them?

13      A. Support them as best we could. I tried not to be, how  
14      should I say, admiring of the First XV people, I tried  
15      to give every kid an equal praise, if you want.  
16      I didn't hold -- because they played for the First XV,  
17      I didn't hold them up to be heroes. I certainly didn't  
18      choose my prefects because they played -- they may have  
19      been very bright, some of them, which I would have  
20      perhaps welcomed as a prefect, but not because they  
21      played rugby well.

22      Q. I suppose what I am suggesting is if you have a pupil  
23      who is perhaps obviously more vulnerable, were steps  
24      taken to try and keep a particular eye on them, or was  
25      it not so?

1       A. Inevitably, inevitably. It's a bit like your own child,  
2       if you have a child that you think is more vulnerable  
3       you would keep an extra eye on them.

4       Q. One thing you talk about is -- the word used was  
5       "fagging", and we understand fagging in the classic  
6       public school sense of having a junior boy who does your  
7       errands --

8       A. Yes.

9       Q. -- for a senior pupil. It didn't exist at ...

10      A. When I went there, one of the things that I was told was  
11      that fagging didn't exist, end of. That was a fact.

12      Q. But?

13      A. But inevitably older kids would ask a younger kid to go  
14      and buy them a pie at the local shop. Now, there was no  
15      question of forcing them to do this but younger kids  
16      would quite happily do that. I -- well, go on.

17      Q. We heard evidence yesterday, and this is going back to  
18      the 1990s in terms of eating, that there were very  
19      particular problems where the younger boys were either  
20      treated as a scab as opposed to a fag?

21      A. Yes.

22      Q. Much the same thing though, that older boys were -- yes,  
23      your example of "Go and buy a pie", but at meal times in  
24      particular they were being the subject of some sort of  
25      abuse in terms of not getting their food, made to do

1 things against their wishes?

2 A. Yes, one of the -- and I mention the word "Dickensian"  
3 somewhere in this. One of the things I found when  
4 I went to Loretto was that the dining room had these  
5 enormous oak tables, and the kids would sit there in  
6 sort of not year groups, but for instance a typical  
7 table would contain two third formers, two fourth  
8 formers, two fifth formers and then the senior guys at  
9 the end, and the junior guys would go and fetch the  
10 terrine of food and bring it to the table where the  
11 senior guy would then dish it out, as if he was the  
12 father figure to all the kids on the table. Now,  
13 inevitably some portions perhaps weren't equally dished  
14 out. In other words, the senior guy would help himself  
15 to more than he was entitled to.

16 That was a system which I fought like mad to get  
17 changed, and it was eventually changed to a cafeteria  
18 system where everybody got an equal shot. The food got  
19 a whole lot better as well, because of the choice, there  
20 were salads, but I'm afraid it took until, well, girls  
21 came to the school demanding better food, quite a long  
22 time. But I didn't like that system and I fought  
23 against it.

24 Q. We saw yesterday, we don't need to show you, minutes  
25 from 1995 and 1999 where clearly the headmaster, in

1           1995, was going to speak about it, but the problem was  
2           still ongoing in 1999. Does that accord with your  
3           recollection, that it was something which took a long  
4           time to resolve?

5       A. I am very surprised it was occurring in 1999 because by  
6           then the cafeteria system was in place. I can't tell  
7           you exactly when it started but it was before 1999. So  
8           every kid was able to go in and go up to a bar, a salad  
9           bar, a hot food bar, and help themselves to food, so  
10          I can't see in any way that could take place.

11       Q. Might, by 1999, "fagging" mean something else?

12       A. It might, it might.

13       Q. Is it perhaps more the generic term of having younger  
14          pupils doing things for older --

15       A. Yes, possibly it is, yes, but it wasn't to do with food.  
16          Well, it may have been to ask the kid to buy a pie from  
17          the local shop. There was a great tradition of going  
18          down to the pie shop, called Cotters, to buy a pie and  
19          bring it back at break time.

20       Q. What about chores generally?

21       A. Such as?

22       Q. Litter-picking.

23       A. That was as a kind of -- well, two things. If there was  
24          to be an open day or a day when a lot of parents would  
25          be around, then it was done as a sort of community

1 spirit thing. A house would be designated: please, for  
2 tomorrow, pick the litter, so the year group would go  
3 out and pick the litter. Or perhaps it was used as  
4 a community spirit, a community -- what's the word --  
5 punishment, yes, an hour of litter-picking.

6 Q. One final thing, and this is perhaps returning to  
7 houses, this is the final thing about houses.  
8 Birthdays.

9 A. Yes.

10 Q. How were birthdays dealt with in Pinkie?

11 A. When I read the questions I felt I hadn't probably done  
12 enough. I would acknowledge the kid's birthday but  
13 probably, beyond that, not. I would try and wish the  
14 child a happy birthday but, beyond that, not.

15 Q. What about pupils and their treatment of fellow pupils  
16 on their birthdays?

17 A. I don't have any knowledge of that.

18 Q. All right. The classic thing I suppose would be  
19 birthday bumps?

20 A. Yes, indeed. I understand what you are saying.  
21 I really had no knowledge. If I came across that  
22 I would stop it, if I had come across it.

23 Bear in mind that Pinkie was -- this is going right  
24 back to one of my first answers, Pinkie was a house with  
25 walls about ten feet thick and it was quite difficult --

1           you mentioned if there was a riot, would I intervene?  
2           Of course I would, but with walls ten feet thick, the  
3           house was enormous, though at a far corner of the house  
4           there could have been a riot that I didn't hear,  
5           especially if I happened to be teaching at the time or  
6           coaching sports or out of the house.

7           Q. Presumably the house would never be left unsupervised?

8           A. No, never left without -- the matron lived right at the  
9           bottom of the house, the sort of bowels of the house, if  
10          you like, and the assistant lived at the new end of the  
11          house. It was a fairly vast structure.

12          Q. That element of knowing about things, if we can turn to  
13          page 21, paragraph 98, under the general heading  
14          "Abuse". Again I think we have touched on this already,  
15          but you say when you first started bullying was:

16                 "... in a much more institutionalised form with  
17          older boys keeping younger boys in their place."

18          A. Yes.

19          Q. As you recognised, bullying was more prevalent and the  
20          school was a difficult environment for the more  
21          sensitive pupil?

22          A. Yes.

23          Q. Again is that something that you, in your 35 years, saw  
24          a shift, or was it always a problem?

25          A. I saw a big shift in that, a big shift. It was less

1 hierarchical at the end of my career than the beginning,  
2 and I would like to think much less bullying going on at  
3 the end as the beginning.

4 Q. You comment about:

5 "As a young, inexperienced member of staff ..."

6 And you talked about this, when you were "wet behind  
7 the ears", to use your words.

8 "... it seemed to me that a pupil who was a  
9 reluctant sportsman or was more interested in art or  
10 music than rugby and generally more introvert by nature  
11 was less able to fit into Loretto's ethos. This was  
12 just part of life in that era."

13 You mentioned girls coming in and that being  
14 a change.

15 A. Yes.

16 Q. Prior to girls coming in, do you think that held true?

17 A. Yes, I think -- well, as I said, it was much more  
18 hierarchical than before. It gradually got less and  
19 less so.

20 Q. Moving on to then the potential for abuse, and  
21 acknowledging the particular logistical difficulties in  
22 Pinkie because of the thickness of the walls, was  
23 another problem also that boys, and perhaps then boys  
24 and girls, looking to the final paragraph on that  
25 page 101, was there a general ethos of not telling

1           tales?

2           A. Yes, yes.

3           Q. Did that ever change?

4           A. It's hard to say yes or no. I think that probably did  
5           change. The place was a much more civilised environment  
6           generally.

7           Q. Because I think, reading short, you are saying in the  
8           paragraphs in between 98 and 100 that if you knew about  
9           it, you would do something?

10          A. Yes.

11          Q. But you acknowledge you may not have known about it?

12          A. Yes, yes.

13          LADY SMITH: Duncan, I am interested in you saying, on the  
14           subject of bullying, that you acknowledge it could take  
15           place out of hearing or sight of a member of staff.

16          A. Yes.

17          LADY SMITH: You talk of having understanding of it being  
18           one-on-one, or a group of boys on one boy, and this  
19           being to do with establishing a pecking order, and so  
20           on.

21                 What I would be interested to hear is whether any  
22           attempts were made to teach children not to bully each  
23           other, if I can put it as bluntly as that, to make them  
24           aware of how unacceptable it was?

25          A. I would have four times, maybe five times a week,

1 I would have what was called a double in house, which  
2 was an assembly, and I would use that double to talk to  
3 them about various things, and one of the things was  
4 obviously bullying, being caring with each other, trying  
5 to -- my sort of thing was to try and persuade them to  
6 think of the child they were bullying, getting at, how  
7 would they feel? So I used those doubles for that  
8 reason. But also then my role changed and  
9 I became -- I introduced PSHE which introduced specific,  
10 if you want, lessons on anti-bullying.

11 LADY SMITH: When was that? Remind me.

12 A. It was 1995 -- 1994.

13 LADY SMITH: Ah, Mr Brown is coming to that.

14 So you have told me what you did during a double.

15 Not every double, I take it?

16 A. No, no.

17 LADY SMITH: From time to time. What about other people in  
18 the school? Was there any discussion about this being  
19 an important topic to address when you got the  
20 opportunity to do so? Any system established for it?

21 A. Bullying was obviously not acceptable.

22 LADY SMITH: That is easy to say.

23 A. I know it is.

24 LADY SMITH: Knowing that it is not acceptable is one thing,  
25 having --

1       A.   So --

2       LADY SMITH:  Hang on, having determination to do something  
3               about getting the message through is something else.

4       A.   Yes, yes.  I would chat with other members of staff, but  
5               the whole -- that would all come from the headmaster.  
6               We had housemasters' meetings and I suppose we would  
7               have discussed bullying, there are minutes for every one  
8               of those meetings, so by looking at the minutes you  
9               would find out whether the topic was discussed.

10              But obviously my job was to be as good a housemaster  
11              as -- to be as caring as possible in that particular  
12              house.  Each housemaster would have their own regime in  
13              the school.  But, yes, I didn't crusade, no, to stop  
14              bullying.  I did when I was appointed child protection,  
15              then I did my best to counsel the whole school,  
16              including bringing in people from outside, et cetera.

17       LADY SMITH:  Mr Brown.

18       MR BROWN:  I will come on to that, if I may, in a moment,  
19               my Lady.

20              Just concluding the experience of housemaster and  
21              the potential for abuse.  One specific incident that  
22              obviously the Inquiry is aware of are complaints that  
23              were raised by an English teacher, David Stock, and this  
24              was, we would understand, in the early 1990s when you  
25              would be in charge of Pinkie.

1 A. It was.

2 Q. Again, you discuss this at page 23 of your statement,  
3 paragraph 107 onwards. We have heard from another  
4 witness about this. We would understand that  
5 David Stock expressed concerns that he discovered  
6 accounts of bullying from an essay that he set a class,  
7 a fifth form class, that was meant to have taken place  
8 a number of years before, and involved a senior pupil  
9 who had in fact just left the school, but who had been  
10 I think a fifth former at the time --

11 A. Yes.

12 Q. -- the abuse of fourth years was set out in the essays,  
13 right?

14 A. I think third years.

15 Q. Third years, thank you, so the bottom of the pile?

16 A. Yes.

17 Q. This was supposed to have taken place in Pinkie?

18 A. Yes.

19 Q. I think the first you became aware of it was when the  
20 SNR came to speak to you about?

21 A. It was, yes, yes. Yes, it was.

22 Q. And we see that at paragraph 109. The SNR  
23 SNR, to use more simple language, had come to you  
24 subsequent to meeting with Mr Stock:

25 "... to ask me to investigate a bullying incident

1           that had happened some time earlier, perhaps in 1989."

2           You say:

3           "As David Stock's meeting was so rambling and  
4           incoherent, I didn't connect the meeting I had with the  
5           SNR [REDACTED] previously."

6           Because I think, having spoken with the SNR [REDACTED]  
7           you then saw David Stock in the staff room announce that  
8           there had been bullying incidents, is that right?

9           A. Yes. Indeed.

10          Q. Paragraph 108:

11                 "In a dramatic fashion, Mr Stock held an informal  
12           meeting in the staff room in 1992, just as morning break  
13           was finishing, relating bullying incidents that had  
14           taken place but not giving any detail. He was in a bit  
15           of a state and seemed very upset by his findings from  
16           the essay returns. He rambled somewhat incoherently for  
17           seven or eight minutes. I was left with little  
18           understanding of the salient points but formed the  
19           impression he was having some kind of nervous  
20           breakdown."

21           Do you remember that?

22           A. Yes, I do, dramatically I do, yes.

23           Q. You say he was a highly strung person?

24           A. He was.

25           Q. How long had you known him?

1 A. I had known him for -- well, I can't remember when he  
2 joined the school, but he was quite a long-standing  
3 colleague, I had known him for a number of years.

4 Q. And in terms of being highly strung?

5 A. I just -- I would describe him as a highly strung  
6 person. I knew him socially, I knew him as a colleague,  
7 our wives knew each other. He was a highly strung  
8 person. He was a very talented person, an inspirational  
9 teacher.

10 Q. But so far as you were concerned, when he had this  
11 revelation in the staff room, you didn't connect it with  
12 the meeting you had had with --

13 A. It was very incoherent. It was quite short, I wouldn't  
14 have thought it lasted seven or eight minutes, it was  
15 quite short. At the end of break we were all more or  
16 less on our way back to teach, bearing in mind we  
17 couldn't leave classes unattended. He was rambling and  
18 incoherent, that is all I can say my memory of it is.

19 He didn't mention Pinkie House, he didn't mention  
20 any particular pupil, he didn't mention any year group  
21 of pupil. He referred I think to an essay, but very,  
22 very tangentially.

23 Q. I think as we see from paragraph 110, you had been given  
24 further details by the SNR

25 A. No, not many details. I had made it my business to find

1 out what had happened, but Mr PGR had said there had  
2 been bullying going on, but I had quite a bit of  
3 investigating to do thereafter.

4 Q. In the ordinary course of things, given the structure at  
5 Loretto, it is your house, it is your duty to  
6 investigate?

7 A. Yes, of course.

8 Q. As you say, you mounted an investigation which involved  
9 interviewing pupils who were now in their fifth form?

10 A. Yes.

11 Q. And I think, to be fair to you, you say you learned that  
12 a fifth former who had held some responsibility in the  
13 gallery --

14 A. Yes.

15 Q. This is again the structure of Pinkie House, the  
16 gallery ...

17 A. It was the dormitory the third formers were put into to  
18 start with.

19 Q. And this boy, reading from 23 to 24, had gone into the  
20 gallery, a senior boy, and had got some of the boys,  
21 third formers:

22 "... to lie on their beds face down while he placed  
23 the handle end of the hockey stick against their anus.  
24 No penetration was involved, nor any pain."

25 A. Yes, that is what my understanding was, having conducted

1           these interviews with the year group concerned.

2           Q. What did you do thereafter, having discovered all of  
3           this?

4           A. I recorded it and I thought this is a headmasterial  
5           thing, I will send this across to the headmaster, which  
6           I did.

7           Q. At paragraph 111 you said you:

8                     "... followed up all these interviews, all of which  
9           were documented, with more informal ones to assess any  
10          medium-term or indeed long-term harm which was not  
11          apparent."

12                    What does that mean, in practice?

13          A. I interviewed them carefully, I re-interviewed them,  
14          I chatted to them, I spoke to one of the parents of the  
15          boys who I happened to know who clearly had no knowledge  
16          of it at all. He hadn't told his dad. So I made sure  
17          I focused on that particular -- remember, two years in  
18          advance of when this happened --

19          Q. Yes.

20          A. As far as I can gather, they seemed fairly -- they  
21          weren't long-term traumatised.

22          LADY SMITH: Duncan, how were you, as a geography teacher,  
23          in a position to assess whether a child had been  
24          long-term traumatised?

25          A. I am using my -- as a parent skills. Yes, I'm not

1           qualified in terms of paper qualifications.

2       LADY SMITH: I am not trying to trip you up or criticise  
3           you, but you will appreciate what we are doing here, day  
4           in and day out, is hearing from people in adulthood,  
5           sometimes quite senior adulthood, who have plainly been  
6           deeply traumatised by things that happened to them when  
7           they were children.

8       A. Yes. Yes, I fully accept that. They could have been  
9           traumatised and I would have misread the situation.

10      LADY SMITH: That is very fair, thank you.

11                 Mr Brown.

12      MR BROWN: You said that you passed this up to the  
13           headmaster.

14      A. Yes.

15      Q. Was that because of your assessment of the gravity of  
16           the matter?

17      A. Yes.

18      Q. If it is suggested that you weren't going to investigate  
19           because it would reflect badly on you as a housemaster,  
20           what would you say to that?

21      A. That would be totally unacceptable, obviously. As  
22           I said, anything I came across I would investigate,  
23           I would find out -- unfortunately, of course, the  
24           boy -- the perpetrator, if you want, had left by then,  
25           but I mention it later on about a reference.

1 Q. You were asked to provide a reference for this  
2 individual and I think, as you say at paragraph 114, you  
3 declined to do so --

4 A. Yes.

5 Q. -- because of what had been alleged?

6 A. Yes, because of what had been -- had happened.

7 Q. But the headmaster did provide a reference?

8 A. That was -- yes, that was his business. I -- he had all  
9 the reports to see. That was his decision. And  
10 I remember him quite clearly, because the whole thing  
11 was pretty traumatic for me, as a housemaster, to find  
12 this had been going on on my watch. So I was surprised  
13 when he said to me "Every boy deserves a second chance",  
14 which ... that was his -- that is what he said to me.

15 Q. You weren't prepared to provide a reference, but he was,  
16 because every boy deserves a second chance.

17 A. Yes.

18 Q. Right.

19 A. It would come as no surprise that the headmaster would  
20 give a reference. It was for a gap year job in the  
21 Antipodes, New Zealand or Australia, I cannot remember,  
22 and I can't say whether the boy ever went on that  
23 particular gap year, I don't know what happened.

24 Q. This is Norman Drummond who was the headmaster?

25 A. He was, yes.

1 Q. Were there tensions between the staff and Norman  
2 Drummond? Because we have heard he was a very different  
3 type of headmaster.

4 A. He was a different type, yes. "Tensions", you will need  
5 to define what you mean by tensions. I think he was  
6 probably a Marmite figure, if that describes it.

7 Q. Yes, some people like --

8 A. Yes, with parents and with staff.

9 Q. David Stock obviously didn't like Marmite?

10 A. No, he didn't.

11 Q. And he didn't like Norman Drummond?

12 A. No, I don't think he did, no.

13 Q. Why was that? Do you know?

14 A. I don't. You would need to ask him that.

15 Q. There is a different approach, we would understand, that  
16 Norman Drummond was very much involved in publicising  
17 the school and was concerned about his image?

18 A. He was, he was. He got the school completely full,  
19 bearing in mind some of the school was a business. He  
20 got the school very full. He was a one-off figure. He  
21 took -- for example, he took the entire school one day  
22 to sing at Paisley Abbey, bussed them all over to  
23 Paisley and they sang, and then he bussed them back  
24 again and we carried on teaching the next day. Another  
25 time they ran a marathon, it wasn't really a marathon,

1           they ran from Loretto to Fettes where they were loaded  
2           on to buses and bussed back again.

3           So he was a one-off. Unusual. He had -- yes, he  
4           had no background in teaching, as such. He had never  
5           been a teacher or a head of department or a housemaster,  
6           so an unusual appointment.

7           Q. Might that have been why there was some --

8           A. It might have been, yes. It might have been, yes.

9           Q. Non-educators shouldn't be headmasters?

10          A. I didn't say that.

11          Q. I am suggesting it to you. That might be a reason --

12          A. It might be. It is more common now than it was then.

13          Q. In terms of responsibility he is a different style of  
14          headmaster, but just to be clear, in terms of the  
15          hierarchy in the school, he is top of it.

16          A. He is, very much so.

17          Q. Everything goes back to him.

18          A. Yes.

19          Q. Was there any, on his part, diminution of responsibility  
20          in the sense that he passed responsibility back down on  
21          to the other senior managers rather than himself?

22          A. I don't think so.

23          Q. So issues of indiscipline, bullying --

24          A. No, he would deal with that if it was put in front of  
25          him. I remember sending a kid out of my class once,

1           because he was very rude, and I sent him straight to see  
2           Norman Drummond, and I was quite happy doing that.

3       Q.   You said if he was informed of it.  Would he look for  
4           it?

5       A.   I can't tell you that.

6       Q.   All right.

7           These are all events, and we have a sense obviously  
8           of things changing over time.  Pupils can't beat pupils,  
9           and progressively the school, as you talked about,  
10          became a more civilised place?

11      A.   Yes.

12      Q.   I think going back to what her Ladyship was beginning to  
13          ask you about your roles as child protection --

14      A.   Co-ordinator, yes.

15      Q.   If we go back to the beginning of your statement and  
16          page 6, and if we can run down the screen.  Keep going  
17          down please.  You are talking about induction and  
18          training:

19                "I was given talks and tours by the headmaster and  
20          heads of department who covered safety in labs and other  
21          related matters.  I was not given any specific  
22          training."

23          That is obviously at the very beginning of your  
24          career?

25      A.   Yes.

1 Q. You are young and wet behind the ears and the school is  
2 rather less regulated than it became.

3 A. Yes.

4 Q. We go on to page 7, there was no training required, and  
5 the focus is in relation to your subject matter,  
6 geography, rather than anything else, set out in 32.

7 A. Yes.

8 Q. But then 33:

9 "With regard to my role as child protection  
10 co-ordinator and PSHE ..."

11 PSHE?

12 A. Personal, Social and Health Education.

13 Q. "... director, I attended training courses and consulted  
14 staff with similar responsibility in similar schools  
15 especially in the Edinburgh area."

16 A. Yes.

17 Q. We would understand from evidence we heard previously  
18 that the mid-1990s was a time of significant change --

19 A. Yes.

20 Q. -- pastoral care?

21 A. Yes. The Children (Scotland) Act 1995 was a watershed  
22 moment I think.

23 Q. Can you remember that period? Did the school suddenly  
24 recognise it had to change?

25 A. It didn't suddenly recognise, but it had to accommodate

1 the fact that this new topic, if you want, was around,  
2 was part of the curriculum. I remember actually  
3 Norman Drummond appointed me to this role, and I think  
4 his -- I gather his idea was that I should do maybe  
5 three lectures a year or even three a term and that  
6 would be it. I wasn't having that, and I said, listen,  
7 if I am going to do it, I will do it properly.

8 I had friends in state schools that had this in  
9 their curriculum, so I was pretty determined to get this  
10 into the Loretto curriculum and do it properly. So  
11 I incorporated one lesson per week per child, if you  
12 want.

13 Q. So this was something that Loretto was behind the curve  
14 of generally?

15 A. I -- yes, we certainly never had it before then, yes,  
16 yes. Any stuff like this was perhaps done at the end of  
17 a lesson or ad hoc by a teacher or maybe a housemaster.

18 Q. I think as you say at paragraph 33, page 7:

19 "No one at Loretto had any experience when I started  
20 this role. I wasn't given any training in child  
21 protection or safeguarding until I occupied the roles  
22 myself."

23 A. Yes.

24 Q. You go on to talk about attending seminars arranged by  
25 Dr Sue Hamilton, Lothian Region, and Edinburgh City

1 Council and SCIS:

2 "... who provided regular training courses. I  
3 invited her because she was an excellent presenter ..."

4 And presumably things snowballed from there, your  
5 level of knowledge increases --

6 A. Yes, yes. I had a hill to climb on that one, yes.

7 Q. I think it is interesting, you also say at paragraph 35:

8 "We set up a co-operative with three other  
9 fee-paying schools in Edinburgh to help with resources  
10 and information and we met once a term. These were  
11 St George's, Merchiston Castle and Edinburgh Academy."

12 Were the other privates in Edinburgh, as you saw it,  
13 in the same boat?

14 A. They were, they were. That was -- yes, that was a very  
15 informal co-operative, it wasn't -- there were no  
16 minutes taken or anything, it was just a chat about  
17 things. A self-help group, if you want.

18 Q. If we could look at a document which will appear on the  
19 screen in front of you. This is document LOR-100000033.  
20 Page 1, this is a minute of a meeting -- if we go to the  
21 top again, please. This is a meeting of --

22 A. It's just the wrong distance, this screen.

23 Q. Minutes of the meeting of the management committee of  
24 the governors of Loretto School, February 1997?

25 A. Yes.

1 Q. Then if you run down the text, you see you are there as  
2 the director?

3 A. Yes. I had forgotten this meeting entirely. Yes.

4 Q. Then if we carry on down. At "Pastoral", you are  
5 explaining that:

6 "As a result of the Children (Scotland) Act,  
7 HM Inspector of Schools would now carry out inspections  
8 of the welfare of residential pupils in addition to the  
9 standard education visits. Such inspections would  
10 happen approximately every five years. [You] had also  
11 been appointed as child protection co-ordinator. This  
12 meant having additional responsibility for pupils'  
13 welfare and houses. Although the school already had  
14 in place appropriate welfare policies, it was noted that  
15 further development of policies required to be  
16 implemented and committed to writing. Welfare  
17 inspections would be treated as priorities, the  
18 homeliness and privacy of pupils, their health and  
19 safety, the training and effectiveness of house and  
20 other associated staff. It was apparent ..."

21 And if we go on to page 3:

22 "... that some of the boys' houses required much  
23 work carried out to them to bring them up to the  
24 required welfare standard. HMI would be satisfied if,  
25 upon inspection, it was confirmed that steps for

1 upgrading and improvement were planned and would be  
2 implemented. Overall it was agreed that policies would  
3 require to be reviewed on a regular basis. It was  
4 envisaged that greater governor involvement at Loretto  
5 would be needed, whether by way of visits or parental  
6 contact, so that governors were fully in touch with the  
7 standards of pupil welfare as provided and required."

8 Then you go on:

9 "As part of the welfare review, the school will  
10 implement a full security review."

11 And the chairman and the headmaster thank you for  
12 your hard work.

13 Now, you have the committee's full backing. This is  
14 the governors. They're onboard. Was this something you  
15 were doing off your own bat or was this directed by the  
16 then headmaster?

17 A. I did it off my own bat really. When you say  
18 "something", what you do mean?

19 Q. As in pushing forward --

20 A. I pushed as hard as I could to get this done, to get the  
21 policies done, to get the suitable curriculum to teach  
22 the kids on, it happened to be a Friday afternoon.

23 Q. Right. And presumably in terms of written policies  
24 there might have been an assumption that welfare was  
25 always considered and it was just part and parcel of

1           being a teacher?

2           A. Yes.

3           Q. Now there is a recognition --

4           A. Yes, yes --

5           Q. -- it has to be much more than that?

6           A. It has to be formalised.

7           Q. In terms of the houses really being perhaps -- some  
8           houses being physically presumably behind the times --

9           A. This was school-wide, these policies. They would apply  
10          across the houses.

11          Q. But you were talking about some of the estate would have  
12          to be upgraded?

13          A. Yes. Yes. I wasn't so involved in that. That was  
14          really between the headmaster and the bursar. I didn't  
15          go for instance and say: listen, the painted gallery  
16          must be divided into three. We did talk a lot about  
17          study bedrooms, study units, which I think were called  
18          "captain's bunks", where the kid would have a desk and  
19          then above a bed to try and give them a --

20          Q. Like lots of children had at home?

21          A. Possibly they did. To try and give them a bit more sort  
22          of space, personal space.

23          Q. If we go on to page 8 in this document on screen, and if  
24          we go down, this is a meeting again --

25          A. Yes.

1 Q. "Welfare Inspection Preparation". There is discussion  
2 about the need to be prepared for a welfare inspection.  
3 It is looking for good practice but:

4 "... much more needs to be written down than would  
5 necessarily be the case for ordinary good practice in a  
6 school of Loretto's size. The advent of the Children  
7 (Scotland) Act and rising parental expectation of pupil  
8 accommodation have already meant that the process of  
9 improving pupil welfare is well rooted. The child  
10 protection co-ordinator [you] has made good use of the  
11 expertise gained by St Leonard's, who have recently  
12 undergone such an inspection. What follows is partly  
13 based on St Leonard's experience."

14 Again, we should understand that this period, it's  
15 new and schools are talking to one another?

16 A. Yes, they are. I don't remember at all the St Leonard's  
17 co-ordination with -- at all.

18 Q. It is, to be fair, 25 years ago.

19 A. It is.

20 Q. Almost. Then going down "Priorities" --

21 LADY SMITH: Might the information about that have come  
22 through SCIS rather than directly?

23 A. Perhaps. I have no knowledge of any co-ordination with  
24 St Leonard's.

25 LADY SMITH: Thank you.

1 MR BROWN: It may have been misnoted, I suppose, in  
2 fairness. But do you remember having -- because we  
3 talked about the Edinburgh schools liaising --

4 A. Yes, yes, yes, yes.

5 Q. Perhaps as a matter of detail it may not matter, but in  
6 terms of priorities, pupils' homeliness and privacy are  
7 seen as important. Health and safety considerations are  
8 seen as of even greater concern. So you set out what is  
9 required: house staff required to be trained, logs with  
10 phone calls with parents, effectiveness of tutorial  
11 system, other staff, induction programmes, certificates,  
12 a staff handbook. I understand that Loretto has  
13 a vade mecum document issued?

14 A. Yes.

15 Q. Was that updated?

16 A. That would have included stuff that I had written.

17 Q. Yes.

18 A. Yes. The anti-bullying ...

19 Q. If we carry on down the page, please, to the next, which  
20 is page 9. A handbook especially for new pupils,  
21 maximum responsibility for pupils, emergency procedures,  
22 pastoral care planning:

23 "Many schools have a pastoral care committee charged  
24 with monitoring the effectiveness of the pastoral care  
25 system and producing a rolling plan for development of

1           pastoral care within the school."

2                   Is that something that developed at Loretto?

3       A. I don't recall having a pastoral care committee, no.

4           I would liaise with -- latterly Elaine Middlemass she  
5           was then.

6       Q. Her name changed I think?

7       A. Her name has now changed to Logan. Selley then Logan.

8       Q. She has had three names?

9       A. She has had three names, yes. She came from Dollar.

10           She had a lot of experience in child protection and  
11           PSHE, so I would liaise with her. She and I shared  
12           an office latterly, and we dealt with bullying together,  
13           as it were.

14       Q. Was she brought in particularly because of her  
15           expertise?

16       A. I don't think so. She was brought in as  
17           a housemistress.

18       Q. Right. But this was bolstering the work you were doing?

19       A. It was, it was, it was.

20       Q. We can see from the recent welfare-related developments  
21           at Loretto there was a host of work going on in a whole  
22           range of different subjects?

23       A. Yes.

24       Q. We see at (h) policies, bullying, sex education, PSHE,  
25           theft. Policies were being created to try and cover

1           many eventualities?

2           A. Yes.

3           Q. I think we also know, going back to your statement at  
4           page 25, paragraph 117, you employed a school counsellor  
5           in 1995?

6           A. I did.

7           Q. Can you remember whose idea that was?

8           A. That was my idea.

9           Q. Where had you got it from? Experience of other schools?

10          A. Experience of other schools. I felt there was a need to  
11          do this. My wife actually probably influenced me on  
12          this. She had been on a counselling course and  
13          suggested why not contact -- it was a male person,  
14          a bloke, in the first instance to see -- talk it over  
15          with them. So I went to the headmaster and said:  
16          listen, I think this would be beneficial, and that  
17          seemed to be acceptable.

18          LADY SMITH: Were pupils able to speak to the counsellor  
19          without the matter being intimated to their parents?

20          A. Yes.

21          LADY SMITH: And in complete confidence?

22          A. Yes.

23          LADY SMITH: Could they make appointments directly with the  
24          counsellor themselves without going through their  
25          housemaster or another teacher?

1 A. I cautiously say yes. Certainly the counsellor two down  
2 from that, yes, definitely.

3 LADY SMITH: Thank you. Mr Brown.

4 MR BROWN: Thank you, my Lady. This is obviously the  
5 beginnings of what might now be taken as standard. Was  
6 it a learning experience for you?

7 A. It was. It was, yes. Yes, it was, and I felt it was  
8 a big step forward in the whole panoply of child  
9 protection and helping the pupils.

10 Q. Yes. I think, as we see in paragraph 117, what you say  
11 is:

12 "The school counsellor role was there until  
13 I retired and people could speak to the counsellor about  
14 any concerns or worries on a confidential basis and,  
15 unless they were a danger to themselves or others, their  
16 problems would not be discussed by staff or with staff."

17 A. Yes.

18 Q. Was that always the case or is that something that grew  
19 into practice?

20 A. Which bit?

21 Q. Not sharing with staff?

22 A. No, that was always the case. The counsellor would  
23 insist on that.

24 Q. Parental might be --

25 A. No, the counsellor would insist on confidentiality.

1           Incidentally, added to that, I don't think Loretto has  
2           a counsellor now. I might be wrong.

3           Q. We can hear from the headmaster next week.

4           A. Yes, okay.

5           Q. Did you notice a change amongst your colleagues from  
6           1995 in the way they approached pastoral matters?

7           A. I can't give you anything specific. I can't honestly  
8           remember any change. There may have been changes.

9           I may have noticed them at the time, but I honestly  
10          can't recall that.

11          Q. Was there resistance --

12          A. No, there was -- I asked a number of staff to help tutor  
13          the kids in PSHE and I got a varying response from very  
14          enthusiastic to, you know, "don't talk to me about it,  
15          I don't want to know".

16          Q. In your role as child protection co-ordinator, were  
17          staff then coming to you because of that role to discuss  
18          problems?

19          A. Yes, yes. You mean problems with pupils --

20          Q. Yes, concerns about particular pupils. About,  
21          for example, scope for bullying?

22          A. Yes, yes.

23          Q. Was that in any way different to what had happened  
24          before?

25          A. Yes. I had a well-publicised bullying book,

1           for instance, which I kept in my office and  
2           I encouraged -- I said sometimes we need to build up  
3           a pattern here and this is -- I would speak in the break  
4           meeting, the same meeting that -- not at that meeting  
5           but the same time slot as David Stock's thing, I would  
6           say to the staff, you know, we need to build up  
7           a pattern. You might not have many concerns but then  
8           again, if we find this happening five or six times, then  
9           the pattern is established, and I have to know about  
10          that. So I established a bullying book for really all  
11          matters that were concerning staff.

12         Q. So this is a central log --

13         A. A central log, yes, indeed.

14         Q. And is this from 1995 onwards or --

15         A. I can't tell you exactly. Probably 1995 onwards, yes.

16                 When I had the role of child protection co-ordinator.

17                 Remember we also -- I don't think it is clear there that  
18                 these care inspections were often unannounced. They  
19                 would turn up at the door.

20         Q. Was that something, as a child protection co-ordinator,  
21                 you approved of?

22         A. Yes, yes it was. Nervous, but I approved.

23         Q. Had anything like the bullying book -- this oversight  
24                 document that might give you an overview of the school,  
25                 had anything like that existed before?

1 A. No.

2 Q. Was it just assumed beforehand that it would somehow be  
3 found out and acted upon?

4 A. I couldn't tell you. I presume it was.

5 Q. Or might it have been assumed it just wouldn't happen  
6 like that? That there wouldn't be bullying of that  
7 degree?

8 A. We are not -- we haven't gone into degree. It is  
9 difficult to say a degree. But, yes, it was assumed  
10 that bullying would be addressed by the staff as and  
11 when they came across it. But probably more emphasis on  
12 the housemasters to deal with that.

13 Q. With the introduction then of this overview, if you  
14 like, was there an upsurge in bullying being reported?

15 A. Yes.

16 Q. In comparison with what had been understood before?

17 A. Yes. But remember it wouldn't have been reported to me  
18 as an individual before. Now as much as possible was  
19 being reported centrally, so I was able to -- before it  
20 may have been happening elsewhere, but on a sort of  
21 ad hoc basis. So one individual wouldn't get to know  
22 about all of it.

23 Q. One of the things about Loretto that has been put  
24 forward positively, and this is going back prior to  
25 1995, is that it is a small school and it's a community?

1 A. Yes.

2 Q. But, from what you are saying, prior to 1995 there might  
3 be things going on which the community would be unaware  
4 of?

5 A. Yes, well --

6 Q. Even if bullying was being reported, it might be kept  
7 within a house, for example?

8 A. Yes. If pupil A was bullying pupil B within a house, it  
9 would be dealt with in the house.

10 Q. And it wouldn't be shared more widely?

11 A. No, unless it was a very bad bit of bullying, in which  
12 case it would be shared with the headmaster.

13 Q. Right. Who then might or might not disseminate it to  
14 the rest of --

15 A. Yes.

16 Q. -- the houses --

17 A. Yes.

18 Q. -- the educators --

19 A. Yes.

20 Q. The class teachers?

21 A. Yes.

22 Q. But by 1995 and thereafter you have this overview?

23 A. Yes.

24 Q. Which informs?

25 A. Yes.

1 Q. How long did you remain child protection co-ordinator?

2 A. Until I retired.

3 Q. In that period from 1995 to your retirement, which just  
4 to be clear was -- when did you retire from Loretto?

5 A. I will tell you exactly ... (Pause). 2006. 2006?

6 Q. I don't think your introduction actually gives a year.

7 A. No. 2007.

8 Q. All right --

9 A. 2007.

10 Q. 2007. Okay, thank you. Once you have the central  
11 overview, there is an upsurge in reporting?

12 A. I wouldn't say an upsurge in reporting. There wasn't  
13 any reporting before. Not centrally.

14 Q. I think I asked you "Was there more awareness of  
15 bullying?" and the answer was "yes".

16 A. Yes.

17 Q. If we can call that an upsurge, because it has gone from  
18 less to more?

19 A. Okay.

20 Q. Over the period that you were CPC, 2007, did that then  
21 decline again, indicating perhaps that policies and  
22 difference of approach was having effect?

23 A. It's difficult to say without getting hold of the  
24 bullying book and monitoring it carefully. I would  
25 say -- I can't really say it declined. I can't say it

1           declined. I am sure it did decline because the pupils  
2           knew that anything they did regarding bullying would be  
3           reported. My mantra was to persuade the staff that,  
4           however trivial they thought it was, they should come  
5           and see me about it. I might decide it's not worth  
6           recording, but then again I might record it and then  
7           three weeks later the same kid could come and then  
8           a week after that -- I tried to persuade the staff that  
9           patterns were important.

10          Q. And the sharing of information?

11          A. And the sharing of information.

12          Q. And knowledge?

13          A. And knowledge.

14          Q. Yes. Thinking about that drive that you led at Loretto,  
15           do you think there is more that can be done? And, if  
16           so, what is it?

17          A. There is always more that can be done. A school should  
18           never be complacent to think this isn't going on. It is  
19           never going on in our school. It should be done all the  
20           time. It's just -- I suppose it is training, training,  
21           training. It's giving enough time, pastoral time, to  
22           each individual pupil. I introduced a system of  
23           tutoring where one person had about six or seven pupils,  
24           one member of staff, who used to visit houses and sit  
25           down with those pupils and take them through their

1 academic stuff and listen to them. That was a much  
2 better ratio. I can't tell you when that was introduced  
3 but it was certainly -- I was a tutor, for instance, in  
4 one of the houses. So I would go in on a weekly basis  
5 and speak to my seven tutees, and that was an even  
6 better system.

7 Q. Thank you. One final question about being the child  
8 protection co-ordinator. Obviously you were a focus for  
9 concerns; you were the person people were to go to.  
10 Within a school community, in a small community  
11 obviously, you have experience -- or many of your  
12 colleagues presumably you see socially, are friends?

13 A. Yes.

14 Q. Was that ever a problem? Because you have a role and  
15 responsibility, but you are also potentially a good  
16 friend of someone who might be complained about?

17 A. There is -- you are talking conflict here? Conflict of  
18 interest?

19 Q. Yes.

20 A. I suppose it would come in, yes.

21 Q. Did it ever come in with you?

22 A. No, I don't recall any specific instance where it did  
23 come in.

24 Q. But was it something that you were alive to?

25 A. Yes. Oh yes. Yes. We were all working extremely hard

1           in an extremely close community, so you would be aware  
2           of people's ... staff's weaknesses, staff's strengths.

3       Q. And if you had found yourself in a conflict situation,  
4           for the sake of argument because it was a particularly  
5           good friend of yours, what would you have done?

6       A. I would have to take it forward. I would have to do the  
7           best I could. I mean, at all times the children's  
8           welfare is paramount.

9       Q. So it wouldn't be as if you would say: I simply can't --  
10          I am barred from this one because I am too close --

11      A. No, no.

12      Q. Is that simply because there was no one else to do it?

13      A. Remember, I used Elaine Middlemass as an assistant, and  
14          she would handle certain stuff as well.

15      Q. Yes.

16      A. So I had that option.

17      Q. So the very option was there --

18      A. Yes.

19      Q. -- that, if it had been too much of a conflict, you  
20          could have said "I can't touch this, you do it"?

21      A. Yes, but I don't recall any instance of that happening.

22      MR BROWN: Duncan, thank you very much indeed. I have no  
23          further questions.

24      LADY SMITH: Are there any outstanding applications for  
25          questions of Duncan? (Pause).

1 Duncan, those are all the questions we have for you.  
2 Thank you very much for coming along today and  
3 tolerating the interruptions to your evidence.

4 A. Don't worry.

5 LADY SMITH: It has been so helpful to hear from you in  
6 person and have that in addition to everything I have in  
7 writing from you. I am grateful to you for this  
8 assistance and I am now able to let you go.

9 A. Thank you.

10 (The witness withdrew)

11 LADY SMITH: I will rise now, Mr Brown. Shall we take 30/40  
12 minutes just now and then sit again?

13 MR BROWN: Yes, thank you.

14 LADY SMITH: Thank you.

15 (2.01 pm)

16 (The short adjournment)

17 (2.47 pm)

18 MR BROWN: I would now invite my learned junior to read the  
19 next statement. It is a long statement running to  
20 50 pages, there will be some editing to take out  
21 a little bit of material but it may take some time, and  
22 it may be that this one statement will be adequate for  
23 the rest of today.

24 LADY SMITH: I think that may be enough. And of course the  
25 parts that are not read are nonetheless part of the

1 evidence to the Inquiry and have already been and will  
2 again be considered.

3 MR BROWN: Yes.

4 LADY SMITH: Thank you.

5 MS BENNIE: My Lady, this statement bears the number  
6 WIT.001.001.7710. It's actually on the screen and it's  
7 the witness statement of Mr David Stock.

8 Witness Statement of DAVID STOCK (read)

9 MS BENNIE: "My name is David Stock. My year of birth is  
10 1942. My contact details are known to the Inquiry.

11 "I have a first-class honours degree in literature  
12 from Trinity College, Dublin. I studied also at the  
13 University of British Colombia and taught there.  
14 I studied also at the University of Paris.

15 "I started working as an English teacher in  
16 Loretto School when I returned to the UK after a few  
17 years elsewhere abroad. I was interviewed by the  
18 headmaster, Rab Bruce Lockhart. I taught English at  
19 Loretto for 19 years, from September 1972 until November  
20 1991.

21 "I left the school shortly after having found out  
22 from pupils in my class about incidents of bullying,  
23 particularly in Pinkie House, further to an assignment  
24 I had set the class. I learned also the headmaster at  
25 the time, Norman Drummond, had been told about the

1 bullying by four separate pupils while one of the main  
2 culprits, a pupil who was a [REDACTED] boy in Pinkie House,  
3 was still a pupil at the school.

4 "The events surrounding my discovery of the bullying  
5 and subsequent departure from the school are primarily  
6 what I want to tell the Inquiry about. I made notes at  
7 the time, and have checked them to help remind me of  
8 specific things that happened.

9 "Upon leaving the school I signed an undertaking  
10 preventing me from ever speaking to anybody about  
11 the circumstances surrounding my departure. The school  
12 wrote to me recently informing me they were going to be  
13 co-operating with the Inquiry. They wrote to all the  
14 old boys. Being one of the honorary ones having taught  
15 at the school for so many years I wrote back and asked  
16 if I would be released from my vow. Whilst initially  
17 they did not say I would be released completely, they  
18 said I should fully cooperate with the Inquiry and also  
19 tell the police if I felt they needed to be involved.  
20 The current headmaster was quite encouraging."

21 My Lady, I will move on to paragraph number 9:

22 "Rab Bruce Lockhart was the first headmaster  
23 I worked under. He was headmaster at Loretto from 1960  
24 to 1976. I worked under him for some four years.  
25 Everything was fine under him. I could talk to him

1 about things, such as getting a little TV to be reserved  
2 for cultural programmes for students who were a bit more  
3 arty and not sporty.

4 "David McMurray followed Bruce Lockhart as  
5 headmaster and was headmaster from 1976 to 1984. One of  
6 my relevant memories of him is when he took down a note  
7 I had put on a notice board, asking if anyone thought we  
8 could do with a second minibus. He said he was not  
9 going to have a barracking for opinion in the common  
10 room. This shows how undemocratic the school was.  
11 McMurray was replaced by Reverend Norman Drummond.  
12 Staff were uneasy at his inexperience in the world of  
13 education. Normally I could simply avoid any direct  
14 contact with Drummond and aimed for this.

15 "My [REDACTED] was CFE [REDACTED] Basically  
16 I enjoyed my teaching. You had your own little  
17 classroom and could decorate it how you wanted. I liked  
18 my little world there. Dorothy Barbour [REDACTED]  
19 CFE [REDACTED] She was the head when  
20 I found out about the bullying in Pinkie House. I was  
21 second in charge of the department. She and I taught A  
22 level and Highers and any students staying on to take  
23 university entry exams. There were two other teachers  
24 in the department, including an assistant called  
25 Elizabeth Clark. We taught on Saturdays and might have

1       other duties on a rota at the weekend. House staff did  
2       of course have weekend duties, but every now and then  
3       someone would stay on to do a seventh term for entry to  
4       Cambridge and my workload rocketed because that had to  
5       be fitted in around my normal schedule.

6       "As staff, many of us tended to feel drained by  
7       term's end, as indeed did many of the students, because  
8       the school kept wanting more and more activities  
9       undertaken so as to compete with the bigger schools.

10       "Loretto was an all-boys school at first. Girls  
11       started in the sixth form under McMurray. That hadn't  
12       changed by the time I left. The girls lived in  
13       Trafalgar Lodge. The other houses were Pinkie House,  
14       Seton House, Hope House and Schoolhouse. Pinkie House  
15       is where most of the bullying I found out about took  
16       place. The housemaster was Duncan Wylie. The  
17       headmaster and his family lived in the same building but  
18       their place was quite separate from where the boys were.  
19       He had a different entrance round the other side of the  
20       building.

21       "Schoolhouse was the key building, Gavin McDowell  
22       was the housemaster. A reception area, headmaster's  
23       study, staff common room and dining room were all in  
24       there. The main noticeboard for the kids was also  
25       there.

1           "Each house had a house tutor, housemaster and  
2           matron. Dorothy Barbour was the deputy housemistress in  
3           Trafalgar Lodge. Each house had a head prefect and  
4           maybe six or seven other prefects. There were around 60  
5           kids in each house. Prefects were selected by their  
6           housemaster. There was also a head boy for the school  
7           who was chosen by Norman Drummond.

8           "Drummond was unusually close to the head boy. His  
9           importance and status was now more noted than under  
10          previous headmasters. The demands on his time worried  
11          some staff for it could mean a loss of friends too.  
12          Gavin McDowell complained about such stresses on the  
13          head boy when he was a Schoolhouse boy and was outraged  
14          when Drummond told one boy that he could become head of  
15          school only if he gave up his girlfriend. Being head of  
16          school of course promised an excellent reference later.

17          "Norman Drummond was the headmaster during the time  
18          the bullying occurred and when I found out about it."

19          My Lady, I am moving on to paragraph 23:

20          "PR was extremely important in Mr Norman Drummond's  
21          mind. He was very often away making contacts or  
22          speeches. He would go to Paris, London, Geneva, all  
23          over the place. He was pushing his image of the school  
24          and the insistence on this began to be a concern to the  
25          staff. There was about it something false.

1 For instance, we had a new block built and it was named  
2 the Industry and Business Centre and Design Technology  
3 Department and claimed as a first in the UK if not the  
4 world. It was simply another classroom, one for  
5 technology studies, that happened to have the art  
6 department next to it.

7 "The huge insistence on PR began to seriously bother  
8 the staff. The school in September 1990 got a dedicated  
9 publications secretary. Drummond's absences to promote  
10 the school grew prolific. Even students noticed this.  
11 A pupil wrote to me in a letter dated 23 December 1991  
12 of a strange moment when Drummond summoned her to his  
13 study and asked her advice. She wrote 'In my reply  
14 I tried to convince him of the need to put one's own  
15 house in order before attempting anything at all on  
16 a large scale and suggested he devoted less time to  
17 PR'."

18 My Lady, what the witness describes as the "huge  
19 insistence on PR" is elaborated upon by the witness in  
20 paragraphs 26 to 30, and therefore I propose to resume  
21 reading the statement at paragraph 31:

22 "There was no written code of conduct for the  
23 pupils, though there never had been before. Drummond  
24 seemed unable to accept that they could do anything  
25 wrong. Instead he seemed to think most problems started

1 with staff failings, which is what I see implied in his  
2 words to Dorothy Barbour, 'It is my task to defend the  
3 students from the staff'.

4 "There were sexual relations going on between the  
5 boys and girls. We would find used condoms every now  
6 and then on the flat roof of the dining room. Drummond  
7 couldn't accept it as being in any way connected to our  
8 students. He had rows in the bursar's office when he  
9 was told about bad behaviour and vandalism. He had this  
10 idealistic and unreal view of the kids. He would say  
11 'It's not us, it's the kids from outside'. He didn't  
12 seem to be able to understand the reality of some of the  
13 kids.

14 "Curiously, when he came to Loretto at first, he  
15 said that he had been working with tough gangs in  
16 Edinburgh and Glasgow. None of the staff in my little  
17 group believed it. We felt he had very little awareness  
18 of how to deal with any problem child.

19 "Bad behaviour didn't stop the kids being made  
20 prefects. I remember Dorothy Barbour and I reporting  
21 a boy, who was on his way up in the hierarchy, for some  
22 sort of bad behaviour. We wondered if he would still  
23 get his red and white, which was a sort of badge of  
24 honour. We thought he shouldn't, but lo and behold he  
25 did. It made no difference what he had done."

1           My Lady, I then propose to resume reading at  
2 paragraph 38:

3           "There was no specified policy or procedure that  
4 the school followed for bullying. I was a nuisance to  
5 Drummond because sometimes I would ask questions. I had  
6 a little classroom that was up quite steep stairs with  
7 railings and a little platform. Margaret Kerr, who  
8 worked in the bursar's office, told me she had heard  
9 a boy screaming, and found him tied by his ankles with  
10 electric flex over the railings. He would have  
11 sustained serious injury had he gone down on his head  
12 onto the concrete floor.

13           "Margaret reported this matter to Bob Lyon, the  
14 bursar, her immediate boss within her chain of command.  
15 The bursar told the headmaster. I was curious to know  
16 what happened to the boys responsible for it and thought  
17 Drummond should tell us, so I asked at one of the end of  
18 term meetings. Drummond just said 'Ask Duncan Wylie',  
19 and when I did, Duncan said 'It was just a prank'.  
20 Nobody had been expelled over it. No discussion with the  
21 staff about bullying took place. Not even a notice went  
22 up.

23           "It was quite clear to me that bullying and  
24 drunkenness escalated under Drummond, probably due to  
25 the fact that he did nothing about it. I think he

1 thought he knew more about how to deal with the kids  
2 than us. Just as he had said it was his job to protect  
3 the kids from the staff, he seemed to think that he  
4 alone knew best how to deal with the students. They  
5 were his concern only.

6 "I remember Duncan Wylie asked him about what was  
7 being done about the kids who, in a separate incident  
8 from the other suspension mentioned, hung a boy by the  
9 feet from an upper window in Pinkie, and he was told to  
10 be not so impolite as to ask. There was no system that  
11 enabled staff to discuss these issues.

12 "In the same vein, a Childline poster was put up on  
13 the noticeboard when [REDACTED] and  
14 PGR [REDACTED] was SNR [REDACTED] Drummond came  
15 back and moved it to some place where it couldn't be  
16 seen. As far as he was concerned, he was the one to  
17 deal with these things. The kids didn't need the  
18 Childline number. The chaplain urged him over the  
19 moving of the poster to no avail.

20 "The prefects mattered a lot in the school under  
21 Drummond. They were treated as very important, much  
22 more so than under the two previous headmasters.  
23 Drummond was very close to some of them. He took them  
24 to The New Club in Edinburgh, seemingly as an elite  
25 social club for adults. He likewise took prefects to

1 the Archers' Hall, the former shooting gallery for the  
2 Royal Company of Archers, of which Drummond was a  
3 member. They were in charge of handing out canapes and  
4 I believe drinks. They were taught etiquette by the  
5 bursar. Thus they had privileges the other students did  
6 not share in. Some staff found it strange that not all  
7 leavers were offered such lessons in etiquette, if they  
8 were needed at all.

9 "The prefects had a very high status and that to me  
10 is an element why, when Drummond was told about  
11 the prefect involvement in the bullying, he dealt with  
12 it in the manner he did.

13 "Drummond eventually clearly distinguished between  
14 an A group of staff, those loyal to him and usually his  
15 own appointees, and the lesser B set. The division was  
16 anticipated by an early comment of his to a member of  
17 staff, 'If you are not for me, you are against me'. At  
18 first staff found some of this slightly comic. They  
19 would tease each other, and sometimes one would turn  
20 over his lapel to exhibit his or her imaginary loyalty  
21 badge. When he invited teaching staff over for drinks  
22 in two such separate groups, to the group he clearly  
23 favoured, the A group, he promised a golden future. The  
24 second group were not made such promises.

25 "An example of his treatment of staff individually

1 is the case of a music teacher considered perhaps  
2 incompetent. He asked a boy to consult other students  
3 and secretly made up a dossier. I'm not sure how  
4 an employer should deal with incompetence or a suspicion  
5 of it but I doubt this is the correct way. It did  
6 of course give immense power to the students. It is no  
7 surprise then that much later a student boasted to  
8 a teacher that a student almost had power over the  
9 teacher's future.

10 "A similar sort of spy was clearly sought later by  
11 Drummond but this time using a girl student when this  
12 girl had asked me if she might be my library assistant.  
13 I broadcast her new status, because of course it would  
14 help her later CV. Very soon afterwards she reported  
15 back to me that Drummond had summoned her and told her  
16 'If there are any problems over there in the running of  
17 the library, tell me, not Mr Stock'. The only way I see  
18 this is as Drummond hoping to learn of something he  
19 could pin on me.

20 "A similar undermining of staff, usually of  
21 a housemaster, was his growing habit of pandering to  
22 boys requesting something unusual, perhaps some  
23 permission to go into town, by saying 'You have my  
24 permission, now you must go and get the permission of  
25 your housemaster'.

1           "Certain people were in power and they mattered in  
2           the school. The rest of us were to shut up and just get  
3           on with the teaching. The people who were important  
4           came in different groups. The heads of department would  
5           meet to discuss academic matters every now and then.  
6           That is all they would ever discuss. Then there was the  
7           gang of four housemasters, five with the housemistress  
8           of the girls' house after girls started to come into  
9           Loretto at sixth form level. The nickname was itself  
10          a little pointer invented by excluded staff. I do not  
11          know how often they met, nor what sort of matters they  
12          discussed, and if they kept minutes then these were not  
13          passed to other non-house staff.

14          "I don't know if there was ever a discussion about  
15          bad behaviour and bullying getting worse in the school.  
16          If there had been, it would have been with the gang of  
17          four. If they did discuss the topic, they would have  
18          been the only ones to take part. I don't know for  
19          certain but I don't think the chaplain, John Anderson,  
20          would have been invited to take part. He ran the  
21          chaplaincy centre attached to the school chapel.

22          "The staff responsible for the games' teams people  
23          also had a high status. I don't think they met as a  
24          group but they were a distinct lot who were important to  
25          the school, just as success against other schools at the

1 higher levels mattered for PR, and possibly in parents'  
2 choice of school even. I always found that the school  
3 set up the rugby First XV rather high.

4 "There was a small group of us who felt somewhat  
5 separate in the common room. We were literary or arty  
6 and probably more questioning. The sports group seemed  
7 to have a higher status in the school than our little  
8 group though almost all of us had some input into  
9 sports. It was tempting sometimes to think sports had  
10 greater importance than studies. I think this is  
11 an important matter because it did quite strongly help  
12 the sense of a split amongst the staff with the major  
13 team staff somewhat more in favour of Drummond than  
14 others. This in turn weakened the likelihood of  
15 a sufficiently strong united staff against the excesses  
16 of Drummond.

17 "For some years this division, sporty versus arty,  
18 was sensed but without problems, but the vague sense  
19 became more real under Drummond and finally explicit."

20 My Lady, I propose to resume reading at  
21 paragraph 56:

22 "The majority of the staff in the school were thus  
23 excluded from decision-making. We didn't feel our  
24 opinions mattered. We were not consulted on matters and  
25 had no authority. We didn't have a representative in

1 any of the groups. There had been no tradition of that.  
2 There was no history of organisation of power. In fact  
3 at times even heads of departments were excluded from  
4 matters highly relevant to them, discovering new staff  
5 for their department had been offered a job with no  
6 consultation at all.

7 "Somebody suggested starting up formal common room  
8 meetings when McMurray was there. The hope was,  
9 because we felt excluded, that the common room meetings  
10 would gives some power, some input. McMurray agreed to  
11 it. The purpose of the meetings was for us to discuss  
12 suggestions and raise anything we wanted to push  
13 forwards.

14 "Under Drummond, we had common room meetings about  
15 once a term. Everybody could participate. Ken Marks  
16 was normally our president. He had been at Loretto  
17 a few years longer than me. He was the head of modern  
18 languages. He wrote up the minutes which I have kept  
19 copies of. It is noted in quite a few of them that we  
20 put the minutes forward to Drummond for comment and  
21 sometimes also for answers to our ideas or requests for  
22 discussions, however we never got an answer. I think he  
23 did come and talk to us once in a while but he would  
24 just avoid certain things. He called us a cabal.

25 "As to the lack of response, it was itself minuted

1 often. Thus in the minutes dated 8 February 1989 it is  
2 written:

3 "'The common room noted with regret that after the  
4 last meeting the headmaster had not met with them to  
5 comment on or discuss matters raised in the meeting.'

6 "The staff were very tame. We didn't have enough  
7 meetings and we didn't insist on getting answers from  
8 the headmaster."

9 My Lady, I propose to continue reading at  
10 paragraph 64:

11 "There was no grievance procedure for staff. It  
12 wouldn't have been set up because they couldn't conceive  
13 there would be grievances. Drummond had coined the PR  
14 term 'the Loretto family'. This very term suggested  
15 that there could not be a grievance, for we are all so  
16 close, staff and head, and there could not be any  
17 problem in the first place."

18 My Lady, resuming at paragraph 67:

19 "All the governors were Old Lorettonians, old boys.  
20 They were 20 of them, together with the vice chairman  
21 and chairman. All old boys and so naturally very loyal  
22 to the school. I suspect there was a sort of  
23 self-satisfied feeling among them that the school was  
24 wonderful, in the sense that they would not feel much  
25 need to interfere and question the nature of the school

1           because it was tried and tested and had produced them.

2           "The SNR [REDACTED] PGR [REDACTED] was an old boy too.

3           The governors would come down to the school once in  
4           a while and we would have drinks in a very echoing room  
5           and a fairly smart dinner. In that sort of  
6           circumstance, you are not really going to talk about  
7           serious issues unless you know them well. It was  
8           intended as a pleasant social gathering, not a work  
9           session.

10          "We put up a suggestion in the common room minutes  
11          years before I left for us to get a teacher  
12          representative on the board of governors. The answer  
13          came back saying that we already had a special contact  
14          in one of the governors, Alan Johnston who would come  
15          down and speak to us at any time we wanted. The  
16          governors were very cut off from us. Drummond sent  
17          an annual report to them which we couldn't see. We  
18          didn't contribute to it. I don't think the gang of four  
19          did either. I am sure there would have been some sort  
20          of discussion with us if they did do so.

21          "I was told later by Margaret Kerr, the accountant  
22          lady, that she had seen the discipline problem as  
23          a topic minuted after a governors' meeting with Drummond  
24          in a document for the governors. According to her, it  
25          was minuted that according to Drummond any discipline

1 problems went back to the one term when he was on  
2 sabbatical. That was nonsense to blame everything on  
3 one term, but of course staff never knew what the  
4 governors were being told and they were cut off from us  
5 so there was no opening to discuss it.

6 In the end the governors didn't do what the  
7 governors are supposed to do, which is to be concerned  
8 about the welfare of the kids. That was their primary  
9 duty. I think they saw their duty as being limited to  
10 seeing that the money rolled in, what investments to  
11 make, how to make Loretto competitive.

12 "The class assignments. The topic of bullying had  
13 come up in the staff room shortly before my class with a  
14 group of boys who wrote about the bullying. A member of  
15 staff had said that her boy was being bullied and the  
16 topic was then in the national press. I am sure also  
17 that Dorothy Barbour had talked around this time about  
18 a kid she had just learned had been ostracised. Nobody  
19 had spoken to him for two years, so the topic was in the  
20 air.

21 "I then had a double lesson with my 5A class.  
22 I don't know what I said to them specifically about  
23 the assignment. I might have thought it was something  
24 we could use in a language folder. If you are teaching  
25 language, discussion is normal and part of learning so

1 any topic was fine. I talked about drugs once. The  
2 GCSE was changing too and there was going to be an oral  
3 element, so it was probably also an exercise in  
4 organising thoughts on paper and verbally. I think  
5 I asked them not to consult with each other. Two of  
6 them did, it didn't matter.

7 "It was not as though I had an idea that there was  
8 much bullying going on and set this assignment to find  
9 out about it. It wasn't planned. It was an impromptu  
10 thing following people mentioning bullying in the common  
11 room immediately before I had the class. I didn't have  
12 any expectations of what the kids would write.

13 "I had done the same years before for kids' folders  
14 for exams which were internally marked. I didn't get  
15 told of any instances of gross bullying at that time.  
16 I published a really thoughtful article by a kid in the  
17 fourth form about how sad it was that you got bullied in  
18 the third form, and when you got to fourth form you'd  
19 think, yippee, I can get my own back and bully the other  
20 kids now. That was under David McMurray. I got into  
21 trouble for putting it in the internal magazine, which I  
22 thought was wrong.

23 "Of course they were always worried about the  
24 school's image. My thinking at the time was that all  
25 the parents must know that bullying goes on and in this

1        little internal magazine the parents would think we were  
2        a school which was open to talk about the topic.

3                "I think all the boys produced a piece of writing.  
4        There were probably about 23 boys in my class. No one  
5        sat there doing nothing. I got a complete shock when  
6        I saw what they had written. I am still amazed today at  
7        the seriousness of what was going on. Dorothy Barbour  
8        says she thought it was a mark of the kids' respect for  
9        me that they wrote as much as they did. It might have  
10       been because they didn't see me as being someone in  
11       authority.

12               "I have some original and some photocopies of the  
13        writings. I wrote in the margins in some of them.  
14        I did the annotations when I was trying to work out what  
15        I had before I had sent it to the Inquiry and to  
16        identify patterns and culprits where possible by linking  
17        together clues, such as the belt being named Billy.  
18        I have not gone through them all, working out who was in  
19        Pinkie House. I think almost all of the key ones were  
20        from boys who were in Pinkie House. There might also be  
21        ones from boys in other houses who had heard about  
22        the incidents. Quite a few of the writings were just  
23        an opinion on bullying and with no specific references  
24        in them. I didn't give these to the Inquiry as their  
25        value is limited."

1           My Lady, I would comment that the witness does refer  
2           to some writings in his statement and the writings are  
3           in the possession of the Inquiry.

4       LADY SMITH: Thank you.

5       MS BENNIE: "I referred to one of the writings consisting of  
6           four pages, which provides the name of third formers in  
7           Pinkie House in 1988 and 1990. It lists incidents of  
8           bullying. It was written by two pupils and states that  
9           the names of people who were bullied have only been  
10          disclosed with their consent and none of the bullies  
11          have been named. All of bullies implied have now left.

12                "I don't know how they got consent. I hadn't sent  
13           them away to do this. It is possible I sent them away  
14           to do it but that is not how I remember it. Maybe they  
15           spoke to the people who were in the classroom.

16                "Some of the incidents I read in the assignment by  
17           the two pupils are as follows: in 1988 a pupil was hung  
18           out of the gallery window by his feet by two lower sixth  
19           formers who have left the school. The pupil was also  
20           hung from the main staircase in Pinkie. The pupil  
21           himself told people what had happened. A pupil was  
22           forced to rub Deep Heat on to his genitals by sixth  
23           formers. People in his year were also drawn on with  
24           indelible pens all over their bodies. A pupil was  
25           beaten up in the room because he was resisting the

1 attempts of a sixth former to wrestle him to the floor.

2 "In 1990 a pupil was hung off the Pinkie staircase  
3 by a sixth former who left this year. In 1988 a pupil  
4 had the genitals of a sixth former, who has just left,  
5 thrust into his face. The pupil had been cheeky to the  
6 sixth former involved.

7 "In 1990 four third formers were beaten by a head of  
8 room consistently during the term with a belt named  
9 Billy the Belt Buckle. This sixth former also beat  
10 third formers with a cricket bat, making people cry  
11 often. He also nicknamed the bat Cobra. The boy  
12 involved seemed to take particular pleasure in  
13 inflicting pain.

14 "In 1990 third formers were made to read  
15 pornographic magazines out loud while the heads of rooms  
16 attempted to ridicule the boys by making them get  
17 an erection.

18 "The boys didn't say any more about this. I didn't  
19 quiz them. I didn't want to be a detective and get  
20 a complete list of things and it didn't pop up in any of  
21 the other writings. My aim after reading all these  
22 papers was first and foremost not to get more details  
23 but to establish if it were true that Drummond had  
24 indeed been told much about these happenings.

25 "It was surely for governors or independent staff,

1           that is not Duncan Wylie or Drummond, to carry out  
2           a full inquiry to determine victims and perpetrators.

3           "In 1990 two particular third formers were  
4           repeatedly subjected to homosexual attacks by a sixth  
5           former who would often lie in their beds, biting them,  
6           and would even get into bed with them. If they showed  
7           any resistance he would usually resort to Billy the Belt  
8           Buckle. I have made an annotation in the margin to say  
9           it was the [REDACTED] boy in Pinkie House as he is named  
10          the offender.

11          "In November 1989 the new third formers were forced  
12          to go into different rooms on their own where they would  
13          be subjected to physical abuse, often involving a hockey  
14          stick being rammed up their bottoms. I don't know who  
15          did this, I don't want to guess.

16          "It is useful to remember that we are talking about  
17          these things happening in public rooms, shower rooms and  
18          dormitories. There was not much privacy involved. A  
19          pupil was dragged into showers in the Pinkie study block  
20          by a senior member of the house last term. The boy then  
21          began unbuckling his trousers, indicating he was going  
22          to carry out some sort of sexual attack on the boy. The  
23          pupil was only able to escape when he turned on the  
24          shower to distract the bully's attention and then ran  
25          off.

1           "I am referred to another writing. There is no name  
2           on it, I don't recognise the handwriting. I couldn't  
3           tell you who was in that class. It mentioned the  
4           incidence of the third former being hung out of the  
5           gallery window and the glass of water being drunk after  
6           the boy's genitals had been dipped in it.

7           "In 1990 certain third formers were whipped with  
8           a belt buckle, affectionately known as Billy the Belt  
9           Buckle, and also beaten with a cricket bat. A fourth  
10          former was lying in his bed when the same offender came  
11          into his room, jumped on his bed and thrust his penis  
12          into his face. Certain third formers on their very  
13          first night were taken to another room and subjected to  
14          physical abuse, often involving a hockey stick being  
15          rammed up their anus. In 1990, running the gauntlet was  
16          a favourite pastime of the lower sixth. This involved  
17          running the length of the dorm and being subjected to  
18          having CCF boots, shoes, hockey sticks and cups thrown  
19          at them. In 1991 a certain third former who had  
20          threatened suicide many times, whether it be genuine or  
21          not. He has probably thought about it because of the  
22          intense bullying he has been subjected to. This  
23          fortunately has stopped considerably this year. CCF  
24          boots are Combined Cadet Force army boots.

25          "I find it disturbing that no boy felt he should

1 tell staff, in particular house staff, even the matron,  
2 of such terrible threats to commit suicide even if he  
3 felt unsure of their being genuine. I did think that if  
4 the school was open and had routine discussions, staff  
5 with pupils, about such topics, or even about  
6 drug-taking and major social problems, that could well  
7 be found in any school and some pupil would surely have  
8 told staff.

9 "I am referred to another writing, I don't know who  
10 wrote it. It has a lot of doodling on it. It says that  
11 the [REDACTED] Pinkie used to hit boys who were in the  
12 gallery with cricket bats and belt. There is another  
13 boy who mentions a pupil having suicidal thoughts but he  
14 says he thinks it was attention seeking. I made a note  
15 in the margin because that is the second person to speak  
16 about the pupil. This writer also mentions another boy  
17 and his penknife purchase. He wrote 'He got verbal  
18 hassle from our year in the third form basically because  
19 all the Nippers slagged him'. The only way he could  
20 lead a secure life was to buy a butterfly knife and  
21 threaten people with it, which led to someone being  
22 stabbed in a fight. The Nippers was the junior school.

23 "I am referring to a writing which appears to have  
24 been written by a pupil. His writing is quite difficult  
25 to read. He talks about having been hung out the

1 gallery window by his feet and also hung over the  
2 banisters in Pinkie by his feet. He also mentions  
3 drinking the glass of water after someone had been doing  
4 press ups with their penis hanging on it.

5 "He also says:

6 "'I haven't mentioned any names of people who did  
7 this because it has happened, it's in the past and it's  
8 finished. There is no use in crying over spilt milk and  
9 what good would it do now since we have all left.

10 I went through a bad stage in the third form when most  
11 nights I went to sleep crying.'

12 "I was shocked when I saw the comment about spilt  
13 milk. They considered bullying normal and something you  
14 get over. Personal experience tells me such things are  
15 not so easily cast off. If the boys felt that way then  
16 I blame the authorities for not having regular talks  
17 about the psychology of bullying and so on. Such  
18 beliefs would not be normal amongst the students if  
19 bullying was a matter routinely discussed thoroughly.

20 "I am referred to another writing, titled  
21 'Reflections on Bullying'. There is no name on it. It  
22 talks about incidents of bullying and says:

23 "'However, this physical bullying was collective.  
24 It happened to most so it was expected and could be  
25 overcome. This physical bullying, however, is

1 superficial compared to all the intense bullying mental  
2 of the individuals. Perhaps those who are not sporting  
3 automatically are second class to those who are.

4 "An individual constantly the subject of abuse,  
5 shunning and slagging retires into a shell, guilty of  
6 being different, losing faith in themselves, and feeling  
7 hopeless and helpless.'

8 "I put exclamation marks in the margin next to the  
9 first paragraph because when I read it along with the  
10 other accounts I thought they should close all boarding  
11 schools. Quite often the prefects are the macho lot in  
12 the major sports teams. I think there was a culture  
13 which comes out in this writing that by being macho you  
14 get over it if you have been bullied and, in turn,  
15 legitimately bully others.

16 "I am referred to another writing titled 'Bullying',  
17 he talk about incidents of bullying and also mentions  
18 Hope House. He also says pupil A and pupil B were  
19 called to see the headmaster and told him of the many  
20 incidents of bullying that had occurred in recent years,  
21 at which he apparently went white in the face.

22 "A boy whom I later learned had a history of  
23 psychological disturbance stabbed another pupil. This  
24 happened before I set the class assignments. I didn't  
25 know either of the boys involved. In the old days

1 before Drummond came we would know about kids with  
2 problems as there was a book kept in the common room.  
3 Drummond removed it so the general teaching staff didn't  
4 know about the boy. I assume the housemaster did. As  
5 the writings show, the boy from Pinkie was being bullied  
6 a lot and told friends he was going to buy a knife to  
7 frighten people off from bullying him.

8 "Michael Chittleburgh, not the tutor in the house  
9 but perhaps visiting the house tutor at the time, made  
10 it known somehow that he thought the police should be  
11 called when the stabbing happened. Drummond found out  
12 and Michael was lambasted by him. He told Michael that  
13 it was for himself, Drummond, to deal with it. Duncan  
14 Wylie told me this. I think it was also him who told me  
15 about the boy's background. He also told me that, had  
16 it not been for the swift intervention by the house  
17 matron with some first aid skills, the stabbed boy would  
18 probably have bled to death.

19 "Clearly the boy stabbed the other boy because he  
20 had been bullied as he had warned when telling others of  
21 buying his knife for defence. After the episode he went  
22 before the children's panel and never came back to  
23 school. I wonder whether the fact that he had been  
24 driven to it by bullying was ever explained to panel.  
25 I suspect not. It would have been even worse PR.

1 Again, I wonder at no boy reporting the knife purchase  
2 to staff given how clearly the boy gave his reasons for  
3 buying it.

4 "I imagine in a good school there would be an  
5 announcement to tell all teachers about what had  
6 happened, not least because word was going to get out,  
7 but that was the thing about bullying in Loretto. We  
8 never knew what happened other than through rumour. No  
9 notices appeared in the common room. The boys were also  
10 told at one of the doubles not to tell their parents.  
11 Clearly it was bad PR. It was a bad PR matter and best  
12 hidden away.

13 "I don't remember the exact sequence of events after  
14 I read the writings. I spoke to the class, to some  
15 staff members and also to the school doctor. I had  
16 discussions with the relevant child protection body  
17 and my professional association, the Assistant Masters  
18 and Mistresses Association. I also arranged somehow for  
19 those boys whose names came up in the discussion with my  
20 class as having told Drummond of this bullying to come  
21 and see me, in order, as explained before, simply to  
22 verify that they had indeed passed key details to  
23 Drummond.

24 "Although one pupil wrote that the headmaster had  
25 been told about many of the incidents, all of the kids

1        said it when we discussed it. They all knew those four  
2        boys had been to see the headmaster. Some of the boys  
3        said specifically in the writings that it was the  
4        [REDACTED] boy in Pinkie House who was responsible for a  
5        lot of the bullying and others implied it. The bullying  
6        had taken place largely in the dormitory of Pinkie House  
7        called 'the painted gallery' and was witnessed by the  
8        boys in that dorm. The boys noted that he remained  
9        a prefect despite what the headmaster knew about his  
10       activities. He was no longer at the school when I set  
11       the assignment, but he was still there and remained in  
12       his position of power when the headmaster was told  
13       between three to six months previously, I believe.

14       "One of the things that came up in the discussion  
15       with the class was that a boy had been made, through  
16       threats, to insert a deodorant stick into his anus. The  
17       incident happened in the presence of other boys in  
18       Pinkie dormitory. I was told that that was one of  
19       the things that had been reported to the headmaster.  
20       The boy also told me in the class that he had a hockey  
21       stick inserted in his anus. From discussions with my  
22       class, I learned that they assumed all staff must have  
23       learned of the serious bullying and had, like the  
24       headmaster, done nothing about it. That is, we too  
25       considered the matter trivial.

1            "That was the thing that angered and shocked me  
2 most, that all of us were suspected of being uncaring  
3 because we had done nothing. I made clear to them that  
4 this was very unfair because nothing had reached the  
5 ears of the staff at the time, so they should not assume  
6 that no staff cared. I promised I would do something  
7 about it. Class ended and I cried, for one part of me  
8 felt I had had it. I certainly felt in danger.

9            "I am referred to a document I gave to the Inquiry  
10 which is dated 5 November 1991 and is signed by me and  
11 a pupil. The heading is 'Statement to the class:  
12 Witnesses in case of any misrepresentation'. I typed  
13 that up and read it to the class and got a pupil to sign  
14 it. He was a bright boy and must therefore have been  
15 still in the school on 5 November.

16           "I don't know how many precise dates nor exactly how  
17 long I remained in the school after this. Definitely  
18 there can't have been as much as two weeks between my  
19 reading the writings and being phoned by Alan Johnston  
20 and told to consider myself on holiday for  
21 an unspecified length of time. Two weeks even seems too  
22 long, for I don't remember seeing my 5A much or I would  
23 have remembered more classes when I might have discussed  
24 developments, and I am sure that in the time that I did  
25 remain I cannot have been there so long or I would have

1           given out more details to close friends on staff.  
2           I thought recently that the last time I saw the class  
3           was when I promised them I would do something but I must  
4           be wrong.

5                 "I don't know if I planned what I would do next.  
6           I knew I had to handle it very carefully. I thought the  
7           first thing I had to do was find out if it was true that  
8           the headmaster had indeed been told of these matters.  
9           I wanted to try and check with the people who had  
10          supposedly told the headmaster, as they were not in my  
11          class, that they had indeed told him."

12                My Lady, I am resuming at paragraph 132:

13                "I spoke to Dorothy Barbour about the assignment.  
14          I didn't tell her everything I had learned. I hadn't  
15          organised it all. I really don't know exactly what  
16          I told her. I certainly discussed the deodorant stick  
17          incident with her as she was involved in the mechanics  
18          of how I would arrange an interview with the pupil  
19          without my being able to be accused of having chatted to  
20          him on his own. I told her the headmaster had been told  
21          about some of the incidents by three or four kids.  
22          I thought I had shown her the assignments and that she  
23          told me she had made photocopies of them, but she now  
24          says I hadn't. I think I would have told her the gist  
25          of it. She was my head of department and we were close.

1           "I also spoke to a teacher called Richard Selley who  
2           had once been a housemaster and whom I considered good  
3           as regards pastoral care. I asked to meet him in my  
4           classroom. I do not remember exactly what I told him,  
5           but it will have been basically that I have learned of  
6           perverse bullying by a pupil which Drummond had learned  
7           of but had not acted on. He said the key boy has left  
8           so it was now too late. His advice to me was to forget  
9           it. I said I didn't agree. For me the key point was  
10          the headmaster knew and did nothing about it, but I was  
11          indeed half considering forgetting the matter.

12          "I think I had already sent for one of the boys  
13          before I spoke to Richard Selley. I might have sent for  
14          all four of the boys. There was a sense of urgency.  
15          The headmaster was away at the time but was obviously  
16          going to return before long. I did not want to be found  
17          out before I had interviewed the boys. I remember one  
18          boy arriving after I had spoken to Richard and I said to  
19          him that I had changed my mind and told him to go away.  
20          As he went to walk away, I said was that thing about the  
21          deodorant stick true? And he said it was. I knew then  
22          I couldn't just forget the matter.

23          "I should say that at one point before I left the  
24          school there must have been enough information out as  
25          Duncan Wylie came to see me in Dorothy Barbour's

1 classroom to tell me he didn't know anything about these  
2 matters. I had not asked to see him. I do not believe  
3 I had spoken to him about these matters. He just wanted  
4 it utterly clear he never knew anything about  
5 the bullying. He did say years later, though, that he  
6 had heard an inkling of the deodorant stick episode but  
7 just thought it was empty gossip.

8 "I also spoke to John Anderson, the chaplain.  
9 I thought he would be a good person to talk to given his  
10 role in the school. He and I decided which boys to  
11 interview. I didn't know any of the boys. John ruled  
12 out talking to one of the boys as he considered him  
13 inclined to tell lies. We interviewed the other three.

14 "The SNR PGR also knew about some  
15 of the matter as he was present when I interviewed one  
16 of the boys. Because I was concerned about how the  
17 headmaster might react when he learned of my probings,  
18 I also phoned one of the art teachers,  
19 Jonathan McFarlane, to clarify some of the facts. He  
20 had told me previously about Drummond interfering in a  
21 matter unrelated to all of this, and I thought that if  
22 the governors were to become involved, as would surely  
23 happen eventually, I needed to be able to tell the  
24 governors exactly what Drummond was like. He phoned  
25 Drummond and must have told him, amongst other things,

1       that I wrote comic poems about him and was pursuing some  
2       sort of investigation. I think it was mainly through  
3       the art teacher that Drummond got to know about what was  
4       going on.

5       "Eddie McGuire was the school doctor. He would  
6       consult sick boys in a room near our common room.  
7       I went to see him in the school after I had set the  
8       assignment. I wasn't sleeping at all and was exhausted.  
9       I talked about the things most in my mind, which were  
10      the anal assaults with hockey sticks and a deodorant  
11      stick. I think I mentioned this only. I probably said  
12      I had been trying to find out if it was true, and I very  
13      possibly said that the kids told the headmaster. I may  
14      not have. He got quite a shock.

15      "I watched his face when I told him what I was  
16      discovering. I have checked back on the notes I made at  
17      the time, and I noted he said something about seeing  
18      a boy with impacted faeces. I suspected it was one of  
19      the four, but then from the writings it seems other boys  
20      suffered anal assault too.

21      "I don't think a boy who had suffered such  
22      an assault would have told the doctor how it happened.  
23      I don't think these kids wanted to tell people. They  
24      didn't tell their parents, so I don't think the boy  
25      would have told Eddie McGuire. It might have led to

1 more bullying. When I spoke to Eddie McGuire, I think  
2 he then recognised that he should have been suspicious  
3 that hadn't recognised anal assault and the resulting  
4 trauma for what it was. I remember he looked a bit  
5 frightened, as if he had missed things, but he did tell  
6 me that he had in the past often had suspicions that  
7 boys came to him as a result of bullying and had indeed  
8 told Drummond of his concerns. These matters were made  
9 more difficult for Eddie because the boys tended to  
10 claim their harm had come about because of some  
11 accident.

12 "Within minutes of my seeing Eddie McGuire, Dorothy  
13 came into the common room and said 'They're trying to  
14 prove you are insane'. All I know is that Eddie McGuire  
15 was phoned by the chairman of the governors who asked  
16 him to say that I was insane. I never subsequently  
17 spoke with the late Bob Gordon.

18 "I don't know the exact mechanics. I had seen  
19 Eddie McGuire in a room in the school near the common  
20 room. I don't know how it could be that Dorothy then  
21 came to me and told me what she did. I think she must  
22 have been there when Eddie McGuire took the call."

23 My Lady, I then propose to resume reading at  
24 paragraph 145:

25 "I didn't know how much I should do about what

1 I learned, so I phoned up the relevant child protection  
2 body and I spoke to them perhaps three times. I don't  
3 know whether it was the SSPCC, NSPCC or RSPCC. One of  
4 my calls to them was on 14 November 1991. They held a  
5 meeting and advised that all staff should be given all  
6 of the details and that boys assaulted sexually should  
7 be seen by the school doctor and offered  
8 a psychologist's help if they seemed to need it.

9 "Child protection told me the law had changed and it  
10 was my duty to do all that was reasonable for the  
11 welfare of the kids. They told me I had to do something  
12 about it, not least because the boys who watched these  
13 things would need counselling.

14 "I think that is what the headmaster should have  
15 thought about when he was told. Punishing people, which  
16 he clearly did not do in this case as it would have  
17 meant acknowledging these things had indeed happened,  
18 was not the only factor. A person who cared about the  
19 kids would have considered this aspect.

20 "I can't remember whether it was the child  
21 protection or AMMA who gave me this advice, but I was  
22 told I had to go into the staff room and make  
23 an announcement along the lines of: there have been  
24 allegations of sexual misconduct in the school. It is  
25 your duty to do all you may reasonably be expected to do

1           for the protection of the children, even if it means  
2           putting more staff in the dormitories.

3           "There were only about seven people in the common  
4           room at the time. I don't think any of them really knew  
5           what was going on. They must have thought I had gone  
6           loony. I made the announcement, of course, after  
7           I interviewed some of the boys and was certain of the  
8           reality of those stories of bullying. I think I was  
9           instructed by Alan Johnston to stay home soon after  
10          that, but I certainly did not appear again on campus,  
11          except, as told later, to be supervised whilst  
12          collecting personal items from my classroom.

13          "The point is, with all of this, I never at any  
14          point wanted a comprehensive run down of all the  
15          bullying incidents. That was for other people to do.  
16          When I did the interviews, I simply wanted to know  
17          whether the gist of these things had been passed to the  
18          headmaster and nothing had happened. I wasn't thinking  
19          that it was my job to be a detective. I imagined the  
20          issue would open up, full details of the bullying would  
21          emerge, and in fact Drummond would have to resign before  
22          word of his lack of involvement in dealing with the  
23          bullying reached parents, for it would have been clear  
24          that he would have known about the bullying.

25          "I have given the Inquiry a typed note of what came

1 out of the interview with two of the boys. I took notes  
2 during the interview and I typed the note up later. It  
3 states that John Anderson was present and that I put the  
4 boys on oath. I don't remember the actual meeting.  
5 I don't actually remember interviewing one of the boys,  
6 I remember only one interview. The note says the  
7 interview took place on 5 November 1991, and it was  
8 signed by John Anderson on 10 December 1991. I asked  
9 John if he agreed that I had written up an accurate  
10 account of the interview and he signed it. I think  
11 I got him to sign it when I learned he was leaving  
12 Loretto.

13 "One of the boys told us that he was summoned by  
14 Drummond after he was reported by parents for bullying.  
15 The school probably took that seriously because parents  
16 had reported it. The boy said he tried to save himself  
17 by telling Drummond that what he did was nothing  
18 compared with what had been happening in Pinkie House.  
19 He told me that the other boys sent for agreed on the  
20 tactic beforehand. I never asked him what exactly he  
21 told the headmaster. I did get from him that he told  
22 him about a boy being made to push a deodorant stick up  
23 his anus. The boy didn't name any perpetrators, but he  
24 said he told the headmaster that one of them was a boy  
25 who was high up in the school authorities. What I got

1 from him was that he told the headmaster a lot and the  
2 headmaster went white in the face.

3 "The boy also told us that soon after that, he and  
4 two of the other boys were summoned to the study of the  
5 [REDACTED] boy in Pinkie House. When they entered the  
6 study, they didn't notice at first there was another boy  
7 in the room. The [REDACTED] boy in Pinkie House then left  
8 the room, and they were basically told by the other boy  
9 that they had to shut up and not say anything more about  
10 these things. In my opinion, Drummond was behind this  
11 as he must have been thinking to himself that he had to  
12 shut it all up. I would guess that if there was any  
13 comeback, he would then wriggle out and say the boys  
14 were acting on their own, or they were acting for the  
15 headmaster but had not followed his instructions. My  
16 supposition is that the [REDACTED] boy in Pinkie House was  
17 told on Drummond's orders not to do these things  
18 anymore. In retrospect, I think it was grotesque of him  
19 to put a mere lad in the strange moral position of  
20 helping hide serious sexual assaults.

21 "I don't remember exactly when the interview with  
22 one of the four boys took place. Dorothy helped arrange  
23 it. It was decided that I would go up a notch and get  
24 PGR [REDACTED], SNR [REDACTED], involved. Dorothy was  
25 saying it mustn't be thought I was prompting the boy, so

1 I was not to be alone with him. The chaplain was also  
2 present at the interview. Dorothy thought the boy could  
3 be a bit upset by it all, so she said we should do  
4 certain things after it, such as letting the  
5 housemaster, Duncan Wylie, know so he could keep an eye  
6 on him. We also arranged that Duncan Wylie, the  
7 chaplain, John Anderson and I would meet the boy in the  
8 chaplaincy centre the next day, just to make sure he was  
9 okay. All I know from the notes I kept was that Duncan  
10 never turned up.

11 "I taped the interview with the boy. The little  
12 cassette recorder used allowed me to make two recordings  
13 at the same time. I have now put it onto a CD, which  
14 has improved the sound quality a lot, for in the  
15 25 years since recording the interview the tape has  
16 decayed, nor was it well placed as regards distance from  
17 each speaker at the time. I listened to it again  
18 recently and made a digest of my discussion with him.  
19 It is clear from the tape that I wasn't pushing the boy.  
20 He doesn't sound upset.

21 "I don't think the interview is very useful. He  
22 doesn't give many names. He is not as forceful as the  
23 other boys. One or two things are clear from the tape.  
24 He told the headmaster about a Pinkie lad being tied to  
25 a duvet cover and suspended from a high up window, and

1       also about a boy pushing his penis into a boy's face.  
2       He mentioned also how he showed he had been bullied and  
3       he had been forced to put Deep Heat on his testicles.  
4       It is not clear which boys forced him to do this, but he  
5       says on the tape that at the time he told Drummond this.  
6       It seems he did not himself tell Drummond about being  
7       forced to put the deodorant stick up himself. I asked  
8       him whether the headmaster or any member of staff ever  
9       tried to get back to him after he gave the details of  
10      the bullying to the headmaster, and he said no.

11       "What I learned from the interviews was that these  
12      four boys were summoned to the headmaster individually,  
13      that is the way Drummond tended to work. He did it with  
14      the staff too. They separately told Drummond about  
15      the bullying in Pinkie House. They didn't all tell the  
16      same things but they told him enough.

17       "I don't know if all the things that were written in  
18      the assignments were told to the headmaster, I didn't  
19      try to find that out. I don't think the kids summoned  
20      for bullying would have gone along with having noted  
21      down a list of things to tell the headmaster, but they  
22      decided to tell him of things much worse than they were  
23      guilty of. The point is they told him enough and there  
24      should have been something done about it.

25       "Again I don't remember the exact sequence of

1 events. Shortly after I made the announcement to the  
2 common room I was phoned and told by the governor,  
3 Alan Johnston, that I wasn't allowed on the campus,  
4 I was never in contact with Drummond."

5 My Lady, I am now moving on to paragraph 165:

6 "I was told by phone by Alan Johnston to stay at  
7 home. Alan Johnston then came to my home with a man  
8 called **PYK**, whom I used to teach. He never spoke  
9 at all. Arrangements for him to come to my house must  
10 have been made on the phone. I was expecting a sensible  
11 discussion with him alone on how to resolve things. He  
12 had made out that we were going to have this creative  
13 diffusing discussion, and it turned out completely  
14 different.

15 "It seemed to me that Alan Johnston was in a rush to  
16 sort me out. He immediately said 'There have been four  
17 allegations made against you'. I wasn't expecting that  
18 sort of attack. One of the allegations was that I wrote  
19 poems about the headmaster and read them to the boys.  
20 I had read an innocent snippet once, it was just to let  
21 them know that I wrote, that it's fun writing. I didn't  
22 say anything awful. Then he asked me if I had said in  
23 the common room that I wondered if the headmaster would  
24 come to my house and burgle it to get the papers back.  
25 I told him it was a joke. I can't remember what the

1 other allegations were. His tone was awful. Dorothy  
2 Barbour was there. She was horrified at how the meeting  
3 was conducted. He also said that the bridges were down  
4 between me and Drummond. It all seemed prejudged.  
5 I didn't get the chance to discuss what the kids had  
6 told me. He didn't ask what I had found or what I had  
7 done. He didn't get into the detail like that, I was  
8 just shouted at. Dorothy backs me up on this, she  
9 couldn't believe he had shown no concern for the kids.

10 "I was in shock when he left. I didn't know  
11 precisely where I stood at this point. I thought  
12 afterwards that it was utterly unprofessional for him to  
13 come to me with these allegations without giving me the  
14 opportunity to have legal representation. Looking back,  
15 if I had had a lawyer from my professional association  
16 there I would have told him to leave. Supported by  
17 a lawyer, I would have read aloud these writings, an  
18 account of the boys having told to the headmaster  
19 directly the worst bullying, and said 'What the hell do  
20 you think you are doing? The person you should go to is  
21 the headmaster for an utter failure in his legal duty of  
22 care'.

23 "I have given the Inquiry a copy of the letter to me  
24 from Alan Johnston, which is dated 19 November 1991.  
25 I received this after he came to my house. I want to

1 bring the following passages in particular to the  
2 Inquiry's attention."

3 My Lady, I would propose just to read the witness's  
4 comments as opposed to reading out the two ...

5 Paragraph 173:

6 "I remember being surprised when I read what was  
7 said about my having no pastoral duties. The law has  
8 now changed, and every single teacher --"

9 LADY SMITH: "The law had now changed ..."

10 MS BENNIE: "The law had now changed, and every single  
11 teacher had to do everything they could to protect  
12 children."

13 My Lady, resuming at paragraph 175:

14 "It appears to me that Alan Johnston did not find  
15 the writings a problem. That second paragraph seems to  
16 me it is just boys being boys. He simply cannot have  
17 read all the writings if he can make this claim. All  
18 the things reported in the writings needed probing,  
19 I had given him all the information.

20 "The people with key knowledge were the kids in my  
21 class. If the governors had really cared they would  
22 have sent for the kids. Indeed, it was their duty to  
23 have an inquiry which involved these 5A kids with them  
24 seen in such a way as to be sure they were not facing  
25 pressure to hide relevant things."

1           My Lady, I then move on to paragraph 182:

2           "I contacted AMMA after I received Alan Johnston's  
3           letter. I had telephone conversations with  
4           Gerald Imison from AMMA and also wrote to him addressing  
5           the points raised in Alan Johnston's letter.  
6           Gerald Imison suggested he could get me back into my  
7           job, but I knew I would not be able to work as a teacher  
8           while Drummond was still there. I knew I couldn't  
9           survive having to watch my back all the time. I knew  
10          also that Drummond could just dismiss me, and even if  
11          I was successful at an industrial tribunal the maximum  
12          award was £20,000. Therefore, when faced with the  
13          options, I said I would go."

14          My Lady, resuming at paragraph 185:

15          "I was told I was never to appear in the school  
16          campus. I had to get a special permit signed by  
17          Drummond to be accompanied by Dorothy Barbour to get my  
18          teaching notes and personal belongings from the  
19          classroom.

20          "I have given to the Inquiry a copy of the letter  
21          dated 9 December 1991 from Alan Johnston to  
22          Gerald Imison. The letter sets out the proposed terms  
23          and conditions of my leaving the school. Enclosed with  
24          the letter was a page headed 'Resume', I really don't  
25          remember reading that. It appears to provide

1 information on what Alan Johnston is going to tell the  
2 staff about the circumstances of my departure from the  
3 school. Supposedly I was leaving with honour and  
4 getting a good reference, but that's not quite the way  
5 it turned out. I got a written reference from Drummond,  
6 which was okay, but that didn't stop him from picking up  
7 the phone to the headmaster at Glenalmond College when  
8 they asked me to teach there. He told them that if  
9 there was any discontent within their common room  
10 I would become the leader.

11 "I was asked to sign an undertaking at first, which  
12 not only bound me to confidentiality, but also made me  
13 responsible for the actions of others. I wrote back to  
14 AMMA expressing my dissatisfaction with the strength of  
15 the conditions. By that point I had learned that one of  
16 the boys had been expelled from school and knew that he  
17 might speak out. He had phoned me up a few weeks after  
18 I left and asked if I could give him some help. I had  
19 to ask him to do nothing.

20 "I received a letter from AMMA dated 23 December  
21 1991 setting out the revised settlement terms for the  
22 cessation of my employment. The paragraph in the  
23 original undertaking about my being responsible for the  
24 actions of others was deleted, but AMMA informed that  
25 I should make it clear to others that serious

1 difficulties still could arise for me if they were to  
2 talk publicly about the circumstances surrounding my  
3 departure from the school.

4 "I have given the Inquiry a copy of the undertaking  
5 I eventually signed. It forebade me from talking with  
6 anybody about the circumstances surrounding my departure  
7 from Loretto. There was no time limit and it applied  
8 worldwide. I was told by AMMA that I would be liable  
9 for all the money that the school lost if I breached it  
10 and parents took their children away from the school as  
11 a result.

12 "Four of us ex-teachers from Loretto meet every now  
13 and then for lunch. At one such lunch Duncan Wylie told  
14 me after I had left there was an inquiry into these  
15 matters. I don't imagine Duncan would have wanted  
16 a thorough investigation as it would just show he had  
17 not known what was going on in his house. I suggest it  
18 was probably Drummond ordering a seeming inquiry, having  
19 to make a pretence of carrying out an inquiry now the  
20 issue was out in the open, with Johnston announcing my  
21 resignation with honour. Whatever it was, they didn't  
22 find out much. From what Duncan Wylie told me, all they  
23 claimed to have learned was that nobody actually pushed  
24 a hockey stick up the boy's anus, it just got pressed  
25 against it.

1           "The story of the involvement of one boy seems to  
2 have been the only story that circulated after my talks  
3 with a few staff. The suggestion that only one victim  
4 was involved totally contrasts with my class writings,  
5 which suggested this specific type of anal assault was  
6 a routine thing involving not just one boy. In  
7 addition, those writings had told of a host of other  
8 forms of bullying and assault.

9           "I would say this inquiry was utterly inadequate and  
10 aimed only at covering up matters by at least seeming to  
11 have inquired into them. Had a small group of  
12 independent staff been given the task of heading  
13 a probe, they would surely have called up my 5A class  
14 and started where my own inquiry had started. Nothing  
15 stopped them from asking if I had copies of the  
16 writings. Nothing stopped them from asking the same  
17 students to repeat the exercise.

18           "Dorothy Barbour said to me that as far as she knew  
19 there was no inquiry. She would have known about it if  
20 there had been a meaningful one. It would have been  
21 discussed at staff meetings. Any kind of meaningful  
22 inquiry would have involved more people. My class  
23 should have been called because they were the ones who  
24 knew everything. It was a pretence.

25           "Naturally, with the second in the department

1 suddenly gone, it was inevitable Dorothy and  
2 Reverend Drummond had to have some talk together about  
3 the matter. She was shocked, she tells me even now, by  
4 a comment he made about having helped oust me, 'You have  
5 the good fortune to be able to behave as a Christian'.  
6 Nothing whatsoever prevented him from acting as  
7 a Christian.

8 "I don't believe there were any meaningful lessons  
9 learned. Within a month of my leaving, Stephen Edwards,  
10 a teacher at Loretto, wrote telling me that two, if  
11 I remember correctly, boys had suddenly been removed  
12 from the school by parents for they were unhappy,  
13 and two ran away. No boy had been removed because they  
14 were unhappy in my 19 years there and certainly none ran  
15 away. I find it really striking that after the dramas,  
16 I found the whole school authorities did not waken up  
17 and become proactive. Thus I am wholly sure that no one  
18 summoned 5A to measure the extent of the bullying.

19 "I spoke to Duncan Wylie again within the last year.  
20 As I said, I made a lot of notes around the time I left  
21 Loretto and afterwards. I noted that Duncan told me  
22 that years back he had had an argument, or close to  
23 an argument, with the headmaster when the [REDACTED] boy in  
24 the Pinkie House contacted both Duncan and Drummond for  
25 a reference to teach as an assistant. By then some of

1        what he had allegedly done had come out, and Duncan said  
2        he would not provide any reference. Drummond apparently  
3        said that everyone deserves a second chance and he would  
4        write him an excellent one."

5            My Lady, I am moving on to paragraph 200:

6            "There was nothing clarified about one's role as  
7        a teacher in respect of pastoral matters. I never had  
8        a detailed job description in my contract. It simply  
9        said that I was there to teach English. I guess anyone  
10       would have said the two key people were the ones in the  
11       boys' houses, the housemaster and the house tutors.  
12       They were the ones the kids should have gone to if there  
13       was a problem. Nothing was written down on paper but  
14       they were the ones who were meant to be close to the  
15       kids in their house.

16           "Even the kids who weren't boarders were attached to  
17       one of the houses. I have been told that the matrons  
18       were kept well out of the pastoral role. Regardless of  
19       what Alan Johnston said in his letter, I think kids  
20       should be free at any time in any school to speak to  
21       anyone they feel they can trust. I remember talking to  
22       a girl I taught in the sixth form. I was worried about  
23       her and told her housemaster because that was the  
24       obvious route. It was a question of responsibility.  
25       I felt she might kill herself and I knew I had to tell

1           somebody. The housemasters knew more about the kids.  
2           They were the ones who had the contact details of the  
3           parents. I couldn't go direct to the parent. I am  
4           certain that, if I had done so, I would have been told  
5           off for breaking the normal system of responsibilities  
6           and status.

7           "The housemasters would also rely on the prefects.  
8           The prefects weren't read a paper to tell them what was  
9           expected of them when they were made prefects, but I am  
10          sure that they are expected to keep an ear out for  
11          someone who was unhappy or being bullied, as well as to  
12          keep discipline.

13          "When I think about Duncan Wylie and what had gone  
14          on in Pinkie House, I am amazed that he didn't know what  
15          was going on, with prefects as his ears and a house  
16          tutor there. Kids who live at home usually don't tell  
17          their parents, but there were house prefects living in  
18          close proximity, for the boys mostly slept in dorms with  
19          a prefect there too, or worked in the public rooms, but  
20          in this case the entire prefect group seems to have been  
21          corrupt.

22          "Also people were busy. Duncan was in charge of  
23          hockey, was head of geography as well as being  
24          a housemaster. I can understand in that set up you  
25          would do the norm and rely on prefects. That was the

1 whole point of the prefect system. There were quite  
2 a lot of prefects in each house. Maybe in other houses  
3 it actually worked and only failed in Pinkie because of  
4 the sort of boys who were in there. I don't know how  
5 many other prefects joined in. It certainly wasn't just  
6 one and it does seem to have added up to a culture of  
7 violence.

8 "I would think the chaplain would have featured high  
9 in the pastoral matters too. I am sure he would have  
10 said to the pupils that they could go and see him at any  
11 time. The kids didn't get a document saying that the  
12 chaplain was there for them, but it was understood.  
13 After all, there was a chaplaincy centre attached to  
14 the school's chapel where the students were prepared for  
15 confirmation and were surely told to come there with any  
16 problems.

17 "I did hear from Dorothy Barbour later that there  
18 was some chat among the staff about my having left and  
19 Gavin McDowall said that I had done everything  
20 correctly. I imagine most people would have thought  
21 that telling your head of department a bit, consulting  
22 child protection and the professional association and  
23 getting the chaplain and the SNR [REDACTED] involved  
24 would be the right way to go about things.

25 "Ironically Duncan Wylie was put in overall charge

1 of pastoral affairs in the entire school after I left.  
2 It was a new post, child protection officer. I don't  
3 know exactly what it involved, though it seems obvious  
4 it did involve the same role as he failed in in Pinkie."

5 My Lady, I am moving on to paragraph 207:

6 "I was told by Ken Marks after I had left that there  
7 was soon to be an official inspection by a team lead by  
8 Dr McKilligan. The team went in for three days one term  
9 after I left. Ken told me that a few days before the  
10 team arrived a page had been torn out of the common room  
11 minutes. He did not know who had pulled it out. It was  
12 the page I referred to earlier in which our concerns  
13 about Drummond telling lies were noted. He had put up  
14 a notice about the page's disappearance in the staff  
15 room, which in turn was removed.

16 "I wanted Dr McKilligan to find out what had been  
17 going on in school, so I sent her a copy of the minutes  
18 with an anonymous note. Given it was anonymous,  
19 I thought it was unfair to make any comment, so I simply  
20 wrote something like:

21 "'I imagine if you are doing an inspection you would  
22 like to see the common room minutes, so here's a copy of  
23 a page that has been torn out. I am writing anonymously  
24 and therefore I am not making any more comment.'

25 "I thought if she looked at the minutes and read

1           there how complaints hadn't been responded to and how  
2           staff were tired of lies, she could have done a bit more  
3           probing. I thought she could have then found out about  
4           my disappearing mid-term one term earlier and she could  
5           have found out why I disappeared. If she had started  
6           finding out what had happened with me, she could have  
7           found out about the bullying, the glossing over it by  
8           Drummond and the failures of the governors. I have not  
9           read her team's official report but know from colleagues  
10          it discovered no problems of bullying in the school nor  
11          of bad management and poor staff morale.

12                 "I think she probably would have found out about  
13          the bullying if she had really done her job. Surely an  
14          inspection should involve asking kids about bullying.  
15          Inspecting is meant to be just that; a close probing.  
16          It is not only about academic achievement and the  
17          standards of teaching. That is maybe the primary  
18          concern but all other aspects of school life, pastoral  
19          care as well, should come into it, especially in  
20          a boarding school. I believe there was only one  
21          inspection in my 19 years at Loretto.

22                 "I have given to the Inquiry a copy of a paper which  
23          was read to all of the staff at the end of term in June  
24          1989. It was written by John Sessions, an American  
25          teacher who spent one year at Loretto. He took trouble

1 to write down his thoughts about hierarchy and  
2 responsibility in the school. I and other staff close  
3 to me considered his analysis spot on. I wholly agree  
4 with his view that the structure of the school stifled  
5 innovation and demotivated ordinary staff. The key  
6 point I remember is that he said that the headmaster was  
7 the top man and the rest of us weren't valued for our  
8 opinions. The school was thoroughly undemocratic, which  
9 is what we ourselves felt. He made recommendations to  
10 break down the school's structural hierarchy and  
11 increase mutual trust.

12 "This seemed to me to be the sort of document people  
13 should have taken notice of. A few of us thought it was  
14 interesting and wanted to discuss it to see what we  
15 could learn from it. We suggested in our common room  
16 meeting that we should discuss it with the headmaster  
17 but we got no answer. I think it is remarkable that the  
18 school took no notice, even if just to dispute it, when  
19 someone had taken the trouble to do this. As far as  
20 Drummond and probably also the governors were concerned,  
21 the school was perfect. Their view was that our system  
22 was wonderful and didn't need to be tinkered with.

23 "My reflections on the structure of the school are  
24 that, with such a structure, if the governors made  
25 a really bad choice of headmaster, they'd had it. There

1 weren't systems to deal with this. They had total  
2 belief in the headmaster. He wrote an annual report to  
3 the governors which staff never saw and we had little  
4 contact with the governors and didn't do our own report.

5 "I think the school doctor and the chaplain opted  
6 out of doing something. The chaplain also told me that  
7 Drummond admitted to him that he had indeed heard all of  
8 the stories about bullying. In mine too he was very  
9 much compromised as being cowardly in the end. He  
10 should have insisted that the Childline poster be put  
11 back and he had every right as chaplain to be forceful.  
12 I am told that this is the incident that decided him to  
13 resign."

14 My Lady, if I can then resume reading at  
15 paragraph 226:

16 "I believe that boarding schools in general can be a  
17 bit more dangerous than day schools, as kids have  
18 a lot more influence on each other and cannot escape  
19 each other. Things are probably worse when prefects  
20 themselves are bullies. It can be very different.

21 "Pinkie House was a hive of creativity when a boy,  
22 now in the public eye, was a prefect in Pinkie. I don't  
23 think bullying would have happened if someone like him  
24 was there. He had a fantastically benign influence. The  
25 boys in the house were busy bees. He was

1 exceptional and that can work in the reverse.

2 "I enjoyed almost all of my teaching and I do also  
3 see that boarding schools can have a good side.  
4 Teachers, for instance, are often given great freedom in  
5 their teaching. Furthermore, in my early days one could  
6 devote all one's energy to positive things like  
7 teaching, next to none to having to discipline students.  
8 Some students thrived in a sporty or academic  
9 environment, with highly dedicated staff. Those who  
10 perhaps did best were those inclined to minimal effort  
11 because a remarkably dedicated staff chided them. But  
12 for me there remains a constant niggling: how can  
13 a parent know how good a school is? It is clear  
14 headmasters are always focused on PR, if not to an  
15 extreme. Ask a teacher a probing question about  
16 the school and you are unlikely to be told the truth.  
17 Staff are required to play the PR role.

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

22 My Lady, this statement is signed by the witness and  
23 is dated 22 March 2018.

24 LADY SMITH: Thank you very much. It is now after 4 o'clock  
25 so, as planned, I will finish just now. Tomorrow we

1           have two live --

2       MR BROWN: My Lady, there are two live witnesses, who should  
3           certainly not take up more than the morning, and then we  
4           can catch up with the read-ins in the afternoon.

5       LADY SMITH: And it is a 10 o'clock start?

6       MR BROWN: It is a 10 o'clock start.

7       LADY SMITH: Thank you all very much. I will rise now for  
8           today and look forward to seeing those of you who are  
9           coming again tomorrow at 10 o'clock.

10       (4.07 pm)

11                   (The Inquiry adjourned until 10.00 am  
12                   on Friday, 7 May 2021)

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