

1 Tuesday, 19 October 2021

2 (10.00 am)

3 LADY SMITH: Good morning, everybody. As we said last week,
4 this week we move on to looking at Queen Victoria School
5 in our boarding schools case study, and the slight
6 change, I think as warned by Mr Brown on Friday, rather
7 than start with a live witness today, we're going to
8 start with a read-in, is that right, Mr Brown?

9 MR BROWN: My Lady, that is indeed correct. Just to add to
10 what I said on Friday, this week is going to be more
11 heavily burdened by read-ins, simply for a variety of
12 reasons, witnesses cannot attend. We were to have two
13 live witnesses today, but in fact the third witness is
14 unable to attend for health reasons, so it's going to be
15 a somewhat disjointed day. I would hope that we will
16 manage to get the read-ins planned for tomorrow into
17 this afternoon's session.

18 LADY SMITH: Good. Let's start, thank you.

19 MR BROWN: The first read-in is relatively short and as
20 a result the second witness is coming an hour late but
21 we will properly require a longer break than usual.

22 LADY SMITH: We can take the break a little early if
23 necessary so as to accommodate the start time of the
24 witness who is coming.

25 MR BROWN: I'm obliged.

1 'Bob' (read)

2 MR BROWN: This is the statement of a witness who wishes to
3 remain anonymous and has chosen the pseudonym 'Bob'. He
4 was born in 1941 and is now 80.

5 "When I was growing up I lived with my parents and
6 five siblings. We are very close, we were very close
7 and we saw each other on a regular basis.

8 I never saw a lot of my father because he was in the
9 army for 30 years. He was in the Second World War.
10 When he came out of the army, he got a job as
11 a superintendent at Plean pit. He died when he was 57
12 of a massive heart attack. I'm not sure how old I was
13 when he died.

14 Before I went to Queen Victoria School I went to
15 St Ninian's primary school in Stirling. It was a Local
16 Authority primary school. I got a bus there every day.
17 We didn't have strictness or military training there.
18 We would have been too young for corporal punishment.

19 I was sent to Queen Victoria School when I was nine
20 years old. I think you had to be nine to go there. The
21 ages of the pupils went up to 17, 18. It was a non-fee
22 paying boarding school. In those days it was only for
23 boys. It was for the sons of Scottish soldiers, sailors
24 and airmen. You had to sit an exam to get into the
25 school. It was basic English and maths and if you

1 passed that, you got in. The exam took place at the
2 school. You were taken into the room and asked to do
3 some sums. They made sure you could read and write
4 properly.

5 I think there were maybe over 100 children at the
6 school. The commandant was in charge of the school,
7 then there was the headmaster and various teachers. The
8 people in these positions changed quite frequently from
9 what I can remember. We very rarely saw the headmaster
10 or the commandant. The teachers were Royal Army
11 Education Corps officers. Most of them were all right
12 as far as I remember. There were a couple of teachers
13 who weren't very nice with the kids. I can't remember
14 the names of any of the teachers except for a [REDACTED]
15 who taught [REDACTED].

16 The school was quite strict. It was based on
17 military training. We got our normal education lessons
18 but we also learned to march and look after our kit.
19 The school was built on an army basis. There was
20 dormitory after dormitory then the headmaster's office,
21 the commandant's office, the school and the chapel.
22 There was a grand entrance to the school and the
23 headmaster's office was on the right-hand side. The
24 hospital was about a quarter of a mile away.

25 The routine at Queen Victoria School.

1 I was in a dormitory with 20 or 30 boys. Most of
2 the boys in my dormitory were around my age. There was
3 always a senior boy that they called the senior monitor
4 who looked after each dormitory. We slept in army bunk
5 beds which were next to each other. We got up at 7.30,
6 8 o'clock. We would go and get showered or washed and
7 dressed for school. The showers weren't supervised.

8 We had to keep our kit clean. Our kit and lockers
9 would be inspected in the dormitories. Sometimes, there
10 would be snap inspections of our lockers. It was very
11 much based on the military.

12 Lights out was at 9.30, 10 o'clock. The senior
13 monitor slept in the dormitory up beside the door.
14 I can't remember any problems at night. They made us
15 work quite hard so we were tired going to bed as 9,
16 10-year-olds. There were quite a few dormitories so I'm
17 not sure what happened in the other ones. I had my own
18 pals. Five or six of us were pals and we sort of stuck
19 together. I think there might have been some people who
20 wet the bed, but I don't think it was a common thing.
21 I think the staff sent them to the matron.

22 We went to the dining room for meals. All the boys
23 sat together. The staff would walk about and make sure
24 everybody was behaving. I don't think I liked the food
25 very much. It never struck me as being great. It

1 wasn't like home-cooked food. If you didn't eat your
2 food, that was it. I never got in that situation.
3 I don't think I was ever pulled up for that, even though
4 the food was bad. I had quite a healthy appetite.
5 I had to eat something because we were playing football,
6 cricket and rugby and things like that.

7 We wore full army uniform. It was a kilt, sporran,
8 brogues, flashes, brown jacket, Tam O'Shanter, the lot.
9 I remember my kit number, which was a stamp they put on
10 my clothes. For normal lessons, we wore navy blue
11 shorts, a navy blue jumper and black shoes.

12 We had to keep our kit clean, our shoes clean, our
13 bedding clean. We had to make our beds in the morning,
14 box-shaped with the sheets and blankets. Our lockers
15 had to be kept tidy.

16 We went into classes after breakfast. We had normal
17 classes, like maths, English and things like that. We
18 had classes until about 11.30, 12 o'clock. We were then
19 allowed ten minutes to go to the tuck shop. We could
20 buy ourselves a sweetie if we had money. We'd share
21 them around with people who didn't have any money or any
22 sweeties.

23 We went back to the dining room for our lunch and
24 then had classes or sports and swimming in the
25 afternoon. It was military, military, military all the

1 time. We learned to march, we learned to salute, we
2 learned to call our seniors 'Sir'. We were taught to
3 respect older people and property. It was very much
4 based on the military.

5 I can't really comment on the standard of the
6 education at Queen Victoria because I was only 9, 10
7 years old. I achieved what I think would have been
8 expected of me. I was smart. I kept myself smart and
9 tidy. My uniform and kit were always tidy. My father
10 would inspect me when I got home as well and give me
11 advice about what to do and what not to do.

12 In the evening we swapped comics about. We would
13 read. We would do that in the dormitory. I can't
14 remember a play room. If there was one, I can't
15 remember ever using it. When I stayed at the school for
16 the weekend, I would go to the tuck shop. Sometimes
17 they would show a film in the cinema, Tom and Jerry,
18 cartoons and things like that. We would go to the
19 swimming pool, which was at the school. There would
20 always be staff there to supervise us.

21 We didn't earn money but we were given money by our
22 families. It wasn't regulated by the staff. If we were
23 given a couple of bob by our mum, dad or sister, we
24 would keep it in our pockets. There were always tuck
25 parcels sent from abroad. We would share out any

1 sweeties.

2 I can't remember any leisure activities outwith the
3 school. Sometimes we would be chosen to go to
4 Murrayfield for the Scotland versus England rugby match.
5 There might be seven or eight seats left on the bus with
6 the military pipe band. The school pipe band played
7 before matches and they still do, in their red jackets.
8 Once or twice I was lucky enough to be chosen. We
9 always got front row seats at the rugby. We loved it.
10 It was a day away from the school.

11 I would go home for the school holidays. We got
12 eight or nine weeks for the summer. I usually went home
13 for the weekend although some weekends I stayed in the
14 school. I mostly got the bus. We had to wear our
15 uniform home. I would walk down the hill from the
16 school and stand at the bus stop. The bus would come
17 from Dunblane to the school and then go to Stirling.
18 I would change at Stirling and then get the bus to
19 Plean. I usually got the bus back to the school. Once
20 or twice, someone took me in the car when I went home
21 for the weekend.

22 I can't remember any celebrations for birthdays or
23 Christmas. There might have been celebrations at
24 Christmas because a lot of the children's parents were
25 serving abroad. Those poor wee boys were stuck at the

1 school. They would stay behind.

2 Religion wasn't really a part of school life. There
3 was a church next to the school for the Protestant boys.
4 About 20 or 30 of us were Catholic. On a Sunday morning
5 we would march from the school down to the chapel in
6 Dunblane for mass.

7 There was a military band and a pipe band. Every
8 year a senior officer from the Ministry of Defence or
9 a member of the Royal Family would come and inspect the
10 boys. There would be a march past and things like that.
11 We only really saw the commandant of the school when
12 dignitaries visited. I couldn't say whether there were
13 any official inspections.

14 There was a wee hospital in the school with four or
15 five beds in it. If a child was feeling unwell, they
16 had a sick parade. You could go and see the matron. If
17 somebody had hurt himself in the gym, the matron was
18 there. I think boys who wet the bed were sent to her.
19 She would call the doctor if it was something more
20 serious. On one occasion I got a skelf from the gym, up
21 through my big toe nail. I was squealing like a pig
22 during the night. The senior monitor called one of the
23 masters. The master must have taken me over to the
24 hospital. The matron got up and put a cage over my foot
25 because my toe was pretty badly swollen. The doctor

1 came in the morning and took off what he could as far as
2 I can remember. I had to stay in the hospital for two
3 or three nights.

4 The matron was a nice old lady. She was very kind.
5 I think scarlet fever broke out a couple of times and
6 the school was closed to visitors. We were seen by
7 a dentist at the school hospital.

8 There were some incidents when children ran away.
9 They went home and their parents brought them back.
10 I don't know what action was taken because nobody in my
11 group of friends ran away.

12 Discipline was quite strict. It was based on army
13 rules and regulations, marching and saluting. We had to
14 stand to attention. It didn't bother me. I reacted
15 quite well to that. I don't think there was anything
16 wrong with that.

17 I'll never forget the public expulsions. They were
18 horrifying. I remember one in particular quite vividly.
19 A couple of boys had been playing with each other, for
20 whatever reason. I don't know if it was homosexuality,
21 I can't remember. They had a rule in the school that
22 there would be public expulsion. All the boys were
23 marched into the drill hall. The parents involved were
24 sitting at the back. The children or child involved
25 would be brought onto a stage. The headmaster would

1 read out what was going on and why he was being publicly
2 expelled. The boy might also receive four or six
3 strokes of the cane across his buttocks. It was quite
4 a horrifying thing to see. It must have been terrible
5 for the parents involved as well. It was supposed to
6 set an example, to make sure anybody who was thinking
7 about doing whatever they had been doing didn't do so.

8 Abuse at Queen Victoria School.

9 There was one particular teacher who took a dislike
10 to me, but I think he took a dislike to most of the
11 kids. He was the [REDACTED] teacher. He's the only teacher
12 whose name I can remember. As you get older, you think
13 about these things. He wasn't a very nice person by any
14 stretch of the imagination. We had a nickname for him,
15 'CRC [REDACTED]', because of when he went off on one.

16 When he hit you or gave you the cane, he seemed to
17 get excited about it. I didn't know it then but
18 I recognise it now. He had a thing about throwing his
19 cane about for the least thing. If you were talking in
20 class or throwing a bit of paper at your mate or doing
21 a childish thing, he would drag you out of the class and
22 give you a lashing with the cane. That happened quite
23 often to me and other children.

24 He caught me talking to one of my friends who sat
25 beside me. I was dragged out of the class. He got me

1 to lift the sleeves of my navy blue jumper. I thought
2 I'd get the strap but he brought the cane out. He
3 started slathering and hit me. One of the strokes
4 caught me on my wrist. I had a complete and utter
5 meltdown. That incident was the worst thing that
6 happened to me at Queen Victoria School.

7 When the [REDACTED] teacher struck my wrist with the
8 cane, it happened not long before a weekend, on
9 a Thursday or Friday. That weekend I was due to go
10 home. I think I got picked up by one of my sisters in
11 a car. I was favouring my arm. Someone in the family
12 must have mentioned to my dad that I'd been crying
13 outside and favouring my arm. My father brought me in.
14 He was a strict man, but very fair. He said, 'What's
15 the problem, Bob? Why are you favouring your arm?'
16 I didn't want to tell him because I thought I'd get into
17 trouble from him because I'd been in trouble at school.
18 He said, 'No, no, let's get it out and see what's going
19 on'. He went to take my hand and pull my jumper up and
20 I remember flinching. My wrist was all swollen and
21 I had a big red welt on my arm. He told me he wouldn't
22 punish me and he just wanted me to tell him what was
23 going on. I did tell my dad what had happened. My dad
24 called my older sister through into the kitchen to give
25 me some juice. I drank some Irn Bru or lemonade and had

1 a sweetie to calm me down.

2 That happened on the Saturday and I was due back at
3 the school at 9 o'clock on the Sunday night. My dad
4 said I wasn't going back to the school on the Sunday and
5 that he'd take me back on the Monday morning. He
6 brought me back up to school. We went in through the
7 main entrance. He asked me where I did my [REDACTED]
8 lessons. I showed him the classroom. My dad came with
9 me to the classroom. It was just after 9 o'clock and
10 the class was full with maybe 20 pupils. The [REDACTED]
11 teacher was there.

12 My father was furious. I'd never seen him like
13 that. I'm not sure whether the words I recall are
14 exact, but from what I remember, my father said, 'Are
15 you [REDACTED] so-and-so?' The [REDACTED] teacher said that he
16 was. My father then said, 'Do you know who he is? The
17 [REDACTED] teacher said my name. My father then asked him
18 whether he was responsible for the mark on my arm and
19 drew back my jumper. The [REDACTED] teacher said, 'Well, he
20 was punished'. My father said, 'Not to that extent, he
21 shouldn't be'. My father noticed his cane. It sat in
22 a little wooden groove on top of his desk. My father
23 picked it up and said, 'If you ever mark my son like
24 that again, I'll take this cane and ram it up your
25 fucking arse and bring it out your fucking head. Don't

1 ever treat him like that again'. The [REDACTED] teacher was
2 totally shocked. He backed right off. He had slathers
3 coming down his mouth and sweat was breaking out.

4 The rest of the class thought my father was
5 wonderful. They thought I was a hero. By 11 o'clock my
6 father had gone back to the pit in Plean. He'd given me
7 a couple of half crowns for my pocket money. The tuck
8 shop was open and all the kids were coming up to me.

9 The [REDACTED] teacher never struck me with his cane
10 again. I don't think he did it to anybody else in my
11 class. Later on I heard other boys say that he was
12 still pretty handy with the cane.

13 I'm not sure when I left Queen Victoria School but
14 I was there for two or three years. My father withdrew
15 me from the school. He knew I wasn't happy with the
16 various things that had been going on. There was the
17 incident with the [REDACTED] teacher, the public expulsions
18 and various other things I didn't like. I can't get the
19 other things to the front of my head just now. My
20 father had realised through ongoing conversations over
21 a period of time that I wasn't very happy. He realised
22 that I was getting homesick and I missed my brothers and
23 sisters. I was about 12 or 13 when I left the school.
24 I went to high school in Stirling.

25 The high school was a good school. I liked it

1 there. It didn't have the military style discipline of
2 Queen Victoria. I did all right at school. I got the
3 bus from Plean there and back every day. It was just
4 a normal school.

5 I didn't see a lot of my father. He worked and then
6 he came home and sat in his chair and read his papers.
7 Nobody could read a paper in the house without my father
8 seeing it first. My mother did a lot of things without
9 my father's knowledge punishment-wise. Only my brother
10 and my wife know about it.

11 Life at home was terrible. My mother was a bully.
12 We had certain chores to do, either bring in coal or
13 break up sticks for kindling. If they weren't done in
14 time or to her satisfaction, I'd be punished. If she
15 thought I'd been naughty I was punished. Her way of
16 punishing was worse than at Queen Victoria School.
17 There was a cupboard as you went up the stairs to the
18 bedrooms. It was just as you came out the living room.
19 She locked me in there many times in the dark. I'd be
20 there for more than an hour. I think she knew I didn't
21 like it. One of her favourite ways of punishing me was
22 that she kept her stick somewhere. She would say things
23 like, 'You, in trouble, go and get the stick'. I was
24 always terrified. She'd ladle into the back of my legs
25 with the stick. Because of my mother, I will never ever

1 sit with my back to a door.

2 I don't know whether my mother treated my siblings
3 in the same way. She always did it when my father
4 wasn't in. My father wasn't aware of what was going on.
5 We were always threatened never to tell our father what
6 was going on. My mother was not a nice person.
7 I daren't think what would have happened if my father
8 had become aware of what was going on.

9 I thought the cane at school was bad but it was
10 awful living at home. I probably wasn't the greatest
11 kid in the world but I can't remember ever being
12 disobedient. Our father made sure we weren't and
13 instilled respect in us. The best thing I ever did was
14 join the army to get away from home. When my mother
15 died, I wasn't truly sorry.

16 After I left school I got a job in Plean pit with my
17 brother. I wanted away from home so I went into the
18 army recruitment office in Stirling with my older
19 brother. I joined the same regiment that my father had
20 been in, the Cameron Highlanders, 1st Battalion. My dad
21 was dead by then. We went up to Inverness for our
22 training. Whilst we were training, the Cameron and
23 Seaforth Highlanders were amalgamated into one unit
24 called the Queen's Own Highlanders. We were sent on
25 a recruiting tour of Wick, Thurso and the north of

1 Scotland with the whole battalion. I then did further
2 training at Redford Barracks in Edinburgh before going
3 to Plymouth. Not long after I had turned 18, I left
4 Plymouth on the HMT Nevasa to Singapore.

5 I was posted to Selarang Barracks at Changi,
6 Singapore, for three years. I was in the regimental
7 police. At the end of the three years we were due to be
8 relieved. We could put our names forward to have our
9 time extended. I put my name forward and did another
10 three years. I didn't want to go home. During that six
11 years I did three two-month tours of Borneo during the
12 insurrection. My military career lasted just over nine
13 years. I came out of the military with an exemplary
14 military discharge. I was medically discharged because
15 I got hurt. I lost my kneecap and both the cartilages
16 in my knees. I also had other injuries to the small of
17 my back. I went in front of the medical board at
18 Chichester. I could have been downgraded to sit at
19 a desk, but I didn't fancy that so I came out.

20 I didn't know what to do with myself. I bumped into
21 a friend at Edinburgh. I told him I had no idea what
22 I was going to do. He asked if I'd ever tried selling
23 motor cars. I thought he was kidding, but he told me to
24 have a go and just be myself. He told me to come down
25 to a garage on Seafield in Edinburgh. I went that

1 weekend and I sold about five or six cars. The boss
2 came up to me at the end of the weekend, shook my hand
3 and told me I could start the next day. I worked my way
4 up to management and got a job at a dealership in
5 Edinburgh. I did very well there as well.

6 I have a great relationship with my wife. We have
7 been married for 30 years and she's my best friend.

8 Impact.

9 I don't think my experiences at Queen Victoria have
10 had as much as an impact on me as people might think.
11 The only thing that triggers it is when I see something
12 on the television. If I see a film with someone with
13 a cane or something I get taken aback. I must say that
14 I'm much more affected by what my mother did to me.
15 I think my time at Queen Victoria did me some good. It
16 helped me with my future army career.

17 My wife and I have to sleep in separate beds because
18 of my nightmares. I still have them once or twice
19 a month. When my mother was alive, counselling might
20 have helped me. Now that she's dead, I don't think that
21 I need it. I do feel better for having talked about it.

22 Hopes for the Inquiry.

23 I don't think children should ever be given
24 punishment of the nature that was given at
25 Queen Victoria. I hope that the Inquiry helps all those

1 other children, I presume adults now, get peace. I hope
2 it helps them to settle themselves in their lives and
3 get on with their lives and hopefully have a good,
4 fruitful, positive type of life. I know from seeing the
5 news and reading the papers that a lot of people have
6 been in much, much worse situations than I have and are
7 deeply affected, psychologically and in other ways.
8 It's a sin.

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

13 And Bob signed this statement on 5 September 2019.

14 LADY SMITH: Thank you.

15 MR BROWN: My Lady, we could progress to the third
16 statement.

17 LADY SMITH: Let's do that now, and then we'll have the
18 break after that.

19 MR BROWN: Thank you.

20 LADY SMITH: Thank you.

21 MS BENNIE: Sorry, my Lady, I need to find the number of the
22 statement. Apologies, my Lady. (Pause).

23 LADY SMITH: It's all right.

24 'Andrew' (read)

25 MS BENNIE: The statement bears the reference

1 WIT-1-000000449.

2 This witness wishes to remain anonymous and has
3 adopted the pseudonym of 'Andrew'.

4 "My name is Andrew. My year of birth is 1955. My
5 contact details are known to the Inquiry.

6 I have four brothers and three sisters. I am the
7 second-oldest child.

8 My father was in the army and moved around the
9 country. We ended up in Lockerbie and my father decided
10 that he would send my older brother and me to a private
11 school. Up to that time we had attended schools the
12 length and breadth of England and Scotland, depending on
13 where my father was stationed.

14 I was the only child to go to Queen Victoria School
15 as my older brother didn't pass the exams and my other
16 siblings went to different schools depending on where
17 they were staying at the time. I recall that we sat the
18 entrance exam at Queen Victoria School and when we got
19 back to Lockerbie I was told that I had passed the exam
20 but my older brother had failed. I think that a month
21 later I went off to school at Queen Victoria.

22 The school was only for the children of serving
23 members of the Armed Forces. My father was serving in
24 the King's Own Scottish Borderers. It was an all-boys
25 boarding school. I think it was set up to encourage the

1 boys to go into the military when they left the school.
2 We would be instructed in military training such as
3 marching, musical bands and boxing.

4 It was run by normal teaching staff but there was
5 the odd ex soldier, including one called Spike who
6 served with my father. I recall that members of my
7 father's regiment used to come to the school and
8 encourage you to consider an army career and when they
9 left they would give you a couple of quid which came in
10 handy for spending in the tuck shop.

11 I think that I was one of the youngest when
12 I started at the school aged 10. There was a junior
13 school on the same campus as a senior school, with about
14 80 pupils. I attended the junior school before I was
15 due to go to the main school and I think that is where
16 I started off. I was in the junior school for about two
17 years and never managed to get to the senior school
18 after there was an incident and my father became
19 involved.

20 I think that in the junior school I was in
21 a dormitory called Lyndoch. There may have been three
22 other dormitories with about 20 boys all in the junior
23 school. I don't recall many teachers at the boarding
24 school but there was always someone there for lights
25 out. There were only one or two members of staff in the

1 boarding house. If there were any issues I would assume
2 that you would go to a teacher but I have no
3 recollection of ever having to go and get a teacher for
4 any reason. I can't recall the names of the teaching
5 staff apart from Spike.

6 I remember that I was in Lyndoch boarding house and
7 that I would go into the house and turn to the left and
8 that is where my dormitory was. There was a games room
9 with table tennis. I spent a lot of time in the
10 dormitory socialising and keeping the room clean.

11 As far as I was aware my father was not paying any
12 fees for me to be at Queen Victoria School. My father
13 was very tight with money as he spent a lot on alcohol.
14 I don't think that I had to buy any of the kit that was
15 provided.

16 Routine at Queen Victoria School.

17 I can remember the first experience and I was
18 feeling lost and homesick. There was no one to sit you
19 down and tell you what to expect. I was sent to go and
20 collect my kit. You were directed to what you had to do
21 and there was no explanation as to why.

22 After the first day you just followed the other boys
23 and did what you were told to do. For the first six
24 months I felt very homesick because this was something
25 completely new and I was away from my family.

1 The bugle would sound in the morning at 6. You
2 would get up, get dressed and washed and then go for
3 your breakfast. There was a timetable that you stuck to
4 and told you where you were supposed to be at any time.
5 It would tell you when you had classes and when you were
6 doing sport.

7 You had lunch and then it was the same in the
8 afternoon. You would get your evening meal and then you
9 had to do an hour of prep in the classroom. After that
10 it was off to bed. Bed was quite early, about
11 8 o'clock.

12 Every morning there was an inspection and the staff
13 would check that your bed had been made correctly and
14 that you could see your face in the reflection of your
15 polished shoes.

16 All the beds were on the right- and left-hand sides
17 of the dormitory and there was a table in the middle.
18 Each pupil had a small wardrobe for keeping their kit
19 in. I didn't have any personal property. I don't
20 recall much supervision of the dormitories through the
21 night unless there was a lot of noise being made and the
22 teachers were woken.

23 There was a dormitory captain and it was usually the
24 oldest boy. I was due to be the dorm captain but the
25 dormitory captain for the year ahead before had failed

1 to pass his exam to get into the senior school and so he
2 had to stay in the dormitory for another year and the
3 school let him stay on as the dormitory captain.

4 We had to attend church every Sunday and there would
5 be a procession of the colours carried by flag bearers
6 who would walk down the middle of the church. I think
7 there were five flags. There were the four house
8 colours and the British flag. You would be in your best
9 kit for the church on a Sunday.

10 You were also trained to march on the parade square
11 on the campus. If there were visiting dignitaries you
12 would have to parade in front of them. It was a major
13 part of your schooling and we had to practice to get it
14 right. At the end of term we would parade and then
15 throw our hats in the air.

16 I know that we had three meals a day but I can't
17 recall much about the food. I know that the whole
18 school would have their lunch in the main building. It
19 included all the senior school. I don't think that it
20 was good quality but I don't recall being punished for
21 not eating it.

22 There was a tuck shop where you could buy extra
23 food. It was up to the parents to give the money over
24 and the teachers would hand it out. It was good when
25 the soldiers from my father's regiment came to visit and

1 gave us a couple of quid meaning we could afford sweets
2 from the tuck shop.

3 You had to keep your bed space clean and the
4 bedclothes had to be folded in the correct manner. Your
5 kit had to be laid out for inspection and had to be kept
6 spick and span. Your shoes were highly polished.

7 I know there were showers and bathing rooms but
8 I can't honestly remember what they were like. I know
9 that I did use the facilities as you were playing rugby
10 and other sports and you would require to clean yourself
11 afterwards.

12 The showers were communal. I don't think the
13 showers were supervised by staff.

14 I was issued with the number [REDACTED] and had to get all
15 my equipment labelled with that number so that when it
16 went for laundry it would be identified as being your
17 property and would be returned to you.

18 You were given socks and underwear, trousers and
19 a kilt, a red jacket, a great coat, and I recall some
20 very itchy vests. You were given shoes and a PE kit.
21 You also had pyjamas.

22 My classroom was in the same building above my
23 dormitory. I think that there were four or five
24 different classrooms but to access them you had to go
25 outside and up some stairs. There were a few different

1 teachers who taught different subjects. I think that
2 there were some teachers who had living quarters on the
3 top floor of Lyndoch House. I recall that because on
4 one occasion I had to go to a teacher's room to receive
5 a punishment by the slipper.

6 The standard of education at Queen Victoria School
7 was very high and the reason I know this is because when
8 I left the school and resumed my education in the school
9 system in England I was at a much higher standard
10 because the Scottish education system was much more
11 advanced than their English counterparts.

12 I recall going on a trip to a big house called The
13 Binns but I have no idea where that was.

14 You went home for the holidays when the school term
15 was over. You would also go home at half term. My dad
16 always came and collected me. Some children whose
17 parents were abroad with the Forces would stay on at the
18 school.

19 I was never at the school at Christmas time and my
20 birthday was during the school holidays so I can't
21 recall any birthday celebrations.

22 At the weekend you would go into Dunblane where you
23 would be required to wear your kilt and blazer. I think
24 that if you did go to Dunblane you would visit the
25 cathedral as there wasn't much else to do. I recall

1 that every time I went into the cathedral I would sign
2 the visitor's book.

3 You could also go to the rugby field and have a kick
4 around with the other lads. There were no societies as
5 such but I did do highland dancing and was due to
6 perform before the Queen but just left prior to that
7 happening. I was totally gutted that I was not able to
8 perform before the Queen. All the boys had to learn
9 a musical instrument or do highland dancing.

10 There was also a swimming pool on the premises which
11 could be used by all the boys. Swimming also formed
12 part of the school curriculum.

13 My parents never came to visit me at the school.
14 I don't recall any visitors to the school apart from the
15 soldiers from my father's regiment.

16 These visits from the soldiers convinced me that all
17 I wanted to do was to join the army. I do recall
18 a visit from Sir Alec Douglas-Home, who had been
19 Prime Minister. He had a look around the school.
20 I don't remember any formal school inspection in the
21 time I was there. Quite a few dignitaries visited the
22 schools at different times.

23 If you became ill you would be looked after until
24 you were better. I recall that we had regular checkups
25 and inoculations which were given by a man in a white

1 coat. I can't recall ever seeing a dentist.

2 I never ran away from school as I knew what the
3 consequences would be, having heard the scream from some
4 boys being punished for running away. I think that
5 those boys were just homesick and wanted to be at home.
6 I didn't see what was happening to them. I only heard
7 the screams.

8 Bullying.

9 I have no specific memories of bullying amongst the
10 boys at Queen Victoria School and would have to say that
11 I encountered more incidents of bullying in the school
12 systems of Scotland and England. The only person
13 I recall who was in any way a bully was the dormitory
14 captain.

15 Punishment.

16 If you stepped out of line and did something that
17 the teachers didn't like you would be physically
18 punished. There were different methods of punishment
19 and I was hit with a cricket bat and also a slipper.
20 You would be hit on your backside. There was also
21 a school belt and I think I got that as well. I may be
22 mixing that up with other schools I attended but I think
23 that I got belted on the hand.

24 On one occasion I was in the classroom and one of
25 the boys threw a piece of paper at me. I picked it up

1 and threw it back and was caught by the teacher. It
2 meant that after I had gone to bed, the teacher whose
3 name I can't recall but who stayed in the boarding house
4 came for me. He got me out of bed and took me to his
5 room where he hit me with his slipper on my bare
6 backside. It was very painful. I can't recall how
7 often he hit me with the slipper.

8 On the occasion I was hit with a cricket bat it was
9 in the gym in front of the rest of the class. It was
10 extremely painful and totally humiliating. It left the
11 impression of the cricket bat on my skin for several
12 days after. I can't recall what I had done to deserve
13 it. The man who hit me with the cricket bat was the PE
14 teacher but I can't recall his name.

15 I can also remember a room at the end of the
16 dormitory which was a sort of office. I don't know what
17 that room was used for. You could not access the office
18 from the dormitory. I recall hearing the screams of
19 some boys who were receiving some sort of punishment for
20 running away. When I could hear the screaming from the
21 other pupils, it affected me terribly. I could only
22 guess why they were screaming. It was mentally
23 disturbing to me.

24 I don't think that any of the older boys were
25 involved in punishment. The only punishments came from

1 the teaching staff.

2 The dormitory captain was an older boy because he
3 was held back a year. After lights out he would tell
4 the other boys in the dormitory to come to his bed and
5 to fondle his private parts. I refused to do this and
6 was threatened by him. It only happened to me on the
7 one occasion. Some of the other boys were too scared to
8 refuse. I was 10 years old and quite confused about
9 what was happening but I knew it was wrong.

10 It wasn't a direct attack on me, it was just
11 something that happened in the dormitory. I think that
12 some of the other boys did fondle his private parts but
13 no one spoke about it. The dormitory captain was a lot
14 bigger than most of the boys and was a bully. He would
15 use his size to intimidate and get what he wanted. My
16 mind goes blank after remembering what happened after
17 this encounter. I'm sure I walked away from this
18 situation.

19 I was stabbed by my best mate at Queen Victoria
20 School when we had an argument. I can't recall what it
21 was about and I can't even remember his name. It
22 happened in the dormitory at night-time and was near the
23 end of my second year. My best mate had been sent
24 a penknife by his father and during the argument he took
25 out the knife and stabbed me in the leg. I don't know

1 what happened after that. There was some blood but
2 I have no recollection of what happened after I was
3 stabbed. I assume that I did receive medical aid but
4 I have no memories.

5 The next thing I knew I was back home and it was
6 3 in the morning and my father was waking me up. He
7 asked me if I wanted to go back to Queen Victoria School
8 and I told him that I did want to go back. In the
9 morning there was a box containing my kit from the
10 school sitting on the kitchen table and that signalled
11 the end of my schooling at Queen Victoria School.

12 In later years I learned through my sister that my
13 father had gone to the school and had threatened some of
14 the teachers over what had happened to me when I was
15 stabbed. I think his actions forced the school to ask
16 me to leave. The whole incident after I was stabbed is
17 not clear in my mind and I don't know the truth of what
18 happened.

19 There was no one to report the abuse to. I never
20 contacted the police to report what happened to me and
21 I don't know if the police were asked to investigate the
22 stabbing incident.

23 Leaving Queen Victoria School.

24 It was just before the summer break when I left the
25 school. I was upset at having to leave the school as

1 I had set my heart on completing the schooling and then
2 joining the army. I never asked my father what happened
3 and he never told me.

4 I went back to stay with my family and continued my
5 education at the local school. My mother at this time
6 had discovered religion and had become a Jehovah's
7 Witness. The whole family became involved and we would
8 attend the meetings.

9 I think that we moved to Newcastle and I attended
10 a lot of different schools where I had to learn to stand
11 up for myself because I was a Jehovah's Witness and was
12 being bullied. I left school at 15 with no
13 qualifications. I got married and for the next 25 years
14 I lived as a Jehovah's Witness.

15 I didn't embark on a career because my first love
16 was to join the army which had been taken from me.
17 I was a Jehovah's Witness and not able to join the army.
18 I trained as a gas and electrical engineer and that is
19 what I do now. I divorced my wife and left the
20 Jehovah's Witness.

21 Impact.

22 I think that I am insecure and find that I attach
23 myself to people that I would not normally expect to.
24 I think that my experiences at Queen Victoria School
25 made me do that. I did not get any life experience at

1 the school apart from the times that members of my
2 father's regiment came to visit. I was really sold on
3 joining the army and was looking forward to it. It was
4 a huge disappointment when I left Queen Victoria School.

5 I am still trying to find out what happened to me
6 and I am active on social media speaking to former
7 pupils of Queen Victoria School. I also help to counsel
8 Jehovah's Witnesses who have been abused. I always try
9 to find the good things that come from bad things and am
10 very positive and keen to move forward.

11 In 2017 I wrote to the headmistress, Wendy Bellars,
12 at Queen Victoria School to see if the school had any
13 records. I am keen to find out what happened to me and
14 why I had to leave the school. She wrote back to say
15 that no records existed at the school covering that
16 period. I had written previously over the years since
17 I had left but this was the first time that I had
18 received a reply. I still have not seen my school
19 records.

20 Lessons to be learned.

21 There should be more individual support offered to
22 children entering boarding school. They should be sat
23 down and told what to expect and what is expected from
24 them. There should be someone in the teaching staff who
25 you can go to to talk to about anything that is causing

1 you problems. The fact that I seem to have many blanks
2 in my memory at the critical times at Queen Victoria
3 School is still a bit worrying to me. Some answers
4 would help me put these to rest.

5 I feel that if there was someone to talk to when
6 I got stabbed I would have completed my education and
7 have gone right through the school and thus been able to
8 join the army. I am sure had this been talked about and
9 had I been consulted it would have been resolved and
10 there would have been no need for me to leave the
11 school.

12 Hopes for the Inquiry.

13 There should be a point of contact for a child to go
14 to and the Inquiry should be stressing this as a basic
15 requirement for people in charge of children. When they
16 are sexually abused or bullied there should be someone
17 available to help and prevent it from continuing.
18 I don't want children to be treated as I was when I was
19 thrown in and then thrown out. I would not have been
20 subjected to a cult which forced me into a mentally
21 abusive relationship for 25 years.

22 I hope at some time I may get answers to some of the
23 questions that I have about what happened to me when
24 I was a pupil at the school. I don't know if the
25 Inquiry can help with that but I am pleased that

1 Queen Victoria School is being investigated.

2 I have no objection to my witness statement being
3 published as part of the evidence to the Inquiry."

4 My Lady, this statement is signed and it's dated
5 6 October 2020.

6 LADY SMITH: Thank you.

7 MR BROWN: My Lady, could we now have the break to allow the
8 witness to be briefed and welcomed, and then we can
9 start perhaps around 11.15?

10 LADY SMITH: That would work well. Thank you very much,
11 Mr Brown.

12 MR BROWN: Thank you, my Lady.

13 (10.45 am)

14 (A short break)

15 (11.14 am)

16 LADY SMITH: Mr Brown.

17 MR BROWN: My Lady, today's live witness is next and is
18 'Ann'.

19 LADY SMITH: Thank you.

20 'Ann' (sworn)

21 LADY SMITH: 'Ann', I should perhaps by apologising. I know
22 it's a bit warm in here. We are going through a process
23 of regulating the air conditioning system in this
24 building.

25 A. No problem.

1 LADY SMITH: Which, as you may understand, we've only
2 recently moved into. If I tell you there were men in
3 the roof at 5 o'clock this morning doing some changes
4 for today, but it will take a little while for the
5 alterations to kick in, so I'm so sorry about that.

6 A. No.

7 LADY SMITH: You've got your red folder open. It's got your
8 statement in it. The statement will also come up on the
9 screen. Use either or neither as helps you. Otherwise,
10 if you've got any questions while you're giving your
11 evidence or you want a break, please let me know. What
12 matters to me most is that you're as comfortable giving
13 your evidence as you can be, because if it works for
14 you, it works for me.

15 A. Thank you.

16 LADY SMITH: Please be assured of that. If you're ready,
17 I'll hand over to Mr Brown and he'll take things from
18 there. Is that all right?

19 A. I'm ready. Yes, thank you.

20 LADY SMITH: Mr Brown.

21 Questions from Mr Brown

22 MR BROWN: My Lady, thank you.

23 'Ann', hello again.

24 A. Good morning.

25 Q. As Her Ladyship has just made reference to, you have

1 your statement in front of you on paper and on the
2 screen.

3 Can we begin by going to the very last page of the
4 statement, page 26, and we see that you signed the
5 document on 5 December 2020.

6 A. (Witness nods).

7 Q. The last paragraph, 177, says:

8 "I have no objection to my witness statement being
9 published as part of the evidence to the Inquiry.

10 I believe the facts stated in this witness statement are
11 true."

12 A. Absolutely correct.

13 Q. Just so we understand, that statement was produced by
14 you in draft form, there was discussions about adding
15 bits, taking bits out, and ultimately the version we
16 have here that you signed is the final form and you're
17 happy with it?

18 A. Absolutely correct.

19 Q. And you've read through it, thank you very much indeed.

20 Going to the beginning again, having introduced it,
21 you understand that what you said in the statement is in
22 evidence so we don't have to bore down into every
23 detail.

24 A. Okay.

25 Q. We see that you were born in 1954, so you're now 66?

1 A. Yes.

2 Q. And you come, since we're talking about Queen Victoria
3 School, from a military family in the sense your dad was
4 in the army; is that correct?

5 A. That's correct.

6 Q. And you set out a childhood that really began in
7 Germany, reflecting that once upon a time we had a very
8 large force of soldiers on The Rhine?

9 A. Yes.

10 Q. And you went to primary school in Germany, as we see.
11 But moving on to the second page and paragraph 7:
12 "It was realised that education was going to be
13 difficult if we were moving around all the time. My
14 parents decided my secondary education would be done at
15 a boarding school in the UK, which taught the sons of
16 servicemen working abroad."

17 So should we understand that that reflects that
18 postings were presumably pretty regular moving around
19 from place to place?

20 A. Oh definitely, yes. I think in the end I went to
21 10 different schools in a space of probably ten years.

22 Q. In terms of going to boarding school, which in your case
23 was Queen Victoria School in Dunblane, do you remember
24 your feelings about going there before you went?

25 A. I was very excited because I thought I was going to

1 a very well-established school and I thought it would
2 give me the education and I thought I was going to be
3 there until I was 18 and I thought I'd get a great
4 education and leave there with the equipment of life to
5 go on and do better things.

6 Q. And was that something you and your parents discussed?

7 A. No. I was sad to say it obviously wasn't discussed
8 because when I asked for the documents after last year
9 about my time at the school I discovered in a letter
10 from my father to the school adjutant or whatever his
11 name was then, Thomson, that I was actually only going
12 to be at the school for five years from the date
13 I started and I personally do not remember it ever being
14 discussed with me and I never had any knowledge of that
15 at all. And I was quite shocked to find at the end of
16 the five years I wouldn't have got any O-levels or
17 A-levels and I would have been out the door. Quite
18 shocking, really.

19 Q. We know that you started shortly before your 11th
20 birthday.

21 A. Correct.

22 Q. So the expectation would be you would do five years and
23 then presumably at that stage take another step, though,
24 as we'll come onto, that wasn't clear what was going on
25 happen, and as things turned out it was far from

1 straightforward.

2 A. Yeah.

3 Q. Okay. I think, as you say at paragraph 9, you had to

4 sit an entrance exam, which you initially failed until

5 it was discovered you'd been sent the wrong one?

6 A. So I believe, yes.

7 Q. So you were sent the correct one and you passed that?

8 A. Yes.

9 Q. And were in?

10 A. Mm.

11 Q. And, as we would understand, you had family ties in

12 Edinburgh, so to that extent, unlike some who were sent

13 solo, your family brought you to the school?

14 A. Yes.

15 Q. You were excited, you were saying, before you got there.

16 Do you remember the day you arrived first at QVS?

17 A. I did. I couldn't get rid of my father quick enough.

18 You know, when I was introduced into the school, I was

19 introduced to the young lad that was looking after me

20 for the next year and his name was [REDACTED] and he

21 was a very nice chap. He looked after me, made sure

22 I got all my uniform and all my stores and everything

23 else. And to be honest, I was so overwhelmed and

24 excited about being at the school, my father obviously

25 went to have a word with the headmaster of the

1 dormitories at that time, a Mr CRC, I think it was,
2 and then we said goodbye and shook hands and he
3 departed.

4 Q. I think if we see paragraph 21, you were introduced, as
5 you've just said, to a second-year pupil --

6 A. Yes.

7 Q. -- who was to mentor you, effectively?

8 A. Yes, he was. He looked after you for the first year.

9 Q. Was that the process for all new boys?

10 A. Absolutely.

11 Q. And I think, as you go on to say, the following year
12 when you were a second year, you did exactly the same
13 for --

14 A. Absolutely correct.

15 Q. -- a new boy coming into their first year?

16 A. Absolutely correct.

17 Q. And the mentor you got, you said, was kind and helpful?

18 A. (Witness nods).

19 Q. Did that mentoring carry on through that first year or
20 was it just at the initial stages?

21 A. No, no, it carried on for the first year. If I had any
22 problems, I could always go and talk to [REDACTED],
23 ironically, yeah. If I had problems and he couldn't
24 solve them, then they would be solved elsewhere, either
25 by matron or a teacher or the person who looked after

1 the Wavell House, which is Mr **CRC**.

2 Q. And presumably you took the same approach when you were
3 a second year mentoring a first year?

4 A. Yes, I did.

5 Q. Was that -- I mean, you're talking about, if I can put
6 it simply, quite a positive experience from your
7 perspective?

8 A. It was for me because it was quite a challenge, because
9 some boys in that could have been a lot bigger than me
10 and probably a lot more boisterous than I was. I was
11 very timid really because I was very small, I was a only
12 5 foot bod and the smallest and lightest person in the
13 school at that time.

14 Q. But broadly speaking this second year mentoring a first
15 year, did that work well as far as you could see?

16 A. I think so, yes, I think it did overall, yeah.

17 Q. And you then find yourself in a dormitory?

18 A. Yeah.

19 Q. And it's obviously military school with its own
20 regulations. You talk about getting your kit and we
21 know about the uniform you were issued with and wear was
22 day wear and then a more formal red jacket for more
23 special events. Did that come as a shock to you or were
24 you aware what was coming?

25 A. I didn't know what was coming, but I thought it was

1 quite exciting to be able to wear a uniform like that
2 and it was quite a proud tradition. You know, like
3 bulling your shoes to get them as sparkling as you
4 could. At least in your dormitory it would be the
5 cleanest and tidiest dormitory you could be. And
6 obviously if you were in presentation, like number one
7 dress, at least you would look smart and be like
8 everybody else. Yeah?

9 Q. Did anyone not look smart, and if that happened, what
10 would have been the result?

11 A. I think the mentoring boys on the first year would help
12 the -- whoever it was sort himself out. But there
13 weren't many, actually, to be fair. I think we all
14 towed the line in terms of, you know, we wanted to be
15 the best dormitory, we all wanted to be the cleanest
16 dormitory, the tidiest dormitory for lockers and beds.
17 You know, we used to make up our beds every day, we'd
18 make sure our lockers were tidy, things like that.

19 Q. I think in terms of beds you had to deconstruct them
20 every day and build a little pile of blankets and
21 sheets?

22 A. That's correct, yes, we used to strip our beds and fold
23 the blankets and sheets and pile them up and then
24 somebody would come around and inspect it every day.

25 Q. Were they known as biscuits in terms of building

1 the pile of -- we've heard that word used to describe
2 the piles of --

3 A. No, I've not heard that word, no.

4 Q. Okay. Did anyone fight back against that? No, from
5 what you're saying?

6 A. Not to my knowledge, no, I think everybody, in my year
7 especially, were, as far as I could be aware, were quite
8 happy with it. I mean, there was the odd boy who was
9 probably homesick and would cry a lot and, you know,
10 they would go to see Mr **CRC** or their matron and try
11 and solve the problem, but it was discouraged to contact
12 your parents at that time for the very fact that if you
13 contacted your parents, then there was always that issue
14 of, you know, pulling the heart strings of the parents
15 while they were away.

16 Q. You mention at paragraph 30 on page 5, you're talking
17 about keeping your dormitory clean and inspections:

18 "I can't remember who inspected us but it was
19 probably the matrons. Some of the matrons seemed like
20 tyrants at the time, but they were lovely really."

21 Why do you say that?

22 A. In the junior school, yes, they were lovely. You know,
23 they kept us sort of clean, inspecting our necks and
24 stuff like that, make sure we'd washed properly, as
25 everybody when they're young doesn't always do it right,

1 but they were very nice but they made sure we kept the
2 dormitories nice and clean and tidy.

3 Q. The impression I get looking at paragraph 36 on the same
4 page is it was the matron who would be around at night
5 in case there was a problem:

6 "We never saw the housemasters at night very often,
7 but they were probably around in stealth mode."

8 A. Yes, that's true. I saw more of matrons than I did of
9 masters at that time.

10 Q. So in this junior dormitory, it was matrons who were
11 really the point of contact?

12 A. Yes, they were, in my opinion, yes.

13 Q. Did that change as you got older?

14 A. I think as you got older and went to senior school,
15 I think the matron's role was basically the same, except
16 some of the matrons were, in our case in the house that
17 we were, took a lesser role and so -- because we were
18 older by then and therefore we didn't need as much
19 mentoring so they took on a slightly different role?

20 Q. I see. Just to be clear, you start with two years in
21 the junior school.

22 A. Yes, that's correct.

23 Q. And that was Wavell House?

24 A. That's correct.

25 Q. But then you progress on to the senior school where we

1 know there are three houses, Trenchard, Haig and
2 Cunningham?

3 A. That's correct.

4 Q. All named after senior military officers of the three
5 forces. You went into Trenchard?

6 A. I believe so. For the love of my life I can't remember
7 exactly which one it was but yes, I think it probably
8 was Trenchard. He was a great man.

9 Q. Yes. Thinking then of the junior school, your time in
10 Wavell, broadly speaking did you enjoy that?

11 A. Yes, I did. I can't think of any really, really bad
12 moments, no. I had a great time, I think. Yeah, it was
13 tough, rough and tumble, yeah, but like any junior
14 school would be. You know, we all had our friends in
15 the end and we all found our different ways. Yeah, we
16 had a good time, I think, and we had bad times as well.
17 Yeah.

18 Q. And I think in terms of out of school time in the sense
19 you obviously had lessons during the daytime but in
20 terms of free time, there seem to have been sports,
21 obviously?

22 A. Yes.

23 Q. And there were other opportunities to do things?

24 A. Yes. I mean, I did -- I ended up doing photography and
25 I learnt the use of a darkroom in the chemistry lab.

1 I had go through a little course. I think it was
2 Mr Patterson who was the chemistry master at that stage
3 and had you to pass a little test to make sure you could
4 operate the equipment correctly and deal with the quite
5 dangerous chemicals for processing films and other
6 chemicals that were available in the laboratory. Yeah.

7 Q. But I think, looking at pages 10 and 11 where you set
8 out leisure time, there were trips?

9 A. We could go into Dunblane as long as we were in uniform.
10 We were allowed out for a certain time. Usually it was
11 a Sunday afternoon or a Saturday afternoon if you
12 weren't playing sports. Some people ended up playing
13 sports like rugby and football and they would go to
14 other schools to play other schools or other schools
15 would come to us and play us, yeah, but I wasn't
16 involved in that.

17 Q. But I think, as you say in paragraph 74 on page 10:

18 "We had a games area in our junior dormitory where
19 we had games that we could play, such as Scrabble, or
20 Monopoly, or there were model railways we could play
21 with. There was also a table tennis table ..."

22 A. Say that again, please?

23 Q. Paragraph 74, we see you had a games area in the junior
24 dormitory where you could play Scrabble, Monopoly --

25 A. That's correct. And in fact the centre table in the

1 dormitory was also used as a table tennis table. We had
2 a little thing that we could put up as a net and we'd
3 play table tennis. And we did play scrabble and
4 monopoly and different board games, yes.

5 Q. I think, as we understand from the totality of your
6 statement, you have always liked aeroplanes?

7 A. Yes. And trains.

8 Q. And trains?

9 A. Yes.

10 Q. Things technical?

11 A. Very technical.

12 Q. But we would understand, would we, building Airfix
13 models, was that one of the things the boys did
14 commonly?

15 A. Yes, it was. And in those days, yes, we built lots of
16 Airfix models, of aeroplanes especially, and on the
17 model railway side we would build model wagons to go on
18 the model railway club and various things like that and
19 spend your pocket money doing that sort of thing, as
20 well as buying sweets and Creamola Foam, if anybody
21 remembers Creamola Foam.

22 LADY SMITH: I certainly do, yes. It was a treat and
23 a half. Terrible for the teeth, I think.

24 MR BROWN: I think there was a stereo moment there from both
25 sides remembering that.

1 A. Yes.

2 Q. I think we see that as you progressed in the school one
3 of the things that was set up was the CCF with an Air
4 Force section?

5 A. That's correct.

6 Q. And that allowed you to fly, go on camps?

7 A. Yes.

8 Q. All of that, I take it, the potential was good?

9 A. Yes, it was. And the highlight for me -- because we
10 were -- I was one of the original founders of the Air
11 Force section of the CCF and one of the highlights for
12 me was we went to RAF Cranwell for our two-week camp and
13 that was quite something because RAF Cranwell is where
14 people who want to join the Air Force and become pilots
15 or Air Force officers go to be trained, and the
16 initial -- when they get accepted in the Air Force, they
17 go to university through the Air Force for two years and
18 then they would do their flight training or whatever
19 they wanted to do. And in fact there was a gentleman
20 who left our school who was senior to me, a gentleman
21 called [REDACTED], I believe he became a flight lieutenant.
22 I think I was in the RAF Regiment. It wasn't just for
23 flying but it was for different branches of the Royal
24 Air Force and that really inspired me on.

25 Q. Did you imagine as a boy at QVS following the same path?

1 Was that your hope?

2 A. Well, I would have liked to have had that hope, yes, and

3 in fact I always wanted to learn to fly. But they told

4 me when I wanted to join the Royal Air Force that I'd

5 never make a pilot.

6 Q. We'll come back to that.

7 A. Yes.

8 Q. All right.

9 A. I was interested in the photography section as well, in

10 reconnaissance, but it was never offered. And the other

11 line I would have gone into was air traffic control but

12 there was only two vacancies per year, it was a very

13 limited selection and I never made it both times. So

14 there we are.

15 Q. But school, from what you're saying so far, seems to

16 have been viewed by you, certainly in the early stages,

17 fun and satisfactory?

18 A. Yes, it was.

19 Q. You even liked the food, we read?

20 A. I never remember being hungry. I can't say I ever left

21 any food. In fact, I probably ate half of everybody's

22 else's.

23 Q. Okay.

24 A. But no, I don't recall ever being hungry or complaining

25 I was hungry or anything like that, especially when it

1 came to supper when you got rock cakes, a very favourite
2 of mine.

3 Q. One question I was going to ask was about -- or one of
4 the questions you were asked is about running away, and
5 again there seems to be a distinction, if I can put it
6 that way, between the early stages of your schooling,
7 junior school, and later.

8 So if we look back at the junior stages, I think was
9 running away -- we know you are going to tell us about
10 running away because you were upset, but there was
11 an earlier period where running away was seen as
12 something of a game?

13 A. It was a game and it was to see how far any of us could
14 get. And there was a story told that one of them had
15 managed to get to Heathrow Airport to board an airliner.
16 How true that is I have no idea, but we all had a bet to
17 see how far we would get.

18 Q. This is paragraph 86 on page 12:

19 "Quite a few children ran away. One time, a bunch
20 of us made a bet ..."

21 And this is what you're talking about?

22 A. Mm.

23 Q. " ... to run away on the same night, just to see who
24 could get the furthest away."

25 A. Yeah.

1 Q. Again, thinking back, films like The Great Escape?
2 A. I think that's what inspired us.
3 Q. I wondered. So if someone got far enough away they
4 could send a postcard saying, "We've got to
5 Switzerland"?
6 A. Yes.
7 Q. So that's not reflecting unhappiness, that's just part
8 of the fun.
9 A. I think it was, yes. You know, dormitories were like --
10 they weren't prisons by any means, we could walk out any
11 time providing you didn't get caught by the person who
12 looked after the school at night. And some people went
13 out in the middle of the night and would be running
14 around Dunblane in our greatcoats and being chased by
15 the police and running over graveyards. Sorry, but
16 that's the sort of pranks they got up to. Why they
17 wanted to go to Dunblane in the middle of night I have
18 no idea. But there we are.
19 Q. Right. But I think, as you say at paragraph 88, having
20 talked in 87 about it being regular to run out to go up
21 a big hill or a hill opposite the school --
22 A. That's correct.
23 Q. -- you were sometimes caught but you don't remember
24 being severely punished for something like that?
25 A. No, I don't remember being severely punished going over

1 to Lady's Mount as it was called or, as I've pointed
2 out, I won't say the word because there are too many
3 ladies in the room, but we used to cross the A9 from the
4 playing fields of the school and that was a very busy
5 road in those days because of the fish lorries coming
6 from Aberdeen and Fraserburgh and Peterborough in the
7 middle of the night or there'd be a constant flow of
8 fish lorries and to cross that was quite dangerous and
9 it would be to get all the way to Lady's Mount, get onto
10 the top of the hill for some reason, go "ooh ooh ooh",
11 and run all the way back.

12 Q. Thinking of your time at Wavell junior school, was there
13 any bullying?

14 A. Yes, there was a little bit of bullying but I wasn't
15 bullied then at all. I don't know who did it, but you
16 always found the odd child that was crying for whatever
17 reason and it never really came out what was going on,
18 yes?

19 Q. Was there any attempt to sort that bullying either by
20 the boys or by the staff?

21 A. Well, I would have hoped that the senior boy for that
22 boy in question would have tried to get to the bottom of
23 it and then gone to Mr **CRC**, but I would imagine that
24 at some point it was either -- not covered up as such,
25 but either got to the bottom of it and sorted out, and

1 you usually found somebody'd got a severe slipper or
2 a plimsoll over the backside for doing something really
3 wrong.

4 Q. Okay.

5 A. They wouldn't give you the cane in the junior house or
6 the belt, they would just give you the slipper or
7 plimsoll. Mr **CRC** was good at that.

8 Q. You've talked about -- or you introduce the idea of
9 discipline.

10 A. Yes.

11 Q. Obviously corporal punishment was still common?

12 A. Yes, it was.

13 Q. What was your view of it at the time?

14 A. It depended what the corporal punishment was for. If it
15 was for a minor offence, for example standing by
16 a radiator on a very cold winter's day with your hands
17 on it and you got the belt, I think that was wrong. If
18 you did something quite bad -- and I can't think of
19 anything at this moment in time -- then depending on the
20 nature of the offence, depending whether you got the
21 cane or the belt, most times, most people got the belt,
22 and if it was a sackable offence, in other words you
23 were going to be expelled, then it was a caning.

24 I never was caned.

25 Q. I think at paragraph 66 and 67 on page 9 you talk about

1 particular teachers, so presumably there were teachers
2 who had particular reputations?

3 A. Yes.

4 Q. And I think you mention a [REDACTED] teacher, a [REDACTED]
5 [REDACTED] teacher.

6 A. Yes.

7 Q. And you say:

8 "He had a nasty habit of throwing blackboard dusters
9 at children. He didn't mean to hit you, and quite often
10 he didn't."

11 But obviously sometimes he did?

12 A. He got very close, in my case. I think the object of
13 throwing the duster was to frighten you, and because the
14 schools you sat on were rather high, the action of him
15 throwing the duster at you, and it was going to hit you,
16 you fell off the stool before it got to you. But it
17 came very close past my ear a couple of times.

18 LADY SMITH: I should probably confirm with you that the
19 sort of dusters you're talking about are not soft fluffy
20 dusters but the wooden-backed long dusters?

21 A. That's correct, my Lady.

22 LADY SMITH: Probably about 8 inches long, 8 to 10 inches
23 long.

24 A. Maybe a bit shorter than that.

25 LADY SMITH: A bit shorter?

1 A. Yes, it had a thing for the blackboard, if I'm allowed
2 to say that word these days, and a wooden bit. He had
3 a dab hand at throwing that. I always sat at the back
4 in [REDACTED].

5 MR BROWN: Did anyone ever complain?

6 A. Not to my knowledge. Not to my knowledge.

7 Q. Was it just accepted as --

8 A. I think it was just accepted that's what he did. He did
9 give the belt as well. He had a -- I mustn't try and
10 make fun of somebody, but he had a particular
11 peculiarity about him. He was quite a tall gentleman,
12 grey haired, quite brash looking, probably smoked very
13 heavily, which a lot of them did, and we all used to
14 think he had a bent nose and we used to say Mr CXK used
15 to follow his nose going round in circles.

16 Q. I see.

17 A. I'm sorry, but that's what children do.

18 Q. Yes. But I think, as you say, he didn't mean to hit
19 you, it was to frighten you?

20 A. No, I don't think it was intentional, no. Because he
21 was so accurate at it, he was incredibly accurate.

22 Q. Mostly.

23 A. Yeah, but you fell off the stool before it hit you
24 anyway.

25 Q. But then you mention a [REDACTED] teacher who you called QRV

1 QRV because he was . He'd fought in the war,
2 you say, and had quite a reputation for being a fierce
3 teacher. Had he a leather belt which he gave a name to?

4 A. . He used to write on his blackboard --
5 I was never in his classes because I wasn't clever
6 enough to do or but I was in prep some
7 nights in his class and he'd write, "
8 lives to strike again" and he'd put a piece of forked
9 lightning on the board. Yes, he was quite good at
10 giving the belt. I had the belt off him.

11 Q. I think he's the gentleman you make reference to, he saw
12 you standing behind the radiator?

13 A. That's correct, yes, I got caught in one of the
14 buildings with my hands on the radiator and it was
15 a Sunday afternoon and it was very cold and I was very
16 cold and he gave me the belt for it, which warmed my
17 hands up, which I thought was a bit unjust.

18 Q. Yes. But those two aside, you then go on in 69 to say
19 on page 10:

20 "All of the teachers used corporal punishment in the
21 class. They used the belt, or the cane for something
22 more serious. You never saw anybody get the cane. It
23 would happen in the housemaster or the headmaster's
24 office, depending on the severity ..."

25 And then you go on to confirm, as you told us, you

1 didn't get the cane yourself.

2 "I would say the use of discipline at the school was
3 fair."

4 A. Yes, I think it was. It depended on who the teacher
5 was, yeah? Some were very fair and some were unjust
6 like Mr **QRV**. I think he was unjust. But then he
7 may not have liked me anyway. I don't know. I didn't
8 have much to do with him thank goodness because he stank
9 of cigarettes and pipes and god knows what else. I
10 don't think he ever changed his clothes from one week to
11 the next. But there we are.

12 LADY SMITH: Why was it considered wrong for you to be
13 standing by a radiator warming your hands?

14 A. Because he thought we should be outside running around
15 like children should be and getting warm that way. But
16 it was a very cold winter, I remember, and I was just so
17 cold I just couldn't get warm and we weren't allowed
18 into the dormitories for whatever reason and so we
19 happened to find an entrance to the part of the building
20 that went up to the classrooms and myself and another
21 boy were standing there with our hands on the radiators
22 trying to look innocent, but he was patrolling, as he
23 did.

24 LADY SMITH: I see. Thank you.

25 MR BROWN: We've been talking about teachers and discipline.

1 A. Yeah.

2 Q. Can we talk about teachers and education?

3 A. Yes.

4 Q. Just one matter to put in context. As we will discover

5 shortly, you succeeded in your wish to fly and that

6 included becoming a flying instructor?

7 A. That's correct.

8 Q. So you have experience, albeit in a different area, of

9 teaching?

10 A. Yes, that's quite correct.

11 Q. Okay.

12 A. And in my opinion, if you fail at a school or a subject,

13 it's not the student's fault, it is the teacher's

14 failing for not putting it over correctly, as

15 I experienced when I was teaching people to fly.

16 Q. So that's a view that you formed because you have the

17 experience of trying to teach someone to fly?

18 A. Absolutely.

19 Q. A different skill, obviously?

20 A. Oh yes, it was a different skill, but it still had the

21 same principles behind it. Yes, absolutely correct.

22 Q. Were you taught to instruct to fly?

23 A. I was taught -- I went on a special course at High

24 Wycombe in 1977 at the Wycombe Air Centre. It was

25 a month-long course and it was very individual, so there

1 were only two of us on the course. Because there was
2 two of us we had to do lectures to each other and
3 lectures to the person who was teaching us how to
4 lecture, yeah, and put it over. And then we would do
5 flying lessons and so we would instruct each other on
6 how to do straight and level, climbing turns,
7 descending. I know they sound very basic, but, you
8 know, you have to get it absolutely right. And we'd
9 call it the patter. So you've got to be able to put the
10 patter over correctly so the student then understands
11 how to fly the aeroplane.

12 Q. So we should understand you can obviously fly, but to
13 impart that knowledge to someone new, you went on
14 a month-long course to learn how to teach, effectively?

15 A. That's right, I did.

16 Q. Thinking back to your education at QVS, obviously we
17 know that you were graded and went into a class which
18 I think you describe as a class for the less
19 academically challenged?

20 A. That's correct.

21 Q. Do you mean that that was a class for perhaps less
22 bright, as they perceived, pupils?

23 A. I would call it the dunces class. I don't know how
24 I came to that conclusion but it seemed that other
25 children were put in other classes and they were doing,

1 like, French, Latin and whatever other subjects that
2 higher education would involve.

3 Q. But you were doing more practical things?

4 A. Yes, we were. I did woodwork and metalwork. I also did
5 technical drawing, which I excelled in initially and
6 I got an A one year for technical drawing, which I was
7 really proud of. And I did quite well at metalwork.
8 I made certain items which I took home. And in woodwork
9 I took certain things home as well.

10 There was an art class. I was useless at art. The
11 gentleman who ran the art class threw me out one
12 afternoon, I think he'd had enough of me and so he threw
13 me out the class into the corridor and there I had to
14 stand until the class finished. But there we are, we
15 can't be good at everything, can we.

16 Q. And that was the end of art at QVS?

17 A. As far as I was concerned, yes. I wasn't going to have
18 a teacher keep shouting at me all the time and telling
19 me I was useless when actually it was probably him who
20 was useless because he couldn't get it over correctly.

21 Q. Was this starting when you were in Wavell --

22 A. No, I think it was at the senior school that this
23 eventually ended up on.

24 Q. But in terms of being streamed to perhaps do the more
25 practical classes, did that start when you were in the

1 junior school at Wavell or was that once you were in the
2 senior school?

3 A. I think the first two years they actually saw how well
4 you either developed or not developed and they would
5 probably start streaming you for other classes when you
6 moved to senior school to see how much progress you
7 would have made in certain subjects, either maths,
8 English, history, languages, maybe. I don't recall
9 doing any languages at school at all even though I was
10 pretty fluent in German.

11 Q. Because you'd spent most of your childhood there?

12 A. Absolutely. I had to be taught English.

13 Q. Thank you. The move to the senior school, again you
14 seem to have been having a good time, broadly, in
15 Wavell.

16 A. Mm.

17 Q. What were your feeling about moving to Trenchard?

18 A. It was okay initially but then I got picked on by
19 certain, shall we say, larger boys, or I would call them
20 bullies. I was the smallest and lightest person in the
21 school. I hadn't got any weight to start pushing
22 somebody else around. It's not my demeanour anyway,
23 I don't do that sort of thing, and to be picked on by
24 certain people was not very nice.

25 Q. Can we just understand the dynamics? In Wavell you've

1 been in a dormitory with boys your own age?

2 A. Yes, and there was -- I can't remember how many was in
3 Wavell. Would it be 12 or 16 total boys in the
4 dormitory? Whereas when you moved to the senior school,
5 I think it was 36 in a dormitory. I can't remember
6 exactly. But it was a very big dormitory.

7 Q. And what about the age range in the senior dormitory?

8 A. Well, it must have been from 13 years upwards. And you
9 would always have, if I remember correctly, a senior
10 boy, a prefect, something like that, looking over you
11 and they would live in little cubicles, not quite in the
12 centre of the dormitory but, say, two-thirds of the way
13 round. They had a box-type -- they had their own room,
14 effectively, yeah, and they would have been sort of
15 looking after us in a manner of speaking.

16 Q. Was there any mentoring when you went into the senior
17 school as there had been at the junior level?

18 A. No, not to my -- I remember, no. I think we'd learned
19 sufficiently enough by then about cleaning ourselves and
20 dormitory and folding blankets and keeping our lockers
21 tidy to present ourselves every day as we should.

22 Q. What about the supervision of the dormitory? You've
23 talked about Wavell, it really being the matrons you
24 saw.

25 A. Yes, matrons really supervised it along the way but

1 there were so many more boys that she wouldn't probably
2 have the time to look after individual ones like it was
3 in Wavell House, yes? So it took on a slightly
4 different role. And in fact the matron that I had in
5 Trenchard House, most of us didn't like her. She wasn't
6 quite the same as what we had in Wavell House.

7 Q. Not as sympathetic perhaps?

8 A. Yes, I think that's correct, yes. I think she thought
9 we were old enough to look after ourselves sort of
10 thing.

11 Q. What about supervision from housemasters? Were they
12 still --

13 A. Yes, I mean, there was supervision but you didn't see
14 them that often. I think they'd had enough of us lot by
15 the time they got to sort of 6 or 7 o'clock in the
16 evening and wanted to have time at home. Because their
17 home was actually at the end of the corridors of the
18 dormitories. The housemaster was one side of the --
19 because there was two big dormitories joined together,
20 the housemaster was on that side and then the matron's
21 flat was on this side. Because there were two big
22 dormitories and there was a corridor in between.

23 Q. You talked about the junior school, if you had a problem
24 you could speak to your mentor.

25 A. Yeah.

1 Q. And you hoped it would be sorted.

2 A. Yeah.

3 Q. Was the dynamic different in the senior school?

4 A. Yes, it was.

5 Q. Could you talk to anyone?

6 A. You were never to snitch.

7 Q. Was that not snitching, which we've heard about before

8 obviously, was that prevalent in the junior school?

9 A. No.

10 Q. So there was a distinction?

11 A. Yes. But there didn't appear to be the same -- certain

12 things that went on in the senior school that the junior

13 school did. So it was very different. It was much

14 nicer in the junior school. If I could have spent the

15 first five years in the junior side, I would have done

16 it.

17 Q. But this idea of not snitching, was that something you

18 just learnt?

19 A. I think you learnt it as you went along, you know? If

20 things happened, you just didn't snitch or, you know,

21 you didn't tell anybody. Even if you witnessed somebody

22 else beating somebody up, you know, there was either

23 a fight or there wasn't a fight and either people joined

24 in or you stood aside and let it go on, yeah? I never

25 snitched on anybody. I didn't want to get involved

1 anyway.

2 Q. What would you understand would happen if someone did

3 snatch?

4 A. You would be bullied even more. Yes. And you wouldn't

5 have a very pleasant time, you know. Somebody would do

6 something to you probably in the dining hall, probably

7 put salt in your tea or something as silly as that.

8 Q. But you say in paragraph 93 on page 13:

9 "It was when I was in the third year ..."

10 We would understand this was your first year in

11 Trenchard, in the senior school.

12 " ... that things got really bad for me. I started

13 getting targeted in third year by one individual and his

14 friend. This carried on until I left the school."

15 A. That's absolutely correct.

16 Q. So you had three years, I think, in the senior school

17 and this individual and, to use your word, his gang --

18 A. Well, he must have had other perpetrators with it, yes.

19 Q. Hangers-on?

20 A. Yes, probably so they didn't get beaten up or attacked

21 or whatever. I do wonder why he wanted to do it anyway.

22 Q. Was he in your dormitory?

23 A. Yes, he was.

24 Q. And was it obvious, did the bullying start within the

25 dormitory or was elsewhere?

1 A. I think it started within the dormitory. He'd probably
2 asked me for something and I wouldn't give it, so he
3 would go away and then do something stupid, you know,
4 like mess up my bed or something and I'd have to do it
5 all again. You know, it's a subtle thing but people do
6 these silly things, yeah? And then, you know, I --
7 actually being beaten up on the way round
8 a cross-country course when I was level with him on the
9 cross-country course. It was a 3-mile course and we
10 were coming down the hill and he started thumping me so
11 I wouldn't win.

12 Q. Was that the first time there was physicality?

13 A. No, no, not the first time, but that was one of the most
14 memorable occasions.

15 Q. And presumably that's well out of sight of everyone
16 else?

17 A. Well, yes, nearly 3 miles away from the teachers, yeah.

18 Q. But within the dormitory presumably the others in the
19 dormitory would see what was going on?

20 A. Well, this particular boy used to do things under the
21 cover of darkness quite often. So on the last memorable
22 occasion for me, and I think it was a Sunday night,
23 I was lying there trying to get to sleep and I always
24 lie on my right-hand side, he got out of his bed,
25 I heard him getting out the bed, and then I got a very

1 big punch in the face, and it was very, very painful.

2 And I looked round and I saw him darting back to his

3 bed. So I knew who it was. But I didn't say anything.

4 I just tried to lie over and go back to sleep.

5 Q. I think you've gone in a sense to the end of the story
6 because that had a profound effect on you in terms of
7 injury and your response to that led to you being taken
8 out the school; is that correct?

9 A. Well, and a few other things that happened along the
10 way. For example, one boy came up to me one day and
11 said there was a plot -- whether it's true or not, but
12 I have to believe the person who came up to me and said
13 that they wanted to tie me to a cross or bury me in
14 a grave. What kind of person does that to a child, even
15 if you're only one or two years older, what kind of
16 mentality does that do?

17 Q. I think, as you say in paragraph 100 where you narrate
18 that, you were shocked and distressed.

19 A. I was frightened. I was genuinely frightened.

20 Q. But I think, as you set out, and again we don't need to
21 go into the full details of it because you've done it in
22 the statement, this boy did things to you outside in the
23 woods behind school buildings?

24 A. Absolutely correct.

25 Q. And those were sexual --

1 A. Yes, they were.

2 Q. -- advances to you, and he abused you for how long?

3 A. Must have been two or three years. I can't recall how

4 long in total, but at least two years.

5 Q. So that would start presumably within your first year of

6 being in senior school?

7 A. Yes.

8 Q. And that persisted throughout?

9 A. Throughout, yeah.

10 Q. How often? With what regularity?

11 A. Oh, it's hard to say now. It really is very hard to

12 say. But I could take you there tomorrow, where it was.

13 He would make me pull his trousers down and touch his

14 genitals and then he would want to touch mine, which I'm

15 not very comfortable with at all, even then. I didn't

16 want to do it. In fact, I tried to self-harm myself,

17 which isn't very nice.

18 Q. Yes, we can see that at paragraph 103, the self-harm you

19 describe very clearly.

20 The impact of this boy's attentions to you, both in

21 terms of bullying but also the sexual abuse, what impact

22 did that have on you academically in terms of your

23 behaviour in the school?

24 A. Well, I think I became very withdrawn and my attention

25 to my work went downhill, definitely. And it has been

1 borne out in my yearly form reports, which I received
2 last year and it's quite clear from the reports that
3 I had at the school for the three years in the senior
4 school that my education had gone downhill quite
5 dramatically. And I think now, being older, that it was
6 due to being bullied, harassed, whatever you like to
7 call it, sexually abused or whatever, yeah? I think
8 that's what happened there. And I was probably in a lot
9 of distress.

10 The trouble is you couldn't talk to anybody about
11 it. Nobody would probably want to know, which is quite
12 borne out but what's happened over the years.

13 Q. Two things from that. One, you've talked in junior
14 school you could --

15 A. Yes.

16 Q. -- speak to people. You've then said in the senior
17 school the one thing you didn't do was snitch.

18 A. Correct.

19 Q. Did you think at any stage you could talk to a teacher?

20 A. No.

21 Q. Why not?

22 A. I don't know. I just think it wasn't the done thing.
23 That's only my own opinion, of course.

24 Q. But the second aspect is, and again you made comment on
25 this given you've instructed people, from what you're

1 saying having seen your school documents which the
2 school provided you and we'll come onto that a little
3 later, you can see now that there was a deterioration in
4 your work?

5 A. Definitely.

6 Q. Was that ever something that was raised by teachers with
7 you?

8 A. No. No. No. Not at all. We were in a class which, as
9 I say, the dunces class. We were probably thought to
10 maybe not be able to progress very far and maybe that's
11 the level that they accepted we would be. But clearly
12 to me I obviously had a way of doing better for myself
13 but if I'm under duress or stress by people bullying me
14 and beating me up or whatever, then, you know, it's
15 going to have a very big impact on your life.

16 Q. You've talked about enjoying the CCF and going flying --

17 A. Yes.

18 Q. -- at the then RAF Turnhouse?

19 A. Yes.

20 Q. But I think, as you set out in your statement in
21 paragraph 104, even there --

22 A. Somebody pushed me down the stairs.

23 Q. Was that the same boy you've been talking about or
24 someone else?

25 A. I don't know. I don't know because I was at the bottom

1 of the queue and somehow I ended up at the bottom of the
2 stairs and they are very hard stone concrete stairs and
3 I don't know what happened there. Somebody did.
4 Because it wasn't that easy to push somebody down the
5 stairs.

6 Q. But again, as we see in paragraph 104, the last two
7 lines:

8 "Nobody helped me or even questioned me to ask if
9 I was okay, or tried to find out who the perpetrators
10 were."

11 A. No. No, because, thinking back now, I shouldn't have
12 gone flying that afternoon after I had a knock on the
13 head. But I did.

14 Q. You talked a moment ago about what I described as the
15 end of things, which was lying in bed and being
16 assaulted by the principal bully, if I can describe him
17 that way.

18 A. (Witness nods).

19 Q. We can read about that in paragraph 106, page 15.

20 " ... [he] came under the cover of darkness and
21 punched me in the face and ran back to his bed. I was
22 semi-awake and saw him scramble back to his bed.
23 I ended up with a very black eye and bruising round the
24 socket. It was very painful. That was the last straw
25 for me and I knew I had to get out of the school."

1 A. Absolutely correct. I couldn't stop crying after that.

2 Q. Well, that's what I was coming onto. We can see the

3 next paragraph that you remember standing outside

4 a classroom unable to stop crying because your eye was

5 so sore.

6 A. It was, very painful.

7 Q. But the teacher did nothing?

8 A. That's correct. I can remember the gentleman's name.

9 Q. Yes. At this remove that may not matter particularly.

10 A. No point now. He's probably passed away.

11 Q. But you go on to say:

12 "None of the teachers said anything or asked me

13 about it, and nobody got me medically checked in case

14 there was severe damage."

15 A. No.

16 Q. Because you then go on to say:

17 "I couldn't stop crying and asked to speak to my

18 parents."

19 Just to be clear, the assault happens, the next

20 morning you're still crying.

21 A. Yes.

22 Q. How much time passes before you ask to speak to your

23 parents?

24 A. Fairly soon after that, yes.

25 Q. So the following day?

1 A. Yeah. Yeah. And I was demanding to speak to my dad.
2 And the housemaster was at the first was reluctant to
3 let me phone him but eventually he had to relent and we
4 did phone him, yes.

5 Q. And as you go on to say in paragraph 108, you didn't say
6 why you wanted to leave, but neither were you asked?

7 A. No, that's correct. Nobody asked me and that's the bit
8 I find shocking is that nobody really sat me down, even
9 a couple of good teachers could have sat me down and
10 discussed it and said, "Look, what's really going on
11 here?" because a child doesn't cry infinitely for hours
12 and hours of the day or night without there being a real
13 reason. I know if I saw a child in so much distress
14 then I would sit them down and sit and talk to them and
15 try to get them to calm down and then get to the bottom
16 of the whole thing.

17 Q. I think, as we know from your statement, after about
18 a week --

19 A. Yes.

20 Q. Your parents, were they still in Germany at this stage?

21 A. No, they were in Edinburgh by this time.

22 Q. But after a week you are taken --

23 A. That's correct, yes.

24 Q. -- out of QVS?

25 A. There was some correspondence went on between

1 Lord Thomson, the housemaster, and my father, and it was
2 said that, you know, by being back at the school I could
3 be, shall we say, disruptive was the word he used, and
4 so he thought it would be better that I would be taken
5 out of school.

6 Q. Did your father want you to stay in school?

7 A. I don't know.

8 Q. Okay. Well, whatever, you are taken out and that's --

9 A. Absolutely correct.

10 Q. And you go back home.

11 A. That was in [REDACTED] 1970.

12 Q. Yes. And you talk about your feelings at paragraph 111
13 on page 16 and your distress. You didn't tell anyone
14 why you wanted to leave and:

15 " ... nobody sat me down to ask me why I wanted to
16 leave and what was going on. Not the matron, the
17 housemaster, the form master or even my parents."

18 A. No recollection of that at all. Nothing.

19 Q. But then you say:

20 "My memories of the school are largely good."

21 A. Yes, they were. At the beginning especially. And it
22 could have been really great if it hadn't been for the
23 bullying and the sexual abuse. Yes. If that hadn't
24 happened -- I mean, I had no experience of people
25 bullying me when I was in Germany or anything like that.

1 We all got on at school. It was great, our little
2 school in Germany. And the first two years at Dunblane
3 was fantastic, I have to say. In fact I had total
4 respect for the school.

5 Q. You go on to say:

6 "Things only got bad in later years because of what
7 this boy was doing to me ..."

8 That's one individual?

9 A. Yes.

10 Q. Perhaps with hangers-on?

11 A. Yes.

12 Q. Did his behaviour reflect common behaviour at the school
13 or -- in other words, were other people being bullied as
14 you were?

15 A. I'm sure they were because these people don't stop at
16 just one. I've found in the past that people bully all
17 sorts of people. You know, they don't just stop at one
18 person. They get what they want out of one and if they
19 don't get it, they bully them, and then it carries on.

20 Q. I suppose what I'm asking you is were you aware of other
21 people who you knew to be bullied?

22 A. No.

23 Q. Okay. But then you were presumably dealing with your
24 own --

25 A. I was dealing with my problems.

1 Q. Yes. But you say:

2 "My memories of the school are largely good. Things

3 only got bad in later years because of what this boy was

4 doing to me, but I can't blame the school for that."

5 Why do you say that?

6 A. Well, I suppose now I could blame the school for not

7 intercepting and sorting this out. At the time I didn't

8 realise what was going on. And I can't blame the school

9 totally. It's got to be other people. I mean, why

10 allow a boy like that to carry on? So the prefects

11 really should have put a stop to it, yes? The senior

12 boys must have known what was going on. Somebody must

13 have known. Because nobody made any enquiries about me

14 after saying I wanted to leave the school. Why would

15 you not try and really investigate it? Thoroughly?

16 There was no investigation.

17 Q. That's what I was going to ask you because in

18 paragraph 11 the people you're saying who didn't ask are

19 matrons, housemasters, headmasters, in other words the

20 adults.

21 A. Yeah.

22 Q. But you were living in a dormitory surrounded by

23 30 boys.

24 A. That's right.

25 Q. There was no effort --

1 A. No.

2 Q. And there was a hierarchy in the dormitory --

3 A. There was, yes, because there were prefects and some of

4 these boys were, like, coming up to 18.

5 Q. But nothing was done?

6 A. No.

7 Q. Again, just to be clear, we understand that you don't

8 snitch, but did you feel able to talk to the senior boys

9 in the dormitory and say, "Look, this is what's

10 happening, please help me"?

11 A. No, I didn't. I didn't feel I could.

12 Q. Again, is that because you just don't snitch or is it

13 more than that?

14 A. I think it's more than that, but, you know, you don't

15 snitch anyway.

16 Q. What about the more than that bit?

17 A. I suppose I was more worried about getting even more

18 punishment from this boy in terms of being hit and

19 bullied and kicked and punched, or whoever his extras

20 were.

21 Q. But the effect of what's happened to you is you're taken

22 out of school. You're 15?

23 A. 15 and one and a half months, nearly.

24 Q. And as we read, you then go to school in Edinburgh.

25 A. I did.

1 Q. But you could leave school at 15 and three months and
2 that's what you did?

3 A. That's correct, yeah.

4 Q. Living back at home was --

5 A. A nightmare. My father and mother, as good as they may
6 be, they smoked and drank heavily. It wasn't just once
7 a week, it was every week, every night, every day. They
8 would drink whiskey as if it was like tap water. And
9 they smoked heavily. I couldn't live in that atmosphere
10 for very long.

11 Q. I think, as we know, and again we don't have to dwell on
12 the detail, but there was an event where you were
13 brought home by the police?

14 A. Absolutely correct.

15 Q. And your father, was he in drink at the time you came
16 home?

17 A. I don't know. He probably was.

18 Q. All right, but reading matters short, your dad saw the
19 police dropping you off and assumed the worst, that
20 you'd been in bother?

21 A. That's absolutely correct.

22 Q. Which in fact was anything but the truth?

23 A. Absolutely. I remember the policemen did come to my
24 father's door that evening, they dropped me off and
25 explained why I had come home in a police car. They

1 understood I actually helped a poor old lady that had
2 been mugged in Leith. Myself and another gentleman
3 chased after the mugger. The other gentleman caught
4 hold of the mugger, as I understand it, and I called the
5 police. By the time we finished all the statements or
6 whatever we were doing, it was too late to go to my
7 granny's in Granton, which is where I was heading, so
8 the police offered me a lift home to Sighthill, which is
9 where we lived.

10 Q. But your father getting the wrong end of the stick --

11 A. Absolutely, but he was good at that.

12 Q. When you came into the house, as you've said in your
13 statement, he assaulted you?

14 A. He did. He pummelled me. I lost control of my bowels.
15 I don't make any bones about it.

16 Q. But you also hit him back?

17 A. I did, and that's the first time in my life I've ever
18 retaliated. Ever retaliated from somebody hitting or
19 kicking or punching me. And I mean it was a good
20 beating, I can tell you now.

21 Q. But the effect of that was profound because you left
22 home?

23 A. I did.

24 Q. And as you say, you spent the next eight or nine months
25 on the streets?

1 A. That's right, on and off the streets, yes.

2 Q. Just so we understand, that's when you're 15, 16?

3 A. 15. 15 and three months onwards.

4 Q. All right.

5 A. It was quite a terrible time. I mean, I had jobs and

6 I lost jobs. I got the sack from jobs, I don't mind

7 admitting it. I told an old lady she had smelly feet

8 when I worked in Timpson, the shoe shop in

9 Princes Street, and I got the sack for doing so.

10 I found another job delivering groceries, supermarkets,

11 with a lady just off Frederick Street I think it was and

12 we parted ways and then I ended up eventually at the

13 Lothian Chemical Company because I was very interested

14 in chemistry and chemicals in general and that lasted

15 a little while. And then I realised Edinburgh had

16 nothing for me, so I ended up somehow, and I don't know

17 how now, at my cousin's in Glasgow and my cousin and

18 I ended up with doing a bit of work for Lipton's and

19 I expect, as all teenagers do, we caused mayhem but

20 that's by the by. Nothing serious but just general

21 being a nuisance. And on January 1, 1971, we were on

22 our way back from the shows in Kelvin Hall, and we got

23 jumped by a gang and I was badly beaten up and ended up

24 with a very broken nose, which I still have today,

25 covered in absolutely blood and when we got back to my

1 uncle's place, he was a prison officer at Barlinnie, he
2 picked us up and thought we'd been fighting together and
3 threw us out, because it was Hogmanay, don't forget.
4 There were no police around or anything, nobody helped
5 us. We couldn't do anything about it, really.

6 Q. At that point, having had, what, a year of sleeping
7 rough, going to Glasgow --

8 A. Yeah, my cousin and I, we'd had enough and we decided
9 that there was nothing in Scotland for us, really, to
10 have a better life, and so we decided to jump on the
11 last train from Glasgow Central on April 4, 1971. It's
12 ingrained in my brain.

13 Q. So that's a little over a year after you've --

14 A. Correct.

15 Q. -- left QVS?

16 A. That's absolutely correct. And arrived in Euston the
17 next morning with nowhere to live. And to try and find
18 a job and make myself a better way in life.

19 Q. And again to put matters very shortly, you did?

20 A. I did. But I knew I couldn't carry on the way I was in
21 Scotland. If I ended up carrying on the way it was
22 going, we would have all ended up in prison and that's
23 not what I wanted. I was frightened of going to prison
24 for any reason whatsoever. My uncle made sure of that
25 because he showed me around Barlinnie and he showed me

1 how bad it is. And if anybody has any right mind, they
2 wouldn't do what they would do, they wouldn't go there.
3 Unless you're stupid, of course.

4 Q. But that year after you chose to leave QVS because of
5 what had been happening to you there, again there were
6 other factors in your life and we'll come onto that,
7 would you categorise that as the worst year of your
8 life?

9 A. Yes, I would. Because I didn't expect to go from one
10 frying pan into another. Because if you think about it,
11 there I was being bullied and kicked and punched and
12 everything else at QVS and then to go home and do
13 something good and then to get pummelled by my father
14 thinking: my god, what is going on here, and then to get
15 sexually abused by other people in Edinburgh, yes?

16 Q. When you were sleeping rough?

17 A. When I was sleeping rough, absolutely. Somebody offered
18 me a bed for the night. What I didn't realise, after
19 they fed me and offered me the bed, that I was going to
20 be sexually abused.

21 Q. Okay. But, as we read, you went to London, you worked
22 and you managed after a couple of years to start
23 fulfilling your ambition to fly?

24 A. That's absolutely correct.

25 Q. And, as you say in paragraph 129, page 18:

1 "I learnt to fly and then started ..."

2 This is after 128:

3 "I started to earn more ... and started to take

4 flying lessons ..."

5 And you learned to fly and then started learning to

6 become a flying instructor.

7 "I was still working ... as well as in a pub and at

8 Marks & Spencer's to pay for it because it wasn't cheap.

9 I begged and borrowed rich people's aeroplanes to build

10 up my flying hours."

11 A. Absolutely correct.

12 Q. So you met some kindness, I think?

13 A. Oh, I did, I met some wonderful people. You may have

14 seen him in the press years ago, there's a gentleman who

15 owned a B17 Flying Fortress, Ted White, and his

16 girlfriend, Sally Ellingboe, and he used to lend me his

17 aeroplane, Yankee Romeo Mike, which was a Cherokee 140,

18 and I said, "Look, can I have it for fuel and oil only?"

19 And he said, "Go on, just don't bend it". And there

20 were other people that -- there was a master baker who

21 had a Cardinal 177 and he would lend me his aeroplane

22 and there was lots of very nice people who helped me

23 gain my flying experience to get enough hours for my

24 instructor's ticket.

25 Q. And then having instructed and learnt how to teach, you

1 progressed on to become an airline pilot?

2 A. That's correct. I didn't start out to become an airport
3 pilot, I just wanted to get my commercial licence and be
4 an Air Taxi pilot initially and most of us then would
5 fly the Piper Aztec and the Piper Navajo doing charters
6 for wealthy businessmen and that's how you built up your
7 hours and eventually you would then try and apply for
8 the airlines.

9 But in 1979, there weren't many jobs going at that
10 time, but I applied to two or three different airlines.
11 One was Freddie Laker, one was British Caledonian. They
12 both rejected me, which was fine, no big deal. And then
13 I had an interview with British Island Airways and I got
14 the job, even although I got all the questions wrong,
15 the four technical questions they asked me, I got them
16 wrong, but they said, "Oh, offer them the job", so
17 I did. But in the next post at my partner's home was
18 a letter from the airline I ended up working for saying,
19 "No, we don't require any pilots this winter but we'll
20 keep your CV on our list", and in the same post in
21 another envelope saying, "We need pilots urgently, would
22 you come and see us next week for an interview?" That's
23 the way the airline business is. And so I went for this
24 interview and, oddly enough, a gentleman that was
25 wandering around the level of offices where the

1 interview was going to be conducted was the father of
2 one of my students, he was a senior captain with the
3 airline I worked for on the Boeing 707. Now, I don't
4 think he had any influence, but I think he got them to
5 give me the opportunity.

6 Q. And I think, to be fair, one benefit of QVS I think you
7 set out in paragraph 131 on page 19, when you were doing
8 your studying, you discovered that the principal at the
9 polytechnic you were on had been a pupil at QVS, and was
10 that connection something that helped?

11 A. Yes, it did. [REDACTED] was a very nice gentleman
12 and, as I've stated in my statement, that you're
13 supposed to have five O-levels and two A-level to start
14 the commercial pilot's licence course. I don't know why
15 that is. But anyway, on the day of the course he
16 started, he came in and he said, "I take it everybody's
17 got five O-levels and two A-levels and we've got the
18 Civil Aviation Authority on the phone and we'd like to
19 make sure we have". And I stuck my hand up and said,
20 "Sorry, no, I haven't". And he said, "Mm-hmm, okay,
21 there's always one". And I said, "Yes, I'm sorry". He
22 said, "It's all right, don't worry, I'll deal with it".
23 So he went off and obviously it was sorted somehow.
24 I don't know how.

25 Q. But he knew you'd been to QVS?

1 A. Well, that came about a little bit later. About a few
2 weeks after we started the course, they had a flight
3 simulator on the top floor and we could go and use it
4 for an hour or so at lunchtime to keep our instrument
5 flying skills together. So I knocked on his door of his
6 office which he was sitting in and I said to [REDACTED],
7 I said, "Could I have the simulator keys for an hour
8 please?" And he said, "Yes, sure". So anyway he threw
9 them at me. He got up out of his seat and the keys
10 didn't land in my hands, they fell on the floor. So by
11 the time I got to picking them up he was by the door and
12 I had my hand on the door and he slammed it shut with
13 his foot and he said, "How come you haven't got any
14 O-levels or A-levels?" And I said, "Well, I went to
15 this boarding school and I got fed up" and I didn't want
16 to elaborate any further than that. And he said, "Sit
17 down". So I went "Okay". I said, "I'm in trouble now,
18 aren't I?" So he said, "What school did you go to
19 then?" I said, "Queen Victoria School, Dunblane".
20 "Oh", he says. He said, "I was head boy there many
21 years ago". And I went "Wow". And that's the first
22 time I'd met anybody post-school, and after that he made
23 sure that I got any extra tuition I needed, and I did
24 need a bit, I don't doubt that. But I did well in the
25 CPL, or commercial pilot's licence. And so yeah, that

1 was a good thing.

2 Q. Okay.

3 A. I was quite proud of the school at that stage.

4 Q. Yes. Obviously listening to what you've been telling
5 us, one gets a sense of the impact of being at QVS and
6 the things that you experienced. And you set them out
7 in your statement on page 21 from paragraph 147 on. And
8 you've made the connection obviously that you discussed,
9 in paragraph 147, that the abuse affected your
10 performance at school and school reports show that your
11 work deteriorated over the time you were getting abused.

12 A. (Witness nods).

13 Q. And you then talk about:

14 "Looking back, I also think that some of the
15 teachers failed to teach properly."

16 And set out what you've said. And then, 149, you
17 were so messed up:

18 " ... after the abuse I suffered at school, that it
19 made home life difficult ..."

20 As you've told us. I think in fairness, and you
21 touched on this at paragraph 151:

22 "The period of my behaving badly lasted for a while
23 but not for very long. The discipline that the school
24 had put in me helped me sort myself out."

25 So is that the period you were talking about when

1 you were perhaps a less than ideal employee?

2 A. Absolutely, yes.

3 Q. But you then go to London and get yourself sorted?

4 A. Then I had to do something about it. I had to work and

5 I had to behave. You know, you have to go through life

6 and not cause trouble or be in trouble or get into

7 trouble, steal, rob, whatever. You have to come up and

8 live and work honestly. And that's what I did.

9 Q. But you say in paragraph 151:

10 "The discipline that the school had put in me

11 helped ..."

12 A. Yes, it did.

13 Q. And you still think that?

14 A. Yeah. It's having the respect for other people and the

15 discipline that was brought about, which was mostly

16 a military discipline, yeah?

17 Q. It just wasn't present with the boy who bullied you?

18 A. No, that's right, it wasn't.

19 Q. There's one other aspect, of course, which you set out,

20 and this took place long after you'd been in the

21 aviation world, you transitioned to becoming a woman?

22 A. That's right. I wanted -- it was the very beginning

23 of -- shall we say -- in 1970, if I can just go back

24 slightly, there was a gentleman who was running a gender

25 identity clinic in Charing Cross Hospital London, and in

1 1974/75 I got the courage to go and see him because
2 I had feelings that I wanted to change. And I wanted to
3 explore what was going to happen, if it was going to
4 happen at all. He was using what I would call barbaric
5 methods, for example electric shock treatment, which
6 wouldn't have been very pleasant, so I decide at that
7 stage of my life I would kiss it goodbye and say oh,
8 forget it, it's probably a passing phase -- which it
9 isn't, I didn't know that then, but it isn't -- and then
10 work on my work life, which with computers then. From
11 1971 to 1979 I worked in a computer department at a very
12 big company, you might have heard of them,
13 Smiths Industries, who made car speedos, watches and
14 clocks, and I worked there in the computer department,
15 I started off as a junior in the office and worked my
16 way up, and then of course I was working part-time to
17 learn to fly and becoming a flying instructor and
18 teaching part-time, got enough money together in 79 to
19 do the commercial licence and then I had to be full-time
20 then because when you did the commercial licence, you
21 had six months between doing the first exam to doing all
22 the flight tests, of which there were five, within six
23 months. And if you failed any one of them or failed
24 three, had you to start all over again. So it was very
25 pressurised.

1 Anyway, I managed to achieve it all. So I managed
2 to get this job with this airline and things had moved
3 on and I was still having feelings about changing. And
4 it was discussed in various crew rooms about other
5 people. It came to light there was somebody in
6 Britannia Airways who came out and was promptly fired by
7 the airline, poor soul. I got to know them later on in
8 life.

9 In 1989, coming 1990, I was a senior first officer,
10 I had a command recommendation to fly a four-engine jet
11 airliner, and so I found it very difficult when I came
12 out to the company, that they were just going to fire
13 me, just like everybody else. And you think you've
14 invested all this money into somebody like myself --
15 because in those days you didn't pay for type ratings,
16 they paid for them, yeah?

17 But it was the senior management that were the main
18 problem. They had no idea of any of this knowledge of
19 anything and they weren't prepared even to even look
20 into it. And I had many running battles with the chief
21 pilot, who wasn't a very nice man then. There was
22 a very nice one before then but this particular one
23 wasn't a very good chap.

24 Q. Thank you. But I think without labouring the process --

25 A. Yes.

1 Q. -- obviously you've set out in your statement the steps
2 you then took setting up different businesses --

3 A. That's correct.

4 Q. -- moving away from flying, and again just please
5 understand we have the statement, we don't need to --

6 A. No.

7 Q. -- detail all of that.

8 A. No.

9 Q. But you talked about having these feelings. May I ask,
10 when did they first arise?

11 A. It's very difficult because it evolves over time and
12 mine wasn't totally sexually motivated. I didn't want
13 to go out with men. I didn't have those sort of
14 feelings that I wanted to, you know, effectively look as
15 if I was gay, you know. But I effectively --
16 I definitely wanted to change to be a woman and I always
17 thought I was a woman except I had no way of showing it,
18 yes?

19 Q. When you say "I always thought", do you mean from
20 puberty onwards or -- when did you first become aware of
21 these feelings?

22 A. I think puberty came quite late for me.

23 Q. All right.

24 A. It's hard to know because once I became 16 and I was in
25 London and working at my job, you know, most of that

1 sort of thing disappeared for a bit. And then when
2 I got more experienced in my job and that and I was able
3 then to have more time to think about different things,
4 I then had to decide which way I wanted to go, yeah?

5 Q. All right.

6 A. And I didn't think society was going to ostracise me the
7 way it did. It's a great shame but there are so many
8 people like myself who have been totally ostracised
9 because of what they've done.

10 Q. Yes.

11 A. Even now, today, you will find it's still going on
12 despite the law.

13 Q. Obviously our focus is on boarding schools and children
14 in care at boarding schools. Did Queen Victoria School
15 and your experience there have any bearing on the desire
16 to transition or was that wholly separate?

17 A. I think it probably did, because obviously if people are
18 sexually towards you and other people subsequently after
19 boarding school, like the gentleman in Edinburgh, you
20 begin to wonder: is it me or is it them? Or am
21 I different to anybody else? What's different to me?
22 Why would they want to sexually assault me? I didn't
23 realise it was assault or abuse at that stage, yeah? So
24 why would they want to sexually touch me? Am I a woman
25 or am I a boy? Yeah? At the end of the day, I thought

1 I was a boy at that time, but anyway. It's all very
2 complex, very perplexing.

3 So I don't know. I think it must have had
4 a profound effect at some point, definitely.

5 Q. All right.

6 A. It's been going on so long, yes? My transition was
7 very, very long.

8 Q. Yes. Talking, though, about the abuse and the reporting
9 of it, obviously you've told us at school you just
10 didn't speak?

11 A. I don't think anybody would have believed you.

12 Q. No.

13 A. There were students, for example older boys, who would
14 go out with the headmaster's daughter, yeah? And if
15 they got caught, they got expelled. That's how they
16 dealt with it, yeah?

17 Q. But I think in terms of reporting abuse, you say at
18 paragraph 162 on page 23:

19 "I regret not telling anybody about the abuse at
20 Queen Victoria School. I should have told anybody and
21 everybody about what was going on but I do not think
22 I would have been believed ..."

23 A. That's correct.

24 Q. And you find that difficult to think of?

25 A. I do.

1 Q. But I think we know that with the advent of the
2 internet, there have been forums and people talking
3 about events and again we can read your frustration when
4 people are saying there was no abuse at QVS.
5 A. Because they didn't see it.
6 Q. Because they didn't see it. That didn't mean it wasn't
7 happening.
8 A. Absolutely correct.
9 Q. All right.
10 A. Nobody ever sees these problems.
11 Q. But I think ultimately, about four years ago, you wrote
12 to the school?
13 A. I did.
14 Q. And was that, from your perspective, an easy letter to
15 write?
16 A. No, it wasn't, because I was then letting know the
17 school where I was in my life from what had happened at
18 the school -- it was a very heartfelt letter. It was
19 explaining that to give children -- if children came to
20 them at the school and said, "I've got this problem" or,
21 "I've got that problem", sit down and listen to them,
22 sort the problem out instead of letting it fester away.
23 And if somebody said, "Oh, I think I'm a girl this
24 week", well, okay, you probably are, but let's talk
25 about it. Let's have care. I think it's called

1 palliative care, is it not today, where teachers --

2 Q. Pastoral care.

3 A. Sorry, forgive me, pastoral care. So then there would

4 be a mentor to look after an individual. There was none

5 of that in my day. Maybe there should have been.

6 Q. Yes.

7 A. So I wrote a letter explaining what happened to me.

8 I did go on about the bullying and everything but

9 I didn't mention the people's names, I just left it at

10 that. But then I went on to tell them how I achieved my

11 aim at life and went through what I did, and then

12 eventually changing gender and eventually doing whatever

13 I've done.

14 Q. And that, as you've said, was to try and presumably in

15 the hope that no one else would have to experience what

16 you did?

17 A. Absolutely. Absolutely.

18 Q. And I think, looking at the school's response in two

19 ways, as you say:

20 "The headmaster wrote back to me acknowledging that

21 the school had failed me."

22 A. Yes.

23 Q. So presumably that gave you some comfort that there was

24 acknowledgement?

25 A. Yes.

1 Q. But I think there was also a degree of frustration
2 because you'd written a letter which you hoped would
3 remain confidential?

4 A. Absolutely. I thought it was going to be private and
5 confidential. And on letters like that, I always put,
6 "Private and confidential", and sometimes I put,
7 "Without prejudice", and I mean it's private and
8 confidential. So if I write it to the headmaster and at
9 the time the headmaster is so-and-so, then I expect it
10 to be kept private and confidential. It was not. It
11 was given to other people to read. And I only
12 discovered that after I asked for the documents of my
13 time at the school and the gentleman wrote to me saying,
14 "If you want to make a complaint, please let me know",
15 and I couldn't understand why and I thought why am
16 I going to be making a complaint? Because at that
17 point, you know, I didn't know what he was meaning. So
18 when I got all the documents back from the school about
19 school reports and the letters from my father and the
20 document saying, you know, "You were only going to be at
21 the school for five years", I was shocked. And then
22 I read this piece of paper that people had read my
23 letter and their names had been redacted. And
24 I thought: he shared that with other people, which
25 wasn't to be. Now, if he had said to me after receiving

1 the letter, "May I share this with some senior people?"

2 I would have probably said yes. The fact is, it was
3 private and confidential, he didn't ask me to share it,
4 but he then shared it. And that's why I was angry.

5 Q. All right.

6 A. I wrote another letter to the school showing my
7 displeasure about the way I'd been treated at school and
8 in my education and also about my father. If my father
9 and mother knew what were going to happen at the school,
10 I'm sure they would never have sent me there. But also
11 my displeasure that he had shared my letter and then not
12 said a word to me. I was appalled. And still angry.
13 It was painful to read.

14 Q. You also got in touch with this Inquiry?

15 A. I did. I wasn't going to -- I really -- at first
16 I didn't know much about the Inquiry, I'd heard the odd
17 snippet here and there. But the internet is a wonderful
18 thing sometimes but it can also be a real terrible place
19 to be and I discovered on the internet about the Inquiry
20 and I discovered about a forum of Old Victorian's
21 Association and the language that were being used
22 because they'd heard that the school was being
23 investigated for child abuse and so forth, and of course
24 a lot of them think it was teachers that were doing the
25 child abuse and it wasn't, but they didn't know that,

1 but the language that was being used and they were
2 calling people liars, they were calling all sorts of --
3 even an ex senior police officer who was now retired was
4 mouthing off so much, I was appalled that somebody of
5 his calibre was doing such language.

6 And as somebody pointed out to him, they said,
7 "Policemen are liars too", after which he gobbled his
8 words down and somebody put him in his box. And I was
9 so incensed, that's why I got to talking to the Inquiry
10 because I was wanting to talk to you and tell you my
11 story. Which may not be as terrible as other people's,
12 there may be people who have had a lot worse treatment
13 than me. I don't know.

14 Q. But you have told your story.

15 A. Yes.

16 Q. For which, thanks.

17 A. Yeah.

18 Q. I have no further questions for you. Is there anything
19 else you would wish to share?

20 A. Just make sure it doesn't all happen again to anybody.
21 please. That's all I ask.

22 MR BROWN: Yes. 'Ann', thank you very much indeed.

23 LADY SMITH: Are there any outstanding applications for
24 questions?

25 'Ann', that does complete all the questions we have

1 for you. Before I let you go, please accept my very
2 grateful thanks for your engagement with the Inquiry,
3 both by means of your detailed written statement and by
4 coming here today to give your evidence and give it so
5 clearly and openly and as helpfully as you have done.
6 Thank you for that.

7 A. Thank you, Lady Smith.

8 LADY SMITH: I'm now able to let you go.

9 A. Thank you.

10 (The witness withdrew)

11 LADY SMITH: Mr Brown.

12 MR BROWN: My Lady. It is obviously a little bit early,
13 it's a matter for Your Ladyship. We could progress on
14 to one statement, I'm afraid factors have intervened
15 despite my enthusiasm this morning, we have only one
16 read-in because the other read-in has to, for other
17 reasons, take place tomorrow. It's a matter for
18 Your Ladyship. We could do it now or if you wish to
19 give the shorthand writers a break we could perhaps have
20 an early lunch and start.

21 LADY SMITH: Yes, that will make it quite a stretch for
22 them, so I'll stop now for lunch break and maybe sit
23 again at 1.45?

24 MR BROWN: I'm obliged.

25 LADY SMITH: Very well.

1 (12.35 pm)

2 (The luncheon adjournment)

3 (1.48 pm)

4 LADY SMITH: Ms Bennie, when you're ready.

5 MS BENNIE: Thank you. My Lady, the read-in, the statement
6 bears the reference WIT-1-000000454. My Lady, this
7 witness wishes to remain anonymous and he's adopted the
8 pseudonym of 'Martin'.

9 'Martin' (read)

10 MS BENNIE: "My name is 'Martin'. My year of birth is 1968.
11 My contact details are known to the Inquiry.

12 I was born in Inverness as my father was with the
13 Royal Highland Fusiliers based in Fort George at the
14 time. My only sibling is my sister who was born in
15 1972. Due to the fact my father was in the army we
16 moved to several places around the world. I first went
17 to school in Aberdeen, then I went to school in
18 Edinburgh when the family moved there.

19 In 1978 I was enrolled in Queen Victoria School in
20 Dunblane. There were quite a few boys that went there
21 whose fathers were in the same regiment as my father.
22 So, from that point of view, it was probably an obvious
23 choice of school for me to go to.

24 I was required to sit an entrance exam for the
25 school and my mother took me there for the exam

1 accompanied by an army driver. My father was on some
2 course or other though he did make the arrangements for
3 the driver. Although he was away often, he always made
4 sure we were taken care of, though I doubt he understood
5 the emotional side for certain mainstay points in my
6 life. At the time we were living in Edinburgh. This
7 was in the spring of 1978. By Easter 1979 my father had
8 been posted to Germany and my parents moved there.

9 I don't recall what the details of the entrance exam
10 were but I do remember that the day itself was very
11 formal and as well as the exam I had an interview with
12 a panel that included the commandant of the school.
13 Those that attended for the exam also had their
14 measurements taken by the school on the basis that, if
15 accepted into the school, the school would provide all
16 the necessary clothing other than sundry items.

17 Having been told that I had passed the entrance exam
18 and been accepted into the school my father took me back
19 there in June 1978. This was for an open day that was
20 called Grand Day and was the biggest day of the year at
21 the school. That was the day that the prizes were
22 handed out, guest speakers would attend and there would
23 be a parade in the afternoon.

24 I suppose I was consulted by my parents about going
25 to Queen Victoria School but I was only nine or ten

1 years old at the time so how much my opinion was taken
2 into consideration is unclear. I suppose there was
3 a certain amount of excitement in going to the school
4 given that it was something new.

5 Ten years of age was the youngest age at which the
6 school accepted a boy and, being that age, I went into
7 Primary 6. At the school Primaries 6 and 7 were in what
8 was called Wavell House. There were two houses for the
9 middle age students, which were first, second and third
10 year, called Cunningham House and Trenchard House. The
11 older students (fourth, fifth and sixth year) were in
12 Haig House.

13 I would say that there were approximately 20 boys in
14 each class and whilst I was there the total amount of
15 students who attended the school was about 250 though
16 there was space for 280 students. There were no day
17 students, only boarders.

18 The school consisted of a main building with a more
19 modern building beside it, like an annex where
20 Wavell House was. Adjacent to this was the school
21 chapel and the infirmary. The main building consisted
22 of the houses of Haig, Cunningham and Trenchard, and
23 also included administrative offices, the dining hall
24 and the central hall. The classrooms were in the more
25 modern building. In more modern times these have been

1 augmented with portacabins.

2 I was in Wavell House which had three levels and
3 I was on the top level. I think there was a maximum of
4 14 in each dormitory and I would say there were 80 of us
5 in Primaries 6 and 7 split into six dorms. In our
6 dormitory we each had a bed, a bedside locker and
7 a wardrobe for our clothes.

8 The grounds of the school were massive and included
9 rugby, football and cricket pitches as well as tennis
10 courts. Dunblane was the nearest town along the Perth
11 Road though the school was a good distance from it,
12 maybe half an hour's walk away.

13 The headmaster when I first arrived was
14 a Mr Melliush though he subsequently left during my
15 first year there. Mr Ben Paterson was the deputy at the
16 time and took over the school. Mr Julian Hankinson
17 later took over in 1979 or 1980.

18 The housemaster of Wavell House was CRC
19 He died in 1982 whilst I was still at the school. When
20 I moved up the school into first year I went to
21 Trenchard House.

22 Some of the teaching staff lived on the grounds
23 whilst others came in from outside. There were three
24 flats in Wavell House with one on each floor next to the
25 dorms. There were similar flats in the other houses and

1 these flats were allocated to the housemasters and their
2 deputies as well as their families if they were married.

3 Some of the teachers were civilians and apart from
4 the subjects they taught had nothing to do with the
5 extracurricular side of the school. The ones who made
6 more of an impact were the ones who got involved in all
7 aspects of the school life.

8 The academic year was made up of three terms, which
9 were September to Christmas, January to March and April
10 to June. Each term lasted about ten weeks. We had
11 a week off in October, three weeks off at Christmas,
12 another three at Easter and ten weeks off in the summer.

13 Queen Victoria School has a sister school in Dover
14 called the Duke of York's Royal Military School, which
15 is twice as old and twice as big. Looking back I would
16 have preferred to have gone there (retrospect is a great
17 thing). The fact that it was closer to Germany where my
18 father was stationed for most of my QVS career would
19 probably also have made it a better choice of school for
20 me from a logistical point of view. I suppose the fact
21 that I had a grandmother in Troon probably supported the
22 idea of my going to Queen Victoria School from the in
23 locus parentis consideration.

24 First day.

25 My parents would have taken me to the school on my

1 first day in 1978 from our home in Edinburgh. When we
2 got there, those of us going into Primary 6 were shown
3 to our dormitories and those in Primary 7 were assigned
4 to look after us and show us where everything was.
5 Those of us just starting were known as rookies. My
6 parents were also shown about and would have met the
7 housemaster. On that first day we were taken to the
8 storeroom to get all our kit.

9 Routine at Queen Victoria School.

10 We got up in the morning at 7 o'clock when we were
11 wakened by a bell and a bugle. We then had 25 minutes
12 to get showered and dressed and make our way to the
13 dining hall for breakfast. After breakfast there was
14 a period of chores which involved tidying up the
15 dormitory. The housemaster and matron would check you
16 had done your bed properly on a regular basis and you
17 were put on report if your work didn't come up to their
18 standard.

19 On Mondays to Fridays we had assembly in the school
20 chapel which would be a religious observance along with
21 any announcements that had to be made. This was from
22 8.35 to 8.50. We then went to classes. The school day
23 was made up of eight periods, each lasting about 40
24 minutes. We had a short break at 10.10 and had lunch
25 from 12.30 to 1.50. School finished at 3.50 pm.

1 On a Monday at 3.50, as Wavell boys, we had letter
2 writing when we were encouraged to write home. What you
3 wrote wasn't censored. On Tuesday and Thursday
4 afternoons, instead of classes, we had compulsory
5 sports. On a Wednesday afternoon we were involved with
6 the Combined Cadet Force. Friday was the same as Monday
7 except for the letter writing. We had tea at about 5.30
8 then had recreation until 7 pm when we would have
9 evening prep till about 7.50, which was when we did our
10 homework. We would then have supper which usually
11 consisted of cocoa and a bun or biscuit and we were then
12 free until lights out. I don't recall when exactly
13 lights out was.

14 On a Saturday we had no chapel in the morning though
15 the first class was still at 8.50. Classes would finish
16 at noon when we had lunch. In the afternoon some
17 relatives could come to the school and take students out
18 though they had to be back by 8 pm. This was called
19 a late pass and happened two or three times a term and
20 was always looked forward to. On a rare occurrence you
21 could stay out overnight but this was only in
22 exceptional circumstances. For those who didn't go out,
23 tea was at 5.30 which you had to be back for.

24 You could go into Dunblane on a Saturday afternoon
25 unless the First XV rugby team were playing at home. If

1 that happened, then you were obliged to stay at the
2 school and watch the match. There was also prep on
3 a Saturday evening.

4 On a Sunday breakfast was later and we would then
5 have a full religious service at 11 o'clock for the
6 Church of Scotland boys. Catholics had their own mass
7 in Dunblane on the first, third and fifth Sundays of the
8 month, if the month had a fifth Sunday. On the other
9 two Sundays we had mass in the chapel whilst the others
10 were at breakfast, then we would have breakfast and be
11 free while the others were at church. There was
12 a parade on a Sunday after the church service at which
13 attendance was obligatory.

14 The food was awful. It was never good to start with
15 and then it got worse. In my early years the food was
16 dealt with by the Army Catering Corps but it was then
17 contracted out to a company called Sutcliffe's. At meal
18 times we sat where we liked. Breakfast was normally
19 porridge or cereal and the porridge was so bad that I've
20 never eaten it since. This was followed by sausage,
21 bacon and eggs. There was no punishment if you didn't
22 eat something.

23 The washing was strictly monitored and when we were
24 young a matron had to check that you had washed
25 properly. Cleanliness in the early days was very

1 important. You showered every morning and before you
2 went to bed. You also showered after rugby or football.
3 There would be a master who supervised the showering to
4 make sure everybody got washed and dressed in good
5 order.

6 While most masters performed this duty without
7 causing any concern, there were two masters called
8 Mr **CRC** and Mr Ben Phillip who the boys felt had
9 an unhealthy habit of looking at the boys. This wasn't
10 something I endured but other boys felt that these two
11 masters were voyeurs. The showers were communal and you
12 weren't hidden by curtains.

13 The school supplied all of our clothing with the
14 exception of certain items. When we first started we
15 wore what was called Blues, which consisted of a jacket
16 and shorts made of corduroy. In the middle school you
17 swapped the shorts for military trews. This was the
18 school uniform. On a Sunday you wore a red jacket and
19 kilt. If you were going into Dunblane you wore a tweed
20 jacket with a shirt and tie and kilt.

21 During free time we would kick a ball about, listen
22 to music or play marbles. In the winter there would be
23 hobby classes that we would be obliged to be involved
24 in, like woodwork, metalwork, fly tying, shorthand
25 writing and learning to type, the sort of things to keep

1 boys occupied on a winter's evening. The school also
2 had a theatre in which they showed us films on a Sunday
3 evening during the winter.

4 There were two Cadet Force camps, one in Britain and
5 one in Germany. Such things wouldn't be surprising in
6 a military school but these were obligatory and I've
7 always resented that. I think I only did the one in
8 Germany. I'm not saying I suffered as a result of going
9 on these trips but I objected that these trips were done
10 during my own time at the start of the summer holidays.

11 We could also go into Dunblane in what was called
12 a walking out uniform. I think we were supposed to go
13 in twos. You had to sign out and sign back in. You
14 could only go at certain times, like 4 o'clock, and had
15 to be back by a certain time. Being late was punishable
16 and it was something they kept an eye on.

17 Schooling.

18 The education was of the highest standard, though
19 I don't feel I applied myself to the fullest of my
20 abilities given my IQ, which is a source of great
21 regret. That was maybe down to the fact that I never
22 felt happy being there. I don't think the school
23 thought about how affected we could be by the amount of
24 sports we had to do. I didn't like the team sports and
25 the only sport I continued to do when I left was

1 swimming. I was never into team sports and playing
2 rugby in the winter was never something I liked.

3 Woodwork and technical work, I was never sure how
4 valuable they were.

5 French was the only modern language we were taught,
6 which was useless to us and I never understood why
7 German wasn't available given how many of us lived our
8 lives in Germany. That's an observation, not
9 a criticism. Maybe it was an issue of resources. We
10 also studied Latin, not Greek, and I've always been
11 grateful for that as it's been a great help for my life.

12 We played rugby, football and cricket and there were
13 tennis courts available for our use. We also did a lot
14 of cross-country running, which was often used as
15 a punishment. The school had its own swimming pool
16 which we used regularly. We were given the opportunity
17 to obtain a number of swimming awards (certificates and
18 badges).

19 You got a medical examination before you started at
20 the school. The school had its own sanatorium on site
21 with a couple of wards and there was a matron who was
22 a qualified nurse. She also had a more junior nurse to
23 assist her. The school did have contact with local
24 doctors but in the case of injuries occurring we would
25 be driven to Stirling Royal Infirmary.

1 Our jabs were always kept up to date and we were
2 tested by opticians. My shortsightedness was first
3 discovered through this. There was a visiting dentist,
4 though we were encouraged to go to our own dentists when
5 we went home for holidays. There was also
6 an orthodontist that we were encouraged to see in
7 Stirling Royal Infirmary. I would say that there was
8 certainly no lack of good healthcare at the school.

9 Religious instruction.

10 The school was interdenominational but was mainly
11 Protestant with about 60 per cent being Church of
12 Scotland and the rest mainly Episcopalian and Catholic.
13 The school had its own chaplain, though two local
14 clergymen would come into the school on a Thursday
15 morning and take religious classes.

16 I would add that the school always found it annoying
17 that Catholics had to be given time off to go to mass on
18 holidays of obligation.

19 The school was, and still is today, a Christian
20 school with Christian traditions, principles and morals.
21 However, if you were looking for full-blown religion you
22 would have to go somewhere else.

23 I was always at home for Christmas and my birthday.

24 Bed-wetting.

25 Bed-wetting was not something I suffered from but

1 when you received your letter of acceptance into the
2 school it included a section that said no boy who had
3 a bed-wetting problem would be accepted into the school.
4 I recall that one boy did wet the bed and was expelled.
5 It did happen very rarely during my school career and
6 when it did the boys who wet the bed felt somewhat
7 humiliated by the other boys knowing that they had wet
8 the bed due the to fact the changing of the mattress and
9 the sheets was done in front of all of the others.

10 Visitors.

11 My grandmother and maybe an aunt or uncle would
12 visit me from time to time.

13 External inspections.

14 There were military heads, top people, who came into
15 the school to look at various aspects of the school and
16 I'm sure ministers from the Scottish Education
17 Department attended to review the school and its
18 procedures. It wasn't unusual to have a VIP personage
19 attend the school.

20 Family contact.

21 I wrote home nearly every week and would stay with
22 my parents when on holiday between terms. The exception
23 would be that I sometimes stayed with my grandmother
24 during the October week off. When my parents were in
25 Germany several of the students would travel there

1 together given the other parents were also stationed
2 there.

3 Discipline.

4 If you were late back for things you would be put on
5 report and have to do things like cross-country running
6 before breakfast, which was supervised by a monitor. If
7 you had been put on report you were expected to attend
8 for punishment. Sometimes a teacher would observe you
9 doing something and would give your name to a monitor as
10 somebody to expect for cross-country running. In winter
11 we would do things like press ups in the gym instead.

12 Corporal punishment was still legal in Scotland at
13 the time but we didn't have the cane, though you did get
14 the belt on the hand from time to time. The belt was
15 the tawse, which was hard and thick leather and about
16 a foot long with a split in two about halfway up.
17 I think I got the belt on one occasion only and it was
18 for blackening a boy's eye.

19 In my early days in the junior school we would get
20 hit on the backside with a plimsoll by one of the
21 masters. I don't recall what such a punishment was for
22 but it would have been for something fairly trivial.
23 I'm not speaking personally here but more from general
24 terms about how things were done. You would have to put
25 gym shorts on, which were very thin, prior to receiving

1 such a punishment and it would be done in front of the
2 class or in the master's office. The belt was used in
3 the senior school.

4 There was a master who would belt people for the
5 simple reason of failing to understand the basics he was
6 teaching and he would humiliate boys in front of others.
7 I used to dread going to his classes and would be
8 delighted in the morning if it was announced his class
9 had been cancelled.

10 I would say that there was very little in the way of
11 serious misdemeanours, which was probably because the
12 school was very highly disciplined. The ultimate
13 sanction was to be expelled, which some boys were after
14 being caught stealing drink from the commandant's tent
15 the night before Grand Day. Other boys were expelled
16 for going into Dunblane and breaking into cars. Some
17 time in the middle of my time here there was also
18 an isolated issue concerning glue sniffing or aerosol
19 sniffing, which led to some being expelled.

20 I don't know if a record was kept about what
21 discipline was carried out but every term the school
22 would send a report on your past term at the school and
23 it's possible that it would make mention of any
24 punishment you had received. We always dreaded our
25 parents reading these reports at the end of each

1 academic term. The receipt of them was always
2 a dreadful source of stress for me as my father took
3 these reports very seriously due to the comments they
4 would make about my ability to deal with orders and
5 structure.

6 Prefects.

7 The hierarchy of prefects started very early and
8 when I was in Primary 6 and Primary 7 we had dorm
9 leaders in Wavell House. I think the monitors were
10 chosen based on the fact they impressed in their turnout
11 and attitude. They always had a role in discipline,
12 which I abhorred and I felt it was abused. I would
13 never have allowed it if I had been in a position of
14 authority. I think overall it was not a good idea to
15 have minors in charge of minors.

16 I found that in the Cadet Force especially they were
17 able to throw their weight around. I sometimes was of
18 the opinion that being a prefect or monitor was
19 a licence to bully.

20 Monitors and prefects were basically the same thing
21 and wore a plaid on their epaulettes when on parade.
22 I don't recall how many of each there were but there
23 would be a dorm leader and deputy dorm leader and
24 I think prefects were fifth year students, whilst
25 monitors were sixth year, something like that.

1 Abuse at Queen Victoria School.

2 During my time at the school, probably when I was in
3 first or second year in Trenchard House, Panorama ran
4 a documentary about single-sex boarding schools, making
5 a generalisation that sexual misconduct happened in
6 every one of the schools. Some of the monitors and
7 prefects wrote to a leading newspaper taking issue with
8 this saying no such thing had ever happened at
9 Queen Victoria School.

10 The following week there was such an incident.
11 There was an older boy and a younger boy. The older boy
12 chased the younger boy to an isolated part of the gym
13 where a nonconsensual sex act took place and the older
14 boy was consequently expelled for this. Everybody at
15 the school was aware of the incident but it was the only
16 sexual breach that I can recall in my seven years at the
17 school.

18 Bullying was a constant threat and could happen
19 anywhere at any time and by anybody. Some was by
20 monitors or prefects while some was simply done by other
21 older boys. There was a straightforward physical
22 bullying like getting slapped on the head or more
23 serious bullying like getting stripped naked in the
24 dormitory and hung out of the window. I recall seeing
25 this done but I don't remember how often other than it

1 was more than once.

2 Another form of bullying was getting put into
3 a laundry basket and shoved down the stairs. I saw and
4 can recall such things happening but not those involved
5 and I would say that such things were just par for the
6 course. I can't be exact as to how regularly this
7 occurred and it happened to me at least once. I can't
8 recall anybody being seriously injured by such things.

9 When it was a boy's birthday other boys would put
10 him in a cold bath then turn him over in the bath for
11 each year of birth he was celebrating. I couldn't say
12 for certain that staff were aware of the bullying but
13 the boys certainly had sufficient leeway to continue
14 bullying without the masters knowing. The bullying
15 occurred in all sorts of places on the school places.
16 Staff would be present in the boarding houses during the
17 non-academic periods.

18 Some schools in those days had tuck shops but QVS
19 did not. The only access to sweets et cetera that we
20 had was to go to the shops in Dunblane but the times to
21 do so were so restrictive. A minor form of bullying was
22 when some boys would sell the rest of the sweets and
23 such things at exorbitant prices. We each had
24 an allowance of £25 a term and that soon could be used
25 up by buying things at such high prices.

1 Reporting of bullying was not encouraged amongst the
2 boys and was regarded as sneaking. Such actions would
3 simply bring more attention on you and probably more
4 bullying. I don't recall me or any boy reporting such
5 incidents.

6 Fourth and fifth year at Queen Victoria School.

7 When I went home during the summer of 1983 I helped
8 out in the local parish in Irvine serving as an altar
9 boy. During this time I was sexually abused by
10 a priest.

11 I recently obtained my records from the school.
12 Included in them is a letter sent to my parents from the
13 school dated 22 July 1983. In that letter the school
14 suggests that I should not return to the school to do
15 what would have been my fourth year. I would like to
16 quote from the letter.

17 'Dear [Martin's parents]. I am writing to you what
18 I hope you will interpret as a helpful and considerate
19 letter.

20 As you know, Martin's career at the school has been
21 subject to certain problems. At camp in Germany matters
22 were brought very realistically to my attention. He
23 will perhaps have told you that he had to be taken off
24 an orienteering exercise, was not allowed to fire
25 because he would not/could not learn the weapon training

1 and did not go on the overnight exercise because, in my
2 judgement he didn't wish to, but more important I could
3 not guarantee he would do what the regular NCOs told him
4 to do.

5 Whereas army camp had no direct connection with
6 schooling, I am conscious that there are parallels to be
7 seen in Martin's life as a boarder here. Clearly several
8 times this last year I have had to protect Martin from
9 other boys who, though wrong, have lost patience with
10 him and got at him out of sheer frustration at his total
11 lack of response. I am concerned about the relationship
12 between other boys and himself with regards to his own
13 happiness and general well-being.

14 More seriously, I am much more concerned as to the
15 degree to which Martin is beginning to disobey or not
16 cooperate with adults. You will yourselves appreciate
17 that I have never before had a boy whom I felt I could
18 not give a direct instruction to, in view of the fact
19 that I felt he would not carry it out. Having said
20 that, you will realise the difficulty I feel I am
21 confronted with.

22 Lastly, and I say this with regard to Martin's own
23 happiness, I am beginning to question whether you and
24 I are doing the right thing by keeping him in a boarding
25 environment, one in which he himself does not easily

1 fit. Let us leave aside the sporting, military,
2 communal life and consider his academic progress. His
3 O Grade year does not promise much. Academically, there
4 seems to be a failure between the school and him. Yet
5 the school usually achieves 6-10 O Grades with boys of
6 Martin's IQ.

7 I invite you to consider with me whether it would be
8 in Martin's interest if he were to attend the local
9 school and live at home, hence being in an environment
10 where he would be able to more easily be the individual
11 he clearly is. Also, another school, another ethos
12 might create better academic achievement.

13 I do want to make it quite clear that I will accept
14 your decision in this matter for this, his fourth year
15 in the senior school. It might be helpful to point out
16 that next year the decision is one the school will make
17 and it could be that he would benefit more in the long
18 term if a change in schooling took place now. To be
19 honest I cannot see Martin gaining a place in fifth year
20 here on his present academic showing.

21 If you should choose to send him to a day school,
22 I would make it very plain that this was a parental
23 choice and in no way was Martin asked to go. As I have
24 indicated to you, my chief concern is with Martin's
25 well-being and I am troubled by the possibility that he

1 is increasingly unhappy here.

2 I would appreciate it if you treated this letter as
3 confidential and did not tell Martin that I have written
4 to you on this subject, though of course you will wish
5 to discuss with him the drift of what I have said.

6 There is also a certificate of acceptance that the
7 school sends to parents that they are required to sign.
8 It includes certain conditions that are required to be
9 met. Paragraph 5 of this says:

10 'I also undertake to withdraw my son from
11 Queen Victoria School if I am at any time informed by
12 the commandant that it is considered in the best
13 interests either of the boy or of the school that he
14 should complete his education elsewhere.'

15 The other item I refer to is my end of year report
16 in which the headmaster writes:

17 'Apart from his indisposition during the
18 examinations, Martin has had quite a positive and happy
19 year.'

20 The reference to the 'indisposition' concerns the
21 fact that I was in the school hospital having had what
22 we might describe today as a mental breakdown or
23 something like that. It came halfway through my fifth
24 year and, whilst it was never properly diagnosed, my
25 behaviour of crying, shaking and stuttering showed me to

1 be suffering from some sort of mental stress.

2 I was put into the school hospital to give me peace
3 and quiet to prepare for my exams. I was excused, for
4 some weeks, participation in the full life of the school
5 and was able to just pace myself.

6 Looking back, the breakdown would undoubtedly have
7 been connected with the sexual abuse I endured from the
8 priest. This and the fact of anybody facing the
9 prospects of their O Grades and the stress that brings
10 on. In addition I wasn't overly happy at the school,
11 I had no support from home and at the time was confused
12 and coming to terms with my own sexuality. I would say
13 that my mental breakdown was a combination of all these
14 factors.

15 The report continues:

16 'He has put more into schoolwork but may not yet
17 have learned how to cope with what is required in exams.
18 He has certain abilities that he could make considerable
19 use of. However, there are some sides of his nature and
20 personality that require to be developed or improved.
21 He has for too long avoided those aspects of the fuller
22 life that he considers unworthy or unimportant. To
23 achieve the balance expected of a priest, Martin must
24 come to terms more with all life and experience.

25 'In this sense he needs work experience alongside

1 ordinary humanity and not separation in some part of the
2 church. I do not wish to pontificate but it is Martin
3 himself who must learn that if he is to be accepted into
4 the priesthood he must show himself as a more rounded
5 and fully participating human person. I have enjoyed
6 his company, his interests and his humour and I do hope
7 he will heed advice and do well.'

8 So, having said this, I have given the Inquiry the
9 advice given to my father from the headmaster after
10 I completed the third year at the school. My father
11 resisted the headmaster's advice and I returned to the
12 school in fourth year in Haig House. I didn't do very
13 well and I think I only got one O Grade but the school,
14 exceptionally, allowed me back in to do fifth year,
15 possibly with pressure from my parents.

16 However, I was what was considered a social fifth
17 year, meaning I was in the year but repeating fourth
18 year academically. This meant I did everything socially
19 that the rest of the fifth year were doing but went to
20 class with fourth year students.

21 The report pointed out problems the school had had
22 with me in terms of following orders and cooperating
23 with others. It also pointed out problems I had with
24 other boys who were annoyed at my lack of co-operation
25 with them. The report questioned my happiness in the

1 school and suggested, among other things, that my
2 academic achievement did not suggest a future there.
3 I only got one O Grade in the fourth year.

4 The report suggested it might be better for me
5 personally and academically to move to another school.
6 It suggested that my academic achievements did not
7 suggest that I would succeed in fifth year and said that
8 my behaviour during the previous year suggested that
9 I was not happy at the school.

10 Any boy who was accepted to join the school at the
11 age of 10 had it made clear to him and his parents that
12 the school only bound itself to keep you to the end of
13 fourth year, until you were 16. Thereafter any further
14 stay at the school would be on account of your merits,
15 principally academically but also with regards to your
16 performance on the military and sporting life.

17 The sixth year was a very small exclusive club
18 altogether because of the school accommodation and
19 I think there were only about a dozen in sixth year.
20 They were chosen primarily for academic excellence but
21 also because they were going to be monitors and prefects
22 who assisted with the discipline of running the school.

23 So the minimum time that anybody would spend at the
24 school would be six years from Primary 6 to fourth year,
25 meaning that you left school at 16. Some would come

1 back for fifth year and do highers and very few would do
2 a sixth year.

3 This meant that the maximum you could spend at the
4 school would be eight years. A huge amount of the boys
5 would leave at 16 and only some would go on to do their
6 highers. So I got a fifth year out of it though this
7 was to enable me to do my O Grades again and I did get
8 a few more though, as predicted, I didn't excel.

9 We lived as a family in Germany from 1979 to 1983
10 but by 1983 we were back in Troon when my father's
11 regiment was deployed to Belfast. The summer of 1983
12 was when the cadet camp was in Germany.

13 It was my behaviour on that school cadet trip that
14 precipitated the headmaster writing to my parents during
15 those summer school holidays.

16 I suppose while I was in my third year there was
17 a degree of loneliness, anxiety about certain aspects.
18 When one lives with fear, for example, we boys had
19 a fear of some of the masters because some of them were
20 very old, maybe in their '60s.

21 A few years before I joined the school the academic
22 staff was provided by the Royal Army Educational Corps
23 and it was a military institution. It subsequently
24 became a semi-military institution funded by the
25 Ministry of Defence but run by civilians.

1 When he some old masters who were a hangover from
2 before, in fact one or two might even have served in the
3 war as, after all, we are talking about in the '70s.
4 There were one or two who were frighteningly poor
5 teacher, in particular those who taught us [REDACTED] and
6 [REDACTED]

7 I think one or two of the masters had a drink
8 problem as drink could be smelt from them depending on
9 what time of day it was.

10 I was particularly poor at [REDACTED] which
11 was one of the first two periods on a Thursday morning.
12 Religious studies, which I enjoyed, were later on
13 Thursday morning so the Thursday morning was a bit of
14 a mixed bag for me.

15 Anyway, the [REDACTED] teacher was a very frightening
16 man. I can say that I never wet the bed during my whole
17 school career but on some Wednesday nights prior to my
18 [REDACTED] I would sleep very badly and
19 be very anxious because I knew that sometimes in that
20 class you would be singled out.

21 I have touched on some of the negative and broader
22 aspects of my thoughts on the school when I spoke of
23 fear and anxiety. Was Queen Victoria School just
24 a glorified car park or left luggage room for the
25 children of those in the army? I suppose their

1 intentions were honourable and of the best and it's easy
2 to judge history by today's standard.

3 Some think abuse is only of a sexual nature but many
4 of us think abuse is wider than that, especially when it
5 impacts on a person's mental health. The fact that I am
6 still involved in the alumni of the school shows that
7 the school couldn't have been all bad. And of course it
8 wasn't all bad. I would hope that I have got over to
9 the Inquiry the excellence of the academic value of the
10 school.

11 However, the school did not prepare you for the
12 world or invest in a child's future and I think it
13 simply assumed that most of us would go into the army.
14 Many did and a boy in the year above me ended his career
15 in the rank of Major General responsible for the army in
16 Scotland. We are proud that one of our own ended up in
17 charge of the whole shooting match in Scotland.

18 I recall when I would go home to my granny that she
19 would tell me to watch who I played with as she didn't
20 want any disgrace brought upon the school as it was
21 considered very prestigious.

22 The school has a very proud history and most who
23 went to the school have a pride in it but we don't
24 necessarily feel the need to go back there. We don't
25 seek to live in the past, though some do. It's a very

1 different place today.

2 We are proud of the school's history and its
3 traditions but we don't think it was perfect. I took
4 refuge in my religion though that led to me being abused
5 by a priest during my school holidays in my teens.

6 I probably get on better with my old school
7 colleagues today than I would have during my time at the
8 school. I feel as though I would rather go to school
9 with them now than during the period in my life when
10 I did.

11 I applied to speak to the Inquiry before I obtained
12 my records from the school. It was interesting to note
13 recently that when I got my files from the school they
14 seemed to show that the school were looking after my
15 interests better and my parents did. I feel that the
16 school actually went out of its way in my best interests
17 and it was my parents who let me down more than the
18 school.

19 It was the school that recognised that I was perhaps
20 as square peg in a round hole but it didn't suit my
21 parents to make any changes. One of the items I forward
22 to the Inquiry is a letter of reply from my father to
23 the headmaster in which he says, 'I could look at other
24 schools but it could work out more expensive'. This
25 shows that my father put money before anything else.

1 Leaving Queen Victoria School.

2 You left the school after the parade on Grand Day
3 and by then we would have handed back most of our kit.
4 When I left Queen Victoria School in 1985 I was 16 and
5 I moved to a monastery in Ireland. Whilst there I went
6 to college and I did the Irish Leaving Certificate.

7 Between all these events I considered the
8 possibility of becoming an army chaplain. The school
9 neither encouraged nor discouraged me from this notion.
10 It encouraged you to take whatever path you sought and
11 it certainly wouldn't have got in your way. However,
12 I did not pursue the idea of being an army chaplain and
13 instead I went to the monastery in Ireland.

14 Life after Queen Victoria School.

15 After I left the monastery in Ireland I applied to
16 the Archdiocese of Westminster to train in the
17 Westminster Seminary but wasn't accepted. They
18 recommended that I suspend my application and that
19 I should get a job. I then worked in London for
20 22 years and I have since moved to Italy.

21 Impact.

22 It's not easy to consider the impact the
23 Queen Victoria School has had on my life. It was
24 a place you went to of your own free will and I suppose
25 the school did its best by us as far as it could.

1 I don't have any children so I'm not one of those who
2 would say, 'I would not send my children there', though
3 I know others who are of that opinion. Some are
4 anti-boarding, though some would simply not send their
5 children to Queen Victoria School. I am proud to record
6 that one of my direct contemporaries is on the teaching
7 staff of the school and has devoted his teaching career
8 to the school, which speaks volumes for QVS.

9 The school has had to widen its ambit and change its
10 ways and it is now co-educational.

11 I would say that having attended a boarding school
12 has had a negative impact on me as a person, to my
13 emotional make up, my sexual development and my partly
14 dysfunctional family scenario.

15 My father was a tyrant of an army man and my mother
16 was a rigid German. They were of their time and of
17 their type, limited people intellectually. My father
18 was an Ayrshire farm boy who joined the army and worked
19 his way up and made a great success of it. However,
20 because of my father's limitations in mentoring me and
21 giving me directions he became frustrated and angry and
22 would shout and bawl. I feel my parents put their
23 convenience ahead of my best interests, absolutely.

24 I have received counselling even in recent years but
25 this was more to do with the sexual abuse I endured from

1 the priest who was defrocked by the Catholic Church in
2 2019. Although this was something that happened decades
3 ago it was only brought to court recently so I had to
4 live with what happened to me all those years ago.

5 The priest who sexually abused me was eventually
6 convicted of abusing others at the High Court in
7 Glasgow. My name did not appear in that indictment but
8 the Catholic Church later accepted that he had abused
9 me.

10 Lessons to be learned.

11 I think I have got over to the Inquiry that minors
12 shouldn't be in charge of minors. In addition,
13 governance by fear should not be tolerated. Many of our
14 parents ruled by fear and we ended up resenting them.
15 I know things have changed and there are child
16 protection protocols throughout Scotland. As things
17 have developed in schools progress has meant that many
18 of the things that happened in my day simply wouldn't
19 happen now. For instance, I wouldn't be able to just
20 walk into the school. I'm not saying access was easy in
21 my days but there wasn't the rules and regulations there
22 are now. So lessons have been learned.

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

1 true."My Lady, this statement was signed by 'Martin',
2 it's dated 7 October 2020.

3 LADY SMITH: Thank you very much.

4 MR BROWN: My Lady, that concludes the evidence for today.
5 Tomorrow will, all being well, involve three live
6 witnesses and the reading I'd hoped to do today but will
7 be done tomorrow. So it should be a full day tomorrow.

8 LADY SMITH: Is one of our witnesses by videolink tomorrow?

9 MR BROWN: Yes, the first witness is by videolink.

10 LADY SMITH: Starting at 10?

11 MR BROWN: At 10.

12 LADY SMITH: Very well. I'll rise now until tomorrow
13 morning and we'll begin at 10 o'clock with the first
14 witness, who will be giving evidence over a videolink.
15 Thank you.

16 (2.30 pm)

17 (The Inquiry adjourned until 10.00 am on Wednesday,
18 20 October 2021).

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I N D E X

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