

Friday, 12 November 2021

(10.00 am)

LADY SMITH: Good morning and welcome to the last day of this section of our work in the boarding schools case study. As indicated yesterday, we don't expect to need more than half a day, maybe a little bit less than that, to finish up the work we have to do.

I see that we're going to begin with Mr Drummond's further submission; is that right, Mr Brown?

MR BROWN: My Lady, yes. Good morning. We're going to have three read-ins: Norman Drummond's further submission; a brief submission from one of the prefects of the time we are talking about, 1990; and then a very full and very interesting applicant statement, which is very long and it has been pared back somewhat, but the totality of it is very interesting.

LADY SMITH: Yes.

MR BROWN: I should say two things. Firstly, Graham Hawley, the headmaster, is here; and Peter McCutcheon is watching, the head of the governors is watching live, so clearly they are still very much engaged.

The second thing is, despite my best efforts yesterday, I don't think I would manage a full statement, so I'm afraid the entire burden will fall on Ms Bennie and I will sit quietly and try not to cough.

1 LADY SMITH: Thank you, Mr Brown. I'm very grateful and  
2 I quite understand your position.

3 Ms Bennie, you have a good supply of water. You  
4 tell me, just like I remind witnesses, if you need  
5 a break, because you have a lot ahead of you.

6 MS BENNIE: Thank you, my Lady.

7 LADY SMITH: Thank you. Whenever you're ready and at  
8 whatever pace suits you, don't feel you need to rush.

9 Norman Drummond (read)

10 MS BENNIE: Thank you, my Lady.

11 The first read-in bears the reference  
12 WIT-3-000000808, and, my Lady, this is a further  
13 submission to the Inquiry by Norman Drummond.

14 "Further to the evidence session in the early  
15 afternoon of Tuesday, 11 May 2021, there was confusion  
16 in relation to dates in June 1991 and November 1991.  
17 I can confirm that my written evidence stemmed from my  
18 recall of events in June 1991 when matters were first  
19 brought to my attention.

20 Since giving evidence on Tuesday, 11 May 2021,  
21 I have had the opportunity of meeting with the then head  
22 of school in 1991 and have received his confirmation of  
23 the following points, which I now wish to bring to the  
24 attention of the Inquiry to clarify any points of  
25 confusion in my oral evidence and to assist the Inquiry.

1           First, the incidents were reported to me by the then  
2 head of school during the final two days of the summer  
3 term 1991, which was the final week of his school  
4 career.

5           Two, the incidents were not reported when they  
6 occurred but were reported having taken place in one  
7 room in one house a number of terms earlier.

8           The excerpt from a minute from a meeting that took  
9 place in the Loretto staff common room at which I was  
10 not in attendance, which was presented to me at the  
11 hearing I had not seen before and was only given a short  
12 time to view.

13           From that minute, it was evident that Mr Stock had  
14 returned to school for the new term - in my earlier  
15 written evidence I was not sure in my memory of this.  
16 However, I clearly recall my conversations with the  
17 chair of governors at and after the end of the summer  
18 term 1991, that Mr Johnston was to be appointed by the  
19 chair of governors to make enquiries into the situation  
20 on behalf of the board and that I was to step back from  
21 these enquiries as my actions would also be under  
22 review. The chair at that meeting encouraged me to  
23 concentrate on preparing the school for the new academic  
24 year, which I duly proceeded to do.

25           In the new term and thereafter, I took particular

1 trouble to continually emphasise and remind both pupils  
2 and staff on what it means to live in a community, to  
3 remember what it was like to be new, to be there for  
4 others and to treat others as you would wish to be  
5 treated yourself.

6 Pupils and staff were well aware of those occasions  
7 when a pupil or pupils were cautioned or suspended for  
8 bullying or any form of inappropriate behaviour. These  
9 exclusions would have been brought to the attention of  
10 the school and staff in school double and house double  
11 and notices thereafter as well at weekly staff  
12 gatherings which took place on a Monday at morning break  
13 in the staff common room.

14 The final slide or excerpt which was briefly shown  
15 to me at the hearing was of the then new Loretto  
16 tutorial system which was introduced following the  
17 reported incidents. The new tutorial system reduced the  
18 number of tutees to tutors and set high standards of  
19 care in four main areas of all-round welfare which, if  
20 memory serves me correctly, were academics, activities,  
21 aspirations and ambitions.

22 This undoubtedly contributed to the rigorous  
23 approach by the tutors to all-round education, which was  
24 examined and evaluated highly in the HMI Inspection  
25 of September to November 1992. Throughout this



1 inspection, both pupils and staff were encouraged to  
2 speak in confidence to inspectors if they wished about  
3 any concerns they may have had.

4 HMI, following their inspection in April 1993,  
5 reported that:

6 'A major strength of the school was the commitment  
7 of the staff, who all contributed to ensuring that the  
8 pupils received a high level of individual care. The  
9 staff who ran the boarding houses provided effective,  
10 dedicated supervision and guidance for pupils in their  
11 care.

12 The leadership and pastoral skills of the headmaster  
13 were a fundamental strength of the school. An able team  
14 of house staff chaired by the headmaster managed the  
15 pastoral and personal business of the school very  
16 effectively.'

17 My wife Elizabeth and I had thought long and hard  
18 about where to educate our eldest son, and in September  
19 1990, and after much deliberation, we agreed that he  
20 would go to Loretto and our reasons for doing so were  
21 predominantly on account of the level of the all-round  
22 pastoral care that we knew he would receive at the  
23 school.

24 Elizabeth played a very strong part in the life of  
25 the school and from our first day at Loretto, we both

1 sought to encourage a family atmosphere and at each and  
2 every turn to consider every pupil as part of our  
3 extended family."

4 My Lady, the statement is dated 26 May 2021.

5 LADY SMITH: Thank you very much.

6 'Iain' (read)

7 MS BENNIE: The next statement, my Lady, bears the reference  
8 WIT-3-000000752. My Lady, this witness wishes to remain  
9 anonymous and has adopted the pseudonym of 'Iain'.

10 "I attended Loretto Junior School and then Senior  
11 School from 1983 to 1991 and I understand that concerns  
12 have been raised that the Loretto headmaster,  
13 Norman Drummond, did not act on allegations passed to  
14 him by a member of staff at the time, David Stock.

15 Let me firstly state that I do not recall ever being  
16 bullied or abused during my time at Loretto nippers or  
17 in the senior school, nor did I witness any incidents  
18 or, to the best of my knowledge, deliver any treatment  
19 that was harmful to other pupils. I have not spoken  
20 with anyone with first hand experience, as a victim,  
21 perpetrator or witness, of anything that could be  
22 described as bullying or abuse. My own recollections of  
23 my days at Loretto are entirely positive and it has  
24 therefore come as a tremendous shock that allegations  
25 have surfaced of abusive and bullying behaviour. With

1 a career in education myself, I am simply appalled by  
2 some of the bullying behaviour that is emerging to have  
3 been tolerated in schools, Loretto and elsewhere, and  
4 which has no part to play in the responsible care of  
5 young people.

6 As head of school during the academic year  
7 1990/1991, I worked closely with Mr Drummond. Towards  
8 the end of my final week at school, he informed me that  
9 Mr Stock had set essays on bullying in one of his  
10 English classes and that these had been brought to the  
11 attention of the deputy head as he, Mr Drummond, had  
12 been away visiting a school in the North of England.  
13 The incidents of bullying in these essays had reportedly  
14 taken place in Pinkie House in the autumn term of the  
15 previous school year. Mr Drummond was clearly concerned  
16 and asked me if I had any knowledge of such behaviour in  
17 the school, which I had not. He indicated that he would  
18 need to share the matter with the chairman of governors.

19 Mr Drummond's tenure as headmaster at Loretto was  
20 one of inspiring kindness and responsibility in its  
21 young people. He was strident in setting the highest of  
22 examples, to the point where I know some staff, pupils  
23 and parents disliked his approach. Yet he was motivated  
24 by what was right for the care and nurture of the  
25 pupils. I understand that an unacceptable level of

1 bullying was prevalent in Seton House, for example, in  
2 the late 1980s. Mr Drummond ensured that discipline was  
3 brought, not by removing responsibility from the pupils,  
4 which they had hitherto seemingly abused, but by  
5 ensuring that they were accountable for the care they  
6 offered in the house.

7 Quite simply, no one did more to foster and inspire  
8 a caring, responsible atmosphere in all areas of Loretto  
9 school life than Mr Drummond did. I believe his life  
10 path since his Loretto headship bears this out, as he  
11 has inspired leadership in young disadvantaged people  
12 with immense care and commitment.

13 It is perplexing to think of one who gave so much to  
14 the well-being of the school's pupils facing concerns  
15 relating to his handling of these issues. I was taught  
16 English by Mr Stock and clearly recall, as do several of  
17 my contemporaries, the way in which he would disparage  
18 the school, its leadership and particularly Mr Drummond  
19 as headmaster. His undermining of Mr Drummond to us, as  
20 pupils, was utterly unprofessional and leaves me certain  
21 that his actions are something of a personal vendetta  
22 against Mr Drummond.

23 I have nothing but respect for the requirement of  
24 cases of bullying being brought to light and from which  
25 lessons must be learned, but I question the way in which

1 Mr Stock alleges that Mr Drummond in any way covered up  
2 what was being alleged. I simply do not see how that  
3 can be substantiated and urge you to bear this in mind  
4 as you draw your conclusions on the way in which any  
5 form of child abuse took place in Loretto School and the  
6 way in which any allegations are raised and handled.

7 I am grateful to you for taking my testimony into  
8 account."

9 My Lady, the statement is signed and it's dated  
10 25 May 2021.

11 LADY SMITH: Thank you.

12 'Gordon' (read)

13 MS BENNIE: My Lady, the next read-in bears the reference  
14 WIT-1-000005541 my Lady, this witness wishes to remain  
15 anonymous and has adopted the pseudonym of 'Gordon'.

16 "My name is 'Gordon'. My year of birth is 1976.

17 My mother was a primary teacher and my father was  
18 a solicitor. My family lived in the [REDACTED] area of  
19 Glasgow throughout my child. I moved to Loretto in  
20 1989. I completed my primary school education and the  
21 first year of my secondary school in Glasgow.

22 It was a good childhood. We were relatively well  
23 off. We lived in a nice big house. My grandparents  
24 lived next door in another big house. Aside from  
25 school, one of the most important things in my life was

1 music. Music was quite an important part of my  
2 childhood.

3 I think there was a stated reason and an unstated  
4 reason why my parents decided to send me to Loretto.  
5 The stated reason was that I was becoming more and more  
6 involved in music. I wasn't happy once I'd moved to the  
7 senior school in Glasgow, although I can't remember  
8 exactly why. I was doing well academically. I won  
9 school prizes throughout primary school and finished top  
10 of the year in maths.

11 A friend of the family had been at Loretto, as had  
12 all of his children. In about 1987 or 1988, Loretto  
13 school produced an album of music from Loretto. There  
14 was a picture of the whole school on the front of the  
15 album wearing their kilts in the chapel. In the late  
16 1980s, that was unheard of. Nowadays, independent  
17 schools are probably churning these things out every  
18 term. In those days, nobody had seen an album produced  
19 by a school. There was instrumentalists, singers and  
20 whole-school singing. Music was, and I believe still  
21 is, quite important at Loretto. Given music was  
22 apparently important at Loretto, my parents thought that  
23 it would be a great place for me to continue to thrive  
24 musically."

25 My Lady, moving on to paragraph 9:

1           "I remember a Sunday lunch with my dad's friend and  
2 his son. It was really to talk about Loretto. It was  
3 the first time that it had been brought up with me.  
4 Their youngest son was the same age as my older brother,  
5 so he had moved on to Loretto a couple of years before  
6 me. I also went on a tour of the school. I was taken  
7 around the whole campus by a boy in the year above me.  
8 I was interested in the music school and the tech  
9 department. I could see that my parents were impressed  
10 by everything. I was the kind of child who wanted to  
11 please and if it looked good to them, then that was good  
12 enough for me. I was also ready for a change and wanted  
13 out of the secondary school in Glasgow at the time.  
14 Loretto looked like a great option.

15           The fees for Loretto were a big jump up from a day  
16 school and it was a bit of a stretch. Because I was  
17 active musically and doing well academically, my parents  
18 thought I should try for a scholarship. The application  
19 for a scholarship involved an overnight stay at Loretto.  
20 At some point in the school year of 1988/1989, I went to  
21 stay overnight with Mr Philip Shepherd, the housemaster  
22 of Seton House, and his wife, Dr Adrienne Shepherd.  
23 They had a child who was the same age as me and he was  
24 going into the school as well. They were all great fun  
25 and made me feel welcome. I recall we had a good

1 discussion about a common interest in films. I might  
2 have had another tour of the school and I underwent  
3 a series of tests. There were things like an IQ test  
4 and some language testing. I can't recall all of the  
5 tests, but the upshot was that they offered me  
6 a bursary.

7 A list of the required kit was sent to us. It was  
8 quite overwhelming. That was when I started to realise  
9 that Loretto was a whole different world.

10 I started at Loretto when I was 13. I went into the  
11 third form, which was the lowest year in the senior  
12 school. There were probably between 300 and 350 pupils  
13 in the upper school. There were very few day pupils.  
14 I can only recall there being two in my year, both of  
15 whom were children of teachers. There was also a junior  
16 school at Loretto, known as 'the Nippers'.

17 Loretto was divide into boarding houses.  
18 In September 1989, there was a School House and Pinkie  
19 House, both of which were older style boarding houses.  
20 Seton House and Hope House were modern houses built  
21 post-war. I think there would have been about around  
22 70 boys in each house. I was placed in Hope House.  
23 There was one house for girls nearer the River Esk,  
24 called Trafalgar Lodge. We had mixed classes in the  
25 final two years.



1           The school ethos was never explained to us to my  
2           memory. We learned it here and there. One of the  
3           things being spoken about by the headmaster was, 'Mind,  
4           body and spirit'. The ethos was about being  
5           an all-rounder, which I think appealed to my parents.  
6           Pupils were encouraged not to be a specialist in one  
7           area. For example, if you were good at the academic  
8           side of things, you'd also be encouraged to get involved  
9           in sport and art. Pupils were encouraged to keep busy.  
10          There were many opportunities to do different and  
11          unusual things there.

12           I think there were elements of the ethos which dated  
13          back to a former headmaster called Dr Hely Hutchinson  
14          Almond, of whom there was a large portrait in the dining  
15          room. We didn't wear a tie, other than at chapel on  
16          Sundays. Day to day, we went around with open-necked  
17          shirts, just like Dr Almond in his portrait. I believe  
18          the thinking was that that would allow us to get more  
19          fresh air. In the same vein, the dormitory windows were  
20          left open all year round. It wasn't a big deal in those  
21          days. I don't think children feel the cold in the same  
22          way as I do now. Nobody really seemed to complain about  
23          it. If it got really cold, we would close the window.  
24          The idea was to have a free-flowing circulation of air  
25          in the dormitories, which was probably a good thing with

1 a lot of young boys.

2 In the boarding house there were three full-time  
3 staff, two of whom were teachers. There was the  
4 housemaster, who lived in a house attached to  
5 Hope House. The assistant housemaster and the matron  
6 had flats inside the house. The first housemaster when  
7 I was in Hope House was Andrew Chapman. He lived with  
8 his wife and their son. In my fifth or lower sixth  
9 form, Roger Whait took over as housemaster of  
10 Hope House. The assistant housemaster, Joe Chandler,  
11 was new when I arrived. I don't think he stayed at  
12 Loretto for much more than around three years and  
13 I believe that he is now a successful teacher somewhere  
14 in England. Mr Wetherby took over from him. There were  
15 two or three matrons during my time at Hope House.

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

1           I don't think there was a uniform view about the  
2 headmaster, Norman Drummond. My personal view was that  
3 he was, first and foremost, a formidable and charismatic  
4 speaker from the best traditions of the Church of  
5 Scotland. He seemed to have a very strong and  
6 unequivocal sense of right and wrong, which made him  
7 a strong leader and educator of children. He took care  
8 to know every single pupil as well as their parents. He  
9 even stayed in contact with my parents more or less up  
10 until they died. I think he saw his job as a vocation  
11 and this extended past the time when he left Loretto.  
12 He was only 32 when he became headmaster. I didn't  
13 think that he was young at the time, but it's strange to  
14 think that he moved on from Loretto when he was younger  
15 than I am now. I imagine the governors saw him speaking  
16 at Fettes and thought they had to get him into Loretto.

17           Norman Drummond has a long record of helping people,  
18 which extended to the time after he left Loretto. He  
19 stayed in touch with my parents partly because he  
20 founded Columba 1400, which takes people from  
21 underprivileged backgrounds and gives them leadership  
22 training.

23           He was a formidable and charismatic leader and  
24 somebody you would not want to cross. He was not afraid  
25 to take the whole school to task on his own. If

1 something had gone wrong, he would let us know in  
2 assemblies. I can still remember some of the things he  
3 said so to us, such as, 'If you fly with the crows,  
4 you'll get shot with them'. One of my friends who had  
5 a bit of a problem with authority was caught drinking on  
6 one occasion. Norman Drummond asked him why and my  
7 friend told him that he was bored. The headmaster spoke  
8 at length on his frustrations about how somebody at the  
9 school could say that he was bored, given the  
10 opportunities on offer. He didn't like arrogance. He  
11 took exception to arrogant, entitled behaviour.

12 His speaking abilities and decisiveness made him  
13 a very good leader of the school. There was a huge  
14 waiting list to join Loretto while he was the  
15 headmaster. There was also a sense that he was very  
16 good at public relations. He had a concern for how the  
17 school came across to the outside world, which would  
18 have been exactly what the governors wanted as well.  
19 I believe he was a brilliant sportsman and that he had  
20 been in the parachute regiment. He had a law degree  
21 from Cambridge and a Bachelor of Divinity from New  
22 College, University of Edinburgh. He achieved a huge  
23 amount and still does. He was and is well thought of,  
24 although I know people who disagree with some of what  
25 I've said. I am open to their opinions. Nobody is

1 perfect and we have to be careful about what standards  
2 we hold anyone to.

3 Routine at Loretto.

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

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

22 Mr Chapman then asked a couple of fourth formers to  
23 help up to my dorm me with my trunk. They turned out to  
24 be very nice boys in the year above me. It made me feel  
25 welcome. We had a cupboard in our dormitories which was

1           called a 'tall boy'. Everything had a different name.  
2           My mum helped me to put my things away. After being  
3           shown to the dorm, I was shown to the day room.

4           The third form day room was where we did our  
5           homework, which we called prep. It looked like  
6           an average small village hall with a wooden floor.  
7           Round the outside of the room were what we called 'the  
8           carrels'. They were units with a desk, shelf and  
9           built-in bench which you could lift up and lock things  
10          inside.

11          I was still with my parents at that point. My mum  
12          was helping me to unpack things into the carrel in the  
13          day room. The hardest part was when my mum and dad  
14          left.

15          I had been on a number of trips away from my family  
16          from the age of eight through cubs, scouts and music  
17          courses. I felt okay, but I was a little bit anxious  
18          about it. I think others found it a bit harder. I am  
19          sure there were a few tears. It might have been the  
20          first time some were away from home. I think everybody  
21          understood that, even the boys in the higher years.  
22          They seemed to be quite welcoming, certainly on the  
23          first day. I remember the prefects introducing  
24          themselves and having a laugh and a joke. I think that  
25          was their way of expressing that they knew what we were

1           going through and that they'd been through it as well.  
2           In general, I think people were sympathetic to each  
3           other and recognised that it might be difficult for some  
4           boys. Some of the older boys would have had the exact  
5           same experience when they arrived and remembered how  
6           they felt.

7           There was a double in the house on the first day.  
8           I can't remember what was said, but I think Mr Chapman  
9           gave a bit of a speech to set the tone for the house.  
10          There may have been some behavioural issues in the house  
11          in the previous year. It had a reputation for being  
12          a bit rowdy when I arrived, so I suppose it might have  
13          been earned.

14          After the double, we must have gone for dinner.  
15          Before we went into any meal, everybody would stand in  
16          an area called the Red Hall. It was outside the dining  
17          room. The whole school was there in this confined  
18          place, tending to congregate in year groups. It was  
19          a really noisy and boisterous atmosphere. I remember  
20          feeling quite intimidated by that.

21          It was really loud. The hall was all tiled and  
22          there were photos of every First XV rugby team going  
23          back to the 1800s. It was that kind of atmosphere. We  
24          had a table allocated on a notice board and had to work  
25          out where our tables were in the dining room. It was

1 fairly intimidating but probably not unlike anybody's  
2 experience of going to a new school and attending  
3 a whole school event for the first time.

4 I was excited on my first night. I had been in  
5 dorms at camps and it was something I quite liked,  
6 everyone staying up late at night giggling. It was  
7 a wee bit different because it wasn't just for a couple  
8 of weeks, it was going to be where we were now to stay  
9 for most of the year.

10 Looking back, I think they generally put people from  
11 Glasgow into Hope House. Hope House had a bit of  
12 a reputation for being rowdy. I'm afraid to say we were  
13 quite pleased with that reputation. We sang silly song  
14 about it in the house or on the way to rugby.  
15 Historically, I think Loretto had been the school of  
16 choice for some quite wealthy families from East Lothian  
17 and Edinburgh. At that time, they probably thought of  
18 Glasgow as something they looked down upon.

19 I would say that both the housemasters of Hope House  
20 during my time were very good. Mr Chapman was the head  
21 of design and technology, which naturally endeared him  
22 to me. I think my first day at the school was also his  
23 first day as housemaster, so he was coming in as a new  
24 broom to the house. He was probably aware that its  
25 reputation was of being a bit rowdy. He was personable



1           and I would say approachable. He had quite an informal  
2           air about him. I think he was generally fair and tried  
3           to address the issues that arose.

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

15          Within Hope House there were a number of  
16          dormitories. They would vary in size from four boys all  
17          the way up to ten boys in the biggest dormitories. Each  
18          dormitory had what was called a head of dorm. There was  
19          a spread of children from third form all the way up to  
20          the lower sixth. The head of dorm would be a fifth  
21          former or somebody in the lower sixth. It was  
22          a position of authority, especially in the larger  
23          dormitories. They had to keep order, make sure things  
24          were tidy, make sure people weren't mucking about after  
25          lights out and things like that. I think they also had

1 a pastoral role and kept an eye out for bullying and  
2 unfairness, to an extent. I think I was a head of dorm,  
3 although I don't really remember. I can't remember any  
4 kind of training for the role. It was learned through  
5 osmosis from having seen previous heads of dorm.  
6 Different kids took a different approach to it and some  
7 were more authoritarian than others.

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

24 As well as the heads of dorm, there were house  
25 prefects and there was a head of house. The house

1       prefects would all be in their final year at the school.  
2       Tidiness was quite important and the dorm was inspected  
3       every day. A prefect would go round all of the dorms.  
4       If he noticed that something was wrong, he would mark it  
5       up. I don't think there were punishments unless it  
6       happened a number of times. If it was something  
7       persistent, the whole dorm might have to go on a run,  
8       which I think was pretty unusual.

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

15      My Lady, I'm now moving on to paragraph 47.

16      LADY SMITH: Thank you.

17      MS BENNIE: "I think there was a time at night by which we  
18      had to be in our rooms. I'm pretty sure there was  
19      an inspection every night. The housemaster or the  
20      assistant housemaster, whoever was on duty, would do  
21      a tour of the dorms. Very occasionally, that would be  
22      done by a tutor if they were both on an evening off.  
23      They would go round each room with a prefect, checking  
24      everybody was there and often they had a bit of a chat.  
25      They might ask people how they were doing or have a bit

1 of a joke. They had to go round every dorm, so they  
2 probably didn't stay long in any particular one. There  
3 was another bell, probably around about 10 o'clock, and  
4 then lights would go off.

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

17 I cannot remember any child having any issues with  
18 bed-wetting.

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

25 For breakfast, lunch and dinner we were assigned

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

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

22 If you didn't like what there was, you could  
23 probably have gone into the kitchen and asked for  
24 something else. I don't remember people saying that  
25 they didn't want to eat the food very often. There was

1 usually food left over at the table if you wanted more.  
2 If not, you could go back into the kitchen and ask for  
3 more. I don't think anybody ever went hungry."

4 My Lady, moving on to paragraph 71. Before reading  
5 paragraph 71, my Lady, I explain that the witness tells  
6 us in the paragraphs leading up to paragraph 71 about  
7 washing and bathing, about laundry, about chores and  
8 about the day-to-day routine at the school.

9 "Reverend Anderson was the chaplain for most of my  
10 time at Loretto. He was American or Canadian. We had  
11 a class timetabled during the week when we would go into  
12 the chaplaincy centre with him. He would talk about  
13 issues like alcoholism, societal issues and sexually  
14 transmitted diseases. That was one way that the school  
15 prepared us for adult life. I suppose the whole ethos  
16 of mind, body and spirit was meant to do that. The  
17 school was trying to develop all-rounders, which I think  
18 they hoped would be a good preparation for adult life.

19 With the benefit of being an adult, I think there  
20 were two sides to the education at Loretto. Firstly,  
21 the education on offer was good to excellent. My maths  
22 teacher, Dr Adrienne Shepherd, was probably one of the  
23 top maths teachers in the UK at the time. She was  
24 absolutely brilliant. She was very strict in the  
25 classroom and had zero tolerance of any mucking about.

1 Ken Marks, who was my French teacher and the head of  
2 modern languages, was inspiring to me. PGR [REDACTED],  
3 my [REDACTED] teacher, was also excellent in that his  
4 enthusiasm for the subject was obvious and infectious.  
5 I think they were excellent because they were passionate  
6 about their subjects and about seeing children learn.  
7 A learning relationship is always personal and some boys  
8 may not have liked some teachers, but I don't personally  
9 think that there was any teacher who wasn't up to the  
10 job. If you wanted to learn, the opportunities were  
11 there.

12 There was another side to the education at Loretto,  
13 but I do not hold the teachers or the school to account  
14 for this as this was more of a dynamic that existed  
15 between the children themselves. At my school in  
16 Glasgow I had been earning class prizes. At Loretto,  
17 there were similar prizes known as the bene prize. It  
18 was a gold star type system and four or five boys in  
19 each year would be awarded them at the end of the year.  
20 At my school in Glasgow, people were quite competitive  
21 about getting class prizes. At Loretto, the bene prizes  
22 were a bit of a poisoned chalice amongst the pupils  
23 themselves. People would say, 'You got the bene prize'  
24 in a particular timbre of voice, making it clear that  
25 you were a bit square.

1           It was the end of the 1980s, early 1990s, and there  
2           were all sorts of teen high school films coming out of  
3           the States with jocks and squares as well as numerous  
4           films in the slacker genre. Grunge music was reaching  
5           its zenith. For Generation X, apathy was in. I think  
6           that might have been part of it. The school's favourite  
7           films were Point Break and Die Hard. Films glorifying  
8           later tech heroes like Mark Zuckerberg or Steve Jobs  
9           would likely have tanked. Excelling academically could  
10          earn you teasing amongst your peers.

11          I wanted to fit in. I'm not blaming this on the  
12          school or my peers, but after a couple of bene prizes,  
13          in order to fit in, I effectively chose to stop making  
14          an effort in my studies. I didn't want to be teased for  
15          being a square any more. I was still getting good  
16          results, but by fourth year I'd stopped working hard.

17          Looking back, I had almost a pathological need to be  
18          accepted by my peer group. I changed my behaviour so as  
19          not to be teased. I take responsibility for that myself  
20          and I don't blame that on Loretto. I note that there  
21          were many of my peers who did actually work very hard.  
22          The teaching was excellent. Children have to take some  
23          responsibility for their own decisions as well."

24          My Lady, I'm now moving on to paragraph 81, but in  
25          paragraph 77 to paragraph 80, the witness tells us about



1           leisure activities.

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

25          Mr Chapman took the whole of Hope House third form

1 away to St Abb's Head for the weekend. He did that  
2 every year that he was the housemaster. It was meant to  
3 be some kind of bonding experience for us, away from the  
4 older boys."

5 My Lady, moving on to paragraph 84:

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

18 I have a memory of being in Skye as a third or  
19 fourth former. One boy was being offensive to another.  
20 He was teasing him, but probably took it too far and the  
21 language was getting pretty blue. Little did we all  
22 know that Norman Drummond was at the window and  
23 listening to it all. He was not happy about it at all.  
24 He rightly read us the riot act about it. That was  
25 characteristic of him. If he came across something like

1           that, then he would stamp on it very quickly and would  
2           let you know that it was not acceptable."

3           My Lady, moving on to paragraph 90:

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

16          There was a school inspection whilst I was at  
17          Loretto. I vaguely remember an inspector being in my  
18          French class with Mr Marks. I think it was in 1991 or  
19          1992. I do remember that the whole school was made  
20          aware that there was going to be an inspection. There  
21          was a sense that we shouldn't be mucking about too much  
22          and putting our best foot forward. I think there was  
23          a vested interest for current and former pupils in the  
24          results of the inspections being good, given that the  
25          school saw itself as a community. I don't think anybody

1           was coached."

2           My Lady, I'm now moving on to paragraph 97:

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

13          My Lady, moving on to paragraph 101:

14          "Discipline.

15          Every term we got a school diary. It was a small  
16          red booklet with a week on two pages for the whole term.  
17          I think there may have been some rules in the diary, but  
18          I can't remember. I think we generally worked out the  
19          rules by observation rather than there being a written  
20          set of rules. We were also told some of the rules. For  
21          example, the first night in the dorm we would be told  
22          things that we weren't allowed to do. The first time  
23          a new pupil did something wrong, we would be told that  
24          we couldn't do that. If we did it again, we would get  
25          warned or punished.

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

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

24          It wasn't a tool that was used all of the time and  
25          it was different from prefect to prefect. Some prefects

1        would never give out punishments and others would.  
2        Occasionally, a new prefect would try to impress his  
3        peers by asking a younger pupil to do sides in two  
4        colours. For example, you might have to do the first  
5        word in blue, the second word in red, the third word in  
6        blue, and the fourth word in red and so on. That was  
7        within the bounds of what was probably allowable.  
8        Having been a prefect, I do think that if you had been  
9        overly zealous with things like that one of your fellow  
10       prefects might have had a word with you. Your peers  
11       would hold you to account to some degree.

12       Another punishment prefects could impose involved  
13       getting up early. The prefect would co-ordinate with  
14       a prefect in another house. If they were particularly  
15       annoyed by what you'd done or thought that you'd  
16       transgressed enough, they might tell you that you had to  
17       go and wake up a particular prefect in another house at  
18       7 o'clock. You might have to get up extra early on  
19       a cold winter morning, get dressed and go and wake them  
20       up. Sometimes it was a bit more elaborate than that,  
21       and you might have to wake up another person as well or  
22       come back to the house and change outfits in between.  
23       Those cases were pretty few and far between.

24       Another option was for a prefect to tell you that  
25       you had to get up and get them a bun from Cossar's by

1           7.30 am. They would give you money for that and it  
2           might be given as an option to get out of something more  
3           odious. They might have asked you to do five press-ups  
4           but that was usually offered as an alternative to doing  
5           a side and was preferable. I think prefects may also  
6           have had the authority to send somebody on a run.  
7           Fa'side Castle was the run that nobody wanted to do  
8           because it was about 5 miles away. That would have been  
9           very unusual and I can't actually remember that  
10          happening, at least not to me. It might have required  
11          approval from the head of house or the housemaster.

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

25                 I did get punished by prefects, but I can't remember

1       any specific incidences. I'm sure I was given sides for  
2       cheek. I think I remember waking up early to wake  
3       someone else up in another house. I think I probably  
4       took the option of getting a donut instead and got one  
5       for myself, which was the added benefit.

6       The lower years also had to collect the food at meal  
7       times. With the benefit of hindsight, I actually think  
8       this arrangement was a good idea. It taught me to have  
9       some humility and to be able to serve other people, some  
10      of whom I might not particularly like or respect.

11      I think it was quite a good thing to be able to do.

12      There were children at Loretto, myself included, who  
13      came from backgrounds where they had to do very little  
14      for other people. For us, I think having to serve  
15      others was probably quite a good preparation for later  
16      life. There may have been some rogue tables where  
17      someone might have taken a dislike to one of the third  
18      formers. They might have asked the third former to go  
19      and get more of something, then they'd come back and be  
20      asked to get more of something again. They were again  
21      trying to assert their authority over them.

22      Head boys had considerable responsibility. After  
23      some meals, they may have led doubles until the  
24      headmaster came in, reading out any notices. They were  
25      generally people who commanded respect. They tended to



1 be a member of the First XV, relatively erudite,  
2 athletic and responsible. They were usually quite  
3 reasonable people as well. A typical candidate would be  
4 someone with an older head on young shoulders.

5 In my year, the head boy was a lovely guy. He was  
6 in the [REDACTED] with me and he epitomised being  
7 an older head on young shoulders. They were seen as  
8 generally reasonable and responsible, but not  
9 malevolent. They were quite approachable and I think  
10 I could have gone to anyone of them if I'd had a serious  
11 concern about something.

12 Staff also had sides in their repertoire of  
13 punishments, the difference being that staff sides had  
14 to be done on green paper. You had to go and get  
15 the green paper after the evening double. You had to  
16 ask either the housemaster or assistant housemaster for  
17 the green paper. That was obviously another way of the  
18 housemaster being able to check how pupils were doing.  
19 If I was given three sides by a particular teacher, the  
20 housemaster would ask me why. If a pupil was given  
21 a number of sides by different members of staff in the  
22 same day or week, the housemaster would definitely get  
23 curious. Some teachers never handed out sides, other  
24 teachers might hand them out on a weekly basis in  
25 a couple of instances. Just like the prefects, it

1 depended upon how strict they were and how willing they  
2 were to follow through on warnings.

3 Other than sides, classroom teachers could give you  
4 a detention. I remember having a detention a couple of  
5 times but I can't remember for what. I wasn't a serial  
6 offender in any of these things but I did find myself  
7 getting all of these punishments sooner or later.

8 Detention involved having to sit in the library at  
9 a time when other people would be free. There would  
10 usually be about ten people from the whole school who  
11 had to sit there, being supervised by a member of staff  
12 for a specified amount of time.

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

1           deal with that personally.

2           There could also, on very rare occasions, be a whole  
3           school punishment handed out by the headmaster. It  
4           might be a whole school run. If something had happened  
5           involving a large proportion of the school or if there  
6           was a general lapse in discipline and behaviour, that  
7           might precipitate a lecture from the headmaster. He  
8           might cite instances of something happening, tell pupils  
9           it wasn't good enough and that we were all going on  
10          a run. The run would then involve members of staff  
11          checking people off and 300 people would be doing it as  
12          a sort of corporate punishment. This only happened  
13          a couple of times that I can recall during my whole  
14          time.

15          I think that the housemaster had a filing cabinet  
16          with information recorded about every single pupil. I'm  
17          guessing that it contained pupil records and notes about  
18          any concerns raised by other members of staff. I would  
19          imagine that it would also include information about  
20          punishments. It might not include that a pupil had been  
21          given three sides, but if it was happening on a weekly  
22          basis, then it might be recorded. I think the  
23          headmaster likely had a similar system with notes about  
24          every pupil. One of the things that marked  
25          Norman Drummond out was that he made a point of learning

1 every child's name. He was very quick to learn all of  
2 our names and always seemed to remember some key facts  
3 about every child. I think that was something that he  
4 made an effort to do, and I suspect he had notes and  
5 records so he could remember who was who, with some  
6 information about every pupil. He had a prodigious  
7 memory to be able to do that.

8 Abuse at Loretto.

9 I have been shown a written document entitled  
10 'bullying' by the Inquiry. I can confirm that the essay  
11 is in my handwriting and was written by me. I wrote the  
12 essay in my fifth form, which was the academic year  
13 of September 1991 to June 1992 ..."

14 LADY SMITH: Ms Bennie, forgive me for interrupting. I'm  
15 just wondering, because you have been reading solidly  
16 for quite a while now. I think we should take  
17 a 15-minute break at this stage, because you're about to  
18 go into a different chapter of what this witness can  
19 help us with, and give your voice a break.

20 MS BENNIE: Thank you, my Lady.

21 LADY SMITH: We'll start again after that.

22 (10.57 am)

23 (A short break)

24 (11.13 am)

25 LADY SMITH: Ms Bennie.

1 MS BENNIE: Thank you, my Lady.

2 Abuse at Loretto.

3 "I have been shown a written document entitled  
4 'bullying' by the Inquiry. I can confirm that the essay  
5 is in my handwriting and was written by me. I wrote the  
6 essay in fifth form which was the academic year  
7 of September 1991 to June 1992. My memories of the  
8 whole episode are mostly visual. I can recall being in  
9 the class. Mr Stock was my English teacher and had been  
10 through the previous year as well. We were studying for  
11 our GCSEs exams, I think it was towards the end of the  
12 school year in the summer term. The reason I think it  
13 was towards the end of the school year is that most of  
14 the course work had been covered with Mr Stock. I don't  
15 remember having another teacher after Mr Stock stopped  
16 appearing in class. I remember a couple of people  
17 covering individual lessons, but I have no memory of  
18 being taught English by anyone else that year.

19 Over the last two weeks, I have spoken to two people  
20 who were in my class at the time. I wanted to compare  
21 my memory with theirs. Our memories agree in some  
22 details but diverge in others, but I can only provide my  
23 memory. One of the people I have spoken to remembers  
24 that we did get a new English teacher that year who  
25 played the guitar. I have no memory of that, but it's

1 possible my memory of the time of the year is therefore  
2 not correct.

3 Mr Stock was a great English teacher. He was  
4 charismatic and a touch eccentric. He probably dressed  
5 a little unusually for a teacher in those days. He was  
6 passionate about English. He would have us reading  
7 plays in class. I remember him reading a short story by  
8 Oliver Sacks, The Man Who Mistook His Wife For A Hat.  
9 It really grabbed my attention. It may have had some  
10 influence on why I later became interested in  
11 psychology. He held the command of his class with  
12 charisma, enthusiasm, and perhaps a gentle cynicism.

13 Mr Stock was well-liked as an English teacher by my  
14 class. We all probably felt that he was a little bit  
15 unusual. I have a feeling that he may not have been as  
16 well liked in the staffroom. I had an awareness that  
17 there was a bit of a culture of in and out within the  
18 staffroom. The reason I know this is through  
19 an indiscretion of a member of staff when I was in my  
20 final year. The member of staff told me that another  
21 member of staff wasn't very popular and that another  
22 member of staff had put an advert for a post at  
23 a different school in his pigeon hole. It's a single  
24 incident but it told me that these adults were human as  
25 well. People sometimes don't like each other. I think

1 Mr Stock could possibly have been a less typical member  
2 of staff, although I'm sure he had his friends as well.

3 I remember that one day Mr Stock appeared to be  
4 visibly agitated when we came into the class. Looking  
5 back as an adult, something must have happened to act as  
6 a catalyst for him to go on this course. I don't  
7 remember what that was now and I don't know whether  
8 I knew what it was then. I can't remember his exact  
9 words, but he asked us to do an exercise where we wrote  
10 down everything that we knew about bullying at the  
11 school. He didn't, to my memory, differentiate between  
12 things that we had experienced and things that we had  
13 heard about. As far as I remember, anything and  
14 everything that we knew about bullying was supposed to  
15 go in the essay.

16 I wasn't aware of the word at the time, but there  
17 was a sense of omerta that meant we didn't readily talk  
18 about wrongdoing with staff. If you heard a rumour  
19 about someone being bullied, there would have been  
20 a general sense amongst pupils that reporting what you  
21 had heard to a member of staff would be questionable.  
22 I don't want to overstate that. If somebody witnessed  
23 something serious and spoke to the housemaster about it,  
24 I don't think he would have been ostracised or held to  
25 account in any way by his peers. However, if you knew

1       a friend had nipped into Edinburgh for a few hours  
2       without permission, you wouldn't tell a member of staff  
3       about that. It would have been seen as something you  
4       didn't do.

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

16           I seem to recall that this took place over two or  
17      three lessons. We might not have had English every day,  
18      so it could have been over the course of a week. My  
19      memory is of Mr Stock looking more and more tired. He  
20      appeared in class with stubble and dark circles under  
21      his eyes, as if he'd been up all night. I think he did  
22      say that he'd been up all night typing this up on  
23      a typewriter at home. My sense was that he had taken  
24      the essays in and that he was typing them into some kind  
25      of hard copy. I think he did say that he was going to



1        present it to the authorities in the school. I don't  
2        know if he told us this before or after we wrote the  
3        essays. I think the essays may have increased his  
4        anxiety and concern over the whole issue. I can't  
5        remember the words he used, but there was a sense of him  
6        feeling that something had to be done about it all.

7            I have been advised that the Inquiry has information  
8        that Mr Stock made a statement to the class in November  
9        1991. He asked a pupil to sign it as something that he  
10       delivered to the class. The pupil was in my class. I'm  
11       prepared to accept that this may have happened, but  
12       I have no recollection of it. The pupil would certainly  
13       not have signed something that was not true. My  
14       memories of the whole episode are mainly visual. I do  
15       remember that Mr Stock was wrapped up in it and  
16       determined to do something about it.

17           I can't remember how many lessons this went on for,  
18        but the next class Mr Stock wasn't there. The assistant  
19        director of music was quite a junior member of staff.  
20        I recall that he might have acted as a substitute  
21        teacher. There may have been another teacher the next  
22        day, possibly Mr Wright, a younger German teacher. We  
23        were already concerned for Mr Stock, at least I was. He  
24        looked to be extremely upset and anxious about all of  
25        this. He was an authority to us, so we did what he

1       asked. I think we all had a degree of sympathy for  
2       Mr Stock and for what he was trying to do. The bottom  
3       line was that I think he had our well-being at heart  
4       throughout this whole episode. Because of that,  
5       I wouldn't say that there was a critical atmosphere of  
6       Mr Stock amongst the class.

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

18      Mr Stock disappeared from the scene and life moved  
19      on. The new school year came and I wasn't studying  
20      English any more. The die was set in terms of my own  
21      English teaching at the school. I can recall wondering  
22      under what circumstances Mr Stock had left. I have  
23      a sense that the governors might have been involved as  
24      well, but I can't remember why I think that. I remember  
25      there was a rumour that Mr Stock had been to see the

1 headmaster with the information we had provided. It was  
2 not clear to us what action, if any, had been taken.  
3 I think we had a sense that not as much had been done as  
4 Mr Stock was expecting, given what we had shared.

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

21 I have been asked about issues that I wrote about in  
22 my essay. I referred to a boy being thrown in a puddle  
23 in the orchard. The whole school was punished for that,  
24 including me. There was a craze called pile-on at the  
25 time. For example, if we were coming out of double in

1 the evening and it was spam rolls for snack, somebody  
2 might say, 'Spam rolls, pile on!' Somebody would be on  
3 the ground and everybody else would jump on. I think it  
4 got a bit out of hand with the boy. Somebody was doing  
5 that and everybody jumped onto this big pile of boys.  
6 The teachers saw it and the whole school was punished.  
7 I don't want to speak for the boy himself, but  
8 I remember him as a pretty resilient guy. I don't  
9 remember it having a lasting impact on him. If  
10 anything, I think he was a bit embarrassed about the  
11 whole school being punished for it. He may have  
12 a completely different take on it, so I don't want to  
13 speak for him.

14 I referred to an incident involving another boy's  
15 elder brother. I wrote about a rumour that he got a  
16 'tit screw' with a pair of pliers, resulting in his  
17 nipple coming off. It was something that I'd heard from  
18 other boys in our house. I think it was one of those  
19 rumours that was in general currency as something that  
20 had happened ten years earlier. It was a tale of how  
21 rough things used to be in Hope House. I think there  
22 was a sense that back in the 1970s and 1980s things had  
23 been pretty rough. I have no idea whether it was  
24 actually true or not, but I think I believed it back  
25 then.

1           I have also written about two boys being called to  
2           see the headmaster. I wrote that they told him about  
3           the incidents of bullying over the years and that he  
4           apparently went white in the face. I don't remember  
5           writing that. I think I had heard about it from someone  
6           else. I know who the boys were and liked them both.  
7           They were in the year above me and I think they were in  
8           Pinkie House. I think it's very unlikely that they had  
9           a direct conversation with me and told me what had  
10          happened, as we were not particularly close. I think  
11          I would be more likely to have heard about it from  
12          someone in my year who was in Pinkie. I had seen how  
13          quickly Norman Drummond had pounced on bad behaviour.  
14          My expectation would have been that he would have looked  
15          into it and then taken action where necessary.  
16          I wouldn't have had any doubts about that as  
17          a 15-year-old boy.

18          Norman Drummond did not shy away from immediately  
19          highlighting and stamping out behaviour that he thought  
20          was entitled, arrogant and unfair. That would include  
21          incidents of bullying. I say that because I saw him do  
22          it in Skye and I also sat through a number of lectures  
23          given by him where he took the whole school to task for  
24          our behaviour. He was not shy when it came to  
25          addressing things like that. If something had happened,

1 he might actually make us late for class through  
2 addressing it with the whole class. He would spend half  
3 an hour talking about something because he wanted us to  
4 understand that certain things were wrong. It was  
5 a teaching method. He would tell us certain types of  
6 behaviour were not okay and why, using examples to  
7 illustrate his argument. I can't believe that he would  
8 shy away from any kind of confrontation about that  
9 stuff. It wasn't his style.

10 I wrote about an incident involving a boy beating up  
11 another boy in his bed in retaliation for what I believe  
12 the boy may have felt to be some relentless teasing, and  
13 thereafter being expelled. They were both in Hope House  
14 whilst I was there. I didn't see the incident, but  
15 I was in the house when it happened and I do remember  
16 the consequences. There was action taken.

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

25 I have been asked about a child having to rub Deep

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

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

1           They gave me the option to comply and I chose not to.

2           In recent weeks I have spoken to somebody else who  
3           was in Hope House with me. He was also in Mr Stock's  
4           class. I told him that I didn't remember Hope House as  
5           a particularly violent place. He completely agreed with  
6           me on that. There were forms of bullying that  
7           I witnessed, but I don't think that it took its main  
8           form in violence, at least not in Hope House. I did go  
9           into other boarding houses and I don't remember seeing  
10          routine violence or anything like that in them either.

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

25          I have been asked about boys being beaten with



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

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

17 I have been asked about a child being forced to  
18 remove or handle faeces from the toilet. I never heard  
19 of this happening. I have been asked about hockey  
20 sticks being rammed up a child's bottom. I heard  
21 rumours of that happening in Pinkie House. I have been  
22 asked about a child being dragged into the showers in  
23 Pinkie House and an indication being given that the  
24 person dragging him in was going to carry out a sexual  
25 act, but the child ran away. I have never heard of that

1           happening.

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

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

17          I have been asked whether I witnessed any racist  
18          comments at Loretto. When I was at Loretto, I never  
19          thought of it as being racist, but there was casual  
20          racism at Loretto. As an example of the mindset at the  
21          time, the housemaster had slightly darker skin. He was  
22          generally known by the name 'Paki' What by the  
23          children. Even at the time I didn't want to call him by  
24          that nickname. I had come from a very racially diverse  
25          class in Glasgow. I had grown up with these peers from

1 the age of five. As a society, I think we were still  
2 transitioning from a time when that kind of language  
3 would have been used routinely by the general public to  
4 a time when it was seen as completely unacceptable.  
5 However, I don't want to excuse it. It was wrong and it  
6 does speak badly of the school at the time.

7 It would be hard to think of other examples of  
8 racism, partly because it was a very homogeneously white  
9 group. There was an Asian guy in my year. I spent  
10 a year with him in Pakistan during my gap year when  
11 I left school. We became very close and we lived in  
12 each other's pockets. I cannot remember him telling me  
13 that he thought that he'd been treated unfairly in any  
14 way because of his race. He certainly wasn't given  
15 a similar nickname to Mr Whait. He also had an older  
16 brother who was well liked and respected. There was  
17 a black Kenyan boy in my house at school in my first  
18 year. I don't remember him being given any kind of  
19 racial nickname.

20 I have been asked about an incident when a child  
21 carried a knife and another child was stabbed. I know  
22 about that incident because the boys concerned were in  
23 my year. They were in Seton House. The boy responsible  
24 was subsequently expelled. They were both nice boys.  
25 Beyond that it happened, I don't know the details of why

1           it happened. I think there was [REDACTED] at the  
2           time. I think I met one of the boys again when we were  
3           all a bit older and he was actually a really nice guy  
4           and my understanding is that it was a moment of madness.

5           I have been asked about house tutors showing  
6           favouritism and trying to get certain children into  
7           trouble. That sort of thing is something more obvious  
8           to the people it directly affects. I think it's  
9           possible that this happened because everyone is human.  
10          You probably go into a classroom with a sense of who is  
11          more likely to misbehave based on previous lessons. If  
12          this leads to a rigid prejudice against a pupil, then  
13          I think that is a problem. Depending on the degree to  
14          which that happened, I would say that it could be  
15          forgivable.

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

25          I have been asked about boys being made to fight

1           other boys. I think I heard that may have happened. It  
2           might not be as you picture that when it is described.  
3           It might be that boys were told to wrestle for  
4           30 seconds. It's possible that could have happened, but  
5           I don't remember seeing it. It does ring a bell,  
6           though, so I might have heard of it happening in  
7           Hope House.

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

19          I have been asked about incidents or punishments of  
20          a sexual nature. I am not aware of any punishments of  
21          a sexual nature taking place at Loretto. When you have  
22          300 adolescent boys living together, it was possible to  
23          walk in on something you didn't want to see. For  
24          example, discovering someone else in your dorm is  
25          masturbating. I am aware of those kinds of incidents of

1 a sexual nature, but not punishments.

2 Bullying.

3 Verbal bullying did happen at Loretto and was  
4 routine. I have given bullying at Loretto a great deal  
5 of thought prior to my private session with the Inquiry.  
6 For the most part, I see it through the prism of what  
7 you might call evolutionary psychology. What I mean by  
8 that is that when you go back in time and look at human  
9 evolution, at least 90 per cent of our evolutionary  
10 history was spent in hunter-gatherer kinship groups.  
11 The idea of living together in agriculturally sustained  
12 communities is very recent in terms of human  
13 development. We are still wired to seek to be a part of  
14 these kinship groups, which typically might have been  
15 about 12 people. In order to be part of that group, you  
16 probably had to have some sort of skill that was useful  
17 to the group.

18 The need to belong to a group is absolutely  
19 fundamental to any human being. The need to belong is  
20 about life or death. If you were alive during those  
21 earlier stages of human evolution and you weren't part  
22 of a group, you wouldn't likely have ready access to  
23 food or protection from predators. You had to be part  
24 of a group to survive. I believe that we are still  
25 hardwired to seek out a safe place within a group.

1       That's the prism through which I see what happened at  
2       Loretto.

3           When you bring a whole bunch of boys together at the  
4       age of 13, you see some of these groups beginning to  
5       form. For whatever reason, some children arriving at  
6       Loretto hadn't developed the skills to integrate with  
7       new social groups as well as some of the other children  
8       had. I wouldn't hold any children to account for their  
9       own social development, but there was certainly  
10      a diversity of backgrounds given the boarding setting.

11          I wrote about two boys in my essay about bullying.  
12      Both boys were in Hope House. In the case of one boy,  
13      he'd been home educated up until the age of about 11.  
14      As such, my take on that is that he probably wasn't  
15      provided with the learning opportunity to know how to  
16      fit into a group. I had also been in his class in  
17      Glasgow. When he arrived at my school in Glasgow, he  
18      struck everyone else as being rather odd. He didn't  
19      seem to have the skills that he needed in order to  
20      initiate friendships. Because he was odd, I think  
21      people pushed him away. They didn't want to be seen to  
22      be friends with this strange guy who really struggled to  
23      find ways to connect with anyone.

24          Some boys at Loretto might have gone to primary  
25      school in the middle of Malaysia or somewhere like that.

1        They then arrived at Loretto. Their experience of the  
2        rules of group behaviour, the ways of forming  
3        relationships, what's acceptable and what's not, or even  
4        normative language were completely different and  
5        foreign. I think the other boy had been to primary  
6        school in Brunei.

7        So all these different boys were flung together at  
8        the age of 12 or 13 at Loretto. When you combine a lack  
9        of normative social skills in some with a group dynamic  
10       that could be quite unappreciative of difference, what  
11       resulted was that certain boys found themselves on the  
12       outside. In those days, before one could choose to  
13       engage with like-minded others on the internet, to be  
14       an outsider there, away from the family home, probably  
15       felt like the most lonely place in the world. Amongst  
16       these, I would include the two boys I mentioned in my  
17       essay that I wrote about bullying. They both ended up  
18       leaving. They were seen as being a little bit odd and  
19       they didn't have the skills or a sustained and generous  
20       opportunity to integrate with the rest of the year.

21       The way that happened in practice was that there  
22       might be a group conversation going on. One of those  
23       boys might say something and then someone else in the  
24       group would imitate what they were saying in a stupid  
25       voice. It was that kind of behaviour that was used to



1       really tell somebody that they didn't belong. As  
2       humans, if we ourselves are on the fringes of a group,  
3       we quite often feel insecure about our own place. One  
4       brutal pattern that humans have in order to try and  
5       secure our own place in a group is to try and push  
6       someone else out. It's like two people are in deep  
7       water and neither of them can really swim. One person  
8       will push the other under in order to lift himself up.  
9       That, to me, is what bullying at Loretto was like.

10       I don't think this kind of bullying is limited to  
11       Loretto. It's a human thing. We also do it as adults.  
12       That's what office gossip is about. It's about saying,  
13       'This person we're speaking about is out and we're in'.  
14       10-year-old kids who come home and ask for a particular  
15       brand of training shoes want to belong. They have  
16       a yearning need to belong. It's a survival need  
17       inherited over hundreds of thousands of years. If they  
18       don't have the right brand of shoes, they'll be pushed  
19       out of the safety of the group.

20       In my essay about bullying, I wrote about Mr Chapman  
21       realising that this was happening and talking to the  
22       rest of us. One of the prefects also spoke to us. They  
23       both asked us to bring the boy into the group and to  
24       give him a chance. Ultimately, the die was cast in the  
25       first few weeks the boy was at Loretto. He wasn't given

1           enough of a chance and he didn't have the right skills.  
2           I think all the groups were more or less set in the  
3           first term. They persisted one way or another until  
4           things changed in lower sixth form with the arrival of  
5           girls.

6           Coming into Loretto, I was scared about what was  
7           going to happen. I knew that teenagers look for  
8           difference. If a person looks a bit different or sounds  
9           a bit different or smells a bit different, he could be  
10          excluded. I had been very conscious of this for a long  
11          time. I had been through it at primary school. I'd had  
12          to develop skills to make sure I belonged.

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

24          There was a maxim that I remember from my time which  
25          may have come from my mum or dad or just been in general

1           currency, which is, 'Don't show them how you feel, don't  
2           react, otherwise they'll just do it again'. I learned  
3           to stuff down the rage and not to react, and eventually  
4           people stopped teasing me. That was my way of dealing  
5           with it. It happened a few times, but I definitely  
6           didn't report it.

7           I learned to do that very quickly, probably through  
8           the course of my first term. It was a quick learning  
9           process. Those periods of feeling hot rage just  
10          diminished. I didn't feel anything. Rather than react,  
11          I probably started to give as good as I got with  
12          whatever comment I could improvise on the spot. Because  
13          I stopped reacting, those kinds of comments did die  
14          down.

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

22          There were certain times that I can remember all of  
23          us sitting around having a laugh, and that included the  
24          boys I wrote about in my essay. It wasn't a binary  
25          position where they were excluded from everything, but

1 I think they were probably on the end of more teasing  
2 and more exclusion than most. The reason I know that it  
3 became very difficult for one boy is because of when  
4 I went into one of the dorms one day, which I referred  
5 to in my essay about bullying, he was sitting on the  
6 window ledge. It was just me and him in the room.  
7 I asked him what he was doing and he told me that he was  
8 going to jump out. I got him to come in from the window  
9 ledge and we chatted for a while. I can't really  
10 remember what we said. The upshot was that he felt very  
11 alone and he was tired of feeling like that.

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

19 The boy was upset and alone, and I think he left the  
20 school at the end of the year. I don't think there was  
21 any physical bullying, but his recollection might be  
22 different. It was both passive and active exclusion.  
23 It was passive in the sense that people might ask others  
24 to go down to Musselburgh or walk over to dinner, but  
25 just not ask the boy. The more active side would be the

1 boy trying to join a conversation and someone repeating  
2 what he said in a silly voice.

3 I think the other boy left at the end of fifth form.  
4 His older brother, who was in the year above, stayed on  
5 until the end. Loretto failed the boys, but not without  
6 some attempts to help them. Mr Chapman must have been  
7 aware of what was happening and the prefects must have  
8 been aware of it. I think I can recall individuals  
9 amongst us trying to bring them in a bit more. It just  
10 kept returning to this position where he found his way  
11 to the outside or was pushed out again and again. They  
12 weren't allowed to belong. I don't know whether the  
13 headmaster was aware of it. I would guess that if the  
14 housemaster was aware, then the headmaster might have  
15 been aware too.

16 I ran into the boy about a year after he left, just  
17 by coincidence. We had a chat and he seemed to be doing  
18 okay. Leaving Loretto and trying something else was  
19 probably the best thing for him. He hadn't been allowed  
20 to fit in, but he also didn't have the skills. It was  
21 partly about group dynamics and partly about the skills  
22 that he'd been able to develop by the age of 13. It was  
23 somewhere between the two. As somebody who was in his  
24 year, I have to take some ownership of the fact that we  
25 collectively failed him and I do regret that. I can

1       remember trying to bring him in on a number of  
2       occasions, but I don't think I tried hard enough.

3       The other boy was in a similar position. The other  
4       boy's parents seemed to be a bit unusual. He had very  
5       limited skills in group socialisation when he arrived at  
6       my school in Glasgow. When he moved to Loretto, he  
7       seemed to move around and looked hunched over. As  
8       an adult, it occurs to me in looking back that he may  
9       have been trying to make himself less noticeable. He  
10      really struggled to belong.

11      I don't think the other boy was physically bullied  
12      at Loretto. I think it was similar to the first boy in  
13      that if he opened his mouth, someone would repeat what  
14      he said in a silly voice, usually high pitched. It must  
15      be absolutely intolerable for that to happen every time  
16      you open your mouth. It would just steamroll any  
17      self-esteem that you could muster. You must feel very  
18      isolated, alone, unsafe, and always on the outside of  
19      things looking in. To varying degrees, I think that was  
20      what was happening to all of the boys who were known as  
21      the Munch Bunch. Of course in those days there was  
22      nowhere to escape, such as worldwide peer interest  
23      groups or alternative digital realities.

24      The boy from Glasgow didn't form any lasting bonds  
25      with anybody, as far as I could see, and he also ending

1 up leaving the school.

2 I don't want to hang all of the blame for that  
3 situation on Loretto administration. My personal  
4 opinion is that his parents may have some responsibility  
5 for the situation as well, as do his fellow pupils,  
6 including myself. It can be quite hard to engineer  
7 someone's acceptance within a group of young teenagers  
8 when they appear to that group to be so different.

9 I think the school would have known that there was  
10 a category of children who were being excluded. The  
11 fact that Mr Chapman tried to speak to us directly  
12 suggests to me that the school were aware and that they  
13 were trying to remedy it. You can't force a group of  
14 teenage boys to accept somebody. They have to take that  
15 step for themselves. If you are telling them that they  
16 have to accept somebody, it's almost more of a barrier  
17 to that person being accepted.

18 My dad came across an old 1934 Loretto rulebook in  
19 a second-hand bookshop. I have provided a copy of it to  
20 the Inquiry. He bought it for me decades ago because he  
21 knew I'd been there. I didn't actually read it until  
22 the week before my private session. One thing that  
23 stood out to me was the use of the word 'ragging' in  
24 terms of the dormitory rules. It seems to me to  
25 acknowledge, even back in 1934, that boisterous teasing

1 is a fact of life between teenage boys. I don't think  
2 we could have been too different 60 years later.

3 I would like to highlight a group of pupils whose  
4 experience I feel may have been very difficult. Girls  
5 came into the school for lower and upper sixth. At that  
6 time, around 40 girls aged 16, 17 and 18 boarded at the  
7 school along with about 300 adolescent boys. They came  
8 from predominantly all-girls' schools. They were put  
9 into an environment where they must have experienced  
10 a huge amount of scrutiny. I don't know what that was  
11 like, but it must have been incredibly intense.

12 Coming in as a girl meant that all of a sudden you  
13 had more than half of the looking down on you from  
14 above, watching your every move. Psychologically, it  
15 must have been like a pressure cooker.

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



1           I'm assuming that putting a small number of girls  
2           into the school was a compromise between people who  
3           wanted the school to be co-ed and people who wanted it  
4           to remain all boys. I think it went on like that for  
5           about 20 years before the school decided to go fully  
6           co-ed. Many of those girls have gone on to thrive and  
7           I'm not speaking for them. It just seems to me that it  
8           was an extraordinary environment to put a 16-year-old  
9           girl from a girls' school into. It was such a high  
10          level of scrutiny under the adolescent male gaze. In  
11          some cases, particularly with nicknames, I think it  
12          could have been very unfair."

13          My Lady, I'm now moving on to paragraph 185 and the  
14          reporting of abuse at Loretto:

15          "I think it's possible, if not probable, that  
16          bullying was reported when I was at Loretto. When I was  
17          a prefect in my final year we had fairly regular  
18          meetings with the housemaster in Hope House. There was  
19          therefore a system to see how things were going on in  
20          the house. Bullying was discussed and brought up. The  
21          housemaster, Roger Whait by that time, would tell us  
22          that part of our responsibility was to look after the  
23          boys coming in. He would remind us to think about how  
24          we had felt when we were in third form. He would ask us  
25          how younger boys were doing, what we were seeing out

1           there and whether there was anybody we needed to pay  
2           special attention to. He would ask how we thought any  
3           issues could be sorted out. I would imagine that, four  
4           years earlier, this is how a prefect came to speak to my  
5           year group about the boys I mentioned in my essay.

6           My recollection is that we were very open in these  
7           meetings. If we had seen boys in the younger years  
8           struggling or being badly behaved or rebellious, we  
9           would have brought it up. There would have been an open  
10          discussion about how we could resolve it. I don't know  
11          whether concerns would have been fed back to the  
12          headmaster, but I think it's possible that they were.  
13          Efforts were made to try and change things as much as  
14          they could be changed.

15          I finished school in 1994."

16          My Lady, moving on to paragraph 189 and impact:

17          "I don't necessarily see this as entirely being the  
18          fault of having been at Loretto, but I learned to stuff  
19          down my feelings in order not to react to teasing. That  
20          was something I did that I thought I needed to do in  
21          order to survive and to fit in. I might have done the  
22          same thing if I'd stayed in Glasgow, but I think it did  
23          have an impact on me. Over time, I learned to ignore my  
24          rage and not to react to the other boys making comments.  
25          I lost something of that through the process. When you

1 learn to ignore your feelings, you lose quite a lot of  
2 other things. It took me a long time to get that back."

3 My Lady, I'm moving on to paragraph 194:

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

20 I got a bursary and a scholarship to attend Loretto  
21 and I am grateful for that. I was offered a huge  
22 opportunity that isn't available to many people.

23 When an institution tells the children coming  
24 through that they are an elite, not necessarily  
25 verbally, it's also cutting them off from the rest of

1        society. I found it quite hard, particularly in my 20s,  
2        to get past that. A lot of my contemporaries from  
3        school work in very ordinary jobs around the world.  
4        When we talk about that, I think some of them feel that  
5        they've failed because that was not the expectation of  
6        the school, nor of their parents. I don't think many  
7        people will be crying tears for somebody who's had  
8        a privileged education and now feels cut off, and I can  
9        understand that. At the same time, I am sad about it.

10        I am friends with a number of people who were in my  
11        year at Loretto but who started in the E form, aged 8.  
12        I think that after ten years of boarding life, some of  
13        them took a very long time to adapt to life outside of  
14        Loretto. It took them decades to really find their  
15        feet. I can see that as a particularly marked pattern  
16        within the group who started at boarding school very  
17        young. It's been a real challenge for some of them.

18        The first ten years after school could be  
19        characterised by reminiscing about the good old days and  
20        recycling stories about what we got up to. More  
21        recently, conversations with a small number of people  
22        have moved on to what kind of impact our boarding life  
23        might have had. The conversation has moved on with age  
24        and there is only a small percentage of my  
25        contemporaries that I am in touch with who would send

1        their own children to boarding school, which is more or  
2        less an academic discussion for most of us, given the  
3        fees.

4            Lessons to be learned.

5            I think it was inevitable that Loretto needed to  
6        shift from peer over peer supervision to having more  
7        staff involved in that. Loretto probably went through  
8        that transition quite a long time ago. Even in that,  
9        though, something may have been lost. One of the best  
10       things you can do for a child or an adolescent is to  
11       give them real responsibility. It's a hugely important  
12       part of their learning experience. I have mixed  
13       feelings about taking that away. Pupils disciplining  
14       other pupils needed more of a guiding hand from staff,  
15       although there was a philosophy behind pupils being  
16       given that level of responsibility in the first place.  
17       The intention of that was to allow them to develop as  
18       people. Unfortunately, something was lost in terms of  
19       absolute safety.

20           On the one hand, I understand that in terms of  
21        absolute safety of children, more scrutiny and more  
22        supervision needed to come from staff. On the other  
23        hand, when I went to university and had to do my first  
24        group presentation, it was no problem for me. The idea  
25        of speaking to a group of people was easy for me because

1 I had been given responsibility to speak in front of the  
2 whole school. I had to do that and I had to get through  
3 that when I was still at Loretto.

4 I think it is absolutely vital that all staff are  
5 trained in child protection. I remain unsure about the  
6 fact that just because someone has a Postgraduate  
7 Certificate in Education that makes them a good teacher.  
8 I'm pretty sure that not all members of staff had a PGCE  
9 when I started at Loretto. There's a limited  
10 correlation between educational training and being  
11 a good teacher. While I understand that it's vital  
12 everybody has a PGCE and a good teacher with a PGCE is  
13 even better than a good teacher without one, I would be  
14 very sad if it meant that I lost some of the teachers  
15 that I found to be inspirational. They didn't have any  
16 teacher training, but they were fantastic educators.  
17 I hope we don't lose something in that.

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

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 witness statement are

1 true."

2 My Lady, this statement is signed and it's dated  
3 30 June 2021.

4 LADY SMITH: Thank you.

5 Mr Brown?

6 MR BROWN: My Lady, that concludes the addendum to the  
7 Loretto chapter, I think a useful addendum, given the  
8 evidence we heard some months ago. They may have  
9 focused matters helpfully.

10 LADY SMITH: Indeed, yes.

11 MR BROWN: That is the end of this session of part two of  
12 phase two, I think officially it's called. Phase part  
13 three, which is Fettes, will begin on 23 November.

14 LADY SMITH: Can I just formally check with you, Mr Brown,  
15 I know that the further evidence that we've looked at  
16 today, both from Norman Drummond and from this witness  
17 that we've just finished, was made available to Loretto.  
18 Can I take it that there's been no indication from them  
19 that they wish to add in any way to the final  
20 submissions that were made on their behalf? I see  
21 Mr Hawley's here. Perhaps he could indicate. I just  
22 want to make sure that there's nothing that Loretto want  
23 to say.

24 MR HAWLEY: Certainly nothing at this stage. If there is  
25 an opportunity in the final final comments perhaps we

1           might have the opportunity at that time.

2       LADY SMITH:   Of course.   Thank you very much.

3       MR BROWN:    I'm obliged, my Lady.   That makes sense.   It was

4           of course shared with them, and I think counsel, having

5           spoken to Loretto's counsel, she was minded to return to

6           anything she thought relevant and the school thought

7           relevant in February.

8       LADY SMITH:   Thank you very much.   And the date of our

9           starting the next school?

10      MR BROWN:    Tuesday, 23 November.

11      LADY SMITH:   Tuesday, 23 November at 10 o'clock to start the

12           evidence in relation to --

13      MR BROWN:    Fettes.

14      LADY SMITH:   -- Fettes.   Thank you.

15      (12.00 am)

16           (The Inquiry adjourned until 10.00 am on Tuesday,

17           23 November 2021)

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I N D E X

Norman Drummond (read) .....	2
'Iain' (read) .....	6
'Gordon' (read) .....	9

