

Scottish Child Abuse Inquiry

Witness Statement of

GEI

Support person present: No

1. My name is GEI. That was the name that I was known as when I went to Morrison's Academy. My date of birth is 1952. My contact details are known to the Inquiry.

Life before going to Morrison's Academy

2. My father's name was. My mother's name was. Her maiden name was. Both my parents were Scottish. I discovered in later life that my father had been married and had children before he married my mother. I had a half-sister called. She is now deceased. She was about thirteen or fourteen years older than me. I have two half-brothers. is about ten or eleven years older than me. is about seven or eight years older than me. I have no full siblings.
3. I was born in Geneva in Switzerland. My father at that time worked as a doctor for the World Health Organisation. That was where he met my mother. Unfortunately, my father died very young when I was four years old. My mother then made the decision that she would like me to grow up in Scotland so she arranged to move back to Scotland with me. The reason she chose to move to Crieff in Perthshire was really only because I had a cousin called who had just started as a boarder at Morrison's Academy. I think she thought that at least I would know one person at school when I started there. Ironically, ultimately left the school not long after I started there.

4. We moved to Crieff in 1957 when I was five years old and she duly enrolled me at Morrison's Academy. I don't remember there being any discussion with me about attending Morrison's prior to going there. I don't think I visited before I started at the school.

Morrison's Academy, Crieff, Perth and Kinross

5. I started at Morrison's when I was five years old in late August or early September 1957. I left at the end of the summer term in 1970. I started in Primary One and left at the end of Sixth Form. Morrison's Academy was what was called a direct grant school. I'm not sure whether that model of school exists any more. It was kind of half a private school and half a state school. The boarders' fees were funded by their parents but the day pupils, certainly beyond eleven plus age, were funded by the state. I passed my eleven plus during my time there. I'm not entirely sure what the situation was for day pupils prior to the age of eleven. I don't believe that my mother paid any fees though. If she did it was a very small amount.
6. I spent my entire school career as a day pupil. There was boarding for pupils from Primary One onwards in the school. During my early years in the junior side of the school I had no real interaction with the boarding side of things. Much later on I became friendly with a number of boys who were boarders. I visited the houses where they stayed from time to time. I remember I once had a summer job cleaning one of the boarding houses in preparation for boarders arriving. I don't really remember anything that would lead me to being able to reach a conclusion as to what life would have been like as a boarder in that era. I remember feeling very sorry for boys who had been separated from their parents at ages as young as five years old. That wasn't for any other reason than thinking that it wouldn't have been nice for them to have been away from their parents at sometimes a very young age.

Layout of Morrison's Academy

7. The primary school was located in a building called Croft Wheat. It was a classic Scottish standalone building set within its own grounds. The rest of the school was located about five hundred metres away from the primary school. That campus had several buildings on it. The big main school building was two or three stories high. There was another building called the John Smith Building which mainly had science classrooms and labs inside. There was a separate building that housed a gym and a swimming pool. There was a building which held a tractor and all sorts of other things where the Scouts used to meet. All of the buildings were set within grounds with a stone wall around them.

8. Adjacent to the boys' secondary school was the girls' part of the school. They had totally separate grounds. Some distance away in the town were the playing fields that we used for sports and athletics. We would have to walk from the school to them when we had games.

Academic years

9. There were thirteen academic years at Morrison's. Primary One through to Primary Three were based in Croft Wheat. Primary Four through to Primary Seven and the subsequent senior years up to Sixth Form were located on an adjacent campus.

Staff at Morrison's Academy

10. Mr Quick was the headmaster throughout my whole time at the school. He was quite a cold tall imposing, slightly theatrical, character. I imagine the boarding school pupils' parents would have been impressed by him because he had a statesman like persona about him. As a person he was very distant. You couldn't get to know him at all. He wasn't a bad headmaster but he certainly wasn't a warm headmaster. He was not a relatable person at all.

11. Mrs Forrest was my Primary One form teacher when I began at the school. Mrs Donaldson was either my form teacher in Primary Two or Three. Mr Lauder was either my form teacher in Primary Two or Three. Mr **CDT** was my form teacher in Primary Four and possibly Primary Five as well. Mr McCrae was possibly my form teacher in either Primary Five or Primary Six. He also taught Latin.
12. Dr **KMR** taught **[REDACTED]**. Mr Bell taught Physics. Mr Wilson taught Biology. Mr **GEJ** taught **[REDACTED]**. Mr Ryan, and another teacher who I can't recall the name of, taught English. Mr **CDU** and Mr **PDS** taught **[REDACTED]**. My Hynd taught German. Mr Sharp and Mr **GEK** taught **[REDACTED]** Mr **CFS** taught **[REDACTED]**. Mr Williamson taught Geography. There was a male Economics teacher who I don't remember the name of. Mr Stoddart taught Music. Mr Reid taught Technical Drawing. All those teachers taught their subjects across all of the years from Primary Seven onwards in the school.

Background of the children who came to the school

13. I might be wrong but I think that the junior school was a mixture of both boys and girls. If I am wrong it could have just been that they made an effort to mix in the boys and girls from both sides of the school at social events. After Primary Three the boys and girls, if they were mixed, were separated between two different parts of the school. There were about sixty children in the junior side of the school. Of those sixty approximately a fifth were boarders and four fifths were day pupils.
14. The senior part of the school was all boys. I never went into the girls' side of the school. There were some social clubs that were jointly run but that was the only time the boys came into contact with the girls. There were approximately between twenty five and thirty boys in each year of the senior school and between about two hundred and two hundred and fifty boys in total. About half of the boys were boarders and half of them were day pupils. A lot of the boarders arrived in Primary Four or Primary Seven so the percentages changed as time went on. Boarders formed a significant community within the school and were in no way in the minority.

15. Because the school was a direct grant funded school there were children from a variety of backgrounds. It really was a very broad spectrum of boys. There were boys who were day pupils from the local area from all sorts of backgrounds. A lot of the boys' parents were farmers but there was a real mix. Amongst the boys who boarded there were boys whose parents worked overseas but had some connection to Scotland. They worked in anything like the police, the army or for overseas companies. I remember boys whose parents lived in Malaysia and other countries.

16. None of my half-siblings attended Morrison's. However, my cousin, [REDACTED] attended as a boarder briefly for about a year when I was there. Amongst the boys I recall being there at the same time as me I remember boys called [REDACTED] and [REDACTED].

Routine at Morrison's Academy

Early memories of being at Morrison's Academy

17. I can't remember a great deal about my first day at the junior school. I remember there were some very anxious boys there but the atmosphere was pretty good. I remember feeling quite positive about it. I was quite happy albeit it was a very difficult time for our family. I quite liked the idea that I was going to meet some new friends and have some sort of new family in the school. I can vaguely recall the classroom but nothing beyond that. I don't recall any particular briefing about what the school might be like. Oddly I don't remember my first day in the senior side of the school. That's probably because it was less of a big deal for me. All I remember is that I was there.

Daily routine

18. I don't have an awareness of the finer points of the routine of the boys who boarded at the school. I seem to remember that they walked to and from their boarding houses together. Beyond that I couldn't speak to what happened with the boarders before

and after the school day. I did, however, spend the day time in the school sharing the same routine as those boys who were boarders.

19. I walked to school from my home nearby. My mother's house [REDACTED] [REDACTED] from the school. School started at around about 9:00 am with a general assembly of the entire school. That would last between ten and fifteen minutes. After assembly you followed a timetable in the mornings and afternoons. In the early days you just had the one form teacher who would teach you everything. As you progressed through the school you started to differentiate between different classes and subjects. Interspersed between the classes was a mid-morning break, a lunchtime and a lunchtime break. Afternoon classes ended somewhere between 3:30 pm and 4:00 pm. Sometimes there was sports on the playing fields afterwards. After that I would go home and the boarders would go back to their boarding houses.

Sleeping arrangements

20. There were between five and seven separate boys' boarding houses located in Crieff. They weren't on Morrison's campus itself. The houses were all within walking distance of the school. I remember them being called Glenearn, Dalmore, Ogilvie and other things. That was where the boys who boarded slept and ate outside of school time.
21. I didn't visit the boarding houses all that very often. I think I only occasionally was in two or three of them. I wouldn't say that was because you were banned from going to them. I think it was more that you had to be invited to them to see a specific boy for a particular reason. I might have gone to the boarding houses at the start of term to say hello and walk in with boys who had been dropped off by their parents after the school holidays. I don't think I ever had a meal at any of the boarding house or ever even saw a dormitory during term time in them.

Mealtimes / food

22. One of the really positive things was that I was able to walk home and have lunch with my mother at home every day. Lunch was available at the school if I wanted it though.

I did do that sometimes. If you had lunch at school that was had in the refectory. It was all fairly ordinary and orderly. We all queued up and we got given our food before sitting down. I don't remember the food being particularly good, bad or anybody complaining about it. From my limited experience I think the catering was ok. I didn't have lunch often enough to form a view on the systems that were in place to manage boys' behaviour during mealtimes. Dinner was had in the boarding houses for the boys who boarded in them so I am not aware of what systems were in place there.

Washing / bathing

23. I don't recall anyone making any negative comments about the quality of the washing and bathing facilities or the hygiene either at the school or in the boarding houses.

Clothing / uniform

24. We all wore a uniform. We all wore short trousers until we were sixteen. It was a blue, maroon and white blazer, blue and maroon shorts, red socks and a blue, maroon and white tie. There was also a blue, white and maroon cap. I don't know whether that was compulsory to wear or not.

Schooling

25. I don't recall having to sit an exam to get into Primary Four. If I did then I don't recall it. When you were about ten you sat your eleven plus exam. I sat that and passed it. I remember that there was a bit of flux in and around the pupils around the age of eleven plus. There was a local state school in Crieff and a lot of children joined Morrison's Academy from that school around about that age.
26. We were taught all subjects by a single form teacher up until Primary Seven. That was when we moved to having a variety of teachers across differing subjects. That shift in structure didn't involve moving to different parts of the school but rather there were just subjects taught in differing classrooms. It was the typical broad range of subjects that led to O Levels and Highers. Some subjects weren't taught as well as

others but overall I don't feel negatively about the standard of the education and teaching I received at Morrison's.

Religious instruction

27. It was a Christian school but not an overly religious one. There was no religious instruction taught at the school. I recall hymns being sung in assembly but nothing further. I was never aware of any discrimination based on either religion, ethnicity or anything else.

Sports and athletics

28. Games were held on the school playing fields that were located some way across town. You would have to walk there from the school. There was no sense that boarders and day pupils were divided up during games. We all did everything together.

Trips / holidays

29. There were various trips over the years. There weren't many but there were some. Our Biology teacher would take us on all kinds of walks all over the Scottish countryside. We used to go to all of the rugby internationals at Murrayfield. Later on we went to the Pitlochry Theatre. When I was fourteen or fifteen there was one trip to Belgium and France involving both day pupils and boarders. I found all the trips positive experiences.

Visitors / inspections

30. I have no knowledge of what the arrangements were in place for visitors for the boarders. I remember the junior part of the school being very social. Parents were invited to the school and there were days when they came to watch us play games and stuff like that. I got the impression that it was academic but more of a focus on the social side of things.

31. The only day I remember parents coming in after the junior school was on sports day. I got the impression that teachers were on their best behaviour on sports day and were more focused on everybody having a good time. I don't recall, for example, any pupils being disciplined with corporal punishment on sports day. I wasn't aware of any external inspectors coming into the school. I don't remember either being interviewed or being told that inspectors were coming in on a particular day.

Healthcare

32. I know that the boarders were registered with local GPs but I'm not aware of anything further than that. If I recall correctly there was no school nurse or first aider in the school. It was all done through local GPs.

Bed-wetting

33. I have no awareness of how the issue of bed-wetting was dealt with amongst the boarders. It wasn't something that was discussed when I was around.

Discipline at Morrison's Academy

34. I don't know what happened in the boarding houses in terms of discipline but from the perspective of what was happening in the school during the day I saw no difference between the way boarding school pupils and day pupils were treated. Corporal punishment was used by all the teachers across the school. I was not aware of any oversight of the use of corporal punishment by the headmaster, Mr Quick. I really got the impression it was a free for all in that respect. I know that Mr Quick himself administered corporal punishment for more severe things in his office. I personally didn't suffer anything by him but he did administer it to other boys.
35. The use of corporal punishment varied in terms of how frequent and structured it was across the staff. It usually involved a belt known as the Lochgelly tawse but

occasionally involved a ruler. It was almost always administered on the hand or wrist at the front of the class across but it did vary. Reasons for receiving corporal punishment varied across the teachers. It might be for misbehaviour in class, talking whilst the teacher was talking, not performing well in tests and other things. On the whole I was relatively well behaved so the reason I mostly received corporal punishment was because of not doing well in class.

36. There were some boys who were punished more than others by particular teachers. I wouldn't say that was systematic and widespread but there was some poor chemistry between certain teachers and pupils for whatever reason. An example of that was a boy called [REDACTED]. He just seemed permanently to rub teachers up the wrong way. He was one of my best friends and had a stammer. I think he had a slightly defiant outlook on life and because of that he was punished by teachers more frequently and often not appropriately.
37. I don't recall punishment books being used by teachers who disciplined the children. I don't know whether parents were informed when corporal punishment was issued. I don't recall my mother ever mentioning to me that she was aware when I did receive the belt. I would occasionally tell her but I don't think she was informed by anyone else.
38. I got the impression that none of the teachers were singing off the same hymn sheet as to how and when corporal punishment would be applied. I didn't get the impression that there was some sort of handbook that guided teachers how and when to use corporal punishment because they all had different methods. Some kept their belts hidden, some kept them on show, one kept his in a special bag.
39. I wouldn't say the use of corporal punishment in the junior side of the school was a feature but it was there. It wasn't a daily feature in life or a systematic punishment in the way that it was in the secondary part of the school. I never received the belt during my time in the junior school and don't remember seeing anyone else receiving it. I do remember my form teacher, Mrs Forrest, saying on my first day at the school that she would be prepared to strap boys if they were badly behaved. However, I don't

remember her using it or it being used in the junior part of the school. If it was used it was very occasionally and there is nothing memorable sticks out in my mind. I think it was used more as a threat. I don't particularly remember there being any other forms of punishment.

Mr ^{CDT} [REDACTED]

40. Discipline was slightly different when you had a form teacher because you were there all day with the one person. That creates certain risks and opportunities. Mr ^{CDT} [REDACTED] is the one teacher who stands out to me as using corporal punishment during my early days in the senior school. He was my form teacher when I was in Primary Four. He may have also taken me for Primary Five. With the benefit of hindsight I think he was an alcoholic, however, it is difficult for me to say that for certain. When you are seven years old you don't recognise the smell of alcohol or are able to recognise the signs of a hangover. He certainly was a grumpy bear in the mornings but at the same time he was a good teacher. He was quite a strict disciplinarian but at the same time he knew how to engage with the pupils and had a broad knowledge of his subjects. In that way he was one of the better teachers who was there.

41. Mr ^{CDT} [REDACTED] used a ruler instead of a belt. It was a particularly thick and heavy plastic ruler. When he used that it could be quite painful. I remember that he would give us a test at the end of every week. Seating in the classroom would be rearranged each week depending on how well you had performed in that test. If you dropped down a few places then Mr ^{CDT} [REDACTED] would use corporal punishment for that. He used it because he saw the boy as not having studied enough. No pupil is perfect but his tests could be rather subjective and you might just be a little unlucky because of random variation. I do remember feeling that it was the nature of the tests that put me at fault not that I had performed particularly badly. I don't, for example, remember a time thinking that I had blew it that week and didn't do any homework so 'fair cop'. I think I suffered disproportionately because luckily I was somewhat academic. If you were near the top then often there was only one way to go. I had quite a few weeks where I slipped down a few places and was punished because of that.

42. Mr [CDT] 's use of corporal punishment seemed to be determined by what mood he was in. He was inconsistent in how he used it and it was at indeterminate points throughout the school day. He probably used corporal punishment most days on one boy or another. It was certainly as much as every other day. There might have been more use of it on Fridays because that was when you sat his tests.

43. If Mr [CDT] did choose to issue you corporal punishment he would ask you to hold out your hand then hit you on the lower part of your hand or your wrist with his plastic ruler. I don't recollect him having a belt at all. It was formalised in the sense that it was done at the front of the class by his desk. It wasn't usually six times that he hit you. It was usually more often two or three times. There seemed to not be a great deal of correlation between the number of times he hit you and the nature of the indiscretion. I remember it being really sore when he hit you and it would leave a mark. It was redness rather than bruising. I am not aware of anyone sustaining any permanent injury or having to see a doctor as a result.

44. I remember that there was one boy in particular that Mr [CDT] didn't like. His name was [REDACTED] [REDACTED] wasn't posh but for some reason Mr [CDT] took his [REDACTED] name as some sort of sign that the boy was a 'toff.' He made a point of calling [REDACTED] by his surname as opposed to his first name even though that was what he did with the rest of class. Mr [CDT] definitely had a lower threshold when it came to using corporal punishment on [REDACTED] than any other boy in the class. I think that was simply because he had [REDACTED] surname than anything else.

45. I wouldn't say I have personally been scarred or damaged by my experience of Mr [CDT] use of corporal punishment but it has left an impression on me. It was certainly memorable. It was a bit of a rollercoaster being in his classroom. I do remember thinking that the way he used corporal punishment was not quite right. If someone was ill behaved or wilfully didn't do their homework then perhaps that punishment was right. However, I think he excessively used corporal punishment when he shouldn't have. He shouldn't have been using it to get people to work harder.

46. I don't recall any further use of corporal punishment that was overly frequent or inappropriate during those Primary Four to Primary Six years. It continued to be pretty widely and extensively used by nearly all the teachers from Primary Seven onwards. In most cases there was a justification for its use and it was usually behaviour related. It was used for things like running in corridors, talking in class and so on. They were offences that would seem fairly minor nowadays but that was the framework we were in at that time and I think most people accepted it. There were some instances, however, where I felt the use of corporal punishment was totally inappropriate.

Mr ^{GEK} [REDACTED]

47. Mr ^{GEK} [REDACTED] was one of [REDACTED] teachers at the school. My impression was that he was a short tempered person who would explode very readily. He was one of the teachers who fairly regularly used corporal punishment. Any misbehaviour from a boy would result in them receiving the belt. I remember one occasion when I was around about eleven or twelve, sometime between 1963 and 1965, that one boy in the class did something relatively minor. I think it might have been something like [REDACTED] [REDACTED] or something like that. Mr ^{GEK} [REDACTED] confronted the class at the start of the lesson and asked who had done whatever it was. He obviously asked that because that somebody was going to get punished. Nobody answered him so his response was to punish the entire class. He lined us all up and it took him the whole lesson to belt the lot of us. He hit us each three or four times with the belt across our hands.

48. Mr ^{GEK} [REDACTED]'s logic must have been that through doing that he would get the miscreant, hope that the miscreant seeing everybody else being punished would open up or that the rest of the class would turn on the guilty individual. None of those things happened. I remember thinking to myself about Mr ^{GEK} [REDACTED] "what kind of person does this?" It was no way to manage what was in the first place a minor misdemeanour. From that day on I hated [REDACTED] and had no respect for Mr ^{GEK} [REDACTED]. His actions are an extreme example during my time at Morrison's of how corporal punishment was inappropriately used.

Mr^{GEJ} [REDACTED]

49. Another example of excessive and inappropriate use of corporal punishment involved the [REDACTED] teacher, Mr^{GEJ} [REDACTED]. He would give you the belt at his desk on your hand but he would also walk about class and give boys a whack with his belt across the back of their legs if they weren't paying attention. When he did that it came as a complete unexpected shock. Sometimes he would get you to stand up then hit you with his belt on the spot. His use of corporal punishment seemed entirely random. It was as if he just felt angry at someone then would just hit them. Sometimes another boy would do exactly the same thing and not get hit at all. That left you feeling a little bit on edge in his classes. Paradoxically his were the most unruly classes. You would think they would be the most disciplined ones but rather they turned into some sort of circus game between the pupils and the teacher. I remember boys trying to do things when he wasn't looking and when he caught them he would respond spontaneously in an unstructured way. Ultimately, Mr^{GEJ} [REDACTED] retired [REDACTED].

Mr^{CDU} [REDACTED]

50. I never suffered any injuries beyond redness and soreness when I was issued corporal punishment but I did hear of one boy where it went further. I heard that a [REDACTED] teacher called Mr^{CDU} [REDACTED] was not allowed to give the belt because he had broken a boy's wrist some time earlier. I did not see the incident directly but that was something that was said at the time. I don't know whether that is true or not but he was certainly a teacher who didn't use the belt. Mr^{CDU} [REDACTED] was a very particular person who belonged to a particular religious sect. He was somebody who you would have a slightly uneasy feeling around during classes. He definitely had his likes and dislikes. It wouldn't be quite right to say that he verbally bullied boys but he definitely used to needle students in a particular way if he thought they weren't coming up with correct answers. It's hard to put your finger exactly on what he was like but there was a nasty way in which he spoke to boys. He would deal with things with condescension rather than encouragement or working with pupils to overcome their problems.

Abuse at Morrison's Academy

51. I don't regard the corporal punishment I received or witnessed at Morrison's as abuse and see it more as discipline. It was inappropriately used at times but I wouldn't go beyond viewing it as discipline. I never experienced or witnessed any extreme peer abuse in the form of bullying. I have a few recollections of some older boys pushing younger boys about but it wasn't in a systematic abusive way. I am not aware of how that was dealt with at the school during my time there. It was never something that was talked about.
52. I am not directly aware of anything which I would consider as abuse in either the junior or senior parts of the school. Since leaving the school, and talking to other former pupils, I have heard stories that there was a housemaster who was removed from his role because he had been inappropriate in some sort of way. I don't know the details surrounding that and it's all rumours. At the time I was not aware of anything that I felt was inappropriate in that sense.

Reporting of incidents whilst at Morrison's Academy

53. It was just the way it was and you had to get on with it. We all accepted what was going on and didn't feel that there was something that could be done about it. I don't recall anyone raising the issue. I personally didn't report what was happening during my time at Morrison's to anyone. There wasn't anyone within the school who I would have felt comfortable reporting things too. The headmaster, Mr Quick, was a distant person. I certainly wouldn't have approached him, or any other senior member of staff, to report what was happening. I don't think I would have had the courage to do that.

Life after Morrison's Academy

54. I did quite well academically and got the required Highers I needed to attend university. I left Morrison's when I was eighteen in 1970 and attended Edinburgh University to study medicine. I qualified as a doctor. I have done all kinds of things since then. I

worked in public health for many years in the UK. I specialised in communicable disease outbreaks and vaccination for about twenty years. I then worked in the private sector doing research into vaccines. I retired about five years ago. I am married and have three children.

Impact

55. I think the school in many ways served me well. It gave me a lot of positive things. Growing up as a single child, the school became my extended family. It gave me a lot of friends and I got to do all kinds of things. I am not sure whether I would have done better at a school that hadn't used corporal punishment. I don't think it would have made a big difference. The presence and use of corporal punishment left me with perhaps a less positive reflection of the school but I don't think it left me with any permanent handicap socially or mentally.

Treatment and support

56. I have never sought out any treatment and support in connection with how my experiences at Morrison's have affected me.

Reporting of abuse after leaving Morrison's Academy

57. I have never made any report to anyone concerning the things I experienced at the school since leaving. I personally wasn't systematically abused or disciplined more unfairly than others. I don't think it would have ever entered my head to make a report about what happened. The passage of time left me thinking that what I experienced didn't merit reporting. It was only once the Inquiry came along that I felt it did.

Records

58. I have never sought my records from Morrison's. I probably still have some of my old school reports and exam certificates hidden in a drawer somewhere.

Lessons to be learned

59. I applied to the Inquiry more because of the inappropriate use and scope of discipline used at Morrison's than anything else. I appreciate corporal punishment in Scotland was legal during the time that I was at the school. However, the correlation between the nature of the indiscretion and whether or not, or how, corporal punishment was used was something I felt that was really missing. You were never quite sure when it was going to happen.
60. Looking back, there appeared to be no correlation between the standard of behaviour in the classes and the extent to which corporal punishment was used. In my experience it never made the slightest bit of difference in terms of class control. It wasn't at all an effective form of discipline. If anything it had the opposite desired effect in terms of educational attainment or behaviour within the class. In that way it served no purpose whatsoever. Teaching is all about motivating and inspiring children. You achieve that by encouraging a culture of respect through dialogue and making the lessons interesting. If that approach is taken then children will respond.
61. There will of course be children who have behavioural issues but hitting someone is not the way to deal with that. It's not just a last resort, it isn't a resort in the first place. I remember reading when corporal punishment was finally banned in Scotland and doing a little dance. I just think it was the most irrelevant inappropriate method to bring to school children.

Hopes for the Inquiry

- 62. On balance looking back at the school, for me it was positive. However, I suspect for some it probably was not. I was lucky because I was quite good in my classes and was an extrovert child who could manage situations. I could well imagine that there would have been some pupils who would have been miserable there as a direct result of the way in which discipline was managed. I can see that a frail vulnerable child just would not have coped in that environment.

- 63. Life isn't perfect and there will inevitably be things that happen between staff and pupils that aren't right. Wherever that might happen there should be the ability present to allow that to be discussed. I hope that whatever happens in any school now there is the environment that allows pupils to talk about things that happen without fear of repercussions.

- 64. I truly hope that the Inquiry will allow those people who have been affected to gain some sort of closure and move on albeit it is many years later. I further hope that the Inquiry will help prevent abuse happening and enable structures, processes and infrastructures in the education system to be put in place to make sure that this kind of thing can't happen again. I hope that from that, if abuse does happen, it can be identified, dealt with and stopped.

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

Signed..........
Dated..... 17 June 2022