

Scottish Child Abuse Inquiry

Witness Statement of

BRG

Support person present: No

1. My name is BRG. My date of birth is 1953.
My contact details are known to the Inquiry.

Life before boarding school

2. My father was [REDACTED] and my mother was [REDACTED], her maiden name was [REDACTED]. My father was a surgeon and his first consultant post was in Glasgow so my family moved from England to Glasgow and I was born shortly after we arrived in Glasgow. My mother worked for the Church of Scotland as a drugs worker. She was very passionate about her work in that area and when I was a teenager she spent six months travelling around Australia and America talking about drugs in Scotland. I have three brothers who are all older than me. My eldest siblings are non-identical twins and are ten years older than me. The sibling in between us is four years older than me.
3. My childhood was very lonely but my family was a happy one. My experience was that I spent much of the time sitting on the floor of my bedroom playing with my dinky toys. My mother came from a very large family and my dad was an only child. They had to meet up somewhere in the middle and have three or four children. By the time I came along, ten years after the twins, my father was working very hard but he did play with me. My siblings bullied me.

4. My mother had done all the kid stuff and she was hopeful that a girl was going to come along. My mum and dad were so hopeful that I was going to be a girl that they decided they were going to call me Nicola. It was a bit of a family joke but I'm sure, in their own ways, they loved me.
5. We moved to Edinburgh when I was an infant and lived in Stockbridge. I went to Edinburgh Academy as a day pupil from primary school age until I was thirteen years old.
6. I have wondered recently why the decision was taken that I would board at school. I think a lot of it had to do with my siblings. One of the twins was at the Edinburgh Academy which was the most sadistic and violent institution imaginable. He loved it there because it suited his personality but it didn't suit my personality and I was scared every day going there. I just hated it. My mum and dad realised that the Academy wasn't going to work for me.
7. Edinburgh Academy had a culture of institutional abuse amongst both its teachers and its prefects. Violence by teachers towards pupils was commonplace and children would be beaten in front of a class full of pupils. The tawse and the cane were both used by teachers on pupils and one teacher had managed to weaponise the sleeve of his gown. He had sewn in a very small metal tin which acted as a weight and allowed him to use his sleeve as a cosh.
8. Prefects, who were known as "Effers", were also violent towards younger pupils and would use a stick called a clachan, which was like a big wooden spoon with a flat end, to beat children. It was very painful to be hit by one of these. I also witnessed an episode of sexual abuse at Edinburgh Academy which took place in full view of a large crowd of pupils, teachers and their wives. My brother who went to the Academy is a violent psychopath and he was a prefect. Being a prefect satisfied his need for violence and he was happy to wield the stick.
9. The other twin brother went to a very small boarding school in Devon called something like Battsborough House. It was very small but it was very tough. He enjoyed it

because he has an abusive personality disorder and was quite happy with the culture there.

10. The middle brother went to Battisborough House as well but he was a rebel and he was expelled for smoking. That happened before I left the Academy so Battisborough wasn't going to be an option for me. I think my mum and dad felt that they didn't want any more contact with Battisborough House and they were probably mortified at the behaviour of my middle brother there.
11. I think my mum and dad felt that I needed to be toughened up and I was very happy to be leaving the Academy so any school which allowed me to do that would have been fine with me. I don't know how Gordonstoun came into the frame. I think that my parents saw Gordonstoun as somewhere that I would become a bit tougher but I wouldn't have to be as tough as Battisborough House would require. When I was given the option to go to Gordonstoun I thought it was great and I was quite happy about it.
12. Before I started my mum and dad took me up to Gordonstoun and we had a day at the school doing various tests. Shortly after that I was told that I had a place there. I don't remember much about the exam because I was much more intrigued by this school in the middle of nowhere. The building was like a castle, it was big, palatial and very grand. That's the bit I remember.
13. I had no preparation for starting at Gordonstoun other than the practicalities of getting the uniform and a blue trunk with my initials stencilled on it. There was a ritual round about the preparations that I was involved in.

Gordonstoun School, Elgin

14. I went to Gordonstoun at the start of the academic year in September 1966, when I was thirteen years old. I remember the house that I went to which I think was called Hopeman House. It was well away from the school and to me it was a huge distance

away. All of the new boys were kept together in Hopeman House and there were some older boys who were there in some type of prefect role.

15. I had not seen Hopeman House during my visit so I first saw it on the day I arrived at Gordonstoun. It was a plain grey building that stood alone on a flat landscape. There was a long drive that swept up to the front of it and there were no landmarks or anything until this house appeared.
16. Gordonstoun was all boys at that time. The only time I ever saw everyone together was in the Chapel and I would guess there were about two hundred boys. I think there were twenty or thirty boys in Hopeman House. It wasn't a massive intake. The boys in Hopeman House were all around thirteen years old except for the older boys who I had a sense were about sixteen or a little bit older. I don't remember anything about the other houses and I don't remember the names of any of the staff at Gordonstoun.
17. The school itself was a huge building and there were other buildings round about it. One of the buildings I remember most of all was the Chapel which was very modern. It smelt of new wood and it had a strange kind of contemporary design which was quite at odds with the rest of the school. It stood out to me and I remember it vividly. I remember the school fire engine and thinking that I would love to have a go on it. I have vague memories of the classrooms and I remember them having a fairly spartan arrangement. I don't think the classrooms were in the main building. On my first day I got lost trying to find which class I was in and I was searching round the whole campus so I think the classrooms were dotted around. There were science labs that smelt of chemicals.
18. The headmaster's study was in the main house. There was a long corridor there where I met Prince Charles and he asked me if I was going to ring the gong for lunch time. That was the only time that I went into the main house that I remember.
19. I was desperately homesick from an early point so my memory is somewhat skewed but I think the ethos of the school was that you stood on your own feet. The way my

homesickness was managed would suggest to me that they simply couldn't cope with a child that couldn't cope.

Routine at Gordonstoun School, Elgin

First day

20. My mum took me to Gordonstoun on my first day. We drove up and stayed at a bed and breakfast before arriving some time the next day. There may have been a cup of tea and a bit of cake after we arrived and then my mum left. I don't remember whether I was shown around the house but I think there would have been something along those lines.

21. On my first morning at Gordonstoun, after we had been for a run, we all had our bikes and everyone had to cycle from the house to the school. On the first day departing happened very quickly. The older boys set off and then everyone set off after them. I remember that in no time at all myself and one other boy weren't able to keep up with the others. Maybe our bikes weren't as fancy. I was quite a fit, energetic child but I just couldn't keep up. The two of us fell further and further behind and the rest of the pack became further and further away until they were lost from sight. We got to a junction and there was no sign of them so we had no idea where to go. That was scary and we were both upset.

22. We realised very quickly that this was our first day at school and we were going to be late for our first lesson. I remember that feeling but I don't remember how we found the school. We must have been significantly late because when we did get there it was very quiet, everyone was in the classroom and lessons had started. When we arrived there was no one around so we were unable to ask anyone where to go. No one was looking for us that I remember. I remember being in the class but not how I eventually reached it.

Mornings and bedtime

23. At first I stayed in a two person room. I only remember there being two beds in the room but there must have been some wardrobe space. I later stayed in a bigger room but I don't remember that. Neither room had curtains on the windows.
24. I don't remember the bedtime routine at all but I remember the morning routine very well because you had to go on a run and have a cold shower. This wasn't a little jog to wake up and get some fresh air, you had to go like the clappers and there was no hanging around. The senior boy for the house would set the pace and it was a fierce pace. I remember the housemaster standing at the door, watching us coming back in.
25. When we arrived back we had to take a cold shower. We were all taken into a communal shower block and you were watched to make sure that you stayed under the cold shower for the right length of time. I can't remember exactly how long you had to stay under the shower. It wasn't an excessive length of time but it was an unpleasant length of time. It was not a refreshing experience, it was a shivering inducing experience so maybe a minute or longer. It was freezing water, not just cold. As far as I remember it would have been someone with authority watching us so one of the older boys or the housemaster.
26. The run started as soon as I started at the school. That first morning I woke up and didn't know what had happened to me but that's what I was there for, to become stronger, tougher.

Mealtimes/Food

27. We had breakfast before going to our classes. I vaguely remember the dining room but it wasn't a very big room. It would have been a largish reception room when the building had been a country house. There were several long tables and we were all crammed in. It seemed very crowded and busy.

28. We had breakfast and our evening meal at Hopeman House. We may have had lunch there as well but my sense is that once you went to the school in the morning you were there until you left in the afternoon. I could be wrong about that.
29. The food was alright as far as I remember. It was reasonably decent food and I don't remember thinking that they weren't feeding us properly.

Clothing/uniform

30. Everyone wore shorts including the older boys and we wore blue socks up to our knees. There was a jersey rather than a blazer and the Gordonstoun uniform had more of an outdoor feel to it than the Edinburgh Academy uniform had. I had a kilt for smart dress and I didn't have anything else.

Leisure time

31. There wasn't any leisure time outside of school because when we were back at the house there was homework to do and you had to polish your shoes. The school day finished when you went to bed. I don't remember any time to settle down or relax during the week.
32. I don't remember the weekends but there must have been a difference. We obviously weren't having lessons so maybe we were doing something else on the Saturday and we certainly went to the main school for Chapel on the Sunday. At Hopeman House there may have been some down time.

Trips and holidays

33. The housemaster and his wife took me on a picnic while I was there but that was the only trip that I went on during the short time that I was there. The picnic was supposed to be a cure for homesickness.

Schooling

34. In terms of the academic side of the schooling I don't really remember it and I don't think that I engaged with it at all.

Sporting activities

35. I don't remember anything about the sporting activities at Gordonstoun which surprises me because I did enjoy sports.

Healthcare

36. I remember having to go on some sort of sick parade one day. The matron was there with some of the older boys who were acting as her assistants. I was given a paper cup and I was told to take a tablet. I was waiting for a glass of water to wash the tablet down with and I remember wondering where it was but the matron just told me to take the tablet. We had a conversation during which I told her that I was used to taking tablets with water but she said that I had to take it without.

Religious instruction

37. On a Sunday we went to a service in the Chapel. I remember putting my kilt on and going to the Sunday service but I don't remember any other religious instruction.

Work

38. I had to clean my shoes and we may have had household chores to do but I don't remember that.

Personal possessions

39. I don't remember having personal possession other than my school uniform. There was nothing personal round about the house or the dormitories. I don't remember the

other boys having any personal bits and pieces. In those days you didn't have any personal things to bring to a boarding school.

Visitors

40. No one had any visits from family. When you were there, you were there and they didn't think that having visits was a very good idea.

Family contact

41. There was a traditional red phone box in the school grounds and you had to queue to use it. That was how people kept in touch with home. I don't recall the management of pocket money for the phones. I was homesick when I made my phone call home and I remember the boys in the queue were looking more and more uncomfortable and awkward as my anguish increased.
42. I probably would have been allowed to write to my family and I remember receiving a letter from one of my brothers.

Discipline

43. I think the older boys took care of the discipline side of thing. The basement of Hopeman House had a corridor with a notice board and I think there may have been rules on that. Behaviour would not have to be extreme or rebellious to be punished, it would have been a failure to comply with the rules. Everyone wanted to do the right thing but we still broke the rules. The discipline was nothing like as bad as it had been at Edinburgh Academy and I don't think that I saw any beatings while I was there.
44. I was made to crawl along gravel because I had done something wrong. I don't know what I had done but it would have been quite unwitting because I was a very compliant child. Obviously I must have walked through a door that I shouldn't have or opened a window that I shouldn't have but I don't know what it is that I did.

45. At the back door of the building there was a large flat concrete patio area and beyond that was the gravel drive. Lots of gravel was accidentally scuffed up from people walking back and forward to use the back door of the house. If you had to crawl from the start of the concrete all the way to the back door then you couldn't avoid the bits of gravel. I remember having to do that and being observed by one of the older boys. This would have been with the full sanctioned authority of the housemaster. This was what happened if you did something wrong. The memory of it has stuck with me ever since. I remember how much that hurt me, how much my knees were bleeding and how humiliating it was.
46. All of the boys wore shorts so your knees were exposed to everybody and it wasn't worn with pride that I had cut and bruised knees, it was something to be ashamed of. Everyone at the main school would have seen that and known how it had happened. I had to clean my knees myself.
47. I don't know if any record was kept of that punishment but I don't think there would have been. I don't know if my parents were aware of that punishment or how much they knew about the regime in Gordonstoun. In that culture, all those decades ago, that punishment would not have been seen as a big thing.
48. I'm not aware of any abuse of any of the other boys.

Homesickness

49. My parents knew that I had problems with homesickness and they must have known that going to Gordonstoun was going to be fairly challenging for me as I would have to leave home and go quite a distance away. In those days, it was a two day drive to get there.
50. Very quickly the Spartan side of life at Gordonstoun had an impact on me. There were various sized dormitories in Hopeman House but none of them were particularly big. I ended up in a room one with one other boy so it was a fairly small room, however, there was no curtain on the window. I couldn't understand how you could have a

window that didn't have a curtain to draw. It just felt so cold. I had a fairly sleepless night thinking that my bedroom window at home had a curtain.

51. My homesickness manifested itself in that way and I think there was also a learned behaviour of some sort. I'd had a previous episode of homesickness when I had gone on holiday with a friend to a youth hostel and on that occasion my dad came and picked me up so my learned response to homesickness was that it needed to be made better and that my mum and dad needed to stop it. The sense of powerlessness overwhelmed me at Gordonstoun.
52. I phoned my mother in a panic of misery and unknown to me she had phoned the housemaster of Hopeman House. Before the evening meal the housemaster would make an announcement and read out a list of names. These were boys who I very quickly realised were making problems of one sort or another and they had to go and see him after the meal. This meant that they had the whole meal to wonder what was going on. My name came up in one of these roll calls and that was a bad way to deal with it. I assumed that these boys were in trouble due to my previous experience at Edinburgh Academy.
53. In the Academy on a Friday afternoon a prefect, called an "Effer", would summon various boys to come to their room when the school finished on a Friday afternoon and the boys who were summoned would then be assaulted with wooden bats. One of the Effer's went round on a Friday lunch time and the whole school would go quiet. No one would be out in the playground messing around and everyone stayed in their classrooms with their heads down. The Effer came in with a list of names and if your name was read out then you had to wait for the rest of the afternoon knowing that by the end of the afternoon you would have your head stuck under a wooden table and several, much older boys would run at you and assault you with a big stick.
54. That was terrifying so for me, against that background, having my name read out at Gordonstoun and then having to wait was very anxiety provoking. When I heard my name read out I thought that I had done something wrong. I vaguely remember going to see the housemaster but I don't remember much about his study or the

conversation. I remember him saying that he had had a call from my mother and that she was worried about me. He suggested that I go for a picnic on Sunday and everything would be fine.

55. The housemaster tried his best but he didn't have a clue. I don't remember the names of the housemaster or his wife. I remember that he drove an estate car. I was put in the back of their car with some other pupils and we went away to have this picnic. I wasn't used to going to picnics and I wasn't enjoying anything there by that point. After the phone call to my mum I was moved into a bigger dormitory with half a dozen boys. There was a bit more company but that probably made it worse.
56. I think there was a bit of time after the picnic when they were hoping that I would get over it and then the headmaster summoned me to his grand study for me to explain why I was unhappy there. I don't remember the name of the headmaster but he was a fairly big chap. When I went to see the headmaster I think my mum and dad were considering removing me from the school.
57. I don't know how often I was phoning home but I must have been keeping in touch with my parents and they must have been aware that I was unhappy. I remember the headmaster saying that he didn't know why I thought I would be any happier sitting at home in the kitchen with my mother than I would be at Gordonstoun. My homesickness was seen as a problem that would be sorted out by hanging on a bit longer but there were no strategies in place to help me manage it and I wasn't reassured that homesickness was a normal reaction.
58. Nothing was communicated to me to suggest that the teaching staff had any awareness of my homesickness. I don't have any memory of the matron ever coming to talk to me about my homesickness. I had a sense of the housemaster's wife being present but I don't remember being emotionally supported by anyone at all.
59. I think my homesickness effected my education while I was there. I couldn't concentrate on my learning when my head was full of such unhappiness.

Prefects/Senior boys

60. There were prefects who would be around sixteen or eighteen and senior boys who were about that age as well. They were the ones who dished out the punishments.
61. There was a culture of folklore from the older boys. They loved to say that the rugby training at Gordonstoun was really good. We were told that we would have to go to the beach and run up and down sand dunes until we were coughing up blood. There was a sense of menace. You were expected to be tough and they were going to make you tough. That was a message that was given to everyone.
62. There were no initiation rituals that I remember and I don't remember there being fagging at Gordonstoun, although there probably would have been.

Leaving Gordonstoun School, Elgin

63. As far as I knew there was a period of time where things were kept under review. The picnic didn't work and the chat with the headmaster would have been seen as a last resort. They were just seeing if I settled down and then, after a few weeks, I left. I'm not sure exactly how many weeks I was there but it wasn't a long time. I wasn't involved in any discussions about leaving. I must have been ready to go because when my parents came it was a quick process of putting my trunk in the car and off we went. I didn't have any sense of surprise that they were there but I don't remember being told that I was leaving. I assume I must have been told. For me it had been a mistake that I had gone to Gordonstoun, everyone acknowledged that and now I should leave.
64. When I left I would have been relieved in a way but there was also huge uncertainty about where I was going to go next. I wasn't going to go back to the Academy that was for sure. I was very aware that my behaviour had a big effect on my parents. My dad had to take the best part of a week off of work to come and get me. That would have been a really big thing for him because he had university teaching to do as well as his clinical practice. My dad was very caring and I was very close to him. When they came

to pick me up, he put his arm around me and took me for a walk to get away from the school. He told me that I hadn't done anything wrong. It hadn't occurred to me that I might have done something wrong until my dad told me that I hadn't. I was aware that I had caused problems.

Life after Gordonstoun School, Elgin

65. There were discussions when I went home about where I was going to go. I remember being back at home and hearing my mum on the phone to a friend saying quite loudly, that the sooner I was back behind a desk the better. I'm not sure if I was meant to overhear that but I certainly did.
66. A school in Edinburgh, which may have been called Rudolf Steiner, was suggested. It was not mainstream and my parents thought that they could cope with the likes of me and also toughen me up. I remember thinking that, from what I had heard about that school, it was an odd place and I didn't want to go to an odd place. I'm not sure how Merchiston came into the frame but it was put to me as a boarding school with a handful of day boys and I would have the benefits of boarding school life with the benefits of coming home every night. I thought that was ok and for me it was a good compromise.
67. I wasn't at home for long between schools and my parents got me into Merchiston quite quickly so I was still thirteen years old when I went there. I had very little preparation. There was a sense that this was a crisis that needed to be dealt with and Merchiston was a good school for me so I had to get on with it and go. I think I had been to Merchiston to watch my brother play rugby so I knew where it was and roughly what it looked like. I don't think I had to sit an exam.

Merchiston Castle School, Edinburgh

68. I started Merchiston in 1966 as a day boy and I didn't start boarding until 1969 when I was doing my A-levels so I would have been seventeen or eighteen. There was no difference between being a boarder and being a day boy at all. As a day boy, I was at school from straight after breakfast, at about half past seven in the morning, through until the end of prep, at half past nine in the evening. My experience of life in the domain of the school was exactly the same as a boarder except when they were sleeping. I fitted in fine and there was no sense of us and them between the boarders and the day boys.
69. The school is in Colinton in Edinburgh. There was a gate that was always open and then a long drive, about a quarter of a mile long, that went to the front of the main building. Then to either side of the main building there were two house buildings with Chalmers East and West on one side and then Rogerson East and West on the other.
70. The houses went up by age and each house had thirty or forty boys. All of the new boys started in Chalmers West when they were thirteen. If you went up the drive and turned left around the main building then it was the house that was furthest West.
71. After Chalmers West you went to Chalmers East which was in the same building and was a mirror image of Chalmers West. The two houses were joined by a corridor. Chalmers East was for fourteen to fifteen year old boys and then you went to Rogerson East which was for fifteen and sixteen year olds. Rogerson West was for everything above that.
72. Much later on they had a house for boys younger than thirteen and that was called Pringle House but I never had anything to do with it. The house was down near the stables. I'm not sure if that house opened up when I was there or when I was leaving. I heard it being talked about but I never saw any boys there that were younger than thirteen.
73. The teaching block was in the main building and there was an assembly hall which was a large grand hall that was used for plays, singing and dancing. On the other side of that there were study blocks. The older pupils had studies to work in but they slept

in the houses. There were cloisters on either side of the assembly hall and they were open to the elements. You were to wait there until you went into your meals in the dining room.

74. As you came into the school grounds, to the left hand side, there was an old stable block where the handyman and gardener kept their things. During my final year as a day boy, when I would have been sixteen, I went to school on a motorbike and I kept it in the stable block.
75. There was a teacher who I got on very well with called Ian Balfour-Paul, we called him "BP". He was a science teacher and then he became the housemaster of Chalmers East while I was [REDACTED] there. He used to hang out at the stables. He was an ex-commando or certainly had some role in the army and he was happy outdoors.
76. I remember where the science block was which I think was called Gibson House and the tuck shop was in there. The old Merchiston Castle ruins were just beyond that and we used to go camping and bird watching there. Another building I remember was the swimming pool and that was quite a new and contemporary pool.
77. There were rugby pitches everywhere, a small golf course at the back and further down beyond the swimming pool there was a hockey pitch. When the rugby season was over the pitches were changed for athletics and cricket and there was a cricket pavilion where the staff had their parties, well away from the school.
78. The headmaster was very visible and very involved in things. I'm not sure what the name of the headmaster was when I was there. The housemasters dealt with everything in their houses and, in terms of staff hierarchy, they acted like deputy headmasters. All of the staff were male except for the matron. Some of them were married and some of them were bachelors who lived in bedsit arrangements dotted around the school. There were three or four married quarter houses which were little cottages. As you went into the school grounds there were some teachers houses and when I was older I did some babysitting for some of the families there. If you went

along the drive then slightly off to the left there was a large house for the headmaster. The housemasters lived in bedsits within the houses that they were assigned to.

79. BRL [REDACTED] was an [REDACTED] teacher and he lived in Chalmers West. BNR [REDACTED] was a [REDACTED] teacher and he lived in Chalmers East. There was a [REDACTED] called CDR [REDACTED] and he lived nearer the assembly hall side of the school. They are the main ones who come to mind as living at the school and the rest just turned up.
80. The ethos at Merchiston was very sporting. You would be outside in the pouring rain, freezing cold and getting really muddy and then you would come inside when it was getting dark, get all cleaned up and have a warm shower before doing a few lessons and then getting something to eat. The place thrived on that. It was a very physically healthy place. It was a relatively happy place. Everyone just got on with it and we were all happy to be back at the start of term to find out what everyone had been doing over the holidays.

Routine at Merchiston Castle School, Edinburgh

First day

81. Initially, before I started riding my bike to school, my mum gave me a lift and one of my brothers picked me up in the evening. On my first day my mum took me to the school and I felt very welcomed. I was starting the term late and I joined the peer group late but I settled in very quickly. On my first day, classes went well and I knew exactly where I was going. The housemaster of Chalmers West was a chap called Mervyn Preston and he was a very nice, benevolent man who made sure I wasn't wondering where I was going or what I was to do.
82. I don't remember the specifics of whether I was shown around the school on my first day but I do remember that I was very much included and I didn't feel like an outsider at all. Someone must have been keeping me company.

Mornings and bedtime

83. Chalmers West house was two storeys high. If you came into the building using the door that the boys used then immediately to the right was a day room with a table tennis table and a series of short rectangular tables going round about the walls and pointing into the centre of the room. The tables weren't big so there would be four to six people sitting round each table when everyone was there doing their homework.
84. As you came into the building using the boys' door, to the left there were changing rooms and possibly showers. There was a main door that you weren't allowed to go in as a boy. If you stood outside the day room and looked down the corridor towards the main door then on the right hand side there was the housemaster's accommodation. I don't remember what was on the left hand side. If I had carried on down that corridor then I would have found myself in Chalmers East which was a mirror image of Chalmers West.
85. There was a flight of stairs and if I went upstairs to the first floor then on the right hand side there was a big dormitory. I can't remember what was on the left hand side. If I went into the main corridor that connected to Chalmers East then, above the housemaster's accommodation, there were some more dormitories and one of those dormitories was where the prefects slept. There may also have been staff accommodation around there. On the left side of that corridor there was a long room with basins for boarders to wash and brush their teeth. Haircuts were also done in there. A local barber came in to do your hair and he did the whole house in a morning. I had my hair cut there as a day boy and as a boarder.
86. The big dormitory was the same size as the day room and was directly above it. There were beds all around the walls with the headboards against the walls. They were metal beds. On the long side there would have been fifteen beds and on the short side there would have been about half a dozen. If you went upstairs again then I am pretty sure there was another big dormitory and there was the same arrangement of bedsits for single members of staff.

87. There was also an attic floor which had a kilt room where all the kilts were stored. There was a bathroom there as well with about six baths. There was an Irish housemaster who had been a rugby international player for Ireland. One of the prefects had been told by this teacher that if he found two boys together in the kilt room then he should not deal with it himself as a prefect but should take it to the housemaster. The housemaster was aware that because of its isolated location the kilt room could be used for consensual sexual encounters between boys. Each house had its own kilt room but I don't think that any teacher was particularly responsible for it.
88. When I started boarding I was in Rogerson West and then I moved to Chalmers East as a head of house during my final year. The routine was exactly the same except that I was sleeping there. When I started as a boarder, at seventeen, I was in a big dormitory. It was exactly the same as the thirteen year olds big dormitory. When I was in my second A-Level year I was in the small prefects' dormitory in Chalmers East. In that dormitory there was a head of house and four junior prefects. There were the same metal beds and there must have been a chest of drawers.

Mealtimes/Food

89. School started in the assembly hall and then we had our shoes checked by a prefect to make sure we had polished them. There was a mid-morning break and I can't remember where we went or what we did but we probably hung about in the cloisters. There may have been some drinks of milk or biscuits.
90. We had lunch and then there was sport. Evening lessons happened after sport, from about four until six, and then it was time for the evening meal.
91. Lunch was the main meal and the evening meal was beans on toast, or that sort of thing, with bread and butter. Lunch was a main meal and a pudding.

92. After the evening meal we went back to the houses and there was some recreational time before we had to do prep which was homework for about an hour and a half. The older houses might have done two hours of prep. As a day boy I left after 9:00 pm and arrived home before 10:00 pm. As you became older I think that prep became longer and it may have finished later.
93. Meals were taken in the dining hall and you couldn't go in until there was a signal for you to go in and you couldn't come out until there was a signal for you to come out. I think everyone was in the dining room at the same time.

Washing/bathing

94. The showers for after sports were on the ground floor of the house, opposite to the day room. The shower facilities I used were the same as a day pupil and as a boarder. However, I didn't use the basins on the first floor for washing and brushing teeth until I was a boarder.

Clothing/uniform

95. The uniform was shorts, dark blue blazers and open neck, white shirts. The collar of the shirt had to be kept inside the blazer unless you were a prefect and then you could stick the collar out of the blazer. I don't know how many prefects bothered, I didn't bother. Prefects also didn't have to wear shorts.

Leisure time

96. We had leisure time before prep but I don't think we could go out and about during leisure time. We had to be in the building so we would be in the common room listening to music, chatting and playing table tennis.
97. It was a five and a half day week finishing at lunchtime on Saturday so on Saturday morning we had lessons. On Saturday afternoon it was sporting matches. We might

go to another school to play or if there was a match on at Murrayfield we would walk there to watch that. In the evening we did homework again.

Trips and holidays

98. I don't think I went on any trips in the time that I was there. There was a school camp which Ian Balfour-Paul used to organise with James Rainy-Brown every summer. The two of them took a few of us away to the Borders or somewhere like that for a week. BRL [REDACTED] was a Canadian teacher who taught [REDACTED] and he was a real outdoors sort of guy so I think he may have helped out. We would go exploring in caves and build dams in rivers. We weren't naked when we were in the river, we were always clothed. It was a bit of fun and was all very laid back. The school camp probably had a name but I don't remember what it was.
99. I went on a trip with the Combined Cadet Force Expedition to Iceland. That trip involved a lot of outdoor activity. It was organised through the school and it was the only trip that I went on.

Schooling

100. There was an art room upstairs in Gibson House, the science block. The art teacher was a nice chap who had long hair and we all thought he was very trendy.
101. There were music rooms which all had pianos in them that people could go in and use. I was in the choir which I enjoyed. There were music competitions between the houses.
102. I remember when I was coming up to my A-levels I had way too much on and I wasn't going to be able to do three subjects. The school said that I was right to identify that I had too much on and suggested that I should drop one of my A-levels. I was delighted but that was completely the wrong thing to do.
103. The teaching was appalling. I wasn't very good at maths and they selected a group of us to do "new maths" which was things like Venn diagrams on the assumption that if

you couldn't do the old maths then you might be able to do the new maths. I remember going to the first class and the maths teacher, Mr Humphries, said "you are here because you can't do maths."

104. The academic side was terrible and if I had been my dad then I would have wanted my money back. My parents paid a fortune for me to go there and all I wanted to do was sing and play the drums, anything apart from study. There was way too much emphasis on the extra-curricular stuff.

Sporting activities

105. Rugby was the big thing but most sporting talents were catered to pretty well. There were athletics in late spring time and there was hockey and cricket during the summer. The school put quite a big emphasis on sport but if you didn't get into it then that wasn't a big deal. You could be in the first fifteen or in the tenth fifteen at rugby and people soon found where they fitted in and how seriously they wanted to take it.
106. I got into the third fifteen at rugby. At one point they thought about putting me into the second fifteen but the captain of the first fifteen observed very wisely that I wouldn't enjoy it so I was left out of that. I played hockey for the school.
107. You couldn't have opted out of sport entirely but you had a choice as to which sport you played and that worked well. I don't think there was any football. There was cross country running which was good if you weren't into team sport. There was swimming and the swimming teacher was Mr Lemon.

Healthcare

108. There was a matron at Merchiston who resided there. There was a matron's flat and she was on call if you needed any medical help. If you were ill you went to see matron at a set time, after the evening meal, during recreation time. If you were ill earlier in the day then you could seek medical help earlier than that.

109. There was a local GP who used to do the wart treatment at that start of every term. You would go barefooted and he would check for warts and burn them out if you had any. There was a sick bay to the left of the teaching block, near to the front door of the school. They never had a dentist visit so that may have been something you were expected to do during the holidays.

Religious instruction

110. On Sundays I went to the Chapel, wearing the kilt. We had choir and a morning service.

Work

111. As a younger boy I don't remember having chores. As a head of house I locked up which involved going round the entire school last thing at night, checking all of the doors were locked and the windows were closed.

Birthdays and Christmas

112. I went home for Christmas. I had two birthdays as a boarder at Merchiston but I don't remember anything special happening. I didn't think anything special should be happening, it was just another day. I would have been given some cards and presents.

Personal possessions

113. I think I had a locker of some sort because I didn't bring things back and forward with me when I was a day boy.

Visitors

114. You could go home on a Saturday for one weekend once every half term. On a Sunday after chapel anyone could be picked up and go out with family or friends and come back in the evening.

Family contact

115. I don't think there was much contact between the school and my parents while I was there. At the end of year there was a written report for every subject by your teacher which was compiled into a school report.

Discipline

116. Prefects were able to issue blue paper as a punishment. A blue paper was a sheet of blue paper held by the housemaster which was given as a punishment. You had to trace a map, from an atlas, including a specified number of place names onto the paper. The prefect would tell you what map it was to be and how many names were to be on it. The map could be of somewhere very straight forward or somewhere very complicated. If you had really been naughty then you would be given a complicated map and there could be a couple of hundred names to trace. There would be a time limit of a certain amount of days to complete it. The biggest problem was that if you were told to do a blue paper then you had to go to the housemaster to get it and he would know exactly what was going on.
117. That was the universal punishment. The prefects never beat anyone while I was there. I heard stories about that happening in the past but while I was there the prefects could only give out blue paper. That was an accepted rule which was ingrained in the culture of the school. It was a good way of keeping the trouble makers off the street. If you had a complicated map with five hundred names to do within 48 hours then you were pretty well occupied.
118. I don't remember getting many maps because I was very well behaved but I dished out a few when I was a prefect. The ones I gave out varied but they were usually far too easy. I must have been regarded as an easy number. I gave a pupil a blue paper to do of America and he went through it and traced every town which included my surname. There are a lot of towns in America that have the same name as my surname

and he chose to only copy those names. He put a lot of effort into that and we both laughed. I was pretty easy going.

119. Blue papers were given for various offences. For example, if you went through a door without checking behind you to make sure that you weren't walking through a door in front of a prefect or a woman then you would get a blue paper. There were certain places you weren't allowed to go and you couldn't take a short cut over certain bits of grass. After assembly all the pupils came out of the hall and a prefect looked at their shoes to see if they had polished them. If they hadn't polished their shoes then they were given a blue paper for that.
120. The staff may have used some sort of corporal punishment but I don't remember that so if they did then it was very rare. It had been a daily occurrence at the Edinburgh Academy. I think the blue paper dealt with most things and if you had done something so awful that the worst blue paper couldn't deal with it then you were probably going to be expelled.

Prefects / senior pupils

121. There was a head boy and he had a nice study which was a substantial corner room. A lot of farmers' sons went to Merchiston while I was there and as a practical joke, they caught a sheep and locked it in the head boy's study. He came in the next morning and found the sheep and the mess it had caused overnight. I was a prefect when this happened and I worked out pretty quickly who was behind this. We had an unofficial chat about it being a practical joke that had gone wrong and they went and apologised to him. The boys who had done it were sixteen or seventeen years old and big enough to wrestle a sheep up two flights of stairs.
122. Under the head boy you had a head of house for each of the four houses and then the next step down from there in the hierarchy would be junior prefects of which there were three or four in every house. The head of house slept in the house they were allocated to. The prefects and head of house slept in a small dormitory together and

were all around the same age. The dormitories were huge with wall to wall beds in a big room but the prefects' room was quite cosy. There were no single rooms.

123. There was fagging at Merchiston. Fagging, as it was at that time, meant being assigned to a prefect to run around after them in terms of tidying but it would only have been to do with the study. I was assigned to a prefect as a younger boy. You had to go to the study after the evening meal and the prefect either sent you away or you were asked to wash up a dirty coffee cup. You went and got it out of the way and then you could go and run around for a while or play table tennis.
124. You had to do it but it was rewarded. Some pupils were desperate to do it because they would get nice odds and ends thrown their way like a bit of pocket money to take to the tuck shop or a Christmas and birthday present. When I was a prefect, I used to give them something every week. I was a popular choice because I would tell them just to go. I don't know how the pupils were assigned to the prefects but I think they rotated them round.
125. If you didn't turn up for your fagging duties then how that was handled would depend on the prefect but I think you might have been given a blue paper.
126. As a prefect and a head of house I was given a lot of freedom and I could come and go as I wanted. As you progressed in terms of age you could seek permission from the housemaster to go out to the shops and the older you became, the more lenient he would be in allowing that.
127. The prefects took the register in the morning. There was a big list of names and you ticked them off to make sure everyone was there.
128. The pastoral care was very informal in Merchiston but it was there. The housemasters were much more integrated into the community of their house. They were much more visible. [REDACTED] CDR [REDACTED], was there to talk if you wanted and there was quite a lot of pastoral care from the prefects. I don't think I was alone in getting a knock

on my study door from someone who wanted to talk. I saw that as part of my role as a prefect.

Abuse at Merchiston Castle School, Edinburgh

BRW

129. There was one teacher in the school who taught [REDACTED] and we all started off learning [REDACTED] in our first year at Merchiston. I am pretty sure the teacher's surname was BRW and his first name was BRW. As far as I could tell at my age then, he was middle aged. He was eccentric, flamboyant and always padding around in his suede shoes with a "grandee" cigar habitually hanging out of the corner of his mouth. I think he amused us and we saw him as an absent-minded professor.
130. His classroom was completely different from everyone else's classroom. The other classrooms were traditional with desks facing the front but his classroom was laid out [REDACTED]. His desk was on a raised dais or platform and he sat on a raised seat behind his desk so that he was looking down on us. We sat at long rectangular wooden tables which were placed around the room in a semi-circle. His room was at the end of the corridor and it had quite a lot of windows and light. He used to have maps on the walls and all sorts of interesting things to engage young curious boys.
131. We weren't terribly interested in [REDACTED] but he managed to make it vaguely interesting and he would reward our interest with cigar tins. To a young boy these were like gold dust. They were a perfect size to keep all of your precious bits and pieces and maybe your pocket money all together in and put it in your pocket. He would just hand them out and if you were lucky then you would get one. He was a very memorable chap but he is most memorable because he is the teacher who sexually abused me and many others.

132. We had weekly sessions where he ran a [REDACTED] movie and in those days being able to watch a movie on command was a novelty in itself. The blinds were pulled in the room so that it wasn't pitch dark but it was gloomy. [REDACTED] BRW [REDACTED] would sit directly opposite his desk where the screen had been pulled down and he would have his projector on. While the projector was whirring away there would be a boy sitting on either side of him. I don't know if the same thing happened to the boy on either side of him but certainly if you sat on his left hand side then, you would be sitting there in your short trousers and, in no time at all, he had his hand on your inner thigh and he would start stroking away. As far as I remember, he never fondled my genitals but he got pretty close to it. There were other boys in the class that would boast that he had got as far as their scrotum. That was said to other boys within the same peer group.
133. It happened every week during the film. It was a bit of a joke as to who was going to have to take the empty seat beside him. I'm not sure how often it happened to me but there is no doubt that it happened several times in the course of the year. I think I took my turn sitting beside him but I didn't take more than my fair turn sitting there. There was a bit of an unwritten agreement between the class that if you sat beside him last week then you didn't need to sit beside him this week.
134. This happened during my first year there and I would have been thirteen years old. The other boys in my class were in the same year group and would also have been thirteen. I only did [REDACTED] during my first year and then I moved to geography. As far as I know no one reported it and I don't think any adults knew about it. Among the boys, it was never seen as anything other than amusing. People would talk about his "wandering hands" and remark that they wished he would keep them to himself. There was no question of reporting him and no question of thinking that it was wrong. It was just accepted. It wasn't reported as far as I know and it kept on going. If it had been brought to anyone's attention then it was happening with their approval but I don't think any teachers knew about it.
135. I don't know if he carried on with that behaviour after I left his class but he was always around the school and I think the chances are that he did. However, at the time, I didn't think that he had done anything wrong and I don't think any of us did so we didn't think

we had to stop it. It seems terrible to say that but we never thought that we had to stop this. He was very manipulative and clever in the way that he did it because he created a sense of amusement. I was sexually abused in the boy scouts and in that situation I was fearful and I knew that what was happening wasn't right. That was not the case with ^{BRW} [REDACTED]. I didn't know there was anything wrong with what ^{BRW} [REDACTED] was doing because it was so overt and explicit and it wasn't nearly as bad as what had happened to me at the Academy or the Scouts.

CDS [REDACTED]

136. The [REDACTED] teacher at Merchiston was ^{CDS} [REDACTED] and my relationship with him was complicated. ^{CDS} [REDACTED] had an interest in rugby and my brother, who had stayed on at Edinburgh Academy, had some social contact with ^{CDS} [REDACTED] so he quickly became part of my social world. I would go to his house for chats about [REDACTED] a couple of times during term and we went away for hillwalking holidays outside of term time. These discussions took place in his house and sometimes his wife was round about and other times she went out. They lived in a little bungalow near the school and we sat in a cosy sitting room. At the time I thought he was a particularly benevolent teacher who took an interest in me because I was very interested in [REDACTED]. I think he saw that I had potential and he wanted to nurture my interest in [REDACTED].
137. The relationship went wrong in 1969, after I had won a [REDACTED] competition. I had entered the competition off my own back and he hadn't helped me do it but he was very pleased that I had won and the school gained a lot of kudos from it. The next Saturday he put the [REDACTED] that I had [REDACTED] for the competition on the agenda, rather than [REDACTED] in general, and I thought that was understandable.
138. We started talking about the [REDACTED] and I had mentioned wet dreams in it. It was not [REDACTED] about me, it was about where our minds go when we are awake or asleep. I was an adolescent boy, driven by hormones, and what was happening in my body at that time was relevant to my creative experience [REDACTED] which he knew. We were talking about that and then he stopped and looked directly

at me, he became quite intense and then said "let's be frank is it a problem". He was asking me if I had some problem with masturbation which was causing wet dreams. I didn't want to talk about masturbation and it was the last thing I was going to speak to him about.

139. I had enjoyed those Saturday evening chats but I don't remember going back after that and I didn't enjoy going back after that if I did. That happened during my O-Level years and I was riding my motor bike to school at that time so I would have been about sixteen.

140. I used to do a hill walk with ^{CDS} [REDACTED] once every holiday and one summer he suggested that we would take two tents and we would camp. This was during the holidays and the trip was nothing to do with the school. Myself, a friend from school who lived in Glasgow and ^{CDS} [REDACTED] were all there. During that trip, I remember plunging naked into a pool and when I looked up ^{CDS} [REDACTED] was standing on the riverbank looking down at my groin while I was floating about on my back. For some reason I bathed naked. I was a somewhat shy child and this was very out of character for me. Since then I have often wondered if it might have been ^{CDS} [REDACTED]'s suggestion that I bathed naked.

141. My parents were absolutely up for me going on this trip and when we returned ^{CDS} [REDACTED] ^{CDS} [REDACTED] came into the house and was sitting in the kitchen talking with my mum and dad. My brother who he knew has always been a very controlling person and controlled my mum and dad so they were probably manipulated into a relationship with ^{CDS} [REDACTED] ^{CDS} [REDACTED] by my brother. The twins were the eldest and they were the favoured sons. My dad was very influenced by them and I think they adopted a paternalistic role towards me and the way that they believed that I should be brought up. My father was very non-directional and I think my brothers were trying to tighten that up and have some direction over me. The brother who knew ^{CDS} [REDACTED] would have seen it as part of his job that I was knocked into into shape and made tougher because he did not want a shy brother.

142. CDS [REDACTED]'s relationship with me began as a genuinely supportive concern for a pupil he saw as having talent, however, I wonder if, his boundaries then became blurred and he overstepped the mark.

Mervyn Preston

143. Mervyn Preston was the housemaster of Chalmers West and I always liked him a lot. He was a very kindly old chap and a father figure to his house. He was a member of a gentleman's club on Princes Street. I don't know the name of the club. The club had a swimming pool in it and he used to invite a boy to go on a Saturday night to have dinner with him there. The boy could bring his swimming costume and have a swim in the swimming pool which was appealing to boys of that age. I don't think they were boys from his house, I think they were older than thirteen. Different boys would go and he had favourites that he would bring there.
144. I was always very intrigued by these meals in this very fancy club and quite hopeful that I might get a chance to go some time but I never got an invitation. Curiosity made me ask one of my friends who had been invited what happened at the swimming because I couldn't imagine Mervyn Preston swimming. My friend told me that Mervyn Preston didn't swim, he just sat at the poolside and watched. He never took his eyes off of my friend who was swimming and he stared at him the whole time.

BNR [REDACTED]

145. BNR [REDACTED], the [REDACTED] teacher, was a bachelor and he lived in the top floor of Chalmers East. He drove a small, fashionable sports car and his girlfriend was the sixteen year old daughter of a teacher that I had known from Edinburgh Academy. She used to come to the school and go up to his bedsit. That was his flat and where he lived.
146. The relationship he had with this girl caused problems with her parents and they would come and have long discussions with him. We would see her parents arrive and they would go to his bedsit where they would have lengthy discussions with him. We would

not be able to hear those discussions but we would see them come out of his bedsit and ^{BNR} would be in tears. He disclosed to the boys that they were his girlfriend's parents and they didn't want him to see her. Her parents were trying to stop this relationship but I don't know how well they succeeded because I can't remember how it all ended up.

147. I do remember that when the relationship was flourishing he would go to staff parties with her and she would be sitting on his knee kissing and cuddling and the staff there didn't think there was anything wrong with this. They thought it was a bit odd and she was a bit young for him. He was in his late twenties or early thirties and she was half his age. I was told this by one of the staff's wives who I knew through babysitting. One of the teachers, I can't remember his name, lived in a staff house at the end of the drive. I got to know them and they used me as a babysitter when they wanted a night out. I don't remember being paid for that but I had an evening away from the school and was able to watch some television.

James Rainy-Brown

148. When I was head of Chalmers East I had the freedom to come and go as I wished and quite often during late afternoons or evenings I would be go out for a walk. On one of these occasions, I came across the son of the new matron in the grounds. He was completely lost and crying. I'm not sure what age he was but I don't think he was old enough for primary school. I said to him that we would go and find his mum and I took his hand. He stopped crying and we were walking to the matrons flat and somewhere along the way I encountered James Rainy-Brown who was a science teacher at the school.
149. James Rainy-Brown said to me straight away that I must not hold this boy's hand and he ticked me off. He told me not to hold young boys' hands. Duly admonished I wandered along beside this poor little boy until we reached his mum.
150. I never understood why I shouldn't hold the hand of such a young boy in distress and then a few years ago I found out that James Rainy-Brown had killed himself while

being investigated by the police for allegations made by a former pupil. I understood after he had killed himself, the lens that James Rainy-Brown had probably been looking through at that point.

151. I recall an athletics training day at the school where James Rainy-Brown was going round with a camera filming the boys doing athletics. I was doing shot putting when he filmed me. I don't remember how I came to see the film of that training day, but when I saw it I noticed that James Rainy-Brown had filmed my legs and not the upper part of my body. This meant that you couldn't see me doing the shot putting at all. I wondered why he had only filmed my legs and I thought it was odd.
152. With hindsight I think that while I was at Merchiston there was a sense that there may have been a significant subculture of abuse under the surface that attracted paedophiles of varying degrees to work there but at the time I never once had any sense that James Rainy-Brown had an inappropriate interest in me or any of the other boys.

Leaving Merchiston Castle School, Edinburgh

153. I was happy at Merchiston and everyone I knew was happy there. I've talked about the darker side of the school in this statement but the main memories that I have are good.
154. There was no careers advice at Merchiston. On one occasion when I was going round locking up the school I saw a book about which university to choose in ^{BRW} [REDACTED]'s office. I got it out and had a look through it because I knew I had to choose which university to go to. I left the school at the end of my final year, in 1971.

Life after Boarding School

155. I went to Durham University briefly. At the time I was thinking about ordination because I used to be quite religious so I went to St John's College which is a theological college. The course I chose was general arts and was a mix between geography, theology and sociology which within themselves were interesting but the practicalities of attending consecutive lectures held at various parts of the town presented a problem in terms of timing and it didn't work.
156. I had a good career in the police for seven years and I was promoted very quickly. I was destined for greater things but in 1980 I had an episode of depression and in those days there was no welfare provision. It was made quite clear that I didn't have a future in the police so I didn't see the point in staying.
157. I drove a long distance truck for a while and then I became a psychiatric nurse. I trained in Glasgow and then worked in London for a while. I worked in the community as a psychiatric nurse and then I retrained in Cognitive Behavioural Psychotherapy as a Masters degree. I worked in the NHS and then at a University before retiring nine years ago. Since I retired, I have written the book that I always wanted to write. I have one son who lives in London and we are very close.
158. My life moved on after Merchiston and I had a very different life from most of my peers. The relationships that I had were all over the place geographically. I kept in touch with one friend who lived in England but after my depression I lost any friends that I did have. That was what happened in those days.

Impact

159. The over-emphasis on the extra-curricular side of things had a devastating effect on the academic side of things. I just managed to scrape a place in Durham University which I wanted to go to and I only lasted a term before I dropped out.

160. The abusive side of things was terrible and I wish I could go back and protect me and protect others but I just hope that things have moved on. When I say that I am referring to both Gordonstoun and Merchiston.
161. I think about the sexual abuse in the scouts a lot. I wouldn't say that it haunts me but they are unpleasant memories. I also think about my experiences at Edinburgh Academy.
162. My experiences at boarding school impacted my relationships because it was a single sex boarding school. We had school dances and we would go to a girls' schools and they would come to us for organised dances. I would go to St Georges, for instance, and would meet a girl but I didn't know how to relate to girls. It's been very difficult for me learning to relate to members of the opposite sex.
163. I think I was a very concrete thinker because that's the way I was taught to think. We weren't to get tangled up thinking about the complexities of real life. That has been a rocky road throughout my adult life. I've had to temper that into a more workable way for myself.
164. I would never have wanted my son to have gone to boarding school but otherwise my experiences at boarding school haven't affected me as a parent.

Treatment/support

165. I didn't have much treatment or support for my depression because there wasn't much treatment or support around in those days. They had heavy duty anti-depressants which knocked people, including me, for six. There was no support in the community so you were either in hospital or you weren't. I had a very short inpatient admission and then I was a day patient but I didn't have any help really. A lot of it was left unresolved but has been resolved with my own professional knowledge since then.

Records

166. I haven't recovered any of my school records and I'd be amazed if they still have them.

Lessons to be Learned


167. I hope lessons have been learned and there is much more integration between home and school.

168. I've always thought that Merchiston had the right idea about everyone moving up through the houses at the same time and everyone being the same age in each of the houses. Other than the prefects everyone in each house belonged to the same age group. I think bullying was much less likely to happen because of that. I think that was quite unique to Merchiston at that time and other schools tended to have a mixture of ages in each house.

169. Back in those days teachers were doing their own thing and whatever they wanted. It wasn't clear what the syllabus was or what we had to learn for the A-levels.

Other information

170. 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..... 01 September 2020