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Tuesday, 23 November 2021

(10.00 am)

LADY SMITH: Good morning and welcome to this, the next stage in our boarding schools case study. Today we turn to evidence in relation to the provision of residential care at Fettes School in Edinburgh and I understand we have a witness ready and are ready to begin. Is that right, Mr Brown?

MR BROWN: My Lady, that is correct. The first witness is 'Roland'.

'Roland' (sworn)

LADY SMITH: Now, 'Roland', you have a red folder in front of you. It has your statement in it, which you'll be referred to by Mr Brown. It will also come up on screen in front of you.

A. Yes.

LADY SMITH: So feel free, if you want to look at it, to use the folder or the screen, whichever works best for you.

A. Thank you very much.

Q. If anything arises in the course of your evidence you have any queries about, please don't hesitate to ask. If you want a break, please tell me.

A. Thank you.

LADY SMITH: What matters most to me is that you are comfortable giving your evidence and you help me do

1 anything I can to enable that to happen.

2 A. Thank you.

3 LADY SMITH: If you're ready, I'll hand over to Mr Brown and

4 he'll take it from there; is that all right?

5 A. Yes, I'm ready. I shall do my best to help you.

6 LADY SMITH: Thank you.

7 Mr Brown.

8 Questions from Mr Brown

9 MR BROWN: My Lady, thank you.

10 'Roland', good morning.

11 A. Good morning.

12 Q. If we could begin with the statement and for form's sake

13 I have to read a reference number in, it is

14 WIT-1-000000621, and this is the statement that you gave

15 to the Inquiry, which, as we see, runs to 22 pages.

16 A. Yes.

17 Q. And on the final page we see the last paragraph, number

18 109, where you say:

19 "I have no objection to my witness statement being

20 published as part of the evidence to the Inquiry.

21 I believe the facts stated in this witness statement are

22 true."

23 And you signed that statement on 17 February this

24 year, correct?

25 A. Correct.

1 Q. And I'll be correct to say that you read through it to
2 ensure it was accurate?

3 A. Yes, correct.

4 Q. Thank you very much indeed. It obviously sets out
5 a great deal of detail and we don't need to go through
6 all of it but one of the striking things perhaps at the
7 tail end of the statement is the reason that you come to
8 be here, and that's because the headmistress of Fettes
9 wrote to you and advised that the Child Abuse Inquiry
10 was carrying out its work; is that correct?

11 A. Correct, yes.

12 Q. And I think initially you were reluctant to become
13 involved, is that fair?

14 A. I had an approach from the headmaster, who preceded the
15 headmistress who is there.

16 Q. Thank you.

17 A. And I wasn't happy to give evidence at that stage. What
18 worried me was the possibility of the Inquiry being
19 confrontational and I imagined, wrongly, obviously, as
20 it turned out, that the evidence that I was going to put
21 forward would be disputed. There's no suggestion at all
22 that's going to happen, which is very nice.

23 After the first letter that I got from the previous
24 headmaster, I received a second letter, as you said,
25 from the headmistress, and it was my wife that suggested

1 to me that she thought it would be correct for me to
2 give evidence, and that's why we're in the situation
3 where we are.

4 Q. And I think you wrote to the headmistress with a brief
5 attachment setting out some of the things we're going to
6 talk about today?

7 A. That's correct.

8 Q. And she replied?

9 A. She did, yes.

10 Q. Sympathetically?

11 A. Absolutely, very sympathetically, yes. I can't remember
12 the precise words, but it was certainly sympathetic and
13 she was obviously -- she didn't use the word
14 "distressed" but it was along those lines, to hear about
15 the description that I gave her what happened to me.

16 Q. You're 79?

17 A. Correct.

18 Q. And you went to the school, to Fettes, between 1955 and
19 1959?

20 A. Correct.

21 Q. But is it fair to say that your experience of Fettes
22 over 50 years ago still resonates with you today?

23 A. Unfortunately it does. It's a topic of conversation
24 that comes up quite frequently between me and my family.
25 It's very difficult to forget it, and this Inquiry,

1 I think, is going to help me. But yes, it's something
2 that's with you for the rest of your life.

3 Q. I think you say that one of the offers that the
4 headmistress made was to come back to Fettes?

5 A. Correct.

6 Q. That's a step too far?

7 A. Very much so. I didn't want to offend the headmistress,
8 she was very kind, she offered to take me around Fettes,
9 but I'm afraid even now I couldn't set foot in the
10 Fettes grounds. In fact, we were just saying this
11 morning that there was a period of time after I left
12 Fettes where I didn't even want to come to Scotland,
13 which was a pity, because Scotland's a very beautiful
14 country. That's completely different now, but that's
15 how it left me feeling, unfortunately.

16 Q. Okay. If we can go back into the past then, and look at
17 how you came to be at Fettes, we don't need to go into
18 the full detail, but we see that family life for you,
19 you were the eldest of four children, and your parents
20 were strict.

21 A. Extremely strict yes.

22 Q. And you recount how your father beat you and your
23 siblings, or your brother?

24 A. Yes.

25 Q. Even at an early age?

1 A. Four -- my second-youngest brother was four, and I can
2 recall when he was beaten. I was outside the room and
3 it was very distressing to hear him begging my father
4 not to beat him.

5 Q. Your mother was also strict?

6 A. Yes.

7 Q. And, as you say, insisted on good manners.

8 A. Correct.

9 Q. So if something in her eyes was transgressed, that would
10 lead to punishment?

11 A. Yes.

12 Q. By your father?

13 A. Yes, minor transgressions.

14 Q. Okay. And you went to a number of schools, in the
15 northeast to begin with, but the time came where you
16 would move on, I think at age 13, to boarding school, in
17 this case Fettes?

18 A. Yes.

19 Q. You say in your statement that your father had obviously
20 been keen for you to go to a boarding school and I think
21 a number of schools were identified as possible choices?

22 A. When I was -- before I was born, he put my name down to
23 four different public schools, and he allowed me to
24 choose which particular school I would like to go to.
25 He'd been to Durham School and that was one of the four

1 that he put his name down for, for me, and with the
2 discussion with him, I chose Fettes and he was happy for
3 me to go to Fettes. So I made the choice, basically.
4 But of course I didn't know very much about Fettes at
5 the time.

6 Q. I was going to ask, why did you choose Fettes? If you
7 can remember.

8 A. Quite honestly, I really can't remember. Nothing stands
9 out that made me want to go to Fettes. Some of the boys
10 at Corchester in actual fact went to Durham School,
11 which I knew about. I knew he'd been to Durham, but
12 I really can't recall why I chose Fettes, quite
13 honestly.

14 Q. You said you knew little about it. Had you visited
15 beforehand?

16 A. No. Obviously I knew it was in Edinburgh. That's about
17 as far as it went.

18 Q. And in terms of what we now see for schools, thinking of
19 the current day, brochures, videos, all manner of
20 information, did you actually know anything about
21 Fettes?

22 A. No. No. I didn't even see a picture of it.

23 Q. Right.

24 A. The first time I knew what it looked like was the day
25 I turned up.

1 Q. And I think you talk about that on page 3 in
2 paragraph 14 of the statement. You were driven there by
3 your father, you'd gone through a routine which is
4 familiar to the Inquiry of a great deal of kit being
5 bought?
6 A. Yes.
7 Q. And put in a trunk?
8 A. Yes.
9 Q. And, as you say, your father drove you to Edinburgh and
10 just left you at the front door, effectively, with the
11 trunk?
12 A. Correct. It was the front door as well. I mean, what
13 you got was a list of everything you had to bring and
14 that's what went in the trunk.
15 Q. Were you excited?
16 A. I would say apprehensive was a more correct description,
17 rather than excited. I remember we drove up the A68,
18 which is the road from Newcastle up to Edinburgh.
19 Q. Yes.
20 A. I remember that route.
21 Q. Yes. A rollercoaster road up and down great hills?
22 A. Yes, that's it, rollercoaster, absolutely, yes.
23 LADY SMITH: It's the old Roman route, isn't it?
24 A. Yes, I think it is.
25 MR BROWN: It's Dere Street.

1 A. Yes.

2 Q. You get to Edinburgh, your trunk is taken out of the car
3 and your father just drives off?

4 A. Correct.

5 Q. And, as you say, an older boy helped you to carry the
6 trunk to your dormitory, where you empty it and then
7 it's taken away to a storage room up some stairs?

8 A. No, we had to -- the person who gave me a hand happened
9 to be -- happened to live next door to us at the time.
10 We were living in [REDACTED] -- wait a minute, that's not
11 true. The person who gave me a hand subsequently was
12 the neighbour, so I think maybe my father knew him.
13 Perhaps that was the connection, I'm not sure, but he
14 gave me a hand dragging this trunk when it was
15 emptied -- well, he gave me a hand dragging it up the
16 stairs. There was no lifts, so this heavy trunk had to
17 be got up to the dormitory, and then when you'd emptied
18 it, it had to go up several flights of stairs right to
19 the top of the building where it was stored. So there
20 was just the two of us took it up.

21 Q. Were there any teachers in front of the school meeting
22 new boys?

23 A. No. The first time I saw a teacher was Mr Henderson in
24 the meeting that we had in the evening.

25 Q. And I think, as you explained, you were put into College

1 East?

2 A. Correct.

3 Q. Which is one side of the main building?

4 A. Yes. There was College East and College West in the
5 main building.

6 Q. There was a meeting for new boys but you stumbled on it
7 by accident because no one had told you?

8 A. Yes. I bumped into another chap who was a new boy as
9 well and, you know, we were chatting and then we found
10 out that there was a meeting on the main floor of
11 College East and we ended up by turning up a few minutes
12 late to this meeting.

13 Q. And that, as your statement makes clear, was a meeting
14 presided over by Mr Henderson?

15 A. Yes.

16 Q. Who was the housemaster?

17 A. Yes.

18 Q. And he is giving an introduction to the new men, which
19 is what new pupils were known as?

20 A. Well, I don't remember us being introduced to everybody
21 else. I don't remember that being the format of the
22 meeting. It might have been. But I think he had more
23 on his agenda than just introducing us. We were part of
24 this meeting, but the meeting wasn't there to introduce
25 us to what was going on at Fettes. We just happened to

1 be there, if you like.

2 Q. Was it more simply a house meeting with all the boys in
3 the house?

4 A. Yes. All the boys of the house turned up, including the
5 prefects.

6 Q. And of course, as you say, one of the parts of that
7 meeting was for the prefects to select their fags?

8 A. Correct.

9 Q. And that included you?

10 A. Yes. That happened at the end of the meeting. Once the
11 meeting had been finished, we were left behind with the
12 prefects.

13 Q. And a selection process was undertaken and you were
14 selected, and we'll come onto this, about fagging, in
15 a little while, by one of the prefects to be his fag?

16 A. Correct, yes.

17 Q. Was that something that you knew was going to happen?

18 A. No.

19 Q. Do you remember your emotions at the time on discovering
20 you were to be a fag?

21 A. Well, I didn't like it. I knew we were going to fag.
22 Somehow I must have found that out before I came, but it
23 was by no means a pleasant experience to be -- there was
24 about eight of us and there were eight prefects, and the
25 fags for each prefect were just chosen like cattle, you

1 might say. So it was not a pleasant experience.

2 Q. No. As I say, we'll come back to fagging in a little

3 while.

4 A. Thank you.

5 Q. But you say about the meeting with Mr Henderson and the

6 house:

7 "I wouldn't say that it was a nice friendly

8 welcome."

9 A. Certainly not.

10 Q. Was there any warmth in it for the new boys?

11 A. No. I would say no.

12 Q. I think you then reveal that later on that first day

13 there was a whole school meeting?

14 A. Yes.

15 Q. Where the headmaster spoke?

16 A. Yes. He did refer -- he called us "new men". We

17 weren't boys, we were referred to as "men", and he did

18 mention the "new men". What he said I can't remember,

19 but we did actually feature in the headmaster's address.

20 Q. Was there any induction, as we would understand it now,

21 explaining how the school operated?

22 A. None whatsoever.

23 Q. What was expected of you?

24 A. None whatsoever.

25 Q. So was this something that you simply picked up as the

1 days passed?

2 A. Yes, yes.

3 Q. Now, you describe, and we don't need to go into the

4 detail of it because it's in your statement, the routine

5 that you fell into at Fettes. But I think it's fair to

6 say it was, from your past experience, by comparison,

7 harsh?

8 A. Very harsh.

9 Q. Cold showers in the morning?

10 A. Yes. And the showers were something you had to take.

11 You hadn't got any choice in it. You had to have

12 a shower in the morning.

13 Q. Poor food?

14 A. I have mentioned the food. I'd already been to another

15 boarding school at Corchester, so I had a comparison,

16 and my mother was a very good cook as well so I knew

17 what nice food tasted like, and the food at Fettes was

18 dreadful.

19 Q. Did it ever improve?

20 A. No. No. It remained the same standard.

21 Q. But if we can just understand some of the structure at

22 Fettes, obviously you've mentioned that you went into

23 a house and you remained in that house for the full time

24 that you were at Fettes?

25 A. Yes, you didn't change. I have explained some of the

1 boys who arrived at Fettes, the new boys, or new men as
2 they were called, went into Inverleith.

3 Q. They were younger?

4 A. No, they were the same age as us, but for some reason
5 they were selected to go into Inverleith. I think it
6 was just for a year, and then they'd move into one of
7 the main houses. But other boys, like me, went directly
8 into the different houses.

9 Q. But just to understand, there are a number of houses at
10 Fettes. Day to day, was your life revolving around,
11 forgetting lessons, the house, or was it controlled by
12 the school?

13 A. It very much revolved around the house. The meals that
14 you had in the morning, breakfast and main meals during
15 the day, that was school-organised, but the day-to-day
16 running of activities was controlled in the house.

17 Q. In terms of the house structure, you've mentioned
18 a housemaster, Mr Henderson, and prefects, eight
19 prefects.

20 A. Eight prefects, yes.

21 Q. And I think there were school prefects and house
22 prefects?

23 A. There were eight prefects altogether. They included
24 a head of house and the head of house plus one prefect
25 were the school prefects. It worked out that there were

1 12 school prefects drawn from the different houses.

2 Q. But day to day, thinking of the house, how much

3 supervision was by the housemaster or an assistant

4 housemaster, if there was one, or how much was done by

5 the boys, by the prefects?

6 A. Well, putting a rough percentage, I would say it was

7 something like three-quarters was by the prefects. You

8 didn't see the housemaster very much at all.

9 Mr Henderson he was called. Most of the supervision

10 that went on was by the prefects.

11 Q. So in the morning when you woke up and you were

12 showered, that was checked, we read?

13 A. When you went to have a shower, from time to time the

14 prefects would be there ticking you off, that you'd had

15 a shower. And we all knew that if we missed a shower,

16 you were liable to be beaten for missing the shower.

17 Q. All right. When would you see Mr Henderson? What times

18 of the day did he appear?

19 A. Regularly in the evening. He went round with a couple

20 of the prefects, when you were settling down to go to

21 bed, getting into bed. So he'd see you in the evening.

22 Every -- during the day, in the morning there'd be

23 a school chapel for everybody in the main chapel, but at

24 night-time there'd be another chapel for each of the

25 different houses, so we would have our chapel and

1 together with College West in the main chapel because we
2 were in the main building, and at that stage you would
3 see Mr Henderson. So you'd see him in the evening at
4 chapel, but not to speak to. He'd be there. And you'd
5 see him in the evening when you went to bed.

6 From time to time, I do remember, he had us into
7 his -- there were one or two occasions when he had us
8 into his rooms, so there was some -- something going on
9 there in terms of meeting some of the boys in his room.
10 But that was, I would say, pretty infrequent. It might
11 be a couple of times a term, that sort of order.

12 Q. That's what I was coming to, because you've started
13 a new school at 13, you're finding your feet.
14 Presumably it was difficult? You were away from home,
15 you'd been away from home at another boarding school but
16 suddenly you're in Edinburgh. Was there any attempt to
17 welcome you in those first few weeks and make sure you
18 were doing okay?

19 A. Nothing. None whatsoever.

20 Q. Were some pupils unhappy at being away from home?

21 A. Well, I think in that sort of environment, people felt
22 they had to get on with it. We didn't -- we did talk to
23 each other from time to time, but most of the time we
24 just got on and did what we were told, because you
25 really hadn't got any option to do anything else. There

1 was always the threat of punishment and lines if you
2 misbehaved, so you just got on with it.

3 Q. Had there been an incident during the night, for
4 example, and you needed help, who would you have gone
5 to?

6 A. There was -- each -- I think in each of the -- each of
7 the houses there was a matron. There was a matron in
8 our case, but the matron wasn't somebody who you could
9 go to for help. Basically there was nobody. You
10 wouldn't have wanted to go for help to the prefects.

11 Q. Why not?

12 A. You just -- there was no way you would have wanted to
13 speak to the prefects if you had a problem. So
14 basically there was nobody. The only people you could
15 talk to were the other people in the same year or the
16 same position as you were and they might give you --
17 I mean, for instance, if you had to polish your shoes in
18 a particular way, they would be the ones that would tell
19 you, you know, where to get the polish and how to polish
20 your shoes and what standards were expected, but there
21 was no guidance given by either the prefects or the
22 masters at all. I know that sounds impossible to
23 believe, but that was the situation.

24 Q. You said several times you wouldn't go to the prefects
25 if there was an issue.

1 A. No.

2 Q. Why not?

3 A. Well, you'd probably be told off as a result of it.

4 That's what you'd expect to happen. I mean, I did

5 actually mention an incident when -- in the complaint

6 that I made about -- it was to do with fagging and there

7 was this particular prefect, his name was [REDACTED] One of

8 the things that we had to do was to -- in the morning,

9 I think there must have been a rota system -- clean out

10 the prefects' studies, so they had a fire, which was lit

11 the previous night, you had to clear all the ash out of

12 it and other duties as well, but I remember particularly

13 you had to clear all the ash out of it and on this

14 particular occasion, there was some dust on the top

15 of -- there was like a mantelpiece around the fire and

16 there was some dust around the top there and I hadn't

17 cleaned it off. Well, I didn't know that I had to clean

18 the ash -- the dust off. Nobody told me what you had to

19 do. And this [REDACTED] went berserk because I hadn't

20 cleaned the ash off his mantelpiece and gave me a good

21 telling off for that and obviously I looked a bit

22 surprised and that ended up in me getting 100 lines for

23 gross disrespect of the prefectorial body. So that

24 shows you the sort of reaction you get when you don't

25 understand what you're meant to be doing, and you go

1 some way towards trying to find out what you should be
2 doing and that was the result. I got 100 lines.

3 Q. Did you feel that your experience as you've just
4 described was particular to you or did you see the same
5 sort of thing happening to your fellows?

6 A. Well, I can't remember exact -- exact examples of that,
7 but I'm quite sure the same treatment would be dished
8 out to everybody. It wasn't just me. We were just
9 fags, and if you didn't do what you were supposed to be
10 doing, it would result in a good telling off and
11 probably lines.

12 Q. If we look at page 8 of the statement, paragraph 36,
13 this is the chapter of your statement where you talk
14 about fagging and I think you were a fag for two years.
15 That was the routine?

16 A. Yes.

17 Q. And after the two years were up, you ceased to be a fag
18 and did you at any stage have a fag yourself?

19 A. No. Had you to be a prefect in order to get a fag and
20 I didn't stay long enough in the school to be a prefect.
21 You'd typically be a prefect if your face fitted in the
22 last year and I left before the last year.

23 Q. And to have your face fit in Fettes, what sort of person
24 would you be?

25 A. That's a good question. Do what you're told. One of

1 the important things to Fettes was how good at rugby you
2 were. They were very proud of their reputation, which
3 was a good reputation. It was -- they'd not been
4 defeated in the previous five years at rugby by
5 a Scottish school and they were very proud of that, and
6 one measure of how well you fitted into the school was
7 how good you were at rugby and we saw other pupils in
8 the school get advantages because they were good at
9 rugby. So that's one way in which you could impress the
10 school, was to be good at rugby. If you weren't good at
11 rugby, you wouldn't be treated as well as people who
12 were good at rugby, so that's an example of your face
13 fitting.

14 Doing what you're told, I suppose, but most people
15 would do what they're told anyway because you had no
16 option. They just made life difficult for you if you
17 didn't do what you were told, so the vast majority of
18 the pupils there for the vast majority of the time would
19 do what they were told. So it was more how good you
20 were at sport, that's the thing that I do remember that
21 stood out as a measure of what they thought of you.

22 Q. And if, for example, someone was simply just not good at
23 sports, that would impact negatively for them?

24 A. Definitely, yes.

25 Q. How would that be obvious?

1 A. Well, certainly in the way they were treated by the
2 prefects, as an example. You know, you were held in
3 much higher esteem if you were good at sport, but rugby
4 was the particular -- rugby -- the two main sports were
5 rugby and cricket. I was in the athletics team the last
6 year, which I told you about, but rugby and cricket was
7 the main, but of the two, rugby was the one that really
8 stood out. So to get somewhere and to be treated
9 respectfully, you would be -- you would get on much
10 better if you were in the rugby -- good at rugby, and
11 they had the first team, if you got -- if you were
12 a member of the first team, the rugby team, it was
13 called Big Side. That was the top group of rugby
14 players, Big Side, so they'd probably have -- I think
15 from memory they would have the first team plus another
16 team, and those two would make up Big Side, and if you
17 got -- if you succeeded in getting on Big Side, you
18 would be looked up to and respected both by the other
19 boys and also by the teachers and by the prefects.

20 Q. Thank you. Returning briefly to the fagging, you set
21 out in paragraph 37 all the various duties that a fag
22 might get: dusting prefects' studies, washing coffee
23 mugs.

24 A. Yes.

25 Q. Or responding to a buzzer?

1 A. Yes. When you first started at Fettes, you didn't have
2 a study, you had a common room, which was right on the
3 top floor of College East, and all of the fags did their
4 studying in the common room at the top. And there was
5 a buzzer system so that the prefects down in their
6 studies could ring a buzzer and one of the boys was
7 expected to go down and do whatever the prefect chose --
8 had decided that they wanted him to do. And this was
9 additional to the other duties such as cleaning out the
10 fire and this sort of thing. You had to do that as well
11 as this buzzer system that operated.

12 Q. Was there a distinction as between one prefect and
13 another? In other words, some prefects were perceived
14 as more reasonable than others?

15 A. Yes.

16 Q. From a fag point of view?

17 A. Yes. Some prefects were definitely worse than others,
18 yes, definitely.

19 Q. And was that the subject of discussion amongst the boys
20 in your year who were fags?

21 A. Yes, I would think it would be, yes. You would have to
22 watch your step with some particular prefects compared
23 to other ones, yes. There was a difference in the
24 way -- in the way the prefects treated the boys,
25 definitely.

1 Q. Was there any supervision of how prefects treated the
2 fags?

3 A. Well, as an example, after I finished fagging, I did
4 quote this, one of the punishments that was -- that was
5 there available to the prefects was you had to report to
6 them in the morning, which would be about 7 o'clock, so
7 you'd have to get up early, and when you got there,
8 they'd give you a duty to do as a punishment for
9 whatever you'd done wrong. And this particular prefect
10 asked me to write an essay on the facts of life. Well,
11 I hadn't a clue what the facts of life were, and another
12 boy in the same study as me explained to me what the
13 facts of life were and he just happened to have
14 a leaflet on the economic facts of life, by pure luck.
15 So I wrote the essay to this prefect on the economic
16 facts of life. So I'd done what he wanted, but turned
17 it round a bit.

18 Anyway, soon after that, I can't remember why it
19 occurred, but Mr Henderson called me in, something to do
20 with disrespecting the prefects, I'm not sure how it
21 arose, so I said to Mr Henderson, "I haven't got much
22 respect for somebody who asked me to write an essay on
23 the facts of life", which was a bit of a shock to
24 Mr Henderson and he just ordered me out of his room, and
25 as I've explained in the complaint, I understood

1 subsequently that [REDACTED], that was the chap's name, got
2 a good telling off. I'm sorry, it obviously wasn't
3 [REDACTED], Mr Brown.

4 Q. Please don't worry.

5 A. But he got a good telling off. So you could say there
6 must have been -- there was undoubtedly supervision of
7 the prefects by the housemaster.

8 Q. If it came to his attention?

9 A. If it came to his -- yes, that's right, it would have to
10 come to his attention. And things like when --
11 I explain later on, when I was actually beaten, that was
12 obviously with the full knowledge of Mr Henderson. So
13 there was some sort of supervision going on in the
14 background, but it wouldn't be anything that I would
15 know in detail about.

16 Q. All right. The reason I ask is you talk about the
17 prefectorial system and say at paragraph 40 on page 9:
18 "The prefects took full advantage of their authority
19 and privileges. No opportunity was lost to ridicule
20 junior boys."

21 A. Correct.

22 Q. "The prefects also taught Scottish country dancing and
23 again this was frequently used to ridicule younger
24 boys."

25 A. Correct.

1 Q. Was that the culture in your house?

2 A. Yes. Yes, it was.

3 Q. The younger ones were ridiculed by the older ones?

4 A. Yes, it was.

5 Q. And older boys in total or just the prefects who had the

6 authority?

7 A. I would say the prefects. There wasn't -- I mean, if

8 you refer to that as bullying in terms of, you know,

9 a general description, there wasn't a bullying problem

10 between older boys who weren't prefects and younger

11 boys. This was the way that the younger boys, including

12 the ones who weren't fags anymore, were treated by the

13 prefects.

14 Q. Can you think of an example of what a prefect would do

15 to ridicule a younger boy?

16 A. Yes. Well, two examples. One was when we were being

17 taught country dancing, of course I came from England,

18 we didn't do any country dancing in Scotland. Nothing

19 against country dancing, I've since done it and enjoyed

20 it, but we were trying to learn all the steps and if you

21 didn't get the steps right, you'd just get ridiculed.

22 That was one example, which I do remember. I remember

23 the person that did it. He was the chap who was the

24 person that I was fagging for. He was called [REDACTED]

25 and I remember him ridiculing me because I wasn't

1 getting the steps right.

2 The other one was we were -- we had a CCF, they

3 called it, a Combined Cadet Force, in operation for the

4 older boys at Fettes and there was an inter-house

5 competition between -- between the different houses for

6 marching up and down, and coming up to certain

7 standards, so there was training going on for that so

8 that when the houses competed against each other you

9 would have had some training for it, and it was in that

10 training period that I remember being ridiculed by this

11 prefect because you weren't marching the way he was

12 wanting you to march.

13 Q. Do you remember how you felt?

14 A. I didn't like it at all. Just felt -- you know,

15 demoralised I think would be the right word. He'd

16 showed you up in front of the other boys as well. Of

17 course when he ridiculed you, the other boys laughed.

18 So it wasn't a pleasant experience, shall we say.

19 Q. And if I may ask, if another boy was being ridiculed,

20 would you laugh?

21 A. Well, I don't remember that happening, but I might well

22 have done. But I can't say I remember that happening.

23 Q. Did you feel you were being ridiculed more than most?

24 A. No, not really. It just happened to me -- happened --

25 we knew it went on, and obviously when it happened to

1 you, you didn't really feel as though you were the only
2 person it was happening to, you knew that that's the way
3 they were.

4 Q. Okay. We've touched on punishment and you've mentioned
5 being given lines by prefects. Was there any control
6 over prefects giving lines? Did they have to report to
7 a housemaster to say they'd done it or was it arbitrary?

8 A. No -- yes, there was control. When you'd done your
9 lines -- I might just need to explain about the lines.
10 You had to write -- initially when I was there, you had
11 to write the lines out in Latin. And what the boys were
12 doing, which the prefects found out about, was just
13 writing complete rubbish in Latin. So the prefects
14 cottoned onto this and subsequently you then had to
15 write the lines out in English so they could read it and
16 make sure it was making sense. Well, that didn't really
17 work, although they never found out about this, because
18 all you had to do was remember a piece of prose and you
19 could just write out the same piece of prose every time
20 so you didn't have to copy anything out. So it really
21 didn't work. But when you'd written out these lines,
22 you had to put them on a desk outside the housemaster's
23 room and he would have to sign them at the bottom so he
24 knew that you'd got lines.

25 Q. But the housemaster didn't seem to pick up on the fact

1 you were just writing the same --

2 A. No, no. No, no. Nobody ever noticed that.

3 Q. Presumably they didn't read the lines?

4 A. No. Somebody obviously spotted that the Latin was

5 rubbish, but ...

6 Q. In terms of physical punishment, though, you say at

7 page 11, paragraph 54, it was rare for the teachers to

8 beat the boys?

9 A. I didn't hear many incidents about it but I did know

10 that beatings went on by the masters.

11 Q. But was that something you didn't experience?

12 A. I was never beaten by a master.

13 Q. Prefects, on the other hand, rather different. Was

14 beating by prefect more common? Within the house?

15 A. Well, there were different types of beating. There was

16 the beating that was inflicted on me, which I've gone

17 into some detail about.

18 Q. And we'll come onto that.

19 A. Yes. Now, I wouldn't say that was common. When I was

20 there for four years, I was the only person that was

21 beaten like that when I was there.

22 There were school beatings. School beatings were

23 announced at the lunchtime dinner table in front of --

24 at lunch every -- all the school had to assemble for

25 lunch in the upper dining room and at the end of the

1 lunch an announcement would be made --

2 LADY SMITH: 'Roland', who would make the announcement?

3 A. I don't think it was the headmaster then. The prefects

4 and the -- the school prefects and the headmaster sat up

5 on a central table and I don't think it was the

6 headmaster, my Lady, that made the announcement.

7 I think it was the head of school, from memory. I can't

8 be certain on that, but I think it was. But it was

9 somebody from the top table who made that in front of

10 the whole school, and the announcement was that the

11 space between -- and they just talked about the glass

12 doors, which we knew where the glass doors were, but

13 they didn't specify where they were, they just said the

14 space between the glass doors is out of bounds and

15 whoever it was that was going to get the beating was

16 told to report to this room. That's how they made the

17 announcement.

18 LADY SMITH: Where were the glass doors?

19 A. There was a long corridor -- this was in the main part

20 of the College East and College West, and on about the

21 second floor up there was a long corridor and there were

22 glass doors at either end of it, and in the middle of

23 this corridor, that was where this room was where the

24 boys would -- the boy would have to be beaten.

25 LADY SMITH: What did it mean when the announcement was made

1 that the space between the glass doors would be out of
2 bounds? Out of bounds to who?
3 A. To everybody. To all other -- all they said was it's
4 out of bounds so no boys could go in that space except
5 the boy that had to go there.
6 LADY SMITH: I see. Thank you.
7 MR BROWN: So the rest of the world would know a beating was
8 going to take place?
9 A. Absolutely. Oh, the whole school knew.
10 Q. And the boy who was to be beaten would be named?
11 A. Yes, yes. He had to report there. So he'd be
12 terrified, you know.
13 Q. And what was the feeling amongst the rest of the boys,
14 do you remember?
15 A. Horror.
16 Q. Horror?
17 A. Yes.
18 Q. Why horror?
19 A. Because they knew what was going on happen. I mean,
20 nobody said a beating was going to take place, but
21 everybody knew what was going on happen. And there were
22 12 prefects, so I'm pretty sure that that boy would get
23 12 strokes of the cane.
24 Q. That was one of the things I was going to ask you about
25 because you make a distinction in paragraph 55 on

1 page 12 as between house and school beatings.

2 A. Yes.

3 Q. And you said that a house beating would involve

4 8 strokes and a school beating would involve 12.

5 A. Yes.

6 Q. Is that simply because there were 12 school prefects and

7 8 house prefects?

8 A. Yes, I can't be certain that -- I mean, I'm 90 per cent

9 sure that if all 12 prefects turned up, the boy who got

10 the beating would get 12 strokes, but I can't be sure

11 about that because it didn't happen to me and I didn't

12 question anybody else. But in my case it was the

13 same -- the same system that was put in place, but in my

14 case the house was assembled and again an announcement

15 was made that the space between the glass doors was out

16 of bounds and I had to report in that case to this room,

17 and in that case there were eight prefects and each

18 prefect beat me.

19 Q. All right.

20 A. But in -- going back to the original question, that --

21 the beatings, the school beatings and the house

22 beatings, were not common. It was -- in the time that

23 I was there, I can only remember at the most two school

24 beatings. So they weren't a regular occurrence.

25 Q. Would you be aware of house beatings from other houses,

1 though?

2 A. No. No, I don't know how many there were in those
3 cases.

4 Q. Just to be clear, if there was to be a house beating,
5 was the same area between the two glass doors used?

6 A. Yes, same place, same place. But in addition to that,
7 the prefects could also beat you with slippers if they
8 heard you talking in the dormitories at night-time. So
9 that was another form of beating, if you like. And then
10 there was the incident where I was -- in my particular
11 dormitory they had this bar where you had to lift
12 yourself up and swing backwards over this bar, and as
13 you swung over, they -- I think there were probably four
14 prefects who whacked you as you fell over the bar
15 backwards. They just thought that was a bit of fun.
16 But it wasn't.

17 Q. Did that happen to everyone in the dormitory?

18 A. Yes. Yes. That was their idea of a bit of fun, you
19 know, but obviously it wasn't.

20 Q. No.

21 A. So those were the three type of beatings -- well, four
22 types of beatings that I was aware of.

23 Q. In terms of slipping during the night if there was
24 common talking, how common was that?

25 A. I would say that was pretty frequent. Because, you see,

1 there were quite a few dormitories in our house, so the
2 prefects would obviously wait outside until they heard
3 somebody talking and then march in and demand to know
4 who it was that was talking. You'd think the boys would
5 keep quiet, but I suppose they daren't because they'd
6 think they'd get beaten as well. Or the other ones
7 owned up to it and then they'd get beaten by the
8 slipper.

9 Q. Was it expected that you own up because the alternative
10 was everyone would be beaten if no one owned up?

11 A. I would say, yeah, that was true, yeah. They'd probably
12 just beat everybody. That didn't -- I don't remember
13 that happening, but yes, that would be the -- that's
14 very probably what they would do.

15 Q. Would that be the boys' perception?

16 A. Yes.

17 Q. All right. Talking about what you experienced,
18 obviously from your statement one of the big issues you
19 had was when your parents divorced.

20 A. Yes.

21 Q. And as you say, that divorce ended up having some press
22 coverage in London?

23 A. It did, yes. It got in what was referred to in those
24 days as the gutter press, so it'll have got in The
25 People and the News of the World, the divorce.

1 Q. Was that something that was discussed in school?

2 A. Well, what was -- the divorce went on and it was in the
3 gutter press, as I said. At the same time, my mother
4 and father were both writing to the headmaster. My
5 mother was demanding that I have vegetarian food and
6 then she demanded that I had to leave. My father wrote
7 a letter demanding that I had to stay. I remember
8 an occasion when my father arrived to take me out for
9 a Sunday -- a Big Sunday, they were called, take you out
10 for the day, and he and the headmaster -- the
11 housemaster, Mr Henderson, were walking up and down the
12 grass verge when he was busy explaining to the
13 housemaster the situation on the divorce.

14 Now, understandably, you could say, because a public
15 school is obviously reliant on its reputation, which
16 I fully understand, the headmaster, I believe -- I have
17 no proof on this, but, you know, all the facts point in
18 this direction -- wouldn't like this. And I think what
19 happened was that his answer was to get rid of me,
20 because I was the cause of a lot of hassle that he was
21 getting from my parents and he's got other things to do
22 besides looking after one boy out of 440 and his answer
23 was to get rid of me, I think. I think that's the
24 way -- that's the way he would think. And to some
25 extent I can understand that. But only to some extent.

1 Q. As you say, you can't prove it, but that's your gut
2 feeling?

3 A. Well, I knew that was going on. I knew that my parents
4 were sending letters, I knew it was in the press, I knew
5 that my father had spoke to Mr Henderson, so all those
6 were facts.

7 Q. Was it being discussed amongst the boys?

8 A. No.

9 Q. Were they aware of it?

10 A. No.

11 LADY SMITH: How old were you at that time?

12 A. Well, when it all came to a head, I was about -- I was
13 15. But my mother left me at 13, and then the divorce
14 occurred about a couple of years later, my Lady.

15 LADY SMITH: Thank you.

16 MR BROWN: But I think, from your statement, your perception
17 was the school's attitude to you changed when you were
18 15 and things began to happen?

19 A. Yes.

20 Q. You set those out on pages 16 and 17 under the general
21 heading of Abuse and one of them obviously is the
22 announcement that you were to go between the glass
23 doors?

24 A. Correct.

25 Q. For a house beating?

1 A. Yes.

2 Q. And why did you merit a house beating?

3 A. Well, I never knew. When I got in there, they didn't,

4 if you like, list the charges. I was just told to go

5 and kneel on a chair, which was on a table. So I wasn't

6 told why I was getting a house beating. I mean, it's

7 the sort of thing you would not forget, and I do not

8 remember anything.

9 Q. So should we take it that there's suddenly

10 an announcement and you are taken aback?

11 A. Yes.

12 Q. And your emotion?

13 A. Well, I was obviously not at all happy. I was very

14 worried about it, as you might expect, because I knew

15 what was going on happen. They didn't say, "You're

16 going to be beaten", but I knew when there was

17 an announcement like that what was going to happen.

18 Q. And you would go into this area between the two glass

19 doors. There was a table? An ordinary table?

20 A. Well, between the two glass doors there was a corridor

21 and then there was a room off the corridor and that's

22 where the beatings took place.

23 Q. I see.

24 A. Which was actually the common room that was used for

25 College East and College West.

1 Q. I see. And there was a table, is this a dining table or
2 a --

3 A. It was a small table, probably about the size of this
4 table. And it was some distance away from -- the
5 prefects were all lined up with the head of house at one
6 end, and the table was on the -- as I went in, the
7 prefects were lined up on the right-hand side, if you
8 like, of the room, and on the opposite side, on the
9 left-hand side, at the far end of the room there was
10 a table with a chair on it and I had to go across the
11 room, climb on the chair and kneel on the chair.

12 Q. And was anything said to you, other than instructions to
13 climb onto the chair?

14 A. No.

15 Q. What was the atmosphere like?

16 A. Well, there was just silence when I went in, apart from
17 what this prefect, [REDACTED] told me to do.

18 Q. And I think, as you say, the next thing that happened
19 was the first prefect ran the length of the room?

20 A. Yes.

21 Q. How long a room was it, thinking about the space we're
22 in now?

23 A. Well, I would say roughly from where I'm sitting to that
24 wall over there, that sort of distance.

25 Q. All right.

1 A. It was quite a distance. They got up some pace by the
2 time they came to hit me.

3 Q. A bowling run-up?

4 A. Sorry?

5 Q. A bowling run-up? Thinking of cricket, a bowling --

6 A. A bit shorter than that, but getting on for
7 that distance. I would think that's a fair measure of
8 it, between here and the wall, from memory.

9 Q. Perhaps 25 feet.

10 A. Yes. They were running. You know, if it was a short
11 distance, they wouldn't have an opportunity to break
12 into a run, but they were definitely running across that
13 room when they hit me.

14 Q. As you say, the first blow was extremely painful, and
15 they were all using canes?

16 A. They had one cane and they just swapped the cane over as
17 they moved along.

18 Q. And I think, as you go on, you thought the beatings
19 you'd had from your father were bad, but this was at
20 a new level?

21 A. Well, in actual fact it wasn't as bad as my father's
22 beatings. He would beat me probably about 20 times.

23 Q. Right, so in fact this was less than you had
24 experienced?

25 A. Well, it's a funny way to put it, but what happened to

1 me with my father actually helped me in this situation.
2 I know that sounds an odd way to put it, but it
3 wasn't -- that -- those were the thoughts that went
4 through my mind. Obviously when you're up there, you
5 can't do anything about it, you just have to take it,
6 and it's a question of how you deal with it. And it
7 helped me deal with the situation, the fact that it
8 wasn't as bad as when my father beat me.

9 LADY SMITH: What if you had not had the previous home
10 experience of your father beating you? What do you
11 think it would have felt like?

12 A. It would have been a great deal more distressing, quite
13 honestly, my Lady. I wasn't in tears. When the beating
14 was over, you had to obviously walk out of this space
15 between the glass doors and there was Mr Henderson,
16 supposedly signing some -- something on his table, and
17 he was obviously there timing it to see what sort of
18 a state I was in when I walked past him back up to my
19 study. And I wasn't in tears. But he was obviously
20 wondering what I was like.

21 MR BROWN: So he knew?

22 A. Oh, he knew, yes. No doubt about it. He would have to
23 approve the whole thing. I think it will have gone --
24 this is just my opinion, but I think it will have
25 started with Mr Crichton-Miller.

1 Q. The headmaster.

2 A. Went down to Mr Henderson, who thought he would get in

3 Mr Crichton-Miller's good books by making life difficult

4 for me. That's my opinion, which might be wrong, of

5 what happened.

6 Q. One thing, though, you are clear about is you said every

7 time a new prefect was going to hit you, you turned

8 round and looked at them?

9 A. I did, yes.

10 Q. Why did you do that?

11 A. Well, I suppose it was my sense of rebellion, not

12 letting them think they were getting the better of me.

13 They didn't like that at all.

14 Q. They told you to face the front?

15 A. Yes, which I didn't take any notice of that. Every time

16 one came up, I just looked at him. I didn't make --

17 I never said anything. I didn't do anything derogatory.

18 All I did was look at him.

19 Q. Did you suffer any injury from this?

20 A. The first blow was extremely painful. And I thought how

21 on earth am I going to get through this? But the first

22 blow had the effect of numbing me.

23 Q. But after all eight blows, were you bruised, for

24 example?

25 A. I never looked, quite honestly, to see if I was bruised.

1 I had been beaten at Corchester. Somehow it was
2 a different scenario at Corchester, but at Corchester
3 the boys would compare the effect of being beaten there
4 because you could see a black and blue mark, a load of
5 stripes, where they'd been beaten. I never looked to
6 see what effect it had had on me and I didn't ask
7 anybody's opinion, but I expect there will have been
8 similar black and blue stripes on me.

9 Q. Do you remember what your fellow house members thought
10 about this? Was there sympathy for you?

11 A. There was -- I faintly remember there was a bit of
12 sympathy, but you've always got this problem there, they
13 don't want to say anything derogatory in case the same
14 thing happens to them. You know, they wouldn't want
15 to -- nobody would want to start making comments about
16 the prefects and how this shouldn't have happened and
17 all the rest of it. That wasn't the atmosphere. It
18 was: get on with it.

19 Q. Was the perception, to use the cliché, if they put their
20 heads up above the parapet, something would happen to
21 them?

22 A. Definitely. Quite right, yes.

23 Q. The other thing you mention is the fact that one teacher
24 in particular berated you for moving pencils?

25 A. Yes, this is again connected, I think, to the problem of

1 my parents' divorce and the attitude of
2 Mr Crichton-Miller. This was a chap, he taught us
3 [REDACTED], Mr [REDACTED], he was called, and what I was
4 doing was rearranging some pencils on the desk in front
5 of me. Well, fair enough, I shouldn't have been doing
6 that. I wasn't doing it deliberately, I wasn't trying
7 to annoy him, I was just tidying up my pencils. What he
8 was doing was dictating [REDACTED]. He continued
9 dictating [REDACTED] until he got to the end, then he
10 stopped and he started on me and it was -- it wasn't
11 a telling off. I mean, if he wasn't happy with what I'm
12 doing, he could have stopped the dictation and said,
13 "Keep still", or words to that effect. He didn't do
14 that. He completed his dictation and then he let fly at
15 me. And it was an absolute tirade, totally over the
16 top, that went on for several minutes. It's
17 difficult -- the trouble is, when I'm trying to describe
18 it, this is what I'm up against in a way. When I'm
19 trying to describe things, the complaint, it's difficult
20 to get over the impact of what was actually happening,
21 but it was quite terrifying. I mean, he's bigger than
22 me, obviously, and all the other members of the class
23 were sitting behind me. You could have heard a pin drop
24 among them. And the tirade went on for several minutes.
25 I think maybe, looking back, at my age, probably

1 what he was hoping for was I'd do something I shouldn't
2 and then he could have beaten me. That's maybe what he
3 was looking for. But I just took it in silence and
4 never said anything.

5 And one of the words that he did use about halfway
6 through the tirade was that my name had been mentioned
7 at headmaster's conference. I didn't even know there
8 was such a thing as a headmaster's conference, I had no
9 idea what he was talking about. But in a way, that does
10 tie up with the problem that he faced, because my
11 parents were writing to him. You know, that would be
12 a good reason to mention my name at headmaster's
13 conference.

14 Q. So this is another example, you perceive, of the
15 headmaster --

16 A. Yes. This feeling of what I think went on only occurred
17 to me quite a few years after I left Fettes. It didn't
18 occur to me at the time. I just got on and did what
19 I was told, but when I thought about it after I'd left
20 Fettes, it hit me that that was probably what was going
21 on.

22 Q. Was that behaviour from that particular teacher out of
23 character?

24 A. Yes. He didn't do that to anybody else. And yes.
25 I mean, he was -- he was -- I would say he was a good

1 teacher [REDACTED] and this came completely out of the
2 blue.

3 LADY SMITH: 'Roland', when you are referring to this
4 comment about your name being mentioned at headmaster's
5 conference, are you thinking that what he meant was that
6 this was talk about your parents' divorce that was going
7 on at headmaster's conference?

8 A. Well, that is the suggestion, my Lady, yes, but he
9 didn't go any further than that.

10 LADY SMITH: And that their son was at Fettes?

11 A. Yes. That is the suggestion, when you look back on it.
12 I mean, I didn't know -- I've never -- I didn't know
13 what he was talking about and I certainly hadn't done
14 anything as bad as he was possibly indicating if it
15 wasn't that. So I don't know what he was referring to,
16 but there is the strong suggestion that it was something
17 to do with that.

18 LADY SMITH: Thank you.

19 Mr Brown.

20 MR BROWN: I think the final thing that you refer to in this
21 context of your parents' divorce happening when you were
22 about 15 and then there are episodes at the school
23 which, after the event, have led you to the conclusion
24 you've talked about, was you suddenly were dropped
25 a class?

1 A. Yes.

2 Q. Without any warning?

3 A. Yes.

4 Q. Without any explanation?

5 A. Yes. I was -- in the different classes there was

6 form 3, form 4, form 5, and then there was lower sixth

7 and upper sixth. That was the structure of the classes.

8 In form 5, there was upper fifth, 5A, 5B, 5C and lower

9 fifth. Those were the forms. I was in 5B and I wasn't

10 at the bottom of 5B because you knew where you were in

11 the form, and when I got to the beginning of the last

12 term of my GCE year, I read on the notice board the list

13 of people who were in 5C and there was my name. So that

14 was the only indication that I got, nobody told me, that

15 I was in 5C. So because I was down as 5C, I just turned

16 up at the form. I didn't ask anybody why I was in 5C.

17 I just turned up.

18 Q. And did that have negative effect in terms of your

19 education, as you --

20 A. Definitely. Oh yes, definitely.

21 Q. Because I think you say elsewhere in the statement that

22 there was a two-tier stream of education within Fettes,

23 as you saw it?

24 A. Yes.

25 Q. You were either perceived well, in which case the

1 teaching was a better quality.

2 A. Yes.

3 Q. Or you were in the lower classes where it was perhaps

4 less so. Is that a fair summary?

5 A. Yes, that's how I remember it. Other people might

6 remember it differently, but there were remarks made by

7 the teachers on more than one occasion along those

8 lines, and I think what you're referring to as well in

9 5C, the housemaster, Mr Henderson, again, he was

10 teaching us English and one day came and read us

11 a newspaper. This is in the GCE year, so this is a year

12 when your teaching should be more intense and that's all

13 he did, he just read us an article out of a newspaper

14 and at the end of it he asked us not to tell anybody.

15 So we felt -- and it wasn't just me -- that we weren't

16 worth teaching.

17 Q. And I think you say that you became increasingly fed up

18 about the education you were getting and that was one of

19 the things that you spoke to your father about, asking

20 him to take you out?

21 A. Yes. That all contributed to it; yes, it did.

22 Q. Although, I think in fairness, as you approached the end

23 of your school career, some things got better --

24 A. Yes, they did.

25 Q. -- and there were one or two teachers who clearly fired

1 your enthusiasm?

2 A. Yes.

3 Q. And you did well with them?

4 A. Yes. When I did this report, this complaint, whatever

5 you'd like to call it, I didn't want to -- you to go

6 away with the impression that this, if you like, was

7 a mud-slinging exercise against Fettes. I didn't want

8 you to think that. I wanted to be more balanced in the

9 way that I put things, and if there were positive things

10 about it, I wanted to mention that as well.

11 And, yes, there were positive things. I think,

12 again, looking back, it probably coincided with

13 Mr Crichton-Miller leaving and the new teacher,

14 FNP [REDACTED], arriving. I think that probably had

15 something to do with it.

16 Q. This is a SNR [REDACTED] in other words?

17 A. A SNR [REDACTED] yes.

18 Q. And did the tone of the school change with the [REDACTED]

19 SNR [REDACTED]?

20 A. Yes, yes, yes.

21 Q. In what way?

22 A. I would think it was -- the feeling that I remember was

23 it was a more relaxed school when Mr Crichton-Miller

24 left. He was a very strict chap altogether. And

25 FNP [REDACTED] came over as a nicer person, from what

1 I remember. The atmosphere seemed to change. And I did
2 get a nice report from FNP at the end of the
3 school. I mean, you can read that two ways, in actual
4 fact. He said in the report, "At last [me] is of some
5 use to the school."

6 So my father was paying a fee to go to that school,
7 so I shouldn't be paid there to be of use to the school,
8 so you can read it that way, but you can also read it as
9 a compliment that he obviously liked what was happening.

10 Q. But I think we see from the statement one of the drivers
11 for you wanting out was the exams you were being allowed
12 to sit weren't of any use to you in terms of getting
13 onto a geology course at university, which is what you
14 wanted to do?

15 A. Yes, yes. Before you started your A-levels, the new
16 lower sixth were assembled and we went through with the
17 masters sitting up at the front, including then
18 FNP, to decide what A-levels you were allowed to
19 sit. And when it got to me, I wasn't allowed to do the
20 A-levels that I would have liked to have sat. That came
21 back to the O-levels that I'd sat in the previous year.
22 Now, what I'd sat was general science. You could split
23 general science down into physics, chemistry and
24 biology, and I wasn't allowed to do that.

25 So when I came to do A-levels, the only A-levels

1 that I was allowed to do was biology and geology. So at
2 that stage in my education they didn't have
3 a particularly high opinion of what I could do. I think
4 that's fair to say. I don't think that was correct, and
5 if you go on in the complaint, you'll see that at the
6 end of the first term, Mr Massey, that's when things
7 started to get more positive, Mr Massey said I'd
8 succeeded beyond his wildest dreams. Again you can read
9 that in two ways. It's nice that he said that, and he
10 was smiling, but on the other hand that shows that he
11 wasn't expecting me to do as well as I did.

12 At the end of the year, I was allowed to split the
13 biology into botany, zoology and geology, and we had to
14 sit the first paper of the A-levels, which I did, at the
15 end of the first year, and I passed that paper, so I was
16 on course to do three A-levels. But the problem was
17 that the A-levels I was doing were not suitable to do
18 geology, which is what I wanted to do at the time, at
19 all. You had to have physics at least.

20 Q. Thank you. But I think as we read, you were taken out
21 of school and you progressed, went to a technical
22 college and then carried on and in fact became a civil
23 engineer?

24 A. Correct, yes.

25 Q. And we can read, obviously, of your career thereafter in

1 the statement.

2 A. Yes.

3 Q. Were you or can you remember your emotions when your
4 father confirmed that he was taking you out of Fettes?

5 A. He wasn't at all happy about it.

6 Q. What about you?

7 A. Well, obviously part of it was I'd had enough of Fettes
8 anyway, so it wasn't -- I wasn't sorry to leave Fettes.
9 I wasn't doing the A-levels that I wanted to do. It
10 hadn't been a good experience for me. And maybe I made
11 the wrong decision, maybe I should have stayed on --
12 I could have done, I could have stayed on and done the
13 three A-levels. Perhaps, with hindsight, that would
14 have been a better way to do it, but I didn't.

15 You could look at it again two ways. I was doing
16 three A-levels, I'd have got that, but it wouldn't have
17 been any use to me when I'd done them. So perhaps it
18 was better to make the break and get on with something
19 else, which in actual fact I changed to civil
20 engineering anyway.

21 But the effect of leaving school when I did, it had
22 a very bad effect on my relationship with my father and
23 that carried on for years and years after that.

24 Q. And I think, as you say, the impact of Fettes in your
25 view has led you to have difficulties with relationships

1 with other people too?

2 A. It has, yes. Particularly with senior people.

3 Q. People in authority?

4 A. Yeah, people in authority, that's right. Unfortunately.

5 I mean, it's something I've had to learn to deal with as

6 best I can, but it is there.

7 Q. And is that because of your experience particularly with

8 prefects, do you think? Or is it just the school in

9 total?

10 A. Well, a lot of it's to do with the prefects because they

11 were the ones that you had most of your dealings with.

12 The bullying culture that was obviously in place.

13 I didn't take kindly to autocratic people in

14 organisations when I came across them, didn't like them

15 at all. Having said that, most people don't like

16 autocrats, except the autocrats, they think they're all

17 right, but that's not uncommon. But I didn't take

18 kindly to autocrats. I had difficulty with relating

19 and, if you like, dealing with the relationship that you

20 had with people in that position.

21 Q. The reason I ask you about your feelings on leaving is

22 because at paragraph 97 of the statement, which is on

23 page 19, you say:

24 "The whole experience of Fettes left me feeling

25 useless."

1 A. It did. Unfortunately it did, yes. I met my wife some
2 years after I left and I remember going to a social
3 evening with some of the husbands and wives, wives
4 taught at the same school as her, and the husbands, you
5 know, we were all there together, and I remember this
6 particular chap who -- he was a college lecturer and
7 I thought how confident he was, and my confidence level
8 at that time was very much lower. I mean, I'm quite
9 happy talking to you now, I'm a different person to what
10 I was when I left school. So it's taken me a long time
11 to get my confidence back, but it was pretty badly
12 broken when I left Fettes and I spent the first few
13 years when I left Fettes trying to rebuild myself one
14 way or another.

15 Q. You mention in the same paragraph, and we see it on the
16 screen:

17 "One occasion which I remember was when I was
18 looking over the balcony in College East to the ground
19 floor three floors below. I was contemplating falling
20 over. I feel I wasn't suicidal, but not far behind it."

21 A. Yes, that's true.

22 Q. Was that just the one occasion or was that feeling --
23 was that the worst moment?

24 A. I would say that's the worst moment, but yes, I did look
25 at -- I remember looking at the floor and thinking about

1 falling that distance, so it was getting on towards
2 suicidal but not actually suicidal. I didn't start to
3 climb over the fence or anything. I was on my own at
4 the time as well. There was nobody around me. So it
5 was a thought, if you like. But not a pleasant thought.

6 Q. But it demonstrates the level of your unhappiness,
7 perhaps?

8 A. Yes, yes. Unfortunately it did, yes.

9 Q. And if we move on to page 20 and paragraph 103, it's the
10 comment:

11 "I am unable to forget my memories of Fettes and
12 think about them frequently."

13 No doubt appearing here today has meant they have
14 come into the forefront of your mind.

15 A. Yes.

16 Q. But it goes on:

17 "My wife has suggested that I should see about
18 getting some counselling or support ..."

19 But you haven't pursued that?

20 A. No, no. The trouble is, you see, I wanted to come here,
21 I wanted to help you. I feel it has helped me. But
22 when you're in a situation and you continually have to
23 describe the same unpleasant events again and again,
24 that can have a negative effect. It's unfortunate. It
25 might have a positive effect, but I've got to sit down

1 with somebody I don't know, a bit like we're doing
2 today, and explain all this all over again and if -- and
3 then you meet the counsellor a week later and you're
4 going through it all over again and I'm doubtful about
5 whether that would really help me.

6 I've managed to deal with it -- well, I've tried to
7 deal with it, you know, the situation that I've been in,
8 as best I can and I think I've had some success in doing
9 it. But the thought I'm left with, of course, is
10 supposing all this hadn't happened and things had gone
11 well for me, education had gone much better, I would
12 have been a different person altogether. I'd have had
13 a different career, different life. And I feel as
14 though I've lost out. I could have been a better
15 person. I could have been -- produced more for other
16 people, helped other people in all sorts of ways, and
17 that opportunity's gone. Age 79, you can't do a great
18 deal about it.

19 Q. 'Roland', thank you. We can read your thoughts on
20 lessons to be learned for ourselves.

21 A. Thank you.

22 Q. But is there anything else that you would like to add?

23 A. Well, there was one little thing. I was wondering
24 whether to mention it. Since we have an opportunity.
25 When I finished my course at Teesside University, as it

1 was, Diploma in Civil and Structural Engineering, which
2 enabled me to become a civil engineer, the course had to
3 be moderated by a Professor from Newcastle University
4 and he sat down with each of the students right at the
5 end of the last year. When he got to me, he said,
6 "There's one thing I can't understand". He said, "Why
7 on earth didn't you go to university?" And of course
8 I said, "Well, that's quite a long story", but it's one
9 of the indicators -- that was a nice indicator, if you
10 like -- of how much better I could have been as
11 a success in life, but the opportunity's been lost. So
12 Fettes didn't get me right in terms of academic
13 capabilities or achievements, possibly to do with my
14 mother's complaint to the school. That didn't help.
15 But it is a lot of lost opportunities.

16 MR BROWN: 'Roland', thank you very much indeed.

17 A. Can I say thank you very much indeed for listening to
18 me.

19 LADY SMITH: 'Roland', thank you. I just want to check, are
20 there any outstanding applications for questions of
21 'Roland'?

22 'Roland', these are all the questions we have for
23 you. As I say, I'm really grateful to you for coming
24 along today. Thanks to you for doing that, for deciding
25 to engage with the Inquiry and coming as the first

1 witness today for us to start building the picture
2 through the hearings that we're going to have about
3 Fettes of what happened there over a number of decades
4 I think it will be that we're looking at. So I'm really
5 grateful to you for that.

6 I'm sure it hasn't been easy, as you've explained in
7 outline, and I do hope that the rest of the day gets
8 better as it goes on for you.

9 A. Thank you.

10 LADY SMITH: I see you have your wife with you to help you
11 with that.

12 A. Thank you, my Lady.

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

14 A. I hope I've been helpful for you.

15 LADY SMITH: You certainly have.

16 A. Thank you.

17 (The witness withdrew)

18 MR BROWN: My Lady, that would be a useful time to break.

19 The next witness is by live link, so, as ever, with the
20 caveat we need to check that the link works, perhaps
21 15 or 20 minutes.

22 LADY SMITH: Yes, we'll do that during the break. Thank
23 you.

24 (11.26 am)

25 (A short break)

1 (11.55 am)

2 LADY SMITH: Mr Brown.

3 MR BROWN: My Lady, apologies, but some technical delays,
4 which I hope have been overcome. The next witness is
5 before you and is 'James'.

6 LADY SMITH: 'James', good morning, and welcome to the
7 hearings in the Scottish Child Abuse Inquiry. I'm
8 Lady Smith and I chair the Inquiry. Thank you for
9 agreeing to engage with us over the link today.

10 'James' (sworn)

11 LADY SMITH: If you're ready to go, I'll hand over to
12 Mr Brown and he'll take it from there, but just before
13 I do that, can I assure you, if you have any questions
14 or concerns at any time, I want to know. Please tell
15 me. If you want a break, please tell me. It's
16 important to me that you're as comfortable as you can be
17 when giving your evidence. Is that all right?

18 A. Yes, that's fine. Thank you.

19 LADY SMITH: Mr Brown.

20 Questions from Mr Brown

21 MR BROWN: My Lady, thank you.

22 'James', good morning -- just. I think you have
23 a copy of your statement, and I appreciate you're now
24 holding a phone as well as everything else, but you've
25 seen your statement obviously and read through it; is

1 that correct?

2 A. Yes.

3 Q. We have a copy of your statement, which has a number
4 which I have to read, which is WIT.001.001.5356. It
5 runs, as we can see and I think as you know, to
6 14 pages, and on --

7 A. Yes.

8 Q. -- the final page we see you've signed the statement
9 over four years ago, on 1 September 2017. When you
10 signed it, the last paragraph read:

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

15 And that presumably reflects the fact you read
16 through it prior to signing and were satisfied that it
17 was accurate?

18 A. Yes.

19 Q. Thank you. You were 57 when you gave the statement,
20 you're now 61, and we see in the statement that you talk
21 about two schools you attended in Edinburgh, one
22 Edinburgh Academy, and then obviously Fettes, which is
23 the principal focus of this set of hearings. You were
24 at Fettes from 1975 to 78, but I think we would
25 understand you were at Edinburgh Academy for some years

1 prior to that, from --

2 A. Yes.

3 Q. -- 1969/70 until 1975 --

4 A. Yes, '70 to '75.

5 Q. But in terms of your background, life in Africa, where

6 your father was working, but you moved to England and

7 then came to Edinburgh for schooling because I think

8 your father originally was from Edinburgh; is that

9 correct?

10 A. Not from Edinburgh, but he was born up in Balfron.

11 Q. I see. Scotland was not a place you knew particularly

12 well though?

13 A. No.

14 Q. Do you remember why Edinburgh Academy was selected in

15 the first place?

16 A. Not really, no. I think they just had -- my parents

17 just wanted to send us all to private school.

18 Q. But we would understand you went there when you were

19 presumably 10?

20 A. 10, yes.

21 Q. I think, because obviously you talk about both schools,

22 Edinburgh Academy, on the second page of your statement,

23 you describe as having an atmosphere of fear and people

24 were regularly beaten with the tawse. Is that just the

25 overall impression you remember?

1 A. Yeah, it was definitely a kind of -- the sort of
2 reaction, really, after being in a prep school in
3 Sussex. I kind of really picked up this sort of element
4 of discipline and fear, yes.

5 Q. Was it a much harsher environment than the one you'd
6 come from?

7 A. For sure.

8 Q. I think you spent a year in the junior school before
9 moving on to the senior school at Edinburgh Academy?

10 A. That's right.

11 Q. You talk about a lot of beatings using clackens?

12 A. Yes.

13 Q. Which are like hurling sticks?

14 A. That's correct.

15 Q. Who would be beaten with a clacken?

16 A. Anybody who was unruly in the class, the master would
17 bring them forward and beat them with a clacken in front
18 of everybody else and people would be jeering.

19 LADY SMITH: Are you talking about something that was
20 wooden, like an oversized wooden spoon with an oversized
21 head but flat at the head?

22 A. Exactly. Exactly.

23 LADY SMITH: Thank you.

24 MR BROWN: So that was the implement that was used by
25 teachers?

1 A. Yes.

2 Q. But also, on occasion, the tawse would be used as well?

3 A. Yes, sometimes, yeah.

4 Q. But less frequently than the clacken?

5 A. For some reason the clacken was just something I really

6 associate with the Academy and beatings, yeah. In fact

7 there was one incident where a teacher actually chased

8 someone under the desks and everyone was kind of making

9 a raucous, but he was trying to get him, he was trying

10 to hit him.

11 Q. What year was that in, do you remember?

12 A. 1970. It was the end of the kind of -- what do you call

13 that, preparatory school, the last year of the

14 preparatory school.

15 Q. Okay. But I think you have one particular memory as

16 affecting you. Is this in that first year of Edinburgh

17 Academy within the preparatory school, where you talk at

18 paragraph 7 of something happening to you in 1970 or

19 1971, that in looking back you find quite harrowing?

20 A. Yes, yeah. Yes, I think it took me a while to suddenly

21 kind of like join it together, because I must have just

22 tried to completely edit it out of my mind, because when

23 it occurred, I just thought I don't know if that really

24 happened, and obviously at the time as a child I was

25 looking at an adult who I, you know, saw as authority.

1 Q. Okay. Let's just read what you have said in the
2 statement:
3 "One day I was dressed in my tracksuit but had
4 forgotten my sports shorts. I was worried about this
5 as I aware that there was a lot of discipline at the
6 school. I spoke to someone about it who told me to
7 speak to a teacher ..."
8 And for today's purposes you'll understand we'll
9 just simply call him 'Edgar', the teacher.
10 A. Mm.
11 Q. But the other pupil added, "Watch him."
12 A. Mm-hmm.
13 Q. In relation to that teacher, this is a teacher we should
14 understand, a male teacher at the prep school?
15 A. Yes.
16 Q. Can you describe him? What do you remember about him?
17 A. Sort of -- I think he kind of had sort of like fair hair
18 that was slightly curly, curly fair hair. He was sort
19 of slim build, but he always looked kind of -- I don't
20 know, he just looked very, very fractious. There was
21 something about his temperament, he always looked like
22 he was on the brink of losing his temper. So, yeah.
23 But when I went to speak with him, I suppose I was
24 quite -- immediately anxious.
25 Q. You were anxious when you went to speak to him. In

1 context, the other pupil, you say, said, "Watch him".

2 A. Yes.

3 Q. You've described a man who was fractious, always on the

4 edge of losing his temper. Was that something that was

5 understood by the boys in the prep school?

6 A. To be honest -- I don't know what that boy meant. I've

7 since thought about what he really meant because I just

8 thought, well, I don't know what he really means by,

9 "Watch him". I suppose in my innocence I thought just

10 watch him, he's got a temper on him.

11 Q. But there was more than that?

12 A. Well, yes.

13 Q. So you went to find the teacher and you explained your

14 predicament.

15 A. Uh-huh.

16 Q. And his response was what?

17 A. Well, I mean, I was anticipating that, you know, he was

18 going to punish me or something, and I was just looking

19 up at him, and then he kind of sort of -- he seemed to

20 kind of laugh and then he just put his hands inside my

21 tracksuit and just kind of swept them round my genitals

22 and then pulled them out again and I just thought

23 I don't -- I -- I -- I don't know if I -- has that

24 really happened? It was just a very quick kind of very

25 vague -- something that I don't know what he said, like,

1 well, fine, you know, "You're a naughty boy", I think he
2 said.

3 Q. Having just put his hands on your genitals?

4 A. Yes, well, sort of quickly, very quickly he pulled
5 opened my tracksuit, put his hand in, kind of moved it
6 around and then took it out again.

7 Q. You've said on a number of occasions your thought was,
8 "I don't believe this has just happened".

9 A. Yeah, I didn't know what to do. I was frozen, I think
10 I was literally frozen on the spot. I just thought
11 I don't know what happened there. He kind of hid it in
12 the sense that: you have to join in with me with this
13 joke that I'm now playing on you because you thought
14 I was going to punish you. So that's kind of the way
15 I understood what he was trying to convey to me in some
16 disguised manner.

17 Q. Did you tell anyone about that at the time?

18 A. No, I never said anything. I -- I -- I never said
19 anything to anybody. I think my presumption as a child
20 of ten was that I was in trouble and, yeah, that kind
21 of -- that was the sort of atmosphere at the Academy,
22 some kind of feeling: you're in trouble, you're in
23 trouble. So I didn't say anything.

24 Q. You said a moment ago that when your classmate said,
25 "Watch him", you didn't take any particular meaning from

1 that. I appreciate it's half a century ago, but having
2 had that experience, did you then think perhaps he meant
3 something else? Or did you just --

4 A. Indeed, yeah. I think "Watch him", there was brackets
5 round it, you know, and a little bit more in it, I think
6 perhaps, you know, yes.

7 Q. In terms of this teacher and what boys thought of him,
8 and I think we all have experience remembering back to
9 our school days there were teachers we liked, there were
10 teachers we didn't like.

11 A. Mm.

12 Q. What, if you can remember, was the perception amongst
13 your year group, for example, about this individual?

14 A. He wasn't liked. He was not liked. No. 'Mr Edgar',
15 there were people worried about him.

16 Q. Why did you worry about him?

17 A. I just think because he was volatile, he had a temper on
18 him. People didn't know what he was going to do.
19 I think that also people just felt that he would do
20 whatever he wanted to. I think that was the -- the kind
21 of feeling about him. He was -- there was something
22 very unpredictable about him. People just tried to stay
23 out of his way.

24 Q. And this is 1970/71. You've told us about your
25 individual experience of him, but did you have him as

1 a teacher in any classes?

2 A. I don't think I did. I don't think I did. I just
3 remember him being kind of like involved with games.
4 That was my kind of -- that's where I sort of
5 encountered him. But I don't recall him teaching me in
6 anything.

7 Q. Were you conscious -- and please, if you don't remember,
8 just say so --

9 A. Yes.

10 Q. -- were you conscious of things that he had apparently
11 done to other boys that were discussed amongst the
12 pupils?

13 A. No, I wasn't conscious of anything untoward, but
14 I always just got the vibe from people around that
15 everyone was very wary about him and very kind of
16 worried about him. I don't know, I suppose if you're
17 ten-year-olds, I don't know how they get to translate
18 things like that between them.

19 Q. Quite.

20 LADY SMITH: You say your only memory of the man was that he
21 was involved in games. What was his involvement in
22 games and which games?

23 A. I guess it was rugby and he would have just been like
24 a referee or something like that, or he'd just take you
25 to the -- to do training or to do practice.

1 LADY SMITH: Thank you.

2 MR BROWN: Did you engage with him on the sports field in
3 those roles?

4 A. I believe so. Yeah, he might have refereed something
5 or -- a rugby match or something like that. Or rugby
6 practice.

7 Q. But beyond that --

8 A. Not that I can recall. It was mainly -- my image of him
9 is -- or particularly my image of him is me just
10 standing in my games gear and him talking to me. But,
11 I mean, I used to see him around and just, you know,
12 give him a wide berth.

13 Q. You moved on to the senior school the year after. Did
14 you have contact with him, was he still involved with
15 sport once you were in the senior school?

16 A. Possibly, but I don't -- you know, my memory is very
17 much of a ten-year-old and going into the senior school,
18 I don't -- I don't -- I can't see him as the kind of
19 teachers that I knew or the ones that were sort of --
20 you know, slightly violent. I mean, there was a violent
21 teacher there who used to throw things at people, like
22 compasses and things like that, but it wasn't him.

23 Q. Is that the same teacher you mention when talking about
24 Edinburgh Academy, the teacher who let a boy, to use
25 your words, piss himself or was that someone else?

1 A. That's somebody else and I can't recall what his name
2 was. No. But yeah. No, this was another -- this was
3 a [REDACTED] teacher. I can't remember his name, I just
4 know his nickname.

5 Q. Okay. But he would throw compasses at pupils?

6 A. Yeah, he was very -- he was very volatile and aggressive
7 and people were terrified of him.

8 Q. You talk about the atmosphere at the Academy of fear.
9 Did that lessen as you became older or did it remain
10 consistent?

11 A. I suppose because my -- I suppose you become tolerant of
12 it and something changes. I think when I came from
13 Sussex to the Academy, I just -- you know, it was
14 really -- it really sort of stuck out to me, this kind
15 of climate of discipline and fear and of being -- you
16 know, of being beaten and people being openly beaten.
17 There was a lot of shaming in that. People being openly
18 beaten in class by the teachers. And, you know, the
19 reaction by the pupils, it all gets quite sort of Lord
20 of the Flies, really.

21 Q. What was the reaction of pupils?

22 A. Well, they kind of laughed and they giggled because they
23 know it's not them being punished, it's somebody else
24 being punished, but again it's just that climate, that
25 sort of treatment and the way people are reacting to it.

1 Q. Okay, thank you. But obviously we know, as you explain
2 in paragraph 10 on page 3, you went to Fettes when you
3 were 15.

4 A. Yes.

5 Q. Why were you moved?

6 A. Well, I was moved because it was -- it was financial to
7 be honest, but [REDACTED]
8 [REDACTED] and I think that all three of us had been
9 put into private schools and I was the last one and she
10 couldn't really continue the fees at the Academy, so the
11 headmaster at Fettes said that he would get me in on
12 a bursary, so she agreed to it. That's what I'm
13 (unclear) ...

14 Q. Sorry, 'James', the signal broke there. We lost the
15 words. (Pause).

16 I'm sorry, we're still not hearing you. Can you try
17 speaking again? (Pause).

18 I'm afraid, if you can hear us, we are not really
19 receiving anything. Could you possibly turn the video
20 camera off and see if we can just have sound? Try and
21 speak again, 'James'? (Pause).

22 Try again?

23 LADY SMITH: Mr Brown, I think we'll have to break and have
24 another go.

25 MR BROWN: I think we will.

1 LADY SMITH: That first 15 minutes was going quite well. If
2 we can get back to that, that would be wonderful.
3 MR BROWN: Right.
4 LADY SMITH: Thank you.
5 A. Hello?
6 MR BROWN: Can you hear me now?
7 A. Yes, yes.
8 Q. Can you hear us now?
9 A. Yes, I can. Yeah, that's fine.
10 Q. Right, we'll persevere. Good. We were at Fettes and
11 you were telling us about your mother and it was for
12 financial reasons that you moved, you had a bursary and
13 she was [REDACTED].
14 A. Yes.
15 Q. We know that you moved into Moredun House. Just very
16 briefly, in terms of the Fettes structure you moved into
17 in 1975, we would understand there were a number of
18 houses that --
19 A. That's right.
20 Q. -- took boys. From your perspective, which was more
21 dominant, the house or the school, in your day-to-day
22 life?
23 A. Oh well, it was the house, yes. Whichever house you
24 were in, that was kind of like the hub.
25 Q. And life revolved around that beyond lessons?

1 A. Yes, very much so, yes.

2 Q. And in terms of discipline and structure, was again that
3 very much dependent on the house you were in?

4 A. Well, I suppose, yeah. I only had knowledge of my
5 treatment at Moredun and the housemasters that were in
6 Moredun, but then I guess everyone else had stories
7 about other -- other housemasters.

8 Q. Was there a perception that which house you were in
9 would decide how your life was lived? It was very much
10 down to the individual house?

11 A. Well, I suppose there was something a little bit culty
12 about the different houses and, yeah, there was lots of
13 sort of rituals, I think, yeah.

14 Q. In terms of the housemasters, just as a matter of
15 interest, we know, and we don't need to go into it the
16 day-to-day routine you had, how much involvement was
17 there from the housemaster in an average day?

18 A. I think the most involvement I ever had in any of the
19 housemasters was when they beat me.

20 Q. So management of your usual day, would that be devolved
21 to prefects?

22 A. Yeah, there was a kind of culture of, you know, the
23 housemaster would kind of have this -- he would sort of
24 have his lieutenants, which would be all the sixth form
25 prefects, and they would have quite a lot of power,

1 I suppose. And they quite liked it. I think it
2 contributed to the general culture.

3 Q. And what was the general culture of Moredun House?

4 A. I suppose the culture at Fettes when I was there really
5 was there was just a tremendous amount of mocking and
6 you had to kind of like -- you know, it was a way of
7 holding people to account, I suppose, is that you were
8 going to be mocked on some level so you would have to
9 tow the line, so I just recall it as just excessive
10 mocking, different pupils who were there, very, very
11 cruel, very ganging up on people and tearing them apart.
12 Personally tearing them apart for all sorts of things.
13 Their physique, their demeanour, their accents. It was
14 very cruel, very, very cruel. I suppose it was a way of
15 administering power in a way by shaming people,
16 I suppose. So in a way you had to kind of join in, you
17 had to be part of it, of this cult.

18 Q. In terms of the shaming, is this hierarchical in the
19 sense of seniors shaming juniors or was it more subtle
20 than that?

21 A. No -- well, I think what they would do is they would
22 sort of parade -- so you would all be -- like after
23 lunch you would have to go down to your houses and
24 report to everybody. So they would sit us in a -- and
25 I think there used to be a kind of square downstairs in

1 Moredun. The square shape would have studies all going
2 off it and then there would be a gallery with the
3 studies all going off there. So we would all be stood
4 in a square while these kind of -- you know, these --
5 the seniors -- so when I went there, I would be the
6 fifth form, so then all the seniors would kind of walk
7 around and cuff peoples on the head and sort of, you
8 know, sometimes push people or shout at people, and then
9 they would kind of deliver, I don't know, tasks to
10 certain people, arrange certain things. So it was that
11 kind of situation. Then they'd tell you -- then they
12 would dismiss you to go to games or just sweep up the
13 back or do different tasks. Sometimes they would give
14 out punishments. So it was their time to have a bit of
15 fun, I guess, in their minds.

16 Q. Sorry, just to be clear, you talk about seniors, are you
17 talking about the sixth formers or prefects or both?

18 A. Yes, sixth formers who were prefects, yeah. Usually the
19 housemaster would kind of recruit his prefects and they
20 would sort everything out for him and I think -- yeah.
21 He would give them power.

22 Q. And when they were using that power, which from what
23 you're saying they enjoyed, where was the housemaster?

24 A. He was nowhere to be seen. Occasionally he might appear
25 at the meetings, but my recollection is that it was very

1 much run by the sixth form prefects and they -- you
2 know, they were holding the roost.

3 Q. And in terms of, for example, if you had a problem, were
4 you expected to go to the prefect? Or could you go to
5 a housemaster?

6 A. I mean, my recollection is that there wasn't any --
7 there wasn't that kind of culture. There was no
8 invitation for you to have a problem. If you had
9 a problem, you were weak.

10 Q. You talked about mocking, a culture of mocking and
11 mocking for all manner of reasons.

12 A. Mm-hmm.

13 Q. Just out of interest, where would sport feature in this,
14 if it featured at all?

15 A. What do you mean?

16 Q. We've heard from some other witnesses that rugby, for
17 example, was considered important, so if you were good
18 at rugby, then you would have status within the school.

19 A. Yes.

20 Q. Is that correct?

21 A. Absolutely, yeah. I think it was called Big Side. So
22 if you were on Big Side, you had enormous privileges and
23 part of that was wearing these ridiculously long pink
24 and white scarves and that meant that they were Big Side
25 and they were allowed to walk across the Queen's Lawn

1 and they were sort of revered, I guess. But yes, if you
2 were good at rugby you were a star.

3 Q. And if you weren't good at rugby?

4 A. Well, I guess you were scorned upon or you weren't seen
5 as that special.

6 Q. So was that one of the types of person who might be
7 mocked?

8 A. Well, I suppose if you weren't good at games, you would
9 certainly be mocked, yeah. You had to be strong and you
10 had to sort of do games. So if anybody was, you know,
11 slightly more academic or something like that, then it
12 was possible that they would be mocked in some capacity.

13 Q. I was going to come on, what if you were academically
14 able, did that lead to a higher standing in the school?

15 A. I don't think it was really thought about. I mean,
16 there obviously were people who were academically able
17 at Fettes, but it was never really saluted -- I think
18 the only things that seemed to be saluted were the
19 rugby, the steeplechase and maybe the tug of war, which
20 was quite a big event that we used to do.

21 Q. What about pupils disciplining pupils? In other words,
22 what were the prefects' powers of discipline, that you
23 remember?

24 A. Oh, I think they disciplined me. They made me change --
25 I had to change into my games gear and then report to

1 them while they were playing tennis and then they'd say,
2 "Okay, that's fine, you can get out of your games gear
3 now because you reported to us", or they would make you
4 do chores like clean their shoes. I think on one
5 occasion somebody made me do that. Yeah, they would get
6 you to do what they wanted, really. Or they'd get you
7 to sweep up the leaves or something like that. So
8 I guess it was a kind of, you know, master/servant
9 affair.

10 Q. The prefect being the master?

11 A. Yeah.

12 Q. The lower pupil being the servant?

13 A. Yes.

14 Q. And again in terms of staff supervision of what was
15 going on, was that something that you were aware of?

16 A. I think there was a certain degree of autonomy that was
17 just permitted in people. There was a head of house and
18 then all of his prefects would, you know, basically run
19 the house as they wished. And then the housemaster
20 would kind of check in every now and again but I never
21 really -- you know, I mean, I'd see him around, but I'd
22 also see that, you know, he had people working for him,
23 or that's what it looked like, in a way.

24 Q. Did you ever see the housemaster checking the behaviour,
25 as in stopping the behaviour of prefects?

1 A. Not really, no. I never saw that, no.

2 Q. In the time you were at Fettes, did that culture ever
3 change?

4 A. Not really, no. I think -- you know, the oddness about
5 it is that people were rebellious, but the once they had
6 power, they became disciplinarians and they quite
7 enjoyed it.

8 Q. It was their turn?

9 A. Yes.

10 Q. So the cycle was perpetuating?

11 A. Yeah, that was the culture, yeah.

12 Q. What about teacher discipline? I mean, in class, for
13 example, you've talked about Edinburgh Academy,
14 a clacken being used. But if there was indiscipline in
15 a class at Fettes, what would be the result?

16 A. Usually most punishments were administered by
17 housemasters or the headmaster and nothing would happen
18 in a class. Someone would be sent to the housemaster or
19 sent to the headmaster, and then, you know, you knew
20 what was going to happen, but it wasn't as open as I saw
21 at the Academy. But it was still going on, but not in
22 the classes. Not that I saw.

23 Q. Right. So if there was indiscipline in a class or bad
24 behaviour out of class, that would be dealt with as
25 a first step by the housemaster?

1 A. Yeah, yeah.

2 Q. And would, in most cases, that be the end of it? Or was
3 referral up to the headmaster common?

4 A. Well, I suppose it depended. Sometimes it would be the
5 housemaster who would deal with it and then, you know,
6 in certain instances it would then go to the headmaster.
7 So if you saw somebody going round to the headmaster's,
8 then you would know that whatever had not been resolved
9 with the housemaster, they'd decided to send it further
10 up the line, so to speak.

11 Q. All right. I know that the statement contains much
12 about the headmaster, and we'll come to him in a moment,
13 if we may, but just looking at paragraph 29 on page 6,
14 you talk about:

15 "Punishments were carried out in private, not in
16 public in front of other students. The boys would talk
17 about what had happened to them. I was given the cane
18 on the backside. They had a trick whereby they would
19 bend you over then you would hear the swish. That made
20 you clench your buttocks and then they would hit you.
21 This was because you would loosen your clench
22 immediately before they hit you which made it hurt
23 more."

24 Are you talking there about a housemaster beating?

25 A. Yeah, a housemaster, yeah.

1 Q. And then -- sorry, carry on.

2 A. No, that's it. Yeah, you're right.

3 Q. You go on to say you would have to thereafter shake

4 their hand and say thank you.

5 A. That's right, yes.

6 Q. Was that the norm after a beating at Fettes?

7 A. Yes.

8 Q. Did you understand why that practice existed?

9 A. It was just an assumption that you had to do that.

10 I don't know where it came from. It was just the most

11 bizarre thing. You thanked someone for punishing you.

12 But generally they would insist -- they would kind of

13 proffer a hand and, you know, I suppose -- I don't know

14 whether it was me that said thank you or everybody else

15 said thank you, but I don't know, it just felt like kind

16 of -- because they would want to shake your hand, so

17 I suppose it's that thing, "Okay, well, thank you",

18 I don't know. But always you had to shake their hand

19 afterwards, yes. It was kind of like: your punishment

20 is over, now we're going back to normal, I suppose is

21 what they were trying to impart to you.

22 Q. But if things were of such gravity, they would be

23 referred up to the headmaster; is that correct?

24 A. Yes, which happened in my case, yes.

25 Q. Just so we understand, staying with the housemasters for

1 a moment, what sort of things would cause you to get
2 beaten?

3 A. Well, sometimes it would probably be about being
4 reported for having been smoking, so you would be beaten
5 for that. Or you would be beaten for being off school
6 grounds, maybe, without permission.

7 Q. And in terms of the beatings you received, how many
8 blows would you get?

9 A. You'd normally get six.

10 Q. As a matter of course?

11 A. Yes.

12 Q. And this would be using a cane, should we understand,
13 over trousers?

14 A. That's right, yeah.

15 Q. And up to what age did these beatings take place?

16 A. Well, at (unclear) age, so it would be from 11 onwards
17 up to 18.

18 Q. So 18-year-olds were being beaten?

19 A. Yes.

20 Q. Did anyone complain?

21 A. No one complained, but people used to talk about their
22 beatings. In some ways it became a kind of inverted
23 form of sort of -- you know, people would sort of go,
24 "Yeah, I really got hit hard, but, you know, I didn't
25 cry", or something like that.

1 Q. Was it considered poor behaviour to cry or to show
2 a response?

3 A. Yeah. I mean, it was strange -- I suppose people would
4 kind of go, "Yeah, I dealt with it, I was okay with it,
5 I took it, I took it", so I suppose that's how people
6 would try and find a way of making sense of it,
7 I suppose.

8 Q. And again sticking to the housemasters, you had a number
9 of housemasters; is that right?

10 A. Well, I had two housemasters, a Mr ECD and
11 a Mr FTF

12 Q. And was there any distinction between those two men in
13 terms of the way they effected discipline?

14 A. Mr ECD was quite feared. He was quite
15 a disciplinarian. He was possibly a reasonable person,
16 but he certainly beat me on quite a few occasions. And
17 I think Mr FTF -- he might have been a bit insecure
18 about his power, which made him, I don't know, a bit
19 volatile, perhaps.

20 Q. Was there any change when one took over from the other
21 in the way the prefects behaved or was that just
22 a constant?

23 A. I'd say that was a constant, yeah, a sort of kind of
24 known culture.

25 Q. Let's move on then to the headmaster and I think we

1 would understand that for the time you were at Fettes
2 the headmaster was Chenevix-Trench?
3 A. Yeah.
4 Q. He would have been in position when you moved from
5 Edinburgh Academy?
6 A. Yes.
7 Q. And when you arrived at Fettes, was he someone that was
8 the subject of discussion amongst the boys? In other
9 words, what sort of reputation did he have, if you can
10 remember?
11 A. I think people thought he was a bit of a creep.
12 Q. Why?
13 A. Well, there was something about his nature, the way he
14 walked. He had dark sunglasses on and there were
15 numerous reports about his beatings, peopling coming out
16 there with bleeding backsides. Sometimes he was drunk
17 and when people were beaten, you know, he would beat
18 them right the way down their legs and so I would hear
19 stories like that.
20 Q. And in terms of that story-telling amongst pupils, was
21 that from your entry in 1975 throughout the career you
22 had at Fettes to 1978?
23 A. Yes.
24 Q. It never changed?
25 A. No.

1 Q. I appreciate that you had a particular experience with
2 the headmaster, and we'll come onto that, but you
3 mentioned, for example, drink. Was that something that
4 you saw from your experience, Chenevix-Trench in drink?
5 A. I probably wouldn't have expected to look for it, but
6 I certainly heard it from other people and I don't know,
7 whether he was -- whether he was slightly drunk and
8 walking around the grounds I've no idea. It's possible.
9 Q. You'd be aware of his background, presumably?
10 A. I was told that he was a Japanese prisoner of war.
11 Q. And did that evoke sympathy from the boys?
12 A. I never heard anybody having any sympathy, no. I mean,
13 I heard them talk about it, but, if anything, it was
14 possibly -- well, I don't know, I don't know if that's
15 presumption, so.
16 Q. Okay.
17 A. I didn't hear any sympathy.
18 Q. But I think we would understand he had come from Eton to
19 Fettes. Was that something you were aware of?
20 A. Yes. Yes, I have heard that he was from
21 Q. And were the circumstances of his departure from Eton
22 ever discussed, so far as you were aware?
23 A. No, they weren't. I mean, I -- I've since heard what
24 his title was at Eton.
25 Q. What was the title you understand?

1 A. The Eton flogger.

2 Q. So he has a reputation for the time you were at school?

3 A. Yes.

4 Q. Day to day, what dealings, aside from the experience

5 we'll talk about in a moment, day to day what contact

6 did you have with Chenevix-Trench?

7 A. I think I met him when I started and thereafter I --

8 I -- I can't recall ever going to his study apart from

9 when he punished me.

10 Q. But presumably you would see him at school assemblies or

11 formal gatherings?

12 A. Yeah.

13 Q. And did he make -- what do you remember about his

14 performances there?

15 A. Well, I suppose he drew focus. I mean, he kind of, you

16 know, there was something about his demeanour that he

17 would draw focus on him because of these kind of dark

18 glasses that he wore. I suppose he might have spoken in

19 chapel or something like that. Sometimes he'd give, you

20 know, rousing speeches about loyalty to Fettes and all

21 of that.

22 Q. Okay. But on one occasion had you to go and see him for

23 disciplinary reasons, correct?

24 A. Yes. Yes.

25 Q. Can you remember, you say in paragraph 33, page 7, that

1 was when you were a day pupil, because you boarded but
2 then became a day pupil; is that correct?

3 A. That's right, yeah.

4 Q. And I think on that occasion you would accept smoking
5 and you would accept some things, but on this occasion
6 you were not actually guilty of anything?

7 A. Yeah, my name had been mentioned in relation to
8 cannabis, and so the housemaster called me in and just
9 said, you know, "Your name's been mentioned and, you
10 know, this is a serious case and quite a few people were
11 involved", and I said, "But there's no evidence", and he
12 said, "Well, I'm going to send you to the headmaster
13 because it's a serious case". He said, "I'm not going
14 to punish you, I'm going to send you to the headmaster".

15 Q. Do you remember what you felt at the time?

16 A. Oh, just complete injustice, really. I mean, I don't
17 know if I really -- I don't know if I got on very well
18 with Mr FTF. I didn't really see eye to eye with
19 him. So I just thought: he's just having a party, he's
20 just going oh good -- I didn't -- I just thought this is
21 his way of punishing me because he's annoyed with me.

22 Q. But in terms of the discovery you were going to the
23 headmaster, what about that side of things?

24 A. Ah, I mean, I just -- I guess my attitude was, well, you
25 know, this is the environment that I'm in and no doubt

1 I'm going to be beaten. I took that as read. I knew
2 that that was going to happen.

3 Q. Did you not assume that there might be some discussion
4 about whether you'd in fact done anything?

5 A. It didn't seem to -- it just seemed to be like: no, this
6 is what we're going to do. You have no say in it. So
7 I never -- you know, I was -- I don't think I ever had
8 any discussion with Chenevix-Trench other than except
9 the fact that he was -- he was going to punish me.

10 Q. I think we know from your statement that your father's
11 health had been poor for a number of years.

12 A. Yes.

13 Q. And it's simply against that background you say:

14 "When I went into Anthony Chenevix-Trench's personal
15 quarters he sat me down."

16 And you then recount he said:

17 "My dear boy, your father is too ill to punish you,
18 so I will."

19 A. Yes.

20 Q. Was that the opening gambit?

21 A. Pretty much, yeah. He kind of sat me down and he seemed
22 to be very kind of -- he sort of gave off this sort of,
23 "I'm very concerned", you know, "and it pains me to do
24 this but obviously your father's very unwell so I'm
25 going to have to punish you because your father can't

1 punish you". I remember that stuck in my mind because
2 I found it very invasive, very insidious for him to
3 actually stand beside for my father, so to speak,
4 figuratively speaking. It was a lot to -- anyway, it's
5 not very good.

6 Q. No. Was there any discussion about your apparent crime
7 or did we just go straight into: you're going to be
8 punished?

9 A. No, nothing about the crime, it was just, "This is
10 a terrible thing and, you know, you've been -- someone
11 has talked about you", and I just didn't --
12 I couldn't -- I didn't object, I didn't say anything.
13 I just went, well, I haven't got a say here.

14 Q. But then you were offered a choice?

15 A. Yes. Yeah, I was. But it was again, it's very
16 insidious because he put his shoulders -- he put his
17 hands on my shoulders and he said, "My dear boy, you
18 have a choice, you know, there's the slipper, the belt
19 or the cane", and I said, "Oh, we have got a bit of
20 a choice, have we?" And then he explained what he was
21 going to do and I said, "Okay, I'll take the cane"
22 because that meant he wasn't going to take my trousers
23 down.

24 Q. Just so we understand, he explained to you with the
25 slipper he'll take your trousers and pants down; with

1 the belt, just your trousers; and the cane will be over
2 your trousers?

3 A. Yeah, what a sort of ridiculous kind of stuff. Yes,
4 that's what he said.

5 Q. When he was saying this, again I'm sorry, it's a long,
6 long time ago, but do you remember what you were
7 thinking?

8 A. I just thought: I don't understand what you're telling
9 me and I don't know why you're giving me all these
10 choices. And when he explained that he was going to
11 take my pants down, I just thought: I can't believe I'm
12 hearing you say this to me. So I just thought, well,
13 I'll take the option that you've just given me where
14 I keep my trousers on. So, yeah, it was very
15 disturbing. But again in the heat of the moment you're
16 just -- you can barely -- I could barely hear him speak,
17 it's so kind of an anxious time of what he's going to do
18 and how he's going to punish me. His hand on my
19 shoulders, it was very, very unsettling.

20 Q. You describe him as talking in a twisted manner. What
21 do you mean by "twisted"?

22 A. Well, I suppose -- you know, on reflection it's
23 something to do with the whole kind of collusion of
24 abuse. An abusive person wants to believe that you're
25 in a cahoots with them, that you want to do what they

1 want to do to you, and I think it's that. But obviously
2 that's on reflection because of the work I do. But at
3 the time, it still felt -- it still felt odd, odd in the
4 form of the way that he was communicating to me.
5 I hadn't encountered such a conversation in that tone.
6 So it was disturbing.

7 Q. And I think he approved of your choice of cane, saying
8 it was a good choice?

9 A. Yeah.

10 Q. And then he used the cane on you six times, hard?

11 A. Yeah, yeah, very hard, yeah.

12 Q. With the result that I think afterwards, as you say in
13 the statement, you literally had a bump across your
14 backside?

15 A. That's right, yeah, kind of a ridge right across my back
16 from his beatings, yes.

17 Q. But he congratulated you for managing to do it without
18 a sound, or to endure it without a sound?

19 A. Yeah, which, you know, again, all of this, just pure
20 torture, pure torture.

21 Q. Then just like with the housemaster, you had to shake
22 his hand and thank him?

23 A. Yes.

24 Q. Did you at that stage -- this is 1977 I think you say in
25 the statement.

1 A. Mm.

2 Q. You say:

3 "I think back and just wish I had contacted the

4 police ..."

5 Did you have any thoughts at all about: I've got to

6 report this or I've got to tell someone?

7 A. Well, you know, it's really interesting that you're

8 pointing that out. I think that, you know, it's the

9 culture of something to do with value, where you lose

10 your sense of self-worth and therefore you have no

11 thoughts that you're going to be protected. Whereas now

12 as an adult I do think about value and self-worth. As

13 a teenager I suppose you just have to go: this is really

14 rubbish, but there's nothing I can do about it. So

15 I think it's taken me a long time to sort of process it

16 and to realise that. I think I just wanted to get past

17 it. And if anything, I was just glad I had survived

18 this very, very, very unsettling encounter. But I've

19 since spoken with my mother about it.

20 Q. And I think that has been difficult in itself because

21 she, from your statement, doesn't seem to accept --

22 A. No.

23 Q. -- there were any problems?

24 A. No, she won't. She finds it very difficult. She won't,

25 she just refuses, refuses to believe that -- you know,

1 I suppose in some ways this is a kind of neglect.

2 Q. She doesn't want to think about it, perhaps?

3 A. Yeah, I think she just doesn't want to know. She

4 doesn't want to believe it or know it, yes.

5 Q. 1977, you would be 17, you would leave school the next

6 year?

7 A. That's right, yeah.

8 Q. Did you have any further difficulties with

9 Chenevix-Trench after that?

10 A. No.

11 Q. Did life improve as you got older at Fettes or was it

12 just the same from start to finish?

13 A. I think it was pretty much the same from start to

14 finish, although I just kind of exited, in the sense

15 that I was a day pupil so I was less and less involved

16 in the culture, to keep myself away from it as much as

17 I could. In some respects I didn't really -- I didn't

18 really find it a very -- I just didn't feel part of it,

19 really. I didn't really feel part of that.

20 Q. I think we know that you then left in 1978 and continued

21 to university and the various careers that you set out

22 in your statement.

23 A. Yeah.

24 Q. In fairness, I think family life was far from

25 straightforward because of your dad's poor health. Is

1 that a fair description?

2 A. Yes, yeah, he was very unwell. The atmosphere at home

3 was fraught with worry about him and his state, yeah.

4 Q. Because I think, as you make plain and very candidly,

5 drink became a significant part in your life?

6 A. Yeah. I mean, I think the culture of Fettes actually

7 was that most sixth formers would all be in bars in the

8 afternoon and I think I -- I'm not surprised that, you

9 know, a lot of people who went to Fettes under that kind

10 of atmosphere would have managed a lot of their problems

11 by drinking, and drinking at a very early age. Most

12 people were drinking. That was the culture.

13 Q. Can you expand on that? When was drinking, from your

14 perspective, a factor at Fettes? When did that begin?

15 A. In the sixth form. So we were always in pubs in the

16 afternoon. All of us.

17 Q. And was that known by the school?

18 A. I think it was tolerated. I think it was known.

19 I think it was -- nobody really -- you know, you could

20 go into any bar in Edinburgh and you would see Fetteses

21 sitting at the bar. I mean, obviously because of the

22 sort of uniform, it was slightly less obvious because

23 people would just wear sports jackets, but they were all

24 drinking.

25 Q. I think you say at paragraph 62 on page 12:

1 "My addiction to drink from an early age was,
2 I think, my way of dealing with what happened in my
3 family and at school."
4 A. Yes.
5 Q. "It was also cultural ..."
6 So it's a mix of difficulties, family and school,
7 but also a culture at school where drink is the norm?
8 A. Yeah.
9 Q. I think there came a time where you addressed drink, but
10 that was some years later?
11 A. Yes.
12 Q. You talked about your insights, and you've been sharing
13 those, because of the career path you took. You mention
14 acting, but then you became involved in counselling?
15 A. That's right.
16 Q. From 43 until you were 51.
17 A. I still am.
18 Q. And still are. In terms of the counselling that you
19 have given to others, that process of learning to
20 counsel, how much in terms of reflection about your time
21 at Fettes do you see the difficulties you had after
22 school as being connected to school?
23 A. Well, I think, you know, when I work with people who
24 have been abused, I think I'm able to access
25 an understanding in how they deal with it. Obviously

1 there's different measures of abuse, but, you know,
2 I feel that the culture of Fettes was sadistic. And, as
3 such, most of the people there were kind of brandishing
4 forms of triumph and contempt as a way of managing that
5 sadistic environment. And I suppose that kind of
6 sadism, sadomasochist has entered into my world in
7 different ways or trying to manage.

8 Q. What sort of things are you thinking of that you have to
9 try and manage?

10 A. Well, I suppose my own destruction, really, just being
11 very destructive when I was a drinker and when I was
12 taking drugs or whatever, you know, I just exhibited
13 a lot of self-destructive behaviour.

14 Q. And in terms of relationships with others, were they
15 affected?

16 A. Yeah, I think -- I think it's something to do with
17 intimacy, it's very difficult just to be open with
18 others, has been something I've always struggled with.
19 And I think that that's a product, you know, of having
20 been at public school.

21 Q. One of the things you say early on in your statement is,
22 paragraph 25:

23 "For me it's important to get something recorded.
24 This is because I've thought about it in different ways,
25 and I've become quite furious about what happened.

1 I went up to Fettes once to show my wife where I had
2 gone to school and I saw a plaque in the foyer for
3 Anthony Chenevix-Trench who had been the headmaster.
4 I thought 'Oh look, they've got a tribute to their own
5 Jimmy Savile'. I think it was that plaque, as much as
6 anything, that made me come forward to the Inquiry."
7 A. Yes.
8 Q. You'll be aware the plaque has now been removed?
9 A. Really? Okay. Well, that's good. It's something.
10 Q. Have you had any contact with Fettes other than that --
11 A. No. No, I've had no contact with Fettes. I don't
12 desire to, really. It was an appalling experience.
13 Q. Are you in touch with friends from school?
14 A. Yeah, some of them. I mean, you know, I -- but not
15 really -- well, actually, I spoke to one friend who
16 lives in America and I told him that I was going to be
17 doing this and they were saying, "Well, I've written to
18 them about somebody, one of the masters there", so that
19 was kind of reassuring to hear. But I think the problem
20 about abuse is there's always denial and it's a very
21 difficult thing to uncover. People struggle to do it.
22 So I salute all the people who've come forward to this
23 Inquiry to speak the truth because it's very difficult
24 and a lot of people don't want to believe it's going on,
25 just like my mother doesn't want to believe what's going

1 on. But I think that it's really important. Abuse is
2 very insidious and very controlling and difficult thing
3 to address and get hold on.

4 But that's why I'm here. Because, yes, it's taken
5 me a long time to kind of get hold of these things,
6 really, it's taken a long time to really sort of see
7 inside myself and go, "Oh my gosh, that's what happened
8 to me", you know, with what we're calling 'Mr Edgar' and
9 with Chenevix-Trench and I can see the whole culture of
10 Fettes around sadism and sadistic manners has permeated
11 right the way through to everybody and I question
12 Mr [REDACTED] choice in terms of sending me to a damaged
13 person and if he's still around I would like him to
14 search his conscience about that. Because if there's
15 one issue about abuse that needs to be thought about
16 it's collusion and silence can be read as collusion.

17 Q. From what you've been saying, there was a lot of silence
18 at Fettes?

19 A. Yes.

20 Q. Pupils were silent?

21 A. I guess so. I mean, you know, it's very interesting
22 because I -- I sent some details to a friend who was
23 there about Chenevix-Trench and he responded immediately
24 and went, "I always knew he was a bad 'un", but the
25 other person never responded. However, his loyalty to

1 Fettes was quite strong, so I just think he doesn't want
2 to know and I think that's what, in a way, is the
3 difficulty, that some people's loyalty means that
4 they're prepared to collude with a culture that's
5 unacceptable simply because they just don't want to
6 reframe their memory.

7 Q. Given your professional experience in the last 20 years,
8 what would you want, thinking ahead, schools to do to
9 prevent this?

10 A. Well, I think there just needs to be -- I mean, really
11 and truthful, this is neglect. This is not just neglect
12 from the schools, this is neglect from parents. Parents
13 need to think about what they're doing. Why are they
14 sending their children to these strange institutions
15 where they're giving up their children to be boarders
16 and to be taken over by people that they hardly know?
17 The lack of transparency, I mean it's just really quite
18 strange. And all I can think of is that the people who
19 didn't reply to my email are the people who are going to
20 continue to send their children to private institutions
21 which are closed off and that there's no understanding
22 of what's going on in those institutions, and again the
23 people who are churned out the other side are -- not be
24 talking about how much they've been abused and treated
25 badly. So I suppose I would like there to be, you know,

1 representatives for pupils who are able to talk and
2 that, you know, this kind of sadistic environment, which
3 hopefully will change -- and I think maybe now I know
4 that Fettes has got people running all the way through
5 it that are mixed, whereas in my time the only mix would
6 be in sixth form, so it would be boys up to that age.

7 So I suppose just more transparency and
8 accountability and maybe, you know, a voice for all
9 pupils, which I would imagine would happen today. You
10 know, I'm talking about the 70s, so it's a very long
11 time ago when authority was taken as writ, it was never
12 questioned.

13 Q. Returning to one thing you said in your statement, back
14 in 1977 it never occurred to you to go to the police.
15 Would you be happy to speak with the police now, do you
16 think?

17 A. Of course, yes.

18 Q. Do you think you should?

19 A. I think it's really important. I think -- well, I mean,
20 if it's in relation to someone who's alive and who has
21 abused me in the past, yes, I think, you know, this is
22 about me recognising that if your boundaries have been
23 crossed, first of all you need to know that they've been
24 crossed and then you need to reimpose them and I suppose
25 that's about reinstating your sense of worth and your

1 sense of value that you're not to be dispensed with or
2 treated with contempt by people.

3 Q. 'James', thank you very much indeed. Is there anything
4 else that you would wish to add?

5 A. No, no, that's -- I've been given the opportunity for
6 everything. Thank you.

7 MR BROWN: Thank you, my Lady.

8 LADY SMITH: Are there any outstanding applications for
9 questions of 'James'?

10 'James', thank you for joining us over the link
11 today. I'm glad we were able to sort out the glitch
12 around midday rather than break and bring you back,
13 because I know it's not easy doing this and I'm sure
14 revisiting your memories has not been something you'd
15 choose to do readily. But it's helped me enormously to
16 build the picture and building of life at Fettes and you
17 have helped particularly with the period of the 1970s
18 that we're now looking at. So thank you for that and
19 I'm able to let you go.

20 A. Okay.

21 (The witness withdrew)

22 LADY SMITH: If we stop now for the lunch break and we've
23 got a witness in person straight after lunch?

24 MR BROWN: At 2 o'clock.

25 LADY SMITH: Thank you.

1 (1.01 pm)

2 (The luncheon adjournment)

3 (2.00 pm)

4 LADY SMITH: Good afternoon. The next witness, I think, is

5 here and ready, Mr Brown; is that right?

6 MR BROWN: He is, my Lady, and the next witness is 'Alan'.

7 LADY SMITH: Thank you.

8 'Alan' (affirmed)

9 LADY SMITH: You'll see that folder in front of you, 'Alan',

10 has your statement in it.

11 A. Yes.

12 LADY SMITH: Your statement will also come up on the screen

13 in front of you, so use either or neither, as you find

14 helpful as we're going through your evidence.

15 A. Thank you.

16 LADY SMITH: Before I hand over to Mr Brown, I'd just like

17 to make it clear that if you have any questions or

18 queries in the course of your evidence, please don't

19 hesitate to let me know. If you would like a break at

20 any time, equally do let me know.

21 A. Okay.

22 LADY SMITH: It matters to me that you're as comfortable as

23 possible in the course of giving your evidence, because

24 I do appreciate it can feel challenging at times to go

25 through this experience.

1 A. (Witness nods).

2 LADY SMITH: If you're ready and have no questions at the
3 moment, I'll hand over to Mr Brown. Is that all right?

4 A. Thank you, my Lady. Is this microphone on? Does it
5 work?

6 LADY SMITH: Yes. The red light -- what you might need to
7 do is pull the arm a little bit towards you.

8 A. Does that work?

9 LADY SMITH: That's very good. The microphone tends to pick
10 you up if you're speaking above it. You don't actually
11 have to speak directly into it.

12 A. I see, I've got you. Does that still work? Fine.

13 LADY SMITH: Thank you. Thank you for thinking of that.
14 Mr Brown.

15 Questions from Mr Brown

16 MR BROWN: My Lady, thank you.

17 'Alan', good afternoon?

18 A. Good afternoon.

19 Q. Her Ladyship referred to the statement in the red folder
20 in front of you. That is a document WIT-1-000000528 and
21 it's the statement you gave and signed on 24 November
22 last year, we see that on the final page.

23 A. Mm-hmm.

24 Q. The last paragraph reads:
25 "I have no objection to my witness statement being

1 published as part of the evidence to the Inquiry.
2 I believe the facts stated in this witness statement are
3 true."
4 Obviously you read through before you signed it,
5 I take it?
6 A. Yes, I did.
7 Q. You've had the benefit of reading through it again in
8 advance of today.
9 A. Yes.
10 Q. I think there was one slight error you identified --
11 A. It was only about going to the Oscars because I tried to
12 go twice but I'm afraid on both occasions I was drunk
13 and disorderly so I never actually got there.
14 Q. That's page 18, paragraph 90, it says:
15 "I have been to the Oscars ..."
16 A. That's the only bit, I never -- I just stayed in the
17 car. Twice.
18 Q. Yes. Thank you. That's very clear.
19 Could I ask one thing. You'll be aware that there
20 are ladies to your left who are stenographers who are
21 recording everything we say. If we both speak, we cause
22 chaos.
23 A. I understand.
24 Q. So if you could try to let me finish and I'll let you
25 finish.

1 A. I'll let you lead, sir.

2 Q. Thank you very much. You were born in 1955.

3 A. Mm-hmm.

4 Q. You're now 66 and you're here obviously to speak about

5 two schools.

6 A. Mm-hmm.

7 Q. First of all, St Mary's in Melrose?

8 A. Mm-hmm.

9 Q. And you went there, I think, from 1966 to 1969?

10 A. Correct.

11 Q. So that would be from the age of 11 to 15? 14?

12 A. 14.

13 Q. 14. And then Fettes from 1969 to 1973?

14 A. 3/4, I think.

15 Q. So essentially for the remainder of your secondary

16 schooling?

17 A. Yes.

18 Q. Thank you. Obviously we've just touched on the career

19 after you left school, which obviously we've read about

20 in your statement, but was clearly very successful.

21 A. I was very successful.

22 Q. Yes. Going back to the very beginning, you were brought

23 up in Perthshire or Fife?

24 A. It was Kinross and it was a perfectly normal farming --

25 my father was a farmer, cattle dealer, butcher,

1 whatever. You know, it was a fairly nice middle class
2 family. Aspirant.

3 Q. And part of the aspiration was that you would go to
4 private school?

5 A. I think -- yes, yes.

6 Q. The rest of your siblings I think went to --

7 A. Dollar Academy.

8 Q. But perhaps to your surprise you didn't?

9 A. I think my father just wanted to get me away from all
10 the women in the family and turn me into a hunting and
11 shooting and fishing sort of a person.

12 Q. It didn't seem to work very well as a plan?

13 A. It didn't work.

14 Q. No. So you found yourself going to St Mary's in Melrose
15 and one big difference, of course, was that that would
16 be as a boarder because it was too far to commute?

17 A. Yes, yes.

18 Q. Did you have any input in the choice of --

19 A. Absolutely not -- sorry, I'm talking over you. Sorry.
20 Absolutely none.

21 Q. When you heard you were going to St Mary's, do you
22 remember what you felt?

23 A. I can't remember -- I remember going onto the roof of
24 a garage and just thinking what -- you know, what will
25 be will be. I was kind of accepting of it. I was kind

1 of shocked. I didn't really want to go.

2 Q. Did you have any sense of what you were going into? Did

3 you know anything about the school?

4 A. Absolutely nothing. I think I'd read the Jennings

5 books. I think that was my preparation for going off to

6 boarding school, was shoved a couple of Jennings books.

7 Q. The reality was rather different?

8 A. Horribly different.

9 Q. Now, I stress, because we have the statement, we don't

10 need to labour all the detail, but St Mary's was

11 obviously a small school, about 100 boys, some of whom

12 boarded, some of whom were day?

13 A. That's correct.

14 Q. Can you remember the split as between day --

15 A. I can't. I think -- I really can't. Well, there was

16 Buccleuch House and I think it was called Georgian House

17 and those were the two boarding houses. In terms of

18 numbers, no, I can't remember, really.

19 Q. When you first arrive, you met the headmaster and his

20 wife and it was all terribly pleasant?

21 A. Yes, yes.

22 Q. The public face was --

23 A. The public face was very pleasant, yeah.

24 Q. But I think, looking just briefly at the routine, you

25 describe it as a very regimented --

1 A. Well, it was -- you know, you were ruled by bells and
2 you got up because a bell rang and you went down for
3 breakfast and a bell rang, and then you went to -- you
4 know, your day was ruled by bells, yeah.

5 Q. In terms of the education, if we just touch on that,
6 from what you say, perhaps looking broadly, the teaching
7 wasn't that bad? Teachers knew their stuff?

8 A. Oh, they did but they kind of neglected to take on board
9 that I'd done absolutely no Latin, absolutely no French,
10 and I was kind of in classes where they were doing stuff
11 that I couldn't possibly know what to do because
12 I didn't even get taught the basics.

13 Q. So languages were a mystery to you when you arrived?

14 A. Yes.

15 Q. And I think you were put back a year?

16 A. I was put back a year, yes.

17 Q. And from a practical point of view educationally, did
18 that help or --

19 A. Well, to be honest, I was so sort of traumatised by the
20 whole experience, I really -- I read English -- I read
21 books, but I really didn't engage in any of the -- you
22 know, I couldn't give a toss about the Gallic Wars or
23 any of that nonsense.

24 Q. So you were an enthusiastic English student --

25 A. I was an enthusiastic reader of books.

1 Q. But thereafter --

2 A. I really didn't have much of an interest, no.

3 Q. Were you a difficult pupil?

4 A. Testing.

5 Q. In terms of the operation of the school, we have, from

6 the statement, a number of different teachers who teach

7 their subjects but it's a boarding school where in other

8 settings we would understand there would be

9 a housemaster for an individual house. I get the

10 impression from your statement at St Mary's that wasn't

11 the --

12 A. I don't remember a housemaster at all. No.

13 Q. Was that because the school was so small that the

14 responsibility was just shared?

15 A. I think there were various teachers on duty and they

16 would take it on some kind of rota.

17 Q. There was a matron?

18 A. She was a ghastly woman, yes.

19 Q. Who you describe as "not a kind woman"?

20 A. She was absolutely not empathetic to small boys in any

21 way, shape or form.

22 Q. So not someone you would go and speak to?

23 A. Absolutely not.

24 Q. What about the housemasters? Would you contemplate

25 speaking to them?

1 A. I don't think I knew any of them well enough to
2 contemplate going and speaking to them, no.

3 Q. I'm interested, because we've heard descriptions of many
4 houses in a number of schools. Day to day, who ran
5 St Mary's? Was it senior boys or was it the
6 housemaster?

7 A. In terms of physical discipline and in terms of running
8 in the corridors and the order of the day it would
9 definitely be the senior boys. The headmaster lived in
10 the house that I initially lived in so he was nominally
11 in charge, but no, I don't remember an adult being
12 specifically in charge of running the school, no.

13 Q. I think you say in paragraph 40 on page 9:
14 "Punishments could be carried out by teachers,
15 prefects or senior boys."

16 A. Which is that? Number 38, did you say?

17 Q. 40. It's on the screen in front of you.

18 A. Yes. That would be the case.

19 Q. And was there any clear line that you had to cross to
20 involve teachers or was it just arbitrary who punished
21 you?

22 A. It was absolutely if you were seen running along the
23 corridor or being somewhere you shouldn't be, whoever
24 caught you or whoever decided you were punishable
25 punished you and it would be then and there.

1 Q. I think as you say there, the senior boys or prefects
2 did not have to ask permission to beat you?
3 A. No.
4 Q. They just could?
5 A. They could.
6 Q. They would also give lines in Latin?
7 A. Pardon?
8 Q. They would also give lines in Latin?
9 A. Oh yes, yes, I can -- yes, I can remember it, yes, they
10 did.
11 Q. And a number of implements could be used: cane, belt,
12 dressing gown cord, blackboard ruler?
13 A. All of those.
14 Q. Shoes?
15 A. Yes. And dividers, they were a great one, the
16 blackboard dividers, they were particularly painful.
17 Q. Yes. That, I take it, would be a teacher rather than
18 a pupil?
19 A. That was a specific teacher called Mr QTN, I think,
20 yes.
21 Q. We're talking about St Mary's?
22 A. Yes.
23 Q. So a harsh environment?
24 A. It wasn't Jennings. So yes, I would say it was brutal.
25 I think there were a few boys who definitely got the

1 worst of it.

2 Q. What sort of boys would get the worst of it?

3 A. Well, I wasn't the only boy who didn't sort of like

4 playing rugby or doing sports or having cold baths and

5 I think that -- you know, it's like the weakest chicken.

6 They got picked on and pecked and brutalised and made

7 fun of.

8 Q. Rugby, I take it, was the sport that was played during

9 the winter, cricket in summer?

10 A. That would be the case.

11 Q. Again we've heard in many schools prowess at sport

12 helped in one's standing. Was that the same at

13 St Mary's?

14 A. I would -- yes, I would say so, I would say so.

15 Q. And the converse, obviously, if you're not good at

16 sports --

17 A. Well, you just didn't make yourself available to play

18 them, I suppose.

19 Q. But you might suffer for that?

20 A. Yeah.

21 Q. You'd be picked on because you weren't

22 A. Sporty.

23 Q. Sporty. Who else was picked on?

24 A. Who else was picked on? Well, I think if you weren't --

25 you know, weaker boys. I don't know how else to

1 describe them. In other words, people that liked books,
2 people that, you know -- sensitive people, I would say.
3 The minute you showed any kind of vulnerability, I think
4 that was your -- if you cried, you would be picked on.
5 If you -- if you didn't fit in. That's the only way
6 I can put it, describe it.

7 Q. If you weren't part of the mainstream?

8 A. Yeah. Yes.

9 Q. Was there any effort at any level, pupil, staff, to look
10 out for the vulnerable who were being picked on?

11 A. I don't think there was ever any acknowledgement that
12 people were being picked on or bullied or put into
13 scrums and used as rugby balls. I don't think there was
14 any concern. I think that was boys will be boys and,
15 you know, if you went with a broken arm, you did it
16 because you fell down -- I didn't, I have to say, break
17 any arms, but, you know, you hadn't had your arm broken,
18 you broke your arm.

19 Q. Did that atmosphere or culture change at any stage in
20 the time you were at St Mary's?

21 A. I wouldn't say so, no. I think it was a very scary
22 place and I don't think I was alone in living in a very
23 shut down way.

24 Q. And when you say you were living in a shut down way --

25 A. You just kept your head down and you tried to be

1 invisible and you tried to not walk along certain
2 corridors at certain times of the day because you knew
3 if you were going to walk down that corridor there was
4 every chance you were going to be attacked.

5 Q. When you say attacked, simply physically attacked?
6 Because we'll come onto sexual in due course.

7 A. Physically attacked, yes.

8 Q. Were you aware of other boys who were in the same
9 position as you?

10 A. Yes.

11 Q. Was there any joining together of these vulnerable boys
12 then?

13 A. Well, it wasn't kind of like a team sport, no. You kind
14 of -- you kind of acknowledged each other, I suppose,
15 yeah.

16 Q. But there was no support for them?

17 A. Well, empathy. I wouldn't say, you know, we were all
18 marching for our rights in any way, shape or form, but
19 I think there was a collective understanding.

20 Q. Your statement about St Mary's talks about abuse and
21 talks about sexual abuse.

22 A. Mm-hmm.

23 Q. Is that when you think of St Mary's the primary --

24 A. Absolutely. It was the first thing that happened to me
25 my first night at the school. So yes, it had

1 a fairly -- it was a fairly -- yes. Sorry, I don't know
2 how to describe it. Yes, everyone says trauma these
3 days, but it was a very traumatic event that stayed with
4 me all my life, yes.

5 Q. That first night we read how unhappy you were, you were
6 away from home.

7 A. Mm-hmm.

8 Q. Had there been any effort in advance of the first night
9 to talk about loneliness, unhappiness with the new boys
10 by anyone?

11 A. Absolutely not. And I also -- I joined the school
12 during the year, I think I joined in the third term, so
13 I -- everybody had sort of -- you know, they'd found
14 their tribe, so to speak, and I was something new,
15 someone new and of interest because new people were of
16 interest.

17 Q. Indeed. But again, because of that difference, there
18 was no attempt to try and ease the process for you?

19 A. None.

20 Q. You were just left?

21 A. Mm-hmm.

22 Q. As we see at paragraph 41, it's your dorm captain, the
23 one person who should have been responsible.

24 A. Yeah, yeah.

25 Q. A small dorm I think you said of six boys?

1 A. Five or six, yes. Yes, I think six.

2 Q. And your unhappiness is met with abuse because he came
3 and, as you say, was into your bed and played with your
4 genitals?

5 A. Yes.

6 Q. And that conduct, as we read over the following page and
7 a half, seemed to be a common experience?

8 A. Ah, I would hate to use the word routine, but it did,
9 looking back on it, seem fairly routine.

10 Q. You've set out the details of what happened to you very
11 clearly.

12 A. Yes.

13 Q. It involves episodes in church at a church service?

14 A. That's something that stays with you.

15 Q. Yes. Presumably was that a service at which all the
16 boys --

17 A. It was in the front pew in front of a vicar up there
18 doing the sermon and in the front pew. Admittedly to
19 the side.

20 Q. But the same boy abused you in the swimming baths?

21 A. And I almost drowned, yes.

22 Q. And there was a member of staff present?

23 A. There was, absolutely.

24 Q. And your view is he could only have been aware of what
25 was going on?

1 A. Yes, 100 per cent.

2 Q. Why are you so sure?

3 A. Because I saw him looking, I suppose. And I was

4 flailing around and drowning -- I couldn't swim, so, you

5 know.

6 Q. But this is the same master who we then read in the next

7 paragraph would punish you by smacking you on the bare

8 bottom?

9 A. Indeed.

10 Q. Did you link the two?

11 A. Not at the -- I do now. I didn't -- I'm not sure I did

12 then.

13 Q. No. But in terms of teacher punishment in terms of

14 beatings, was beating on bare bottoms common? Or was

15 that different?

16 A. I think it was quite common, yeah.

17 Q. It was quite common. And you talked about not walking

18 down certain corridors but you mention that on one

19 occasion you were raped over a desk?

20 A. Mm-hmm.

21 Q. By boys unseen?

22 A. Pardon?

23 Q. By boys unseen?

24 A. Yes, I didn't see anybody.

25 Q. And further sexual abuse on walks in the woods?

1 A. Yes.

2 Q. And you say that these things all happened randomly.

3 There was no ...

4 A. It was kind of random, but it was a sort of: here we go

5 again. This is going to happen again. And randomly.

6 But routinely, if you know what I mean. You know, it

7 would be just -- it just went on.

8 Q. There was no logic to it happening?

9 A. Absolutely no logic.

10 Q. It just happened and it happened quite a lot?

11 A. It happened and it happened quite a lot and I was

12 completely unempowered as to do anything.

13 Q. I appreciate it's a long time ago and I'm not asking for

14 exact numbers.

15 A. Mm-hmm.

16 Q. But how common an occurrence would this sort of thing

17 be? Weekly? Fortnightly?

18 A. Oh, certainly weekly, but I can't tell you how many

19 times a week. And sometimes if it was a holiday period

20 and people were bored, there would be more of it happen.

21 So say it's the weekend, some kids would go home or go

22 away, then there would be kids left at the school and

23 quite often it would happen at weekends when there were

24 fewer people around.

25 Q. But I think you've talked about the teacher in the

1 swimming baths, for example, you think he couldn't but
2 have seen what was happening?

3 A. No, I don't think he could have. He must have seen it.

4 Q. But another teacher, in fact you go on to say, walked in
5 while you were being abused --

6 A. Yes, that's absolutely true, a Mr QTP , yeah.

7 Q. And just walked out?

8 A. And walked out.

9 Q. And it even happened when you were in the sick bay or
10 the sanatorium?

11 A. Yes, it certainly did. They came in through the trap
12 door.

13 Q. Because there was a trap door from the upper rooms that
14 people could come in --

15 A. Yes, another dormitory was above the sick room.

16 Q. Were you aware of this happening to other boys or was it
17 just you?

18 A. I think I was so horrified at what was happening to me
19 I certainly didn't disclose -- make any -- disclose to
20 anybody what was happening to me and I don't believe
21 anybody ever disclosed -- I can't remember anybody
22 disclosing anything to me.

23 Q. Now, these are profound experiences, and I think, as you
24 say, this is at a time where you yourself are
25 discovering your awakening sexuality.

1 A. Mm-hmm.

2 Q. Which is gay?

3 A. Absolutely.

4 Q. And you talk about discussing sexuality with your

5 father?

6 A. Well, he was -- he was a -- he was a sort of rigorous

7 farmer who felt that all homosexuals should be castrated

8 and sent to live in Tasmania, I believe that was his

9 description. Because I was trying to talk to him about

10 what was happening to me and I -- not my development,

11 but what was happening to me at school, and I -- he --

12 that was a horrifying response.

13 Q. But were you telling him about the abuse in terms?

14 A. I was trying to sort of engage in an area whereby

15 I might be able to have that conversation.

16 Q. But it wasn't to be?

17 A. It was struck down very quickly.

18 Q. Yes. Did you try and talk to anyone else about?

19 A. No. No.

20 Q. What about your mother?

21 A. Well, my mother, I can't -- oh -- no, I didn't. No,

22 I didn't. Later on I think she got an understanding

23 of -- of there being a sexual element to my education

24 somewhere. I don't know quite how.

25 Q. But school, I take it, was a nonstarter. There's no one

1 you would think of --

2 A. Absolutely not. There was no pastoral care whatsoever.

3 Q. It simply didn't exist?

4 A. It did not exist.

5 Q. But I think you, perhaps with intuition, managed to deal

6 with it in your own way?

7 A. I suppose. I mean, I shut down in terms of intimate

8 relationships then, in terms of letting people know how

9 I felt or -- I found making friends very difficult, yes.

10 Q. But I think day to day at St Mary's you would just try

11 and --

12 A. You just kept your head down and just avoided people,

13 places and things and just -- you know, I loved books.

14 Q. So you would read?

15 A. I would read a lot. And I was a very good boy soprano

16 so I used to get whisked off to churches to sing for

17 bishops and blah blah blah.

18 Q. And I think in your latter years at St Mary's, as you

19 say in paragraph 39, your artistic side was coming to

20 the fore?

21 A. My what?

22 Q. Your artistic side.

23 A. Where was that?

24 Q. Paragraph 39, page 9.

25 A. Oh God, yes. I -- yes. But that was quite funny,

1 actually, because it was a school play and I think --
2 again it was another episode of drag, which I really
3 didn't enjoy and really don't enjoy now, but it really
4 pissed my father off because he came to see me in the
5 school play and I was dressed in a ballgown, so it
6 didn't go well.

7 Q. But the decision was taken to get you out of St Mary's?

8 A. That's right.

9 Q. And on to Fettes?

10 A. That's correct.

11 Q. How did that happen?

12 A. Well, by that time I was so sort of not involved in
13 education that it was just a question of, you know,
14 I think prep schools applied to various public schools
15 and Fettes took me.

16 Q. Had Fettes always been understood it would be the next
17 part of --

18 A. It would be one of them. I think they sent me to try
19 and do Merchiston as well.

20 Q. So it involved doing an exam?

21 A. It was the Common Entrance.

22 Q. Yes. And I think from what you've been telling us, (a)
23 you were fated because you hadn't done any languages
24 before you went to St Mary's but also beyond reading
25 books you weren't particularly engaged by St Mary's?

1 A. No. Yes, that is correct.

2 Q. I think if we look at a document, which is not the
3 clearest, which is document FET000000354.

4 A. Is that the one -- oh yes.

5 Q. This is a letter --

6 A. This is a letter from the headmaster, who I think I met
7 once in my entire -- he was only there -- it says:

8 "Dear Mr [REDACTED]

9 You have probably heard from Mr Sprote(?) that some
10 of the marks obtained in the Common Entrance examination
11 by your son were rather weak and I cannot give him
12 an unqualified pass. I was of course warned that he
13 started Latin, French and maths rather late.
14 Nevertheless, I would hope you will not be too ambitious
15 for him when it comes to a choice of career."

16 And that to me has stuck with me every day of my
17 life.

18 Q. Did you see that letter in 1969?

19 A. Yes, I did. I was told in no uncertain terms to buck up
20 my ideas.

21 Q. SNR [REDACTED] at Fettes, who was there for a year, was
22 that FNP [REDACTED]

23 A. Yes -- well, I wouldn't really know, because I never met
24 him. So he was clearly there somewhere.

25 Q. But I think you then did have dealings, and we'll come

1 onto this, with [REDACTED] Chenevix-Trench?

2 A. Oh yes.

3 Q. Before we come to him, coming to Fettes, did you view

4 this as an opportunity to get away from the abuse you'd

5 endured at St Mary's?

6 A. Absolutely. I thought this will be different.

7 Q. You were optimistic?

8 A. I was very optimistic.

9 Q. And were you right to be optimistic?

10 A. No.

11 Q. You say at paragraph 53 on page 11:

12 "I found Fettes was cold, bleak and draughty. It

13 was not homely in any way. Just like St Mary's there

14 was no obvious duty of care and no empathy from staff.

15 The school was separated into different buildings and

16 I was placed in College West and allocated [your

17 number]. College West and College East were later

18 amalgamated and renamed School House."

19 And we would understand that College East and

20 College West were in the main building?

21 A. That's right.

22 Q. On either side of Main Hall?

23 A. That's right.

24 Q. Fettes, I take it, in terms of, for example, the

25 boarding experience was bigger dorms, bigger numbers?

1 A. Yes.

2 Q. And horseboxes, I think, as they're known?

3 A. Stalls would be a very good way of putting it.

4 Q. Individual bed spaces but with half walls?

5 A. Yes, yes.

6 Q. To give some degree of --

7 A. Like a stable.

8 Q. Like a stable?

9 A. Yeah.

10 Q. Was the atmosphere within the dorm any different from
11 St Mary's?

12 A. Well, I think it was because I was trying for it to be
13 different, I suppose. I was trying to sort of --
14 because I'd been used to being away from home, I was
15 more accustomed to being in that situation, so, you
16 know, I did start making a couple of friends,
17 absolutely.

18 Q. But in terms of housemaster, we would understand that
19 each house would have a very clear housemaster?

20 A. The one that I went to was called College West and that
21 really was a sort of elephant's graveyard where I think
22 it was the people who didn't do so well in Common
23 Entrance were sent and there was a rather ineffectual
24 man called FA Jones who was the housemaster who seemed
25 to just smoke a pipe. That's all I can remember about

1 him, is he smoked a pipe at every given possible
2 opportunity.

3 Q. How often did you engage with the housemaster?

4 A. Very rarely.

5 Q. So day to day --

6 A. None. Well, no, it wouldn't be on a daily basis. You
7 would only ever really -- well, I don't think I ever
8 really dealt with Mr Jones at all. One was disciplined
9 by senior boys and I think they did something called
10 call over of an evening, I think it was called call
11 over, where you all had to congregate and I think he
12 officiated that. But I don't remember much about him at
13 all.

14 Q. So day to day, I think you just made the point, it was
15 the senior boy, prefect, house prefects --

16 A. Absolutely, absolutely.

17 Q. -- who would decide how your day ran?

18 A. Yeah.

19 Q. They would get you up in the mornings?

20 A. No, somebody would go around -- I think you had -- the
21 system of fagging was still very prevalent. Well, it
22 was absolutely run on the basis of fagging and somebody
23 would get up on a bell and go round the building ringing
24 this bell and everyone would get up. Prior to that,
25 junior boys would have been up making cups of tea for

1 whoever they had to fag for.

2 Q. Did you ever have to fag?

3 A. I certainly did.

4 Q. You've come into the school perhaps a little bit later

5 than many?

6 A. Yes.

7 Q. Although you were younger, I think, than your year, so

8 did you have two years of fagging?

9 A. I think I probably had three years of fagging, I think.

10 Q. With a different senior every year?

11 A. I think so, yes. Yes.

12 Q. And in due course did you ever have your own fag?

13 A. No.

14 Q. Is that because you didn't become a prefect --

15 A. I wasn't a prefect.

16 Q. -- you left too soon?

17 A. No, no, I didn't become a prefect.

18 Q. So were fags purely for prefects?

19 A. And people that were good at rugby, I think.

20 Q. So again the same hierarchy repeating --

21 A. Absolutely, yeah.

22 Q. And was it the same experience for those as you'd had at

23 St Mary's?

24 A. Well, no, because I did have a group of friends at

25 school and, you know, we took the piss. Excuse my

1 language, sorry, my Lady.

2 LADY SMITH: I've heard worse. Don't worry.

3 A. Yeah. We went and smoked our cigarettes and smoked our
4 dope and we did our things as a little group.

5 MR BROWN: But we would understand that your life revolved
6 around the house, primarily, with going to lessons in
7 the school?

8 A. Certainly.

9 Q. So was the house more important than the school in that
10 sense?

11 A. I think they had house competitions and things like
12 Kimmerghame beat Glencorse and Glencorse beat Carrington
13 and I think there were athletics days and stuff like
14 that.

15 Q. But just day --

16 A. But the houses were very self-contained, I think, yes,
17 they were little fiefdoms.

18 Q. Did you get the sense that being in one house as
19 distinct from another could mean your life was better or
20 worse depending on which house you happened to be in?

21 A. Yes, I definitely think College West was -- College West
22 was absolutely known as where the dumb people go.

23 Q. I think to be fair there were some brighter spots, and
24 you mention one teacher in particular who, for today's
25 purposes, we'll call FTG ?

1 A. He was absolutely a fantastic [REDACTED] teacher, he had
2 a lovely wife, I babysat for them. They were -- if
3 I had only been brave enough to talk to him, I think he
4 would have listened.

5 Q. But you didn't feel brave enough --

6 A. No. No.

7 Q. And presumably he was an [REDACTED] teacher --

8 A. He was an excellent [REDACTED] teacher.

9 Q. And there is the connection because that's --

10 A. Well, I was very interested in [REDACTED], I have to
11 say I got a very good education from him.

12 Q. Thank you. Other teachers?

13 A. It was a brilliant French teacher called Kenneth
14 Collier, who I learned to love Racine and Moliere.
15 A lot of the teachers were terribly Dickensian and had
16 ridiculous names, but Ken Collier was very ordinary and
17 had a great love of his subject and he really did help
18 educate me.

19 Q. So some bright spots, but many?

20 A. Not many, but it was -- no, not many.

21 Q. But in terms of the sort of things you'd experienced at
22 St Mary's, for example, going back to what you said, you
23 wouldn't go down certain corridors because you might be
24 attacked. Same at Fettes? Was there the same violence?

25 A. But there was lots more places to be -- not ambushed,

1 but to be sought out in, if you see what I mean.

2 Q. Yes.

3 A. So you eventually had a study that you could go and be

4 private in and your space would be invaded.

5 Q. Did you feel any safer at Fettes?

6 A. Not really. I did run away a lot.

7 Q. I was coming to that because that's one of the things

8 your statement makes plain, that you are sent to

9 a psychiatrist --

10 A. Oh yes, absolutely.

11 Q. -- by your mother but also by the school?

12 A. Yes.

13 Q. So two --

14 A. I wasn't an easy student. I'm not suggesting for

15 a second I was easy.

16 Q. But the point is made that no one seems to really be

17 wanting to know why you were running away?

18 A. No, I don't think so. I just think they wanted me to be

19 diagnosed as some delinquent, I suppose.

20 Q. We saw, as we see on page 16, foot of page 77, the

21 doctor you saw at the Western General was the first

22 person you felt you could trust?

23 A. Yeah, I did, and then he would actually -- he never

24 betrayed my trust, so, you know, he installed a faith in

25 psychiatrists.

1 Q. You go on as a concluding sentence in that paragraph:
2 "No one at the school ever took the time to find out
3 why I was running away."
4 A. No.
5 Q. Why were you running away?
6 A. Because I was abused, because I was bullied, because
7 I was taunted for being effeminate. I was -- teachers
8 couldn't understand why this -- me was the best shot in
9 the CCF. They just couldn't -- they couldn't get around
10 any success that I was having. They wouldn't --
11 celebrate's the wrong word. Acknowledge. So
12 consequently I would confuse the teachers by being first
13 in the class one week and bottom of the class the next
14 week or, you know, the physics teacher, who I loathed,
15 you know, I'd learned the periodic table from start to
16 finish just so that -- basically, excuse my language,
17 but you know what I'm going to say, up you. I became
18 a difficult student, yeah.
19 Q. But no one, even with psychiatrists --
20 A. No, no, no.
21 Q. -- even with running away regularly?
22 A. No, no.
23 Q. Just to be clear, how often were you running away?
24 A. Well, probably about once a month I think.
25 Q. Compared to the rest of the student body --

1 A. I don't think they did, I don't think other people did.
2 LADY SMITH: Where did you go?
3 A. I went to my sister's, who was studying at university,
4 up in the halls of residence. And she then rang the
5 school and they came and got me. So that's the way it
6 went. I didn't -- you know, I didn't go travelling.
7 LADY SMITH: Thank you.
8 MR BROWN: And even when you were brought back, they didn't
9 say, "Why?"
10 A. No, they would send me to the headmaster for punishment.
11 Q. So their response was punishment?
12 A. Oh yeah.
13 Q. Every time you ran away --
14 A. Oh yeah.
15 Q. -- punishment?
16 A. Absolutely.
17 Q. Before we come to the headmaster -- we will get to
18 him -- you talked about bullying and abuse.
19 A. Mm-hmm.
20 Q. The sexual abuse continued, we read?
21 A. Peer to peer I suppose is the term that you would --
22 absolutely.
23 Q. And in the same random way that it had happened at
24 St Mary's?
25 A. I think I was groomed by another student, yes,

1 absolutely.

2 Q. That sounds rather less random and sounds more

3 deliberate, perhaps.

4 A. Yeah. Yeah. It wasn't as chaotic as St Mary's was, no.

5 Q. This is the boy you mentioned in paragraph 84 who would

6 go on to abuse you over a long period of time?

7 A. Yes.

8 Q. When you say a long period of time, how long are we

9 talking?

10 A. Three years? I think? Yeah, about three years.

11 Q. And the abuse was regular?

12 A. Yes.

13 Q. Are we again talking weekly?

14 A. Yes.

15 Q. And involving sodomy?

16 A. Sometimes.

17 Q. Sometimes. And was this known about by others?

18 A. I had a very good friend called [REDACTED] who

19 I did confide in, yes. But that would be about it.

20 I mean, he knew I was desperately unhappy.

21 Q. Sorry, who knew you were desperately unhappy? Your

22 friend?

23 A. [REDACTED]

24 Q. He didn't feel able to speak out on your behalf either?

25 A. No, you didn't, you didn't. There was nobody to talk

1 to. There was absolutely no pastoral care in College
2 West or College East. There was a matron and her
3 assistant and they basically gave you vaccinations when
4 you -- there was no care, and that's what I really
5 remember. The absolute lack of care.

6 Q. So for three years at school you are being abused by the
7 same boy?

8 A. Mm-hmm.

9 Q. Do you think others must have been aware of what was
10 going on?

11 A. I think others must have been aware of it, but I just
12 think people, you know, didn't know what -- how to deal
13 with it. Or react to it. Or --

14 Q. Was that sort of sexualised behaviour in any way common
15 amongst the boys?

16 A. Well, there was a certain amount of, "My development's
17 bigger than your development" sort of a thing, if you
18 see what I mean.

19 Q. Yes.

20 A. Yeah. And I think people had crushes but I don't think
21 there was -- I really couldn't comment on that to be
22 honest. It's not something I remember as being
23 particularly pervasive.

24 Q. All right. But you do remember obviously one boy who
25 ends up with the nickname [REDACTED]?

1 A. That was a horrific thing. I wasn't actually witness to
2 this but if you can imagine somebody being at school
3 being taken up to the train room.

4 Q. There was a train set, was there?

5 A. Yes, an electric train set, having his penis attached to
6 it and then having an electric current put through it,
7 I think that's a criminal offence. I don't think you
8 can dress it up any other way. Whether or not it
9 actually happened, the stigma and the extraordinary
10 embarrassment and shame that poor man must have -- well,
11 I witnessed, is inexcusable.

12 Q. You didn't see it happen, you can't say whether it did
13 or didn't?

14 A. I'm very certain it did happen because it's such
15 an impossible thing to make up, really. You know, it
16 could have been schoolboy bravado, I don't know.

17 Q. Whether it was or wasn't, the boy was stigmatised
18 thereafter?

19 A. For the rest of his school career, yes.

20 Q. Again, would that be something, do you think, that
21 anyone was not aware of? The nickname? The stigma?

22 A. Well, I think everyone would know why he was called
23 that. I don't know if the teachers did. I think it --
24 you know, I got called CQW for quite some
25 time simply because my body started reacting to abuse,

1 to the abuse I was experiencing. I developed some sort
2 of chronic, chronic, chronic acne and I was called
3 CQW and consequently I would refuse to go
4 into the showers with other people, would shower at
5 night, would -- was kept in isolation because they
6 thought I had something -- some sort of plague, and
7 actually it wasn't, it was some sort of
8 stress-related -- yeah. It wasn't a happy time.

9 Q. And there was a lot of self-loathing?

10 A. A lot of self-loathing, yes. Of course, when -- you
11 know. But I did fight back against that. You know,
12 I did sort of go, you know, I'll play rugby. So
13 I played rugby and I did the best tackle of the year.
14 I played cricket. I got the best catch of the year. It
15 and was basically fuck you -- excuse my language,
16 my Lady. I just thought I can't win here. I can't.
17 And I couldn't.

18 Q. The winning came later, once you'd left?

19 A. Yes. Yes.

20 Q. Can we talk about Chenevix-Trench now?

21 A. Mm-hmm.

22 Q. When he took over, you would have been in your [REDACTED]
23 year at Fettes?

24 A. Mm-hmm.

25 Q. Do you remember what was understood about his background

1 when he arrived at Fettes?

2 A. Well, there was a great celebration because he'd been
3 headmaster at Eton, so consequently everything was meant
4 to be -- you know, a change of gear, I think. I think
5 it was all meant to be fantastic and gung ho.

6 Q. Was it perceived as a feather in Fettes' cap?

7 A. I think it was a coup for Fettes to get a former
8 headmaster from Eton.

9 Q. What was the reality from your perspective of his
10 arrival? Did you have anything to do with him other
11 than presumably assemblies where he spoke?

12 A. I never was taught by him. I didn't really have -- you
13 know, my connection with Mr Chenevix-Trench would be
14 those situations where I think the year after I would be
15 running away and running away and running away and he
16 would indulge in punishing me.

17 Q. That would be the year after he arrived?

18 A. Yes, I think so.

19 Q. But that stage, had he developed his own reputation
20 because of his actions within Fettes? Do you remember
21 how the boys thought of him?

22 A. I mean, I don't wish to speak ill of the dead, but he
23 was a very creepy-looking man and he always stank of
24 alcohol and he'd always turn up in places, yes.

25 Q. When you say he'd always turn up in places?

1 A. Well, you'd be walking out of the library or something,
2 he'd be standing in the shadows and tottering around.
3 Q. And tottering around because of drink?
4 A. Yeah.
5 Q. Did he smell of drink?
6 A. Absolutely.
7 Q. And was that the subject of discussion amongst the boys?
8 A. Of course, absolutely.
9 Q. What was the boys' view of him, with the drink and
10 the --
11 A. Well, he was kind of ridiculous. He was a ridiculous
12 sort of -- you know, he was like another one of these
13 Dickensian characters. If he was running Do-the-Boys'
14 Hall, you would cast him as what's his name, whoever ran
15 Do-the-Boys' Hall.
16 Q. Okay.
17 A. I didn't see any great change at the school.
18 Q. No. Did he get a reputation for punishing though?
19 A. Yes.
20 Q. Did he have a nickname? Was he known for anything?
21 A. No. He didn't have a nickname, no.
22 Q. Okay. But he became, from the boys' perspective,
23 someone who was known to beat?
24 A. Yes.
25 Q. What do you remember about that? The reputation?

1 A. The reputation -- he was creepy. I mean, you know,
2 he'd -- you know, God bless him, he had his own -- his
3 own trauma, and seemingly visited it upon his charges.
4 Q. That trauma was?
5 A. I think he was in the Second World War, he was in -- he
6 built the bridge over the River Kwai or something,
7 I don't remember specifically, something like that.
8 Q. Did the boys have a degree of sympathy --
9 A. I had a degree of sympathy for him. You heard his story
10 and you thought oh my goodness. But, you know, you
11 don't then act that history into other people.
12 Q. In that year when you were running away, how often did
13 you have to go to him for punishment?
14 A. Oh, at least five times but probably more for
15 unrelated -- you know, just for punishment's sake.
16 Q. And was the routine the same?
17 A. Oh, it was -- it was very creepy and you got choices and
18 you could either have it with your trousers on or your
19 trousers off, and the trousers off was more of
20 a fondling and he would -- he sort of gurgled. It was
21 a -- it was -- it was intensely creepy. Yeah.
22 Q. Paragraph 85, which is on page 17, it will appear in
23 front of you, you talk about being referred to his
24 study.
25 A. Mm-hmm, which was on the other side of -- there was

1 a main building and then there was a -- it was sort of
2 like an annex across a gravelly path. You went up
3 a little staircase and then in and it was to the left,
4 I seem to remember.

5 Q. And when you were sent across to see Chenevix-Trench, do
6 you remember what your emotions would be?

7 A. Here we go again. You know, I had a certain -- by that
8 time of my life I had a certain gallows humour about it
9 all because you just thought fuck it -- excuse me -- and
10 got on with it.

11 Q. It was to be endured?

12 A. You just got through it. You walked through it.

13 Q. You go on:

14 "He talked to you in a sleazy manner ..."

15 A. He had a very strange sort of guttural voice. He -- you
16 know, he really was like something out of The Lord of
17 the Rings or a troll. He was quite small and -- and had
18 cross eyes. And it was just -- if you were to -- if --
19 this sounds awful but I'm going to say it. If you were
20 to sort of imagine a creepy flasher, that is exactly
21 what I would say he looked like.

22 Q. And he would say this was going to hurt him more than
23 you?

24 A. Oh yeah, you got all of that.

25 Q. Each and every time?

1 A. Oh yeah, it was the, you know, "We're doing this so that
2 you ..." I think he used the words "get better".

3 Q. Were there occasions where you thought he was drunk?

4 A. He was always drunk. There wasn't an occasion. You
5 would go and there would be -- he would stink of
6 alcohol.

7 Q. And in terms of the choices that he offered, did you
8 make different choices on different days?

9 A. Well, sometimes you just didn't want to get your arse
10 fondled. Sometimes you just thought: no, I'm not going
11 to do that, so you would just allow yourself to be caned
12 or -- I can't remember what he used, actually. A stick
13 of some kind.

14 Q. Okay. But you go on to say:

15 "He certainly achieved a vocal and physical
16 pleasure/climax."

17 A. Oh, he certainly gurgled a lot. I didn't -- you know,
18 it was like Lot's wife. I did not turn around.
19 I didn't want to see what was going on.

20 Q. But did you get the impression --

21 A. I got the impression he was -- how can I put this?
22 Pleasuring himself. Or certainly finding some sort of
23 satisfaction from the experience.

24 Q. You thought it was a sexual experience for him?

25 A. I absolutely do.

1 Q. Was that the perception of the other boys?
2 A. Yeah.
3 Q. Were you euphoric to get away from Fettes?
4 A. Oh absolutely. Absolutely.
5 Q. But I think because of not having got maths O-level, you
6 couldn't --
7 A. I was accepted to go to London University to do English
8 but I didn't get a maths O-level so then I went to some
9 sort of finishing school, got the maths O-level and went
10 to Edinburgh University, where I got a 2:1.
11 Q. And then progressed, as we read, into a career in the
12 entertainment industry?
13 A. I did. I was very successful, yes.
14 Q. Thinking back about Fettes, you've talked about some
15 good teachers. You mentioned the fact that part of your
16 life that you enjoyed at the school was your music, but
17 I think to be clear that's your choice of music?
18 A. My choice of -- absolutely. It was like music became
19 a sort of second string to books. So it was 1972/73.
20 Music was at its finest in terms of popular music, so
21 yeah.
22 Q. But notwithstanding the success once you'd got out, the
23 impact of Fettes remains, and St Mary's?
24 A. It undermined me at every turn of my career and I have
25 to say I became a very, very high functioning alcoholic

1 addict as a result of the -- and I hate using this
2 word -- trauma I experienced through my education.
3 I absolutely did. And I've had decades of therapy
4 trying to sort that out.

5 Q. Just one thing in terms of alcohol. Was alcohol part of
6 life at Fettes?

7 A. Oh absolutely.

8 Q. Tell us about that.

9 A. Well, you would go out and you would buy it and you
10 would hide it in your -- in your study bedroom or
11 whatever they were called and it was just a good way of
12 taking the edge off things. Dope was -- dope was --
13 there was a little dope towards the senior years, but,
14 you know, there was a sort of club in the -- I think
15 they were called the Westies, which were the toilets on
16 the ground floor where people would go and commune and
17 smoke dope and have cigarettes.

18 Q. And --

19 A. And drink.

20 Q. And drinking out of school?

21 A. Oh, we were allowed to go to the pub in the last year.

22 Q. And was that a common feature?

23 A. Oh, I took to it like a duck. Yes, you were allowed to.

24 Q. Did anyone check --

25 A. No. No. No, we just went up to -- there was a hotel

1 that served us alcohol and we just used to go up there
2 and it was great. And I used to be in class and be half
3 pissed. When we did The Gondoliers or HMS Pinafore and
4 I was dressed up as Little Buttercup, which they
5 delighted in and I resented a lot, I was drunk. I was
6 drunk and I thought -- again, my Lady, excuse my
7 language, but FU, and I remember going up in fury and
8 they have the gargoyles outside the bedrooms and I'm in
9 a dress perched on a gargoyle saying, "Please God, let
10 this gargoyle" -- I was drunk, admittedly -- "break".
11 That was the first of quite a few suicide attempts
12 through my glittering career, I have to say.

13 Q. But thinking of Fettes, I think you say at paragraph 92,
14 while at St Mary's you did suffer suicidal thoughts?

15 A. Oh absolutely.

16 Q. And you knew that you were gay?

17 A. Of course, you begin to learn -- you begin to -- you
18 begin to sense things, absolutely.

19 Q. And is the same true at Fettes in terms of suicidal
20 thoughts, did they --

21 A. Yes. Yes. And I think the running away was a way of
22 releasing pressure on that trigger, I suppose. In fact
23 it was.

24 Q. But one effect you talk about is at paragraph 94.
25 Because of your experiences, intimate relationships have

1 escaped you?

2 A. I've never had a partner. I've never actually woken up
3 and said, "Would you like a cup of tea?" It's never
4 happened to me. And that's because of the lack of trust
5 and lack of care I was shown at school. And again, it's
6 not something I'm particularly proud of and it's
7 something I'm very sad about, but that whole element of
8 emotional vocabulary and intimacy was destroyed, and
9 I use strong words because I feel very strongly about
10 it, by a school that had no pastoral care at the time
11 that I was present at it at all. There was no -- you
12 just got on with things. You marched for the CCF, you,
13 you know -- if it hadn't been for the girls in my last
14 year, I think I probably would have killed myself.
15 Which is very strange considering I'm a gay man. I have
16 -- one of the girls, [REDACTED], who I had dinner
17 with last night, who is the only friend I have from
18 school, she said to me last night, she said, "We saved
19 you, we saved you", and I said, "What do you mean?"
20 Her, [REDACTED], another ridiculous name,
21 a [REDACTED] they did, they sort of protected me
22 and allowed me an emotional language that I hadn't
23 experienced before.

24 Q. They could see --

25 A. Yeah.

1 Q. -- what everyone else missed?

2 A. Well, I was kind of a pretty special person. But

3 I didn't fit into the Fettes -- you know, as I say,

4 I think my -- the career I made for myself is testament

5 to that. But it was a career that was always hampered

6 by self-destruction, self-sabotage. You're not good

7 enough. Don't be ambitious about a career. And I blame

8 that -- I blame Fettes for that.

9 Q. You say at the end of paragraph 94:

10 "I always felt I was someone who was to be

11 punished."

12 A. Yeah.

13 Q. Is that --

14 A. I didn't become sadomasochistic or any of that la la --

15 Q. No.

16 A. Yes, I did. I'm never going to -- I was never good

17 enough. So I'm at the Oscars -- not the Oscars,

18 I didn't get to the Oscars, but I'd go to places and I'm

19 sitting there and I'm in with the right people and it's

20 the right place and it's all very glamorous and I'm

21 sitting there and you know my first thought is, "Fuck

22 you, Fettes", it really is -- and I'm 67, 66 going on

23 67. You know, I've made hundreds -- not hundreds of

24 millions, I've made a lot of money in my life which I've

25 pissed up against the wall because I didn't deserve it,

1 I wasn't good enough. I'm 67, I'm on a state pension,
2 I present well, but, you know, it gets a bit boring.
3 Sorry, I didn't mean to get angry.

4 Q. It's quite all right. What I was going to ask is do you
5 still feel that?

6 A. Absolutely. And, you know, I read people's test -- I'm
7 sure Fettes today is very different from what Fettes was
8 like, but the fact of the matter is those governors must
9 have known, you know, something about the headmaster
10 that made my life hell. They must have done. I believe
11 there's a book been written about it. And I feel that
12 their duty of care was extraordinary. And I hope
13 they're better now.

14 Q. Indeed. Your sister, I think, encouraged you to
15 approach the Inquiry?

16 A. Well, yes, she did. She's been a social worker [REDACTED]
17 in child abuse, strangely enough, for 30, 40 years. And
18 then also "Me Too" was everywhere, every was a "Me Too",
19 and I get -- and then I suddenly thought, "Well, you
20 too, me too", so I did, and I have to say the care that
21 I have been shown by this Inquiry has been very
22 comforting, very comforting and very -- restores your
23 sort of faith in human nature, really, a bit, and [REDACTED]
24 has been particularly sensitive to me and my situation.

25 Q. 'Alan', thank you very much. Is there anything else you

1 would wish to add?

2 A. I don't think so at this time. I think -- I'm just very
3 angry still and I wish I wasn't.

4 MR BROWN: Thank you.

5 LADY SMITH: Are there any outstanding applications for
6 questions?

7 Just before I turn to 'Alan', one thing formally
8 I need to mention. In the course of his evidence -- and
9 this is no criticism of him -- 'Alan' has used some
10 names of other pupils at Fettes and the name of
11 an [REDACTED] teacher at Fettes, who are all covered by my
12 general restriction order, so those names can't be
13 repeated outside this room.

14 But let me say to you, 'Alan', that's not
15 a criticism of you and it's better that you were able to
16 give your evidence freely.

17 Let me just finish by thanking you for coming along
18 here today but before that for engaging with us as you
19 have done, as helpfully as you have done, as openly and
20 frankly as you have done. It's of enormous help to me.
21 As I said at the outset, I know this isn't easy for
22 anyone such as you who comes along to give evidence
23 about very difficult times in your life. But thank you
24 for doing so. Please be assured you've made a very
25 valuable contribution in your work with us. Thank you.

1 I hope somehow, some time, the anger manages to subside.

2 A. Thank you.

3 LADY SMITH: I'm able to let you go with my thanks.

4 A. Thank you.

5 (The witness withdrew)

6 LADY SMITH: Now, Mr Brown, we'll take the mid afternoon

7 break at this stage and we can maybe move to some of the

8 list of read-ins that we have after that for the

9 remainder of the afternoon?

10 MR BROWN: That would be ideal.

11 LADY SMITH: Very well. We'll break now.

12 (3.08 pm)

13 (A short break)

14 (3.25 pm)

15 LADY SMITH: Ms Bennie.

16 MS BENNIE: Thank you, my Lady.

17 LADY SMITH: Welcome. When you're ready, I'm ready for you

18 to start.

19 'William' (read)

20 MS BENNIE: My Lady, the first statement bears the reference

21 FET000000213. My Lady, this is a statement in the form

22 of an email which is dated 16 September 2020. The

23 witness wishes to remain anonymous and has adopted the

24 pseudonym of 'William':

25 "It is astonishing that Fettes College is entangled

1 in an abuse inquiry. During my time in Carrington
2 House, aged 14 to 17, the initial somewhat spartan
3 discipline and broad-based training instilled Christian
4 standards of conduct, principles and self-reliance that
5 sustained me aged 88. Loyalty to school and house came
6 first. In every human institution there can be
7 a failure which lets the side down but Fettes College
8 sets a commendable experience for every lucky youngster
9 who enters its portals."

10 'Ian' (read)

11 My Lady, the next statement bears the reference
12 WIT.001.002.0239. My Lady, this witness wishes to
13 remain anonymous and has adopted the pseudonym of Ian.

14 "My name is 'Ian'. My year of birth is 1938.

15 I was born in London. My father was Scottish whilst
16 my mother was English. When I was four months old, my
17 parents moved to Canada. My father was a retired sea
18 captain and worked in the aluminium business.

19 In a period of nine years I had gone to 13 different
20 schools.

21 I went to Fettes College in 1951. It was my dad who
22 wanted me to go there. I sat the Common Entrance exam,
23 passed it and was 13 years old when I first went there.

24 I don't recall much about my first day as, to me, it
25 was just the latest in my first days at new schools so

1 it just wasn't something I was concerned about. For me
2 it was just another new bunch of mates that I had to
3 make.

4 It was just after the war and the school was trying
5 to encourage kids to go there. I was first put into
6 Inverleith House, which was a building the school had
7 hired out. There were between 20 and 30 boys in that
8 house, all aged about 13.

9 I can recall that there was only one toilet in the
10 house. I was in a dorm with about five others. I was
11 there for the first term before moving to the main
12 college where I moved into a dorm.

13 We would get up and get dressed, after moving to the
14 main college, we would have a cold shower. There was
15 always a prefect to make sure that you didn't use the
16 hot tap. After that we had breakfast, which would be
17 followed by chapel before we went to classes.

18 We had two classes then a break then two more
19 classes followed by lunch. We had sports in the
20 afternoon. Tuesday, Thursday and Saturdays were half
21 days. On Mondays, Wednesday and Fridays we did sports
22 in the afternoon but then it was back to class.

23 There were two hours of studying in the evening
24 after which we went back to chapel and after that we
25 would have cocoa. Before bed we had a three-minute hot

1 shower, which was timed, and then I think bed was about
2 10 pm.

3 The prefects in charge of us were seniors in the
4 school and were 17 or 18 years old. They ran the show.
5 They changed every year as the older ones left the
6 school.

7 Food wasn't plentiful but there was a rationing
8 because of the war and the school was doing the best it
9 could in the circumstances. You would only get one egg
10 a week and only four ounces of meat. Rabbit and fish
11 were the only things not rationed so we got plenty of
12 that. At breakfast and dinner we served ourselves. My
13 recollection is that the food was okay.

14 You had to have a cold shower in the morning and you
15 got a three-minute hot shower at the same time every
16 night. At the start of the term you would be told that
17 your time was, for example, 9.36 to 9.39 at night.

18 This was something we policed ourselves. Given that
19 you were only getting three minutes you didn't want
20 anybody eating into that time so we became quite good at
21 timing it so that we didn't go over our allocated three
22 minutes.

23 The school was a Church of Scotland and Church of
24 England and we had a minister from each and the services
25 were combined. We were in chapel twice a day and also

1 said grace before each meal. We would be there for half
2 an hour and maybe an hour on a Sunday.

3 I took piano lessons and practised that a lot. For
4 the first two years I was what was called a fag, which
5 meant that if a prefect told you to do something, then
6 you did it, even if it ate into your own leisure time.

7 I don't actually recall having much in the way of
8 free time as any I did have was probably spent reading.

9 There were four Sundays a term when you were allowed
10 to leave the grounds if you had permission from your
11 parents. I was lucky that I had relatives who stayed
12 nearby.

13 I remember cleaning shoes and boots and collecting
14 buckets of coal. I suppose you could say that any
15 chores I had to do was at the bidding of the prefects.
16 Basically it seemed that my parents were paying for me
17 to be a slave to the prefects. This lasted throughout
18 my first two years.

19 You were always in a uniform of one sort or another.
20 At Fettes you either wore a kilt or long trousers which
21 were paid for by your parents.

22 I must have got pocket money because I can recall
23 that I would go to the tuck shop. How I got it or how
24 much it was I don't recall.

25 I might be biased but I never felt that I got any

1 tutoring or help at school. I feel that I should have
2 got some guidance but it just didn't exist. It was
3 a case of them telling us what we had to and then we had
4 to learn it for ourselves.

5 The whole system was that we had to work it out for
6 ourselves. Most of the other boys had gone through the
7 prep school and were used to this system but I had
8 always been used to a system where, if you were
9 struggling with work, there was someone you could ask
10 for advice. There was simply nobody I could seek advice
11 from and because of this I constantly struggled with my
12 school work and only got two O grades. I had actually
13 sat seven or eight.

14 My parents were paying so much for me to attend the
15 school and I always felt that the school was simply not
16 giving value for money because of the way I was
17 basically left to fend for myself as far as the
18 education was concerned.

19 For holidays I went back down to Painswick in
20 England where I would meet up with boys and girls from
21 all over the country whose parents also worked abroad.
22 I went there by myself and unsupervised.

23 Painswick was night and day compared to Fettes and
24 I loved it. The place was so relaxed and while you
25 couldn't just do anything you liked, there were no

1 rules. It was a wonderful place.

2 Other than that, there were no other trips. You
3 were stuck in the grounds and it was a caning offence if
4 you were wandering off the grounds.

5 I never spent Christmas in the same place two years
6 running. I think I was at Painswick once and the
7 following year my mother was at home. Birthdays weren't
8 celebrated by the school, though I probably got birthday
9 cards from my parents.

10 I never received visitors. Nobody had visitors and
11 there was no policy in place for relatives visiting.
12 I saw my parents during the summer of 1952 and then
13 I didn't see them again until I left Fettes in 1954.

14 If there were official visitors who were inspecting
15 the school then I was not aware of it.

16 There was a sanatorium with a doctor and a couple of
17 nurses. During one term I was in the sanatorium on four
18 separate occasions on dreamt-up sicknesses simply to get
19 away from the school.

20 Abuse at Fettes.

21 The whole place was run under an atmosphere of fear.
22 The cane was the main method of punishment and was
23 usually handed out by the prefects. I was only ever
24 caned once by the prefects and it was for something
25 completely trivial.

1 What happened was that myself and others had come
2 off the rugby fields and went into the changing rooms.
3 Three of us started throwing a rugby ball about in a way
4 that meant there was no chance of us causing any damage.
5 However, a prefect saw what we were doing and told us
6 that this was not the behaviour expected of gentlemen.

7 Later the whole house was gathered and told that the
8 reading room was out of bounds. Myself and the other
9 two boys who I had been throwing the rugby ball with
10 were told to go and stand outside the reading room.

11 Shortly thereafter the prefects came up the stairs
12 each holding a cane. We were then called into the
13 reading room one at a time and the charges were read
14 out.

15 In the room there were two chairs back to back and
16 I was told to kneel on one of them with my backside up
17 in the air. The four prefects then took turns of
18 running at me and as they passed me each one would hit
19 me on the backside with their cane. It was agony.

20 The prefects were 17 or 18 and they were the only
21 other people present during this. There were no adults
22 present though they probably had to let the housemaster
23 know what was happening.

24 During my first term, when I was in Inverleith
25 House, the housemaster once whacked me over the backside

1 with the heel of a leather slipper. I can't remember
2 what I had done but I do remember it being very painful
3 and it left quite a mark on my backside.

4 The only other time I was caned was by an American
5 exchange teacher. I had mouthed off to him and I think
6 he just wanted to prove that he could use the cane as
7 well as any of the other teachers. He hit me a couple
8 of times but, to be honest, there was no anger in his
9 strokes and he wouldn't have hurt a fly.

10 Anything could be a caning offence, which meant
11 I spent my whole time there making sure that I didn't do
12 anything wrong. The whole place was run like
13 a concentration camp and I couldn't wait to get out of
14 there.

15 The way of life at Fettes was alien to me but not to
16 the others, most of whom had gone through the prep
17 school for Fettes so knew the ins and outs of things and
18 how to follow the rules.

19 I left Fettes in 1954 and I was 16 at the end of the
20 first term of the fourth year. I think by this time my
21 parents knew that I hated the place. I think my dad was
22 disappointed that I hadn't made the most of my time
23 there.

24 After I left Fettes I moved down to London and
25 stayed in a boarding house near to a hotel where my

1 parents were staying. I had always wanted to fly and
2 wanted to join the RAF.

3 It was a time of National Service and just about
4 everybody failed the exam.

5 My dad got me a job working on the docks in London
6 but they knew I was desperate to be a pilot and it was
7 they who suggested that I move to Canada.

8 I made contact with a Canadian bank and they paid my
9 passage there on condition that I work for them for two
10 years.

11 I travelled to Canada at the age of 18. I travelled
12 and I worked with the Bank of Toronto for the agreed two
13 years and then I joined the Canadian Air Force.

14 I trained for 18 months and then stayed with the Air
15 Force for four years. In 1965 I started with an airline
16 in America and worked with them for 33 years.

17 Impact.

18 I'm not the sort of person who thinks that others
19 should shoulder the blame for my problems or mistakes
20 and I doubt in all fairness that I would say that my at
21 Fettes had any great impact on my life.

22 I feel as if I have been able to leave it all behind
23 me and move on. My main complaint about Fettes isn't
24 what it did to the rest of my life but what the place
25 was like, how it was run and the lack of education

1 I received.

2 I have a good life and I doubt even a better
3 education would have improved it as I spent my entire
4 professional life doing what I always wanted, being
5 a pilot. The job was good to me whilst I was working
6 and has been equally good to me in retirement.

7 I once told my dad some time in the 1970s about what
8 Fettes had been like, but while I was there I didn't say
9 anything to anybody. It was something that you just
10 didn't do. I think the partner I'm with now is probably
11 the only person I have ever spoken to about my time at
12 Fettes.

13 Lessons to be learned.

14 I assume that things have already changed to some
15 degree and I'm aware that corporal punishment has been
16 banned. I do wonder though if the system that was in
17 place can be changed. Certainly any changes that are
18 made can only be for the good.

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

23 My Lady, the statement is signed and it's dated
24 5 July 2018.

25

1 'Mark' (read)

2 My Lady, the next statement bears the reference
3 FET000000213 and it's a statement in the form of
4 an email which is dated 15 September 2020. The witness
5 wishes to remain anonymous and has chosen the pseudonym
6 of 'Mark':

7 "I was at Moredun from 1951 to 1957 ending up as
8 [REDACTED] and [REDACTED] prefect. In that time and
9 through my roles I think I would have been aware of any
10 adult on child abuse. Such awareness would have been
11 reinforced by experience at prep school where I did
12 encounter a master whose behaviour, while not directly
13 abusive, was inappropriate: having boys extract sweets
14 from his trousers. His favourites were known to me and
15 I am 99 per cent certain that his abuse never went
16 further than that.

17 At both schools, because I had a good treble voice,
18 I was in the drama productions as a girl where abusive
19 behaviour would have been apparent, had there been any.
20 I think we were lucky being there at that time. A truly
21 magnificent school when I was there I vouch.

22 'Calum' (read)

23 My Lady, the next statement bears the reference
24 FET000000213 and it's a statement in the form of
25 an email which is dated 19 September 2020. The witness

1 wishes to remain anonymous and has adopted the pseudonym
2 of 'Calum'.

3 'Calum' was a pupil at Fettes in the years 1953 to
4 1956. He was a pupil in Inverleith House and
5 Glencorse House.

6 "Apart from not getting on with Mr BXY in my first
7 term at Inverleith, although irrelevant, he is the only
8 person in my entire life who I have actively disliked,
9 probably mutual. The rest of my time at Fettes was
10 100 per cent positive and much appreciated by me both
11 then and throughout my life.

12 The only slight mention of anything untoward
13 sexually was a few words of warning advice from
14 Mr [REDACTED] to keep your distance from an older
15 pupil. Abuse is a noun that is not only hard to define
16 but alters over the passage of time. What was quite
17 normal years ago, physical punishment, compulsory cold
18 baths, bagging, enforced strict discipline, are no
19 longer acceptable but were then quite the norm and
20 accepted as so. One of my daughters is a senior teacher
21 at a large comprehensive school. She has had to put up
22 with verbal abuse on a regular basis without any
23 meaningful methods of response other than temporary or
24 permanent exclusion, not a satisfactory manner of
25 educating young adults."

1 'Lloyd' (read)

2 My Lady, the next statement bears the reference
3 WIT.001.001.4863. This witness wishes to remain
4 anonymous and he has adopted the pseudonym of 'Lloyd':

5 "My name is 'Lloyd'. My year of birth is 1942. My
6 father went to boarding school in England from an early
7 age. He went on to become a surgeon and was a medical
8 officer in the Second World War. He retired in 1948.
9 I was born in South Africa. I had two younger siblings.
10 I moved back to the United Kingdom from South Africa
11 when I was 18 months old.

12 I was sent to two prep schools in the northeast of
13 England. I must have been seven years old when I was
14 first sent away from home. At that time I remember
15 feeling particularly upset that I was being sent away to
16 boarding school when my brothers were not. My father
17 had limited funds when he retired from the army. By
18 sending me to boarding school he thought that he was
19 doing the best thing for me. There was no family
20 tradition of going to Fettes but it had a reputation for
21 being one of the best schools to go to. My father was
22 trying to do the best he could for at least one of his
23 sons. There was no discussion with me about it.

24 I went to Fettes College when I was about 11 or 12
25 years old. I am not sure of the dates. It must have

1 been around about 1954 or 1955. The first time
2 I visited, I remember thinking what a ghastly building
3 it was. It was this huge overly decorated lump of
4 granite sitting in these massive grounds. There were
5 six houses in total.

6 The headmaster was called Donald Crichton-Miller.
7 He left after I had left Fettes for a year. It was
8 around 1958, I think. He had run the school with
9 an iron rod. He went on to restore discipline at
10 a school called Stowe.

11 Fettes liked to boast that it was very academic but
12 it wasn't. The school was obsessed with rugby. The
13 ruby players were revered by the staff and the pupils.
14 Some of the boys at school went on to play for
15 Scotland's First XV.

16 When I arrived at Fettes, I was immature, slightly
17 chubby, slightly academic, with a stammer and large
18 round glasses and useless at games. It was not a good
19 start. Initially I went into Inverleith House which was
20 the post prep part of the school. It was a stop-gap
21 until I was old enough to go to Fettes proper.
22 Inverleith House was fine in itself. The problem was
23 where it sat in relation to Fettes. It was located
24 outside of the school gates. It was part of Fettes but
25 not completely. We would be taught within the Fettes

1 buildings and share the sports facilities I definitely
2 felt like an outsider. As soon as I arrived, I stood
3 out as an Inverleith boy.

4 After Inverleith, I moved to Kimmerghame House. It
5 was positioned within the main Fettes grounds. The
6 housemaster was called Richard Cole-Hamilton. He did
7 the best he could within the system. He couldn't really
8 speak out against the school. I think he disagreed with
9 the school about the discipline practices but he had to
10 follow the party line. He would have lost his job
11 otherwise.

12 Routine at Fettes.

13 I can't remember a huge amount about the daily
14 routine. I remember we would get up and have a cold
15 shower. We were watched by the senior boys from their
16 warm showers. It was their privilege for being seniors.
17 We would then have to walk up to the main school for
18 breakfast.

19 Our dorms were small in Inverleith House. It was
20 a private house so the rooms were quite small. There
21 were perhaps seven or eight of us in each dorm. When
22 I went to the Fettes, the dorms were much larger. There
23 would be 30 or 40 boys in each dorm. The windows would
24 be kept open all night, even through winter. We had one
25 trunk and one locker per person to keep our personal

1 possessions.

2 Breakfast, lunch and dinner were held in the dining
3 room. I had no real issue with the food. It was fine.
4 There were long tables where we all sat together.
5 Someone would have the job of collecting the dirty
6 plates. The plates would need to be taken to the
7 serving hatch for cleaning. You had to be careful
8 because boys would stick their foot out to trip you up.

9 After breakfast we had lessons. Fettes followed the
10 English system of O-levels and A-levels. We had lessons
11 in all of the main academic subjects. At the
12 mid-morning break, school honours would be handed out.
13 Boys would be given school colours and congratulated in
14 front of everyone. We would then go back to lessons
15 until lunch.

16 We would have sports in the afternoon. If the
17 weather was unsuitable for the scheduled rugby or
18 hockey, you would be sent on a cross-country run.
19 I always remember there was comments about the boys'
20 physiques.

21 After sports we would have communal showers followed
22 by dinner. After dinner we would have two hours of
23 prep. We were then given time to do athletics or
24 hobbies.

25 On Saturdays we followed the same routine as on

1 weekdays. We had lessons in the morning and sports in
2 the afternoon. On Sundays, we went to church. Fettes
3 had its own chapel. By Sunday afternoon, there was
4 nothing to do. I remember being utterly bored on Sunday
5 afternoons.

6 We would have compulsory cadet training. CCA

7 CDH We would have to wear
8 uniforms and learn how to be a soldier. In the early
9 years it was called cadet training. As you progressed
10 to the higher ranks, it became known as officer
11 training. It was fully disciplined and you had to wear
12 the standard battle dress. We had to carry rifles as
13 big as ourselves. We were given live ammunition to use.
14 We were 13 years old with real guns.

15 CDH was an uncommissioned
16 officer. It meant that he was looked down upon by the
17 other members of staff. Fettes was quite an 'upstairs -
18 downstairs' sort of place. CDH
19 was definitely 'downstairs'. As a result, he was
20 slightly separate to the other staff, a bit of
21 an outsider.

22 CDH took a special interest
23 in me. He
24 he would ask me for cups of tea. He was
25 always asking me to help with army things. We'd have to

1 go on night exercises sometimes. I remember lying in
2 the heather and he passed me a pistol. He told me to
3 aim at one of the other staff members' cars. He told me
4 to try and hit it.

5 Nothing ever happened with CDH
6 CDH, but I think he was grooming me. He would have
7 had to have been cautious because he was not part of the
8 establishment. He would not have been protected by the
9 school if he had ever been caught doing anything
10 inappropriate. If he had had more opportunity, I am
11 sure some form of sexual abuse would have taken place.

12 Letter writing was every Saturday evening. There
13 was a blackboard with suggestions of what to write in
14 your letter home. Things like, "Fettes won the rugby
15 match on Saturday". We would give our letters to our
16 housemaster for posting. I am not sure if they were
17 read.

18 I do not recall any visits from inspectors or
19 outside agencies. My parents would visit on the
20 prescribed exeat weekends and take me home for school
21 holidays. They did not attend during term time.

22 Luckily I was not a bed-wetter at Fettes. My
23 roommate in third and fourth year wet his bed regularly.
24 He was still bed-wetting aged 13 and 14. He had to put
25 his bedsheets into a special bag and leave it out in the

1 corridor. I think this was in order that all of the
2 other boys could see that he was a bed-wetter. He had
3 put his mattress up against the wall to dry. Matron and
4 the school were unmerciful. Their attitude was you just
5 shouldn't be doing it.

6 Both Inverleith House and Kimmerghame had a matron
7 who was in charge of our healthcare. All of the houses
8 had matrons.

9 In the autumn term of 1957 there was an outbreak of
10 impetigo at the school. I was in fourth or fifth year.
11 There was a group of three of us who were banished to
12 the sanatorium. It occurred to us that being in the
13 sanatorium meant that we got out of classes, sports and
14 prep. From then on, we tried to string out our
15 illnesses as long as we could.

16 We did not have routine medical examinations but we
17 were seen by a doctor if necessary. It was on an ad hoc
18 basis. We saw a doctor whilst in the san with impetigo.
19 He signed us out of san when we were deemed fit. As we
20 were leaving san, matron gave us a lecture. She told us
21 that we were 'dirty little boys'. She said it was only
22 because of our 'dirty practices' that we had contracted
23 impetigo.

24 I was shocked and angered by the matron's speech.
25 I reacted badly. I went back to the house where all of

1 our tuck boxes were kept. I mixed up the other boys'
2 sweet tins and stole the ones I liked the look of.
3 I ate all of the sweets.

4 Stealing was deemed to be totally unacceptable
5 behaviour. As a result, I was referred to the Sick Kids
6 Hospital to see a child psychologist. I went by myself
7 to the Sick Kids Hospital every day from then on. Back
8 at house, I was kept apart from the other children. My
9 dormitory bed was put at the end of the dorm. I was put
10 into purgatory.

11 Abuse at Fettes.

12 The school had a particular discipline structure.
13 Most of the discipline was handed out by the senior
14 boys. Apart from the staff, there was a very clear
15 hierarchy of boys who were able to punish you. The most
16 senior boys' role was the school prefect. School
17 prefects were chosen from the six houses and were
18 directly answerable to the headmaster. They were
19 normally chosen because they were in the First XV rugby
20 team. Being a prefect was a real privilege. One level
21 down from the school prefects were the house prefects.
22 House prefects were directly answerable to the
23 housemaster.

24 Corporal punishment was just part of life at Fettes.
25 It was called schooling. The corporal punishments the

1 prefects handed out were always quite public. If you
2 were given schooling, the head prefect would stand up in
3 lunch and would say, "Would 'Lloyd' please go to the
4 area outside the headmaster's room". It was an area
5 that was out of bounds. You would have to stand up,
6 leave the dining room and wait in the specified area.
7 After lunch, each of the six school prefects would
8 attend. They would each strike you once. It was boys
9 beating boys.

10 Within the house, corporal punishment was
11 administered in the evening during prep time. You would
12 be summoned during prep to the house prefects. They
13 would all strike you once.

14 Sometimes we would be given impositions.
15 Impositions were lines to write out in ink. You had to
16 buy your own lines paper which had two parallel lines.
17 You had to write your lines correctly within the upper
18 case and lower case lines. Often the other boys would
19 blot big ink puddles on your lines. It meant that you
20 would have to redo all of the lines again. Each
21 imposition was marked up in a book. Once you got beyond
22 a certain number of mistakes, you would be caned.

23 One level below the house prefects were the
24 vigilantes. I thought of the vigilantes as the Ku Klux
25 Klan of the school, the unwritten rule-enforcers. They

1 were a self-selecting group. The group consisted of the
2 boys that were not prefects but were still good at
3 sports and popular within the house. It was a strange
4 system of school-sponsored ritualised abuse. The
5 vigilante practices were openly permitted by the staff.
6 It was very much boys on boys. You either sank or swam
7 to survive.

8 The vigilantes would look out for ways to punish
9 you. They would ask stupid test questions that you were
10 supposed to know the answer to. Questions like, "What's
11 the difference between the Houses of Parliament and the
12 House of Lords?" If you were new, you would refer to
13 the real places in London. If you had been at Fettes
14 for any length of time, you would know that they were
15 both the names of toilets in the school grounds. The
16 vigilantes would expect you to know which one had
17 urinals. If you got the answer wrong, the vigilantes
18 would punish you.

19 There was also a strict behavioural code that the
20 vigilantes monitored and enforced. To get to the main
21 school building, you had to walk up the main drive. In
22 the first year, you had to walk in the middle of the
23 drive without any hands in your pockets. In second
24 year, you had to walk slightly off centre of the drive
25 with one hand in your pocket. In third year, you had to

1 walk on the edge of the drive with both hands in your
2 pockets.

3 In the first year I didn't pay much attention to
4 where I walked or whether I had my hands in my pockets
5 correctly. The vigilantes noticed and punished me
6 regularly. They would trash my textbooks or put my
7 fingers into the hinges of my desk and close the lid.
8 Sometimes they would make me play fives with golf balls.
9 Fives was a game similar to squash but without the
10 racquets. You would play on a squash court with a
11 squishy ball and gloves on. Using golf balls was
12 incredibly painful.

13 The longer I stayed at Fettes, the less I fitted in
14 and the worse the bullying got. I started to get
15 beatings in the school showers. The vigilantes would
16 use wet knotted towels to hit me. The wet towels caused
17 a lot of pain but didn't leave bruising. More and more
18 I was driven into a hole of misery. Increasingly,
19 I would hide in the lavatory and not come out for hours.

20 There was also a fagging system at Fettes. It meant
21 that any of the senior boys could just shout the word
22 'fag' and you were expected to go running to them. They
23 would give you a chore to do. It was normally menial
24 tasks like cleaning their rugby boots or making them tea
25 or toast.

1 Sexual abuse.

2 There was a senior boy who was one of the school
3 prefects. He was a member of the First XV and one of
4 the headmaster's golden boys. He had power.

5 One day he caught me masturbating. He walked in,
6 smiled and whipped out his own penis. He said, "Let's
7 do it together." From that moment onwards, he had me
8 bang to rights because he could use it against me. It
9 continued throughout my limited time at Fettes, probably
10 one year. At first he would make me masturbate with
11 him. Then he moved to me to masturbate him and engage
12 in oral sex. It happened in our free time. There were
13 certain places at school that he would tell me to go to.
14 A wooded spot against the wall in the grounds. The
15 boiler room. A little hut tucked away from sight or in
16 his study.

17 In the fourth year I was moved to a study room that
18 I shared with another pupil. We were both misfits so
19 I think that is why they put us together. The senior
20 pupil grew in confidence and the abuse escalated. He
21 started having anal sex with me. I got through
22 underpants as a result of the injuries I sustained.
23 I would bleed from my back passage after. I would cut
24 up strips of towels to mop up the blood. Nobody really
25 queried why I needed new pairs of underpants. I would

1 throw the soiled ones onto the refuse dump at the back
2 of the house. I just told matron and my parents that
3 I had soiled myself.

4 The abuse by the senior pupil was common knowledge
5 among my -- among the senior pupil's peer group. The
6 way people treated me changed considerably. I became
7 known as the senior pupil's 'bum boy'. It made me
8 untouchable. The bullies backed off. In the showers,
9 everyone would steer clear of me.

10 It was a confusing situation to be in. I was in
11 this strange bubble of quasi-affection. There was this
12 cool older boy showing me special attention. I was
13 marked out as someone special. The fact that the
14 bullying backed off was proof in itself that I was
15 special to him. I began to question whether it was me,
16 whether there was something wrong with me. Later years
17 taught me differently, but I still see him as a product
18 of the system at Fettes rather than a predator.

19 Leaving Fettes.

20 The psychiatrists at the Sick Kids Hospital had
21 written a report detailing their findings on me. The
22 doctors had made me do a battery of tests every day.
23 Some of the tests were diagrams of girls and boys.
24 I don't think I told them about the senior pupil, but
25 they must have known that improper relations were going

1 on. The report went back to my parents, the headmaster
2 and my housemaster. I don't know what the school said
3 to my parents. I know that the issue of homosexuality
4 cropped up. I think they decided to keep the matter
5 in-house within the four walls of the school.

6 Following the Sick Kids' psychiatrist report, my
7 days at Fettes were numbered. I was what I refer to as
8 ghost-trained. In the prison service, if a prisoner is
9 problematic, there is a practice of suddenly moving them
10 from their usual prison to a new one. No explanation or
11 warning is given. That is what happened to me when
12 I left Fettes. No one explained anything to me. I was
13 taken home by my parents and banished to my room. I was
14 not allowed to leave my room and I was an embarrassment
15 to everyone.

16 Reporting of abuse at Fettes.

17 I never really shared what was going on at Fettes
18 with anyone. I didn't feel that I could say anything.
19 It would have been against all of the unwritten rules of
20 the institution. The attitude was: you just don't
21 grass. I ran away after the first year and again after
22 that. When I was returned to school, I was given lines
23 as a punishment. I never told anyone why I had run
24 away.

25 When I shared a room with the other pupil, it did

1 cross my mind that he could have been suffering from
2 a similar physical and sexual abuse to me. It would
3 have explained his bed-wetting. I never discussed
4 anything with him or any of my peers. You just didn't.
5 The attitude was that you should grin and bear it. It
6 was your fault.

7 Although I never told the teachers what was
8 happening, it seems unlikely that they did not know.
9 Society knew about homosexuality in those days, even
10 though it was illegal. The school did not want to
11 acknowledge that it existed, certainly not within the
12 school walls. The attitude was: it doesn't belong here,
13 therefore we don't recognise it. It was a subject that
14 just wasn't talked about. Staff like matron must have
15 realised something was going on. The number of
16 underpants I went through alone should have rung alarm
17 bells. At the Sick Kids Hospital, the psychiatrist made
18 me do so many tests every day. Some of them involved
19 diagrams. They too must have known what was going on.

20 The first time I have spoken about my time at Fettes
21 and the abuse I suffered is when I got in touch with the
22 Inquiry. It is the first time I have told my family
23 about the full extent of what has happened to me.

24 Life after Fettes.

25 When I left Fettes, I was sent to another school in

1 North Yorkshire. My father would never have sent me to
2 such a school if I hadn't left Fettes under such
3 circumstances. The headmaster was a man called John
4 Reid. He was a very gentle man. If you did something
5 wrong, you would be quietly spoken to. The headmistress
6 was great and taught English. It was her teaching that
7 gave me my underlying love of books.

8 In comparison to Fettes, the Yorkshire school was
9 like night and day. It felt like heaven. Nobody was
10 privileged for no reason. If you were punished, the
11 prefect involved would be involved in the punishment
12 too. If you had to dig a hole in the school grounds,
13 the prefect would be digging too. There were no
14 pointless punishments like lines; all punishments were
15 for the good of the community. We addressed teachers as
16 'Mr', 'Mrs' or 'Miss'. They did not have to be referred
17 to as 'Sir'. There were sometimes up to three meetings
18 a day. At a meeting, a person would talk about a worthy
19 cause like missionaries in Africa. There was space and
20 there was quiet.

21 Although I was much happier at that school,
22 academically I went downhill. I still have my school
23 report which has phrases like 'doesn't take
24 an interest', 'careless', 'sloppy', 'doesn't
25 concentrate'. I must have been okay at the core

1 subjects as I managed to scrape through my O-levels.
2 I got into the local crammer in order to get the results
3 for university but I did not do well and I did not apply
4 to university.

5 I joined the army but I was not a good soldier.
6 I do remember the army being a doddle in comparison to
7 Fettes.

8 I wanted to join the Probation Service but
9 I required some academic qualifications. I went to
10 learn nursing and thereafter sat the Probation Service
11 test. I passed the tests and was sent to London for
12 training. The training in London was brilliant and
13 taught me a lot. The knowledge I gained from the mental
14 health nursing and the Probation Service training has
15 helped me to learn that the abuse at Fettes was not my
16 fault.

17 I am now retired and have a grown-up son and two
18 grandchildren.

19 Impact.

20 I have feelings of total hatred towards Fettes and
21 all that it stands for. I have a massive dislike of
22 unearned privilege. I don't have any friends. I just
23 don't make friends with people outside of my family.
24 I am happy with that. It's safe. I have been let down
25 by others too often.

1 I have never considered attending formal
2 counselling. I have self-counselled in a sense. The
3 mental health nurse training and the Probation Service
4 training focused on other people's behaviour and their
5 victims. It was very supportively taught. From what
6 I learned, I was able to make sense of what happened to
7 me.

8 In the Probation Service I had to work within clear
9 guidelines. It had a certain discipline that I liked
10 and needed. The prison setting was very similar to the
11 setting in Fettes. There was the same hierarchical
12 structure and the same kinds of sexual relationships
13 between inmates. My experiences and training all seemed
14 to work together. I can't be sure where my knowledge
15 has come from, whether it was acquired from my
16 experience or acquired from learning or both. I never
17 reached the higher ranks in the Probation Services.
18 I was much too much of a pain in the arse. I was always
19 asking 'why?' if I was asked to do something.

20 I felt like an embarrassment to the family. My
21 mother's uncle was quite a high-profile homosexual. My
22 father was horrified by him. I know when I left Fettes
23 he thought, 'Oh no, not another one'. He was even
24 horrified by my brother going into acting and me going
25 into nursing in later years.

1 I know now that my father was trying to do the best
2 for me. He was an emotionally cold father. He never
3 hugged me as a child. The only time he ever gave me
4 a hug was when I was an adult, at my step-mother's
5 funeral. I still blame him for sending me away to
6 boarding school. When my father died, he left me
7 a letter. It referred to me as his 'number one son'.
8 That's when I realised that he had been trying to do the
9 best for me all of those years.

10 My father sent my two brothers to Fettes even after
11 what had happened with me. My father had been bullied
12 at his boarding school and his attitude was that a bit
13 of bullying 'made a man of you'. I never discussed my
14 experiences with my brothers.

15 I think the institutional part of the problem has
16 probably been halted. Schools have much greater checks.
17 Homosexuality is no longer so taboo. No one could
18 really blackmail me into being gay any more. Having
19 said that, there will always be those that are bad.
20 There will always be those that are good. And there
21 will always be those in between. I think the lesson is
22 that abuse doesn't stop, it just changes form.

23 I think it's important that whistle-blowers have the
24 freedom to come forward. There must be protections put
25 in place to protect them. I never had the guts at

1 school to stand up and say what was happening to me.
2 I felt unable to say anything as there was no protection
3 provided. It went against the ethos of the school to
4 grass and I was terrified that the abuse or bullying
5 would get worse.

6 I suppose the biggest lesson for the Inquiry to
7 learn is that anyone coming forward with allegations of
8 abuse, adult or child, needs to be protected from the
9 repercussions.

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

13 My Lady, the statement is signed and it's dated
14 13 February 2018.

15 LADY SMITH: Thank you. It's 4.05 now so I think we can
16 give you a break, Ms Bennie. Thank you very much for
17 what we've managed to cover this afternoon.

18 MS BENNIE: Thank you.

19 LADY SMITH: Mr Brown.

20 MR BROWN: My Lady, tomorrow we will have one live witness
21 and then, I'm afraid, a host of read-ins; just the way
22 it has fallen.

23 LADY SMITH: I appreciate that. I'll rise now until
24 tomorrow morning; one live witness, a number of
25 read-ins. Just to say, as I'm sure many of you

1 appreciate, there are witnesses who, for all sorts of
2 good reasons, are not able to come and give live
3 evidence, but we have statements signed by them and we
4 see to it that they're read in so their evidence is made
5 public, as it should be. Thank you very much.

6 (16.07 pm)

7 (The Inquiry adjourned until 10.00 am
8 on Wednesday, 24 November 2021)

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