

1 Tuesday, 7 December 2021

2 (10.00 am)

3 LADY SMITH: Good morning and welcome to the last week in
4 which we'll be hearing evidence in relation to the
5 provision of residential care at Fettes College. We
6 have, as I think we were warned on Friday, quite
7 a number of read-ins today, with -- is it one in person
8 witness coming at --

9 MR BROWN: That's correct, my Lady, we're starting with the
10 live witness.

11 LADY SMITH: And then we'll go on to the list of read-ins.
12 Is the witness ready?

13 MR BROWN: She is and the first witness today is
14 'Elizabeth'.

15 'Elizabeth' (affirmed)

16 LADY SMITH: The red folder, as you'll see, has a hard copy
17 of your statement in it, 'Elizabeth'. You'll also see
18 the parts that we're referring to as we go through your
19 evidence coming up on the screen, so do feel free to use
20 either or neither, whatever's most helpful to you.

21 A. (Witness nods).

22 LADY SMITH: Also, if you have any queries or concerns in
23 the course of giving your evidence, please don't
24 hesitate to let me know. It's very important to me that
25 you're as comfortable as you can be giving evidence

1 before this Inquiry, which I know isn't easy.

2 Welcome and thank you for coming along to agree to

3 do that, and if you're ready, I'll hand over to Mr Brown

4 and he'll take it from there. Is that all right?

5 A. Ready, thank you.

6 LADY SMITH: Mr Brown.

7 Questions from Mr Brown

8 MR BROWN: My Lady.

9 'Elizabeth', good morning again.

10 A. Good morning.

11 Q. We'll begin with the statement in the red folder in

12 front of you and obviously you can see it on the screen

13 in front of her so, as her Ladyship says, whichever

14 one's easier. For the record your statement has

15 a reference number, WIT-1-000000543 and we see, looking

16 to the last page, that it goes for 27 pages.

17 A. Yes.

18 Q. It's quite all right. If it's a reassurance, it's not

19 the longest, nothing like.

20 A. Okay.

21 Q. We see that you signed it on 26 November last year?

22 A. Yes.

23 Q. And the last paragraph, 100, says:

24 "I have no objection to my witness statement being

25 published as part of the evidence to the Inquiry.

1 I believe the facts stated in this witness statement are
2 true."

3 You read through the statement, it went through
4 various drafts, I would imagine?

5 A. Yes.

6 Q. Doing this remotely because of Covid?

7 A. (Witness nods).

8 Q. But it got to the stage you were content with it, hence
9 the signature?

10 A. Yes.

11 Q. Please understand, I appreciate that in your case we're
12 talking about events in the early 1990s, largely, and
13 that's a generation ago, plus, so memory, we understand,
14 can't be absolutely accurate. Don't trouble yourself
15 about that.

16 You're now 39?

17 A. Yes.

18 Q. And the years you were at Fettes, which is the focus of
19 this part of the Inquiry, were 1992 to 1994?

20 A. (Witness nods).

21 Q. And that was all in the junior school --

22 A. Yes.

23 Q. -- which was Inverleith House at that stage?

24 A. Yes.

25 Q. Looking to the statement, and we don't need to go into

1 the details of your family background, but clearly it
2 wasn't entirely straightforward as a childhood because
3 there were tensions particularly with your mother?
4 A. Yes.
5 Q. You come from Glasgow?
6 A. Yes.
7 Q. And schooling was very much with local primaries?
8 A. Yes.
9 Q. I think you mention two?
10 A. Yes.
11 Q. And it's at the end of Primary 6 that you move to
12 Fettes?
13 A. Yes.
14 Q. Which might not be seen the most obvious move from south
15 side of Glasgow state primary moving to Fettes, but that
16 was just circumstance and it was felt that that would be
17 the best thing for you?
18 A. Yes, I think I've said in my statement at the time
19 I didn't have the easiest of experiences at primary
20 school. Children in the 1980s in particular were pretty
21 observational about people's differences, and, yeah,
22 primary school was rough, home life wasn't wonderful,
23 and going to boarding school -- even at the time,
24 I remember when the process was happening about doing
25 the application forms and going and sitting exams, I sat

1 exams at a different school at Rannoch, which I'm not
2 sure is even still a school any more, and then Fettes,
3 like it all still felt a little bit like it wasn't going
4 to happen. It was like oh, this is a thing, but it
5 didn't feel real.

6 I had been reading a lot of Enid Blyton St Clares
7 and Mallory Towers books and it felt really abstract, it
8 felt like something that -- I don't know, I don't know
9 how to explain it. It didn't feel like it was really
10 going to happen until Fettes accepted me and I went at
11 the start of what they called T form, what I think other
12 schools might have called Primary 7.

13 Q. Yes. You talk about reading Enid Blyton. Did you have
14 a very enthusiastic view of what boarding school would
15 be like?

16 A. I think it's fair to say that Enid Blyton's view of what
17 boarding school was like was not necessarily reflected
18 in the reality of the thing when I got there.

19 Q. Yes. But before you got there, were you excited about
20 going?

21 A. Oh yeah.

22 Q. Because you thought this is what it's going to be like?

23 A. Yeah, yeah, and also it was a big adventure and I was
24 going to be a big girl that was going to big school by
25 myself. You know, there was a lot in it. I think that,

1 you know, even regardless of the stories of what
2 Enid Blyton portrays as being a boarding school
3 experience, there was still that element of I was going
4 away by myself. And I had been on a visit, I'd done
5 a day visit to Fettes before I actually started so
6 I knew where I was going, I knew what the school looked
7 like, I knew where the boarding house was and what that
8 looked like, I'd met some people, so in that very
9 childlike way I had already made some friends and
10 everything felt very hopeful and very exciting.

11 Q. Can I just go back briefly, because you mention this in
12 your statement later on, but you touched on it, and
13 that's the experience you had in the primary school in
14 Glasgow.

15 A. Yeah.

16 Q. And you talked about difference.

17 A. Yeah.

18 Q. And, put simply, were you bullied?

19 A. Yes.

20 Q. And was bullying, thinking back to that state primary
21 school, pretty common?

22 A. (Pause). Yes. And the reason I paused is because
23 I remember a couple of different things happening, but
24 the thing that I remember most was actually it's one of
25 the first times that I can remember my mum being really

1 defensive of me was she had gone to the school and said,
2 "This is happening, why are you not doing more to
3 protect her from what's happening in school?" and
4 I think the responses she got from the headteacher at
5 the time was part of what motivated her to sort of move
6 me away from that environment. It was just -- I had
7 buck teeth in a school in the 1980s and that was pointed
8 out to me as if I hadn't noticed every single day,
9 multiple times a day, by people that really weren't very
10 nice to me.

11 Q. No, and it was that difference that was picked on and,
12 again, if you can't remember please say so, but
13 presumably difference was what was picked on --

14 A. Yeah.

15 Q. -- for whatever reason?

16 A. Yeah. Yeah. I do -- I wonder as an adult, reflecting
17 back on that time, I think that when you are the target
18 of bullies, it's because bullies think that they've
19 identified something that gets to you and a lack of
20 resilience that allows them to keep pushing that and
21 I think that that's probably accurate for me.

22 Q. Yes. A weakness is identified and it's just picked
23 daily?

24 A. Yeah.

25 Q. You talked then of your excitement about going to Fettes

1 and, sorry, I'm interested that you say you had a day
2 visit.

3 A. Yeah.

4 Q. Did you find that helpful?

5 A. Yeah, I did. So I think, if I remember correctly, by
6 the point at which my mum had started the application
7 process for me to go to Fettes, I think I had already
8 missed the official sitting of the exams, so I sat my
9 exams on a day by myself, there wasn't anybody else
10 there. And it was after that that I came and did a day
11 visit. I'm not sure what the process would have been
12 otherwise, whether it would have been a group visit of
13 all the potential applicants. But by the time I did my
14 visit, I knew that I had been offered a place. So that
15 was really, really helpful in terms of really forming my
16 head on what to expect.

17 Q. You say in the statement that you don't actually
18 remember your first day.

19 A. Yeah, no.

20 Q. But it wouldn't have been just an absolute culture shock
21 because you'd seen what you were going into beforehand?

22 A. Yeah. I mean, it's still a culture shock, but yeah,
23 I wasn't a total -- I wasn't turning up to something
24 that I hadn't any idea of what it was going to look like
25 or feel like or where I was going to sleep or any of

1 that kind of stuff. I was aware of all that by the time
2 I turned up on the first day.

3 Q. As you said, you had made some friends already?

4 A. Yes.

5 Q. Because you knew people who were starting as well?

6 A. Yeah.

7 Q. Okay. You give very clear details, page 2 onwards,
8 about the physical location of the school and how the
9 junior school was made up, including heaven upstairs and
10 hell downstairs.

11 A. Yeah.

12 Q. In terms of the boarding experience, that was obviously
13 entirely new to you in reality, putting aside
14 Enid Blyton.

15 A. Yeah.

16 Q. Do you remember being homesick?

17 A. Yeah. Yeah, yeah. I talk about this in my statement
18 and I think it was compounded by a few different things.
19 There was -- this is, of course, in the -- as you remind
20 me, I'm quite old, so there wasn't really sort of
21 widespread use of mobile phones when I was at boarding
22 school when I was 10, 11 -- I think I turned 12 before
23 I left. There was one phone in the whole boarding house
24 for everyone who was boarding, which I think was about
25 70 of us, to either receive or to make phone calls.

1 I can remember it was -- it was on -- there was two sets
2 of stairs in the boarding house. The top -- the
3 uppermost set of stairs were nearer the entrance into
4 the school building and the other set of stairs were
5 outside of Mr Glen's flat, and the phone was plugged in
6 at that stairwell outside Mr Glen's flat and I can
7 remember sitting on the staircase waiting to try and
8 phone home, and as soon as somebody hung up, the phone
9 would ring and it would be somebody else getting a phone
10 call so it was really, really difficult to actually have
11 a phone call home, either received or made.

12 I talked to my mum after that, after the fact, after
13 I'd left -- I think again I talk in the statement about
14 writing this sort of not particularly pleasant letter
15 home demanding to know why my mum didn't care enough to
16 write to me or to phone me and we spoke about it and she
17 said she would sit every night trying to phone and
18 I pointed out that she could have better used that time
19 to perhaps put pen to paper, but that's really diverted
20 in our opinions on how communication works.

21 But I think that for me really compounded the
22 homesickness. But because of the way that the terms
23 were structured at Fettes, I was never at school for
24 more than three weeks before having either a recommended
25 weekend leave, which was when all the boarders would go

1 home -- all the boarders that could because obviously
2 there was quite a lot of international people were based
3 at the school as well -- were recommended to go home
4 that weekend, so it would be like term would start,
5 three weeks later it would be recommended weekend leave.
6 Q. 'Elizabeth', can I just ask you to maybe just try and
7 slow down a little bit. As you'll see to your left are
8 stenographers --
9 A. Sorry, I've had a lot of coffee this morning.
10 LADY SMITH: Can I just add, 'Elizabeth', everything you say
11 matters.
12 A. Thank you.
13 LADY SMITH: And I want to be able to take it in as you're
14 talking.
15 A. Of course.
16 LADY SMITH: So don't think you have to rush through it
17 because nobody's listening. I certainly am. It would
18 be helpful if we could have it a bit more slowly.
19 A. Thank you. Yes, so term would start and then three
20 weeks later, depending -- because obviously the spring
21 term was a little bit shorter, I think, than the winter
22 term, so say it was the winter term, start, three weeks
23 later would be recommended weekend leave, three weeks
24 later would be half term, I can't remember if there was
25 a second recommended weekend leave in winter term, there

1 might have been, and then it was Christmas so and we'd
2 be home there.

3 MR BROWN: So there were quite a lot of breaks where --
4 again it's a bad analogy -- you'd come up for air
5 because you're away from the school.

6 A. Yes.

7 Q. You were homesick, were other new starts homesick?

8 A. Yeah, but, you know, it wasn't even just new starts.
9 Like, we would all -- even, like, in my second year we
10 would have periods of homesickness. It waxed and waned
11 and it could be triggered by anything.

12 Q. What was done by the school to ameliorate that?

13 A. I couldn't point to one specific thing, but I definitely
14 felt that there was a sense of -- you know, there was
15 always staff around the boarding house at night. There
16 would be teaching staff from the junior school would do
17 duties in the boarding house so there was staff that you
18 could talk to and that was often my -- I can't remember
19 what the term was but, like, my pastoral care teacher
20 was quite often on duty so I could have spoken to her.
21 There was always -- there was two Australian students
22 that would come over and spend time -- they were
23 attached to the junior school. I say students, I think
24 they were, like, maybe at the end of their high school
25 experience before they started university, and they were

1 there and they were available to be spoken to if you
2 wanted to. Matron was there and she was brilliant,
3 actually, I could speak to her if I felt sort of
4 homesick and same with Jon Glen. That was just in the
5 boarding house.

6 Q. From what you're saying, there were a lot of avenues
7 that you could use, if you were happy to do so?

8 A. Yeah.

9 Q. But was that formalised? Was it explained to you that
10 you could speak to these people?

11 A. Not -- I can't -- I don't remember it being formalised
12 in that way, but I think there was a culture of openness
13 and expectation that you would if you felt that you
14 needed to. But I think there was also -- in practical
15 terms I was more likely to go to my peers and to my
16 friends and talk to them and -- you know, I think when
17 you've got 70 children and young people of about the
18 same age in a very small space, it was very often the
19 case that if one person felt homesick then the whole
20 floor was crying. It was, you know, that kind of --
21 yeah, that happened quite easily.

22 Q. Okay. You've talked about the culture of the school,
23 you probably talked to each other. You mentioned at
24 page 4, talking about the junior, senior school, there
25 really wasn't a lot of interaction. Inverleith was

1 quite distinct?

2 A. Yeah.

3 Q. You ate in the same place?

4 A. Yeah.

5 Q. But beyond that, you would be in your own world, which

6 was Inverleith?

7 A. Yeah.

8 Q. You would be looking, presumably, as you got more senior

9 in the junior school, the senior school would be looming

10 larger?

11 A. Yeah.

12 Q. Can you remember, you didn't go there obviously, but was

13 there expectation of what would happen once you got to

14 the senior school?

15 A. I think there would be more so had I stayed on, because

16 the junior school was T form, first form and second

17 form, and then you moved on to the senior school that

18 started at third form level. I left at the end of first

19 form. But when I started, like, my identification

20 number that was attached to me was related to the house

21 that I would have moved into, the boarding house I would

22 have moved into when I left Inverleith to go into the

23 senior school.

24 There wasn't maybe necessarily little formational

25 bonds there, but I understood what the pathway was for

1 me in terms of where I would end up and who would be my
2 housemaster and housemistress and who the staff were
3 that were attached to that house if that makes sense.
4 Q. Yes, and which house would you have gone to?
5 A. Arniston.
6 Q. But we know, for example, that at Fettes one of the
7 traditionally big elements was rugby?
8 A. Mm-hmm.
9 Q. That doesn't impact on you so much, but was that
10 something, for example, you were aware of in the two
11 years?
12 A. Oh yeah.
13 Q. That rugby mattered?
14 A. Yeah, yeah. Yeah. Because rugby mattered to the boys,
15 but hockey mattered to all of us.
16 Q. Yes.
17 A. So hockey, I think, just saying, I have some opinions
18 about the importance of rugby versus hockey, but yeah,
19 we were aware. It was a school that was very focused on
20 sporting achievements. It was focused on all
21 achievements, but sporting was as important as academic
22 performance and certainly in the way that I view the
23 school experience, and I remember being conscious of the
24 big boys, you know, the First XV playing rugby for the
25 school. And I also remember we went -- I think it was

1 Merchiston Castle hosted, like, some sort of tournament
2 day for the older pupils that were playing and
3 I remember going along on a weekend with the rest of the
4 boarders who wanted to go and watching the games and
5 cheering on the team and sort of being in support of
6 that.

7 But I wouldn't say -- we weren't regularly going out
8 to watch, like, the big boys and girls, but there was
9 team games at all levels. Inverleith played a lot at
10 a more junior sort of -- I guess maybe under 13 level,
11 maybe under 15s, I'm not quite sure. So it wasn't just
12 that it was just the older ones that were important.
13 Like, our matches were given as much importance as what
14 theirs were.

15 LADY SMITH: Hockey, were the girls also playing lacrosse at
16 that stage?

17 A. Yes, the girls would play hockey in the winter term and
18 then lacrosse in the spring term, I think, and then the
19 boys would play rugby in the winter term and hockey in
20 the spring term.

21 LADY SMITH: Thank you.

22 MR BROWN: But in paragraph 14 you go on to talk about the
23 ethos of the school perhaps in a general sense, both
24 junior and senior, was preparing pupils to be great
25 contributors to the world.

1 A. Yeah.

2 Q. They were obviously very proud of a Prime Minister who'd
3 been at Fettes. Was his name toted around regularly?

4 A. Yeah, I think he wasn't quite at the stage of becoming
5 Prime Minister --

6 Q. No, he wouldn't -- it was 1997 of course.

7 A. Yeah, it was a few years later, but I think he was
8 definitely working his way towards it. Yeah, they were
9 really proud of that. I remember him being name checked
10 in -- they have a -- at the end of the term, I think the
11 head boy and head girl do a sort of -- it's a song where
12 they basically lampoon current events of the last year
13 and I remember really clearly there was something in
14 there that Tony Blair and his sort of meteoric rise in
15 the Labour Party.

16 Q. You say the school was very proud of their role in not
17 just Scottish society, they definitely had a global
18 outlook?

19 A. Yeah.

20 Q. The ethos was definitely about preparing pupils for
21 greatness?

22 A. Yeah.

23 Q. Even in the junior school?

24 A. Yeah.

25 Q. What did you understand your life was to be?

1 A. Just a great contributor to the world, I think. I think
2 about -- when I think back to school in that question in
3 particular, I remember we did a week which was really
4 about -- I was -- I think the only way I can describe it
5 was like an immersion in history and it was focused
6 around about the World War, Second World War and part of
7 that was about we lived on rations for 24 hours and we
8 had to make our own sort of war time rations, which was
9 not pleasant, and we went to visit the Lady Haig Poppy
10 Factory and spoke to veterans who -- you know, at that
11 time, obviously, it was much closer to the end of the
12 World War than what we are now and there were perhaps
13 more veterans able to speak to us about what their
14 experience had been and I felt that all of that was
15 about really giving a -- if I can be very candid, a very
16 blunt insight into the real world to perhaps some
17 privileged children who might not have otherwise seen
18 those kind of elements of society as something they had
19 ever related to.

20 Q. You use the word elitist. When you're recounting the
21 expectation that pupils would be great, did you think
22 that was in some way elitist or was it just public
23 spirited?

24 A. I'm pausing on that question a little bit because
25 there's a few different things going on there. I think

1 there's my own bias, which I would say that as
2 someone -- if I can tell a little anecdote before I tell
3 this, I was talking to my mum last night about various
4 bits and pieces and I was telling her that I had
5 recently bumped into my aunt in Glasgow city centre
6 while I was with some work colleagues. I think
7 I present myself as someone that speaks well, I present
8 myself well, I had a very fancy Marks & Spencer's coat
9 on and I bumped into my wee auntie who lives in the east
10 end of Glasgow and she was chatting to me and it was so
11 lovely to see her but it was at that moment when I was
12 listening to her speak and thinking what a chasm there
13 was between her life experience and mine.

14 I think that as an adult I can reflect on that and
15 I can compartmentalise all the reasons and rationales
16 why at boarding school I felt really different and
17 I felt that there probably weren't that many people that
18 I boarded with and I went to school with whose auntie
19 lived in a tied house because her uncle was a janitor,
20 do you know what I mean?

21 Q. Mm-hmm.

22 A. So in terms of whether I thought that the approach to
23 greatness was about elitism, I think it was about
24 building on the expectations of the parents that sent
25 their children to Fettes for a purpose, which is to have

1 this brilliant education that sets their children up to
2 be contributors in whatever way, you know, to the
3 economy, to society, to the body politic.

4 Q. But we've talked already about your experience of
5 difference being the focus of abuse in your primary
6 school.

7 A. Yeah.

8 Q. You come to Fettes and you are a Glasgow child?

9 A. Mm.

10 Q. Did you feel that you were somehow different from the
11 rest at Fettes?

12 A. I didn't at first, and then something daft happened and
13 it -- it's not daft because obviously, like, 29 years
14 later I still think about it, but when I was in my
15 first -- my first dorm, I slept in the top bunk and the
16 walls were -- the other girls and I that were in the
17 room had covered the walls with, like, cards and photos
18 and, you know, whatever, things that had been sent in to
19 us, postcards and things like that, you know, just the
20 way that children and young people decorate their own
21 space and make it their own. The girl that shared the
22 bunk bed with me and slept in the bottom bunk had put
23 a card up at the end of my bed so it was at my height
24 and I don't know whether it was nosiness or whatever but
25 I happened to flick it open and read it one day and

1 there was a sentence in it that said -- I hope you don't
2 mind, I'm going to use some profanity, it said, "I hope
3 that Glasgwegian bitch isn't making your life hell any
4 more", and I -- that was a point at which I thought I'm
5 not really sure that I fit in here as well as what
6 I thought I did. It also really offended me that she
7 didn't spell Glaswegian properly. But yes, that was
8 the point, it think -- I thought until that point that
9 I belonged and that I fitted in.

10 Before I left, my mum had sat me down and was, like,
11 don't ever tell anyone that you're there on a bursary
12 because they'll judge you, and I had that in my mind and
13 so reading that card was just a whoo. I confronted the
14 person and I was, like, "What are you talking to people
15 about and why would you put that card on the wall next
16 to my bed?" We had a heated conversation and she
17 basically said that that was how she'd perceived me at
18 the start of our time sharing that dorm, it wasn't how
19 she saw me at that point, but I think the damage had
20 already been done, you know.

21 Q. If I may summarise your statement, overall it's positive
22 about Fettes?

23 A. Yeah.

24 Q. I was interested, given that you talk about being
25 bullied at the primary school in Glasgow, whether

1 difference had been abused, but overall, that aside, it
2 wasn't a big factor?

3 A. Not from other people's perception of me. My own
4 perception of me was a thing and that's different and
5 that's more difficult to qualify and to quantify. But
6 no, I have to say that actually I had a great time at
7 Fettes. Like, I felt really the settled, I felt like
8 I belonged, I felt like it was a safe place for me to be
9 who I was and to develop who I am and yeah, I would say
10 that I didn't have any other sort of peer-to-peer
11 challenges in -- not anywhere near the same way as I had
12 when I was at primary school.

13 Q. You mentioned the bursary. Was that something that
14 people were aware of? Did it matter to pupils?

15 A. I never spoke about it so I don't know. But I don't
16 recall it ever coming up in conversation -- but we were
17 young. I don't know whether later on in the school
18 there would have been a different perception of things.
19 We were only wee. We were only 10, 11, 12 in the junior
20 school, and I'm not sure that perhaps those concepts --
21 maybe I'm wrong, maybe I'm being a little bit naive but
22 I'm not conscious of those concepts ever being something
23 that other people were aware of or discussed or
24 anything.

25 Q. Going back to paragraph 14 at page 4, one of the things

1 you close with is:

2 "William Fettes set up the school with charitable
3 aims to provide education to the poor residents of
4 Edinburgh. It's interesting how little they actually
5 spent on charitable endeavours."

6 Was that something you thought at the time or is
7 that reflection later?

8 A. I think it goes back to that whole sort of piece about
9 where I came from and what my family was like and
10 I didn't see very many other people around me that
11 sounded like me or that looked like me or whose parents
12 drove a crappy car or -- you know, I didn't see an awful
13 lot of that around about me, so I think although there
14 was perhaps a hm, that's odd sense at the time, I think
15 that's definitely something more as I've grown older
16 that I've reflected on about who made up the body of the
17 school pupil population.

18 Q. Whatever or however it was made up, in junior school it
19 was not a factor that troubled you?

20 A. No.

21 Q. You've talked about a whole range of staff that you
22 could speak to, but I think you talk about Mr and
23 Mrs Glen, who are effectively the housemaster and
24 mistress, I suppose, practically?

25 A. Yeah.

1 Q. Then there was Mr Alexander, who was the head.
2 A. Yeah.
3 Q. He was more the academic side?
4 A. Yeah.
5 Q. Pastoral were the Glens. Was it discussed as pastoral
6 or is that just you using language of today?
7 A. Yeah, that's me using language of today. But I think it
8 might not have been described as such, but I think it
9 was definitely set up as such, you know, that Mr and
10 Mrs Glen are -- well, Mr Glen, actually, is the
11 housemaster and he's here if you need, but it wasn't
12 just Mr Glen either. Mrs Allan in my head was just as
13 important, and so Mr and Mrs Glen -- I'm pointing to
14 their flats and of course you don't know where I'm
15 pointing to. Mr and Mrs Glen's flat was down the
16 stairs, Mrs Allan's flat was above that, up the stairs,
17 because sometimes occasionally Mr Glen wouldn't be on
18 duty and at that point Mrs Allan would be about and
19 usually Mrs Harrison would be around about the house as
20 well. Not really so much Mr Alexander. He was around
21 the boarding house, but not frequently, not regularly.
22 Q. Okay. And from what you say at paragraph 24, the staff
23 were understanding when on occasion there would be
24 madness from the pupils who just had to let off steam?
25 A. Yeah. Yeah. They let it go so far. I think they were

1 quite good at knowing where to draw the line and I think
2 recognising the importance of just letting there be
3 a little bit of, you know, excitable energy and letting
4 that burn off before settling down for the night.

5 Q. But life was very organised?

6 A. Yeah.

7 Q. Save at weekends where there seems to have been a little
8 more looseness, if I can put it that way?

9 A. Yeah.

10 Q. As you say, and it's a one-off and you're not
11 complaining, you were left at the cinema, which seems to
12 have caused chaos?

13 A. Yeah. I think that wasn't long after I'd started,
14 actually. Yeah. I'm laughing now because I've been
15 a sort of youth group leader for a long, long time and
16 if I had left a child at a cinema now, I think I would
17 have absolutely melted and died on the spot. I think it
18 was a pretty horrendous situation for the staff. But
19 yeah.

20 Q. Although I think you describe Mr Alexander stopping the
21 bus?

22 A. He did.

23 Q. And doing all manner of things?

24 A. Which I only heard retrospectively because obviously
25 I wasn't there.

1 Q. But you were recovered?

2 A. I was recovered.

3 Q. And brought home?

4 A. Yes.

5 Q. The point wasn't missed by the staff --

6 A. Yes.

7 Q. -- what had gone wrong.

8 A. (Witness nods).

9 Q. Okay. In terms of numbers, what was the divide,

10 boys/girls?

11 A. I couldn't put an exact figure on it. I think the boys

12 had an extra dormitory or two in Inverleith at that

13 time. Although girls had been at Fettes for quite

14 a long time by the time I -- well, quite a long time

15 when you're 10 or 11. I don't think it had been that

16 long really in the grand scheme of things, maybe 10, 12

17 years since girls had been included at Fettes and

18 I think they were still in that process of building that

19 awareness up, I suppose, so that parents knew that their

20 girls were welcome at Fettes.

21 Q. We'll go on to talk about abuse in due course and

22 particular issues, but just in the round, what was the

23 relations or the status, if I can put it that way,

24 perhaps rather better, of girls as viewed by boys? Was

25 there equality?

1 A. Yeah. There's nothing that I can reflect on that would
2 be -- that would point to a problematic perception. Not
3 at the age that we were. Again, I can't speak to how
4 things were later on in the school. But yeah, I never
5 felt like I was anything other than a total equal to the
6 boys who were there.

7 Q. It's just your comment about a feminist movement
8 building because of being forced to wear pink.

9 A. Yeah, I think that was just about the jumpers. I don't
10 think that was a particularly sort of -- yeah.

11 Q. You managed to get hold of a navy hoodie which would be
12 boys wear?

13 A. Yeah.

14 Q. Did the school bat an eyelid?

15 A. No. I think by the time I'd got my blue -- but I'm not
16 really sort of a leader in that regard, I think other
17 people had already got the blue hoodie, so I was just
18 joining in.

19 Q. You talk about education enthusiastically, and for
20 example, paragraph 38, you talk about a teacher who, for
21 today's purposes, we'll call FGA Reading that
22 paragraph, she comes across as inspirational?

23 A. Yeah.

24 Q. She made come alive?

25 A. Yeah. I loved her. I thought she was an absolute

1 wonderful teacher.

2 Q. How did others view her, was she strict?

3 A. Really strict. And she's probably -- probably the

4 teacher actually, if I think about it, who I would

5 really have given anything not to cross. She was

6 probably -- I saw her lose her temper a couple of times,

7 and only a couple of times, and that was enough. She

8 was one of those people that I think when she was sort

9 of low level unhappy got very low and very quiet, and

10 when she was, like, big time unhappy, just -- she was

11 tiny, she was a really, really small woman, even me at

12 10 or 11 thought she was tiny, so I imagine that she is

13 actually quite petite, but she was a presence and so

14 when she was angry she was angry and it was really

15 scary. I was never the subject of the anger, but

16 I could imagine, having seen her being angry, like, that

17 would have been a really, really terrifying and

18 intimidating thing.

19 Q. Do you think she went too far in anger?

20 A. That's a really difficult question because I think

21 there's two elements that immediately come to my mind.

22 There are -- by today's current standards, do I think

23 she went too far? Yeah. I don't think that that level

24 of screaming at a child of that age would be accepted.

25 At that time, was that unusual? I'm not so sure that it

1 would have been perceived as such.

2 I should also say, I suppose, at this point that

3 I grew up with my mum, whose dad was a police officer

4 and had very firm perceptions of whose fault it was if

5 I got into trouble, and it was not the teacher's fault,

6 to be very clear about that. I don't know that I could

7 make a definitive judgement on whether she went too far,

8 but all I know is that seeing it as a bystander was not

9 something that I would particularly care to see again.

10 Q. Okay. I think we all have experience of our school

11 lives, there were teachers you would positively like,

12 perhaps because they're a bit soft.

13 A. Yeah, she --

14 Q. Or there are teachers you wouldn't cross, as you're

15 describing FGA

16 A. Yeah.

17 Q. But so far as you were concerned, these were not

18 experiences you had personally because you didn't

19 provoke, perhaps --

20 A. No. The things is -- so I think that's fair but I think

21 I wouldn't necessarily say that she fell down one side

22 of that more than the other. I can remember coming in

23 from games one day and I -- when I get cold, I get

24 really cold and I remember coming in and it was

25 absolutely freezing outside and my hands were so cold

1 I couldn't open the door to get into the changing room
2 and all of the other girls were all in the same kind of
3 boat, hands were blue, we were absolutely frozen and
4 I needed somebody to help and there was no other adults
5 about and I remember I went up the stairs -- when you
6 come in the door to go outside, there was like a big
7 fancy set of stairs and that took you up to her
8 classroom and I remember just looking for an adult
9 upstairs with my outside boots on, which was a no-no as
10 well, but to look for her and she was there and I was
11 like, oh my God, we're so cold and our hands are blue
12 and I remember her just kind of looking at me and being
13 like, okay, and that kind of nodding, accepting there is
14 a thing here that I need to deal with. I didn't know at
15 the time, I didn't know until later actually that she
16 had been the housemistress before the Glens had taken
17 over, and I guess that for me maybe reflects a little
18 bit of that pastoral care that perhaps she gave when she
19 was the housemistress.

20 I don't actually remember what she did, but
21 I remember her just acknowledging that we were all very,
22 very cold and seeking to try and help us do something
23 about that.

24 Q. So she was practical and sorted it?

25 A. I think so, yeah.

1 Q. You were there for two years and you've talked about
2 this T class and then first and second and then you go
3 on in third to the senior school. There would be
4 a hierarchy within the junior school of prefects and
5 seniors, but in junior school terms. How was the
6 relationship there as between the older supervising
7 pupils, prefects, and the juniors?

8 A. I don't really remember. When I say I don't really
9 remember, I mean, like, I don't really remember them
10 doing anything, not that there was any particular
11 hierarchy. Like, to the point where I was a little bit
12 like what's the purpose, what's the point of being
13 a head girl or head boy or prefect, what do you do?
14 They didn't really -- there was no hierarchy or anything
15 like that. I didn't really understand what the role
16 involved, to be honest.

17 Q. Okay. But you mention, and the name doesn't matter,
18 obviously, you remember a particular girl who was in
19 second form when you were in T form. She was a prefect?

20 A. Yeah.

21 Q. And did you look up to her?

22 A. Yeah. She was a boarder, so I think I knew her more
23 than perhaps I might have known some of the day pupils
24 that were in prefect roles. And that's -- so although
25 I know she was in that prefect role, that's not -- in my

1 memory, that's not what was important about her. It
2 was -- she was just lovely. She was just riotous good
3 fun.

4 Q. I think you mention the fact her father was [REDACTED]
5 and there was a day out which was good fun too?

6 A. Yeah. Can you imagine having 70 kids rock up at your
7 house? It was wonderful. It was a lovely, lovely day.

8 Q. So you remember that girl with affection?

9 A. Yeah.

10 Q. In terms of the issues you've talked about, FGA being
11 verbally loud.

12 A. Mm.

13 Q. You talk about discipline as between teachers, there was
14 no physical --

15 A. No. Not that I ever saw.

16 Q. No. By that stage, physical punishment would have
17 been --

18 A. Yeah, illegal by then.

19 Q. Again thinking back, had you ever experienced physical
20 punishment in your primary school? Was that still --

21 A. It wasn't legal at the time and actually there was
22 one -- a teacher in our -- who was the Primary 7
23 teacher, was always the Primary 7 teacher in primary
24 school. We were doing a stage school, I think we were
25 doing Scrooge, I can't remember what year I was in,

1 maybe Primary 5 or 6, I'm not sure, but loads of people
2 had called off sick at very short notice and they had
3 booked a local church which had its own stage and it was
4 set up to be a theatre of sorts and I was in the wings
5 waiting to go on, I was one of the -- I don't know,
6 dancing children, I was waiting in a queue of people and
7 I was talking to the girl in front of me and I had no
8 idea, I'd never done something like this before and
9 obviously I was being a bit too loud and this teacher
10 came up and she absolutely walloped me on my backside.
11 Again, I didn't tell my mum because if I'd told my mum
12 she would have been, like, "Well, what did you do that
13 a teacher had to hit you in the first place?" So I kind
14 of left it. But that's the only time that I can
15 remember anything like that.

16 Q. Okay. Returning to Fettes, though, you have a small
17 school, there would be tensions at times --

18 A. Oh yeah.

19 Q. -- as between pupils, but you didn't have the bullying
20 experience you'd had at a state school, can we take it
21 at times there would be fallouts, there would be petty
22 jealousies?

23 A. Yeah.

24 Q. More between girls or were boys no different?

25 A. Do you know, when you say that, I just have this memory

1 of, like, there being a cluster of boys in headlocks
2 down the stairs in one of the corridors in the boarding
3 house. That I remember once and I'm guessing that was
4 just again one of those testosterone-fuelled spats.
5 I don't remember anything particularly long-lasting
6 coming out of it. I think it was just dealt with and
7 folk were sent off to calm down and cool down and get
8 themselves together and regroup and resolve whatever had
9 happened. You couldn't have things lasting for days
10 upon days in a boarding house. It just would have
11 completely changed the culture and the ethos and how
12 comfortable people felt around about there, so that kind
13 of stuff was really -- I say it wasn't really tolerated.
14 Yeah, it wasn't tolerated.

15 Q. By staff as well as pupils?

16 A. I think probably by pupils as much as by staff. I think
17 there was a real culture of intervening if people were
18 being unreasonable. Not in an interfering way but in
19 a sort of, "Get yourself together, this is not a big
20 deal, you're overreacting, calm down, cool off and then
21 resolve this".

22 Q. One other aspect, and we'll come back to this, as I say,
23 when we get to the abuse part of your statement, but you
24 talk about numbers of international students.

25 A. Yeah.

1 Q. Was that something, presumably as distinct from
2 a primary school in Glasgow, that was different or was
3 it --

4 A. Yeah. Yeah. I mean, at my primary school in Glasgow,
5 there were a lot of pupils there who came from Asian
6 backgrounds, a lot of Pakistani and Indian families and
7 quite a few Chinese families and that felt like that's
8 what I'd grown up with, that was the build of my little
9 community, that felt normal. Not to say that it
10 wouldn't be normal in other circumstances, but Fettes
11 was just a whole other ball game. It wasn't just that
12 there was loads of people there who came from abroad, it
13 was, like, so many of them didn't speak English when
14 they arrived and my perception was that Fettes did a lot
15 to show them up so they could build their English skills
16 really, really quickly, because they did, but yeah, it
17 was a really different environment from what I'd
18 experienced in my primary school.

19 Q. You talk about this in the context of faith.

20 A. Yeah.

21 Q. Obviously we read that there was, to use your words,
22 a hefty focus on Christianity, paragraph 43, page 11.

23 A. Yeah.

24 Q. But you wonder whether there was adequate inclusion
25 for --

1 A. Yeah.

2 Q. -- children of other faiths or other countries.

3 A. Yeah.

4 Q. Again, is that hindsight, reflecting back?

5 A. No. I remember thinking that at the time, actually.

6 I think because when I was at my primary school we had

7 done a lot right the way through my school about Eid and

8 I remember that being something that was really

9 important twice a year for my friends that were in my

10 class and the rest of the school who were Muslim and

11 I don't remember that being something that we explored

12 at Fettes in that same celebratory way. I think in my

13 statement I think the thing that I kind of reflected was

14 was it was not there because there weren't Muslim pupils

15 or were there not Muslim pupils because the provision

16 for their cultural and religious needs wasn't there.

17 I don't know the answer to that.

18 Q. But I'm interested, because this will be relevant later

19 on in terms of language skills, children were turning up

20 who simply couldn't speak English?

21 A. Yeah.

22 Q. And you say positively about the school they tried to do

23 something about that?

24 A. I mean, I say positively that they tried to do something

25 about it but I think it was also still a decision by the

1 school to recruit students coming from an international
2 background with no English skills and knowing that they
3 had no English skills.

4 Q. That's what I was going to ask about. You have children
5 who arrive and some literally could not speak English?

6 A. Yeah.

7 Q. How did they make do?

8 A. I honestly don't know. I honestly don't know. And
9 I think we'll talk later about 'Martin'.

10 Q. Yes.

11 A. But he's one in particular who I can remember who had
12 absolutely no English skills whatsoever, who I think was
13 a bit of a character and I think would have been a bit
14 of a character regardless of whether he spoke the local
15 language or whether somebody in our school spoke his
16 language. But yeah, I remember that, when he joined.
17 I can remember Mr Glen just being, like, "I need you to
18 get out of your bed right now", I happened to walk down
19 the corridor as he was trying to get him ready for
20 school one day and I can't imagine how much of
21 a challenge that must have been on both sides.

22 Q. Okay. It's, from what you say, quite a tight-knit
23 community. There are some day pupils but there's a core
24 of boarders and that's who you would be living with day
25 in and day out, classroom and then obviously in the

1 house.

2 A. Mm.

3 Q. And if you can say it in a word, how would you describe

4 the house ethos?

5 A. I'm not known for brevity. Warm, I think. Collegiate

6 isn't the right word, but it felt like a family. Like,

7 just an extremely large family with very different life

8 experiences.

9 Q. Was it a family where everyone would know what everyone

10 else was doing and what was going on?

11 A. Maybe within your own dormitory or your own friendship

12 groups, maybe. But there might be sort of girls, like

13 boarders, who weren't in my dorm who I may not speak to

14 on a week-by-week basis. They'd be around, they'd be in

15 the same sort of space but not necessarily, deliberately

16 or otherwise, crossing paths. So my sense was we

17 weren't close, but not uncomfortably so. Not -- yeah.

18 Q. You've just talked about the warmth of the junior

19 school, but then focused on your dormitory. One of the

20 things you talk about at paragraph 68 is bed-wetting,

21 which is something you hadn't experienced before, but

22 did a little at Fettes?

23 A. Yeah.

24 Q. You talk about the way that that was resolved by matron

25 and Mrs Glen.

1 A. Mm.

2 Q. And it seems to have been kind and practical?

3 A. (Witness nods).

4 Q. Were your dorm mates in any sense taking advantage of

5 that?

6 A. No, not at all. Like, so the thing is even though --

7 I don't even remember having a conversation with them

8 about it but they would have known because our laundry

9 was obviously sent out and then sent back in, so

10 whenever we changed our beds, which I think was like --

11 I think it was once a fortnight we changed our beds,

12 everyone had the same duvet cover, everyone had the same

13 pillow cases because they all came in en masse together.

14 So on the occasions where I wet the beds, there wasn't

15 a spare set of that same type, so my bedding would have

16 overnight changed, they would have woken up -- would

17 probably have seen the bed being stripped to be fair and

18 then it's been made up again but with different covers

19 on it. So I'm sure they would have known and nobody

20 ever said anything to me about it in a way that would

21 have made me feel anything other than this has happened.

22 None of my peers ever said anything about it. And

23 Mrs Allan and Mrs Glen were really lovely about it.

24 I wouldn't have expected anything otherwise, to be

25 honest.

1 Q. No. Okay. You'll be aware, because you talk about this
2 in your statement at page 21, paragraph 83, police
3 contact.
4 A. Yeah.
5 Q. This is in relation to a swimming teacher.
6 A. Mm-hmm.
7 Q. Bill Stein.
8 A. Mm-hmm.
9 Q. Your experience of him is that, just reading it:
10 "He was my swimming teacher and I only ever remember
11 him being super passionate about his sport. I am not
12 making a judgement call on other people's experiences
13 ... I always found him really supportive and kind.
14 I couldn't swim when I went to Fettes but I quickly
15 learned because he was a patient teacher. I have vague
16 recollections of him coming into the changing rooms,
17 which were cubicles, after lessons but it felt like
18 a dad coming in making sure you had your clothes on.
19 I think this was when we were half way dressed and
20 getting our stuff together to leave."
21 Did you feel that in any way inappropriate at the
22 time?
23 A. No. But again I would say I was 10, 11, maybe 12.
24 Q. Yeah.
25 A. I think if I had been a couple of years older, that

1 would have been a different response.

2 Q. Yes. But he was a patient teacher. We've heard that
3 perhaps on land he wasn't the most elegant of people,
4 but in the water he's been described as he could swim
5 well.

6 A. Yeah. He talked a lot about having swum the Channel
7 many times, and, like, I definitely got the impression
8 that -- I was obviously never going to swim the Channel,
9 but he was like, "When you go to swim the Channel, this
10 is what you're going to need to know", bolstering us to
11 develop our own skill-set. I really enjoyed swimming,
12 it's something that I still enjoy now as an adult, and
13 I absolutely think that was because I had the
14 environment and the space to be able to explore that and
15 to do that.

16 I think I've mentioned in my statement on Wednesdays
17 we had, like, a block of periods where you could pick
18 out an elective activity to do and quite often I would
19 pick swimming in addition to the swimming that I would
20 do once a week as part of my curriculum because I just
21 really enjoyed it.

22 So I was -- I think I was already aware that there
23 were allegations around about him before the police
24 phoned, but it just -- it just wasn't my experience.

25 Q. I think we're aware that there was a lot in the press

1 later on in the 1990s.

2 A. Yeah.

3 Q. Were you aware of that, do you remember?

4 A. Not at the time, no. Not until as it got closer to the

5 time when the police phoned me, I wasn't aware of it in

6 the papers at the time.

7 Q. All right. Do you remember there being any tensions

8 when you were at school involving him?

9 A. No. Not at all.

10 Q. We've heard evidence from two girls, who for our

11 purposes we're calling 'Claire' and 'Betty', who have

12 expressed concern about the way they were treated by

13 him. Do you remember that? Because I think there was

14 some overlap between you being there, they would have

15 been senior girls to you?

16 A. Yeah. So I at the time wasn't -- I am aware now, but

17 I wasn't aware at the time.

18 Q. There weren't tensions from your day-to-day experience

19 within the school?

20 A. Not that I remember seeing, no.

21 Q. All right. Do you remember complaints when you were at

22 school about anyone else, at governor level, for

23 example?

24 A. No. No. But I think the -- so in my head, and I know

25 this isn't right, but in my head governors of the school

1 sat with the headmaster of the school and other big
2 schoolteachers over there in this box, in this space
3 that was not at all relevant to -- to my experience at
4 Inverleith. Like, we just -- those were people that
5 didn't interact with us, I didn't really know what they
6 did. I knew they existed, but I can't remember having
7 met any of the school governors. I don't even think
8 I actually met the headteacher in person. So, no, that
9 just seems completely outside of my realm.

10 Q. Okay. Just to close this off, you talked about police
11 contact because I think in 2015, as part of an enquiry,
12 you were contacted by the police --

13 A. Yeah.

14 Q. -- to ask about your experience.

15 A. (Witness nods).

16 Q. Was that handled well, do you think?

17 A. Oh, no. No, it wasn't. I at the time had a really
18 intense, really high profile job and my husband was
19 driving me into Glasgow city centre to get the train to
20 London, I think -- going on the train somewhere, that's
21 all I remember, and I was in the car and my kids were in
22 the back of the car listening to some awful, like, Baby
23 Shark type music and I remember being really stressed by
24 that. I always got a little bit nervous before I was
25 going away anyway because leaving many children in the

1 hands of my lovely but not necessarily the greatest cook
2 in the world partner was something that I was quite
3 stressed by. And the phone went, my mobile phone went
4 and it was as anonymous number and I answered the phone
5 and they were, like, "Hello, this is the police at
6 Fettes", which straightaway I was like, "Fettes has got
7 a police force now?" and I think it was the police
8 station, was where they were based. And they were like,
9 "We're phoning you about historical abuse" and I was
10 like, "Oh my God, I can't talk to you right now because
11 I have in the car with my children" and it felt like
12 a really blunt conversation completely out of the blue.
13 I had no idea how they got my phone number, why they'd
14 phoned me, why they were phoning me at that time of the
15 day while I was in the car driving my children -- well,
16 I wasn't driving, my husband was, but, you know, it
17 was -- I don't know, it -- it wasn't how I've seen it
18 handled in The Bill, put it that way, which felt a lot
19 more sensitive.

20 So at that point I just said, "I can't talk to you
21 right now, phone me back literally any other time than
22 now", and they phoned back at a later date and sort of
23 asked me whether there was anything at the time and they
24 specifically name checked Bill Stein, was there anything
25 that I had to share with them and I said at the time no.

1 But after that I'd messaged Jon Glen, because we were
2 still in touch and I was like, "Just so you know, I've
3 just had this phone call" and then he told me he had
4 given them my details because he remembered that
5 swimming was something that I was really into and he had
6 joined dots up that didn't quite form the full picture.

7 Q. When they phoned the first time, on the car journey to
8 the train station, that's obviously a bad memory?

9 A. Yeah, it was really unsettling. Like, I think it was
10 really unsettling -- we'll obviously come on to talk
11 about things later on but I hadn't really given any of
12 that any thought whatsoever, and then this phone call
13 came out of the blue and that was really, I think, the
14 start of me thinking and reflecting back about some of
15 my experiences at Fettes.

16 Q. Just to be clear, though, that first phone call, it was
17 cut short because it was, from your perspective, wholly
18 inappropriate.

19 A. Yeah.

20 Q. Did you end the call having any idea what they were
21 actually phoning about?

22 A. So ... (Pause). Honestly, I can't remember. I think
23 I was so shocked by the phone call I just wanted to get
24 these people off the phone.

25 Q. Yeah.

1 A. By the time I had concluded my conversations with them,
2 I knew what they were phoning about, but I can't
3 remember if it was in the first phone call or the
4 second. The second phone call, I have to say, didn't
5 last a huge amount longer.

6 Q. Because the short answer was: no?

7 A. No, yeah.

8 Q. And I think having said no, you had nothing to report,
9 is that where it ended?

10 A. As far as I'm aware, yeah. I've never heard back from
11 them since.

12 Q. There was no formal statement?

13 A. No.

14 Q. Thank you. But let's talk about the things that you
15 then went on to reflect about, I think, because of that
16 experience; is that correct?

17 A. I wouldn't say that was the only experience. I think
18 that started some cogs turning and then when I saw the
19 decision by the Inquiry to start looking into boarding
20 schools, that really prompted things along a little bit
21 more and actually even at the point where I phoned for
22 the first time and spoke to somebody at the Inquiry
23 I still wasn't really sure whether what I had to say was
24 what was being looked at here, whether it was important
25 or relevant. But I think that was probably the wee

1 spark that started the thinking.

2 Q. You say in page 19 paragraph 77:

3 "From my perspective and my interaction, broadly

4 speaking, I don't think there was anything that could be

5 termed as abusive behaviour between staff and pupils."

6 A. Yeah.

7 Q. But then you go on to say:

8 "There was inappropriate behaviour between peers.

9 There was definitely situations where there was

10 inter-peer behaviours and sexual exploration between

11 young people. Looking back now I think this was at

12 a younger age than might have happened outside of that

13 school environment."

14 A. Yeah.

15 Q. Before we go on to talk about your experience, we've

16 heard evidence from someone else who was at Inverleith

17 who described it that there was a sexualised atmosphere.

18 A. Yeah.

19 Q. Does that ring true?

20 A. Yeah, I would say so.

21 Q. Can you explain what you mean by that?

22 A. Yeah. So I think in my statement I talk about one of

23 the rooms that had a stereo and a pool table, and when

24 I think of that -- in my mind when I go back and think

25 about that space and I'm transported back to that time,

1 the pool table's in the middle of the room, the stereo's
2 in the corner and there's just pupils around that are
3 boyfriend/girlfriend, that are cuddling, kissing, that
4 are -- you know, but were 10 or 11, and it felt like
5 very -- very adult behaviours for very young people.
6 I think it's fair to say that we were in that space
7 ourselves. There were adults around, but they weren't
8 in that room with us at that time and I'm not sure that
9 those behaviours would have been demonstrated in that
10 way if there had been -- like if Mr Glen or Mrs Allan
11 had been around. But that's one example. And I felt
12 there was a lot of discussion about boyfriends and
13 girlfriends at an age where I reflect back now and
14 I look at my own children who are not far away from that
15 age and stage and think you're interested in none of
16 that kind of stuff and yet you're the same age as I was
17 when people were talking in those kind of terms and
18 phrases and manners and behaving in those kind of ways.
19 Q. You were there for two years, T and first year.
20 A. Mm.
21 Q. Was that something you were aware of when you were in T
22 class?
23 A. Yes.
24 Q. But you were looking presumably at older pupils or was
25 it your year you're talking about?

1 A. Not so much my year, no, it was older pupils. So the --
2 I can't remember her pseudonym name but the pupil we
3 talked about earlier on who was a prefect, she was
4 someone who had a boyfriend who is now apparently
5 an [REDACTED] but they were
6 boyfriend and girlfriend and I remember that really
7 clearly as being, like, a relationship that lasted for
8 a long time. It wasn't the only one.
9 Q. She would be in her final year, I think, at that stage?
10 A. In second form.
11 Q. She would be second year about to go into --
12 A. Into third form, yeah, so she'd have been 12, maybe 13.
13 Q. Moving across to the senior school.
14 A. Yeah.
15 Q. And was there a social pressure to have
16 a boyfriend/girlfriend?
17 A. I'm not sure that for my age and stage that there was.
18 I suspect that by the time I got to second form, if
19 I reflect on what I was seeing the second form pupils
20 when I was in T form behaving like, then possibly. But
21 there was this really weird thing, I don't really know
22 how to explain it. When I started T form, the second
23 form pupils seemed very big boys and girls who were very
24 far away from me. When I moved into first form, the
25 second form pupils who'd be in first form when I was in

1 T form did not feel that they were the very big boys and
2 girls. I appreciate that will have been because we were
3 much closer and I had two years boarding and living
4 alongside them whereas one year living alongside the
5 second formers, but in my head there's that kind of
6 interesting sort of, I don't know, perception I suppose
7 of maturity, which was that the second formers when
8 I joined seemed a lot more mature and grown up than what
9 I think the following year did.

10 Q. Presumably you've grown up and matured a little bit in
11 the ensuing --

12 A. Apparently. Theoretically, yeah.

13 Q. But, and we come back to a pupil from abroad, and as you
14 know we'll call him 'Martin'.

15 A. Yeah.

16 Q. And you had experience of this sexualised behaviour with
17 'Martin'.

18 A. (Witness nods).

19 Q. Just to be clear, what age were you? Which year are we
20 talking about?

21 A. I'd have been in first form.

22 Q. So in your second year at the school?

23 A. Yeah.

24 Q. And had 'Martin' joined that year or had he been with
25 you in T?

1 A. No, he joined in T, but I think he came later, like
2 maybe at the start of the spring or even the summer
3 term.
4 Q. Thank you. Looking at paragraph 80, when he started he
5 literally could not speak English?
6 A. No.
7 Q. In fact, he's joined by two other boys from his country
8 in Eastern Europe?
9 A. Yeah.
10 Q. Who are in a similar boat?
11 A. Yeah.
12 Q. Neither of them could speak --
13 A. (Witness shakes head). No. By the time they joined,
14 his English was advanced -- well, compared to where he
15 was when he started. It still wasn't sort of stellar,
16 but he was able to communicate, make himself understood,
17 be understood by his peers, but they couldn't.
18 Q. So he was used as an unofficial interpreter, it looks
19 like from what you say in the statement.
20 A. Yeah. It felt like more than that, though. It felt
21 like more than just -- it felt like -- it felt like he
22 was being bullied by them, because they were older and
23 they were -- they were massive compared to him. He was
24 always quite small anyway, but they were really, really
25 big and tall, looked more grown up. My perception at

1 the time was actually that they were older and had
2 perhaps been put into the second form rather than going
3 into the senior school. That's not based on anything
4 other than they were massive.

5 But yeah, I think I reflected that -- I hope
6 I reflected that well enough in my statement, that it
7 felt more than just he was being used as an interpreter.
8 It felt like he was a little bit of -- I don't know.
9 They had power over him and they used that and
10 manipulated him a little bit.

11 Q. And that led to association with you because, going back
12 to paragraph 79, 'Martin' clearly viewed, in the culture
13 that was Fettes then, or your culture, that you and he
14 would be boyfriend/girlfriend?

15 A. Yeah.

16 Q. Was that something that he decided with no input with
17 you?

18 A. No. It never got to, like, boyfriend/girlfriend stage,
19 but that's because of what happened subsequently,
20 I think. We were just young and wee kids that were like
21 I like you and I think you like me and let's see what
22 happens next, you know? But yeah. But then ...
23 obviously I talk in the statement that that went a lot
24 further than I think at the time I was ready for or that
25 I was happy with.

1 Q. Yes.

2 A. And I think -- I've thought a lot -- I thought --

3 I found it really, really difficult doing this

4 statement, to be honest. I've never said these words

5 out loud to anyone, ever. Like, even -- I have family

6 members that know that I'm here. They still don't know

7 why I'm here or what I'm here to say.

8 What I found really, really difficult, and I said in

9 the statement, was that I thought that people might

10 reflect on that situation as being part of normal sexual

11 exploration between young people and I think the factor

12 that I didn't give enough weight to was consent. And

13 I didn't consent.

14 Q. No. But you say yourself, and this is presumably

15 reflecting your age, you didn't really understand how to

16 set any boundaries.

17 A. No.

18 Q. It was happening for you too soon.

19 A. Yeah.

20 Q. Were you equipped to deal with it because of your age?

21 A. No, not at all. Again, I say in my statement, like,

22 I have literally never said these words out loud to

23 anybody because there was a massive sense of shame

24 because I felt dirty, I felt complicit. Like, that

25 thing was done to me, but it was done to me on my body

1 where I should not be having anybody touch me, and ...
2 yeah. And I never told anyone.

3 Q. And I think, returning to the other two older boys, it
4 would appear, reading short, they took advantage of
5 'Martin' and engineered a situation where they could do
6 things to you inappropriately?

7 A. I think about this a lot and I wonder sometimes whether
8 my fondness for 'Martin' clouds my judgement and my
9 perception on this. My perception is they were treating
10 him very badly and that that situation arose ... I --
11 yeah. I wonder sometimes whether he had been, like, if
12 you let me away, I've got something else you can do.

13 Q. Yes.

14 A. I probably give him a lot more leeway on that than
15 perhaps he deserves. But again, we were so young.

16 Q. We don't need to go into the details of what happened,
17 you've done that already. But in terms of your
18 experiences with 'Martin' and then the other two boys,
19 were the two boys, was that just one occasion or was it
20 more than one occasion?

21 A. No, it was more than one occasion. They knew where to
22 find me. I said in the statement when you went into the
23 front door of the junior school, the school side, you
24 went in and then on the right-hand side there was a room
25 and it was, like, a piano and sort of a whole range of

1 discarded musical instruments and I had been doing
2 an instrument lesson when I was in T form but I think
3 I didn't really like the structure of somebody else
4 telling me what to do, I just wanted to faff about and
5 work it out for myself. So that room, I loved just
6 going in there and frittering about with the piano or
7 playing with the violin. Other pupils did as well. But
8 that's where I would be if I had nothing else to do or
9 if it was break or -- and they -- they knew where to
10 find me. So ...

11 Q. Do you think any of your peers, thinking of your dorm
12 mates, were aware of what was happening?

13 A. No. I remember -- I remember really clearly sitting in
14 that room and hoping somebody would come in. I can
15 still -- I can see myself standing beside the piano
16 looking at the big massive door and just being like:
17 please somebody turn the handle. But nobody ever did.
18 And I didn't tell anybody and I don't think anybody in
19 my dorm would have known.

20 Q. You talk very clearly about not telling people, feeling
21 mortified, and explain why. And that's against
22 a background of the rest of your statement being very
23 positive and, from what you've been saying today, quite
24 an open culture where people in a sense looked out for
25 one another, but this was secret and stayed secret?

1 A. Yeah.

2 Q. Trespassing into perhaps hopes for the Inquiry and what
3 might change, but thinking back to this in particular,
4 and with the benefit of experience and knowledge and
5 insight, what do you think the school could have done to
6 help you in that situation?

7 A. Yeah, I gave that a lot of thought and I'm really happy
8 with the way that I've framed that in my statement. So
9 I don't remember my first day, but I remember being
10 bombarded with information: here's your dorm, here's
11 where you go to have a shower, here's where you go to
12 clean your shoes, this is the routine that you're going
13 to follow, there's where you go to get your food, here's
14 where your classes are, now you're not going to have one
15 classroom with one teacher, you're going to have to go
16 all over the school, over here for biology and over here
17 for swimming and over here for art, and stay here for
18 this subject, it was a lot. And I don't remember,
19 I don't believe that it happened, but I don't remember
20 there ever being a conversation about body autonomy,
21 about what to do if you started your period, about
22 consent, about signs of abuse, about healthy, nurturing
23 relationships between peers or between children and
24 adults.

25 I'm mindful that this was the early 1990s. There'd

1 been at least three different Acts passed around about
2 children since I was at Fettes. I think that the
3 culture around child protection and about sex and
4 relationship education has moved on substantially, so
5 I don't know what the practice is now, but I think at
6 the time somebody should have told us about
7 relationships and about appropriate boundaries and how
8 to set appropriate boundaries and about -- I reflect
9 back on it and God, I'm nearly 40 and I've still not
10 told my husband what happened because I'm still
11 embarrassed, I still feel that this is something to be
12 ashamed of. And I know, like, logical brain, I know
13 it's not, I know it wasn't my fault, I know there are
14 avenues I can seek to talk this through and do not feel
15 that that's something I'm ready to do even now. And
16 I wonder how much of my perceptions now would have been
17 transformed if we'd had that culture. Not just
18 a one-off on your first weekend, being like, "Here's
19 what to do if this happens", but an ongoing reminder and
20 education, particularly for boarders, but for all young
21 people, that talks about, like, keeping yourself safe
22 and in the worst case scenarios where something's
23 happened, the roads that you can take if you need to
24 speak to somebody about what's happened.

25 Q. Thank you very much.

1 A. Thank you.

2 Q. You obviously stayed only two years in Fettes, and the
3 details of why and how you moved on are fully covered in
4 the statement. But you talk about going on to another
5 school in Glasgow, which was a day school. Was there,
6 just out of interest, because you talked about a number
7 of Acts, and we know that the world began to change
8 perhaps in the mid-1990s, speaking loosely --

9 A. Mm-hmm.

10 Q. -- which would be at the time you were at the day
11 school. Do you remember any of the things that were
12 lacking in terms of Fettes, as you've just said so
13 clearly, beginning to become commonplace in the next
14 school?

15 A. In some ways. Like, I definitely remember doing, like,
16 sex education. I have horribly vivid recollections of
17 putting a condom on a banana, so theoretically I know
18 how those work. But again, even at that, that was
19 a very mechanical explanation of how sex works and
20 wasn't -- but again, I'm mindful that I was also grown
21 up in that period where section 28 was still in place
22 and so teachers weren't able to talk to us about LGBT
23 identities or relationships. It was -- but I say that
24 but I'm reflecting back and I wonder -- because I think
25 I would have done sex education in second form at Fettes

1 and I'd left before it had got to that point, but at
2 that point it was too late.

3 Q. Yes.

4 A. So, yeah. But to reflect sort of more widely on your
5 question, it's not specifically about issues around
6 about Fettes, but I think some of my statement around
7 about paragraph 87 sort of talks about other ways in
8 which perhaps legislation and practice would have
9 been -- should have been more helpful and supportive
10 than what it was. I ended up in the homeless system in
11 the middle of my exams in S5. That would never happen
12 now. Well, in theory it would never happen now, it
13 should never happen. So it was just a very different
14 time.

15 Q. Indeed. But obviously you talk about -- sorry, hurdles
16 doesn't come close, that you had to overcome and did
17 overcome.

18 A. (Witness nods).

19 Q. But moving on to the impact and the difficulty,
20 I suppose, talking about impact so far as Fettes is
21 concerned, there's an awful lot of impact from an awful
22 lot of sources, is that fair?

23 A. Yeah.

24 Q. So is it difficult to really attribute impact
25 particularly, apart from the experiences of 'Martin', to

1 Fettes?

2 A. I think someone at -- when I did the statement, I said
3 that it didn't have a negative impact on my life, but
4 neither did it have a massive positive impact on my
5 life. And I think, looking at longer term outcomes,
6 I think that's probably right. But when I was there,
7 apart from what happened in that very specific
8 circumstance, like I think that was probably the most
9 stable, secure two years of my childhood. I really felt
10 like I was able to be myself there and to explore the
11 things that were important to me and to grow and to
12 develop and all of those good things that a good,
13 positive education setting should facilitate.

14 So I don't know if that answers your question.

15 Q. Perhaps like the rest of life, things are never black
16 and white, but so far as Fettes is concerned, it was
17 a good, stable period?

18 A. Yeah.

19 Q. But nonetheless, it lacked, and it lacked significantly,
20 in that one area.

21 A. Yeah.

22 Q. Which had significant impact on you.

23 A. (Witness nods). Yeah.

24 Q. We've talked about what you think should have been in
25 place and that's obviously something you would hope is

1 in place now, and obviously we will hear evidence about
2 that from Fettes and have already done so. Given your
3 knowledge, are there other things that you would wish
4 the Inquiry to be aware of in terms of looking after
5 children looking ahead?

6 A. (Witness nods). I think -- so I feel like what I said
7 in my statement from paragraphs 95 onwards is a really
8 good reflection of what I hope for the Inquiry.

9 I think what I would add is at paragraph 93 in the
10 process of giving my statement I was prompted to answer
11 the question about whether I had ever seen my records
12 and I hadn't at the time that we did the statement, but
13 of course prompted that thinking, got the old cogs
14 turning and I asked for my records. And I was really
15 disappointed at how little there was. And I appreciate
16 that there are big conversations happening more broadly
17 in the world about data retention and GDPR compliance
18 and all of that legislative piece and that's not
19 something that I have the expertise to be able to
20 answer.

21 But I think for me, I was hoping that my records
22 would have illuminated a little bit what my life was
23 like on a day-to-day basis. Maybe not necessarily
24 a diary of what I was up to or what I was eating or
25 anything like that, but I have a really clear memory of

1 walking down through the corridor in the boarding house
2 and on the walls we had all these A4 clip frames that
3 were just rammed full of photos. Any time Gleny had his
4 camera out, there was photos and they were put up on the
5 wall. I remember going to Auchingarrich wildlife park
6 and I remember really clearly there was a photo of me
7 holding a wee baby chick with my blue hoodie on, not the
8 pink one, up on the wall. I kind of thought that some
9 of that stuff might have been in my records, that there
10 might have been some of the photographs and there just
11 wasn't an awful lot considering that Fettes was two
12 years, which is an eighth of my whole childhood, and
13 that's something that was quite disappointing for me.
14 I think that the school was a huge part of my life story
15 and when I asked for my records, I expected to see more
16 than what was actually included.

17 MR BROWN: 'Elizabeth', from this side of the table, you've
18 painted a very clear picture of your time at Fettes,
19 without records, for which I'm grateful. I have no
20 other questions for you.

21 A. Thank you.

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

24 'Elizabeth', you wondered whether anything you had
25 to tell the Inquiry was important or relevant. Let me

1 assure you it's been very important and highly relevant
2 to hear from you and I really appreciate the frankness
3 and openness with which you've described your
4 experiences. It's enormously helpful to me in building
5 the picture that I am doing here. Thank you so much.
6 Thank you for coming along.
7 A. Thank you for having me.
8 LADY SMITH: I'm now able to let you go and I hope you can
9 find something to relax with for the rest of the day
10 because I suspect you'll be quite tired after what we've
11 put you through. Thank you.
12 (The witness withdrew)
13 LADY SMITH: Mr Brown.
14 MR BROWN: That might be an appropriate time to break.
15 After the break, we'll do a number of short read-ins.
16 As Your Ladyship is aware, there is one extremely long
17 statement and I would hope that just timing wise
18 Ms Bennie, who will be reading it, can perhaps read
19 about halfway through and then we'll give her a break
20 over lunch.
21 LADY SMITH: I'd be happy to do that if that will work.
22 MR BROWN: Thank you.
23 (11.24 am)
24 (A short break)
25 (11.50 am)

1 LADY SMITH: Ms Bennie, whenever you're ready.

2 'Amy' (read)

3 MS BENNIE: Thank you, my Lady. My Lady, the first
4 statement bears the reference FET-000000213. This
5 witness wishes to remain anonymous and she's adopted the
6 pseudonym of 'Amy':

7 "I was a pupil at Fettes in the years 1986 to 1990.
8 Firstly at School House with Mrs Rawson and secondly at
9 College West with Mrs Prime and I would like to say
10 I look back on those 4 years with true gratitude to my
11 parents who made sacrifices to pay for me to attend as
12 a boarder, purely due to their own beliefs in the
13 benefits investing in their children's education.

14 I came away from the experience not only with
15 an excellent classroom education but also real personal
16 development, a grounded self-confidence and friends for
17 life."

18 My Lady, the statement is signed and it's dated
19 15 September 2020.

20 LADY SMITH: Thank you.

21 'Adam' (read)

22 MS BENNIE: The next statement bears the reference
23 FET-000000213. This witness wishes to remain anonymous
24 and has adopted the pseudonym of 'Adam':

25 "I was a member of Glencorse House from 1986 to

1 1991. I had a fantastic time at Fettes, even if
2 I squint hard through rose tinted glass to try and find
3 the less good bits!

4 Having been through the misery of my battalion being
5 dragged through the public ignominy of the Breadbasket
6 scandal of detainee abuse in Iraq in 2003 I completely
7 empathise with the situation you find yourself in.
8 I recall with absolute clarity being informed that
9 a potential crime had taken place, and how it affected
10 both the innocent and the guilty for many years
11 thereafter. We are still in the business of trying to
12 tell the truth of those events - importantly not
13 challenging the fact that crimes had taken place and the
14 perpetrators were rightly punished, but trying to ensure
15 that truth and not sensationalism was what was reported.

16 Good luck with the Inquiry - it is a miserable
17 process to have to go through and hopefully Fettes will
18 emerge with its reputation intact. I have every
19 confidence it will do so."

20 The statement is in the form of an email and it's
21 dated 17 September 2020.

22 Emily Banks (read)

23 MS BENNIE: My Lady, the next statement bears the reference
24 WIT-1-000000331. My Lady, this is a statement of Emily
25 Margaret Banks:

1 "My name is Emily Banks and my year of birth is
2 1984.

3 My parents are both still alive as far as I know,
4 but I have had no contact with them since 2011. Prior
5 to 2011, I had gone through therapy for anxiety,
6 depression and eating disorders as a result of trauma
7 and self-harm, which started at Fettes. I have two
8 sisters and one brother. I always felt that there was
9 a particular pressure on me from my parents to do well
10 academically.

11 When I started at Fettes, I was not in a good way,
12 and looking back, that was when my depression and
13 anxiety started. I was not in a good place due to the
14 fact that I was moving to Fettes. Firstly, this meant
15 that I got no respite from home because not only did my
16 parents teach there, but I lived there. Also, being
17 a student at Fettes brought upon you its own academic
18 and social pressures. A combination of these things
19 added to emotional distress.

20 When I was born, my dad was a teacher at Fettes and
21 we lived in a school house off campus. When I was
22 18 months old he became a head of department and we
23 moved to a house on campus. When I was three years old,
24 he became a housemaster of one of the boys four boarding
25 houses in Fettes and we moved into that house where we

1 stayed until I was 14.

2 I went to primary school in Edinburgh, which was
3 fine. I then went to Cargilfield Prep School in
4 Crammond as a day pupil and I benefitted from being away
5 from the family, which was good, but I always knew that
6 I was going to be going to Fettes at 13. I didn't want
7 to go to Fettes for the reasons I've mentioned above,
8 but it wasn't an option. At 16 I looked into going to
9 Leith Academy as I had had enough of both Fettes and my
10 parents, but my parents wouldn't allow it. At that time
11 of my life, my parents had complete control of my life
12 and I wasn't in a position to question any decision made
13 by them.

14 My mum's dad stayed nearby and he regularly came and
15 looked after us and my times with him are good memories.
16 As teenagers, things were bad in our family.
17 I developed an eating disorder when I was 12.

18 Things were always tense at home. It was not a good
19 environment and none of us were happy there.

20 Fettes College.

21 In Fettes I was in College East and my housemistress
22 was Pippa Donald. I started at Fettes in 1997 and I was
23 there until July 2002. I wasn't a boarder as such,
24 which meant while I lived with my parents I attended
25 school at College East. I would attend for lunch in the

1 dining room, which was a separate building in Fettes,
2 though I would rarely eat, and would return home as late
3 as possible. I would have said that there were about 10
4 or 15 day pupils in College East, who weren't boarders.

5
6
7

8 My Lady, moving on to paragraph 15:

9 "There was no pressure put on the non-boarders to
10 become boarders, but they were still expected to be
11 there as much as the boarders. So, for example, if
12 there was something arranged to be on in the evening,
13 the non-boarders would be expected to be there. This
14 would be things like concerts, different talks,
15 different groups, debating groups or drama rehearsals.

16 Boarders would also do prep from 7.30 until 9 pm and
17 I would often stay at school for that. Non-boarders
18 didn't have to attend at the prep sessions but would be
19 expected to do the same work at home. There were also
20 classes on a Saturday. Basically, there were no
21 allowances for the non-boarders and they were just
22 treated the same as the boarders.

23 Ordinarily I would not have had much contact with
24 boys at Fettes but mum took a job there when we were
25 quite young and spent most of her time there so we

1 didn't see much of her. Me and my sisters would go
2 through to the main building to see her and to help her
3 with [REDACTED] before term time
4 started. My mum took the job part-time but eventually
5 took the job full-time. My mum had been a primary
6 teacher before she met my dad and had a diploma in
7 education which was an old qualification. After
8 a child, she started as a [REDACTED], which is [REDACTED]
9 [REDACTED] teaching kids who would
10 [REDACTED]. They would be
11 boarders in Fettes but would have no [REDACTED] but still
12 have to take part in the curriculum so my mum would
13 teach them [REDACTED] in our home.

14 Years later, my mum got a job at Fettes teaching the
15 younger students. Latterly she was a housemistress for
16 the junior girls boarding.

17 The boys had their own coded entrance to the
18 boarding house. There was also a flat at the back of
19 the boarding house which was for the resident tutor who
20 was usually a single guy, a teacher, who would cover for
21 my dad one night a week. His name was EXM [REDACTED] The boys
22 would have breakfast, tea and lunch in the dinner hall
23 but had facilities to make snacks in their common rooms.

24 Sometimes before we started at Fettes the older boys
25 would babysit us by doing their homework at the dining

1 table whilst we were in bed. If the boys were unwell
2 they would come to our dorm and we would fetch our
3 mother. On their birthdays my mum would make cakes and
4 snacks for them in our kitchen and maybe about 20 boys
5 would be there.

6 As a boarder you could leave the campus after school
7 but had to be back for about 7.30 in the evening for
8 checks and you needed permission to go off campus. The
9 sixth form could go out on a Saturday night but had to
10 be back at a certain time and you could lose this
11 privilege if they had been gated.

12 The food was all right. Whilst I was at Cargilfield
13 I was still eating properly and the food there was good.
14 Cargilfield was similarly structured to Fettes but it
15 was a more nurturing environment and I was happier
16 there. I had started to develop the anorexic thought
17 process whilst at Cargilfield but didn't start
18 restricting my food intake until I started at Fettes.
19 This was because of the increased pressure of being at
20 Fettes and the fact that I was getting no respite from
21 home. The staff were really friendly and I didn't feel
22 so much under pressure there. In fairness, that might
23 have been because I wasn't living there."

24 My Lady, moving on to paragraph 29:

25 "The workload at Fettes was heavy and the timetable

1 was really full. Some of the education was very good
2 while some was not so good. I think it was a case of
3 hit or miss and depended on who taught you. I think the
4 teachers were badly vetted, with some of them not having
5 the proper degrees. I know this because when the school
6 lists the names of staff they put the qualifications
7 after the names. It's therefore easy to see which ones
8 don't have the proper qualifications. An example of
9 this was that my mum only had a minor teaching
10 qualifications with no degree while my dad had no
11 teaching qualification, although he did have a degree
12 from Cambridge."

13 Moving on to paragraph 32 and abuse at Fettes
14 College:

15 "There was a lot of bullying in Fettes with no
16 support given to children who suffered. There was
17 nowhere for the children to speak about their problems.
18 I was bullied verbally, mainly name calling, about
19 weight, which I didn't actually have. I think they just
20 wanted a reaction from me, although I think my sisters
21 were both bullied far more than I was. I was bullied by
22 my peers but didn't really see it as a problem, as I was
23 bullied worse by a sibling at home.

24 Prefects.

25 School prefects were appointed by a Senior

1 Management Team. In houses you automatically became
2 a house prefect in your final year. Prefects would be
3 given a year group to look after and they would do
4 things with them like take them out to the cinema and
5 would also be available for the younger children to talk
6 to. I do recall that there was a prefect available for
7 me to speak to, but I never did speak to her.

8 When I started in Fettes in third form, I would be
9 13. Those in that year did as they were told by the
10 prefects, just wee jobs like collecting things or
11 answering the phone for them. In my older sister's time
12 as younger pupils they were treated dreadfully and
13 treated like lackies even though officially prefects
14 were encouraged to bring things to the attention of
15 staff. I knew this because I would hear my sister and
16 the boys who came to our house talking about the way
17 they were treated. I would say that unofficially they
18 were treated like fags, that is servants.

19 I don't recall any initiation ceremonies. The boys
20 in our year got bullied and made to do whatever the
21 older boys said, like early morning runs, cold showers
22 or polishing their shoes. I always thought there were
23 fewer opportunities for the boys to report things.
24 I say this because there was always an unwritten law of
25 not reporting things and just getting on with it.

1 Alan Wilson.

2 We went as a family to a hotel near Inverness.

3 A man called Alan Wilson owned the hotel and was also
4 the guardian of a pupil who attended Fettes and was five
5 years older than me. His dad had died and his mum
6 appointed Alan Wilson as his guardian. When his mum
7 then died, the pupil went to stay with Alan.

8 In 2009 Alan was arrested and sentenced for sexually
9 abusing boys, one of whom was the pupil. Alan Wilson
10 had access to Fettes College as a guardian of one of the
11 boys. He was also a friend of our parents and would
12 come to our house and appeared there often. I would
13 have said he was a trusted family friend and I never had
14 any concerns about him. I was shocked when I heard what
15 he had been convicted of."

16 My Lady, moving on to paragraph 46 and Bill Stein:

17 "As a small child we knew a man called Bill Stein
18 who was in charge of the swimming pool at Fettes. He
19 was always there and I recall him putting the floats
20 out. When my sisters were at Fettes and I was still at
21 Cargilfield I remember there were allegations against
22 him. I don't recall if the police were involved or if
23 the police said there was no need for their involvement
24 or if the school investigated it and found there was no
25 case to answer.

1 My dad said that the girl's mother, 'Claire's'
2 mother, was just vindictive against the school and was
3 making up allegations.

4 I don't know what Bill Stein allegedly did other
5 than it may have been of a sexual nature. I'd say it
6 was 'Claire's' mum who was making the complaint.

7 Katherine Cecil.

8 Another thing I would like to mention that was
9 strange concerns a residential sports or science teacher
10 called Katherine Cecil, who had no hair. She lived in
11 College East when I was there. The children were told
12 that she had a leukaemia, but a few years later it was
13 discovered that she was fine and had made it all up.
14 I don't know what happened to her after she left.

15 A family stayed nearby and had put her up and had
16 helped her out financially while the school had given
17 her a lot of time off. My parents never spoke of her
18 and never spoke ill of the school. There was no support
19 given to any of the children who had been affected by
20 her behaviour. I wasn't one of those pupils, though
21 they were peers of mine. They had her as their pastoral
22 carer, or their tutor, but then had to deal with the
23 fact that they had been concerned for her for no reason.

24 Anthony Chenevix-Trench.

25 

1 Anthony Chenevix-Trench was the housemaster. My dad
2 went to Cambridge and got a degree. He then got
3 a postcard from Mr Chenevix-Trench, who invited my dad
4 to teach in Fettes, even though my dad wasn't
5 a qualified teacher. Both he and my mum moved to Fettes
6 and that was my dad with a job for life. I didn't know
7 a lot about Mr Chenevix-Trench but I know he had
8 a reputation for being sadistic, though my dad got on
9 well with him. I think it was my dad who said that he
10 was a brutal man, but that was the sort of thing my dad
11 just went along with.

12 When my mum and dad started at Fettes, it was about
13 the time that girls started attending there, sixth form
14 only at first, and the girls would stay with people like
15 my mum and dad.

16 In his pastoral role as a housemaster, I think my
17 dad would have been awful, but I doubt if he ever abused
18 or hurt a boy, though he did say some inappropriate
19 things to girls. My parents had the pastoral care for
20 a lot of children at Fettes and I don't think they were
21 fit for that job. I say this because their emotional
22 and psychological abuse of their own children did not
23 make them appropriate adults to care for the children of
24 others.

25 Reporting of abuse at Fettes College.

1 I had a tutor who I spoke to when I first went to
2 Fettes called Pippa Donald. She asked me about why
3 I was struggling with my school work and I told her
4 I had difficulty sleeping at home because of a sister.
5 However, she spoke to my parents but that didn't go well
6 and just made things worse for me at home. That tutor
7 would have been the only person I could have spoken to.

8 Leaving Fettes College.

9 I finished sixth form in 2002 and I went to
10 university. I then went back to Edinburgh and obtained
11 a postgraduate qualification in teaching and primary
12 education and started teaching in primary schools in
13 Edinburgh.

14 Impact.

15 I have had counselling. When I first went to
16 university, it was the first time that I had been away
17 from the school and away from my family and I crashed.
18 My eating got really bad and I went to the
19 university counselling service. When I returned to
20 Edinburgh, I had a difficult time at work when
21 I reported a teacher in a school I was working at for
22 bullying the children.

23 I reported her on bullying of both staff and
24 children. The outcome of this was that I was
25 transferred to a new school to complete my probation and

1 she was monitored in the post.

2 Reporting of abuse.

3 I have never made any reports of abuse at Fettes.

4 Lessons to be learned.

5 It is so important that children feel they can
6 approach members of staff and be listened to so that
7 their concerns can be taken forward. The pastoral role
8 of teachers now is so different to what we at Fettes.
9 There are better procedures for protecting children and
10 these are better used. That didn't happen to us but the
11 use of such procedures can make a school stronger.

12 Other comments.

13 My experiences at Fettes College were on the whole
14 negative. A huge part of this is as a result of how my
15 parents treated me at home. However, once I started as
16 a pupil in the school, my feelings of low self-worth
17 were compounded by feeling I could not take this to any
18 staff member for fear my parents would find out.

19 I found every day stressful and routine activities
20 and events in school caused me emotional distress
21 because of the low self-worth I had. I grew up in
22 a confusing, often emotionally abusive environment in
23 which my family appeared to present in one way to the
24 outside world but very different behind closed doors.

25 There were few boundaries in place between school

1 and home life, given my living environment, no
2 boundaries in my home around personal space and freedom
3 to express myself, and an over-arching feeling of
4 uncertainty about emotional and physical safety.

5 These feelings were not created by the staff and
6 pupils at Fettes College but the bullying behaviour of
7 some pupils compounded these feelings. The inherent
8 unspoken rule of not speaking out against the school or
9 the staff compounded these feelings. I felt powerless
10 and isolated.

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 statement are true."

14 My Lady, the statement is signed and it's dated
15 25 February 2020.

16 LADY SMITH: Thank you.

17 'Jonathan' (read)

18 MS BENNIE: My Lady, the next statement bears the reference
19 FET-000000213. This witness wishes to remain anonymous
20 and he's adopted the pseudonym of 'Jonathan'. My Lady,
21 'Jonathan' was a pupil at Fettes in the years 1997 to
22 2004.

23 "It saddened me greatly to read about the
24 allegations of abuse to Old Fettesians. I really hope
25 that the investigation brings to justice any perpetrator

1 for what are unimaginable crimes.

2 Fortunately, my experience of Fettes College was
3 fantastic and I am very lucky to say that I had very few
4 negative experiences during my seven years as
5 a full-time boarder. To me, the school always felt very
6 safe as it was like a small community away from the
7 outside world.

8 When I think back to all of the teachers, coaches,
9 support staff and facility staff that I engaged with in
10 some form or fashion, I can confidently say that at no
11 point did anyone make me feel uncomfortable, vulnerable
12 or unsafe; although they all had their own
13 personalities, some were stricter than others, some were
14 more approachable than others, there was always a mutual
15 level of respect."

16 My Lady, this statement is in the form of an email
17 and it's dated 15 September 2020.

18 LADY SMITH: Thank you.

19 MS BENNIE: My Lady, the next statement bears the reference
20 WIT-1-000000547. This witness wish to remain anonymous

21

22 "My name is CXL my year of birth is 1942."

23 My Lady, in paragraph 2, the witness sets out his
24 professional qualifications and his career history.

25 "In 1988 I applied for and gained the appointment of

1 SNR Fettes College, Edinburgh, where
2 I remained until I took early retirement in 1998.

3 Fettes had advertised the post of SNR in The
4 Times Educational Supplement, which is a well-known
5 paper for advertising teaching appointments. I think it
6 would also have appeared in a number of national
7 newspapers because appointments were
8 often placed in papers like The Times or The Scotsman.
9 There was also a system that operated

10 [REDACTED]
11 [REDACTED]

12 would send notices of SNR appointments around
13 schools. Some 250 schools would have received
14 a separate piece of paper advising that the SNR
15 Fettes was coming up.

16 I applied on the school's application form that was
17 supplied to me and I gave the name of three referees.
18 References were taken up and the shortlist of candidates
19 were selected. I attended the first round of
20 interviews, which were held in a fair amount of privacy

21 CKP [REDACTED] The board of governors had
22 appointed five or six from their number to conduct the
23 first round and to filter out the candidates. I was
24 successful at being invited to the second round of
25 interviews [REDACTED]

1 [REDACTED] They also had the opportunity to meet my
2 wife during the buffet lunch. [REDACTED]

3 [REDACTED]
4 [REDACTED]
5 [REDACTED]
6 [REDACTED]
7 [REDACTED]
8 [REDACTED]

9 A proposed contract was drawn up and the [REDACTED] would have
10 seen the contents of this in order to ensure that it was
11 fair to the school and fair to me. I was taken on with
12 an open-ended contract with the expectation that I would
13 retire when I reached the age of 60. Unless I was
14 sacked or eased out, I could therefore have gone on for
15 another five years after I retired. If both sides had
16 wanted it, we could have agreed that I went on longer
17 than that.

18 The prerequisites for the job were that the
19 governors would expect me to have a reasonable
20 university degree, good teaching experience and a range
21 of relevant other interests. My housemaster experience
22 was not a prerequisite, but it indicated that I had
23 gained considerable experience in the guidance, overall
24 development and pastoral care of pupils. I also had
25 eight years experience as SNR [REDACTED] of another school.

1 It was a smaller school than Fettes but I had gained
2 skills and experience in [REDACTED] a co-educational
3 boarding and day school.

4 [REDACTED]
5 [REDACTED]
6 [REDACTED]
7 [REDACTED]
8 [REDACTED]

9 They would have checked my name against List 99 to
10 make sure I was not a banned teacher. They would have
11 looked very carefully at my references and they might
12 even have phoned my referees. List 99 was kept by the
13 Department of Education and Science and it was a list of
14 people who were deemed unsuitable to teach children.

15 Two governors came to my former school and saw me [REDACTED]
16 [REDACTED] and they probably wished
17 informally to meet with my wife. I am certain they did
18 their homework on applicants properly and thoroughly.
19 I was a registered teacher with the DES.

20 [REDACTED]
21 [REDACTED]
22 [REDACTED]
23 [REDACTED]
24 [REDACTED]
25 [REDACTED]

1

2 During my SNR I attended regular conferences,
3 particularly those run by but also other bodies like
4 SCIS. There would be presentations and in addition
5 small groups would discuss educational and other issues
6 that they wanted to pursue. So I received regular on
7 the job training in an informal way.

8 Policy.

9 The governors appoint the headmaster and the bursar.
10 The head then has total authority in every aspect of the
11 running of the school except for those areas that are
12 delegated to the bursar. That includes recruitment of
13 staff and pupils, academic work, games, cultural
14 activities, extracurricular activities, tone,
15 discipline, welfare and happiness and child protection
16 policies.

17 in succession two very good directors of
18 studies, Robert Philip and then Tony Reeves,
19 for the management of the
20 academic work of the school. When we knew there was
21 an SOED inspection coming up in 1995, it was evident
22 that many of the school's policies were more implicit
23 than stated. Tony Reeves was exactly the sort of person
24 who actually enjoyed writing up policy statements,
25 researching best practice and protocols and those kinds

1 of things. So his work in assembling the necessary
2 documentation required for the inspection was absolutely
3 invaluable.

4 For example, the confidential notes for teaching
5 staff and the Fettes College handbook were collated
6 largely by Tony Reeves and the excellent SNR
7 SNR FTF The confidential notes for
8 teaching staff comprised 53 pages covering a whole range
9 of policies relating to the daily life at Fettes,
10 including the aims of the school, house organisation,
11 important routines, school rules, chapel, discipline,
12 expectation and sanctions, problems and difficulties,
13 dress regulations, leaves, the curriculum, academic
14 orders and reports, parent-staff meetings, prep policy,
15 careers education and guidance, personal and social
16 education, child protection policy, games programme,
17 extracurricular activities, Duke of Edinburgh award,
18 Combined Cadet Force, leadership training and the dining
19 hall and also a number of other subjects. The Fettes
20 College school handbook, which comprised 28 pages, was
21 designed for use by parents and pupils covering much of
22 the same topics but in less detail.

23 Strategic planning.

24 The governors for Fettes Trust have ultimate
25 responsibility for the overall management of the school.

1 They appoint the head and if the head is not
2 satisfactory, it is their responsibility to get rid of
3 him or her. The governors held termly full board
4 meetings. The governors was an extremely talented group
5 of individuals; some were people who were appointed by
6 outside bodies whilst others were co-opted to produce
7 a balance of expertise. We had a distinguished lawyer,
8 people who knew about property and land, people who were
9 businessmen, an eminent doctor, an eminent member of the
10 Church of Scotland, a distinguished academic from
11 Edinburgh University and a headmaster from another
12 well-known school. We also had two lady governors to
13 ensure in particular that the care of the girls was
14 good. That was a historic thing; there are probably
15 a larger number of lady governors now but in those days
16 the board was predominantly a male body with just a few
17 ladies on it.

18 When I started at Fettes, we had Dame Mary Corsar,
19 a very distinguished lady who was chairwoman of the
20 Women's Royal Voluntary Society, and Mrs Kay Kemble on
21 the board. Some of the governors were former parents or
22 current parents of pupils at Fettes. It was altogether
23 a very competent, knowledgeable and well balanced
24 governing body.

25 The governors had two main committees, finance and

1 estates. The finance committee kept the school's
2 finances on track and made decisions about how much we
3 would spend on different competing projects, and the
4 estates committee was in charge of the buildings and
5 grounds. The building and grounds needed a lot of
6 attention and because of a lack of funds and school
7 numbers not having gone well, it was not an easy time
8 for the school. The conditions in the boys' boarding
9 houses were spartan and we were in a programme of
10 gutting the boarding houses and updating them. That
11 meant decanting all of the boys during the working term
12 whilst the house was refurbished. This was not easy and
13 it took a great deal of strategic planning.

14 I prepared a written report for the governors for
15 the termly full board meetings on all educational
16 matters. I would speak to it and then the governors
17 would ask me questions about it. I took the view that
18 I should be completely open and explicit with the
19 governors on [REDACTED] policies and on any problems because
20 I had confidence they would treat what I said
21 confidentially. The fact that I was open with them and
22 told them explicitly about the issues which I was
23 dealing with or problems which I was worrying about gave
24 them, I think, confidence that I was going to do my best
25 [REDACTED] I was very fortunate because

1 I had great support from a very talented body. Many of
2 them are still very good friends today. It wasn't
3 necessarily cosy because they were very sharp
4 independent people and they would have taken their own
5 view on things. It was not just a rubber stamping job.

6 Recruitment was another area requiring strategic
7 planning. [REDACTED] recruit throughout the UK and [REDACTED]
8 [REDACTED] go to overseas countries such as Hong Kong, Saudi
9 Arabia as well as other countries to recruit.

10 Other staff.

11 The bursar was responsible for recruiting and
12 supervising all staff involved in catering, the
13 buildings and the maintenance of the school.

14 Recruitment of staff.

15 [REDACTED] involved directly in the recruiting of all
16 academic teaching staff and the two school doctors. All
17 teaching positions were advertised in The Times
18 Educational Supplement and any other websites we could
19 use. [REDACTED] wanted appointments to be as widely advertised
20 nationally as possible. When the applications came in,
21 they were considered by [REDACTED] SNR [REDACTED]
22 the director of studies and the relevant head of
23 department. [REDACTED] written references on
24 selected candidates and [REDACTED] occasionally made phone calls
25 if it was a very important appointment such as a head of

1 department post or the appointment of a chaplain. When
2 the references came in, we looked at the applications
3 again and would work it down to usually three candidates
4 to come for interview.

5 References might not always be as detailed as you
6 would want them to be. The letter requesting
7 a reference would advise the name of the person who had
8 applied for a post at the school and ask for information
9 on the candidate's potential teaching ability and on his
10 or her other potential contributions to school life.
11 Sometimes the references that were received were both
12 detailed and helpful, but on occasions they were short
13 and not particularly informative. The latter variety
14 were often coming from businesses when you might get
15 a reference to the effect that the person had worked for
16 that business for say five years and was a satisfactory
17 employee. That was useless as far as I was concerned
18 because it did not really tell me anything about the
19 person.

20 At interviews, which were pretty thorough, we wanted
21 to make an assessment of the candidate's potential
22 teaching abilities. I was very interested in their
23 personalities, as we were a boarding school and they
24 were going to set the tone for the school. I was also
25 interested in their ability and willingness to

1 contribute to the wider life of the school. When
2 a member of staff came to Fettes, good teaching was
3 a prerequisite, but I also wanted individuals who could
4 coach games, drama, music and cultural activities.
5 I wanted people who were good listeners and sympathetic
6 people. I might want more ladies on the staff or
7 I might want a master in charge of rugby, so sometimes
8 those were key factors. Sometimes when they came,
9 candidates would be asked to give an observed teaching
10 lesson. The director of studies and the head of
11 department would then give [REDACTED] their recommendations on
12 who they wanted to appoint. [REDACTED]

13 [REDACTED]
14 [REDACTED] liked to go
15 with the advice of the head of department and the
16 director of studies, but sometimes [REDACTED]
17 [REDACTED] wanted another
18 candidate. So there was careful consultation, but at
19 the end of the day, appointments were [REDACTED]

20 In my view, the recruitment of staff was one of the
21 most important jobs [REDACTED] [REDACTED]

22 [REDACTED]
23 [REDACTED] If you get an appointment
24 right, it brings huge benefits. The school is enhanced
25 massively because you get people who cannot only teach

1 well, but who are willing to go the extra mile and are
2 wonderful tutors and role models. If you get it wrong,
3 you of course try to put it right.

4 In certain cases, however, no matter how hard you
5 try you cannot resolve the problems and then you have
6 the painful decision of telling the member of staff who
7 is on probation that he or she cannot continue at
8 Fettes. This was not a position that we wanted to get
9 to and we would always try and support and mentor new
10 members of staff. If, however, they were not any good
11 for us, we had to part company. We couldn't carry
12 ineffectual or unsatisfactory teachers.

13 I am not up to speed on current regulations
14 concerning vetting procedures. If it was a very
15 important appointment, such as a head of department or
16 a chaplain, and I knew the school from which they were
17 applying, [REDACTED] phone up for a chat with the head and
18 ask if he or she would recommend the candidate. They
19 might tell you something over the phone that they might
20 not tell you in the reference. Alternatively, they
21 might say that they could not afford to lose this person
22 and that they would be devastated if he or she left.

23 [REDACTED]

24 There was another important thing which we did.
25 Once we made the decision to appoint a new member of

1 staff, they would be sent a letter of appointment and we
2 would then check them with the DES against List 99.
3 Some schools were possibly casual about making that
4 check, [REDACTED]

5 Training of staff.

6 I was not really involved in staff training because
7 I had many other things to do. There was in-house
8 training of staff organised by the director of studies
9 or by heads of departments. There could also be
10 training by games coaches. Members of staff were
11 actively encouraged to attend courses in term time or in
12 the holidays to develop their skills. It was part of
13 our duty of care towards our staff that they had the
14 opportunity to develop their professional abilities and
15 talents.

16 There was no specific in-house training given to
17 staff about dealing with children going through puberty
18 and possibly struggling with their sexuality and things
19 like that. There was a designated team who covered
20 Personal and Social Education. It is quite a tricky
21 thing for a member of staff to talk about a subject like
22 sex with pupils and it needs to be done very well. We
23 had certain staff who had gone on courses and who were
24 confident they could speak to the children about these
25 matters. The school doctors had a part to play and they

1 would talk to certain year groups about reproduction,
2 contraception, sexually transmitted diseases, smoking
3 and the use of drugs. Courses were run by SCIS and
4 there might be national courses run by English
5 educational organisations such as the BSA (The Boarding
6 Schools Association) or university education
7 departments. So if someone was going to take on
8 an important role like that, [REDACTED] want them to go and
9 get the expertise in that area.

10 Supervision, staff appraisal and staff evaluation.
11 [REDACTED] involved in the supervision of staff.
12 New members of staff were very closely monitored in
13 their initial terms and if weaknesses were apparent,
14 [REDACTED] ask the director of studies and the head of
15 department to then provide much more active support. If
16 inadequate progress was evident and we didn't think we
17 could help that member of staff to sort it out, [REDACTED]
18 then advise an individual member of staff by Easter that
19 we would not be retaining them on the staff at the end
20 of their first academic year.

21 With more experienced members of staff, [REDACTED] see
22 them to explain that we thought there were problems and
23 [REDACTED] then probably ask the director of studies and
24 the head of department to actively monitor them.

25 I used to trust staff to have their own teaching

1 styles and methods, but if we were concerned about
2 a member of staff, that changed pretty smartly. The
3 director of studies would see their teaching programmes
4 of work and their teaching plans. The head of
5 department would do likewise and they might drop in on
6 lessons and review how much homework was being set and
7 how it was being marked. All such matters were greatly
8 tightened up on. [REDACTED]
9 [REDACTED] just tell
10 a member of staff that we thought a move might be in his
11 or her best interests and in our best interests. In
12 completely unsatisfactory situations, [REDACTED] bold
13 enough to terminate the appointment.
14 [REDACTED] system which was very helpful in
15 dealing with staff who were less than satisfactory.
16 [REDACTED] the salary arrangements within the school
17 salary scale progression bars at year five and year ten.
18 Members of staff only progressed past these points
19 subject to satisfactory performance. The salaries in
20 the school were not much better than those which
21 pertained in state schools but were slightly better.
22 Therefore, if we had taken on a member of staff and they
23 were not pulling their weight or were not very
24 effective, [REDACTED] give warning to that member of staff
25 that although they were doing an adequate job, [REDACTED]

1 [REDACTED]
2 [REDACTED] definitely be implementing a salary bar
3 on him or her. That was a way of encouraging them to
4 move without sacking them, which became an increasingly
5 difficult task to do without being sued for unfair
6 dismissal. Some members of staff might be better suited
7 to a day school because they might be perfectly
8 competent in teaching their subjects, but they might be
9 unwilling to contribute effectively to extracurricular
10 activities or pastoral care.

11 We had properly demanding parents, as you could
12 imagine, because they were paying substantial fees for
13 the education of their children. They would not be slow
14 to tell [REDACTED] if they did not think a member of staff was
15 good. [REDACTED] brush such a situation under the
16 carpet. [REDACTED] tell such a member of staff that if
17 they couldn't get their act together, we could not
18 continue to employ them.

19 I don't think there was much happening at all
20 concerning staff appraisal when I started at Fettes, but
21 with the advice of SNR [REDACTED] and the
22 director of studies, we devised a system. After a staff
23 member's probation, I think every other year every
24 member of staff would be appraised. If they were
25 a junior member of staff, they would have a bit of

1 a choice in their appraiser, but it would probably be
2 done by his or her head of department. For a more
3 senior member of staff, it might be done by the head of
4 department, the director of studies or SNR
5 SNR This was very time-consuming but it was
6 done. Once the appraisal was completed, an agreed
7 report would be written up, to which both the appraiser
8 and the member of staff would sign up.
9
10 In many cases this was
11 a relatively easy meeting and all to do was to
12 thank them, telling them that not only did we value
13 their teaching but that we also appreciated their going
14 the extra mile on behalf of the pupils. hope to
15 convey to them how much they were valued and that we
16 hoped that they were happy working at Fettes. We would
17 of course talk about the action points that had been
18 identified where we could help develop their skills or
19 improve. If there were difficulties, we had to address
20 these, but in the main, where we knew we had issues with
21 a staff member, we kept it out of the appraisal system;
22 otherwise the appraisal system would become very
23 threatening. Therefore, if we had issues with someone,
24 that would be dealt with entirely separately and
25 say to them that the management were not very happy and

1 we would discuss how we were going to deal with it.

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11 Living arrangements.

12 My wife and I, together with our children if they

13 were at home, lived in what was called the [REDACTED]

14 [REDACTED] I was on campus and I was available 24 hours

15 a day every day of the week. I would also be there for

16 a good proportion of the holidays.

17 The role of the housemaster and the housemistress

18 was very important and very substantial. They had the

19 responsibility for the academic encouragement, general

20 development, discipline and residential care of the

21 boarders for the 60 or more pupils who would be in their

22 house. They and their families lived in the boarding

23 house in a wing separate from the pupils. There would

24 also be, at the boarding house, a resident tutor or

25 assistant housemaster or housemistress, usually a single

1 person who might be quite a junior member of staff.
2 There was a little flat where the resident assistant
3 housemaster or housemistress would live, a bedsit sort
4 of arrangement. It wouldn't be very big, but it might
5 have a living room/study, bedroom and bathroom. They
6 would undertake duty in the house perhaps two nights
7 a week so that the housemaster or housemistress could
8 get on with other things. This junior member of staff
9 was nearer the pupils' ages and could create a jolly and
10 relaxed atmosphere for the house. Often the
11 housemaster's wife might not be employed but she would
12 still do an enormous amount and was sometimes
13 a confidante to the pupils. This could be a nice softer
14 female presence, particularly in the boys' houses.

15 During my time at Fettes, the houses were easy to
16 enter, although a stranger would be quickly noticed.
17 There was no locks during the day or problems about
18 getting into the house. I could walk into any house or
19 any room in the school with ease. Nowadays I am sure
20 that every building is securely locked but we didn't
21 have that technology or indeed identification badges at
22 my time at the school. There was no significant
23 concerns about security of houses during the period 1988
24 to 1998.

25 If a male member of staff was in a girls' house,

1 I do not think they would go around the dormitories.
2 Masters would often visit dormitories when the junior
3 boys were going to bed and ask things like how did the
4 rugby go today and such like. It was part of our
5 pastoral care. Often they could pick up if a pupil was
6 looking upset or withdrawn, and that might flag up
7 an issue that we needed to know about. You wouldn't,
8 however, really have male members of staff going around
9 the girls' dormitories.

10 It is worth explaining that every pupil, day or
11 boarding, became a member of a house so the housemaster
12 or housemistress was responsible for those 60 pupils in
13 the first instance. In my time there were four senior
14 boys' houses, three senior girls' houses and there was
15 a junior house with boys' and girls' wings in it. It
16 was made absolutely clear that the boys' and the girls'
17 living arrangements were entirely separate.

18 We also had some staff houses on campus which
19 [REDACTED] allocate to certain members of staff, either for
20 key appointments or for people [REDACTED] close to the
21 school. Where we couldn't accommodate the staff, they
22 got a supplement to their salary, which was called the
23 living out allowance, to recompense them for having to
24 rent or buy a house.

25 There was also a resident nursing sister and a nurse

1 living in the school sanatorium in the grounds.

2 There was in most houses a resident matron, but that
3 wasn't always the case. Residential matrons were not
4 always easy to come by, and so some houses had to have
5 a day matron. Sometimes the housemaster's wife would be
6 the matron. Good matrons are very valuable people and
7 because they are not always easy to acquire, this could
8 be a nice role for the housemaster's wife to pursue.

9 Culture within Fettes College.

10 When I started at Fettes, the deputy headmaster was
11 Mr Neil Henderson. He was a former headmaster of
12 a well-known English school who had retired early and,
13 partly engineered by the governors, he was appointed to
14 Fettes because they wanted the discipline bolstered
15 a bit under [REDACTED]. Neil Henderson had very
16 much been the front man on discipline. [REDACTED]

17 [REDACTED]
18 [REDACTED] Neil Henderson, who was a formidable
19 person, to relax his somewhat fierce persona. He was
20 an excellent man with a commanding presence in the
21 school and the pupils half loved him and they half
22 feared him. Once [REDACTED] SNR [REDACTED] he loosened up
23 and he became a cult figure, greatly loved by the pupils
24 because he was not having to do so much of the [REDACTED]
25 [REDACTED] discipline. He eventually retired [REDACTED]

1 SNR FTF. He was an outstanding
2 teacher and he had been [REDACTED] and
3 housemaster at Moredun House, an ace man of
4 unimpeachable integrity. He had a very different style
5 [REDACTED] he was also extremely good.
6 I think he coined the phrase, which I stole from him:
7 most Fettesians are wonderfully decent pupils and most
8 disciplinary issues can be dealt with by a firm word
9 quietly administered. That was all that was needed for
10 most decent, law-abiding pupils. We wanted it that way.
11 We had no wish to make any of them unhappy.
12 When SNR [REDACTED] of Fettes in 1988,
13 [REDACTED] a school that was potentially wonderful. It
14 was a dream job for a potential SNR [REDACTED] It was,
15 however, a school in which disciplinary standards had
16 become uncertain. This situation was causing damage to
17 the school's reputation amongst the chattering classes
18 of Edinburgh. [REDACTED]
19 [REDACTED]
20 [REDACTED] With invaluable assistance from SNR [REDACTED]
21 SNR [REDACTED] and the housemasters and
22 housemistresses, the school rules were completely
23 reviewed and revised.
24 You have a lot of things to do when [REDACTED]
25 [REDACTED] and I naturally wanted to carry out a root and

1 branch review of everything. As SNR [REDACTED] however,
2 you have to limit how many things you can undertake at
3 any one time so that you do them thoroughly and
4 properly. Once you make one effective change and the
5 staff recognise that you are competent, it is easier to
6 implement further changes.

7 The issue concerning discipline had affected the
8 school's ability to recruit pupils because by and large
9 parents wanted to send their children to a well-run
10 school where the discipline is good.

11 With the help of an excellent SNR [REDACTED] and
12 in consultation with the housemasters and
13 housemistresses, who were often on the front line in
14 discipline, the school rules were carefully reviewed and
15 revised. [REDACTED] shared them explicitly with the staff,
16 all the pupils, the parents and indeed the wider school
17 community. I am sure that the new school rules were in
18 place by not later than December 1988, probably earlier.
19 [REDACTED] it as essential that pupils knew that they
20 were expected to adhere to the law of the land.

21 The first statement in the school rules was that
22 anything that is contrary to the law of the land is
23 automatically against the school rules. This is
24 a catch-all rule covering a variety of potential
25 misdemeanours. Pupils also understood that if they

1 broke certain important rules it would be likely to lead
2 to their being asked to leave the school. Predictably
3 in disciplinary situations takes a lot of heat out of
4 such events. I have also learned that if you take care
5 of the small things in school such as politeness,
6 punctuality, haircuts, uniform regulations, appropriate
7 lengths of skirts and wearing of make-up and jewellery,
8 then some of the bigger things tend to take care of
9 themselves.

10 [REDACTED] tightening up and bringing much greater clarity
11 into the discipline of the school had the effect of
12 producing a wonderfully secure and happy school. It
13 became a terrific, vibrant community. There is
14 a history of the school called A Keen Wind Blows by
15 Robert Philip [REDACTED]

16 [REDACTED]
17 [REDACTED]
18 [REDACTED]
19 In 1995 a vendetta against the school was going good
20 and strong led by a certain pupil and encouraged by
21 a journalist called [REDACTED] who wrote in a number
22 of the Scottish newspapers. There were all sorts of
23 lurid stories appearing in the newspapers which
24 indicated [REDACTED] a concentration camp and that
25 pupils were badly treated. There were many horrific and

1 fabricated stories designed to damage the school. The
2 parents and pupils knew that this was complete nonsense,
3 but to help me illustrate my point, perhaps I can quote
4 this from the book:

5 'To the bewildered parents and pupils it was as if
6 there were two schools, the oppressive Fettes of
7 journalistic myth and the Fettes they knew with its
8 worth and understanding atmosphere.'

9 A reporter from the [REDACTED] had picked up
10 that there might be a scandal to be uncovered at Fettes
11 and he visited the school in [REDACTED] 1995 to investigate
12 these lurid tales. He discovered instead, and I quote
13 him:

14 'Today's 485 boys and girls find Fettes [REDACTED]
15 CXL [REDACTED] as friendly and happy a school as any on
16 either side of the border.'

17 This was an experienced correspondent from [REDACTED]
18 [REDACTED] who went round schools and he found Fettes not
19 exceeded in happiness or warmth both north or south of
20 the border. I wanted exactly that atmosphere.

21 Discipline and punishment.

22 The reason that I believe discipline was such
23 a priority [REDACTED] was that Fettes was a school
24 that, at the time I started, had 400 pupils and many of
25 them of course were adolescent teenagers. We were

1 co-educational and we were a school on the fringe of
2 a vibrant city to which senior pupils had access at the
3 weekends with the opportunity to indulge in smoking,
4 drinking and what have you. There were school rules in
5 place on my arrival, but there were different editions
6 of these rules posted in different places around the
7 school. The SNR [REDACTED] was an absolute stickler
8 and he had a very similar philosophy to myself that the
9 rules should be clear and the outcome should be
10 predictable. [REDACTED] SNR [REDACTED] had taken
11 a more flexible approach and he perhaps had taken the
12 view that every disciplinary situation could be judged
13 on its merits. He was a very humane man and perhaps
14 wanted on occasions to give pupils the benefit of the
15 doubt. He was also often happy to give a pupil who was
16 being asked to leave another school a second chance by
17 coming to Fettes. The rules were therefore not always
18 applied consistently. Pupils will seldom admit to
19 liking tough rules, but they do like certainty. This
20 makes them more secure. Although they might not admit
21 it openly, the pupils were actually quite proud of being
22 at a strict school. Where the rules are firm and clear,
23 it can give them a reason for not indulging in something
24 they might otherwise be tempted into.

25 The disciplinary rules were contained within the

1 school handbook and also in the confidential notes to
2 teaching staff, which informed every member of staff
3 what the school policies were on a comprehensive range
4 of subjects. When I got to Fettes there were different
5 versions of the school rules placed around the school
6 and pupils are quite adept at using confusion on
7 disciplinary issues to their advantage. I think it is
8 very important in any school that the rules are clear
9 and it is also very helpful if the pupils know exactly
10 the expected sanctions.

11 Of course pupils test the rules and break them, but
12 it is better if beforehand they know the risks. When it
13 comes to punishment, they know you are not then doing
14 anything unexpected. I drew up protocols on how various
15 disciplinary breaches would normally be dealt with.
16 They were not of course absolute protocols because every
17 disciplinary incident did indeed need to be judged on
18 its own merits according to the particular
19 circumstances. The previous school rules were removed
20 and replaced with the revised rules. These rules were
21 placed in each boarding house and [REDACTED] notice board.

22 If I had to speak to a pupil about a serious
23 disciplinary matter I would always have an appropriate
24 member of staff like a housemaster or a housemistress
25 present for two reasons. The first was to make sure

1 that there was another person to witness the whole
2 procedure and that there was a second opinion about
3 whether I had treated the pupil fairly and reasonably.
4 This is why three housemasters got accused by 'Ryan',
5 alongside myself, in a summons which he issued against
6 the school in 1995. They had done nothing wrong
7 whatsoever. They had purely been asked by me to come
8 and attend meetings of the interviews of six boys, who
9 were members of three different senior houses and who
10 were suspected to have been experimenting with cannabis.

11 The second reason was that if a pupil goes away from
12 a disciplinary interview, they may not be best pleased
13 with the outcome and particularly with the girls,
14 I didn't want them to raise any allegation against me of
15 improper behaviour. So having another member of staff
16 present at the interviews on serious matters was partly
17 as a protection for myself as well as protecting the
18 interests of the pupil.

19 It was clearly known in the school community that
20 the possession or use of drugs and any sexual misconduct
21 were offences which were likely to result in the pupil
22 concerned being required to leave immediately, without
23 suspension or going through warnings. These were
24 instantly expellable offences.

25 If we had to ask a pupil to leave, we were not

1 vindictive. If another school was willing to take them
2 on, we would try and be supportive, but of course
3 honest. Sometimes these pupils were taken on without
4 the heads getting in touch [REDACTED]. If we were asked,
5 we would be open and we would ask the head if he or she
6 was willing to give the child a second chance. [REDACTED]
7 [REDACTED]
8 [REDACTED] My [REDACTED] at Fettes
9 had been sympathetic about giving pupils a second
10 chance, but of course pupils who get things badly wrong
11 in one school can continue to get them badly wrong in
12 another. Taking on known very troublesome pupils can
13 easily contaminate the school.

14 Discipline was a primary job that the governors
15 wanted [REDACTED] to address early on because the discipline at
16 the school had become uncertain. Although we absolutely
17 had to build up pupil numbers, [REDACTED] as a matter of
18 policy [REDACTED] not nevertheless accept pupils who
19 had been asked to leave other schools.

20 It was also known that bullying would not be
21 tolerated. Bullying can occur in any school and it can
22 be physical and it can be mental. If there were any
23 incidents of bullying, I would take a very robust line,
24 with bullies being treated severely. Perhaps after just
25 one explicit warning with the parents of the pupil

1 having been informed, it was known that expulsion would
2 follow. I was not prepared to tolerate bullying at
3 Fettes.

4 [REDACTED]
5 [REDACTED] There was
6 a hierarchy when it came to dealing with discipline
7 because we didn't want the housemasters and
8 housemistresses becoming punishment machines. If
9 a member of staff had trouble in a lesson or during
10 an activity, we hoped that the member of staff would
11 deal with it. By and large, most of the pupils in our
12 care were wonderful decent pupils and a firm but quiet
13 word would check most disciplinary incidents.

14 Where there is a strong disciplinary lead from the
15 head, it makes it much easier for the staff because if
16 they are having a discussion with a pupil, they can give
17 them the choice to rectify their behaviour or offer the
18 alternative of going to see the headmaster. If the
19 pupil thinks the headmaster is not going to be very
20 sympathetic to them, they will usually agree to do it
21 the teacher's way. We wanted minor things to be dealt
22 with by the staff, not by punishment but by a word. If
23 a word from the teacher did not work or it was a more
24 serious thing, it would go to the housemaster or the
25 housemistress. They could issue sanctions like

1 detention, litter picking duties or they might gate
2 them, which would not allow them to go up town in their
3 free times.

4 These were minor sanctions. If there was gross
5 rudeness or indiscipline, the pupil would probably be
6 sent to the deputy headmaster who would vigorously make
7 it clear how we felt about such behaviour.

8 The SNR [REDACTED] dealt with, as a matter of course,
9 smoking and alcohol offences. These were quite routine
10 issues, as you can imagine, in a boarding school. We
11 had agreed we would have a tiered system of punishments
12 so that for a first time offence there was a minor
13 punishment, for second or third offences the punishments
14 got bigger. The deputy headmaster would keep a book so
15 he had a record of whom he disciplined about this.
16 Cancer Research made a lot of money out of Fettes pupil
17 caught smoking. They not only got a punishment, but
18 they used to have to send a contribution to Cancer
19 Research with a letter saying how much they cared about
20 people suffering from cancer.

21 As far as senior pupils having responsibility for
22 administering discipline and punishment was concerned,
23 there was a sea change when I was there. We introduced,
24 perhaps in 1995, although I cannot recall the precise
25 date, one of my best educational initiatives, which was

1 a leadership training programme which involved every
2 pupil in the school. Senior pupils when they joined the
3 lower sixth form, on the day before summer term began,
4 came back for a 24-hour leadership training programme.
5 This was to prepare them for leadership roles they would
6 assume big responsibilities for the running of their
7 house in the autumn. [REDACTED] a member of staff who
8 organised a detailed programme where pupils talked about
9 leadership issues and developed leadership skills.

10 At the start of the autumn term, [REDACTED] school prefects,
11 who would be a carefully selected group of pupils
12 comprising two or perhaps three per house, would come
13 back early and there was a separate course for them. It
14 was much more intensively leadership based because they
15 were going to set the tone in the houses and in the
16 school as a whole. We wanted pupils to understand that
17 the senior pupils were not there to boss the junior
18 pupils about; they were there to encourage the junior
19 pupils in worthwhile activities, to set a good example,
20 to talk about issues and to contribute to the pastoral
21 care of the school. I do not have the details of the
22 courses to hand now, but it was a very big initiative
23 and there was something for every year group. We did it
24 in the lower school, which was Inverleith House, and we
25 did it in the middle years, taking pupils to camps and

1 arranging other activities for them.

2 There were various tiers of prefectship and
3 housemasters and housemistresses would, out of their top
4 year, appoint sub-prefects and house prefects. One of
5 the housemistresses wanted every girl in her upper sixth
6 form to be a house prefect because she thought every
7 girl should be taking responsibility for the care of the
8 younger girls in the house. I think that in the boys'
9 houses it tended to be about half the year would be
10 selected as a house prefect.

11 As a matter of policy, we wanted every pupil in the
12 school to have some sort of responsibility. It might be
13 coaching a junior team, encouraging a house choir or
14 organising the house play. We positively wanted pupils
15 to show initiative and to learn about leadership by
16 managing other people in a humane and decent way.
17 Of course that meant that discipline was delegated to
18 prefects but they didn't have big sanctions that could
19 be meted out, it was more a question of example.
20 Beatings, such as caning, finished in schools a long
21 time ago and fagging didn't exist at Fettes when I was
22 there. It had been phased out long ago. It probably
23 hadn't existed for maybe a decade. I wouldn't be
24 surprised if Cameron Cochrane, [REDACTED] got rid
25 of fagging, maybe even Anthony Chenevix-Trench before

1 that might have done this. That didn't mean to say that
2 junior pupils did not have duties. They might have
3 responsibilities for locking up the house, ringing the
4 house bell, cleaning areas of the house or picking up
5 litter. Each house was a little empire in itself.
6 There was no situation where a junior boy was a personal
7 servant to a senior boy.

8 The day-to-day running of the house.

9 Housemasters and housemistresses were very important
10 appointments because you were entrusting the care of
11 pupils to that particular person. [REDACTED] housemasters and
12 housemistresses were very much part of [REDACTED] senior
13 management team. [REDACTED] weekly meeting with them [REDACTED]
14 [REDACTED] also attended by SNR [REDACTED]
15 SNR [REDACTED] and the senior master. We would mainly
16 discuss what I would describe as general management and
17 pastoral care issues. Academic matters were dealt with
18 by the director of studies and by the heads of
19 departments, so there was a separate head of department
20 meeting [REDACTED] That was where the
21 academic matters were discussed.

22 There were various other committees, including
23 a games committee. I think that in day schools there is
24 often a very clear management pyramid structure because
25 they are only needing, in the main, to care for the

1 children during normal school hours. We were caring for
2 pupils 24 hours a day throughout the term. The school
3 usually runs like clockwork during the main school day
4 because there is not much time for the pupils to
5 misbehave. The fun and games begin during the evenings
6 and weekends. [REDACTED] Saturdays and Sundays were often busy
7 with phone calls from housemasters and housemistresses
8 about difficulties that had arisen over the weekend.

9 We started the school day at 8.30 with a short
10 chapel service for the whole school. It was
11 an important event because it brought the whole school
12 together and gave a sense of belonging. We were
13 interdenominational in outlook and we had an element of
14 both Anglican and Church of Scotland denominations
15 promoted within the school services. After each
16 weekend, [REDACTED] address the school on the Monday
17 morning when the service was finished. This was often
18 to congratulate the pupils concerning certain events
19 that had taken place, but it might be a good ticking off
20 with some harsh words if an occasion of bad behaviour or
21 rudeness had occurred at the school. It was [REDACTED]
22 opportunity to have direct communication with the pupils
23 in a wholesome and important way. Pupils of other
24 denominations and faiths did not need to attend the
25 chapel as we had a room nearby where they could go and

1 have quiet time or opportunity for personal prayers if
2 they wanted to. Interestingly, the parents of children
3 with a different religious faith often wanted their
4 children to come to chapel because it was part of school
5 life; it was an important community thing.

6 At 8.55 morning lessons would begin. There would be
7 a morning break, more lessons and then lunch. Later on
8 in the day there would be well-organised games and then
9 late afternoon lessons on three days in the week.
10 During my time I tried to offer a broader diet of games
11 for pupils. Most boys loved rugby but not all boys did
12 so. I therefore introduced the possibility that they
13 could opt for squash, swimming or certain other sports.
14 With the girls' games, certain girls did not enjoy
15 getting cold and wet on the hockey field; they might
16 accordingly opt to do aerobics, dance, swimming
17 et cetera.

18 We were very keen that all pupils did take physical
19 exercise if possible because we felt it was important to
20 their health and fitness.

21 There was also the Combined Cadet Force one
22 afternoon each week and there were navy, army and RAF
23 sections and there were opportunities for leadership
24 amongst pupils.

25 One afternoon a week was more a hobby afternoon

1 where pupils could opt for a wide variety of activities
2 that were on offer from members of staff. Saturday
3 afternoon was often school matches or school games, so
4 it was very much a full day on Saturday, and even the
5 day pupils came in at least until 4 pm. We often
6 arranged an interesting activity for pupils on
7 a Saturday evening.

8 I used to go to lunch most days if I could, but
9 sometimes I was too busy and just worked through. [REDACTED]

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16 I could speak with these pupils and they could tell me
17 their ambitions, interests, worries or concerns. They
18 could tell me if they thought something was not right in
19 the school, although I think I would know if there had
20 been a recent issue of debate. They could raise matters
21 that they didn't think were fair or if there seemed
22 something that wasn't good. [REDACTED]

23

24 it was a healthy exchange of views and ideas. It
25 certainly kept me in touch with what the senior pupils

1 were thinking about how the school was running.

2 From about 6 pm onwards, pupils would generally be
3 in their houses. There would be supper and then a bit
4 of relaxation until 7.30 when there was formal prep time
5 with everybody working quietly until 9 pm. Probably
6 there would be house prayers, although prayers is
7 a slightly exaggerated description. Sometimes a member
8 of staff or a pupil would read a thought-provoking
9 passage. It might be something moral or it might be
10 an amusing story. There was then half an hour for the
11 junior pupils to play snooker or table tennis or just
12 relax before they would start going to bed in
13 dormitories. Prefects would be in charge of getting
14 them into bed and making sure they didn't fight and riot
15 too much. The housemaster, assistant housemaster or
16 visiting tutor might drop in and have a chat with the
17 year group as a whole. Senior pupils were in the study
18 bedrooms and they would plan their prep assignments for
19 themselves, but if they were up late night after night,
20 the housemaster or housemistress might pop their head in
21 and tell them to get to sleep. In general, we trusted
22 them to achieve the right balance.

23 I would also see each individual boy or girl about
24 their application for university. This was a good
25 opportunity to meet them and to talk about their future

1 plans and to give them advice and encouragement.

2 The day-to-day life in the school for me was
3 immensely busy. [REDACTED]

4 [REDACTED]

5 [REDACTED] At

6 a small school like my former school, I felt that
7 teaching the senior pupils was not very fair because if
8 you took on an exam form and you were away too much,
9 these pupils would suffer from a lack of continuity.
10 I therefore used to arrange to teach two junior forms
11 and I had automatic cover arranged so that if I couldn't
12 go into a lesson, there would be another teacher able to
13 step in and take over from me.

14 [REDACTED]

15 [REDACTED]

16 [REDACTED]

17 [REDACTED]

18 [REDACTED]

19 [REDACTED]

20 [REDACTED]

21 [REDACTED]

22 [REDACTED]

23 [REDACTED]

24 [REDACTED]

25 [REDACTED]

1 In the day schools in Edinburgh they generally have
2 an open day, parents can go round, their children sit
3 an exam and then the school selects which pupils it
4 wants. No recruitment problems at all, really. I would
5 say a third or sometimes half my day was spent on
6 [REDACTED] issues and so I found that during my
7 evenings and weekends I was often doing other things
8 which couldn't be achieved during the normal working
9 week. It was also necessary during my last six years at
10 Fettes to deal with a most appalling vendetta and I was
11 therefore having to spend much time firefighting to help
12 protect [REDACTED] staff from completely false allegations.

13 LADY SMITH: Ms Bennie, I think we'll pause there for the
14 lunch break.

15 MS BENNIE: Thank you.

16 LADY SMITH: Thank you very much. We'll sit again at
17 2 o'clock.

18 MS BENNIE: Thank you, my Lady.

19 (1.01 pm)

20 (The luncheon adjournment)

21 (2.00 pm)

22 LADY SMITH: Ms Bennie, whenever you're ready to continue.

23 MS BENNIE: Thank you.

24 My Lady, we had concluded reading paragraph 61.

25 I resume reading from paragraph 62:

1 "Concerns about the school.

2 A pupil might report a worry or concern to his or
3 her parents by phone or to any member of staff. This
4 could be a teacher, tutor, assistant housemaster or
5 housemistress, housemaster or housemistress, the matron
6 in the boarding houses, the director of studies or SNR
7 SNR . They
8 could speak in complete confidence to one of the two
9 school doctors, we had a male and female doctor, or to
10 the sister or nurse in the sanatorium. These particular
11 conversations were completely confidential.

12 Parents would often contact housemasters or
13 housemistresses if they thought there was any concern
14 about a child's happiness, welfare, progress or subject
15 grading. They could discuss anything that was of
16 concern to them or to their sons and daughters.
17 Fee-paying parents are certainly not slow to let you
18 know if their child is not being well taught or is not
19 happy and well cared for. They always have the option
20 of course of moving their child to another school,
21 although one hopes that doesn't happen. Sometimes
22 parents would phone or write to the school and in
23 extreme cases the parents might contact the chairman of
24 the governors direct.
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[REDACTED]

[REDACTED]

So although parents could complain [REDACTED] to the chairman of governors, he was keen not to meddle in the day-to-day running of the school. He would therefore always ask such a parent if they had tried to resolve the issue with the school and if they had reached an impasse, then he would take the matter up

[REDACTED] The chairman of governors was reluctant to interfere on relatively trivial issues because that would have been a nightmare. People could have come [REDACTED] and got a ruling which they perhaps didn't like and then have attempted to get the decision changed by contacting him. That wouldn't have worked.

Reporting of complaints and concerns.

I didn't mind any parent raising concerns [REDACTED] about the management of the school. Sometimes the complaints raised would be entirely valid [REDACTED] wanted to get it right for the parent and the pupil. This might be a lever [REDACTED] to improve the performance of members of staff. [REDACTED] not assume that every member of staff was completely innocent, and if a parent had a valid complaint, [REDACTED] quite robust discussions with the member of staff about professionalism, the quality of their teaching or the quality of their care

1 of the pupils. [REDACTED] cared for all of the pupils [REDACTED]
2 [REDACTED] wanted to get things right. They were part of my
3 Fettes family, they were precious not only to their
4 parents but to me as and they deserved a good education.
5 If there was a teacher who was not good enough to teach
6 my own child, then they were not good enough for someone
7 else's child. If a parent had a complaint and it was
8 solvable, then we would try to put it right. Where
9 possible, we wanted the member of staff who picked up
10 an incident to deal with it, and if not able to do so,
11 to pass it up the line.

12 Trusted adult.

13 There was a personal social development programme
14 where we covered sensitive issues like sex, drugs and
15 health. The pastoral care was primarily done by the
16 housemaster or housemistress and his or her team of
17 tutors. Pastoral care was one of the key strengths of
18 Fettes which was identified in the inspection report and
19 since then Fettes has won national accolades for the
20 quality of its pastoral care.

21 All pupils would have access to a phone and they
22 could phone their parents if there was a worry. A child
23 would be allowed to phone home at any time other than
24 during lessons. There was a phone available to pupils
25 in each house, sometimes within a small designated room

1 and sometimes surrounded by a plastic screen.
2 Arrangements varied from house to house. If there was
3 an issue, parents could always phone the housemaster,
4 housemistress or someone else at the school to discuss
5 their concerns.

6 Every member of staff was responsible for the
7 pastoral care of the pupils and so I would hope that if
8 a pupil had a worry, there would be a whole host of
9 people they could speak to. They would have the entire
10 teaching staff of some 60 or 70 people to choose from,
11 whether they were teaching them or not. Every member of
12 staff was a tutor, apart from a small number of very
13 senior colleagues, and each had an affiliation to
14 a particular house. They would probably go in and do
15 a night's duty per week and they would be available in
16 the house. We tried to ensure that amongst a house
17 tutorial team there was a blend of talents so that we
18 had scientists, art specialists, games experts and
19 cultural people. In each house, some ten pupils would
20 be assigned by the housemaster or housemistress to
21 a particular member of staff who would act as their
22 tutor. That tutor would see the pupil individually on
23 a weekly or fortnightly basis to talk about their
24 academic work, their activities and interests, their
25 happiness and their welfare and they would offer them

1 guidance and advice. So there were several people with
2 direct responsibility for looking after the care of each
3 pupil.

4 Pupils would have their personal tutor; they might
5 have their house tutor if he or she was someone
6 different, their housemaster or housemistress and their
7 spouses and the house matron.

8 We also put up the Childline number on the school
9 board and in every house so if there was something
10 pupils wanted to raise about the school, they could do
11 so. I don't think any of the pupils ever chose to do
12 this, but it was there as a precaution.

13 Abuse.

14 I don't think there was a formal definition of abuse
15 stated as such. There were sections in the school
16 handbook entitled, 'problems and difficulties', personal
17 and social education', which covered bullying and there
18 was a section called child protection policy. I think
19 that I would define abuse as any unwarranted unkindness
20 or inappropriate behaviour towards a pupil by another
21 pupil or by a member of staff. That is just a general
22 statement of my opinion and it was not, as such,
23 a definition that would have been communicated to the
24 staff verbatim. Every member of staff knew our child
25 protection policy and that pastoral care was the

1 responsibility of every member of staff. This was not
2 optional. It was their duty to look after every pupil
3 they came into contact with.

4 With regards to my view of what constitutes abuse
5 being communicated to the staff, all I can say is that
6 I wanted the care of the pupils in the school to be
7 undertaken with the same thoroughness and kindness that
8 I would want for my own children. My mantra was that
9 the best interests of the pupils comes first. That was
10 a guiding light for me when dealing with any
11 difficulties, [REDACTED]

12 [REDACTED]
13 [REDACTED] It is not
14 of course possible to know pupils in the way that you
15 know your own children, but I felt that I had a huge
16 responsibility for their welfare.

17 Child protection arrangements.

18 Our child protection arrangements were not formally
19 defined until 1995 when there was a sea change. Up
20 until that point, individual schools did as best as they
21 could to try and get these things as good as they could.
22 In 1995, however, SCIS produced excellent guidelines on
23 child protection. Fettes, which I think may have
24 contributed to these guidelines, decided to adopt them
25 in full. That meant new protocols and policies within

1 the school. We also appointed a child protection
2 officer, Mrs Judy Campbell, a very fine lady indeed.
3 She proved an outstanding choice, handling problems with
4 wisdom, discretion and tact, and keeping me right on
5 protocols when serious issues arose.

6 The concept of a designated child protection officer
7 had not really arisen before 1995. As I explained,
8 there were many policies relating to pastoral care and
9 indeed to many other school matters that were just
10 implicitly understood in the 1990s. However, the 1995
11 SCIS guidelines on child protection coupled with the
12 advent of the SOED inspection during the autumn term of
13 1995 galvanised us into getting written policy
14 statements on many such issues.

15 Prior to 1995 when it came to formal guidance and
16 instruction to staff, I think things were more
17 understood implicitly rather than them being formally
18 written down. With new members of staff joining the
19 school, we had the president of the common room, who was
20 a senior member of staff, and his responsibility was to
21 keep an eye out for new staff and to educate and train
22 them in the ways of the school. New members of staff
23 would also be assigned to a boarding house and the
24 housemaster or housemistress would gently educate them
25 on how best to handle issues. Pre-1995, child

1 protection policies and procedures were much vaguer and
2 there probably a variability in them amongst schools.

3 This was a very important development at Fettes
4 because we adopted something formally concerning what
5 was regarded as good practice. In earlier years, child
6 protection had been implicitly understood, but from 1995
7 we had it all written down. At that time there would be
8 important presentations to staff at staff meetings and
9 we sent information to parents about this policy. It
10 was contained in the handbook for pupils and in the
11 confidential teaching notes for staff, so it was very
12 open.

13 I think many Scottish independent schools made
14 a change as a result of these guidelines. Perhaps at
15 the time some schools were a bit grumpy about it, but
16 overall it was a very good advance. It did actually
17 change the protocols quite a lot. It is quite
18 interesting that amongst the child protection rules came
19 the protocol that it was not all right to re-interview
20 pupils over disciplinary events. You could only perhaps
21 have one or two stabs at getting at the truth. In the
22 1992 cannabis incident, I re-interviewed the boys
23 concerned several times because that was a perfectly
24 acceptable practice at that time. After 1995 that was
25 not acceptable practice. I will leave it to others to

1 judge whether that is good or bad.

2 Purely as an example, I recall that a year or so
3 after that time it came to my notice that there was
4 a rumour circulating within the school that a boy and
5 a girl might have had sexual intercourse over a weekend
6 in Princes Street Gardens. The girl was probably
7 underage, maybe 15, and the boy would have been about
8 17. The child protection officer and housemistress
9 interviewed the girl and I interviewed the boy about it.
10 The boy was evasive about whether anything serious had
11 occurred but said that if anything had happened, this
12 would have been by mutual consent. There were, however,
13 rumours going around the school, possibly instigated by
14 the girl, that she had been raped. We were uncertain
15 whether this was true or not because her account of what
16 had happened lacked some consistency. With my having
17 once interviewed the boy and not having been able to
18 progress the matter and with the girl having been
19 interviewed by the child protection officer and her
20 story varying in certain important details with the
21 boy's story, we were unable to progress the matter.

22 I therefore called the parents of the girl in and
23 advised them that there was this most unfortunate rumour
24 and that their daughter had made a very serious
25 allegation. However, under child protection rules we

1 were not able to investigate the matter further.
2 I advised them that we would therefore be entirely happy
3 to refer the whole matter to the police if that is what
4 they wished. The parents did not want their daughter to
5 have a meeting with the police and so we had to let the
6 whole matter rest there. Before the new policies in
7 1995, we would have made several attempts to get more
8 information out of the boy and out of the girl.

9 My understanding therefore is that unless child
10 protection policies have been changed, if there is
11 a serious issue of this nature and you do not get the
12 relevant information at the first interview, you more or
13 less have to accept the pupils' initial version of
14 events. Alternatively, if it is a very serious
15 allegation, you may need to call in appropriate outside
16 authorities. In many such cases, they are probably
17 better dealt with by the head and the child protection
18 officer because most parents will probably not wish the
19 police to be brought in to deal with such events.
20 I only mention this to illustrate the complexities that
21 heads have in dealing with difficult cases of this kind.

22 I feel that the 1995 child protection guidelines
23 were overall a great improvement because there had been
24 serious lapses in policies and procedures in some
25 schools. It forced schools to think carefully about the

1 relevant issues, to tighten up their policies and to
2 develop better pastoral care if that was needed.
3 I think that the pastoral care at Fettes was already
4 very good, but it gave us a different perspective on the
5 whole issue. [REDACTED] we would have to have
6 very good reasons not to adopt the recommendations of
7 SCIS. We therefore decided to accept them in full
8 because not to do so would have left us open to
9 criticism.

10 External monitoring.

11 It was the responsibility of the governors, who were
12 a very high calibre governing body, ultimately to be
13 monitoring the performance of the school. They seemed
14 to have confidence [REDACTED] so
15 they did not choose to intervene with the policies [REDACTED]

16 [REDACTED]
17 [REDACTED]
18 [REDACTED]

19 The school was only inspected once when I was
20 SNR [REDACTED] and the background was that 'Iona', during
21 1995, had complained to the Scottish Office Department
22 of Education amongst the many other organisations which
23 she had approached. Their senior inspectors came [REDACTED]
24 [REDACTED] and they asked what had been going on. I told them
25 about the event in [REDACTED] 1992 when [REDACTED] six

1 boys to leave the school following an incident involving
2 the use of cannabis. They suggested [REDACTED] that they
3 would like to come and undertake their most thorough
4 inspection of the school in order that they could
5 protect themselves against any suggestion of their not
6 having reacted after receiving a serious allegation.
7 I said I would be delighted if they would do exactly
8 that as soon as it could be conveniently arranged.

9 The inspectors came to the school in October
10 and November of 1995 and their report was published
11 in March 1996. This is an important document to read if
12 you really want to know how the school was performing at
13 that time. The SOED Inspectorate were an independent
14 body and they were empowered to investigate every aspect
15 of school life.

16 During their inspection, the inspectors spoke alone
17 to pupils and groups of pupils. The parents were
18 invited to return a very detailed questionnaire. They
19 spoke to many members of staff individually and with
20 members of the Senior Management Team. I do not think
21 that the inspectors found that the inspection of
22 a boarding school was an entirely easy task because
23 their experience was mainly in inspecting day schools.

24 [REDACTED]
25 [REDACTED] I spoke to them explicitly about

1 the vendetta that had been waged against the school
2 since 1992.

3 Their report, 'Extended inspection of Fettes
4 College', a report by HM Inspectors of Schools, dated
5 25 March 1996, identified ten key strengths and that was
6 very unusual for the time because it was their norm to
7 cite a maximum of eight key strengths. In discussion
8 [REDACTED] however, they agreed however that there were
9 ten particular strengths that they ought to list. They
10 also reported [REDACTED] that they had never before come
11 across such high levels of parental satisfaction in any
12 school in which they had sent questionnaires out. The
13 report also provided ten action points, which were areas
14 where they thought we could improve the school. Some of
15 these points I agreed with absolutely; some of these
16 I had actually suggested, and there were a couple of
17 issues which were really a matter of debatable
18 educational philosophy on how schools should do things.

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22 Inspections are slightly different in England and
23 Wales, where the Ofsted, the Office for Standards in
24 Education, Children's Services and Skills inspect state
25 schools and a separate branch of Ofsted inspects the

1 independent schools. Boarding schools require
2 particular expertise from the inspectors because if you
3 want to do it properly, you need to have people within
4 the team who really know about boarding education. In
5 Scotland it was different because the SOED had
6 responsibility for inspecting all schools, public and
7 private, day and boarding. I think one of the issues
8 that both sides had with the Fettes inspection was that
9 the inspection team had little knowledge or experience
10 of running boarding schools. They were a bit in the
11 dark about what they were looking for and [REDACTED] had to
12 guide them concerning what areas we considered to be
13 very important. Sometimes they didn't understand our
14 jargon because it was different from that of maintained
15 day schools. Overall, however, they were very capable
16 and experienced people and I certainly like to think
17 that they were impressed with what they found at Fettes.

18 Record-keeping.

19 When I arrived at the school, the quality of the
20 academic results was patchy, indeed unacceptably patchy.
21 We had an extremely favourable staff/pupil ratio and it
22 ought to have been relatively easy for us to deliver
23 good results. Altogether, it was clearly not good
24 enough [REDACTED]

25 [REDACTED] There was a recording system relating to academic

1 performances of pupils in place, which [REDACTED]
2 tightened up so that every month every member of staff
3 was asked to supply an effort and performance grade in
4 their subject for every pupil they taught. These grades
5 were put on a record card which would go back to the
6 boarding houses where the house staff team would follow
7 these up with individual pupils. These grades were also
8 recorded on a year group sheet [REDACTED]
9 [REDACTED] prior to a whole staff meeting. [REDACTED]

10 [REDACTED]
11 [REDACTED]
12 Following discussion of general school matters at
13 these meetings, [REDACTED] quickly go through every
14 form in the school and, having looked carefully at the
15 sheets beforehand, [REDACTED] know there were two or three
16 pupils in each year group for whom things might not be
17 going well. [REDACTED] identify a general issue
18 relating to a particular pupil or maybe [REDACTED] something
19 private, like a father had died or their parents were
20 divorcing. We would discuss these two or three pupils
21 and we would agree as a staff what was going to happen.
22 If a pupil was not putting in the right effort, then
23 everyone who taught the pupil would know they must
24 tighten up. If a pupil was showing bad behaviour, every
25 member of staff who taught that pupil or who coached

1 that pupil in games or whatever would tighten up a bit.
2 [REDACTED] ask if a pupil was in the right teaching set,
3 because sometimes you might discover a very clever pupil
4 or a pupil who had improved his or her efforts in a low
5 set and [REDACTED] ask if that child should be moved up to
6 a higher set. [REDACTED]
7 [REDACTED] sometimes surprise pupils by congratulating them
8 on getting good grades in particular subjects. That
9 would be enough for them to think that [REDACTED] SNR
10 knew a great deal more about them than he probably did.
11 Suffice it to say that the school's examination results
12 improved significantly year on year and within a few
13 years they were certainly not matched by any other
14 school in Scotland.

15 We had parents' meetings and at these meetings there
16 would be presentations on subject choices, health and
17 safety issues or what we were doing about sex education.

18 [REDACTED]
19 [REDACTED]
20 [REDACTED]
21 [REDACTED]
22 [REDACTED]
23 [REDACTED]
24 [REDACTED]
25 [REDACTED]

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[REDACTED]

[REDACTED] file for every member of staff and every pupil in the school office. [REDACTED]

[REDACTED]

[REDACTED] With the members of staff it might not always be formally recorded. If it was a relatively trivial issue, it might just be a very short note [REDACTED] For example, the note might just say that there had been a quick meeting to express disapproval to whoever it was. Housemasters and housemistresses kept their own files because they were very much in the firing line of parents. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] So what records housemasters and housemistresses kept was their business.

A member of staff's file would contain their application form, their references we had received and [REDACTED] interview notes. There would also be notes on any significant meetings [REDACTED] with them on important issues.

Housemasters or housemistresses might or might not keep records of punishments. Probably for serious things they would put a quick note in the pupil's files, I should think. They might keep a book, as they did in

1 some houses. [REDACTED]
2 [REDACTED]
3 [REDACTED] SNR [REDACTED]
4 SNR [REDACTED] would have kept detailed records on smoking,
5 drinking and on any other serious issues [REDACTED] dealt with.
6 Any issues [REDACTED] unless they were minor,
7 [REDACTED] made a note of and popped this into the
8 respective file. These notes were helpful if there was
9 any comeback from the parents.
10 Minutes for staff meetings were always taken. The
11 senior master had a duty of keeping minutes of staff
12 meetings and of the housemasters and housemistresses
13 meetings. The director of studies kept minutes of heads
14 of department meetings.
15 Investigations into abuse - personal involvement.
16 [REDACTED] warn a teacher after it had been reported
17 to me by the director of studies that he had been
18 sending suggestive messages to one of the girls. [REDACTED]
19 [REDACTED] warned him that if this
20 should ever happen again, [REDACTED] suspend him from the
21 staff and the school would probably cease his employment
22 at Fettes. I do not have the date of that warning
23 available to me now, [REDACTED] certainly [REDACTED] reported
24 it to the chairman of governors and I am pretty sure
25 also to the full board of governors.

1 From memory, I think these allegations were made
2 when I was in my second or third year at Fettes, which
3 would be around 1990. When I left the school,
4 I of course left all records at Fettes so I am just
5 speaking from my memory.

6 The teacher would have been in his 50s at the time.
7 I don't remember the age of the girl and I don't think
8 ████████ interviewed her. ██████████ interviewed the master
9 and challenged him with the information that the
10 director of studies had brought ██████████
11 ████████ making it quite clear ██████████ would not tolerate
12 such behaviour, that it must never happen again, and
13 ████████ heard that it had, ██████████ suspend him
14 immediately from staff. The chairman of governors
15 supported ██████████ having taken the right action concerning
16 this matter. ██████████ never had cause to speak to the
17 teacher again regarding any disciplinary matter.

18 This is typical of how ██████████ deal with such
19 matters. If there was any form of lack of
20 professionalism, ██████████ of course interview the member
21 of staff and would either just give them a general
22 warning or possibly a formal warning. If it was
23 a really serious issue, ██████████ suspended them from
24 staff and would have then discussed what the next step
25 should be with the chairman of governors.

1 [REDACTED] agreement that whenever there was any
2 serious disciplinary situation with pupils where they
3 might be asked to leave the school or a serious
4 disciplinary incident concerning a member of staff,
5 [REDACTED] immediately keep the chairman of the board of
6 governors informed.

7 Specific allegations of abuse made against me for
8 which there has been no criminal investigation or
9 conviction.

10 [REDACTED] ask six fifth form boys to leave the school
11 in [REDACTED] 1992 following an incident involving the
12 use of cannabis and one of the mothers complained that
13 her son had not been treated properly during the
14 interview process. Following that event, there was
15 a prolonged vendetta against [REDACTED] the school in
16 which many spurious allegations were raised by the
17 person leading this vendetta.

18 As far as the cannabis incident is concerned, the
19 circumstances were that a school dance was organised on
20 the evening of [REDACTED] 1992. During the following
21 days, housemasters and housemistresses reported [REDACTED]
22 that they had picked up rumours that a number of pupils
23 might have experimented with cannabis in the school
24 grounds during the dance. Some preliminary enquiries
25 took place and eventually suspicion focused on six

1 particular boys. They were called [REDACTED] one
2 morning during the following week. It was [REDACTED] policy
3 that when pupils were interviewed about serious offences
4 [REDACTED] their housemaster, housemistress or
5 SNR [REDACTED] to be present to witness the process.
6 That was to ensure that the procedures during the
7 interview were fair and correct.

8 The boys were first segregated into different areas
9 [REDACTED] The reason for this was
10 to ensure that they could not collaborate and stitch up
11 a false story when giving their individual accounts of
12 what happened. The boys were then interviewed in turn
13 and after each interview they were asked to provide
14 a written statement of their version of the events. The
15 statements were then compared to check for variations,
16 and of course, initially they all contained varying
17 accounts of what had occurred.

18 The boys were then re-interviewed and they were
19 given a chance to change their statements. This
20 happened several times. It was a very difficult and
21 lengthy process and I fully understand that it was
22 distressing for the boys themselves. The whole process
23 went on far longer than anticipated, and eventually in
24 the afternoon all six boys confessed that they had used
25 cannabis during the evening of the dance. [REDACTED]

1 [REDACTED] they were all immediately suspended from
2 attendance at the school and [REDACTED] inform their
3 parents what was to happen to them after [REDACTED] discussed the
4 matter with the chairman of governors.

5 [REDACTED] immediately arranged a meeting with [REDACTED]
6 [REDACTED] the governors, who was CKP [REDACTED] and he agreed that
7 the school had in place a clear policy that pupils must
8 adhere to the law of the land and that the use of drugs
9 was strictly forbidden. The sanction for misusing drugs
10 was also well understood. He agreed that it was
11 unfortunately necessary [REDACTED] to contact the parents of
12 the six boys and ask them to remove them from the
13 school.

14 The parents were informed of this on or around
15 [REDACTED] 1992. 'Ryan' was one of these boys and he
16 was later able to secure a place at another school to
17 continue his education there. 'Iona', his mother, was
18 most unhappy [REDACTED]

19 [REDACTED] She wrote to the chairman of the
20 governors on 22 October 1992 making inaccurate
21 statements [REDACTED] The chairman of the governors
22 replied to her on 26 October and the clerk to the
23 governors wrote to her on 5 November 1992. [REDACTED] reported
24 the whole matter to the full board of governors [REDACTED]
25 [REDACTED] and it was carefully reviewed by the full

1 governing body on 2 December 1992. [REDACTED]

2 [REDACTED] No further
3 incidents involving the use of drugs came to my
4 attention during my following six years at Fettes.

5 I have kept some personal notes concerning the
6 incidents involving 'Iona' because after [REDACTED] 1992
7 she made a whole series of complaints against myself and
8 against various members of staff. Some were just
9 a succession of minor complaints but there were more
10 major complaints as well. Some of these complaints did
11 have validity, but in most cases incidents had been
12 greatly exaggerated or distorted from what had actually
13 happened. There were also some complete fabrications
14 and there were some plain untruths. To go into all of
15 these would take many hours and would serve no useful
16 purpose.

17 It was very well understood by everyone closely
18 associated with Fettes that the possession or use of
19 drugs or illegal substances in the school was
20 an expellable offence. This was the first incident of
21 drug misuse in the school [REDACTED]
22 [REDACTED] and the outcome may sound a bit harsh.
23 [REDACTED] hated asking pupils to change their educational
24 plans, but every decision you make SNR [REDACTED] is a signal
25 to the school of what is or what is not permissible.

1 It was worth mentioning that it was quite
2 an expensive thing for the school to lose six pupils,
3 because you lose six sets of fees, so you certainly do
4 not do it at random. I felt it was my duty to carefully
5 look after the children who had been entrusted to the
6 school and to protect them as far as possible from the
7 use of drugs. [REDACTED]

8 [REDACTED]
9 I consider that they are illegal substances and
10 I believe that they are an insidious influence on young
11 people. I regarded it as my responsibility to protect
12 the children in the school from their potential dangers.
13 The way you can do this is by having a clear rule and by
14 making it absolutely clear what the sanction will be.
15 The consequence of course is that when your bluff is
16 called, you have to enforce the established rule. The
17 boys were 15 or 16, in their defence it was not a very
18 big incident, they were just experimenting with some
19 cannabis. It was all very sad, but the outcome was
20 unavoidable under the circumstances.

21 'Iona' wrote to me and I think she had two points
22 that she wished to make. The first was that she didn't
23 want her son to leave the school and she wanted [REDACTED] to
24 reinstate him. Secondly, I think she also made the
25 argument [REDACTED] dealing with drugs issues in the

1 wrong way. It was indeed true some schools in England
2 were keeping their pupils on if they used drugs and that
3 they tried to manage the whole issue. [REDACTED]

4 [REDACTED]
5 [REDACTED] policy was however that the
6 use of drugs was an expellable offence. [REDACTED]

7 [REDACTED]
8 [REDACTED]
9 'Ryan' had a younger sister called 'Claire' in the
10 junior house which was run by the housemaster, Andrew
11 Alexander. 'Claire' occasionally managed to get into
12 confrontations and minor bits of trouble. Following the
13 enforced departure of 'Ryan' from the school, 'Iona',
14 during the next two terms, had launched a whole series
15 of complaints against various members of the Fettes
16 staff. [REDACTED]

17 [REDACTED]
18 [REDACTED]
19 Mr Alexander, the housemaster of the junior house,
20 and I endeavoured to follow up each and every one of her
21 complaints in an attempt to resolve them. We
22 investigated each complaint thoroughly and reported back
23 to her, telling her what we had done or what we were
24 trying to do. It seemed, however, that she was
25 continuing to seek issues about which she could express

1 dissatisfaction. She was making it very clear to people
2 and indeed to the governors that she did not have any
3 confidence in [REDACTED] leadership of the school or in certain
4 members of [REDACTED] staff.

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8 'Iona' had a long association with the school
9 because she was the daughter of a distinguished Fettes
10 master and she had grown up in the grounds of the
11 school. I think this partly explains why she was so
12 upset with the school when her son was asked to leave.
13 She had a strong family link through her father, who was
14 a very well liked and respected former [REDACTED]. I think
15 she was initially very pleased when I took up my
16 appointment at Fettes [REDACTED]
17 [REDACTED] and she had three children at the school. Word
18 was out that she was singing my praises locally. She
19 did not, however, sing my praises after [REDACTED] 1992.
20 It was a curious situation because she said that she had
21 lost all confidence in me SNR [REDACTED] but she still
22 very much wanted her children to attend the school.

23 We decided that we were not able to satisfy her
24 continuing complaints. We would deal with one and
25 hopefully solve it, but the next again week there would

1 be another one. She hadn't made any complaints before
2 'Ryan' had been asked to leave the school. Her
3 subsequent complaints were against various different
4 members of staff.

5 [REDACTED]
6 [REDACTED]
7 [REDACTED]
8 [REDACTED]
9 [REDACTED]
10 [REDACTED]
11 [REDACTED]
12 [REDACTED]
13 [REDACTED]

14 [REDACTED] She
15 confirmed that [REDACTED] go ahead and investigate her
16 complaint.

17 FGA [REDACTED] was a slightly idiosyncratic person and she
18 had her own idiosyncratic methods of teaching. I was
19 SNR [REDACTED] absolutely adamant that the quality
20 of teaching should be outstanding. [REDACTED]

21 [REDACTED]

22 [REDACTED] In modern days under Ofsted
23 and the SOED in Scotland there are numerous protocols on
24 good practice concerning how lessons in most subjects
25 might be taught. Although this doubtless has the

1 intention of ensuring good quality education across
2 different schools, in my view it can also stifle
3 originality, creativity and imagination through limiting
4 teaching styles. Believe you me, pupils love to go from
5 lesson to lesson and encounter different approaches in
6 these lessons. In some cases lessons might be quite
7 formal and disciplined with all the tables in rows
8 facing the front. In others, the tables might be set in
9 a circle and the pupils might be invited to get up and
10 speak, act or debate topics. Some teachers might wish
11 to operate in a very didactic way while other teachers
12 might teach using less orthodox methods.

13 [REDACTED]
14 [REDACTED] Where, however, a teacher was not
15 proving successful, the school management would quickly
16 intervene. [REDACTED]

17 I thought it was beneficial for the pupils to come
18 across different teaching styles.

19 'Iona' did not approve of FGA's teaching style
20 but it was clear to the school's management that FGA
21 was a highly effective teacher. Not every pupil liked
22 her admittedly, but she was known to be a highly
23 successful teacher. [REDACTED]

24 [REDACTED]
25 [REDACTED]

1 On 29 January 1993, 'Iona' sent [REDACTED] a letter of
2 complaint about SNR [REDACTED] and about FGA [REDACTED]
3 again. [REDACTED] She
4 also wrote a further letter of complaint about FGA [REDACTED] on
5 9 February 1993. This was made to Mr Alexander, the
6 housemaster of the junior school, and he replied to her
7 in writing.

8 On 8 February 1993, 'Iona' visited the reception
9 hall and quizzed the receptionist about some troubles
10 she had heard about the junior school. On 9 February,
11 [REDACTED] a report from Mr Alexander to say that 'Iona'
12 had caused further problems at the junior house, maybe
13 making complaints. I don't know specifically what had
14 happened because I do not have the records.

15 I received reports that 'Iona' was making adverse
16 comments about me and about Fettes at lunch parties
17 around Edinburgh. It was also reported to me that she
18 was actively attempting to spread false allegations
19 about Fettes to various people around Edinburgh. She
20 was very rude to the chairman of governors at the
21 Inverleith Burns Night supper.

22 There was an adverse report about Fettes in [REDACTED]
23 newspaper [REDACTED] February and it was reported to [REDACTED] that
24 her elder son was in possession of the newspaper in
25 school that day. It was not normal for pupils to carry

1 newspapers around to lessons, especially [REDACTED]
2 newspaper. This is just a flavour of the problems that
3 continued to arise and I could give further examples.
4 It was therefore reluctantly considered that mutual
5 trust between the school and this parent had broken down
6 and she was deliberately trying to cause trouble.
7 The governors then took independent legal advice
8 from a highly respected QC. He confirmed that the
9 school did have the right to give due notice if it no
10 longer wished to have the responsibility for the
11 education of a pupil in a situation in which the parent
12 had made it clear that they had lost confidence in the
13 school. The clerk to the governors wrote to 'Iona' on
14 2 March 1993 and gave her notice that the school wished
15 her to make other arrangements for 'Claire's' education
16 after the end of the summer term in 1993. We gave her
17 more than a full term's notice because parents had to
18 give the school a term's notice if they wished to take
19 their children out. This was a very unusual event and
20 I cannot recall any other occasion when such a step of
21 this nature was taken during my entire school career.
22 It was however decided that this was a step which the
23 school needed to take because there was a clear
24 breakdown in the relationship between the school and
25 this particular parent. 'Iona' was not, I think, happy

1 with this decision.

2 On 7 June 1993, there was a minor disciplinary
3 incident in the junior house involving 'Claire' and two
4 other girls. The housemaster of the junior house wanted
5 to interview the three girls individually about the
6 incident, and of course for safeguarding reasons he did
7 this in the presence of [REDACTED] FGT [REDACTED] One of
8 the girls was acting up in a silly way, I think trying
9 to barge into the meeting when Mr Alexander was
10 interviewing another girl instead of waiting outside.
11 FGT [REDACTED] naturally got upset and she used inappropriate
12 language towards this other girl, not 'Claire'. She
13 said words similar to, "Stop being a silly bitch".
14 'Claire' and the other two girls then departed from the
15 school without permission; that was totally against the
16 school rules because we were responsible for the care of
17 the day pupils until it was time for them to go home.
18 They marched out of the school and went home early.
19 'Iona' then informed [REDACTED] she was withdrawing
20 'Claire' from the school. That was about three weeks
21 before the end of term.

22 'Claire' subsequently went on to another school in
23 Edinburgh.

24 After this upset, [REDACTED] call in FGT [REDACTED] in the
25 presence of Mr Alexander about her use of bad language

1 towards a pupil. [REDACTED] fully
2 accepted that she had been sorely provoked, it was not
3 acceptable for her to use bad language towards a pupil.
4 [REDACTED] this must never happen again. She
5 apologised, saying that she had just got a bit angry.
6 She fully accepted this ruling and gave [REDACTED] assurance
7 that this mistake would never happen again. [REDACTED]

8 [REDACTED]
9 [REDACTED]
10 [REDACTED]

11 [REDACTED] This seemed appropriate and quite
12 sufficient.

13 I might be wrong on this matter, but if there had
14 been an allegation that 'Robert', the older brother of
15 'Ryan' and 'Claire', left the school early, I would not
16 be able to corroborate that. 'Robert' was in the upper
17 sixth form of 1992 to 1993, that is the top year, and he
18 completed his higher exams successfully.

19 As far as a media strategy was concerned, throughout
20 the vendetta I responded to allegations in the
21 newspapers by issuing press statements. However, the
22 press were not very fair. They would give a lot of
23 coverages to the complainant and they published plenty
24 of lurid stories that might have related to a Fettes of
25 30 or 40 years before, but these stories did not relate

1 to the Fettes [REDACTED] [REDACTED] issue a press
2 release, but maybe all the press coverage would say was
3 SNR [REDACTED] denied the allegation or something
4 similar. They often wouldn't quote verbatim [REDACTED] had
5 said.

6 Eventually some governors had the idea to engage
7 a public relations expert who could undertake the task
8 of preparing the press statements [REDACTED] but this did
9 not prove any more effective in counteracting the false
10 reports that were cropping up.

11 There was a curious aspect to all this. Although
12 pupils do not mind grumbling and criticising the
13 management of the school, and particularly the head when
14 he's make some unpopular decisions, the pupils were
15 sickened by the bad publicity that Fettes was receiving.
16 They realised that the allegations were untrue, and in
17 a way this united the staff and pupils in a sense of
18 injustice. So in a way this speeded up the process of
19 greatly improving the whole tone of the school and the
20 establishment of mutual trust and respect between staff
21 and pupils.

22 Police investigations.

23 On 12 May 1993, the governors received a letter from
24 an Old Fettesian who lived in St Andrews. In this
25 letter, he alleged that there was child abuse occurring

1 at Fettes. The school immediately asked him to give
2 more information so that we could explore the issue, but
3 he couldn't do this. We had a very good governor called
4 Dr John Munro who had been appointed to the governing
5 body by the Royal College of Physicians. He drove to
6 St Andrews to see the Old Fettesian, but when he got
7 there, the Old Fettesian dismissed him and said that he
8 would not supply any further information. We urgently
9 wanted the information because this was a very serious
10 allegation to make and we wanted to investigate it.

11 CKP [REDACTED] therefore informed the police that there had
12 been this serious allegation and he asked them if they
13 would investigate it.

14 The police were also unable to get any further
15 information from the Old Fettesian. They went to see
16 him but he wouldn't speak to them. On 25 February 1994,
17 Detective Inspector Ross and Detective Sergeant Reynolds
18 took statements [REDACTED]

19 [REDACTED]
20 [REDACTED] and FGT [REDACTED] They asked questions about two
21 events. The first of these was the way [REDACTED]
22 handled the drug incident in 1992 involving 'Ryan's'
23 expulsion, and they also asked about the fuss that had
24 occurred in the junior house in June 1993 when FGT [REDACTED]
25 had used inappropriate language towards one of the

1 girls. The police then confirmed to the governors that
2 they considered the Old Fettesian's allegations of child
3 abuse had no foundation. They also confirmed that they
4 felt there was absolutely no case of child abuse in the
5 way [REDACTED] handled the disciplinary incident in [REDACTED]
6 1992 or in the fuss that had occurred in the junior
7 house in June 1993.

8 This had been highly unsatisfactory behaviour by the
9 Old Fettesian and so the clerk to the governors reported
10 him to the General Medical Council on 14 June 1993 to
11 say that the school was disturbed that as a doctor he
12 had made such serious allegations and then was not
13 prepared to substantiate it. I know nothing about the
14 Old Fettesian but have looked him up and his name is on
15 the list of Old Fettesians. I have never met him and
16 never spoken to him. I can only imagine that someone
17 had encouraged him to make such a complaint in order to
18 cause trouble. If he had any real belief that there was
19 child abuse at the school, he would surely have wanted
20 to tell the school about it and he would certainly have
21 wanted to tell the police.

22 It was a bizarre event but not the only bizarre
23 incident that I experienced during the course of the
24 vendetta.

25 I want to make it absolutely clear that the police

1 completely exonerated [REDACTED]
2 concerning there being any case of child abuse in the
3 way the school handled the drugs incident in [REDACTED]
4 1992. They also completely exonerated Mr Andrew
5 Alexander and FGT [REDACTED] for any case of child abuse where
6 inappropriate words were used towards a pupil in the
7 summer of 1993. CKP [REDACTED] had instigated the request to
8 the police that they should investigate these matters
9 and I imagine they would have reported their findings
10 directly to him or to the clerk of the governors.

11 Reports of abuse and civil claims.

12 On 21 September 1995, 'Ryan', who had left the
13 school three years previously, issued a summons directly
14 on [REDACTED] and the governors of the
15 Fettes Trust. I do not have a copy of that summons but
16 it will be held by Fettes. The governors decided they
17 wanted to defend the school and the members of staff and
18 they appointed independent lawyers.

19 In 1997 there were negotiations between the lawyers
20 and the solicitors acting on behalf of 'Ryan' and his
21 mother 'Iona'. On 7 July 1997 a provisional agreement
22 was reached and this was wholly conditional not only on
23 the action being dismissed but with decree of dismissal
24 being coupled with one of absolvitor. I am not
25 a lawyer, however my understanding of this comes from

1 a letter [REDACTED] 8 July 1997 from the clerk to the
2 governors.

3 I am sure that the settlement went through and was
4 confirmed and the school and the governors will have
5 a copy of it.

6 This is, in my view, a matter of very key importance
7 and it is one of the most crucial bits of information
8 I can give you about this matter. 'Iona' and 'Ryan', of
9 their own volition, settled the case and signed the
10 agreement on the terms that I have supplied. I think
11 this proves beyond doubt that there was a legal
12 agreement between the school and the family in which the
13 family acknowledged that [REDACTED]
14 and the governors of the Fettes Trust were innocent of
15 all the allegations they had made relating to how the
16 drugs incident in [REDACTED] 1992 had been handled.
17 I imagine that the allegations which 'Iona' and 'Ryan'
18 may have made to the Scottish Child Abuse Inquiry about
19 this matter may be the same or very closely similar to
20 the allegations they made in the summons dated September
21 1995. If this is indeed the situation, I think that it
22 proves that they appear to have reneged on their legal
23 agreement. I would imagine the school and its lawyers
24 may wish to consider their position in this regard.

25 I believe that this means that the allegations that

1 'Iona' and 'Ryan' have made on this particular matter to
2 the Inquiry should be considered false. I would request
3 that the Inquiry team declare that these specific
4 allegations are invalid. I understood earlier from
5 a member of the Inquiry team that there were only two
6 complainants making allegations of child abuse at Fettes
7 during the period 1988 to 1998 SNR [REDACTED]
8 If the allegations of 'Iona' and possibly 'Ryan' or
9 'Claire' are deemed without proper foundation, I think
10 that this establishes that there are no valid
11 allegations of child abuse occurring at Fettes [REDACTED]

12 SNR [REDACTED]

13 Specific alleged abusers.

14 Mr Bill Stein was the master in charge of swimming
15 and there was a complaint made about him in the autumn
16 term of 1997 and in December 1997 [REDACTED] reported to the
17 governors [REDACTED] had
18 held a disciplinary meeting with Bill Stein. It had
19 come to my notice that there had been a complaint about
20 Mr Stein, which I think might possibly have come from
21 'Iona'. The complaint was that Mr Stein had been
22 participating in a game with junior pupils at the end of
23 swimming lessons. I would like to make it clear that
24 this was some four years after the last of 'Iona's'
25 children had left the school. Mr Stein seemed to have

1 had some sort of tag game in which he swam around the
2 pool chasing the pupils. I think that the pupils dived
3 in and swam across the pool without him catching them.
4 It was that sort of game.

5 [REDACTED]
6 [REDACTED]
7 [REDACTED] they told me that they were certain
8 that these games had just been a bit of fun with no evil
9 intent.

10 [REDACTED]
11 aware of the view that this game was undoubtedly
12 regarded as good fun by the pupils, this was not
13 acceptable practice from a member of staff and it could
14 leave him open to the criticism of improperly touching
15 pupils.

16 [REDACTED] what might be acceptable
17 behaviour for a father or an uncle to indulge in with
18 children was not appropriate for a member of staff.

19 [REDACTED] gave Mr Stein a formal warning and told him
20 in absolutely explicit terms that his participation in
21 games of this nature must cease and that if such
22 behaviour cropped up again, his continued employment at
23 the school would be in jeopardy. Mr Stein, who I regard
24 as a very decent man, apologised [REDACTED]
25 [REDACTED]

1 categorical assurance that he would completely abide by
2 this ruling. [REDACTED]

3 [REDACTED]

4 That should have been the end of the matter but on
5 [REDACTED] 1998 there was an article published by the
6 journalist [REDACTED] who had published many adverse
7 articles about myself and Fettes over the years. In
8 this article in the [REDACTED] it was alleged that
9 Mr Stein had been involved in a sex abuse row. The then
10 chairman of the governors immediately notified the
11 police and asked them to investigate the allegations
12 that had been made in the newspaper. Mr Stein [REDACTED]
13 [REDACTED] asked [REDACTED] to undertake no
14 further duties as Fettes until he had been exonerated.

15 [REDACTED]

16 [REDACTED]

17 [REDACTED]

18 [REDACTED]

19 There were then follow-up very damaging articles
20 about Fettes in The Scotsman, The Herald and The Mail.
21 I think that it is significant to mention that at the
22 time I received a spontaneous letter signed by about
23 20 middle school girls expressing their support for
24 Mr Stein and their dismay over the allegations that had
25 been publicly made against him. I think that tells you

1 something about the mutual trust and respect that
2 existed between staff and pupils [REDACTED]

3 [REDACTED] We were in many ways a family rejoicing in
4 each other's good achievements and supporting each other
5 in times of difficulty.

6 I had a meeting with DI Peter Avant and DS Gordon
7 Crowe and I explained to them what I knew about the
8 whole matter. During this interview, [REDACTED]

9 [REDACTED] I probably provided a formal statement to
10 them but I cannot be absolutely sure of this because
11 I do not have access to the relevant records. DI Avant
12 revisited the school on 20 May 1998 and on 17 June 1998
13 Mr Stein was formally cleared by the police of having
14 been involved in child abuse. Therefore the situation
15 was that Mr Stein had, quite needlessly and unfairly,
16 been put through a most appalling ordeal over what
17 seemed to have been just an error of judgement with no
18 evil intentions.

19 Although I could be wrong about this, in my view the
20 making of this allegation was a calculated act against
21 an innocent man and I assume that it was made with the
22 intention of damaging the reputation of the school.

23 I do not believe that there was any lasting adverse
24 impact on the school as a result of this complaint, but
25 it of course had a devastating impact on Mr Stein.

1 As far as Bill Stein's position at the school was
2 concerned, I have had a look at the school handbook and
3 he was not listed as a member of the teaching team and
4 that would be absolutely correct because he did not
5 undertake any academic classroom teaching. He was
6 employed by the school to look after the swimming pool,
7 to give swimming instruction, and he also helped with
8 the naval section of the Combined Cadet Force and with
9 sailing trips. I don't have a record of his age, but
10 I think he would be in his early 60s. He was a large
11 burly man who was married and he had, much earlier in
12 his life, swum for Scotland at international level. He
13 had a cheerful nature and had an excellent rapport with
14 the pupils. He was popular and generally very well
15 liked in the school community. He had organised swims
16 for pupils across the Channel and Lake Ontario, both of
17 which are quite serious undertakings. He had pupils
18 solo swimming across the Forth. This is also quite
19 an undertaking and is not to be embarked upon lightly.

20 I regarded him as an honest and decent man
21 possessing integrity. He had been at the school for
22 three years before I joined and he retired when I did in
23 1998. I did not know him terribly well and I only
24 really interacted with him when I could find some time
25 to go to the swimming pool to attend some swimming

1 event. He wasn't formally [REDACTED] academic staff, he just
2 came and went a bit, he supervised the pool and there
3 was no issues with it. He might have come partly under
4 the management of the bursar and because he was involved
5 with swimming and the Combined Cadet Force, partly [REDACTED]

6 [REDACTED]

7 Such a situation was perhaps not completely
8 clear-cut but this was not a problem. He was
9 a commanding person, he never had to discipline children
10 and he had a lovely good-natured personality. He could
11 bring a class to order with a word, but he usually had
12 a big smile on his face and he gave the pupils a lot of
13 fun. With regard to the business of the horseplay in
14 the pool, I think that most pupils loved it and that it
15 was very disappointing in a way that it had to stop.
16 However, once the complaint had been made, [REDACTED] not
17 allow it to continue. I certainly never saw him
18 involved in any abuse or ill-treatment of the children.

19 Leaving the school.

20 I decided to take early retirement in the summer of
21 1998 when I completed ten years at Fettes."

22 My Lady, I now move on to paragraph 135:

23 "Other information.

24 I have requested to provide a brief personal
25 statement to the Inquiry which I have prepared and this

1 now follows.

2 To the best of my knowledge, there were no cases of
3 child abuse at Fettes between 1988 and 1998. I have
4 dedicated my entire career to the education, development
5 and welfare of children and young people in schools. As
6 SNR at Fettes, I wanted the pupils entrusted to
7 the school to receive the same quality of attention and
8 care as I would have wanted for my own children. If the
9 provision that Fettes was providing was not as I would
10 have wanted it to be for my own children it was
11 certainly not good enough for the pupils for whom the
12 school had taken responsibility. Child abuse is
13 a complete anathema to me and everyone associated with
14 Fettes would have known that I would never have
15 tolerated or condoned it SNR Had I ever had
16 the slightest suspicion of child abuse occurring,
17 I would have investigated it with rigorous thoroughness
18 and I would have immediately reported such concerns
19 The police would have been
20 brought in and during any police investigation the
21 member of staff concerned would have been suspended from
22 any duties at the school.

23 I am therefore very disturbed that there should have
24 been any allegations of child abuse at
25 Fettes, because if these were to have any foundation,

1

2

[REDACTED]

It would be a slur on the personal reputation and integrity of Fettes staff and of its governors at the time and it would be a slur on the general reputation of the school.

6

Helping the Inquiry.

7

Protecting children from abuse is a vast area and you have to start from a position that child abuse has the potential to happen in any residential institution. It is however most likely to happen in a badly managed establishment. You need great vigilance and you need effective leadership in any residential school. The institution must have the correct policies in place and the head of that establishment must be fearless in investigating any rumours of potential child abuse.

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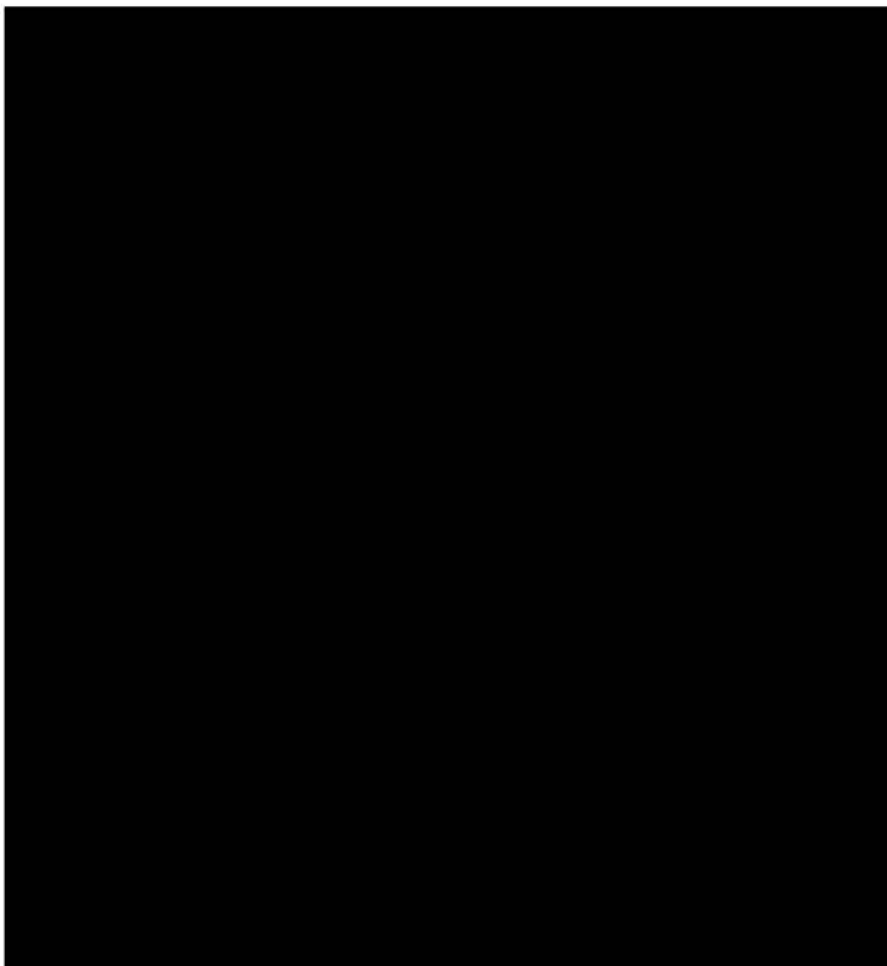
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There are some schools who establish a pastoral care committee or something similar and who have people from outside the school who can act as confidantes to the pupils. I think, however, that it was good to establish that the pastoral care is the responsibility of every member of staff. [REDACTED] very clear to the Fettes staff that we were all responsible for the pastoral care of the pupils. I didn't want any member of staff

1 passing bad moral attitudes to the pupils; they were
2 expected to provide a good influence by word and by
3 example.

4 There needs to be a detailed child protection policy
5 in place and a designated child protection officer, or
6 more than one such officer.

7 If a head cannot progress a suspected case of
8 serious child abuse, he or she should not dither, he or
9 she should not hesitate to call in the police. They
10 have experts who can look into these matters. I have
11 said before that schools under modern good practice
12 protocols have much reduced powers over repeatedly
13 interviewing members of staff or pupils. You may
14 therefore need police powers to investigate a worry or
15 otherwise decide that you have to give up on it.
16 Sometimes parents would be horrified that the police
17 were interviewing their child but that is what you have
18 to do if a significant case of child abuse is suspected,
19 otherwise the alternative is that you brush it under the
20 carpet and forget about it.

21 Schools should not, in my view, be willing to supply
22 satisfactory references for members of staff in cases
23 where they are worried there might be child abuse
24 issues. I am afraid that this has, to the shame of many
25 establishments, happened in other schools in the past.

1 I think the Inquiry team should look into possible
2 sanctions against the school or any individual member of
3 staff if they knowingly recommend a most unsuitable
4 teacher to another school.

5 I do not know how easy it would be to achieve this,
6 but in my view it would be good if it became illegal to
7 gloss over such a situation when it is known to exist.
8 If the head was within his or her rights to refuse to
9 supply a reference in such cases, it would doubtless
10 cause a row with the member of staff concerned, but it
11 would prevent such issues possibly being covered up.
12 Under such circumstances it might be a good thing if the
13 receiving school understood that the absence of
14 a reference from a candidate's existing head was
15 a possible signal. I know that it is a very difficult
16 area and there may be many legal issues associated with
17 it. This, however, is exactly the kind of area that the
18 Inquiry should attempt to address.

19 Where the behaviour of a member of staff is very
20 unsatisfactory or illegal, I think the head needs to
21 have the courage to dismiss him or her and if relevant
22 report the matter to national authorities. There is
23 a List 99 and you can always report an individual to the
24 authorities who run this list and they will decide if
25 that member of staff needs to be placed on it.

1 Subsequent to my video conference interview, I have
2 written to Lady Smith suggesting that the Inquiry team
3 should look at two further potential child abuse issues.
4 The first of these is concerning the potential for child
5 abuse issues to occur with peripatetic staff who may be
6 teaching children in one-to-one situations.
7 Consideration should be given to how carefully such
8 staff are vetted at the time of their appointments.
9 I have also suggested that the Inquiry team should look
10 carefully at the potential for child abuse to occur when
11 pupils are taken away from the school on trips, camps
12 and expeditions. Unfortunately there have been a number
13 of well-documented incidents of child abuse occurring on
14 such trips organised by schools.

15 I have no objection to my witness statement being
16 published as part of the evidence to the Inquiry.

17 I believe the facts stated in this statement are true."

18 My Lady, this statement is signed by the witness and
19 it's dated 30 November 2020.

20 LADY SMITH: Thank you very much.

21 MS BENNIE: Thank you.

22 LADY SMITH: Now, Mr Brown.

23 MR BROWN: My Lady, it might be an apt moment to break to
24 give the shorthand writers a rest and then there's two
25 further statements which I'll read in and which should

1 take us towards 4 o'clock, but certainly not beyond it.

2 LADY SMITH: That's fine. I'll rise now then. Thank you.

3 (3.05 pm)

4 (A short break)

5 (3.20 pm)

6 LADY SMITH: Mr Brown, when you're ready.

7 'Samantha' (read)

8 MR BROWN: My Lady, the next witness is 'Samantha', who

9 responded to the current head of Fettes writing to the

10 student body. She emails saying:

11 "Dear Mrs Harrison,

12 I am contacting you to feed back my experience of

13 Fettes College albeit years after I left. The context

14 of this email is in light of the recent UK-wide interest

15 in peer-to-peer sexual harassment within schools across

16 the UK and the outpouring of female's experiences

17 sparked by the Sarah Everard case. I share this story

18 only now because the recent media stories indicate that

19 the issue is clearly still relevant and there seems to

20 have been little change in Britain, despite a global

21 awakening with the Me Too movement. As such I want to

22 highlight my experiences in case there is work still to

23 do at Fettes, as there appears to be across so many

24 other private schools in the UK.

25 Moreover, my experiences and Fettes' response to it

1 left deep wounds, which have remained unhealed to date
2 owing to the lack of atonement or acknowledgement at the
3 time. On seeing the widespread outrage at current
4 accounts of the maltreatment of adolescent girls by
5 adolescent boys and culture of schools failing to
6 protect the girls, I finally feel seen and validated.
7 I hope that this testimony raises awareness should
8 similar dynamics arise within Fettes and they would be
9 handled differently to how they were during my time
10 there. If nothing else, it also brings me closure to
11 finally say out loud that it wasn't good enough, and
12 I hope for the sake of all female students who continue
13 to pass through the halls of Fettes that things have
14 changed.

15 Finally, both mine and the ongoing accounts across
16 the UK (as documented on the [REDACTED]
17 website) also demonstrate why we need to change the
18 discourse from protecting our girls towards educating
19 our boys, and I hope that the school has taken steps
20 towards doing just that.

21 I attach a Word document detailing my
22 experience ..."

23 And it reads:

24 "Experiences at Fettes College as a young woman in
25 the early 2000s.

1 During my time in the senior school at Fettes,
2 myself and a number of girls in my year were subject to
3 daily verbal abuse, taunts, assaults and bullying of
4 an explicitly sexual nature by a significant number of
5 boys from the year group. While individual boys
6 certainly stood out as key perpetrators, the number of
7 peers within the wider male group that cajoled and
8 encouraged such behaviour pertained to a more ubiquitous
9 and endemic culture of male entitlement, sexism, sexual
10 harassment and male dominance at the time. Girls were
11 treated as second class citizens not worthy of respect,
12 and the institution appeared to enable such attitudes
13 and behaviour to prevail. Such enabling was rooted in
14 both subtle and more explicit forms of discrimination
15 within the school culture. More subtle examples
16 included lauding over the boys' sports teams publicly in
17 chapel, including cancelling lessons to attend
18 'important matches' while the female equivalent athletes
19 and sports teams were not afforded the same celebration,
20 treatment or acknowledgement. However, more disturbing
21 and explicit examples in its enabling of this harassment
22 was the school's response (or lack thereof) to such
23 behaviour. As such, the school failed to protect young
24 girls from what would otherwise have been considered
25 sexual harassment and sexual abuse in an adult

1 workplace, despite having knowledge of what was going
2 on.

3 Examples of incidents.

4 Incidents ranged from groups of boys lining up
5 either side of the entrance to the dining room (both
6 lunch and dinner daily) to shout abuse at girls as they
7 entered and exited: You're a fucking whore! Your tits
8 are too small! You're a frigid bitch! I'd fuck you if
9 you weren't a munter! You're a fucking slut! Suck my
10 dick you slut! (I remember these words all too vividly)
11 to abusive emails with similar sentiments being sent to
12 individuals as well as entire year groups, to physical
13 assaults including forcing a science book between my
14 legs and up my skirt stating, 'Let's see how far up your
15 fanny this will go', to taking a photo of a girl who is
16 13 to 14 years old partially unclothed and placing the
17 photo in a public place, no doubt to incite humiliation.

18 The abuse was pervasive and occurred as we walked
19 between lessons, sat in class, ate our meals and checked
20 our emails for homework. The experiences are etched in
21 my memory. I almost missed sports trials because I hid
22 in the dining room bathroom for so long, wishing the
23 boys would disperse so I could avoid the taunts when
24 leaving.

25 We were not emotionally or physically safe anywhere

1 on the grounds of the school, and I distinctly remember
2 a constant fear and vigilance of where the next barrage
3 of abuse would come from. This all occurred at such
4 a crucial time in our development as young women, mainly
5 between the ages of 13 to 16 (fourth to lower sixth
6 form) in the early 2000s.

7 The school's failure to respond.

8 Somehow I found myself being the person many of the
9 girls confided in and unofficially became a spokesperson
10 for the females in my year, who were fearful of raising
11 the issue themselves. As such, after months and months
12 of suffering, the teachers were formally alerted as
13 I arranged a meeting with the deputy head to inform her.
14 Equally, the abuse was certainly not subtle, so it would
15 have been surprising that teachers were not already
16 aware of the situation. The issue was subsequently
17 raised several times, with several teachers in several
18 forums, but seemingly little was done. No feedback was
19 given to myself or the other girls and the abuse
20 continued as regularly and as viciously as ever. It
21 became clear we were not going to be protected by adults
22 and we would need to fend for ourselves.

23 As such, the situation continued to escalate, and
24 culminated in a very public incident in the dining room
25 only moments before an exam. The main group of male

1 culprits were vigorously hurling food at one of the
2 girls shouting, 'Eat that, you fat bitch', in the very
3 public sphere of the dining room. For anyone, let alone
4 a 15-year-old girl, this would be the ultimate
5 humiliation.

6 In a bid to defend her, I stood up and shouted at
7 them to stop it and started to walk away with my tray,
8 fearful of retaliation. As predicted, a voice billowed
9 across the dining room in front of hundreds of students,
10 'Fuck off, you twat', which was met with raucous
11 laughter. I felt so totally unsupported. The teachers
12 knew that this had been occurring and yet it had been
13 allowed to spiral to such a brazen public physical and
14 verbal attack. I saw red and confronted the table of
15 boys, storming over with my tray, 'How dare you throw
16 potatoes at my friend! How dare you call her a fat
17 bitch and me a twat? Who do you think you are? How
18 dare you be such an arrogant twat! Perhaps I should not
19 have confronted them in this way, but up until then,
20 no one else had.

21 The next day the entire group of boys (about ten)
22 and a group of girls who had been victimised were called
23 to the same deputy headmistress' office that I had been
24 in only weeks before detailing the months of sexually
25 natured bullying we had endured. All

1 housemasters/mistresses were present too. It was as if
2 none of that information that had been shared previously
3 had registered with the staff.

4 With such a broad audience, the space was very
5 unsafe and yet this was the first occasion on which the
6 issue was seemingly about to be addressed.

7 The boys were asked to recount their perspective and
8 I was vilified for calling them arrogant and a twat.
9 I distinctly remember being asked by the deputy head how
10 I could have used such language with the implication
11 being I was as bad as the boys.

12 Unsurprisingly, the girls were not able to share
13 honestly in that forum what had happened and indeed what
14 had been happening to date. From my own field of work
15 now I know that asking a victim of bullying or abuse to
16 share details of the abuse in front of their abuser is
17 unethical and exacerbates risk of future abuse.

18 The meeting concluded that the girls were as much to
19 blame as the boys, their behaviour was condoned and
20 I was particularly reprimanded for defending myself.

21 The memory of how I felt as I left that room is so
22 vivid and so painful that it will never leave me. The
23 lesson is the world is not safe for women, male
24 entitlement is unstoppable, and that adults and
25 institutions that are meant to protect us simply will

1 not. I felt so let down.

2 Furthermore, perhaps the most insidious reflection
3 of the culture of Fettes at the time was that just
4 a year later as we entered sixth form, several of the
5 boys who had been key perpetrators in the abuse were
6 made prefects of the school and heads of houses. As
7 such, those who perpetrated a culture of sexist abuse
8 were publicly rewarded and celebrated. What does this
9 tell those girls about what would be permitted?

10 To illustrate some of the above, I attach
11 correspondence. Despite intervention by a parent, the
12 school did not take effective action. The response from
13 the headmistress seemingly placed onus and
14 responsibility on the victims.

15 The passive response belies the nature of the issue
16 that had been explicitly spelt out in several pleading
17 meetings by myself, other girls and in a letter from
18 another adult, my mother.

19 Reflections.

20 I look back on my 13 to 15-year-old self and feel so
21 gutted that I had to learn these lessons so harshly. My
22 self-worth, self-esteem and sense of safety in the world
23 suffered hugely and I spent many of the years following
24 recovering those aspects of myself. I know it had the
25 same lasting impacting on other girls from my year; with

1 those I am still in touch with we have spoken about
2 these experiences many times (and still do, years
3 later).

4 As we have grown into adults, we have had many
5 conversations trying to make sense of what happened and
6 how it was allowed to endure for so long. I realise now
7 how much it shaped us all and how we all suffered, both
8 collectively and behind closed doors for years to come
9 after. We feel shortchanged by Fettes for not
10 protecting us.

11 Equally, I wonder how those boys fared with those
12 attitudes beyond school without the appropriate
13 discipline and guidance the school should have afforded
14 them. The recent outcry regarding concerns of ongoing
15 peer-to-peer harassment in private schools brought these
16 memories flooding back and indicated to me that times
17 have not changed. As such, I felt compelled to share,
18 in the case that work still needs doing at Fettes.

19 Finally, however, I am most proud of my young self
20 and how I stood up to the weight of male entitlement
21 that was so powerfully reinforced by the institution
22 that housed it. Whilst it certainly alienated me at the
23 time within the year group (I sacrificed male validation
24 through speaking up, which is valuable social capital),
25 I am proud of how brave I was to call out such injustice

1 and for being able to speak truth to power at such
2 a young age.

3 Writing this, I feel some liberation at being able
4 to formally feed this back to the school decades later.
5 I hope that it will be listened to in the way it should
6 have been back then and that, for the sake of all the
7 young Fettesian females that have passed through the
8 hallways since, I sincerely hope the culture has
9 changed."

10 Andrew Davies (read)

11 MR BROWN: The last statement today is from Andrew Davies.

12 It has the reference number WIT1000000690:

13 "My name is Andrew Davies. I was born in 1960. My
14 contact details are known to the Inquiry. I have a BSc
15 (Honours) and a Certificate in Management.

16 My employment at Fettes College lasted
17 between September 1989 and August 2004, during which
18 dates I was teacher, housemaster, head of department,
19 deputy head and temporary head of the prep school.

20 References were provided from my previous school and
21 I was interviewed separately by SNR the head of
22 science and the head of biology. I know references were
23 followed up because my current head of department told
24 me when I returned.

25 I did not hold a Postgraduate Certificate of

1 Education and did not have GTCS registration until later
2 in my time at Fettes.

3 I had two visits to Fettes prior to my starting date
4 and two teachers were in constant touch with me as soon
5 as I was appointed. There was no formal appraisals when
6 I started but informally there were plenty as the labs
7 had interjoining rooms. I was tutor in Moredun boarding
8 house and I remember being accompanied by the
9 housemaster, FTF, on my first duty as he told me
10 what was expected of me. Although safeguarding was not
11 a term used at the time, I remember he expressly stated
12 what was required of me, how the privacy of children
13 should be respected, and I particularly recall him
14 telling me that if any child appeared sad, I was to let
15 him know. The word sad struck me and I was ever-alert
16 for this. There was no further training in addition to
17 this, however, at that time, I felt I had been given
18 sufficient information to perform the role.

19 I was appointed as housemaster of Carrington House
20 in 1994 and I had formal training with the Boarding
21 Schools Association. I recall a day of lectures run by
22 two ex-heads of boarding schools, although I'm not sure
23 if that was before I was appointed or during my
24 appointment. Ultimately in 1996 I became a tutor for
25 the BSA for budding houseparents and we produced formal

1 accredited training. When I was made deputy headmaster,
2 I attended several conferences.

3 Policy.

4 I wrote a house handbook while I was housemaster.
5 The deputy head brought in many checks and policies
6 around safeguarding.

7 She was appointed as a housemistress first and then
8 as deputy head. She brought in many policies and
9 procedures for those looking after boarders. This was
10 not just in response to changing legislation but also to
11 ensure best practice.

12 We were also inspected by the Commission for Social
13 Care Inspection, but they did not know much about
14 boarding schools and pupils. Certainly when I was
15 deputy and then head of the prep school between 1999 and
16 2004, we had child protection questions which we had to
17 ask and record answers to. I always asked whether the
18 applicants had been subject to disciplinary proceedings
19 in previous employments. I wrote their answers down at
20 the time of interview and thereafter handed those notes
21 to the secretary to the headmaster, however I don't know
22 what then happened to those notes.

23 Strategic planning.

24 When I was the deputy head I was involved in
25 development planning. Care for residential pupils was

1 a major strand of every plan from when they were started
2 in 1998.

3 The school's strategic approach is detailed in the
4 development plans and I have provided the Inquiry with
5 copies of the 2001-2002 and the 2002-2003 plans."

6 My Lady, details are provided in the statement but
7 I move on to paragraph 14.

8 LADY SMITH: Thank you.

9 MR BROWN: "Other staff.

10 While temporary head of the prep school I managed
11 all teaching staff. As deputy head of the senior school
12 I had a number of middle managers who would report to
13 me.

14 Recruitment of staff.

15 As deputy head I was involved in the recruitment of
16 staff at the school. The key participants in the
17 recruitment process were SNR and the head of
18 department, however my role in the process involved
19 focusing on the pastoral side of the applicants'
20 experience and what they might additionally provide the
21 school.

22 Through conferences and membership of the Boarding
23 Schools Association, I learnt about best practice in
24 recruitment.

25 References from former employers were always

1 requested and scrutinised and on most occasions referees
2 were actually spoken to.

3 Training of staff.

4 I was involved in both the training and the personal
5 development of staff.

6 As housemaster I trained house tutors and prefects
7 and developed a handbook for both boarders and tutors.
8 The handbook had dos and don'ts for tutors and included
9 guidance on how children's privacy should be respected.
10 Additionally, no new tutor would be allowed to complete
11 their first duties unaccompanied. As deputy head I was
12 involved in a number of INSET sessions. I was also in
13 charge of the appraisal system, or review and
14 development as we called it.

15 Supervision/staff appraisal/staff evaluation.

16 As deputy head I set up a staff appraisal system,
17 I ran it and I monitored it.

18 Living arrangements.

19 As housemaster I lived in connected accommodation on
20 site and there was a lock on the connecting doors.
21 Housemasters were encouraged to make the house as homely
22 as possible and both my wife and I were keen to ensure
23 that was the case. All the boarders knew that they
24 could come to my door at any time. I made that very
25 clear. I wanted it to be their home. Additionally,

1 boarders would come in for birthday parties and other
2 significant events when my wife would bake them a cake
3 and they could bring in small groups of their friends.

4 There were a number of houses run by at least three
5 residential staff. There were other properties on site
6 which were used by some staff.

7 Housemasters, both male and female, tutors, matrons
8 and housemasters' partners had access to the children's
9 residential areas. I can't recall whether there was
10 a lock on the access doors and it would, however, be
11 fair to say there were very little controls over access.

12 Culture within Fettes College.

13 Generally, I thought the culture was good during my
14 period of employment. Older pupils knew, through role
15 modelling and personal, social, health and economic
16 lessons, that respect needed to be earned. However,
17 there were still some who thought that older age brought
18 privileges. I would say that it was not in the culture,
19 but some individuals did not wish to adhere to school
20 rules and expectations.

21 Fagging did not exist in my time, as far as I am
22 aware.

23 Discipline and punishment.

24 There was a strict behavioural policy regarding how
25 children were disciplined and punished at Fettes

1 College, as is detailed in a document entitled
2 "Vademecum". I have provided a copy of this document to
3 the Inquiry.

4 The Vademecum details the formal policy in relation
5 to discipline and punishment and pupils were made aware
6 of it when joining the school and at the beginning of
7 each year by housemasters. Records were kept in hard
8 copy by house staff and latterly on the computer
9 management information system.

10 Prefects had limited power in regard to discipline.
11 They could report but not punish.

12 Day-to-day running of the school.

13 As deputy headmaster I was involved in the
14 day-to-day running of the school.

15 I was responsible for operational duties between
16 2000 and 2004 at the times I was not acting head of the
17 prep school.

18 I would say that no one who has responsibility for
19 the day-to-day running of any school, either then or
20 now, could say categorically that they could be
21 confident that, if any child was being abused or
22 ill-treated, it would have come to light at or around
23 the time it was occurring.

24 I can say that the relationship between staff and
25 pupils was very strong. Every child had a tutor, every

1 child had a housemaster and every child could speak to
2 any of the medical and non-teaching pastoral staff if
3 they wished. I can say with confidence that all pupils
4 had at least one member of staff to whom they could turn
5 and it would be up to that child who they spoke to if
6 they so wished to. Judy Campbell as deputy head in
7 charge of child welfare was outstanding in her policy
8 writing and in her checking of implementation.

9 Those reasons will not have changed today and have
10 both social and psychological origins. The social
11 circles in a boarding house are very strong and I can
12 think of a number of examples whereby boys were, and
13 are, able to find a member of staff to confide in should
14 they so wish.

15 It is, however, fair to say that it is possible for
16 abuse to go undetected as children may well not wish to
17 report it. It is crucial to encourage them to do so as,
18 pragmatically, abusers will find ways to access
19 children. Education remains the prime conduit to make
20 children aware of what should be allowed and what cannot
21 be allowed. However, abusers can form close attachments
22 to the abused, such that the abused will not want to
23 report.

24 Concerns about the school.

25 The school was not, to my recollection, ever the

1 subject of concern in school or to any external body or
2 agency or any other person because of the way in which
3 children and young people in the school were treated.

4 Reporting of complaints/concerns.

5 There was a central complaints log for the recording
6 of complaints made by any child in the school or another
7 person on their behalf. I have a minute from a Senior
8 Management Team meeting in 2004 and I have provided
9 a copy to the Inquiry. That minute states:

10 '9. Central complaints log JAC.

11 JAC introduced SCIS's recommendations on a central
12 complaints log. It was agreed that this was a necessary
13 measure. JAC will take this forward and liaise with AMH
14 to produce an electronic method of recording the
15 information in order to keep extra work for staff to
16 a minimum.'

17 Trusted adult/confidante.

18 I do not think there was an independent listener to
19 whom a child could speak to about any worries they had
20 when I was at Fettes College.

21 Abuse.

22 The Vademecum from 2003 to which I have previously
23 referred clearly gives the definition of abuse that
24 applied in relation to treatment of children at the
25 school.

1 At the beginning of each academic year the pastoral
2 deputy head communicated and explained the definition of
3 abuse to staff working at the school.

4 I am not sure when that definition was introduced
5 nor whether it ever changed.

6 Child protection arrangements.

7 Staff, including managerial staff, were given
8 guidance and instruction on how children in their care
9 at the school should be treated, cared for and protected
10 against abuse, ill-treatment or inappropriate behaviour
11 towards them at regular staff and housemaster meetings.

12 The Vademecum from 2003, which is the only file
13 I have, provided the guidance and instruction that was
14 given to staff on how to handle and respond to reports
15 of abuse or ill-treatment of children by staff, other
16 adults or fellow pupils.

17 The amount of autonomy, including discretion, that
18 was given to staff, including managerial staff, in
19 relation to these matters was dictated by professional
20 expectations.

21 I am unsure what child protection arrangements were
22 in place to reduce the likelihood of abuse,
23 ill-treatment, or inappropriate conduct by staff or
24 other adults towards children at the school.

25 External monitoring.

1 I am aware that initially the CSCI visited the
2 school, that they spoke to children individually and in
3 a group and that staff were not present. They also
4 spoke to me and they gave feedback. It was good
5 feedback and in retrospect it was helpful. However,
6 there remain times when even modern safeguarding advice
7 has to be altered slightly to ensure the proper
8 emotional care of boarders.

9 Record-keeping.

10 Hard copies were initially kept by the school during
11 my employment at Fettes and then records were kept on
12 computer. I am confident that in my time at Fettes the
13 school's policy on record-keeping, record-keeping in
14 practice and the quality of records as a source of
15 information was documented correctly.

16 I cannot comment on the historical position.

17 I cannot remember if there was an existing policy on
18 record-keeping when I arrived. There most certainly was
19 when I became housemaster and this was checked by the
20 then SNR [REDACTED] FTF [REDACTED]. The handwritten notes'
21 quality depended on the writer. House tutors had to
22 report to the housemaster at the end of every duty
23 session and a verbal handover was given. Any serious
24 issues were reported upwards to the SNR [REDACTED]

25 Investigations into abuse - personal involvement.

1 I cannot recall ever being involved in any
2 investigation on behalf of the school into allegations
3 of abuse or ill-treatment of children.

4 Reports of abuse and civil claims.

5 I was never involved in the handling of reports to
6 or civil claims made against the school by former pupils
7 concerning historical abuse.

8 I did not become aware of police investigations into
9 alleged abuse at the school.

10 Helping the Inquiry.

11 There are many lessons that can be learned to
12 protect children in a boarding school, now and in the
13 future.

14 I have worked in boarding schools for 32 years.
15 They can be the most marvellous of places of education
16 for many, but not all. I had a fabulously rewarding
17 professional period as a housemaster, which were the
18 best and hardest years of my life. I wouldn't swap the
19 time for the world. The relationships I made with
20 pupils are now cemented as they have become adults.

21 There has been terrible abuse of youngsters.
22 However, so much good has been done too and I hope that
23 isn't forgotten amongst this. Money does not buy love.
24 Some of the children under my care had no love at home
25 but received it in an appropriate way and through their

1 boarding experience at Fettes. It meant they prospered
2 and developed into thoughtful, inquisitive and caring
3 young people who fulfil roles which serve and contribute
4 to the society in which they live. So much good can
5 come from the right boarding community.

6 Things changed around the time I became housemaster.
7 Behaviours of senior boys in a boarding house were
8 monitored more rigorously. Gone were the days of
9 prefects running the houses, as had happened
10 historically and as various alumni would tell me.
11 I would always have concerns about hierarchical
12 structures in a boarding house and even now house staff
13 need to constantly monitor relationships between more
14 senior boarders and junior ones.

15 The joy for me was in the conversations one had with
16 the youngest. Some of these, I will admit, were
17 undertaken without modern safeguarding protocols and
18 would be severely frowned on now, and one can see why in
19 retrospect. Society has changed and has become much
20 more inclusive and boarding schools have wanted to
21 mirror that.

22 In ensuring safeguarding protocols now, some
23 pastoral conversations will not happen, which will also
24 affect, adversely, the mental health of young people.
25 As housemaster, I had to tell a boy of the death of

1 a close family member. A boarder would need a high
2 level of emotional support and my actions at that time
3 would now have to be more carefully choreographed in
4 light of safeguarding protocols.

5 What is clear is that it is a minefield for those
6 involved in the pastoral care of young people whilst
7 they are at school and it does not matter whether it is
8 a day school or a boarding school.

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

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

13 And the statement was signed on 12 May 2021.

14 LADY SMITH: Thank you, Mr Brown.

15 MR BROWN: My Lady, that concludes the evidence for today.

16 Today has been largely a reading day. Tomorrow will be
17 entirely a witness day.

18 LADY SMITH: Thank you very much. Yes, I see that. Very
19 well.

20 Thank you, all, for staying on despite seeing what
21 the weather is doing outside, and I hope it's easing off
22 by the time you leave the building.

23 I'm going to rise now and sit again tomorrow morning
24 at 10 o'clock.

25 (3.50 pm)

1 (The Inquiry adjourned until 10.00 am
2 on Wednesday, 8 December 2021)
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1		I N D E X	
2			
3	'Elizabeth' (affirmed)	1	
4	Questions from Mr Brown	2	
5	'Amy' (read)	64	
6	'Adam' (read)	64	
7	Emily Banks (read)	65	
8	'Jonathan' (read)	78	
9	'Samantha' (read)	168	
10	Andrew Davies (read)	177	
11			
12			
13			
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