

Scottish Child Abuse Inquiry

Witness Statement of

CYY [REDACTED]

Support person present: No.

1. My name is CYY [REDACTED] which is the only name I have ever been known by. My date of birth is [REDACTED] 1968. My contact details are known to the Inquiry.

Life before boarding school

2. I was born in Inverness as my father was with The Royal Highland Fusiliers based in Fort George at the time. My father's name was [REDACTED] and he was born [REDACTED] 1939 in Edinburgh. My mother was [REDACTED] nee [REDACTED] and she was born in 1942 in Germany. Both my parents died in 2018. My only sibling is my sister [REDACTED] [REDACTED] who was born in Aberdeen in 1972.
3. Due to the fact my father was in the Army we moved to several places around the world. I first went to Scotstoun Primary School in Bridge of Don in Aberdeen then went to a Colinton Primary School in Edinburgh when the family moved there when my father was transferred to Redford Infantry Barracks. In 1978 I was enrolled in Queen Victoria School in Dunblane. There were quite a few boys that went there whose fathers were in the same regiment as my father. So, from that point of view, it was probably an obvious choice of school for me to go to.

Entrance Exam for Queen Victoria School, Dunblane

4. I was required to sit an entrance exam for the school and my mother took me there for the exam accompanied by an army driver. My father was on some course or other though did make the arrangements for the driver. Although he was away often he always made sure we were taken care of, though I doubt he understood the emotional side for certain mainstay points of my life. At the time we were living in Redford, Edinburgh . This was in the Spring of 1978. By Easter 1979 my father had been posted to Germany and my parents moved there.
5. I don't recall what the details of the entrance exam were but I do remember that the day itself was very formal and, as well as the exam, I had an interview with a panel that included the Commandant of the school. Those that attended for the exam also had their measurements taken by the school on the basis that, if accepted into the school, the school would provide all the necessary clothing other than sundry items.
6. Having been told that I had passed the entrance exam and been accepted into the school my father took me back there in June 1978. This was for an open day that was called "Grand Day" and was the biggest day of the year at the school. That was the day that prizes were handed out, guest speakers would attend and there would be a parade in the afternoon.
7. I suppose I was consulted by my parents about going to Queen Victoria School but I was only nine or ten years old at the time so how much my opinion was taken into consideration is unclear. I suppose there was a certain amount of excitement in going to the school given it was something new.

Queen Victoria School, Dunblane

8. Ten years of age was the youngest age at which the school accepted a boy and, being that age, I went into Primary 6. At the school Primaries 6 and 7 were in what was called Wavell House. There were two houses for middle age students (which were first,

second and third year) called Cunningham House and Trenchard House. The older students (fourth, fifth and sixth year) were in Haig House.

9. I would say that there were approximately twenty boys in each class and, while I was there, the total amount of students who attended the school was about 250 though there was space for 280 students. There were no day-students, only boarders.
10. The school consisted of a main building with a more modern building beside it, like an annex where Wavell House was. Adjacent to this was the school chapel and the infirmary. The main building consisted of the Houses of Haig, Cunningham and Trenchard and also included administrative offices, the dining hall and the central hall. The classrooms were in the more modern building. In more modern times these have been augmented with portacabins which are rather unsightly.
11. I was in Wavell House which had three levels and I was on the top level. I think there was a maximum of fourteen in each dormitory and I would say there were eighty of us in Primary 6 and 7 split into six dorms. In our dormitory we each had a bed, a bed-side locker and a wardrobe for our clothes.
12. The grounds of the school were massive and included rugby, football and cricket pitches as well as tennis courts. Dunblane was the nearest town along the Perth Road though the school was a good distance from it, maybe half an hour's walk away.
13. The headmaster, when I first arrived, was Mr Melliush though he subsequently left to teach at Merchiston Castle during my first year there. Mr Ben Paterson was the Deputy at the time and took over the school. Mr Julian Hankinson later took over in 1979 or 1980.
14. The housemaster of Wavell House was CRC. He died in 1982 while I was still at the school. When I moved up the school into first year I went to Trenchard House where the housemaster was Malcolm Kelly. At the time Mr zQTQ was the housemaster for Cunningham House and Mr Robin Scott was the housemaster for Haig House and retired the year I left.

15. Some of the teaching staff lived on the grounds while others came in from outside. There were three flats in Wavell House with one on each floor next to the dorms. There were similar flats in the other houses and these flats were allocated to the housemasters and their deputies as well as their families if they were married.
16. Some of the teachers were total civilians and, apart from the subjects they taught, had nothing to do with the extra curriculum side of the school. The ones who made more of an impact were the ones who got involved in all aspects of the school life.
17. The academic year was made up of three terms which were September to Christmas, January to March and April to June. Each term lasted about ten weeks. We had a week off in October, three more weeks off at Christmas, another three at Easter and ten weeks off in the Summer.
18. Queen Victoria School has a sister school in Dover called "The Duke of York's Royal Military School", which is twice as old and twice as big. Looking back I would have preferred to have gone there (retrospect is a great thing and I have had the benefit of having visited DOYRMS). The fact that it was closer to Germany where my father was stationed for most of my QVS career would probably also have made it a better choice of school for me from a logistical point of view . I suppose the fact that I had a grandmother in Troon probably supported the idea of my going to Queen Victoria School from the "in locus parentis" consideration.

First day

19. My parents would have taken me to the school on my first day in September 1978 from our home in Edinburgh. When we got there, those of us going into Primary 6, were shown to our dormitories and those in Primary 7 were assigned to look after us and show us where everything was. Those of us just starting were known as Rookies. My parents were also shown about and would have met the housemaster. On that first day we were taken to the storeroom to get all our kit.

Routine at Queen Victoria School

20. We got up in the morning at 7:00 am when we were wakened by a bell and a bugle. We then had 25 minutes to get showered and dressed and make our way to the dining hall for breakfast. After breakfast there was a period of chores which involved tidying up the dormitory. The housemaster and matron would check you had done your bed properly on a regular basis and you were put on report if your work didn't come up to their standard.
21. On Mondays to Fridays we then had assembly in the school chapel which would be a religious observance along with any announcements that had to be made. This was from 8:35 to 8:50 am. We then went to classes. The school day was made up of 8 periods each lasting about forty minutes. We had a short break at 10:10am and had lunch from 12:30 to 1:50pm. School finished at 3:50pm.
22. On a Monday at 3:50pm, as Wavell boys, we had letter writing when we were encouraged to write home. What you wrote wasn't censored. On Tuesday and Thursday afternoons, instead of classes, we had compulsory sports. On a Wednesday afternoon we were involved with the Combined Cadet Force. Friday was the same as Monday except for the letter writing.
23. We had tea at about 5:30pm then had recreation till 7:00pm when we would have evening prep till about 7:50pm which was when we did our homework. We would then have supper which usually consisted of cocoa and a bun or a biscuit and we were then free till lights out. I don't recall when exactly lights out was.
24. On a Saturday we had no chapel in the morning though the first class was still at 8:50am. Classes would finish at noon when we had lunch. In the afternoon some relatives could come to the school and take students out though they had to be back by 8:00pm. This was called a late pass and happened two or three times a term and was always looked forward to. On a rare occurrence you could stay out overnight but this was only in exceptional circumstances. For those who didn't go out tea was at 5:30pm which you had to be back for.

25. You could go into Dunblane on a Saturday afternoon unless the first fifteen rugby team were playing at home. If that happened then we were obliged to stay at the school and watch the match. There was also prep on a Saturday evening.
26. On a Sunday breakfast was later and we would then have a full religious service at 11:00am for the Church of Scotland boys. Catholics had their own mass in Dunblane on the first, third and fifth Sundays of the month if a month had five Sundays. On the other two Sundays we had mass in the chapel while the others were at breakfast then we would have breakfast and be free while the others were at Church. There was a parade on a Sunday after the Church Service at which attendance was obligatory.

Mealtimes/Food

27. The food was awful. It was never good to start with and then got worse. In my early years the food was dealt with by the Army Catering Corps but it was then contracted out to a company called Sutcliffe's. At meal times we sat where we liked. Breakfast was normally porridge or cereal and the porridge was so bad that I've never eaten it since. This was followed by sausage, bacon and eggs. There was no punishment if you didn't eat something.

Washing/bathing

28. The washing was strictly monitored and when we were young a matron had to check that you had washed properly. Cleanliness in the early days was very important. You showered every morning and before you went to bed. You also showered after rugby or football. There would be a master who supervised the showering to make sure everybody got washed and dressed in good order.
29. While most masters performed this duty without causing any concern, there were two masters called Mr CRC and Mr Ben Philip who the boys felt had an unhealthy habit of looking at the boys. This wasn't something I endured but other boys felt that these

two masters were voyeurs. The showers were communal and you weren't hidden by curtains.

Clothing/uniform

30. The school supplied all of our clothing with the exception of certain sundry items. When we first started we wore what was called "Blues" which consisted of jacket and shorts made of corduroy. In the middle school you swapped the shorts for military trews. This was the school uniform. On a Sunday you wore a red jacket and kilt. If you were going into Dunblane you wore a tweed jacket with shirt and tie and kilt.

Leisure time

31. During free time we would kick a ball about, listen to music or play marbles. In the Winter there would be hobby classes that we would be obliged to be involved in like woodwork, metalwork, Fly-tying (making flies for fishing) shorthand writing and learning to type, the sort of things to keep boys occupied on a winter's night. The school also had a theatre in which they showed us films on a Sunday evening during the Winter.

Trips and holidays

32. There were two Cadet Force camps, one in Britain and one in Germany. Such things wouldn't be surprising in a military school but these were obligatory and I've always resented that. I think I only did the one in Germany. I'm not saying I suffered as a result of going on these trips but I objected that these trips were done during my own time at the start of the summer holidays.
33. We could also go into Dunblane in what was called "walking out" uniform. I think we were supposed to go in twos. You had to sign out and sign back in. You could only go at certain times, like 4:00pm, and had to be back by a certain time. Being late was punishable and it was something they kept a close eye on. We could go to Dunblane in the late afternoon on a Thursday and Friday and on a Saturday unless the first fifteen were playing.

Schooling

34. The education was of the highest standard though I don't feel I applied myself to the fullest of my abilities given my IQ which is a source of regret. That was maybe down to the fact that I never felt happy being there. I don't think the school thought about how affected we could be by the amount of sports we had to do. I didn't like the team sports and the only sport I continued to do when I left was swimming. I was never into team sports and playing rugby in winter was never something I liked.
35. Woodwork and technical work, I was never sure how valuable they were.
36. French was the only modern language we were taught which was useless to us and I never understood why German wasn't available given how many of us lived a lot of our lives in Germany. That's an observation, not a criticism. Maybe it was an issue of resources. We also studied Latin, not Greek, and I was always grateful for that as it's been a great help in my life.

Sporting activities

37. We played rugby, football and cricket and there were tennis courts available for our use. We also did a lot of cross-country running which was often used as a punishment. The school also had its own swimming pool which we used regularly. We were given the opportunity to obtain a number of swimming awards (certificates and badges).

Healthcare

38. You got a medical examination before you started at the school. The school had its own sanatorium on site with a couple of wards and there was a matron who was a qualified nurse. She also had a more junior nurse to assist her. The school did have contact with local doctors but in the case of injuries occurring we would be driven to Stirling Royal Infirmary.

39. Our jabs were always kept up to date and we were also tested by opticians. My short-sightedness was first discovered through this. There was a visiting dentist though we were encouraged to go to our own dentists when we went home for holidays. There was also an orthodontist that we were encouraged to see in Stirling Royal Infirmary. I would say that there was certainly no lack of good health care at the school.

Religious instruction

40. The school was inter-denominational but was mainly Protestant with about 60% being Church of Scotland and the rest mainly Episcopalian and Catholic. The school had its own chaplain though two local clergymen would come into the school on a Thursday morning and take religious classes.
41. I would add that the school always found it annoying that us Catholics had to be given time off to go to mass on holidays of obligation.
42. The school was, and still is today, a Christian school with Christian traditions, principles and morals. However, if you were looking for full blown religion you would have to go somewhere else.

Birthdays and Christmas

43. I was always at home for Christmas and because my birthday is [REDACTED] I was also at home on those days.

Bed Wetting

44. Bed wetting was not something I suffered from but when you received your letter of acceptance into the school it included a section that said no boy who had a bed wetting problem would be accepted into the school. I recall that one boy did wet the bed and was expelled. It did happen very rarely during my school career and when it did the boys who wet the bed felt somewhat humiliated by the other boys knowing they had

wet the bed due to the fact the changing of the mattress and sheets was done in front of all the others.

Visitors

45. My grandmother and maybe an aunt or uncle would visit me from time to time.

External Inspections

46. There were military heads, top people, who came into the school to look at various aspects of the school and I'm sure Ministers from The Scottish Education Department attended to review the school and its procedures. It wasn't unusual to have VIP personage attend the school.

Family contact

47. I wrote home nearly every week and would stay with my parents when on holiday between terms. The exception would be that I sometimes stayed with my grandmother during the October week off. When my parents were in Germany several of the students would travel there together given other parents were also stationed there.

Discipline

48. If you were late back for things you would be put on report and have to do things like cross-country running before breakfast which was supervised by a monitor. If you had been put on report you were expected to attend for punishment. Sometimes a teacher would observe you doing something and would give your name to a monitor as somebody to expect for cross-country running. In the winter we would do things like press-ups in the gym instead.
49. Corporal punishment was still legal in Scotland at the time but we didn't have the cane though you did get the belt on the hands from time to time. This belt was the tawse which was hard and thick leather and about a foot long with it split in two about half

way up. I think I got the belt on only one occasion from Mr Clive Bruce and it was for blackening a boy's eye.

50. In my early days, in the junior school, we would get hit on the backside with a plimsoll by one of the masters, probably Mr CRC. I don't recall what such a punishment was for but it would have been for something fairly trivial. I'm not speaking personally here but more from general terms about how things were done. You would have to put gym shorts on, which were very thin, prior to receiving such a punishment and it would be done in front of the class or in the masters' office. The belt was used in the senior school.
51. There was a master called Mr CXX who would belt people for the simple reason of failing to understand the basics he was teaching and he would humiliate boys in front of others. I used to dread going to his classes and would be delighted in the morning if it was announced that his class had been cancelled.
52. I would say that there was very little in the way of serious misdemeanours which was probably because the school was very highly disciplined. The ultimate sanction was to be expelled which some boys were after being caught stealing drink from the Commandant's tent the night before Grand Day. Other boys were expelled for going into Dunblane and breaking into cars. Sometime in the middle of my time there there was also an isolated issue concerning glue sniffing or aerosol sniffing which lead to some being expelled.
53. I don't know if a record was kept about what discipline was carried out but every term the school would send a report on your past term at the school and it's possible that it would make mention of any punishment you had received. We always dreaded our parents reading these reports at the end of each academic term. The receipt of them was always a dreadful source of stress for me as my father took these reports very seriously due to the comments they would make about my ability to deal with orders and structure.

Prefects / senior pupils

54. The hierarchy of prefects started very early and when I was in Primary 6 and 7 we had dorm leaders in Wavell House. I think the monitors were chosen based on the fact that they impressed in their turnout and attitude. They always had a role in discipline which I abhorred and I felt it was abused. I would never have allowed it if I had been in a position of authority. I think, overall, it was not a good idea to have minors to be in charge of minors.
55. I found that in the Cadet Force especially they were able to throw their weight around. I sometimes was of the opinion that being a prefect or monitor was a licence to bully.
56. Monitors and prefects were basically the same thing and wore a plaid under their epaulettes when on parade. I don't recall how many of each there were but there would be a dorm leader and a deputy dorm leader and I think prefects were 5th year students while monitors were 6th year. Something like that.

Abuse at Queen Victoria School

57. During my time at the school, probably when I was in first or second year in Trenchard House, Panorama ran a documentary about single-sex boarding schools making a generalisation that sexual misconduct happened in every one of the schools. Some of the monitors/prefects wrote to a leading newspaper taking issue with this saying no such thing had ever happened at Queen Victoria School.
58. The following week there was such an incident. There was an older boy called [REDACTED] and a younger boy called CVH [REDACTED]. [REDACTED] chased CVH [REDACTED] to an isolated part of the gym where a non-consensual sex act took place and [REDACTED] was consequently expelled for this. Everybody at the school was aware of this incident but it was the only sexual breach that I recall in my seven years at the school.

59. Bullying was a constant threat and could happen anywhere, at any time and by anybody. Some was by monitors or prefects while some was simply done by other older boys. There was straightforward physical bullying like getting slapped on the head or more serious bullying like getting stripped naked in the dormitory and hung out of the window. I recall seeing this done but don't remember how often other than it was more than once.
60. Another form of bullying was getting put into a laundry basket and then shoved down the stairs. I saw and can recall such things happening but not those involved and I would say that such things were just par for the course. I can't be exact as to how regularly this occurred and it happened to me at least once. I don't recall anybody being seriously injured by such things.
61. When it was a boy's birthday other boys would put him in a cold bath then turn him over in the bath for each year of birth he was celebrating. I couldn't say for certain that staff were aware of the bullying but the boys certainly had sufficient leeway to continue bullying without the masters knowing. The bullying occurred in all sorts of places on the school places. Staff would be present in the boarding houses during the non-academic periods.
62. Some schools in those days had tuck shops but QVS did not. The only access to sweets etc we had was to go to shops in Dunblane but the times to do so were restrictive. A minor form of bullying was when some of the boys would sell the rest of sweets and such things at exorbitant prices. We each had an allowance of £25 a term and that could soon be used up by buying things at such high prices.
63. Reporting of bullying was not encouraged amongst the boys and was regarded as sneaking. Such actions would simply bring more attention on you and probably more bullying. I don't recall me or any other boy reporting such incidents.

Fr Paul Moore

64. When I went home during the summer of 1983 I helped out in the local parish in Irvine serving as an altar-boy. During this time I was sexually abused by a priest called Father Paul Moore. He was eventually charged and in 2018 was convicted of this and other sexual crimes and was sentenced to 9 years imprisonment which was reduced to 8 on appeal.

4th and 5th year at Queen Victoria School

65. I recently obtained my records from the school and intend to forward at least some of these to the Inquiry. Included in them is a letter sent to my parents from the school dated 22 July 1983. In that letter the school suggests that I should not return to the school to do what would have been my 4th year. I would like to quote the letter verbatim. It says : -

Dear Mr and Mrs [REDACTED] I am writing to you what I hope you will interpret as a helpful and considerate letter.

As you know, [REDACTED] CY's career at school has been subject to certain problems. At camp in Germany matters were brought very realistically to my attention. He will perhaps have told you that he had to be taken off an orienteering exercise, was not allowed to fire because he would not/could not "learn" the weapon training and did not go on the overnight exercise because, in my judgement he didn't wish to, but more important I could not guarantee he would do what the regular NCO's told him to.

Whereas army camp had no direct connection with schooling, I am conscious that there are parallels to be seen with patterns of [REDACTED] CY's life as a boarder here. Clearly, several times this last year, I have had to protect [REDACTED] CY from other boys who, though wrong, have lost patience with him and got at him out of sheer frustration at his total lack of response. I am concerned about the relationship between other boys and himself with regards to his own happiness and general well-being.

More seriously, I am much more concerned as to the degree to which [CYY] is beginning to disobey or not co-operate with adults. You will yourselves appreciate that I have never before had a boy whom I felt I could not give a direct instruction to, in view of the fact that I felt he would not carry it out. Having said that, you will realise the difficulty I feel I am confronted with.

Lastly, and I say this with regard to [CYY]'s own happiness, I am beginning to question whether you and I are doing the right thing by keeping him in a boarding environment, one in which he himself does not easily fit. Let us leave aside the sporting, military, communal life and consider his academic progress. His O Grade year does not promise much. Academically, there seems to be a failure between the school and him. Yet the school usually achieves 6 – 10 O Grades with boys of [CYY]'s IQ.

I invite you to consider with me whether it would be in [CYY]'s interest if he were to attend the local school and live at home, hence being in an environment where he would be able to more easily be the individual he clearly is. Also, another school, another ethos, might create better academic achievement.

I do want to make it quite clear that I will accept your decision in this matter for this, his 4th year in the senior school. It might be helpful to point out that next year the decision is one the school will make and it could be that he would benefit more in the long term if a change in schooling took place now – to be honest I cannot see [CYY] gaining a place in 5th year here on his present academic showing.

If you should choose to send him to a day school, I would make it very plain that this was a parental choice and in no way was [CYY] asked to go. As I have indicated to you, my chief concern is with [CYY]'s well-being and I am troubled by the possibility that he is increasingly unhappy here.

I would appreciate it if you treated this letter as confidential and did not tell [CYY] that I have written to you on this subject though, of course, you will wish to discuss with him the drift of what is said.

Please do not hesitate to write to me. I will be at the address below until 15th August. After the 17th August I will be at the school."

66. There is also a certificate of acceptance that the school sends to parents that they are required to sign. It includes certain conditions that are required to be met. Paragraph 5 of this says

"I also undertake to withdraw my son from Queen Victoria School if I am at any time informed by the Commandant that it is considered in the best interests either of the boy or the school that he should complete his education elsewhere."

67. The other item I intend to forward to the Inquiry is my end of year report in which the headmaster writes:-

"Apart from his indisposition during the examinations, [REDACTED] has had a quite positive and happy year."

68. The reference to the "indisposition" concerns the fact that I was in the school hospital having had what we might describe today as a mental breakdown or something like that. It came halfway through 5th year and, while it was never properly diagnosed, my behaviour of crying, shaking and stuttering showed me to be suffering from some sort of mental stress.
69. I was put into the school hospital to give me peace and quiet to prepare for my exams. Although I was in isolation I was allowed to be visited by my friends. I was excused, for some weeks, participation in the full life of the school and was able to just pace myself.
70. Looking back, the breakdown would undoubtedly have been connected with the sexual abuse I endured from the Ayrshire priest. This and the fact of anybody facing the prospects of their O'Grades and the stress that brings on. In addition I wasn't overly happy at the school I had no support from home and at the time was confused and

coming to terms with my sexuality. I would say that my mental breakdown was a combination of all of these factors.

71. The report continues:-

"He has put more into schoolwork but may not have yet learned how to cope with what is required in exams. He has certain abilities that he could make considerable use of. However there are some sides of his nature and personality that require to be developed or improved. He has for too long avoided those aspects of the fuller life that he considers unworthy or unimportant. To achieve the balance expected of a priest, CY must come to terms more with all life and experience."

In this sense he needs work experience alongside ordinary humanity and not separation in some part of the Church. I do not wish to pontificate but it is CY himself who must learn that if he is to be accepted into the priesthood he must show himself as a more rounded and fully participating human person. I have enjoyed his company, his interests and his humour and I do hope he will heed advice and do well."

72. So, having said this, I have given the Inquiry the advice given to my father from the headmaster after I completed third year at the school. My father resisted the headmaster's advice and I returned to the school in 4th in Haig House. I didn't do very well and I think I only got one O'Grade but the school, exceptionally, allowed me back in to do 5th year, possibly with pressure from my parents.
73. However, I was what was considered a social 5th year meaning I was in the year but repeating 4th year academically. This meant I did everything socially that the rest of the 5th year were doing but went to class with 4th year students.
74. The report pointed out problems the school had had with me in terms of following orders and cooperating with others. It also pointed out problems I had with other boys who were annoyed at my lack of cooperation with them. The report questioned my happiness in the school and suggested, among other things, that my academic

achievement did not suggest a future there. I only got one O'Grade in 4th year which was English.

75. The report suggested it might be better for me, personally and academically to move to another school. It suggested that my academic achievements did not suggest that I would succeed in 5th year and said that my behaviour during the previous year suggested that I was not happy at the school.
76. Any boy who was accepted to join the school at the age of ten had it made clear to him and his parents that the school only bound itself to keep you to the end of 4th year, until you were sixteen. Thereafter, any further stay at the school would be on account of your merits, principally academically but also with regards to your performance on the military and sporting side of life there.
77. The 6th year was a very small exclusive club all together because of the school accommodation and I think there were only about a dozen in 6th year. They were chosen primarily for academic excellence but also because they were going to be the monitors and prefects who assisted with the discipline of running the school.
78. So the minimum time that anybody would spend at the school would be six years from primary 6 to 4th year meaning you left the school at sixteen with your O'Grades. Some would come back for 5th year and do Highers and very few would do 6th year and 6th form studies.
79. This meant that the maximum you could spend at the school would be eight years. A huge amount of boys would leave at sixteen and only some would go on to do their Highers. So I got a 5th year out of it though this was to enable me to do my O Grades again and I did get a few more though, as predicted, I didn't excel. I got Latin, French and economics. I was never good at the science subjects and was hopeless at maths and certainly no good at the practical subjects like woodwork.

80. We lived as a family in Germany from 1979 to Easter 1983 but by 1983 we were back in Troon when my dad's regiment was deployed to Belfast. The summer of 1983 was when the Cadet camp was in Germany.

81. It was my behaviour on that school cadet trip that precipitated the headmaster writing to my parents during those summer holidays saying

"Overall I think your boy is in the wrong place and it never manifested itself more than in the camp just finished. He is just about to enter 4th year and I think 4th year will be his last. I think you might do him a favour and give him a change of direction now."

82. I suppose while I was in my 3rd year there was a degree of loneliness, anxiety about certain aspects. When one lives with fear; for example, we boys had a fear of some of the masters because some of them were very old, maybe in their 60's.

83. A few years before I joined the school the academic staff was provided by the Royal Army Educational Corps and it was a military institution. It subsequently became a semi-military institution, funded by the Ministry of Defence but run by civilians.

84. We had some old masters who were a hangover from before, in fact one or two might even have served in the war as, after all, we are talking about the 70's. There were one or two who were frighteningly poor teachers, in particular those who taught [REDACTED] and taught [REDACTED] (Mr QSD and Mr CXK).

85. I also think one or two of the masters had a drink problem as drink could be smelt from them depending on what time of day it was. Some of them could be rather irascible.

86. For example, I was particularly poor at [REDACTED] which was the first two periods on a Thursday morning. Religious studies, which I enjoyed, were later on the Thursday morning so that morning was a bit of a mixed bag for me.

87. Anyway, the [REDACTED] teacher was called Mr CXK and he was a very frightening man. I can say that I never wet the bed during my whole school career but

on some Wednesday nights prior to my [REDACTED] class I would sleep badly and be very anxious because I knew that sometimes in that class you would be singled out.

88. I used to pray, and it would sometimes happen, that when the headmaster, when making his morning announcements in the chapel on a Thursday morning would say "Mr [REDACTED] is indisposed today so those boys who have [REDACTED] for the first two periods are in the library supervised by me. Bring your English book". I was delighted when that happened.
89. I have touched on some of the negative and broader aspects of my thoughts on the school when I spoke of the fear and anxiety. Was Queen Victoria School just a glorified carpark or left luggage room for the children of those in the army? I suppose their intentions were honourable and of the best and it's easy to judge history by today's standards.
90. Some think abuse is only of a sexual nature but many of us think abuse is wider than that, especially when it impacts on a person's mental health. The fact that I am still involved in the alumni of the school shows that the school couldn't have been all bad. And of course it wasn't all bad. I would hope that I have got over to the Inquiry the excellence of the academic value of the school.
91. However, the school did not prepare you for the world or invest in a child's future and I think it simply assumed that most of us would go into the army. Many did and a boy in the year above me, Bob Bruce, ended his career in the rank of Major General responsible for the Army in Scotland. We are proud that one of our own ended up in charge of the whole shooting match (in Scotland).
92. I recall when I would go home to my granny that she would tell me to watch who I played with as she didn't want any disgrace brought upon the school as it was considered very prestigious.

93. The school has a very proud history and most who went to the school have a pride in it but we don't necessarily feel the need to go back there. We don't seek to live in the past, though some do. It's a very different place today and, given child protection, it's probably not so easy to visit it today.
94. We are proud of the school's history and its traditions but we don't think it was perfect. I took refuge in my religion though that lead to me being abused by a priest in Ayrshire during my summer holidays in my teens.
95. I probably get on better with my old school colleagues today than I would have during my time at the school. I feel as if I would rather go to school with them now than during the period in my life when I did.
96. I applied to speak to the Inquiry before I obtained my records from the school. It was interesting to note recently that when I got my files from the school they seemed to show that the school were looking after my interests better than my parents did. I feel that the school actually went out of its way in my best interests and it was my parents who let me down more than the school.
97. It was the school that recognised that I was perhaps a square peg in a round hole but it didn't suit my parents to make any changes. One of the items I intend to forward to the Inquiry is a letter of reply from my father to the headmaster in which he says "*I could look at other schools but it could work out very expensive*". That shows that my father put money before anything else.

Leaving Queen Victoria School

98. You left the school after the parade on Grand Day and by then we would have handed back most of our kit. When I left Queen Victoria School in 1985 I was sixteen and I moved to a monastery in Ireland in [REDACTED] Whilst there I went to a college where I did the Irish Leaving Certificate between 1985 and 1987 which is the equivalent of Scottish A Levels/6th Form Studies.

99. As a matter of background I have to go back to 1982 which was a critical year in all our lives given the Falklands War in which many of our families were involved. In that same year Pope John Paul II came to Scotland, and many of us Catholics from the school went to Murrayfield to see him, and my father also took us to Malta which was a very Catholic country where I met many nuns and priests.
100. Between all these events I considered the possibility of becoming an army chaplain. The school neither encouraged or discouraged me from this notion. It encouraged you to take whatever path you sought and it certainly wouldn't have got in your way. However, I did not pursue the idea of being an army chaplain and instead went to a monastery in Ireland.

Life after Queen Victoria School

101. After I left the monastery in Ireland I applied to the Archdiocese of Westminster to train in the Westminster Seminary but wasn't accepted. They recommended that I suspend my application for at least five years and that I should get a job. I then moved to London where I lived for 22 years working in Parliament for the Conservative Party. I then moved to Italy in 2009 where I have been ever since.

Impact

102. It's not easy to consider the impact the Queen Victoria School has had on my life. It was a place you went to of your own freewill and I suppose the school did its best by us as far as it could. I don't have children so I'm not one of those who would say "I would not send my children there" though I know others who are of that opinion. Some are anti-boarding school though some would simply not send their children to Queen Victoria School. I am proud to record that one of my direct contemporaries, Duncan McLay, is on the teaching staff of the school as head of PE and has devoted his teaching career to the school which in itself speaks volumes for the QVS.

103. The school has had to widen its ambit and change its ways and it is now co-educational. In the past you had to be the child of a serving Scottish Soldier (Sailor or Airman) or someone serving in a Scottish Regiment but I know they've now considerably expanded the eligibility criteria of those who can apply to attend.
104. I would say that having attended a boarding school has had a negative impact on me as a person, to my emotional make up, my sexual development and my partly dysfunctional family scenario.
105. My father was a tyrant of an army man and my mother was a rigid German. They were of their time and of their type, limited people intellectually. My father was an Ayrshire farm boy who joined the army as a private soldier and ended up a Major with an MBE and made a great success of it. However, he didn't have a whole lot up top.
106. Because of my father's limitations in mentoring me and giving me directions he became frustrated and angry and would shout and bawl. I feel my parents put their convenience ahead of my best interests, absolutely.

Treatment/support

107. I have received counselling, even in recent years, but this was more to do with the sexual abuse I endured from Fr Paul Moore who was defrocked by the Catholic Church in 2019. Although this was something that happened decades ago it was only brought to court two years ago so I had to live with what happened to me all those years ago.

Reporting of Abuse

108. Paul Moore, the ex-priest who sexually abused me in 1983 in Ayrshire was eventually convicted of abusing others at the High Court in Glasgow in 2018 when he was sentenced to nine years which was reduced to eight years on appeal. My name did not appear on that Indictment but the Catholic Church later accepted that Paul Moore had abused me.

Records

109. I applied for my records from the school in February 2020 and received a copy of them. I am supplying the Inquiry with five pages from it and I feel that these pages augment my view that I was sent to a school for which I was ill-suited and was forced to stay there as I described earlier in my statement.

Lessons to be Learned

110. I think I have got over to The Inquiry that minors shouldn't be in charge of minors. In addition governance by fear should not be tolerated. Many of our parents ruled by fear and we ended up resenting them. I know things have changed and there are child protection protocols throughout Scotland. As things have developed in schools progress has meant that many of the things that happened in my day simply wouldn't happen now. For instance, I wouldn't be able to just walk into the school. I'm not saying access was easy in my days but there wasn't the rules and regulations there are now. So lessons have been learned.

Other Information

111. I believe that if I'd been sent to Barlinnie I'd have had more rights and freedom, and perhaps have got released earlier.
112. As is clear from my submission, Catholicism has featured strongly in my formative years. For various reasons I have chosen to abandon the religion, and my experience of child sexual abuse and the Church's reaction to it has played no small part in influencing me over all.
113. I was a "Scottish Catholic" and I am still not convinced that the Roman Catholic authorities in Scotland have learnt enough about the harrowing experiences some of us have suffered. They seem to be doing their utmost to protect the minors of the

future alright, but I am not convinced that they show enough contrition for the wrongs of the past".

114. Both parents died in 2018 and neither of them made any provision for me in their respective wills. They left my younger "sister" a joint legacy totalling nearly half a million pounds.
115. "I hope that my formation at QVS turned me into a Christian gentleman and I remain such. My erstwhile association with Roman Catholicism is surely of lesser importance".
116. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

CYY

Signed.....

07 ottobre 2020

Dated.....