

1 Wednesday, 20 October 2021

2 (10.00 am)

3 LADY SMITH: Good morning. Welcome to the second day this  
4 week of the part of our boarding schools case study that  
5 is looking into matters arising at  
6 Queen Victoria School, Dunblane.

7 Now, we were promised a videolink and I see the  
8 videolink appears to be working, Mr Brown; is that  
9 right?

10 MR BROWN: My Lady, it is working, all being well. The  
11 witness we start with today is 'Andy', and just to set  
12 the day as best I can, I would hope that after we have  
13 heard 'Andy's' evidence, there may be time to do  
14 a read-in and then we'll have two further live  
15 witnesses.

16 LADY SMITH: Thank you.

17 'Andy', good morning, I'm Lady Smith and I chair the  
18 Scottish Child Abuse Inquiry here in Edinburgh. Thank  
19 you for joining us over the videolink to give your  
20 evidence remotely. I'd like to begin by asking you to  
21 take the oath.

22 'Andy' (sworn)

23 LADY SMITH: 'Andy', please don't hesitate to let me know if  
24 you think there are any problems with the link or if you  
25 need a break or if you have any questions. It really

1 matters that you're as comfortable giving your evidence  
2 as you can be, and whatever works for you will work for  
3 me. Can I assure you of that?

4 A. Okay, thank you.

5 LADY SMITH: Very well. Let me now hand over to Mr Brown  
6 and he'll explain to you what happens next.

7 Mr Brown?

8 Questions from Mr Brown

9 MR BROWN: My Lady, thank you.

10 'Andy', good morning.

11 A. Morning.

12 Q. Obviously you are remote, but you have a copy of your  
13 statement, I understand?

14 A. I do.

15 Q. If we could just do a couple of formalities, this is  
16 a statement, it has a reference number which is  
17 WIT-1-000000392, and it runs to 22 pages, the last of  
18 which has the final numbered paragraph 97. At that  
19 point, that says:

20 "I have no objection to my witness statement being  
21 published as part of the evidence to the Inquiry.  
22 I believe the facts stated in this witness statement are  
23 true."

24 And beneath that you've signed it and dated it  
25 in August 2020.



1 A. That's correct, yeah.

2 Q. Just to be clear, you will have read through the  
3 statement prior to signing it, I would understand?

4 A. That's true, yeah.

5 Q. And the process of preparing it involved drafts to make  
6 sure it was right, is that fair?

7 A. That's fair, yeah.

8 Q. Okay. Your statement is in evidence so we don't have to  
9 go through it line by line. What I'd like to do is just  
10 to talk to you about some of the general themes that  
11 come out from it, if we may.

12 A. Okay.

13 Q. But to begin with, just to set the scene for you going  
14 to QVS, you were born in 1956 and we understand you went  
15 to QVS from 1966 to 1972, so basically between the ages  
16 of 10 and 16?

17 A. Yes.

18 Q. And, as we read, your dad was a soldier in a Scottish  
19 regiment, that was the purpose of QVS, to provide  
20 education for the sons -- at that stage it was a single  
21 sex school -- of soldiers, sailors and airmen, and the  
22 majority, I think in your time, would be the sons of  
23 soldiers?

24 A. Yes.

25 Q. But your childhood, since your dad was a serving

1 soldier, was one that was, I think, summed up by a lot  
2 of travel reflecting the sort of postings that soldiers  
3 in those days got?

4 A. Yeah. On the move every couple of years, I guess; was  
5 normal.

6 Q. I think we see you were in Germany, perhaps inevitably,  
7 and also Cyprus.

8 A. Yeah.

9 Q. By the time you were sent to QVS, you were in the Far  
10 East?

11 A. That's correct, yes.

12 Q. You say you had a happy childhood despite all the  
13 moving?

14 A. Yeah, yeah. I reflect quite happily but I was younger.  
15 Actually I was quite keen to go to a boarding school,  
16 you know. I guess part of it was to get back to  
17 Scotland. I kind of missed the time I had when I was in  
18 Scotland and I saw it as a way of getting back to  
19 Scotland if I come to a boarding school. But yeah, it  
20 was put to me and I thought: yeah, well, let's give it  
21 a go.

22 Q. And again you say on page 1, paragraph 5:  
23 "A colleague of my father had a son who was already  
24 at Queen Victoria School."

25 A. That's correct, yeah.

1 Q. Was that within the regiment?

2 A. No, because my father had been seconded to the Malaysian  
3 Forces.

4 Q. I see.

5 A. So I'm not sure -- actually, it could have been within  
6 the regiment, but not necessarily so, because ...

7 Q. Whatever the background, you were actually quite  
8 enthusiastic because it was a way to get back to  
9 Scotland, which for you had happy memories?

10 A. It was, yeah, that was true and, you know, I read comic  
11 books and -- and comic books, it seemed like it would be  
12 a good time at a boarding school, so I went with a very  
13 positive frame ...

14 Q. In terms of travelling, going to page 3, paragraph 9,  
15 you were travelling from Singapore to London?

16 A. Yeah.

17 Q. And there is some degree of travel difficulty which  
18 delays your arrival.

19 A. Yeah.

20 Q. But you arrived -- you'd been travelling I think with  
21 another boy who was going to the school; is that  
22 correct?

23 A. Yeah, I met -- it wasn't the same boy I travelled from  
24 Malaysia with, but another boy on the bus, I chatted  
25 with him from Edinburgh Airport to Dunblane.

1 Q. Obviously you're going into a completely new  
2 environment. Were you picking useful tips up as you  
3 travelled to QVS?

4 A. Yeah, well, the boy was actually asking me what would  
5 I do if I was bullied? And I said, well, I would  
6 cunningly try and manoeuvre it so that one of the  
7 masters would pick up on this and come to my rescue, and  
8 he gave me a strict warning that that would not be the  
9 path to choose, and don't become a sneak. If you become  
10 a sneak, you're in trouble. So that was my first kind  
11 of lesson that I learnt.

12 Q. What age was --

13 A. Don't run to the masters with your complaints.

14 Q. What age was this boy?

15 A. I guess he would probably have been about 14. I think  
16 he was in the senior school, he wasn't in the junior  
17 school. But it's a long time ago, so -- but he was --  
18 he wasn't in the junior school.

19 Q. All right. Did you get the sense he was trying to be  
20 friendly and helpful in telling you this?

21 A. Yeah, I think he was trying to help me out and I believe  
22 he did it, actually, help me out, on reflection.

23 Q. We'll come back to that, perhaps.

24 A. Can I just say that on reflection I always now wonder  
25 what did I miss on the day that I didn't get to school?

1           It never really occurred to me before, but because I was  
2           delayed by 24 hours, I perhaps missed some important  
3           information at the first day of school. I'm not sure.  
4           I don't know what happened. But I just thought I'd  
5           bring that up because -- you know, it may be of some  
6           bearing on things. So I don't know, they perhaps gave  
7           more information about what you should do if you were  
8           bullied, for example, from the school's point of view,  
9           which I never heard, so.

10          Q. Whatever, you didn't hear it officially from the school?

11          A. No, no.

12          Q. I think, as you make clear on page 4, paragraph 13,  
13           because of the travel difficulties you were a day late.  
14           You arrive at 9 in the evening when all the juniors are  
15           already in bed and a teacher, who seems kind, takes you  
16           to your dormitory and points out one of the boys in the  
17           dormitory and says, "He'll take care of you tomorrow".

18          A. Yeah.

19          Q. And presumably the focus was just to get you into bed  
20           and sleep?

21          A. Yeah, that was basically it.

22          Q. I think we do understand from the totality of your  
23           statement, and we've heard this already, that the  
24           following day when you wake up, you would have a second  
25           year -- you're a first year, which would --

1 A. That's right.

2 Q. -- equate to Primary 6?

3 A. A rookie, that's right.

4 Q. You were a rookie, yes.

5 A. A rookie, and near the second year, yes. As it

6 happened, the chap who was pointed out to me already had

7 a rookie, so I had another second year.

8 Q. Was that second year helpful?

9 A. He was, yeah. I regard myself quite lucky in that,

10 I had a good second year. I don't think that was always

11 the case, but in my case it was.

12 Q. A system was in place, but whether it worked presumably

13 would turn on the individual second year?

14 A. Exactly, yeah. I mean, I was a second year the

15 following year and I think I treated my rookie pretty --

16 pretty well.

17 Q. Was that boy, your second year, the person who really

18 gave you the induction to the school, what went on, what

19 you were to do, what you weren't to do?

20 A. Not really. Not really. He -- he -- I'm trying to

21 think how did I know where and what to do? I guess it

22 must have been -- my second year must have pointed out

23 a lot of stuff to me. But I can't quite kind of recall

24 actually him giving me a breakdown on what's expected

25 where and when, but I must have got it from somewhere.

1 Q. You weren't given a set of published rules, for example,  
2 to follow?

3 A. No, there was no kind of written material or anything  
4 like that.

5 Q. Okay. You've arrived late in the evening, you've been  
6 excited. Do you remember how you felt on the first full  
7 day? What was your sense of the school? Did the  
8 optimism remain?

9 A. I remained full of excitement and anticipation. Yeah,  
10 it seemed like an adventure and I was quite happily  
11 going into that adventure.

12 Q. You set out in some detail, and this is the sort of  
13 material we don't need to go through, but the food was  
14 okay except, reading it short --

15 A. I probably said the food was even better than okay. The  
16 food was excellent.

17 Q. Save for the shortage of butter?

18 A. We were fed very well.

19 Q. Okay, but there was a shortage of butter because it was  
20 used as a currency?

21 A. That's true. When you are limited to a -- it looked  
22 like a coin, perhaps that's how it ended up being  
23 currency, but you got a small round of butter and people  
24 would trade butter for food. If you do a job, you could  
25 get something for it.

1 Q. We know from your statement but more widely that you are  
2 moving in as a first year in Primary 6 to Wavell House?  
3 A. That's right.  
4 Q. And we would understand that there are three separate  
5 divisions in that, reflecting the dormitories?  
6 A. That's true, yeah.  
7 Q. Thinking to begin with about Wavell, I think you say it  
8 was quite good in the sense it was a new building?  
9 A. That's true, yeah. It was quite -- it must have been  
10 a relatively new building. I don't know when it was  
11 built. But to me it looked very new in comparison to  
12 the old building, which obviously had been there since  
13 1900 and whenever.  
14 Q. And which you describe rather forebodingly as "like  
15 Colditz".  
16 A. Yeah, I always remember my first impression coming round  
17 the corner from the bus stop and suddenly seeing this  
18 great monolith as it looked to me. I mean, it wasn't  
19 really that high. And the lights on the windows. Yeah,  
20 it looked a little foreboding.  
21 Q. Okay. But again thinking of Wavell House, because  
22 obviously the thing that perhaps strikes first is on  
23 page 5 at paragraph 19 where you say:  
24 "There was an oppressive kind of feel around the  
25 place."



1 A. Yeah, absolutely there was, yeah.

2 Q. To be clear, are we talking about Wavell?

3 A. Wavell House, yeah.

4 Q. Just again a general question. Was there or is there in  
5 your mind a distinction between Wavell, the junior  
6 school in other words, and then the senior school?

7 A. Yeah, yeah, they were sort of clearly different. That's  
8 where we stayed. We didn't really mix too much with the  
9 secondary school guys. I mean, there was lots of things  
10 we did together, church meetings, trades, which was the  
11 piping, the drumming, the dancing, but, yeah, it was  
12 a different -- different place, Wavell House compared to  
13 the secondary school.

14 Q. From evidence we heard yesterday from another former  
15 pupil, we might have got the sense that Wavell, because  
16 it's younger boys, was a gentler place. Would you agree  
17 with that?

18 A. Yeah, I think so. I think -- I think so. Though,  
19 having said that, there were clearly people at  
20 Wavell House who had perhaps older brothers and perhaps  
21 that's how the culture kind of, you know, filtered down  
22 to Wavell House as well. I don't know why Wavell House  
23 was created. My suspicion is that it was to kind of  
24 break a cycle of that culture and perhaps that's still  
25 the case, I don't know. But there were certainly people

1           in Wavell House who were viewed as kind of bullies and  
2           keep clear of this guy or be careful, watch your ps and  
3           qs around certain people. So there was a culture of  
4           bullying there.

5       Q. Is that the oppressive feel you're describing?

6       A. Yeah, yeah. You had to watch out.

7       Q. And when did that become apparent to you? How long did  
8           the optimism last, if I can put it that way?

9       A. It happened relatively quickly, but I have to say,  
10           I was -- I was relatively content. I mean, I took it as  
11           the way things were. And for one reason or another,  
12           I didn't get homesick, which seemed to be the biggest  
13           problem that some boys had, they got incredibly homesick  
14           and -- some got over it, some didn't.

15      Q. I think you say that some -- this is presumably  
16           a comment about the first years, the P6s, a number would  
17           leave?

18      A. Yeah, I can think of a couple that left.

19      Q. And was that because of homesickness essentially or  
20           other factors?

21      A. Well, it's difficult to say, but I think homesick was  
22           probably -- played a large part. Maybe bullying had  
23           something to do with it, but I couldn't really say.

24      Q. Okay. In terms of the dormitories, we understand  
25           there's perhaps dormitories of about 20 boys, and is

1           that a mix of first and second years?

2       A. Yeah. There was a mix of first and second years. There  
3       were three dorms -- they had six dorms, Lyndoch,  
4       Abercrombie and Moore, and they were sort of obviously  
5       set up to make a competition between the different  
6       dorms. I mean, that was one of the principles that was  
7       very clear. There was points for keeping your dormitory  
8       tidy and it was -- you know, the winning dormitory would  
9       get a prize and, you know, sort of -- but that -- that  
10      seemed quite natural to me.

11     Q. Although keeping the dormitory tidy, from what you say,  
12      didn't come naturally to you?

13     A. No, it didn't, no, no. I was pulled up a few times for  
14      that.

15     Q. That presumably suggests that -- and you talked about  
16      first and second years, P6s, P7s, there would be  
17      a pecking order, I take it?

18     A. Oh yeah. Within classes as well. So you were kind  
19      of -- constantly kind of struggling to maintain your  
20      place in the pecking order.

21     Q. That's a sort of a natural pecking order as between  
22      pupils.

23     A. Yes.

24     Q. But in terms of discipline amongst pupils, thinking of  
25      Wavell, were there pupils with levels of authority, if

1 I can put it that way?

2 A. Yeah, I think your dorm leader had a level of authority.  
3 I'm unsure about what they were, you know, allowed to do  
4 or not to do. But yeah, they took it upon themselves to  
5 try and keep their dormitory in order and successful at  
6 various things.

7 Q. And again thinking purely about Wavell, the junior  
8 school, how much staff supervision were you aware of?

9 A. Not a great deal. I think we were pretty well left to  
10 our own devices. I mean, some of the things that went  
11 on in Wavell House were slightly chaotic.

12 Q. What are you thinking of?

13 A. Well, we used to have sort of fights with the rats'  
14 tails, which were kind of towels rolled up and you'd  
15 flick people with them. I also got hit because I can  
16 remember how sore it was, and I probably hit people as  
17 well. But that kind of running battle between  
18 dormitories. Those kind of things seemed to go on --

19 Q. Without staff intervention?

20 A. Yeah, yeah. I can't remember things being intervened.  
21 It's not good when young boys are re-enacting the Black  
22 Hole of Calcutta and various other things. I mean,  
23 I personally, I remember being held down on the bed by  
24 a few of the older boys and it's strange because  
25 I wasn't particularly concerned about it, which seems

1           bizarre when I reflect on what happened, you know, and  
2           they kind of used my chest as a kind of drawing board  
3           and they had a woollen glove on and they kind of drew  
4           a river down your chest with this kind of rough woollen  
5           glove on and then had a little story of elephants  
6           pounding across the river.

7           I guess -- I mean, I recall it so obviously it had  
8           an impression on me, but I don't remember being really  
9           frightened or anything. It seemed like, you know, it's  
10          a bit of a laugh. And I don't know where that came  
11          from, what that was all about. Was that some kind of  
12          initiation ceremony or something? I can't recall.

13        Q. All right. By the sounds of it, whether it's rats'  
14          tails with towels or elephants pounding in your chest,  
15          there was a bit of rough and tumble?

16        A. Certainly, yeah, yeah.

17        Q. And was that just part of the daily routine as far as  
18          you were concerned then?

19        A. Yeah, yeah. It seemed to be, you know, that's the way  
20          it was. You had to find yourself, find your feet, and  
21          look after yourself.

22        Q. Do you remember it going beyond that with you, for  
23          a start, in terms of bullying, for example?

24        A. Not really -- I mean, I can't quite follow your question  
25          here.

1 Q. Well, you were concerned, obviously, going back to the  
2 conversation on the bus with the senior, what would you  
3 do if you were bullied and you said, "I would cunningly  
4 let a teacher know". Were you ever bullied, as far as  
5 you were concerned, in Wavell, or was it just rough and  
6 tumble?

7 A. No, I think people holding me down on the bed and  
8 things, I think I'd classify that -- I didn't really  
9 know these characters. My second year probably had  
10 a position to kind of protect me. I think that's the  
11 way the system kind of worked. Your second year would,  
12 you know, step in perhaps.

13 Q. Is that what you did as a second year for your rookie?

14 A. Yeah, I kind -- I don't think my -- my rookie was  
15 actually -- came in as a second year and he had  
16 a brother as well so he had kind of built-in protection.  
17 He missed the first year and came into the second form,  
18 but he was a new boy and he was my rookie.

19 LADY SMITH: 'Andy', the incident you describe when you were  
20 held down on the bed and other boys were, when wearing  
21 a woollen glove, drawing on your chest --

22 A. Yeah.

23 LADY SMITH: -- seems to still be vivid in your memory.  
24 Have I got that right?

25 A. Yeah, yeah. It's -- it is stuck in my memory. I guess

1           I -- it must have been fairly frightening at the time.  
2           I guess I was ten and these characters ...  
3   LADY SMITH: And it happened, what, over 50 years ago?  
4   A. Yeah, yeah. We're talking 1967, 66, 67. And I was  
5       obviously a first year because I remember the guys that  
6       were second years that were doing the doings. But my  
7       feeling was that they didn't put their heart and soul  
8       into it. They weren't -- I mean, they didn't draw blood  
9       with the rough glove, you know. But it was obviously  
10      sort of putting you in your place or something like  
11      that. I don't quite know where it all came from.  
12      Whether it was to test whether you would go to somebody  
13      in authority like a teacher or something and say what's  
14      happened to you or what. Or maybe they just thought it  
15      was great fun.  
16   LADY SMITH: As you think about that incident now --  
17   A. Yeah.  
18   LADY SMITH: -- if there had been a member of staff around,  
19       what in your view should they have done?  
20   A. Well, they should have stopped it for a start, yeah.  
21   LADY SMITH: Why?  
22   A. What's going on here? It's clearly -- it's beyond just  
23       horsing about. These are bigger boys holding down  
24       a smaller boy, you know. So in my opinion, yeah, it's  
25       way across the line of horsing about.

1 LADY SMITH: Mr Brown.

2 MR BROWN: Thank you, my Lady.

3 That episode is described at paragraph 72 on page 17

4 of your statement.

5 It begins with the sentence:

6 "One of the areas I am upset about was the lack of

7 supervision."

8 A. Yeah.

9 Q. That episode with the woollen glove, that's

10 Wavell House?

11 A. Yeah.

12 Q. Can we move on and you go on at 73 to say:

13 "It gives me shivers what they did to other boys.

14 It seemed this behaviour was allowed to flourish, as if

15 boys will be boys. We would have fights with wet towels

16 called 'rats' tails'. This was just day-to-day

17 behaviour."

18 But then you go on to talk at paragraph 74:

19 "On one occasion I came across two or three boys who

20 had tied another boy to a chair and put a kit bag over

21 his head."

22 A. Yeah, that struck me as even further beyond the pale.

23 I stumbled upon that accidentally. They were border

24 men(?) of the dormitories. This was in the secondary

25 school --



1 Q. That's what I'm wondering, yeah.

2 A. And there were -- the three boys were I guess older.

3 I don't know who the boy was on the chair. He had a kit

4 bag over his head and everybody looked the same, you

5 could tell from the skinny little legs that he was

6 probably a first year. Yeah, they'd tied him to the

7 chair with straps for sporrans, leather straps, and they

8 were threatening to throw him down the lift shaft at the

9 back of the dormitory, which was unused, this lift

10 shaft. The kind of rumour was that somebody had died

11 down the lift shaft, you know, urban legends and all of

12 that. So -- yeah, and they actually raised the guy on

13 the chair onto the edge of a bed pretending to be taking

14 him -- you know, swinging the doors, it was the second

15 bed from the end of the dormitory I remember, right by

16 the swing doors, and they put him on the edge of the bed

17 and then kind of dropped him and the guys caught him

18 coming off the edge of the bed. They obviously thought

19 this was great fun, but I'm horrified because, you know,

20 I can just imagine, you know, the trauma that might

21 cause if you bought into the whole scenario that these

22 guys were perpetrating.

23 Q. This was obviously the senior school because of the lift

24 shaft?

25 A. Yeah, it was in -- I was probably in second or third

1           year. It was in Cunningham House. Though I don't know  
2           if the boys were from another house. I can kind of --  
3           you know, I can kind of vaguely remember who they might  
4           have been, but they were older boys.

5       Q. But in terms of -- sorry, to be clear, this is taking  
6           place in a boarding house in one of the dormitories?

7       A. It's in the dormitory, yeah. It was in  
8           Cunningham House.

9       Q. And in terms of --

10      A. In the senior part. There was two sides to  
11           Cunningham House. I guess -- they re-arranged the  
12           houses later, but I think the younger boys were on  
13           the -- that was the dormitory this occurred in. The  
14           older boys were in another dormitory. I think they even  
15           divided it later into -- Haig House would have been just  
16           the fourth, fifth and sixth years but I think at the  
17           time that this happened that change hadn't occurred.

18      Q. Who was meant to be supervising the dormitory?

19      A. There were kind of monitors in the dormitory, two guys.  
20           I think there was two. And they were kind of given the  
21           power of having a kind of small cubicle which was their  
22           bed and place, and they were the kind of supervisors.  
23           But this happened at an odd time during the day -- I was  
24           the only one about and I remember -- I don't really  
25           remember why I was there, but usually I wouldn't have

1           been there. So there was nobody else in the dormitory.  
2           Certainly no monitors.  
3       Q. And no teachers.  
4       A. And no teachers, yeah.  
5       Q. We've been talking largely about Wavell House. You've  
6           now moved into the senior school.  
7       A. Yeah.  
8       Q. What you're describing in the junior house of there  
9           being a supervisor, pupil supervisor --  
10      A. Yeah.  
11      Q. -- presumably it was just exactly the same?  
12      A. Yeah, it was similar, yeah. I mean, the teachers were  
13           about. There was a duty teacher, but they weren't  
14           really apparent. I mean, we seemed to be pretty much  
15           left to our own devices. Although occasionally they  
16           would come in and check us at prep, for example. Prep  
17           was kind of the evening homework where you'd go to the  
18           classroom sort of between 7 and 8. And one of the  
19           monitors would usually sit in there to keep the peace.  
20           But in the junior school I don't think that was the case  
21           and, yeah, the teachers would kind of pop in every now  
22           and again and try and keep the peace.  
23      Q. So there was a greater teacher presence in the junior  
24           school?  
25      A. Than in the senior? Yeah, I would say so.

1 Q. From what you're saying, prep aside, in the senior  
2 school the boys were left to their own devices, to use  
3 your words, and boys were meant to be controlling boys?

4 A. I mean, obviously there were form masters when you went  
5 to your classes and they would punish you if you stepped  
6 out of line.

7 Q. We'll come to that, if we may, but just thinking about  
8 the boarding side?

9 A. The day-to-day side of it? Yeah, I mean, if you were  
10 running in the corridor, for example, yeah, you could be  
11 held up by one of the masters and usually that would  
12 result in you being belted if you were running around  
13 and caught. But obviously there was enough freedom that  
14 you -- a lot of stuff went on which wasn't picked up on,  
15 so there was plenty of room for misbehaviour.

16 Q. Again in terms of the pupil discipline side, did you  
17 understand, for example, what pupils were allowed by the  
18 school to do by way of punishment or was it just  
19 a free-for-all?

20 A. That's very unclear. It was never said this is what  
21 monitors can do and can't do. As I recall. I mean,  
22 cold showers were given for sure, I had a couple of cold  
23 showers. And there were various other things. They  
24 didn't -- they didn't -- you know, they didn't beat us  
25 or anything like that. I mean, there were little

1 things. They would make you stretch your arms out and  
2 make little circles, and so now you can stop, which  
3 would be kind of painful on the muscles in your  
4 shoulders. Things like that. There seemed to be --  
5 they had some leeway -- but it was never officially said  
6 as I recall. I can't recall it ever being explained  
7 that the monitors will be able to do this or do that.  
8 So I don't know if they just accepted those among  
9 themselves or what the background to that is.

10 Q. Tell us about the cold showers.

11 A. Yeah, you'd get a cold shower -- I can't remember why  
12 I got the cold showers. Probably being untidy or  
13 probably being late for something or -- but I remember  
14 it, yeah. I remember a number of boys getting cold  
15 showers. It was unpleasant.

16 Q. But it was --

17 A. Yeah, it's funny I don't remember what it was for.

18 Q. But it was understood that that was a sanction they  
19 could use?

20 A. Yeah, among the boys, anyway.

21 Q. Yes.

22 A. We understood that -- yeah, that a monitor or someone in  
23 the dorms looking after the dorm or someone of the older  
24 guys saying you can have a cold shower, so yeah, I think  
25 among the boys it was accepted.

1 Q. Going back to the kit bag over the boy's head, that's  
2 I think the memory that is perhaps the harshest that you  
3 recount, but you were aware of other things going on,  
4 not that you saw them but you were aware of them?

5 A. That one kind of haunts me because I didn't do anything  
6 about it. It's kind of -- you know, I just kind of  
7 walked away. These were bigger boys and I wasn't going  
8 to do anything, you know, about it. Maybe that's why it  
9 sticks in my memory. Maybe there were other occasions  
10 where things happened where I didn't feel any kind of  
11 personal responsibility for it.

12 Q. Okay. Again going back to your first journey where you  
13 were learning how the school operates, which is not to  
14 sneak, would it have ever have occurred to you at any  
15 stage in the six years you were there, thinking of what  
16 was going on, to tell teachers?

17 A. No. No, that was -- there was a clear culture of them  
18 and us, which you didn't cross.

19 Q. Do you remember if the teachers said anything about  
20 this?

21 A. No.

22 Q. Did they encourage you to speak?

23 A. No. That was something that perhaps they should have  
24 done. This is where I go back to I missed that first  
25 day and maybe, maybe this occurred on the first day and

1           there were channels explained if you have problems do  
2           this, and I missed out on it. But I didn't feel it was  
3           there anyway. I can't remember anyone ever telling on  
4           other boys to a teacher. It just didn't happen.

5       Q. But you began to touch upon discipline from teachers and  
6           if we can move on to that, just thinking about perhaps  
7           the more educational side, from what you're saying it  
8           was the educational side being taught, that's when you  
9           engaged with staff?

10      A. That's right, yeah.

11      Q. Rather than the house?

12      A. Yeah, I mean, it was a fairly strict regime in classes.  
13           Different teachers had different methods and they  
14           weren't always as fierce as one another. But, yeah,  
15           I do recall the whole form, I think it was form 6,  
16           getting soft shoed on one occasion. There was a bit of  
17           noise, we were all shouting. The teacher came in  
18           demanding, you know: who's making all this noise?  
19           Nobody admitted to it, so he ordered us all to see him  
20           at 8.30 on the landing, Abercrombie landing, and he soft  
21           shoed the whole class. And soft shoe is a misnomer.

22      Q. When you say soft shoe, are you talking about a gym shoe  
23           type?

24      A. A gym shoe, yeah, and if you've ever been hit on the  
25           backside by a gym shoe, I don't know if you have,

1           Andrew, but it certainly doesn't feel soft.

2           Q.   And how many blows with the gym shoe was the norm?

3           A.   We each got one.

4           Q.   I beg your pardon?

5           A.   We each got one in that class.

6           Q.   And just to be clear, what age were you?

7           A.   I guess 10.

8           Q.   So this is the first year of primary school?

9           A.   Yeah, that's first year of primary. Perhaps second, it

10           might have been, but it was certainly Wavell House.

11           Not -- was it first year or second year? I'm trying to

12           rack my brains. I think it would have been first year.

13           Q.   Corporal punishment obviously was, I think it's fair to

14           say, routine in schools at the time?

15           A.   And throughout Scotland, I believe.

16           Q.   Yes. You've talked about the soft shoe, badly named.

17           What about the belt?

18           A.   Yeah, the belt -- the belt depended on who was

19           administering the belt. Another unpleasant memory

20           I have is of the religious education instructor, a very

21           nice man who would join us, a reverend, and he couldn't

22           give the belt, he obviously had an aversion for hitting

23           people with belts, and to our shame we egged on this

24           gentleman by behaving badly until he -- he would say,

25           "Do you understand, I'm going to give you the belt if



1           you don't behave?" and some of us volunteered to take  
2           the belt from this guy. But yeah, he -- you know, he  
3           didn't have the -- the willingness to put his back into  
4           it. And yeah, that still kind of horrifies me that we  
5           were such swines to behave in such a way, you know.

6       Q. But other teachers, I think, had no such --

7       A. Other teachers had more expertise in delivering the  
8           belt.

9       Q. Broadly, I think, again summarising your statement, you  
10           thought the education was quite positive?

11      A. It certainly helped me. When I arrived at the school  
12           I think I was the bottom of most classes in sixth and  
13           seventh forms, so my reading and writing skills weren't  
14           great. Yeah, I'm pretty sure that that was a success as  
15           far as educating me.

16      Q. So would most teachers, from your perspective, thinking  
17           both in terms of teaching but also in terms of  
18           discipline, be considered fair? By you?

19      A. Well, I have an axe to grind with the [REDACTED] teacher.

20      Q. I'm coming to him. I'm speaking about everyone but him.

21      A. But other than that, yeah, there was a kind of  
22           a spectrum, you know. There were sort of lenient  
23           teachers, imaginative teachers. There were teachers  
24           who, you know, were kind of fierce and you knew if --  
25           for any misdemeanour you were liable to be beaten. You

1 kind of knew the faces, you knew the characters. You  
2 were aware that don't mess with this guy.

3 Q. The religious education teacher you could --

4 A. Yeah, yeah.

5 Q. -- be cruel to.

6 A. You could misbehave and we misbehaved. It's -- it  
7 doesn't sit well.

8 Q. No. But you did have, going to the other extreme, the  
9 man you've mentioned, the [REDACTED] teacher, and I think he  
10 stood out at the other end of the spectrum?

11 A. Yeah, he was -- he was a sort of belting people for --  
12 well, he belted me on occasion for not doing well in the  
13 [REDACTED]. The injustice rankles to this day,  
14 you know, that I'd be beaten because I couldn't do the  
15 [REDACTED] It's actually not that I couldn't do the [REDACTED]  
16 exercise, either, it was the situation of the whole form  
17 sitting in front of tape recorders and suddenly the tape  
18 recorder goes on and everyone is meant to rote recite  
19 a [REDACTED] that they've written and of course  
20 under that stress and strain, memory can disappear and  
21 you can forget what you're supposed to say. Funnily  
22 enough I can remember it now, but at the time when the  
23 tape recorder started to run, yeah.

24 And I remember on one occasion realising that, you  
25 know, if you got a D in this you were going to get

1           belted and the stress was too much for me. And I'd  
2           worked really, really hard and my cortisol levels must  
3           have been through the roof. I remember sitting with  
4           a book trying to memorise this bloody [REDACTED] -- anyway,  
5           excuse my French. Anyway, I said into the tape  
6           recorder -- I just went, "Oh God", and at the next  
7           meeting with the class, the [REDACTED] teacher said,  
8           "CRV [REDACTED] God will not help you". He was a humorous man.  
9           And then proceeded to belt me again.

10          Q. You say at paragraph 34 on page 8:

11                 "At the time I lived in fear of him."

12          A. Yeah. I think there was pretty much a strong -- yeah,  
13                 for sure. It was a bane on my existence, knowing that  
14                 I was liable to be beaten in [REDACTED] class through really  
15                 no fault of my own. There was really nothing I could do  
16                 about it.

17          Q. And obviously from what you're saying he used his belt  
18                 with gusto and he even named it?

19          A. Yes, [REDACTED] The infamous [REDACTED],  
20                 which had a long famous history. Apparently after I'd  
21                 left some classes had stolen the belt. Unfortunately he  
22                 got it back, apparently, but yeah, I remember it.  
23                 I think he had a little bit of paper sellotaped to the  
24                 belt with the name on, [REDACTED].

25          Q. Was this the sort of thing that was renowned throughout

1           the school, the [REDACTED] teacher --

2       A. This is one thing that really upsets me. This must have  
3       been known to people. Surely people must have known  
4       that the [REDACTED] teacher was kind of abusing this  
5       corporal punishment. Whether things were ever done,  
6       I don't know. I'm not in a place to say whether he was  
7       reprimanded or told not to do it.

8       Q. From what you're saying, though, when you were there,  
9       nothing changed?

10      A. No, no. It didn't change.

11      Q. And when you say everyone must have known, it was known  
12      amongst the boys, presumably amongst the whole school,  
13      he was a teacher to look out for?

14      A. That's what upsets me, that I can't believe that this  
15      had not reached other ears. I don't know if they tried  
16      to do something and it just didn't work or -- maybe  
17      later on things did change, I hope so. But certainly at  
18      the time I was there, it didn't change.

19      Q. From the staff point of view, you're talking, clearly?

20      A. Yes, I was just talking about the [REDACTED] teacher.  
21      I don't know whether the staff knew, but I suspect they  
22      did.

23      Q. That's what I'm asking. From what you're saying, you  
24      take it everyone including not just pupils but staff  
25      knew his reputation and yet nothing was done?

1       A. Yeah.

2       Q. In terms of the school as a whole, going to paragraph 76  
3       where it continues on page 18, you say, taking that  
4       point on:

5               "There was a feeling that the staff just didn't  
6       care. It surprised me there wasn't more intervention  
7       ..."

8               And you're talking about when bullying was taking  
9       place.

10              "I guess the boys thought it was a free-for-all.  
11       I can't remember anyone ever being pulled up for  
12       bullying."

13       A. Yeah, I really can't. If bullies were ever pulled up,  
14       it was by other boys. That seemed to be the -- you  
15       know, someone overstepped the mark then other boys might  
16       step in and, you know, either protect an individual  
17       or -- but yeah, it seems to me that that could have been  
18       addressed much better.

19              I guess a lot of it comes down to this idea that we  
20       wouldn't go forward to authority with any confidence.  
21       I mean, there were occasions where now I regret that  
22       I didn't say anything. I remember the Brigadier who was  
23       outwith the school, he was a kind of figurehead,  
24       somebody way up there, and he found me in a classroom  
25       once, I was actually up to no good, but he was such

1           a nice gentleman, he chatted to me and I think he was  
2           trying to find things out, when I reflect on it now, but  
3           it never occurred to me that I could have said something  
4           to the Brigadier and he might have stepped in. Now it  
5           does, but at the time it didn't. That's a kind of  
6           regret because it -- who knows. It might have ended up  
7           worse for me than if I had opened up and explained  
8           things to him, but I had a feeling that he was genuinely  
9           interested and concerned. Maybe I missed an opportunity  
10          there.

11        Q. But he, from what you're saying, was at the very, very  
12          top of the tree and normally outwith your --

13        A. That's right. He was well above -- that was about the  
14          only time I ever -- you know, had occasion to be with  
15          the Brigadier. So it's highly memorable from that point  
16          of view. But yeah.

17        Q. I think, carrying on on that page to paragraph 78, you  
18          ended up going to hospital after fighting with another  
19          boy. You harm him, he harms you.

20        A. (Witness nods).

21        Q. And you describe going around with a shiner of a black  
22          eye. The nurse would have asked you what was wrong, but  
23          from what you're saying, no one else did?

24        A. No, no, there was no repercussions for that. It was  
25          kind of left as though I banged myself on the door, it

1           was just accepted as the -- you know. I mean, it was  
2           clearly nonsense when I said it, you know, and I think  
3           I even had a smile on my face, "Oh, I just walked into  
4           a door", you know, but that -- there was no way I was  
5           going to say that this guy had punched me and just  
6           (overspeaking) --

7       Q. You wouldn't sneak and no one --

8       A. Exactly, nobody --

9       Q. -- and no one would ask?

10      A. That's the problem here for me, no one really got to the  
11      bottom of that. And they should have. They shouldn't  
12      have allowed me just to sweep it under the carpet.

13      Q. But that seems to be the MO, the modus operandi of the  
14      school at that period?

15      A. It does. As I say, I can't -- I can't recall people in  
16      authority really getting to grips with any bullying.  
17      One hopes that they just didn't know about it. But  
18      perhaps it was part of the school -- you know, the way  
19      it works, that, you know, build some kind of -- ah,  
20      yeah, I can't answer -- I have no idea why that went on  
21      like that, whether -- you know, why there wasn't more  
22      involvement --

23      Q. Obviously it's a military school, or a school run by the  
24      military for the sons of soldiers.

25      A. Yeah.

1 Q. Was there an underlying current of: you've just got to  
2 tough it out?

3 A. I think so. I think it was very much, you know, you  
4 have to be self-reliant, stand on your own two feet, you  
5 know. But even my father kind of installed that into me  
6 because I did tell him once about being beat in the  
7 secondary school, so my first year, and I was chased by  
8 an older boy and I had to kind of lock myself away in  
9 one of the toilets when he was threatening to batter me  
10 for no reason whatsoever other than, you know, to get  
11 himself up the pecking order, probably, and the advice  
12 of my father was, "Just stick one on him", you know.  
13 I always call it the John Wayne school of education.

14 Q. Yeah. But I think, going on to paragraph 79,  
15 notwithstanding that aspiration, you describe yourself  
16 as:

17 "I was pretty much under stress most of the time.  
18 I looked forward to going to see a movie on a Sunday  
19 evening. That was a kind of escapism. I felt afraid  
20 and a few others would have as well. I am very glad  
21 I asked to leave the school."

22 A. Yeah. Yeah, I was not happy there, obviously, that's  
23 why I left. I think a lot of the unhappiness came from  
24 the constant feeling of stress from boys, from teachers,  
25 from wherever. Yeah, I didn't feel particularly



1           comfortable and I'm sure there must have been other boys  
2           in the same kind of position as me.

3       Q.   I was going to ask you because at paragraph 89 on  
4           page 20 you say:

5           "The boys at the school were generally fine."

6       A.   Yeah, in general the boys were okay. In fact, there  
7           were some really decent guys there, you know. Guys --  
8           yeah, guys you'd probably trust your life with kind of  
9           thing.

10      Q.   That's what I'm interested in, there seems to have been  
11           a culture which left you afraid.

12      A.   Yeah.

13      Q.   And yet the bulk of the boys were fine. So just to  
14           understand, was it a small number who created the  
15           culture and it simply wasn't stopped or was the culture  
16           wider than that and everyone was involved in it?

17      A.   I think everybody was born into the culture, but there  
18           were other people who were protective of -- they didn't  
19           go to -- they didn't sneak, they didn't -- they took  
20           care of kind of looking after the student body  
21           themselves, you know. There were people who kind of  
22           rose to the protection of others and there was a lot  
23           of -- and you kind of have to admire people like that,  
24           you know. So there were kind of admirable qualities  
25           shown by boys as well. And a lot of the boys were --

1           you know, I remember them in a very positive light. But  
2           it doesn't take away the fear of the feeling you might  
3           get caught in the wrong place at the wrong time.

4       Q. Yes. Just touching on the sort of things that might  
5           give rise to bullying, you talk obviously about  
6           a pecking order, older boys wanting to be superior to  
7           younger boys.

8       A. Yeah.

9       Q. Just in terms of two other aspects of the society you  
10          were in, obviously I think at one point you make  
11          reference to the fact what regiment your father in might  
12          matter because there would be some regimental loyalty,  
13          if I can put it that way?

14      A. Yeah, I think -- I mean, I can remember one occasion  
15          that that -- I think was the reason that someone sort of  
16          came to my aid. So, yeah, that could well have been the  
17          case. There was a kind of, you know, regimental aspect.

18      Q. You all knew that your fathers were in regiment --

19      A. Occasionally we would sort of go out together as  
20          a group, you know, on a visit to a regimental  
21          headquarters or something like that, or there would be  
22          a visiting regimental -- so from the sort of regiment  
23          and the boys would gather or perhaps one regiment would  
24          give a banner for the pipe band and there would be  
25          a picture with the boys from that regiment, so yeah.

1 Q. Could that work the other way, though, so that it could  
2 be negative?

3 A. I can't say that I recall any negative sides of that.  
4 I don't think there was a kind of in-fighting between  
5 sort of gangs of different regiments. That didn't occur  
6 to me at all.

7 Q. The other thing, and you make reference to this and  
8 we've heard, obviously, there's the school chapel and  
9 that's essentially Church of Scotland?

10 A. Yeah.

11 Q. And Catholics would go off to Dunblane for mass. Were  
12 there tensions on a sectarian line or just Glasgow  
13 Rangers --

14 A. No, I really -- I mean, obviously there was the  
15 Rangers/Celtic thing went on and sort of football fans,  
16 but I never really felt the sectarian side. It wasn't  
17 like that.

18 Q. There came a stage, though, I think, when you were 16  
19 and by that stage your father was coming to the end of  
20 his military career?

21 A. Yeah.

22 Q. And your family were coming back to settle permanently  
23 in Scotland; is that correct?

24 A. That's true, yeah.

25 Q. And for that settling domestically, we should understand

1           you said at that point, "I'd like to leave the school  
2           and just go to the local school"?

3       A. That's right, yeah.

4       Q. And that's what happened?

5       A. Indeed, that's true, yeah.

6       Q. And can you remember your feelings when it was confirmed  
7           that you were leaving?

8       A. I was very happy, really happy to hear that. It was  
9           after the Easter break when I said to my mother, "Look,  
10          if you're staying here, the family, there's really no  
11          reason for me to continue at the boarding school. Yeah,  
12          I was unhappy, let me come home."

13               And it was kind of difficult at the time. My mother  
14               went up to the boarding school with me, we talked to the  
15               headmaster, the housemaster. They put it to me that  
16               this would be an extremely poor time to leave the school  
17               because my O-levels were just coming up, so I accepted  
18               that point, so I stayed until the end of the next term  
19               and left in the summer and then went on to  
20               a comprehensive school and studied there for two years.

21               So it's nice to have the perspective of seeing sort  
22               of both places and I certainly don't regret that because  
23               it gave me a kind of grounding in Scotland and a lot of  
24               my friends come from those two years that I spent in the  
25               state secondary school.

1 Q. I think you describe those two years as "good" in your  
2 statement?

3 A. Yeah.

4 Q. Did you ever tell your parents when you were at school  
5 of how things had been at QVS?

6 A. Well, as I say, I did say to my father -- we were in  
7 Berlin and I said to him, "I'm being bullied at school  
8 by these older boys chasing me around", and yeah, my  
9 father's advice was, "Well, just stick one on him" and  
10 that'll end that. As it happened, he didn't bully me  
11 anymore, but I didn't actually stick one on him.

12 Q. All right. But did your parents, for example, know  
13 about the [REDACTED] teacher?

14 A. No, no.

15 Q. Okay. You then went on and you talk on page 20 about  
16 life after QVS and you went on to university and ended  
17 up doing a TEFL course, Teaching English as a Foreign  
18 Language, and that was at Moray House?

19 A. That's right, yeah.

20 Q. And then we would understand that you have worked abroad  
21 from the 1980s on?

22 A. Yeah, from 89, so I had a year in Italy and occasionally  
23 I'd come back to Edinburgh in the summers and teach  
24 there for a few years and I was in Finland for a number  
25 of years and, yeah.

1 Q. A couple of things from that. When you were being  
2 taught to teach --

3 A. Yeah.

4 Q. -- thinking back this would be the '80s, was anything  
5 being taught at that stage about pastoral care or was it  
6 just how to teach?

7 A. No, doing TEFL it was just basically looking at the  
8 latest research and, you know, applying that to language  
9 learning.

10 Q. So it was education-focused only?

11 A. Yes. I mean, as a TEFL teacher, I really wasn't  
12 expected to sort of, you know, have any pastoral care of  
13 students. It's usually hourly ones. When I was  
14 teaching in Italy, for example, I would see exhausted  
15 secondary school kids for a few hours to try and get  
16 them through a Cambridge exam.

17 Q. But once you were in Scandinavia, did it become more  
18 regular teaching or has it always been --

19 A. No, it's always been like that. I've never -- the first  
20 time I was in Finland, this was before I studied,  
21 I worked as a class assistant in two secondary schools,  
22 and that was a very interesting experience because the  
23 two schools were run on quite different lines. One was  
24 obviously -- there wasn't supposed to be streaming or  
25 selective schooling, but maybe it depended on the area.

1           They probably fudged it because one was obviously a kind  
2           of academic school where the students were keen and  
3           wanted to improve and had ambitions to go on to further  
4           education, and the other secondary school was kind of  
5           okay, vocational training for you guys if you're lucky.

6           But the fact was there that they never had any  
7           corporal punishment in Finland all the time I was here  
8           and even before. I think people were hit maybe in the  
9           '50s, maybe unofficially, but certainly hitting a child  
10          when I came to Scandinavia was seen as a no-no. I think  
11          it was illegal, actually, to strike a child.

12        Q. What about the side that you had seen at QVS of pupils  
13          disciplining pupils and a lack of supervision by  
14          teachers?

15        A. Yeah, I never came across any of that.

16        Q. I take it you weren't working in the boarding school  
17          scenario in Finland?

18        A. No, I was in a couple of comprehensive schools.

19          I remember in the one school the pupils were pretty  
20          unruly, to my eyes, and I thought oh, maybe they should  
21          have corporal punishment to sort these guys out.

22          I mean, making fun of teachers and things behind your  
23          back, that kind of nonsense, you know.

24        Q. But what about the rule: never sneak? Was that common  
25          to the Scandinavian schools?

1       A. I really don't know. I suspect not. I suspect people  
2       did talk more. I think teachers got together with  
3       pupils and with social workers and they would talk  
4       things through, you know, which I wish had happened when  
5       I was a schoolboy. You know, if people had actually sat  
6       down, you know, on a kind of regular basis, maybe once  
7       a term or something, and say, "How are things going?"  
8       and somehow find a middle ground. I don't know how they  
9       would have achieved it, to break the culture, but, you  
10      know, that would have been beneficial for everybody,  
11      I think.

12      Q. I think that's in summary what you say in your statement  
13      at paragraph 94 under the heading, "Lessons to be  
14      learned", you think there should be more communication  
15      between the children and the people caring for them?

16      A. Or perhaps there is now. We're looking at the 1960s and  
17      1970s, so hopefully, you know, we have moved on from  
18      that.

19      Q. Yeah.

20      A. Perhaps when I find out more about the hearings, I'll be  
21      in a better position to comment on that one. But yeah,  
22      I'd like to see -- I would love to have seen that at the  
23      school. I think my feeling is one of regret and missed  
24      opportunity at the boarding school because, you know,  
25      we're small classes. They could have done so much more,



1 I feel. But perhaps that wasn't really what they were  
2 wanting to do. I don't know. I don't know what their  
3 sort of ethos behind the school, what they'd chosen to  
4 do. Perhaps they achieved it. Perhaps -- I think a lot  
5 of the boys have gone on to have successful military  
6 careers, so -- and they probably would think: what's he  
7 on about? It was brilliant.

8 Q. The other thing, obviously, and you've touched on this,  
9 is you would like teachers like the [REDACTED] teacher to be  
10 stopped from being --

11 A. Absolutely. That's what I would say is a no-brainer.  
12 I can kind of understand maybe in the '60s he'd read  
13 about Skinner and behaviourism and Pavlov's Dogs and  
14 things and got the strange idea that he could teach  
15 [REDACTED] beat [REDACTED] into people. I guess to  
16 some extent, yeah, they say the most successful [REDACTED]  
17 teaching was for soldiers during the Second World War  
18 teaching them [REDACTED] because they knew they would be  
19 killed unless they learned the [REDACTED] that they  
20 needed, but -- okay, he should never have been doing  
21 that and it should have been stopped.

22 Q. Although I think in fairness you say you've learnt  
23 subsequently that his experience may not have been  
24 particularly good since you bring up the wartime side.

25 A. Yeah, I think, chatting with sort of old boys and

1 things, I find that maybe one or two of those people in  
2 positions at the school had somehow got them for maybe  
3 the wrong reasons from our point of view, but, you know,  
4 they'd maybe been traumatised themselves, you know.  
5 Certainly the [REDACTED] teacher, I found lots of people  
6 sort of mitigate what he was doing through his  
7 experiences in the war and things. I remember, yeah, he  
8 was particularly strict about no food left on the plate  
9 when he was in charge of the dining room. And, yeah,  
10 apparently that was a reflection of how important food  
11 was in prisoner of war camps.

12 Q. But regardless of the background, the school, from your  
13 perspective, should have acted but didn't?

14 A. Yeah. I think at the bottom line there should have been  
15 some kind of check on what he was doing. I don't know  
16 whether they knew. I suspect that they must have known.  
17 But who knows. With the terrible culture of silence  
18 they perhaps never did get to know, but perhaps they  
19 should have made it their business to know.

20 Q. Quite. 'Andy', thank you very much indeed. I have no  
21 further questions for you. Is there anything else you  
22 would wish to tell us?

23 A. No, no, that's fine, thanks, I think you've had ever  
24 covered most of the points and got them off.

25 MR BROWN: Thank you.

1 LADY SMITH: Are there any outstanding applications for  
2 questions of 'Andy'?  
3 'Andy', that does complete all the questions we have  
4 for you this morning. Thank you so much for engaging  
5 with us today. It's been really helpful to reflect on  
6 not just your very detailed written statement but to  
7 discuss your evidence with you. It's helping to build  
8 the picture that I need to build about life at  
9 Queen Victoria School for a boarder like you. So thank  
10 you very much.  
11 A. Can I just add that even now I still feel like I'm  
12 a sneak talking to you guys. It's terrible, isn't it?  
13 LADY SMITH: Nothing's going to happen to you other than,  
14 I hope, you feel assured that you have my gratitude and  
15 know that you've made a valuable contribution to the  
16 work we're doing here.  
17 A. Okay, thank you for saying so.  
18 LADY SMITH: I hope we haven't caused too much interruption  
19 to your day and you're now going to be able to get back  
20 to the rest of your life. Thank you very much indeed.  
21 A. Goodbye.  
22 LADY SMITH: Goodbye.  
23 (The witness withdrew)  
24 LADY SMITH: Before we move on to the next bit of evidence,  
25 could I just point out that at one stage 'Andy' did

1           mention his own second name. It is protected by  
2           my general restriction order and can't be repeated  
3           outside here because he hasn't waived anonymity and he  
4           can only be known as 'Andy'. Thank you.

5           Mr Brown.

6       MR BROWN: I'm obliged, my Lady. The next step. It's now  
7           11.10. It might be useful to make a start, if we can,  
8           on the read-in. If I may, will leave that in  
9           Ms Bennie's hands and I will go and speak to the next  
10          witness.

11       LADY SMITH: Very well, thank you very much.

12           Ms Bennie, whenever you're ready.

13       MS BENNIE: The statement bears the reference  
14           WIT-1-000000334. My Lady, the witness wishes to remain  
15           anonymous and has adopted the pseudonym of 'Joe'.

16       LADY SMITH: Thank you.

17                       'Joe' (read)

18       MS BENNIE: "My name is 'Joe'. My year of birth is 1966.  
19           My contact details are known to the Inquiry. I come  
20           from a military family and before going to Queen  
21           Victoria School in Dunblane I lived with my parents, my  
22           younger brother and a sister in a number of different  
23           places in the UK and overseas. I lost interest in  
24           school when we returned to the UK after one of my  
25           father's postings abroad and I had to repeat a year in

1 primary school. Two postings later we were still living  
2 in the UK and I was in P7 going into first year. This  
3 was in 1977. The primary school I was attending was  
4 just outside the barracks where we lived but the  
5 secondary school I was moving on to was further away.

6 I then applied to Queen Victoria School in Dunblane  
7 and sat the entrance exam. I don't remember why the  
8 decision was made for me to apply to Queen Victoria. My  
9 dad tells me it was because my friends had applied and  
10 I wanted to join them, but I thought it was his  
11 decision. In any case, I always wanted to be a soldier  
12 and wanted to make my dad proud.

13 I passed the entrance exam and started at  
14 Queen Victoria in 1977.

15 Queen Victoria was a non-fee paying boarding school.  
16 It was subsidised by the MOD and my parents only had to  
17 pay £25 per term for my pocket money.

18 I was 10, about to turn 11, when I joined the  
19 school. I had completed P7 at my previous school but  
20 for some reason I started in P6 at Queen Victoria.  
21 There were only about 250 kids, all boys, in the whole  
22 school, ranging in age from P6 to sixth year.

23 The primary school was separate from the main school  
24 but there was just one headmaster for the whole school.  
25 The headmaster when I first arrived was Mr Melliush. He

1 retired shortly after I joined and Mr Hankinson took  
2 over.

3 The primary school was housed in a building,  
4 Wavell House, separate from the main school. It was  
5 named after a high-ranking officer, General Wavell.  
6 There were three houses in Wavell House: Lyndoch, which  
7 was on the ground floor; Abercrombie, which was on the  
8 middle floor; and Moore, on the top. There were  
9 inter-house competition events and we wore colours to  
10 signify which house we belonged to. Moore was green,  
11 Abercrombie was red and Lyndoch was blue.

12 You went in the doors on the ground floor of  
13 Wavell House and the layout was the same on the three  
14 floors. The housemasters' flats, two dormitories,  
15 drying rooms and bathrooms with toilets were on each  
16 floor.

17 Mr CRC was the overall housemaster at Wavell House  
18 and also the housemaster of Moore House, which is the  
19 one I was in. Everyone called him CRC The  
20 housemaster for Abercrombie was OLB and  
21 Ben Phillips was the housemaster for Lyndoch. Ben's  
22 name was Bentley. The three housemasters were also  
23 primary school teachers and there was a fourth teacher  
24 called QYL His name was QYL  
25 QYL and Bentley were the youngest teachers.

1 I think OLB was in his 40s and CRC was the  
2 oldest. I think he was nearing retirement when  
3 I started. He died when I was there.

4 All of the teachers lived in Wavell House except  
5 QYL who had a house about 800 yards from the  
6 school. Ben Phillips and CRC were single. I think  
7 OLB was married.

8 There was also a school matron. I don't think she  
9 lived in. I don't remember her name.

10 Routine at Queen Victoria School.

11 My mum, dad, sister and brother came with me to the  
12 school on my first day. My first impression was that it  
13 looked like a castle but also a prison. I can't  
14 remember if we went to the Porter's Lodge first, which  
15 was the main entrance to the secondary school, or  
16 Wavell House. I imagine I would have been introduced to  
17 a staff member but I don't remember who it was. It was  
18 probably the housemaster of Wavell House.

19 I remember being introduced to my seconder, who was  
20 the person in P7 chosen to show me the ropes. He was  
21 a really intelligent guy. He was really only there to  
22 guide me for about a week. He was never a friend.  
23 Nobody in the year above you was your friend.

24 It was either the seconder or a teacher that took me  
25 to the stores to get a full bag of kit on my first day.

1       The everyday clothing was a blue corduroy jacket,  
2       corduroy knee length shorts, black socks, grey shirt,  
3       school tie and a pair of black brogues. They were  
4       called your Blues. Your number 2 uniform was a green  
5       jacket and kilt and your number 1 kit was a red tunic,  
6       Glengarry and sporran. In your sports kit you had a red  
7       and green rugby top, a pair of shorts and a pair of  
8       socks. You also got an Inverness cape and a raincoat in  
9       the kit. Everything was brand new and supplied by the  
10      school.

11           I was taken to my dormitory and shown my bed. I had  
12      my own suitcase and my mum and dad helped me to unpack  
13      and hang up my stuff. We had to bring certain things  
14      ourselves that weren't part of the kit, such as swimming  
15      trunks, rugby and football boots and a tartan blanket.  
16      I also had my personal things like a tape recorder,  
17      tapes, books and sweeties, and my granny had given me  
18      a wee bag with an Airfix model, sweeties and £10. The  
19      seconder told us that the beds had to be made in  
20      a certain way with perfect hospital-style folds. He  
21      showed us how to do it and my mum made my bed up for me.  
22      You then put your own tartan rug on top so that all the  
23      beds didn't look exactly the same.

24           I changed out of my civvies and put on my Blues.  
25      Everything was starched. It felt a bit weird going from



1 wearing jeans and a denim jacket to these stiff blue  
2 corduroy shorts. My parents then had to leave and I put  
3 on a brave face because there were all these other kids  
4 there and I didn't want them to see me upset. I lost  
5 the £10 my granny had given me on my first day and I was  
6 gutted.

7 I was in the Moore House dormitory throughout  
8 primary school. Half of the boys were P6 and half were  
9 P7. The P6 were called the rookies. There were about  
10 12 to 14 beds in the dormitory and each had a locker and  
11 a wee bedside cabinet next to it. I think my seconder  
12 was on one side of me and my best pal was on the other  
13 side. The beds were around the walls and there was  
14 a table tennis table in the middle of the room.

15 I remember some kids cried the first night in the  
16 dormitory and the older boys went round and punched them  
17 and told them to shut up. I saw this happen so I never  
18 cried. It went on for about the first month until the  
19 kids didn't cry any more."

20 My Lady, in paragraphs 21 to 23 the witness tells us  
21 about the morning routine and I propose to resume  
22 reading at paragraph 24.

23 "Dormitory inspection.

24 There were lots of inter-house competitions but the  
25 biggest competition between the houses was for the best

1 house of the year. That's why we did all the cleaning  
2 and there was a dormitory inspection every day. The  
3 four primary school teachers and the chaplain would take  
4 turns of being the duty master for the whole of  
5 Wavell House. Whoever was on duty would do the  
6 dormitory inspections and he would be the duty master  
7 all day. He'd supervise breakfast, lunch, dinner and  
8 bedtime.

9 If you didn't perform well in the inspection and  
10 lost points, there would be a quick punishment from the  
11 other boys. It was usually at Queen Victoria School  
12 scrum. The boys in your dormitory would form a scrum  
13 and you would be the ball in the middle getting kicked  
14 by everyone. You just stayed there until everyone  
15 stopped kicking. It didn't last long. You just took  
16 the kicking and that was that. It was just tradition.  
17 You'd have bruises but it was no worse than you'd get  
18 playing rugby. It only happened to me once. I don't  
19 know if the housemaster or duty master would have been  
20 aware that this was happening. The dormitory leader  
21 would have been the one who called for the scrum."

22 My Lady, in paragraphs 26 to 37 the witness tells us  
23 about the bedtime routines, about meal times, washing  
24 and bathing, and I propose to resume reading at  
25 paragraph 37.

1 LADY SMITH: Thank you.

2 MS BENNIE: "There was a TV room downstairs on the ground  
3 floor in Wavell House. We didn't watch much TV but you  
4 could go in there if there was any spare time. You  
5 could go in and watch Blue Peter before tea. It was  
6 dark and you could just hide away and kind of escape  
7 from it all in there.

8 On a Saturday night, the housemaster would invite  
9 everyone in Moore who wanted to watch the Muppet Show  
10 into his flat. There would be about 20 of us in his  
11 front room watching the Muppets, which was great because  
12 the TV room downstairs would be jam-packed at that time  
13 with all the boys from the different dormitories and  
14 you'd hardly be able to watch the television with all  
15 the name-calling and that kind of thing going on."

16 My Lady, in paragraphs 39 to 45 the witness tells us  
17 about leisure time, religion, birthdays and Christmas  
18 and trips and holidays, and therefore I propose to  
19 resume reading at paragraph 46.

20 "Peers.

21 You didn't make friends with the boys in the years  
22 above you. The P7 boys picked on the younger ones.  
23 I tried to keep a low profile.

24 Secondary school.

25 When you moved on to secondary school you had to

1 choose between Trenchard and Cunningham House. You  
2 talked to your pals before you made that choice. My  
3 best friend and I fancied Cunningham House so we chose  
4 that one.

5 The main school building had many exits and  
6 entrances and is quite complicated to describe.  
7 Haig House, which was for the fourth, fifth and sixth  
8 years, was on the first floor of the building. The next  
9 level up was Cunningham House, which was for the first,  
10 second and third years, and on the top was  
11 Trenchard House, which was also for first, second and  
12 third years.

13 The Cunningham House dormitory was big and long.  
14 There was a dormitory leader, who was a third year  
15 pupil, and he had an assistant. You had been king of  
16 the castle in P7 and now you were right back at the  
17 bottom again, and you were rejoining the boys that had  
18 moved on after P7.

19 The hardest part of secondary school was starting  
20 that first year. As part of the welcome, the older boys  
21 hung you out of a window, two floors up, by your ankles.  
22 It was just tradition. It didn't really bother me.  
23 I was more concerned about losing my money and my comb  
24 than I was about being dangled out of a window.  
25 I didn't think they were going to drop me.

1           You had to run the gauntlet as well, which was  
2           running the length of the dormitory, jumping over beds  
3           while a group of kids waited to hit you. It was just  
4           dormitory life, back to square one again until you  
5           progressed through the years. I carried on just trying  
6           to keep a low profile. I was kind of nobody, like the  
7           invisible man. I tried not to stand out. To me that  
8           was the best way to get on, but I could stand up for  
9           myself if I had to. Haig House, which was for the  
10          seniors, was much more relaxed.

11          The routine in the morning in secondary school was  
12          more or less the same as primary school. A bell rang in  
13          the morning to wake you up and by then you knew all the  
14          dodges if you wanted to skip having a shower. You still  
15          had dormitory inspection by the housemaster every  
16          morning because you were still competing with the other  
17          houses for the cup at the end of the school year.

18          Once you got to secondary school, you ate after the  
19          primary school kids and they had a system of serving the  
20          first pupils last, so you ended up with the scraps a lot  
21          of the time. That changed as you progressed through the  
22          school years until eventually you were at the top and  
23          got served first.

24          One thing I remember well in secondary school is the  
25          situation with the laundry. The cord jackets and shorts

1           only got washed once a term. I don't remember how often  
2           your pants and vests got washed, but I remember being  
3           really stinking. Like I said, we lived for our food  
4           because all of the sports we did, and I remember my pal  
5           had a toaster and we used to buy bread and pinch the  
6           butter in the wee packets from the cookhouse. You'd put  
7           them in your shirt pocket and forget about them so by  
8           the third period or so the butter had melted and you  
9           went around with this rancid smell of butter on your  
10          shirt until laundry day a few days later.

11                 We used to have school debates and discos. We would  
12          either go to another school and have a debate there or  
13          the pupils from another school would come to us.  
14          An all-girls school would come to us if we were hosting  
15          it and an away venue could be a mixed school like  
16          Dollar Academy. As long as there were girls, that was  
17          all we were interested in.

18                 We had our debates/discos in the theatre where the  
19          films were shown on a Sunday night. We'd do the debate  
20          first and then have a disco. Before the disco started,  
21          all the fourth years had to go in front of a panel of  
22          sixth formers and they'd put on three types of music --  
23          heavy metal, a smoochy and a bit of pop -- and you'd  
24          have to dance in front of them. They'd throw stuff at  
25          you if you didn't make the grade. It was like the film

1       Animal House. It was embarrassing. Everyone dreaded  
2       it. Luckily I was a good dancer so I was okay.

3       Schooling - primary and secondary.

4       The primary school classrooms were in a building  
5       bolted onto Wavell House. Ben Phillips was my class  
6       teacher in P6 and P7. He taught the standard subjects  
7       like English and arithmetic and then we'd have classes  
8       with other teaches on subjects slightly different from  
9       the normal syllabus like [REDACTED] and [REDACTED] We had  
10      school on Saturday mornings and the last period was  
11      always in Ben Phillips' flat listening to classical  
12      music. It was good because it wasn't work. We also did  
13      prep in the evenings, Mondays to Fridays, from 7 to  
14      8 pm. This involved going back to your classroom to do  
15      your homework.

16      Once you got into secondary school, you got a number  
17      of different teachers for different subjects. We did  
18      prep in secondary school as well. I didn't quite get  
19      the grades that others got. My favourite subjects were  
20      art and anything to do with PE.

21      The standard of education was not any better than  
22      mainstream schools. It was supposed to be better for me  
23      because I no longer had to move from one school to  
24      another when my dad got new postings. The main  
25      difference in Queen Victoria was the military side of

1 things. There was a lot of sport, marching, pipes and  
2 drums, which were all part of the curriculum. We did  
3 different sports depending on the season. In the  
4 afternoon you could have a double period of rugby,  
5 football, swimming or cross-country running. I was good  
6 at all three."

7 My Lady, in paragraphs 60 to 63 the witness tells us  
8 about drill and the Combined Cadet Forces and I propose  
9 to resume reading at paragraph 64.

10 "Healthcare.

11 There was a school hospital which was run by the  
12 school hospital matron. I think she was medically  
13 qualified. I don't remember her name. A doctor came  
14 when we first joined the school to do the cough and drop  
15 test and general health check. I think this might have  
16 been in the first week. The matron was a lovely woman.  
17 I suffered terribly with tonsillitis and I'd go to the  
18 matron and she'd give me an aspirin gargle and tell me  
19 to come back the next day. I didn't see a doctor for  
20 it.

21 I was in the school hospital for about two weeks in  
22 either P7 or the first year. I had been in contact with  
23 someone who had chicken pox during the holidays and came  
24 down with it when I went back to school. I was put in  
25 an isolation ward for two weeks and the matron looked



1 after me. I got on quite well with her. I saw her  
2 quite often because of the tonsillitis and I also  
3 suffered from headaches.

4 I think I might have got to the point where I was in  
5 the school hospital for tonsillitis as well because  
6 I remember being in the isolation ward but I also  
7 remember being in the main ward. I think I actually  
8 faked getting into hospital at some point too. Somebody  
9 told me that if you put your toothpaste under your  
10 tongue it would knock the thermometer reading off, so  
11 I did that and went round to the matron and said  
12 I wasn't feeling well.

13 I suffered terribly from really bad headaches.  
14 I was fine until I went to Queen Victoria School and  
15 then I started getting severe headaches. I still get  
16 them and know now that they're migraines. The matron  
17 used to take me into her room and massage oil into my  
18 head which would totally relax me. She was very kind.

19 I had to go to Stirling Hospital once when I was in  
20 primary school after falling on an iced-over pond while  
21 skating. I landed on my nose and I think it was the  
22 housemaster who took me to the hospital."

23 My Lady, in paragraphs 68 to 74 the witness talks  
24 about contact with his family and I propose to resume  
25 reading at paragraph 74.

1           "Visits/inspections.

2           At the end of the school year there was a huge  
3           parade called Grand Day where all different trophies  
4           such as best house and best rugby player were awarded.  
5           A dignitary would come and inspect all the boys on  
6           parade. I can't remember who the visiting inspectors  
7           were each year but it was always someone very high up in  
8           the military. A lot of politicians, majors and generals  
9           visited the school. I remember Sir George Younger  
10          coming.

11          Discipline.

12          The punishment in primary school was a giant rubber  
13          plimsoll across the backside, either bare or with your  
14          shorts on. All of the housemasters would administer the  
15          plimsoll. I didn't get the plimsoll on my bare bottom.  
16          I just heard other boys saying this. I don't remember  
17          which masters did it to them. The plimsoll was called  
18          softer, and then there was the belt and the cane for  
19          more serious things.

20          I got the plimsoll in primary school for doing  
21          something we called water babying. The sinks were in  
22          the middle of the bathroom and we made a sort of racing  
23          course around them. We would soak the entire floor in  
24          the bathroom and we'd skite naked on our backsides round  
25          the sinks.

1           The bathroom would be a total mess and a health and  
2           safety risk for anyone coming in to use the loo. I got  
3           caught water babying by the chaplain who was sometimes  
4           the duty master in Wavell House. He was a very nice guy  
5           and was as blind as a bat. He told me to get dressed  
6           and to go and see him in the office next to the  
7           housemaster's flat. I put my own shorts on and borrowed  
8           other boys' shorts before I went to see him. He didn't  
9           notice that I was wearing extra layers so I felt nothing  
10          when he hit me with the plimsoll. Some of the other  
11          teachers would notice the extra layers and you'd have to  
12          take them off, so the plimsoll could be pretty nippy.

13          You'd get the belt for fighting and the cane if you  
14          got caught stealing. I never got belted or caned in  
15          primary school. I don't think we were told what the  
16          punishment would be for different types of behaviour.  
17          I think it was just common sense. If you're going to  
18          fight and the teacher sees you, you know you're going to  
19          get into trouble.

20          The structure for punishment in secondary school was  
21          different to primary school. Prefects dished out  
22          punishment in secondary school for things like fighting  
23          or talking in prep. I was a prefect and I always gave  
24          the pupil a choice. They could choose between a morning  
25          punishment of getting up before the bell and running two

1       laps around the entire school in the summer time or gym  
2       circuit training in the winter, or getting a smack over  
3       the knuckles with a ruler. That's the system the school  
4       operated.

5             You could also get the belt or cane from one of the  
6       masters in secondary school for more serious things.  
7       I got belted for jabbing someone with a fork when they  
8       were picking on me at lunch. I got hauled out of the  
9       cookhouse and the duty master gave me three of the belt  
10      on each hand. I would say that all of the punishments  
11      administered were within what was acceptable in those  
12      days. It was fair enough to be punished if you stepped  
13      out of line. I didn't think it was draconian.

14            There was a lot of drinking and butane and glue  
15      sniffing in the secondary school. The housemasters  
16      would do a lockers search to make sure there wasn't any  
17      contraband. You'd get the belt if anything was found.  
18      You'd get belted in the first instance and then caned if  
19      you got caught again with anything. You'd eventually be  
20      expelled, probably after a final warning, if you carried  
21      on doing it.

22            One of the boys got expelled for glue sniffing. He  
23      had been belted and caned for various things throughout  
24      his schooling. I think he had been belted or caned for  
25      stealing in primary school. He was always stealing. He

1       used to go to the local shop wearing his kit raincoat so  
2       that he could steal. He would stand in the shop with  
3       his back to the shop owner, looking like he had his  
4       hands in his pockets, and he'd poke his hands through  
5       the holes in the raincoat and pinch things. He'd steal  
6       stupid stuff like carrots. He just couldn't help  
7       himself.

8       Abuse.

9       Ben Phillips was my teacher in primary school.  
10      I was pretty well-behaved in class and I would say I was  
11      Ben's favourite. I liked him. He was a nice guy and  
12      was like a father figure to me. When your work was  
13      being checked in class you went up to Ben's desk and  
14      stood beside him while he looked through it. He used to  
15      put his hands down my shorts and caress my bum when  
16      I stood at his desk. I thought it was odd but I thought  
17      that he must have known that I was a slightly nervous  
18      person and he was just trying to calm me. This happened  
19      during class time when all the other kids were there, so  
20      I thought that everyone else must have been getting the  
21      same treatment. I didn't say anything. I just kind of  
22      accepted it. I can't remember exactly when it started.  
23      It was in P6, either after the October break or the  
24      Christmas holidays, and it went on throughout my time in  
25      primary school.

1           In P7, after lights out, the duty master would come  
2 round to make sure everyone was in bed. When  
3 Ben Phillips was on duty, he would come in and speak to  
4 everyone and then, because I was the dormitory leader in  
5 P7, he would come to my bed and sit for a while and he'd  
6 put his hands down my pyjamas and play with my penis.  
7 That went on through P7 whenever Ben was on duty.  
8 I don't know how I felt about it at the time. He was my  
9 teacher and my friend and he looked out for me at  
10 school.

11           Ben never said anything to me about what he was  
12 doing. When he came to the dormitory at night he would  
13 sit and talk to me about what I had been doing that day.  
14 I don't really remember what he'd talk about. I just  
15 remember that it was calming.

16           I didn't think about telling anyone. I told my wife  
17 when I first met her 30 years ago. I said it was really  
18 nothing but I wanted her to know just in case it  
19 affected our relationship. I didn't tell my dad until  
20 I went to the police a couple of years ago. He said he  
21 wished I had told him as he would have taken action.

22           Peer abuse.

23           The P7 lads gave out punishments to the younger  
24 ones. There was a punishment called crucifixion.  
25 A broom handle would be put through the sleeves of your

1 jacket and you'd get dangled up on the bars in the  
2 drying room while everyone went for lunch. There was no  
3 way you could get out of it yourself as you were too  
4 high up. You had to wait until they came back from  
5 lunch and took you down. I think this happened to me  
6 just once. I can't remember what it was punishment for,  
7 or who did it to me. It happened to a few others as  
8 well. It was just part of school life.

9 Another punishment dished out by the P7 boys was to  
10 put you in your kit bag and dangle you inside your  
11 locker, which they'd then lock and go off to lunch.  
12 Being dangled in the locker or in the drying room wasn't  
13 exactly the problem, it was missing your meal. You'd be  
14 down a meal if you were at crucifixion or hanging in the  
15 kit bag. You could have a double period of rugby in the  
16 afternoon and had you to do it on an empty stomach.  
17 None of the duty masters did a roll call at lunch so  
18 nobody would have noticed if you weren't there. This  
19 was an almost daily occurrence, not to me but you saw it  
20 going on. It was just part of being at school. I don't  
21 think these things were always done as a punishment for  
22 doing something wrong. People just got picked on  
23 sometimes. I tried to keep my head down and be  
24 invisible.

25 Another thing they did was the gauntlet. You'd be

1 in your kit bag and you had to get from one end of the  
2 table tennis to the other and everyone would smack your  
3 legs with their brooms as you tried to make your way  
4 across. Or you had to go on top of your locker and  
5 everyone would throw their brogues at you and the only  
6 protection you could use was your polish board.

7 All of these things were just punishments during  
8 primary school. They didn't really bother me. They  
9 were just part of school life. I don't remember any of  
10 the names of the boys in P7 who did these things. The  
11 housemasters wouldn't be around when it was happening  
12 and you couldn't go and tell anyone. It was a sort of  
13 code of practice at school that you could never sneak.

14 I could handle the physical stuff but there was  
15 a lot of name-calling and that was pretty hard going.  
16 The mental bullying really wore you down. You knew it  
17 if the older boys didn't like you. They would find  
18 something to pick on you about. There were a few lads  
19 in my year who were picked on terribly.

20 One lad used to wet the bed. He wasn't in my  
21 dormitory. I don't remember anybody in my dormitory  
22 wetting the bed. When the lad who wet the bed was in  
23 secondary, he got pushed a bit too far with the name  
24 calling and he threatened to jump off the top floor of  
25 the school building. I think the fire brigade had to be



1           called out because he was threatening to jump. Certain  
2           people were pushed too far. When I first heard of the  
3           shootings in Dunblane, I thought maybe one of the kids  
4           at Queen Victoria had been pushed too far and had broken  
5           into the armoury at the school. It was just my initial  
6           reaction, but it could never have happened because the  
7           ammunition wouldn't have been kept in the school. It  
8           would always have been kept elsewhere on the MOD base.  
9           They were kept under lock and key.

10                 I don't know if any of the teachers would have been  
11           aware of the bullying and my parents didn't know.

12                 Leaving.

13                 I left Queen Victoria School when I was 18.  
14           I achieved O Grades, Highers and SYS Certificates. The  
15           school had prepared us for a career with the Armed  
16           Forces. We used to gather in the theatre and Forces  
17           personnel would come and talk to us about their  
18           experiences in the Forces. I think about 40 to  
19           50 per cent of pupils joined the Forces back then.

20                 The school was a military establishment, which was  
21           tough going, and the education was not any better than  
22           anywhere else. If I could turn back time, I would not  
23           choose to go there, although I understand that that's  
24           totally changed for the better now.

25                 Life after Queen Victoria School.

1           I had always wanted to join the Forces but I ended  
2           up rebelling when I left school. I went from the  
3           military to the other extreme, sort of punky looking.  
4           I grew my hair long and wore punk clothes. I grew my  
5           hair to hide my face because the name-calling at school  
6           still affected me. I was hiding behind all this long  
7           hair. I was hoping to go to art college but I didn't  
8           get in at first so I went into further education for  
9           a year and met a nice bunch of wannabe art students.  
10          I was away from that regimental disciplined life and it  
11          was totally uplifting.

12           I went on to art college and then in my third year  
13          I joined the Territorial Army part-time. I had got the  
14          punk thing out of my system by this time. I needed the  
15          money and I liked physical exercise so it made sense to  
16          go into the TA and get paid for running about daft and  
17          getting fit.

18           Impact.

19           I started having migraines at Queen Victoria School,  
20          which have continued throughout my life and have had  
21          a big impact on it. I suffer from cluster migraines and  
22          I think the problem stems from Queen Victoria School.  
23          I try not to let it take over my life and I never take  
24          time off work, but I usually suffer them during the  
25          night and I hardly get any sleep. I then have to get up

1           and put in a shift at work the next day. I sometimes  
2           get them during the day as well and have to put on  
3           sunglasses and go and lie down.

4           I'm still conscious of my skin colour and my accent  
5           when I go out because of the mental abuse I suffered at  
6           school. I've always been a bit edgy among strangers and  
7           feel more confident and relaxed when I drink. I've hit  
8           the bottle quite a few times and got very, very drunk  
9           and I've partied really hard over the years and haven't  
10          done myself any favours. I've lost some good friends  
11          through it. I've also got a scar to remind me of  
12          an accident I had through drink. I'm not an alcoholic  
13          but sometimes I take one over the eight and I've sought  
14          help for it.

15          I never think back to what Ben Phillips did to me.  
16          I just kind of blanked it out. It could have been  
17          a whole lot worse. He was a lovely guy and I don't hate  
18          him. In fact, I kind of feel as if I am blackening his  
19          name by coming to talk to the Inquiry. I have never  
20          sought any treatment or support as a result of my  
21          experiences at school.

22          Reporting of abuse to the police.

23          I read some things on the internet a few years ago  
24          about abuse having taken place at Queen Victoria School.  
25          Some of the stuff seemed really far-fetched, but

1 I thought that I should maybe report to the police what  
2 had happened to me.

3 I didn't go to the police straight away. I got in  
4 touch with someone who had put his contact details on  
5 the internet. I then started communicating with him.  
6 He suggested to me that I should go to the police.  
7 I was reluctant at first because I felt that the abuse  
8 I had experienced was really nothing compared to what  
9 other children had possibly gone through. This man was  
10 of the view that I should talk to the police anyway.  
11 I sat on it for a while and then decided to talk to the  
12 police, even if it was just to give some credence to  
13 some of the things that other people were saying. This  
14 was about two years ago.

15 I spoke to the police in a specialist unit.  
16 A policewoman came to my house and took a statement.  
17 I have never asked for a copy of my school records.  
18 I have just left and moved on with my life.

19 Other action taken.

20 I have never reported the abuse to the school.  
21 I went back for the Grand Day parade the first year  
22 after I'd left the school, then I went to the centenary  
23 one and I think one more after that. I didn't enjoy the  
24 last one. I met a guy I knew and he called me a name  
25 and it just took me right back there.

1           Other information.

2           I had no contact with Ben Phillips after I left  
3           Queen Victoria School. I received a postcard from him  
4           during the school holidays after I had finished primary  
5           school. I still have it. He also sent a photograph,  
6           which he'd taken of me sitting in his flat when we used  
7           to go there for the last period on a Saturday and listen  
8           to classical music. I always sat in the same spot.

9           The postcard and photo were sent in an envelope  
10          addressed to me. He had written quite a sincere  
11          message. I thought it was nice of him to send it.  
12          I remember getting letters from penfriends at school and  
13          it was always really good to get post. I don't recall  
14          what my parents' reaction was to it. My mum had knitted  
15          him a jumper because he was my teacher and I liked him,  
16          so he thanked her for that and said that I was always  
17          welcome at his flat. But I never went back to the  
18          primary school after I moved up to the secondary school.

19          The message on the postcard says:

20          'I hope you're enjoying your holidays despite the  
21          poor weather. Soon you will be returning to  
22          Queen Victoria to start senior school so I would like to  
23          wish you all the best for Form 1. I will be following  
24          your progress with great interest. Please remember you  
25          will always be welcome at Flat 1, Wavell House. Give my

1 sincere thanks to your mother for the beautiful jersey  
2 she knitted me. I frequently wear it. Best wishes to  
3 you. BR Phillips.'

4 There was a little box on the other side of the  
5 postcard where he has written some more. The first bit  
6 is a bit blurred but you can make out the end bit that  
7 says 'and your friend'.

8 Although I never went back to visit him in primary  
9 school, once I had moved on to secondary school I would  
10 see Ben from time to time because it was a small school.  
11 I saw him once when I was in the fourth or fifth year  
12 and he said that he'd heard his belt had eventually got  
13 me. I had been belted the night before by a new female  
14 teacher for talking in prep and she had apparently  
15 borrowed his belt because she didn't have one. He  
16 appeared to take great delight in telling me that it was  
17 his belt.

18 Ben Phillips died a few years ago. I thought it  
19 sounded a bit suspicious when I heard the circumstances  
20 of his death. He died when he fell off a ladder putting  
21 up Christmas decorations at the school.

22 Hopes for the Inquiry.

23 I haven't come to speak to the Inquiry because of  
24 what happened to me. I don't know to what extent or how  
25 many other children were abused at Queen Victoria School

1 or whether Ben Phillips abused more than just me.  
2 I just hope that if any children suffered terribly, that  
3 they get some sort of justice.

4 I don't think anything could have been done back  
5 then to stop the peer abuse or Ben Phillips getting  
6 close to a child. I don't even think that putting more  
7 teachers in would have changed it. You can't police  
8 everyone.

9 As far as the peer bullying is concerned, only some  
10 of the kids were a problem and it was just their mindset  
11 at the time. That's how it was back then. I think  
12 people's opinions are changing for the better. The kind  
13 of thing that people would have got bullied for back  
14 then, like someone's sexuality, would not really be  
15 an issue now.

16 I have no objection to my witness statement being  
17 published as part of the evidence to the Inquiry.  
18 I believe the facts stated in this witness statement are  
19 true."

20 My Lady, the statement is signed by the witness and  
21 it's dated 3 March 2020.

22 LADY SMITH: Thank you very much. We'll take the morning  
23 break now and after the break move to the next witness,  
24 who hopefully is here and will be ready to give  
25 evidence. Thank you.

1 MS BENNIE: Thank you.  
2 (11.46 am)  
3 (A short break)  
4 (12.02 pm)  
5 LADY SMITH: Mr Brown.  
6 MR BROWN: My Lady, the next witness is 'Alex'.  
7 'Alex' (sworn)  
8 LADY SMITH: 'Alex', you'll see there's a red folder in  
9 front of you.  
10 A. Yeah.  
11 LADY SMITH: That's got a copy of your statement in it. It  
12 will also come up on screen, and so do use either or  
13 neither, whichever works best for you.  
14 A. Okay.  
15 LADY SMITH: Importantly, if you have any questions, if you  
16 want a break, please let me know. Whatever works for  
17 you works for me, because I do want you to be as  
18 comfortable as you can while you're giving evidence, so  
19 don't forget that.  
20 A. Okay, thank you.  
21 LADY SMITH: If you're ready, I'll hand over to Mr Brown and  
22 he'll take it from there. Is that all right?  
23 A. Yes, sure.  
24 LADY SMITH: Thank you. Mr Brown.  
25 Questions from Mr Brown



1 MR BROWN: Thank you, my Lady.

2 'Alex', good afternoon. You have in front of you,

3 it has just been pointed out, your statement.

4 A. Yeah.

5 Q. It's on the screen in front of you so please refer to it

6 as you prefer.

7 A. Should the screen be on at the moment?

8 LADY SMITH: Yes.

9 MR BROWN: Yes.

10 A. I don't think it is.

11 LADY SMITH: Hang on, we'll fix that. (Pause).

12 Is that on now?

13 A. Yes.

14 LADY SMITH: Good.

15 MR BROWN: All cylinders are firing, great.

16 Could we go to page 33 of the statement, which is

17 the last one, and just for form's sake, your statement

18 has a reference number which I should read in for the

19 record, it's WIT.0001.002.9378. But back to the

20 statement proper, we see that it's in numbered

21 paragraphs and the last one is 149, which is:

22 "I have no objection to my witness statement being

23 published as part of the evidence to the Inquiry.

24 I believe the facts stated in this witness statement are

25 true."

1                   And you've signed that on 14 October --

2       A.   Yes.

3       Q.   -- 2019 as we see. We would understand that that's

4           a process, obviously, which may have been moderately

5           inconvenient back and forth getting the final version

6           agreed; is that correct?

7       A.   Yeah, yeah.

8       Q.   There were drafts?

9       A.   There were drafts.

10      Q.   And you were then asked to review?

11      A.   Yes.

12      Q.   And we take it you've read this and you're satisfied and

13           that's why you signed it?

14      A.   Yes.

15      Q.   Okay. As I think you will understand, the statement is

16           in evidence. We can read it, we have read it,

17           obviously, and we don't need to go through it in toto.

18           I'm more interested in just talking about a number of

19           things which we'll discuss as we go along, okay?

20      A.   Yes.

21      Q.   If we can go back to the beginning, obviously it sets

22           out your background, you were born in 1968 and I think

23           you're now 52.

24      A.   Yes. [REDACTED]

25      Q.   [REDACTED] Your background, please disagree

1           with me if you like, was perhaps not the simplest in the  
2           sense that you were the son of a Scottish soldier, but  
3           your dad was killed --

4       A.   Mm-hmm.

5       Q.   -- while serving in the army when I think you were four?

6       A.   Yes.

7       Q.   That meant obviously you were with your mum?

8       A.   Mm-hmm.

9       Q.   As we see, you say on page 1, paragraph 3:

10                "My mother was the one who really brought us up  
11                after that. We moved to ... Fife after my father died.  
12                That's really where my main childhood began."

13                Prior to that, had you been with your father?

14       A.   Well, prior to that -- because we were kind of -- we  
15                were abroad an awful lot, so yeah, it was -- it was  
16                nannies and that sort of stuff that was -- you know,  
17                I mean from what I can recollect, there was always  
18                a nanny on hand or childminder on hand in the places  
19                that we were, but ...

20       Q.   Presumably, your dad being in the army, you went where  
21                he was posted?

22       A.   Yes.

23       Q.   That's the point?

24       A.   Yeah.

25       Q.   Your mum, and we'll perhaps come onto this, from what

1           you say wasn't perhaps that interested in day-to-day  
2           looking after you, is that fair?

3       A.   That's fair, yeah.

4       Q.   What was your relationship like with her?

5       A.   From what I can remember, it was distant, you know. As  
6           long as I was distant, then it was kind of everything  
7           was all right. As long as you weren't seen, heard or  
8           sort of, you know, around, then there wouldn't be  
9           a problem, but ...

10      Q.   I think if we go on to page 2, whilst you initially  
11           went, as we see at paragraph 6, to a local primary, you  
12           didn't stay there particularly long, and prior to going  
13           to QVS I think you were at a number of residential  
14           schools; is that correct?

15      A.   Yes.

16      Q.   There was social work involvement back then?

17      A.   Yes, there was, yes.

18      Q.   All right. I think you say candidly:

19           "I was maybe a little bit hyperactive at times ..."

20           But you didn't think you were a problem child?

21      A.   No.

22      Q.   Your mother may have taken a different view?

23      A.   Yeah, probably, yeah.

24      Q.   All right. But the reality for you was you were away  
25           from home much of the time?

1 A. Yes, that's right.

2 Q. But the view was taken again as a son of a Scottish  
3 soldier that Queen Victoria School might be a place for  
4 you to go?

5 A. Yeah, I think so.

6 Q. Was that a decision that you had any part in?

7 A. No. No.

8 Q. From your perspective --

9 A. From my perspective it was a case of, "You're going",  
10 you know, it was kind of sold to me as a thing. From  
11 what I can remember. But I think there was social work  
12 was involved in that as well, I think, you know, along  
13 with -- because I know there was some sort of charity  
14 thing that was involved in it, things for fees --  
15 I can't remember exactly what it was, but --

16 Q. You had to do an entrance test, you passed?

17 A. Yeah, I went along, I did the entrance test and I passed  
18 it and then next thing I knew bags were packed and --

19 Q. And you were in. Okay. At that stage, obviously you're  
20 the son of a soldier, you're going to a military school.  
21 At that stage would you have been thinking yourself  
22 about possibly joining the army? Was the military  
23 something that was in your head?

24 A. At that kind of age, probably, yes. Yeah, I would think  
25 so, yeah. Obviously growing up, you know, was -- you

1           always got your stories about what your dad did,  
2           et cetera, and obviously I was proud of that. So yeah,  
3           it was something I was thinking about.

4       Q. If we can look at a document which will appear in front  
5       of you, this is MOD000000605, page 1.

6       A. Which one again, sorry?

7       Q. It will appear on the screen in front of you.

8       A. Okay.

9       Q. This is the application for your admission.

10      A. Oh right, okay.

11      Q. If we go down to the bottom, we see, and this is from  
12      your mum:

13                "For a better education and also my son wishes to  
14                join the Scots Guards in the future and I feel your  
15                school would be a very good foundation in this respect."

16      A. Mm-hmm.

17      Q. Is that an accurate recollection from your perspective?

18      A. Yeah, minus the Scots Guards part, but yeah. Probably,  
19      yeah.

20      Q. Thank you. Were you excited about going to  
21      Queen Victoria?

22      A. Yes and no. I did think it might be a better life. It  
23      was also a case of, you know, why am I going there?  
24      It's a boarding school. My friends are here, you know.  
25      It's -- so I think -- I don't think really a seven,

1           eight-year-old boy could be excited at the prospect of  
2           going to boarding school, I don't think, you know, when  
3           you have all your friends and neighbours. You kind of  
4           wonder because it does start to kind of play on you  
5           a bit, why have I been here, why have I been there, why  
6           am I getting papped off into this sort of -- you know,  
7           why am I not at home, you know, so ...

8       Q.   From your perspective, I think you went in 1979 to this  
9           school?

10      A.   Yeah.

11      Q.   And by that stage you would be 10, just coming on 11?

12      A.   79? No, 8, 9, wouldn't I be?

13      Q.   I think you were born in 1968, so you'd be 10.

14      A.   10, yeah.

15      Q.   So you'd be 10. But we would understand from what  
16           you're saying, you're going from a residential council  
17           school into obviously a boarding school.

18      A.   Yeah.

19      Q.   But you'd had a society presumably at that previous  
20           school and you're suddenly being taken away from it?

21      A.   Yeah, I'm still getting taken away from that -- I liked  
22           the Fair Isle when I was there. Plus the fact, you  
23           know, my brother as well, it was being away from my  
24           brother because me and my brother were close.

25      Q.   I think you were in Ovenstone, you tell us, after

1 Fair Isle; is that correct?

2 A. Yes.

3 Q. That was the council residential school?

4 A. That's right.

5 Q. But you're being taken out of what is for you the norm,  
6 you don't really have any say in it?

7 A. Not really.

8 Q. And you arrive -- I mean, again, thinking back, do you  
9 remember your first day?

10 A. Bits and pieces, yeah, because I remember -- yes, bits  
11 and pieces, if memory's right. I kind of remember being  
12 taken in there and the first thing you're going doing is  
13 going to the stores, you know, what they called the  
14 quartermaster's stores to get issued your uniform and  
15 kit and that sort of thing, and then there was sort of  
16 say the goodbyes and then that was it, so ...

17 Q. You'll have heard the phrase culture shock. Does that  
18 come close?

19 A. Culture shock, yeah, that kind of comes a bit close,  
20 yeah.

21 Q. Was there any provision to introduce you to the school  
22 by the school? In other words, did you meet and get  
23 a lecture from the headmaster or that sort of thing?

24 A. Not that I can remember.

25 Q. Okay. I think we understand, and we've heard this from



1           other people, that you obviously joined what would be  
2           understood as the junior school, Wavell House?  
3       A. That's correct, yes.  
4       Q. I think you say it's Waverly but I think we understand  
5           it's Wavell.  
6       A. It's Wavell, is it? Is it Wavell? Yeah, yeah.  
7       Q. You were introduced, you say, to the housemaster?  
8       A. Mm-hmm.  
9       Q. Is that what we should understand from your perspective  
10          the person in authority was the housemaster rather than  
11          perhaps a headmaster, he's more distant --  
12       A. Yes, the housemaster is -- yes.  
13       Q. And that was a gentleman called Ben Phillips?  
14       A. Ben Phillips, that's right.  
15       Q. Did he speak to you, one-to-one?  
16       A. I don't know if it was a case of it was one-to-one.  
17          I can't really remember. I couldn't be sure if it was  
18          a one-to-one or if it was a case of, you know, it was  
19          just sort of like, "Sort your bed out in the dormitory"  
20          and then sort of -- I can't remember if there was  
21          a one-to-one or not.  
22       Q. Okay.  
23       A. Or if it was a group thing or --  
24       Q. Okay. Do you remember being given school rules, for  
25          example?

1       A. No.

2       Q. As in formal school rules?

3       A. No.

4       Q. Okay. But we have heard that it was common for -- we

5       understand that the first years are called rookies?

6       A. Mm-hmm.

7       Q. Just like the army, perhaps?

8       A. Yeah.

9       Q. And a second year boy, a P7, would be allocated to

10       a rookie to sort of show him the ropes. Is that what

11       you recall?

12       A. There was something like that, yes, because it was

13       always the year up boys were always in charge of the

14       year down below boys. It wouldn't necessarily be one

15       specific boy. It was always year above, basically. But

16       whether I had one person in specific, I can't really

17       remember. But I do kind of remember it was -- it didn't

18       take long for it to get drummed into you what was right

19       and what was wrong, because all the boys would tell you.

20       Q. Do you remember -- I appreciate we're going back in

21       time -- were there any basics that you had to understand

22       quickly?

23       A. It is a long time. It's a difficult one, again, to

24       remember. It was more a case of you had to be up at

25       a certain time. When the bell went, you had to be up on

1           time, you had so long to go in to do the ablutions and  
2           then to get to the breakfast hall and then the rules  
3           around that was that the senior people got to go in the  
4           breakfast line first before you did. It was kind of  
5           learning the -- the pecking order of most things was  
6           what you kind of had to learn.

7       Q. And pecking order was important, I take it?

8       A. Oh yes. Oh yeah. From everything from going in the TV  
9           room to going for your dinner, yes, pecking order was  
10          important.

11       Q. And was that done really in terms of age or was it done  
12          in other ways?

13       A. It was done as far as -- yeah, mostly age. Usually the  
14          year group above. Their president of the year group  
15          below and above that you obviously had the prefects and  
16          the monitors and that which had even more precedent over  
17          everything else. But yeah, it was a --

18       Q. I think from what we can see at paragraph 38, page 9,  
19          perhaps one of the most obvious examples of hierarchy is  
20          the further down the school you go, the longer you are  
21          in the queue to eat?

22       A. Yes. The shorter time you are in the school, the longer  
23          your time you are to eat, I think.

24       Q. Yes. In other words, if you're a junior --

25       A. You wait, yes.

1 Q. -- you wait for everyone else to eat and then it's your  
2 turn?

3 A. That's correct.

4 Q. And as you say, sometimes you missed out because the  
5 food had all been eaten?

6 A. All the best stuff would go first, yes, correct.

7 Q. Did it occur to you or anyone to complain about that?

8 A. Oh no, no.

9 Q. You say oh no. Why oh no?

10 A. Because your life would be made hell if you complained.  
11 That was just the way it was. You know, that was just  
12 the -- that was it. You had to accept that. If you'd  
13 spoke out about something like that, you would end up  
14 getting knocked about as soon as you walked out the  
15 dining hall. You wouldn't complain about it.

16 Q. Was that something you learnt early on?

17 A. Oh, that's something you learn very, very quickly, yeah.  
18 You just don't complain. You don't answer back. You  
19 don't -- otherwise your life would be made hell.

20 Q. And made hell by whom, just to be clear?

21 A. The older ones, especially more so the prefects and the  
22 monitors because they dished out the punishments.

23 Q. We'll come back to that.

24 A. Yeah.

25 Q. What about talking to staff about such issues? Would

1           that have occurred to you?

2       A. They wouldn't be interested.

3       Q. Right.

4       A. They would have actually no interest whatsoever. If you

5       spoke about the fact that, "I'm in the back of the queue

6       here, I'm not getting in the dining hall" they would

7       tell you to just shut up and get in line. They wouldn't

8       be interested. That's the custom of the school.

9       They're not going to break that.

10      Q. Was there staff supervision in the dining hall?

11      A. Yeah, there were staff in there, but they wouldn't

12      intervene.

13      Q. Okay.

14      A. For something like that, or, you know, if an older boy

15      wanted your seat in that table, he got that seat. You

16      had to get up and move and go somewhere else, he would

17      get it. They wouldn't intervene. It was -- character

18      building it was called.

19      Q. Sorry?

20      A. Character building it was called.

21      Q. I see, thank you. We've heard that obviously there is

22      Wavell House, which was the junior school.

23      A. Yeah.

24      Q. And we understand that you would spend two years there,

25      is that right, and then you would move up --

1 A. Move up to the senior side, yeah.

2 Q. -- into what would be the senior school. Different  
3 buildings?

4 A. Different building, yes.

5 Q. Wavell was a more modern building?

6 A. That's right.

7 Q. The senior school was the original --

8 A. Yes.

9 Q. -- 1906 building?

10 A. That's correct, yeah.

11 Q. Without going into specifics but just a general question  
12 first of all, was there a different feel as between  
13 Wavell and then the senior school?

14 A. Yes. Yeah, there was a different feel, yeah. It's hard  
15 to kind of explain but I think because of the fact that  
16 the Wavell school was a more modern sort of building, it  
17 kind of felt more like -- it gave the impression of  
18 being sort of more like a mainstream school type sort of  
19 place, but the older building -- because there was  
20 obviously a lot more people in it, you know, obviously  
21 there might have been five, six times the amount of  
22 pupils in the older building than in the smaller one,  
23 but that's where -- but that's where I would say the  
24 older boys really ruled the roost more in the bigger  
25 school than they did in the weer one, because everything

1           was handled by monitors and prefects in the main. You  
2           were kind of protected a little bit more in Waverly, but  
3           up in the higher school it was different.

4       Q.   Just to use your word, protected by whom in Wavell?

5       A.   Well, just because the fact there wasn't monitors and  
6           prefects in Wavell House as such, because they didn't  
7           have access into Wavell House, unless you were in the  
8           school block or having meals, dinners, you know, but  
9           when you went to the dormitories in the main block, then  
10          that's when you were 24/7 you were under the monitors  
11          and prefects.

12      Q.   I just wondered whether in Wavell, in the junior school,  
13          there was greater teacher supervision?

14      A.   Well, not really, because there was only one  
15          housemaster, Ben Phillips. So, really, from what I can  
16          remember, there was a head boy assigned in Wavell, but  
17          obviously it wasn't to the same degree as in the main  
18          part, you know, so you kind of got that kind of a little  
19          bit more feeling of safety in the evening times when you  
20          were back in your own dormitory because you knew there  
21          wasn't a lot of monitors and prefects knocking you  
22          about. But it was kind of -- Wavell was kind of set up  
23          where it was kind of like that, but it was kind of like  
24          almost like a preparation for you when you moved into  
25          the bigger part, you know, you were already used to that

1 kind of -- some part of that, you know, some sort of  
2 discipline, that kind of discipline, to when you  
3 actually moved up to the ...

4 Q. You mention that there were matrons as well?

5 A. Yes. I can't remember the matrons in the main part,  
6 I can't remember the matron in Wavell, but yeah, they  
7 did have matrons that would make sure that you were --  
8 they basically just made sure that you showered properly  
9 and looked after little things and minor ailments or --

10 Q. Was that someone that you would go to rather than they  
11 would be wandering around the house?

12 A. No, you would go to her. I wouldn't say -- there wasn't  
13 really a wandering -- from what I can remember, no, you  
14 would only go to her if you specifically wanted or  
15 needed something or --

16 Q. Okay. You talk at page 14 about pastoral care.

17 A. Mm-hmm.

18 Q. Presumably, going back to the late '70s, early '80s,  
19 that wasn't a phrase that was used. Is that a phrase  
20 that you would have understood when you were at school?

21 A. Probably not, no. But I remember the pastoral care --  
22 Mr Orich I think was his name. He was the minister at  
23 the school, I think.

24 Q. Ah, I see, there was a chaplain?

25 A. There was a chaplain.



1 Q. Did you understand he was someone you could go to?

2 A. Yes and no. It wasn't something you were ever told you  
3 could go to the chaplain or whatever. In all fairness  
4 to Mr Orich -- I'm sure he's probably passed on by now  
5 because he was quite an elderly gentleman -- he was  
6 probably one of the best teachers in the school at that  
7 time.

8 Q. What did he teach?

9 A. Religious education. I would say he was probably the  
10 most calm, involving, engaged teacher I'd ever sort of  
11 came across.

12 Q. Could he discipline a class?

13 A. He had no reason to discipline a class. That was his  
14 whole -- I don't think there was ever any reason for him  
15 to discipline a class. I've never actually known of him  
16 actually ever having to issue discipline to anybody, you  
17 know. So in fact he was the only teacher that  
18 I actually got an A in an exam was actually from him.

19 Q. So you remember him fondly?

20 A. I remember him fondly. Yeah, he was a nice guy.

21 Q. I think, going back to the statement, page 14,  
22 paragraph 64, you say the mentality, and you've used  
23 this, I think, already about character building, the  
24 mentality of the school was whatever happened you were  
25 expected just to suck it up?

1 A. Suck it up, basically, yeah.

2 Q. "The favourite phrase that was used by the staff was

3 'it's character building'."

4 A. Character building, yeah.

5 Q. And you say:

6 "Some of the kids could deal with things better than

7 others."

8 A. Yeah.

9 Q. You've come from a residential school. In that sense,

10 comparing the residential school and QVS, was there much

11 difference or was it the same -- are you coming from

12 really the same environment into a repeat but at QVS?

13 A. No, it was a different environment at QVS than the --

14 from what I can remember -- I can't remember that much

15 about Ovenstone, but QVS was definitely different. It

16 was a more extreme version of it, really.

17 Q. Okay. Thinking back to Ovenstone, I appreciate it

18 predates you going to QVS, but would you be able to go

19 and talk to someone at Ovenstone or was there the same

20 sort of silence?

21 A. From what I can vaguely remember, yes, you could.

22 I think because I was probably a lot younger then and

23 I'd have been in a lot younger group back then, from

24 what I remember it was a lot more adult-supervised.

25 Q. Yes.

1 A. Whereas here it wasn't adult-supervised.

2 Q. It's just you then go on thinking of your time at Wavell  
3 when you're still a primary school pupil:

4 "I remember some of the younger boys, as they  
5 naturally would do, getting homesick."

6 A. Yeah.

7 Q. "There was no one that you could go and see if you were  
8 homesick or had a problem."

9 A. That's right, yeah.

10 Q. So would older boys try and help out or was there  
11 literally nothing?

12 A. No. Oh no. No, if they've seen the kids getting a bit  
13 homesick, then that's a bully stick. They would have  
14 ended up getting -- you know, made fun of and you know,  
15 oh, you're a cry baby. That's the way -- so you  
16 wouldn't be able to go and see a teacher and say about  
17 that, really, but, the housemasters and that weren't  
18 really that interested.

19 Q. You talk over the page in 15 about going to see  
20 Mr Phillips and him being all right.

21 A. Mm-hmm.

22 Q. But then ending it on an "off you pop now, get on with  
23 your duties" kind of a way.

24 A. Yeah.

25 Q. I appreciate again the passage of time, but what sort of

1           thing were you going to speak to him about?

2       A. Just anything that was kind of on your mind. If you  
3       felt somebody was bullying you or something like that,  
4       you'd go and speak to him. In fact I remember one thing  
5       I actually went, there was -- you know, it was -- what  
6       was it, I'm trying to remember, I think somebody was  
7       trying to pick a fight with me or something, one of the  
8       older boys or whatever, and I went off to go and see him  
9       and then I ended up -- I got punished. Yeah, I got --  
10      he used to have this favourite thing with his Dunlop  
11      training shoe and he would go and whack you on the  
12      backside with it and I actually got it and he goes,  
13      "Now, I'm doing you that a favour so that then you don't  
14      get bullied when you leave here". That was the kind of  
15      mentality, that was the -- you know.

16     Q. So you had gone to complain about something?

17     A. Yeah. But it turned out it ended up on me, yeah, aye.  
18      But that was the whole sort of ethos.

19     Q. So on the one hand you felt you could speak to him,  
20      but --

21     A. No.

22     Q. -- it didn't end up satisfactorily.

23     A. No.

24     Q. Would you agree what he seemed to be doing was trying to  
25      mask the fact potentially that you had been speaking to

1           him, was this to try and protect you for when you got  
2           back to the dormitory?

3       A. I don't know if it was a case of trying to protect me or  
4           if it was just I'll make you think twice before coming  
5           to bother me with this again. That was the -- you know,  
6           basically it says there they weren't very sympathetic.

7       Q. No. Going on to page 16, you're then talking about  
8           I think, and you've already alluded to this, the  
9           distinction once you get into the senior school.

10      A. Mm-hmm.

11      Q. It's more pupil discipline?

12      A. Yes.

13      Q. There are more seniors, obviously, because I suppose  
14           there is a greater number of years in the school?

15      A. Yes.

16      Q. You would have spent two years in the junior school, 10  
17           to 11, 11 to 12, and then you're in potentially for the  
18           rest of your teens in the upper school?

19      A. Yes.

20      Q. So you will have seniors who are 16, 17, 18, and these  
21           are the prefects and the monitors; is that right?

22      A. That's right.

23      Q. And they had powers of discipline over the younger  
24           pupils?

25      A. Yes.

1 Q. In terms of formal discipline, did you ever understand  
2 what their powers were officially?

3 A. Well, you kind of got the gist of that even from when  
4 you were at Wavell school, you got a gist of what the  
5 powers were, you know, because you learnt that as you  
6 went along.

7 Q. Yes, I think the important word perhaps is official.  
8 What the school would have recognised as their powers.

9 A. I couldn't tell you.

10 Q. You weren't told that?

11 A. No, no.

12 Q. Because you say at paragraph 72:

13 "The prefects and monitors were the ones who dished  
14 out the discipline and the day-to-day punishment. If  
15 you were late for anything or did anything they viewed  
16 as out of turn, they were the ones who dished out the  
17 punishment. One of the things they especially didn't  
18 like was talking back to them. They would intimidate  
19 you. I guess that's what any older boy might do if they  
20 were given a role like they were. In all fairness I was  
21 a bit of a 'gobby shite' when I was younger."

22 Did you perhaps get a name amongst the senior pupils  
23 for being difficult?

24 A. Not really. Well -- because I don't think I was kind of  
25 exclusive as being the only one being a bit of a gobby

1           shite. I was brought up in Templehall in Kirkcaldy, you  
2           know what it's like.

3       Q. That's the point you make --

4       A. You're not -- you don't come in and try to be a soft  
5           touch, it's the way you're kind of brought up, but yeah,  
6           if I thought something wasn't fair, then I would think  
7           that's not fair. But as soon as you said that wasn't  
8           fair, that's not fair, it was like, okay, that's two  
9           days now. It was -- yeah.

10      Q. Because I think you go on in paragraph 73, and this is  
11       perhaps what I'm getting at, the prefects could punish  
12       you in any way really?

13      A. Yes, aye, yeah, they could just issue punishments  
14       whenever they wanted to. They had carte blanche on what  
15       they did. It's, you know -- and for as long as they  
16       wanted to keep punishing you for, they could do. The  
17       more you complain about it, the more you got.

18      Q. As we see at paragraph 74, that could be sometimes --  
19       this is page 17 -- physical?

20      A. Yeah. Some of them would get a wee bit physical, you  
21       know. That could happen. Especially on some nights if  
22       they were doing sort of like a run night where they  
23       would pick on people just for the sake of picking on  
24       them, which they would do. Usually the last day of term  
25       would be the sort of like the target days.

1 Q. Why?

2 A. Because there was what's called kit bagging where they

3 would get younger boys, stuck them in a kit bag and then

4 just kick them around like a football and stuff like

5 that.

6 Q. How often did that happen?

7 A. Quite often. It was quite often. Like I says, it was

8 usually a last day of term sport for them, for want of

9 a better word.

10 Q. So was that an annual event?

11 A. Yeah, every term event.

12 Q. Every term event?

13 A. Yeah. But yeah, the prefect monitors, they were a breed

14 on their own.

15 LADY SMITH: Tell me what you mean by the expression "run

16 night". You said if they were doing a "run night" they

17 would pick on people.

18 A. Yeah, usually like at the end of term, it was just where

19 they would just run through the dormitories and

20 basically pick a victim.

21 LADY SMITH: I've got the picture. Thank you.

22 MR BROWN: Thank you.

23 Was this universal to prefects and monitors or were

24 there any good ones?

25 A. Yeah -- yeah -- no, I wouldn't say every prefect and



1 monitor was like that. There was one or two of them  
2 that were pretty sensible, I would say, decent. You  
3 know, I did have a run-in with a couple of decent ones,  
4 but the majority of them were quite -- you know, some  
5 were fairer than others, say it that way.

6 Q. If you had a run-in with a decent one, can we take it  
7 they might have good reason?

8 A. Yeah. Don't get me wrong, I mean, if I deserved it, you  
9 know, if I got found by a decent one and he gave me  
10 a punishment, yeah, that was fine, that was fair enough.  
11 But sometimes, you know, the prefects and monitors would  
12 just turn round and say, "Okay, I want you to polish my  
13 shoes", you know, and then if you didn't do it as well  
14 as he'd like you to do it, then he'd say, "Okay, you're  
15 on cross-country tomorrow, get up earlier than everybody  
16 else, go and do a cross-country run and get back and  
17 showered". So that was the kind of way they would be.

18 Q. At paragraph 76 you say there were no records when  
19 punishments were given out.

20 A. No.

21 Q. And you go on:

22 "It was all just issued ad hoc."

23 A. Yeah.

24 Q. "They had carte blanche. The prefects and monitors  
25 wouldn't consult the housemasters when they issued their

1           punishments."

2       A. That's right.

3       Q. Again just on a day-to-day basis, thinking of the

4           dormitory in the senior school, how much engagement was

5           there from the teachers, the supervising staff?

6       A. Well, outwith the school time, it's really only the

7           housemaster that's really -- that's there. From what

8           I can remember, they never really got involved in

9           anything. The only time you would really see the

10          housemaster is if you were doing an inter-house rugby

11          match or a -- you know, they'd maybe get involved in

12          something or -- generally --

13       Q. But thinking of an evening in the house, would the

14          housemaster come around and inspect at any stage?

15       A. He would wander around, yes. He would wander around and

16          inspect things or check things out, yes, he would do

17          that. And then disappear. But, to be honest with you,

18          you never really got much punishments from the

19          housemaster, to be quite fair, unless you did -- unless

20          they were kind of out for you for some reason. It was

21          the boys and the school staff that gave out most of the

22          punishments.

23       Q. When you say the school staff?

24       A. Yeah, they were the ones that liked the belt, you know,

25          so --

1 Q. I think if we can move on to that. Just to be clear,  
2 though, before we leave the house experience of  
3 punishment by monitors or prefects, do you ever remember  
4 the monitors and prefects escalating things by going to  
5 the housemaster and saying, "We want you to come and  
6 intervene"?

7 A. Not so much that I can remember. Normally they kind of  
8 did it there and then sort of themselves. I can't  
9 remember if the housemaster -- them escalating it up to  
10 a housemaster or something like that. Usually it  
11 was ...

12 Q. Okay. But as you've just touched on, obviously within  
13 the school setting, which is daytime, I suppose, like  
14 any other school, discipline at the time you were at  
15 Queen Victoria involved as a matter of routine corporal  
16 punishment?

17 A. Yes.

18 Q. And presumably, you've talked about the religious  
19 education teacher, I don't imagine he used corporal  
20 punishment from what you said?

21 A. No. Not that I can remember.

22 Q. Is it fair to say that you would know which teachers  
23 were more likely than others?

24 A. Oh yes.

25 Q. Some would have reputations?

1 A. (Witness nods).

2 Q. Again, speaking generally, what was your view of the  
3 staff?

4 A. Some of the staff were actually really, really quite  
5 good, some of the teaching staff, and other members of  
6 teaching staff I would just best be able to describe  
7 them as being sadistic. You know, especially one in  
8 particular.

9 Q. Is that the [REDACTED] teacher?

10 A. Oh yes. Oh yeah.

11 Q. You mention him at page 83.

12 A. Yeah.

13 Q. And you say he was just nasty. Why was he just nasty?

14 A. He had absolutely no patience whatsoever and he used to  
15 love the blackboard duster, the wooden duster, the big  
16 duster you used to get, he used to love rattling that  
17 off the back of your head. And he was a good shot as  
18 well. He was a -- I'll put him down -- he was  
19 an invective SOB, that's the only thing I would put him  
20 down as being. I don't know why he was a teacher. But  
21 I think he just took great pleasure out of inflicting  
22 pain on people.

23 Q. Was that presumably a known quantity by the boys?

24 A. That was a known quantity, yeah. He was known for his  
25 duster throwing. He was very good at it. He probably

1           was one of the teachers in there that probably gave the  
2           belt out probably more than any other teacher. But if  
3           he had it in for you that he was going to give you the  
4           belt, it didn't matter what it was, you were getting it,  
5           you know. A prime example of that was I think he found  
6           bread in my locker at school. My mother had actually  
7           came up and took me out for the day and she bought me  
8           a -- you know, used to call it a tuck box. She would  
9           buy all of the bread, sandwich filler, and that sort of  
10          stuff, and she'd have that. And he found that and he  
11          said, "Oh, you stole that from the kitchen". I said,  
12          "I didn't steal it, my mum gave me it, she just bought  
13          me it, it's from my tuck box". He said, "No, you stole  
14          that" and I got dragged into the office with it and  
15          I said to him, "Look, phone my mother, she'll tell you",  
16          you know, and it wasn't even the same brand they use in  
17          the kitchen, it was a completely different brand than  
18          they used in the canteen, and he just said, "No, you're  
19          lying, you're lying, I'm not interested", and I ended up  
20          getting the belt when all it took was a simple phone  
21          call to my mother: did you buy him that? Or even just  
22          checking with the kitchen: no, that's not the bread we  
23          use, it's a completely different brand. And he knew I'd  
24          just come back that evening with my mother with a tuck  
25          box full of -- that was the sort of person -- if he

1           wanted to belt you, he would. It would be any excuse.

2       Q. Presumably you would have a housemaster as you had

3           Mr Phillips --

4       A. Yeah.

5       Q. -- when you were in the senior school?

6       A. Yeah.

7       Q. Did you ever think of raising that sort of issue with

8           the housemaster?

9       A. Oh, if you did that, your life would be made even worse.

10           No, no, you wouldn't go to the housemaster with that.

11       Q. Made worse by whom?

12       A. Well, all the teaching staff.

13       Q. Right. Do you think the teaching staff knew about his

14           duster throwing, for example?

15       A. Oh, of course they did, it was famous.

16       Q. How was it famous?

17       A. Because everybody knew about it, everybody talked about

18           his duster. They always said that if ever he was a Zulu

19           warrior he'd have been the best warrior in the world

20           because he could throw that thing from 300 metres away

21           and he would hit his target. He was well known for it.

22           But yeah, the housemaster wouldn't have done anything.

23           He would just -- especially -- he would just say, "Well

24           you must have deserved it". That would be the sort

25           of -- telling tales, you know.

1 Q. Again before moving on to a specific element, did you  
2 enjoy school at all from what you're saying?

3 A. No. Not really. I wouldn't say I did. But I could see  
4 the potential of what school could have done, but  
5 I didn't enjoy it.

6 Q. Okay. I think on page 21 obviously you turn in your  
7 statement to issues of abuse and we don't need to go  
8 into the detail of that because you've set it all out,  
9 but from what you say, you came to the attention of  
10 another boy who was senior to you?

11 A. Mm-hmm.

12 Q. And I think, as you say, you're not sure how much older  
13 he was, but it would have been between one and three  
14 years?

15 A. Yeah.

16 Q. And I think you can take it from me that we would  
17 understand it would be just the one.

18 A. Mm-hmm.

19 Q. But he was from a different house?

20 A. Yes.

21 Q. Now, we have the picture that houses would be quite  
22 independent, is that right or wrong?

23 A. Yes, they were independent, yeah.

24 Q. Would a boy from one house go into another house or was  
25 that frowned upon?

1 A. All the boys could do it, yes, all the boys could do it.

2 Q. But I think from what you say the areas that caused you

3 difficulty, there were some public areas?

4 A. Yes. Well, any sort of the normal public communal areas

5 outside the dormitories in the main block and obviously

6 the school, the grounds, the -- et cetera, yeah.

7 Q. And I think the room that you talk about specifically is

8 the boot room?

9 A. Yeah.

10 Q. Was that on the ground floor?

11 A. I can't exactly remember where it was. I think it was

12 downstairs, yeah, on the ground floor, I think. I can't

13 remember exactly where it was, but yeah.

14 Q. That's where all the shoes were kept?

15 A. That's where all the shoes were kept, the boots and --

16 Q. And from your account, this happened, touching --

17 A. Mm-hmm.

18 Q. -- on a number of occasions?

19 A. Yeah.

20 Q. You're unclear, in paragraph 94, about just how long

21 this went on for.

22 A. Mm-hmm.

23 Q. Terms?

24 A. Yeah, terms.

25 Q. All right. And, as you say, it escalated?



1 A. Mm.

2 Q. From what you've said, talking to anybody, whether it be  
3 pupils or other teaches, would have been a non-starter?

4 A. Oh God no, yeah. Well, eventually I did go to speak  
5 to -- you know, after I spoke to my mother about it, but  
6 then that didn't turn out very well, did it.

7 Q. That's what I was going to say, the person you  
8 eventually spoke to was your mother?

9 A. Yeah.

10 Q. Can you remember what provoked you -- sorry, provoked is  
11 the wrong word. Can you remember what made you tell  
12 her?

13 A. I think I just had a tough day, it was a Sunday, you  
14 used to be able to book a phone call in to the school to  
15 have a chat and then I mentioned it to her and I kind of  
16 told her and then I can't remember if it was then I went  
17 and told somebody in the school before she did, I can't  
18 remember exactly how the whole thing went about. But  
19 then at the end it was just like a nuclear bomb had went  
20 off then after that.

21 Q. I think from what you say at paragraph 98:  
22 "I assume that my mum then got in contact with the  
23 school."

24 A. I can only assume she did, yeah.

25 Q. What was the gap, can you remember, between you telling

1           your mum and authority, speaking loosely, becoming  
2           involved?

3       A. I honestly can't remember what the gap was. See, I'm  
4           not 100 per cent -- if it was a case of that she'd  
5           contacted them or I can't remember if I mentioned then  
6           -- mentioned it to someone. But then -- I can't  
7           remember what gap it was before it all kind of kicked  
8           off.

9       Q. Okay. Just before we go on to what happened next,  
10          I think at paragraph 97 you said:

11                "I initially didn't say anything to anyone. I think  
12                part of that was because I didn't have a great  
13                relationship with any of the housemasters or teachers.  
14                I was always getting bullied at school because I was  
15                kind of outspoken. I was set up and blamed for a lot of  
16                things."

17       A. Yeah.

18       Q. "I was always the one picked out for certain things.  
19           I think that stopped me coming forward. I thought that  
20           if I had said anything to a housemaster or teacher then  
21           I would be viewed as being at it. I thought that if  
22           I said anything then it would just cause me a lot more  
23           trouble than it was worth."

24       A. Yeah.

25       Q. That echoes what you've been telling us already. Just

1           to touch on you say you were "always getting bullied at  
2           school because I was kind of outspoken", what do you  
3           mean by that?

4       A. I suppose it's a little bit coming back to that old sort  
5           of gobby shite part, isn't it, really, it's -- you know,  
6           I wouldn't say I was the sort of person that would just  
7           stand there and take something without at least saying  
8           something, you know, or kind of fighting back a little  
9           on it with them, but --

10      Q. Were you popular amongst your peers?

11      A. No, I wouldn't say I was popular either, I don't think  
12           I was popular. I think people -- because the fact that  
13           I did get bullied probably more than anybody else,  
14           people tries to keep a little bit of a distance so it  
15           didn't rub off on them. So --

16      Q. But I think, going back to having told your mum, you  
17           say, going on to 99:

18                "I can't remember what sort of gap there was.  
19           I wouldn't say it happened immediately or  
20           instantaneously, it was maybe a day or two after."  
21                But you were called in by the headmaster?

22      A. Mm-hmm.

23      Q. And I think, as you say, your instinct was: I'm in  
24           trouble?

25      A. Yeah. Yeah. Yeah. It was -- yeah.

1 Q. But he would obviously want to know what was going on?  
2 A. Yeah.  
3 Q. And did you tell him?  
4 A. I told him. I told him, but it didn't really work in  
5 anybody's favour, did it? It was just --  
6 Q. Why do you say that?  
7 A. Because as soon as I left his office, that was it. My  
8 life changed in there forever.  
9 Q. Right.  
10 LADY SMITH: When you said you told him, did you tell him  
11 the details of what had been going on?  
12 A. I did.  
13 LADY SMITH: You don't need to repeat it, it's in your  
14 statement, but --  
15 A. Yeah, I obviously went through everything that was going  
16 on and everything else, and it was just -- it was  
17 indifference, you know, when I was telling -- and then  
18 it was a case of once I told him, it was like: okay, off  
19 you go. And then that was it. There was nothing --  
20 MR BROWN: Again, might you have told him about a single  
21 incident or do you think you were as full as you have  
22 been in your statement?  
23 A. I don't know if I'd have been as full as what I was in  
24 my statement, probably not. I probably went --  
25 because -- I think probably the way this thing went down

1           is me speaking to him and trying to explain to him  
2           what's happened, and then of course if you're just  
3           getting indifference or you -- which from memory was  
4           basically -- you know, there was no -- there was no  
5           interaction to what I was saying to him, you know, at  
6           that time, you know. It was -- it was more a case of,  
7           you know, it was like -- there was that indifference and  
8           it was the sort of thing where -- some of the words--  
9           I remember it was some of the words that I was using  
10          which he was saying, "Well, that can't happen", he says,  
11          and, "How do you know what those words even mean?" That  
12          was the kind of thing. It was, "Those expressions, how  
13          would you know about them?"

14       LADY SMITH: Sorry to interrupt, were you using slang words  
15          to describe what had been going on?

16       A. No, I was using terms of what that boy had used, right,  
17          and, you know, it basically got thrown back at me that  
18          there's no way that I could have known what those words  
19          were, you know, unless I'd made it up. You know, that  
20          was the -- the whole sort of -- the kind of pre thing of  
21          it. I mean, you know, I could see what he was doing,  
22          you know, he was just trying to sort of make this go  
23          away. This couldn't have happened, you know. But --

24       MR BROWN: But you then said that things changed. In what  
25          way did things change after that?

1 A. Oh, I was a leper, a complete and utter leper in that  
2 school. Every member of -- bar possibly two members of  
3 the teaching staff completely ignored me, you know, even  
4 in the school, asking a question, if I put my hand up to  
5 answer a question, if I was the only one to put my hand  
6 up, I was ignored. I was a completely Coventry, as they  
7 called it.

8 Q. And I think, as we see at paragraph 111, did it lead to  
9 further bullying?

10 A. Yes. Yeah. That escalated quite significantly.  
11 I mean, I was basically walking around with a target on  
12 my back from then on. That was a --

13 Q. And I think, to be fair, you also say they did the same  
14 to the boy you had complained about?

15 A. They did to a certain extent. Not anywhere as much as  
16 I did. I mean, the teachers looked after him. I think  
17 there was a case of -- you know, they treated him as if  
18 he was the victim, you know. So --

19 Q. Did they try and keep you apart?

20 A. No. Not at all. In fact, my housemaster, he used to  
21 invite him up to teach [REDACTED] lessons in the  
22 dormitory. You know. So he would be physically invited  
23 on the same dormitory as I was on.

24 Q. Okay.

25 A. So we weren't kept apart in the school or in the school

1 corridors or any other activities that were involved.

2 He was still round about me, so.

3 Q. I think we do know from school documents that there was

4 action to the extent the school had you see the Central

5 Region Council Educational Psychologist.

6 A. Mm-hmm.

7 Q. Do you remember that?

8 A. I can only remember getting a visit with him because my

9 grades were down. Well, that's what I was told, because

10 my grades were down and they wanted to know the reason

11 why my grades were down, and looking back to it now,

12 it's sort of like, well, my expression at that time

13 would have been, well, no shit, mama, of course they're

14 going to be down. But yeah. As far as the context for

15 that one meeting I think I had with him, I don't know

16 what the -- because any information I got back from that

17 was all heavily redacted so I couldn't actually really

18 see what was --

19 Q. Okay.

20 A. Or remember.

21 Q. But I think we can see on the same document we looked at

22 before at page 12, 605, and this is January 1983 and

23 this is a Mr McQuade, the educational psychologist,

24 who's talking about the fact that he'd recently become

25 involved with your case at the request of the school and

1           with the agreement of your mum?

2       A.   Mm-hmm.

3       Q.   Was there much engagement between you and your mum

4           following --

5       A.   No.

6       Q.   No?

7       A.   No.

8       Q.   The school were clearly talking to her because of the

9           terms of this letter.

10      A.   Yeah.

11      LADY SMITH: Can I just have again the date of that --

12           oh, January 83 --

13      MR BROWN: January 83, my Lady.

14      LADY SMITH: Thank you.

15      MR BROWN: And I think if we go back a page to page 11,

16           there's a further letter which confirms that your case

17           was first referred to Child Guidance on 15 December

18           1982.

19      A.   Mm-hmm.

20      Q.   So would you agree that your conversation with the

21           headmaster and the events you were describing probably

22           pre-date that, maybe some time in 1982?

23      A.   Pre-date that?

24      Q.   In other words, this is a response to what you've --

25      A.   Possibly, yeah. Possibly, yeah. Well, the thing is



1           that -- it's a bit ambiguous that, though, because it's  
2           not actually saying anything -- apart from this  
3           "potentially very disturbing past history, he is coping  
4           remarkably very well". I would be interested to find  
5           out exactly what they were actually meaning, in what  
6           context that "potentially very disturbing past history"  
7           was relating to. Whether that was pre-Queen Victoria  
8           School days or was relating actually to the reported  
9           incident.

10          Q. I think, if we go back to page 12, certainly in January  
11           83 the psychologist, as we see in the middle paragraph:

12                 "I feel that the home dimension must be fully  
13           understood in this case and I would like to propose  
14           an early meeting at Queen Victoria School involving the  
15           appropriate personnel from the Fife Child Guidance and  
16           social work, Mr Hankinson and the appropriate school  
17           staff and myself."

18                 So it seemed to be looking back as well?

19          A. Yeah.

20          Q. In that regard, if we can -- hang fire a moment. The  
21           timing seems to be, from what we would understand, this  
22           is made plain in December 82.

23          A. Mm.

24          Q. But I think there were difficulties within the school  
25           afterwards, you've talked about that.

1 A. Yeah.

2 Q. But you set out in your statement that in essence  
3 an excuse was made to expel you?

4 A. Yeah.

5 Q. Is that right?

6 A. Yes. Yeah, because I would get brought up on stupid  
7 made-up things. Like, for instance, they were accusing  
8 me of selling cigarettes in the school. How on earth  
9 could I get cigarettes? I was, what, 12-year-old,  
10 13-year-old, in a boarding school, how would I get  
11 access to cigarettes? Stuff like that. They were  
12 accusing me of being a glue sniffer. Again, you know.  
13 And quite a number of other little things. They would  
14 try to get rid of me. The whole impression I got was  
15 that they wanted me out of there so they could have this  
16 matter away, you know. That was my impression.

17 Q. All right. And I think you were in due course moved to  
18 Kirkcaldy High School; is that right?

19 A. No, never went there.

20 Q. Was that the intention?

21 A. Well, I think that was the intention, but then there was  
22 no place at Kirkcaldy High School I think, I believe.

23 Q. It seems we have a letter on page 7 of the same document  
24 which is dated 16 November 83 and it's to the assistant  
25 director -- just catch up. This is a letter from, we

1           would understand, the headmaster at the school talking  
2           about your background coming to the school and if we go  
3           over the page on to page 8, there's a paragraph:  
4           "On the morning of Saturday, 5 November [this would  
5           be 83, I would imagine] he watched another boy  
6           experiment with inhaling a deodorant spray from  
7           a plastic bag. That lunchtime the two boys both did the  
8           same thing and both told other boys and younger boys  
9           that they were high. On Saturday night in the model  
10          railway hut in front of younger boys he squeezed wood  
11          glue into a plastic bag ..."  
12          Et cetera.  
13         A. Mm-hmm.  
14         Q. From what you're saying, that is made up?  
15         A. That's made up, yes.  
16         Q. Okay. And then it adds:  
17          "It has come to light during enquiries that he has  
18          been giving or selling cigarettes to younger boys and  
19          boasting of knowing about drugs."  
20         A. Yeah.  
21         Q. Okay. But it does put, I think, in context in December  
22          1982 after an incident involving another boy Mrs [family name]  
23          agreed that you should be referred to Child Guidance and  
24          you saw the educational psychologist.  
25         A. Mm.

1 Q. So that seems put in context the timescale, it  
2 was December 82 that the matter was raised by you.  
3 (Pause).  
4 Are you reading the last paragraph?  
5 A. Yes, I'm just reading to refresh myself, yeah. Sorry,  
6 what was --  
7 Q. You were reading on. You were not a bad pupil in the  
8 classroom?  
9 A. I'm not, sorry?  
10 Q. It says you're not a bad pupil in the classroom.  
11 A. No, I don't think I was a bad pupil in the classroom.  
12 Q. And you very much wished to impress adults and were  
13 happy to give adults your version of your behaviour.  
14 Does that ring true to you?  
15 A. Well, to a certain extent, I wasn't a bad pupil in the  
16 classroom. In fact I was quite keen to kind of learn.  
17 However, it was difficult -- it was very difficult for  
18 me to settle even into the classrooms and that because  
19 you were always kind of worried, especially after that  
20 incident because you were always worried about what was  
21 going to happen when you left that classroom. You know,  
22 I could walk out of that classroom and there could be  
23 a line of boys there and they would all be name-calling  
24 and this is what followed me around for quite some time  
25 over those months after that.

1 Q. Yes.

2 A. So it was very difficult. And again even a lot of

3 teachers were making life hell for me. I mean, if

4 something -- for instance, if something happened, right,

5 and I would try to give them my version of actually what

6 really happened, because I would get set up an awful lot

7 by some of the older boys and they would throw the blame

8 onto me and I would try to explain to teaches that

9 wasn't me, I was doing this or that. You know, no, this

10 is again, you know, giving his version of the behaviour?

11 Yeah, because I wasn't the sort of person that would

12 just stand there and take the blame for something that

13 I didn't do. I would try and explain it wasn't me.

14 Q. Right. Whatever --

15 A. But --

16 Q. What you seem to be saying is no effort was made to

17 engage with you. Obviously there was an educational

18 psychologist, but from the school's side, there was

19 simply no interest?

20 A. There was no interest. You look at those letters from

21 the Education Department, right, they're going on about

22 it -- you know, there's a mention of "the previous

23 incident", right, okay. Where's all the mention of the

24 previous incident? That's what's missing out of all

25 that, you know, from the social work department,

1 Education Department, where is that engagement? There  
2 is none. They're trying to repair the educational side  
3 afterwards without dealing with the actual issue that  
4 was actually the cause of it in the first place. That's  
5 the way I look upon that.

6 Q. Indeed.

7 A. Because they just refer to the "previous incident", but  
8 where's the engagement for the previous incident from  
9 the school?

10 Q. And from your perspective, there was none?

11 A. There was none.

12 Q. Did you feel the better for leaving, regardless of the  
13 circumstances, Queen Victoria?

14 A. Well, yeah, I mean -- obviously I mean technically you  
15 know it was -- they had me down as -- you know, you  
16 weren't -- it's like the paragraph says, you were never  
17 expelled from the school, it was always removed by  
18 parents. But in a way yes, I was glad to be out of  
19 there, but then in a way no, even I felt disappointed  
20 because I think what's next? You know, where am I going  
21 to end up getting shuffled off to this time? You know,  
22 because I knew my mum didn't want me. So it's like,  
23 well, you know, what's going to happen there?

24 Q. And is that indeed what happened? Your mum didn't want  
25 you?

1 A. She didn't want me, so I ended up just getting papped  
2 off into some place else and that was it. So it was --  
3 you know.

4 Q. But ironically we read you joined the TA?

5 A. Yes.

6 Q. And was that a good thing?

7 A. Yeah, it was a good thing, it was a good thing to  
8 a certain extent, but there was always a fear in the  
9 back of my mind that because -- somebody from that  
10 school -- you know, because there was obviously an army  
11 connection and everything else, what if this becomes --  
12 they find out and then -- that was always in the back of  
13 your mind.

14 Q. I think, as you say in your statement, that anxiety  
15 persisted?

16 A. Yeah.

17 Q. Would it follow you?

18 A. Yes, it did, for a long, long time.

19 Q. For a long, long time.

20 A. Mm-hmm.

21 Q. But as we read, happily, things progressed, it would  
22 seem, well, normally?

23 A. Yeah, yeah. Relatively well.

24 Q. Employment-wise you've been working for many years?

25 A. Been working for many years, yeah, yeah. Not the job

1           that I wanted to do in the first instance, but yeah.  
2           Working for many years now and, you know, married twice.  
3           First one, probably a lot of that was down to probably  
4           what happened before because I wasn't a very open  
5           person, obviously because after that I would never  
6           discuss anything with anybody, you know.

7       Q.   That was one of the impacts of the events at  
8           Queen Victoria?

9       A.   Oh yeah, aye.   So everything was clammed, you know.   It  
10           was -- everything in my head was just under lock and  
11           key, you know, from that kind of point onwards.   But  
12           yeah.   So yeah, it's -- but moved on.

13      Q.   Moved on.   We see at paragraph 130 you've never received  
14           treatment or support, you've just carried it yourself.

15      A.   Yes.

16      Q.   And as you say, you blanked it off for a long time.   But  
17           I think you did report it to the police a number of  
18           years ago?

19      A.   Yes.

20      Q.   Recently, in the last few years?

21      A.   Yeah, recent, yeah, yeah.

22      Q.   And you've also spoken to a solicitor?

23      A.   Yes.

24      Q.   Going on to paragraph 143, you've obviously reflected  
25           about what lessons should be learned, thinking of your



1           experience at QVS, and you say very straightforwardly:  
2           "Boys themselves shouldn't run the school in  
3           a boarding school situation."  
4       A.   Mm.  
5       Q.   I think we've heard the phrase "no-brainer" already. Is  
6           that how you view it?  
7       A.   Yes. To that level of extent, yes. Schools should be  
8           run by adults, not the boys.  
9       Q.   But you go on to say:  
10           "It's hard because there is a part of me that thinks  
11           that it was a school with connections to the military  
12           and that was just the way it was."  
13       A.   Well, that was -- yeah, yeah.  
14       Q.   And then you say:  
15           "That part of me thinks that it was probably not too  
16           bad a system in itself."  
17           Why not?  
18       A.   Sorry?  
19       Q.   Why does part of you think it was probably not too bad  
20           a system in itself?  
21       A.   Because you can understand the reason for it, because  
22           obviously you can think, okay, they're instilling  
23           a certain amount of discipline, with a hierarchy -- army  
24           is a hierarchy, from your privates, to your lance  
25           corporals, your corporals, things go up and up and up,

1           and I'm kind of guessing the school was running like  
2           a stepping stone for that. But just goes way, way, way  
3           too far.

4       LADY SMITH: And 'Alex', not every child was going to go on  
5           into military service.

6       A. That's right, no, not every child would. But the way  
7           the school was run was -- it was like it was a military  
8           establishment. The commandant-in-chief was a military  
9           person. A lot of teachers were ex -- you know, they  
10          were Army Educational Corps. It was done that way. You  
11          had to pick a cadet force to join when you went to that  
12          school, whether it be Naval, RAF or Army. From your  
13          kilt to your cap badges, it was your father's cap badge,  
14          regimental cap badge you wore. Everything was --

15       MR BROWN: It was very closely connected to the military.

16       A. Exactly.

17       Q. And out of interest, thinking about the people you were  
18          at school with, did many of them in fact go into the  
19          military?

20       A. Probably, yeah, yeah. I would say a lot of them  
21          probably would. I've no idea what the percentage would  
22          be, but it is definitely kind of -- you know, it would  
23          go on -- you know, a lot of people would be have  
24          an interest -- I had an interest in joining the military  
25          when I was that age.

1 Q. Yes. I think, though, whilst acknowledging that parts  
2 of you perhaps are in conflict about that, as you've  
3 just said --

4 A. Yeah.

5 Q. -- what you make plain at paragraph 146 was missing was  
6 accountability.

7 A. Was accountability, yeah. Yeah. That's the thing.  
8 When things didn't go right, the school let the whole  
9 system down. That was the -- you know, the hierarchy of  
10 the school. You know. Anything else that I could have  
11 forgiven about that school, from the boys giving the  
12 punishments and -- you know, okay, you know, that's  
13 life. You put that down to sometimes -- but after that  
14 incident what the school did then was -- I considered to  
15 be unforgivable. They should have removed that boy  
16 straight away. Why did -- Julian Hankinson, why did he  
17 tell every member of staff what happened? That should  
18 never have happened. That was a confidential  
19 discussion. But yet the whole school knew about it.

20 Q. And you suffered as a result?

21 A. And I suffered as a result of that, you know. That --  
22 that's -- you know, that's unforgivable, you know.  
23 Bullying from boys, okay, you could say boys will boys,  
24 you always get -- even in a normal school you'll get  
25 a certain amount of bullying. It's unacceptable but

1           it's a reality of life, you know, you do get bullies,  
2           but that is -- you know, looking back, you know, it  
3           would have been -- I should have been proud to have been  
4           a pupil at that school, you know, and I think that's the  
5           biggest disappointment, because I should have been proud  
6           to have been a pupil in that school.

7       MR BROWN: 'Alex', thank you very much indeed. Is there  
8           anything else you would like to tell us?

9       A. No.

10      LADY SMITH: Are there any outstanding applications for  
11           questions of 'Alex'?

12           'Alex', that does complete all the questions we have  
13           for you. Thank you for engaging with us as frankly and  
14           helpfully as you have done.

15      A. You're welcome.

16      LADY SMITH: We have both your detailed written statement  
17           and now that's been added to by the exchanges today,  
18           which have been valuable to me in ways you probably  
19           don't begin to understand, but let me just assure you  
20           what you've contributed to the work is really, really  
21           helpful. I'm very grateful to you for it.

22      A. Thank you. You're welcome.

23      LADY SMITH: I'm now able to let you go with my thanks.

24      A. Thank you.

25                               (The witness withdrew)

1 LADY SMITH: Well, Mr Brown, we'll rise now for the lunch  
2 break.  
3 MR BROWN: Yes.  
4 LADY SMITH: And we have one witness this afternoon?  
5 MR BROWN: One more witness. I don't know whether you're  
6 Ladyship would want to aim for 2 or a little after.  
7 LADY SMITH: A little after, it's now about 1.10. Yes, I'll  
8 do that.  
9 MR BROWN: Thank you.  
10 (1.12 pm)  
11 (The luncheon adjournment)  
12 (2.29 pm)  
13 LADY SMITH: Mr Brown.  
14 MR BROWN: My Lady, with apologies to everyone for the  
15 delayed start, we have had the first technical hitch of  
16 some moment, which isn't resolved, related to the  
17 statement that will be shown on the screen, but the  
18 decision is obviously taken we just press on. We have  
19 paper copies so it's no prejudice to the witness.  
20 LADY SMITH: We do, and the witness is waiting. I really  
21 don't want to delay the witness any further.  
22 Just to repeat the apologies that Mr Brown has  
23 already articulated, there is a technical problem in  
24 displaying the statement that's going to be used for the  
25 next witness, so it won't, I'm afraid, be displayed on

1           the screens in the hearing room, but we can go ahead  
2           without having it on the screens, although I appreciate  
3           for those of you who like being able to follow the text,  
4           you're not going to be able to do that. I'm sorry.

5       MR BROWN: My Lady, thank you. The next witness is 'Felix'.

6       LADY SMITH: Thank you.

7                               'Felix' (affirmed)

8       LADY SMITH: 'Felix', I'm sorry we've had to keep you  
9           waiting. I don't know if anybody's explained to you --  
10       A. Yes, it's fine.

11       LADY SMITH: -- but we've got a technical problem. We won't  
12           be able to show your statement on the screen but you  
13           have got a hard copy in front of you in the red folder.  
14           And as with anything else, if you have any queries, or  
15           want to go back over anything because of not having the  
16           statement on the screen --

17       A. That's fine.

18       LADY SMITH: -- or you want a break, let me know. If it  
19           works for you it works for me.

20                               Mr Brown.

21                               Questions from Mr Brown

22       MR BROWN: My Lady, thank you.

23                               'Felix', good afternoon. You have the statement in  
24           the red folder. Could we begin briefly with some  
25           formalities. First of all, for the record, the

1 reference number is WIT-1-000000571 and it's a statement  
2 that runs to 19 pages. As we see on the last  
3 page, you've signed it and dated it 10 December last  
4 year.

5 A. Yeah.

6 Q. And the last paragraph reads:

7 "I have no objection to my witness statement being  
8 published as part of the evidence to the Inquiry.  
9 I believe the facts stated in this witness statement are  
10 true."

11 And we would understand that the process of writing  
12 the statement obviously involved looking at drafts,  
13 perhaps altering things to make sure it was right and  
14 once you were satisfied, having read it as right, you  
15 signed?

16 A. I did.

17 Q. As you'll understand, it is in evidence so we don't have  
18 to go through it.

19 A. Yes.

20 Q. We just can talk about things.

21 A. Yeah.

22 Q. So let's go back to the beginning. You were born in  
23 1979. You're now 42.

24 A. (Witness nods).

25 Q. And both your parents, I think, were in the Air Force,

1 met, married, and your father's career continued in the  
2 Air Force and your mum obviously -- or your parents had  
3 you and your sister?

4 A. Yeah, [REDACTED] yeah.

5 Q. Okay. Going back to your youth, thinking of the '80s  
6 and '90s, being the son of someone in the services meant  
7 you travelled around a lot?

8 A. Yeah, yeah, yeah. I think my mum and dad said they  
9 moved 19 times in total.

10 Q. In total?

11 A. Yeah. That's my mum and dad.

12 Q. From your perspective, I think you had experience of  
13 Germany and Britain in terms of living with them; is  
14 that right?

15 A. Yeah, we didn't go anywhere else than Germany and  
16 Britain principally.

17 Q. But were the postings within Germany?

18 A. Yeah. I think I spent most of my life up until 16  
19 predominantly in German bases, only a couple of times  
20 coming back to the UK.

21 Q. Okay. But part of your time in the UK between 89 and 92  
22 was at Queen Victoria School?

23 A. Yeah. So as referred to in my statement, my dad was  
24 given the option to -- either for the Forces to pay for  
25 both me and my sister to go to a dedicated boarding



1           school for educational stability or move around and  
2           obviously just go to the military provision schools, and  
3           so my dad chose to send us to boarding school.

4       Q.   And I think, as you say, the Forces were quite generous  
5           in that regard.

6       A.   Mm.

7       Q.   They would provide funds for that to happen?

8       A.   Yeah.

9       Q.   Your sister went to a school in Edinburgh. Was her time  
10          there happy?

11      A.   Yeah, my sister loved it. My sister stayed throughout.  
12          I think I should say in terms of the statement, you  
13          know, because I don't think it comes across, and having  
14          reread it, you know, we were both sent to what my dad  
15          believed were very prestigious schools. I think  
16          St George's more so for -- well, the education but  
17          I guess also the class of parents that potentially were  
18          able to take their kids to that school.

19          Queen Victoria School was more -- again the prestige was  
20          around the education but it was, say, a slightly more  
21          harder environment, military environment, than  
22          a potentially standard private --

23      Q.   Yes, we'll come to that. I think, as you say at  
24          paragraph 29 on page 7:  
25          "One of the reasons my dad sent me there was because

1           they had some of the best performing results around."

2       A. Yeah.

3       Q. "I think they coordinated it well."

4       A. Yeah.

5       Q. So it was done with the best intent?

6       A. Yeah.

7       Q. Did you have any choice of where you went?

8       A. No. No, no, no. I knew I was going to go. The fact

9           that my sister's, albeit almost four years older than

10           me, I was aware she was going to boarding school and she

11           was enjoying it, so I didn't question it. And obviously

12           I knew dad had looked at various different schools. And

13           so, yeah, you know, trusted my dad to have made the best

14           decision in terms of where I needed to go and I think he

15           was -- it was very -- you know, he was very adamant he

16           wanted me to go to a Scottish school because of the

17           Scottish education system over an English one, so yeah.

18       Q. That was 30 years ago?

19       A. Yeah.

20       Q. But you'd also been hearing, as you say, from your

21           sister of having a good time so presumably you thought

22           the same?

23       A. Yeah.

24       Q. It was going to be good?

25       A. Yeah.

1 Q. You talk on page 3 about turning up on day 1, you'd been  
2 driven by your dad from staying with relatives in  
3 Central Scotland. The good mood continues because he's  
4 got you some presents and made a big deal of your  
5 birthday.

6 A. (Witness nods).

7 Q. And then he goes away.

8 A. Yeah.

9 Q. And as you say:

10 "I can remember feeling sad that I was alone on my  
11 birthday with kids I didn't know."

12 What efforts were made, as best you remember,  
13 because I do appreciate this is decades ago, to welcome  
14 you into the school to put you at your ease?

15 A. You know, and I guess as I say in my statement I can't  
16 remember, but I know we must have been greeted. I was  
17 definitely told where I was going to be. There was  
18 a buddy system in place, so I know when we potentially  
19 talk about what -- the abuse I suffered later on I am  
20 pretty sure that the person I ended up having that fight  
21 with within the first few weeks was the second year  
22 person that was in the bed next to me and they were in  
23 there next to me because it was -- the way the dorms  
24 were set up, you would have your first year then the  
25 person in the year above you, and they were there to

1           kind of buddy you, to kind of support you to integrate  
2           because they'd obviously been there a year so they knew  
3           the rules, the functions, the boundaries, et cetera.  
4           So, you know -- but in terms of any special  
5           injunction where all the teachers were there, where  
6           they -- you know, where you got to sit down and talk  
7           through what was going on and what life would be like,  
8           I don't remember that.

9       Q. All right. Were you issued with school rules, for  
10       example?

11      A. Not that I can remember.

12      Q. Okay. But we would understand you go into the junior  
13       school. There's two years in Wavell House; is that  
14       correct?

15      A. Yeah.

16      Q. And then you move up into the senior school and you were  
17       there for a year?

18      A. Yeah.

19      Q. Okay. But this buddy system, the theory is obviously  
20       a boy in the year above you, the second of two years in  
21       Wavell, looks after you, shows you the ropes, to put it  
22       simply?

23      A. Yeah, yeah, yeah.

24      Q. Are you saying because of the fight and so forth you  
25       referred to, with you that didn't work out?

1       A. Yeah, not really. You know, I guess it was -- the rules  
2       weren't complicated. This is where you get your school  
3       uniform, this is where you're going to get your food,  
4       this is where -- you know, this is what time you're  
5       going to need to get up and this is what's going to  
6       happen at class. And I guess the teachers would direct  
7       you at the end of class, would be like, "Okay, now  
8       you've got whatever the next class would be, you've got  
9       to get here", and if it was down at the swimming pool,  
10      if it was down playing rugby, you would be told to get  
11      back to your room, get yourself changed, then a teacher  
12      would come along saying, "Right" and then the teacher  
13      would take you down to where you were. So it was quite  
14      regimented in that way, that things didn't need to be  
15      explained because it would naturally kind of -- the  
16      routine would be naturally kind of sort of made  
17      available as you went about your day I suppose.

18      Q. Yeah. Just touching briefly on the regime, you explain  
19      about food and washing. Food was okay but you were  
20      a fussy eater?

21      A. Yeah.

22      Q. And the joys of liver didn't go down well?

23      A. No, no. Yeah, you know, in -- like, you would wake up  
24      in the morning, you would go over to the main hall, you  
25      would have breakfast, and like -- yeah, I can only

1           really remember that one time really not liking it and  
2           not wanting to eat what I was given.

3       Q.   But it wasn't pushed?

4       A.   But it was pushed.

5       Q.   Sorry, was or wasn't pushed?  You didn't have to eat --

6       A.   I didn't have to eat it, but I was told, "That's all  
7           you're getting".  So I think it was liver, chips and  
8           peas, so I think I ate the chips and the peas and left  
9           the liver.  But that said, whilst that was my  
10          experience, I am also aware that there was a child that  
11          did have some kind of dietary needs and they did cater  
12          for that.

13      Q.   Okay.  But going back to the buddy, did you run into  
14          problems with him, that individual?  That's what I'm --

15      A.   From what I remember, just that once, and obviously  
16          after that once where it was -- I can't remember how the  
17          circumstances came to be, what it was around, but, you  
18          know, there ended up being a point where there was  
19          a fight and, yeah, I can quite clearly remember him  
20          having me pinned on the ground, chewing up chocolate  
21          digestive biscuits, putting it in a straw to  
22          deliberately chuck it in my face.

23      Q.   Okay.  This was some weeks in?

24      A.   Yeah.

25      Q.   Okay.  And your response to that happening to you?

1       A. So, like I say, I looked out, saw that there was  
2       Mr Beatty, and so said, you know, "[REDACTED]'s just had me  
3       on the floor, chucked that in my face", and so he did  
4       immediately say, "[REDACTED] you need to go off", and I guess  
5       he was put in detention but was quite clearly told,  
6       "Nobody likes a grass". So you know, very much my  
7       understanding from that was I've dealt with this but  
8       don't tell me again.

9       Q. Okay. Just to break that into bits. This is in the  
10      boarding house?

11     A. This is in the boarding house.

12     Q. In the dormitory?

13     A. Yeah.

14     Q. Ordinarily, how much teacher presence was there?

15     A. Like I say, there was definitely a housemaster that  
16      lived in the building, and -- but, you know, he was --  
17      so there was always, I guess, somebody you could knock  
18      on. And I don't know how they did it in shifts, but  
19      there was always a teacher roaming around.

20     Q. Were you told anything about in what circumstances you  
21      should go and speak to a teacher?

22     A. Not that I recall, but I guess the -- my assumption was  
23      if there's anything wrong or you need anything, find and  
24      ask.

25     Q. And it's against that background that the teacher you

1           mentioned happened to be outside --

2       A.   Yeah.

3       Q.   -- as you say, in the corridor, so you went and spoke to

4           him?

5       A.   Yeah.

6       Q.   And he acted. The conversation that you were relating

7           about saying, "No one likes a grass", did that take

8           place in the corridor or did he take you away --

9       A.   No, it was basically it was pretty much at the door of

10          the dormitory. You know, it was a very impulsive

11          immediate, "Okay, [REDACTED] out, go upstairs, go to

12          detention. QPG [REDACTED] it's dealt with, but nobody likes

13          a grass."

14                So very much my assumption that you will go to

15          a teacher to ask them to do something and sort something

16          out was immediately: okay, they might sort some things

17          out but these are obviously things that I can't go to

18          them about.

19       Q.   Do you remember what you felt at that point?

20       A.   Yeah, I can remember being, I guess, a bit shocked or

21          upset, I was like thinking: really? Okay, that seems

22          a bit odd, but --

23       Q.   Had you ever experienced that approach before?

24       A.   No. Not -- you know, yes from your mates when you're

25          doing something wrong and it's like you don't snitch on



1           your friends because you don't want to get -- you don't  
2           want your parents to find out, but not from a teacher  
3           who's meant to be there to look after me.

4       Q. Did you discuss it with the other boys?

5       A. No, because then again I'd also been told don't be  
6           a grass, so I didn't want to then go back and say,  
7           "Mr Beatty's told me not to be a grass", it's just --  
8           that's then my assumption of: okay, these fights and  
9           mickey-taking are things that you just have to either  
10          try sort out yourself or -- or not.

11      Q. And was fighting and mickey-taking routine?

12      A. Yeah. Yeah, so it was. And as I said, you know, I have  
13          to own up to my part in that. There were two boys with  
14          differences who, because of their physical appearance,  
15          got quite the brunt of it. And did I partake in that?  
16          Unfortunately, yes, I did. And again, you know, it was  
17          like it was well known and it didn't stop. You know, it  
18          happened for the whole two years that I was in the house  
19          with those two individuals. So --

20      Q. You -- sorry, carry on.

21      A. Yeah.

22      Q. You say it was well known. It would be well known  
23          presumably amongst the boys.

24      A. (Witness nods).

25      Q. Could it have been missed by the teachers?

1 A. No. Because I would say certainly one of the boys acted  
2 out quite a lot.

3 Q. What do you mean by "acted out"?

4 A. So I guess he potentially played up to the role, played  
5 up to the mickey-taking, played up to the stereotype  
6 that he was given, and that would be in front of the  
7 teachers. So my reflection on being an adult 30 years  
8 later, I would be questioning why somebody would be  
9 acting out like that or acting in that way and asking  
10 them what was going on.

11 Q. But no one ever did?

12 A. I can't say that they didn't, but what I can say is  
13 I was never approached to say, "Don't do it". I don't  
14 recall anyone else that was approached to say, "The  
15 teachers have told me off for having taken the mick",  
16 and for two years those names were still used and the  
17 mickey-taking never stopped.

18 Q. I think at paragraph 51 you mention two boys, this is  
19 page 11, there was a boy who was disabled?

20 A. Yeah.

21 Q. And another boy who had had surgery.

22 A. Yeah.

23 Q. Is it the latter one you're talking about?

24 A. No, it was the former.

25 Q. Okay.

1       A. Because I think I had muscular dystrophy. So there was  
2       something wrong with the cast on his leg so he really  
3       struggled to walk. It was also him that had the dietary  
4       requirements, so I think he was potentially is it  
5       coeliac with dairy, whichever one. So there was  
6       certainly enough different about him that unfortunately  
7       gave others excuse to single him out.

8       Q. And that went on throughout the two years -- this is  
9       junior school?

10      A. Yeah.

11      Q. The other thing that you talk about in terms of junior  
12      school is that a couple of boys who you'd been initially  
13      friends with then turned on you and bullied you.

14      A. Yeah.

15      Q. What sort of bullying are we talking about?

16      A. It's as I refer to in my statement. It was more like  
17      purposely isolating me from activities, doing things --  
18      either saying, "Come along, do this", then saying,  
19      "Actually, no, we don't want you here", or you'd wake up  
20      in the morning, they'd go -- you wouldn't know where  
21      they were, and then if you found them, they'd be like,  
22      "What are you doing here? We don't want you here". You  
23      know, generally saying that -- you know, I don't know  
24      what the words, but certainly being made to feel that  
25      I wasn't as an equal person and therefore not -- you

1           know, that I wasn't -- you know, allowed to be in their  
2           presence or -- because I was not as -- I don't know what  
3           the words -- you know, my value, like my person,  
4           whatever, was, you know, not --

5       LADY SMITH: They treated you as worthless, did they?

6       A. Yeah. Yeah.

7       MR BROWN: Was that obvious, do you think, to others?

8       A. I would say so, because I was in a dorm with 20 people,  
9           you know, and so it's -- it's -- I guess it's -- yeah.  
10           You know, I was in a dorm with 20 other boys. It's  
11           a very -- in the lower house, unlike the upper house,  
12           there was no boundary. It was bed, locker, bed, locker,  
13           bed, locker, and so any kind of untoward behaviour would  
14           be witnessed. But I guess -- so was it obvious to the  
15           other boys of the dorm, I would say yes. Was it obvious  
16           to the teachers? No, because until it got to a point  
17           that I couldn't take it any more, I didn't tell them  
18           because you don't grass.

19       Q. Okay. We'll come back to that in a second. But that  
20           sort of I think what you describe as emotional abuse,  
21           was there physical abuse too?

22       A. No.

23       Q. Not in junior school?

24       A. There was never any physical -- well, I guess being  
25           pinned to the floor and having --

1 Q. That was the one event?

2 A. That's the one offence. But in the main, no, it was the  
3 emotional abuse.

4 Q. Okay. And I think, as you were going to go on to say,  
5 it came to a head and you went to the housemaster and  
6 you asked for a move?

7 A. Mm-hmm.

8 Q. Given the background you've described, did that take  
9 quite a lot of courage to do?

10 A. Mm.

11 Q. Did you think about it for a long time before doing it?

12 A. Yeah, yeah, yeah. That -- I -- you know, I think I --  
13 having gone over my statement this morning for -- you  
14 know, it was quite some months. I think -- you know,  
15 I either lasted -- because that occurred in the second  
16 year and I know it's the second year because in the  
17 first year I was on the first level and in the second  
18 year I was on one of the top levels so I know it  
19 happened -- you know, it was the beginning of that  
20 second year, and it must have been at least a full two  
21 terms and then I went down for the final term, so I got  
22 moved down to the bottom floor again.

23 Q. Did that help?

24 A. Yeah. Yeah, it did. That's where I met my friend [REDACTED]  
25 who I refer to, that I -- sort of one of the very few

1           people -- well, the only person I ever tried to keep in  
2           contact with at any stage after leaving.

3       Q.   Can you explain why the dynamic was different on that  
4           floor from the top floor?

5       A.   No, I guess I just got on with the boys that were in  
6           that dorm. You know, we seemed to -- yeah, there didn't  
7           seem to be any, like, need to game play. It was just  
8           a very standard: I like this, you like that, should we  
9           go do that?

10      Q.   Was there any difference in terms of supervision --

11      A.   No.

12      Q.   -- either by a senior pupil or a housemaster?

13      A.   No. So, as I say, I can remember the housemaster coming  
14           and saying, "Are you happier?" and I said, "Yes", so he  
15           was like, "Good".

16      Q.   And that was that?

17      A.   That was that.

18      Q.   I think the other thing for completeness, because you've  
19           been candid about engaging in mocking others, you also  
20           say that you would get into trouble for setting off fire  
21           extinguishers and the like.

22      A.   Yeah.

23      Q.   Did anyone at that point talk to you, thinking of  
24           teachers, asking you why you were doing these things?

25      A.   No. I was just put in detention.

1 Q. It was just punishment?

2 A. Yeah.

3 Q. Okay. You then moved, after two years, into the senior

4 school.

5 A. (Witness nods).

6 Q. One thing that I think we see from the statement that

7 was common to both junior and senior is things were

8 stolen; is that correct?

9 A. Yeah.

10 Q. Was that routine?

11 A. To be fair, in the statement I'm referring to when

12 things were stolen in the junior house, and then I know,

13 obviously having seen the letters that my dad sent prior

14 to coming in here, I don't recall the extent of how much

15 stuff obviously I've told my dad was getting stolen in

16 the second year, but certainly I recall items being

17 stolen, such as the Celtic shirt. So yeah, in my time

18 I had enough stuff nicked while I was there.

19 Q. You mentioned the Celtic shirt. Just one brief foray

20 into sectarianism. You make the point that you were

21 Catholic and the school was largely Protestant and that

22 that was a source of tension for you.

23 A. Yeah. It was -- I can remember before going, my dad

24 said, "I don't care" -- and obviously given that I lived

25 in the Forces and certainly never were based in

1           Scotland, so just hadn't understood what he meant until  
2           I got there, but he said, "I don't care if you ever  
3           support Celtic or Rangers, just don't ever support  
4           England in the rugby", and then I got there and there  
5           was a clear marked -- you know, you were either Celtic  
6           or you were Rangers, you were either a Protestant or you  
7           were a Catholic, and the school had a relatively large  
8           C of E/Protestant church on site and the Catholics were  
9           sent on a Sunday to go to the local Catholic church.  
10          And so there was no -- you know, it was -- it's well  
11          known who was a Catholic and who wasn't, and there  
12          wasn't that many of us.

13        Q.   And practically, how did that cause problems?

14        A.   So, you know, in the emotional abuse and the  
15          mickey-taking, without a doubt being Catholic was always  
16          brought up.

17        Q.   Again presumably that was a known quantity in the  
18          dormitories because you couldn't miss it?

19        A.   No, exactly.

20        Q.   Would the teachers have been aware, do you think?

21        A.   I honestly couldn't answer that. I know my dad, when  
22          I was talking to him about it at the weekend, was like,  
23          you know, "There's many reasons. Your dad was abroad,  
24          you were ginger", blah, blah. That never came up, but  
25          one crystal clear theme that always came up was: you're



1           a Catholic.

2       Q. But if they didn't know, they didn't think to look at it

3           or --

4       A. No. There was like -- on an Old Firm day, there was

5           no -- there was no, like, getting everyone together to

6           say, "We appreciate it's an Old Firm match and tensions

7           might be high, but you're all boys together in a school,

8           let the best man win", as it were. So it wasn't

9           addressed. I'm not sure -- I can't say that they didn't

10          address any of the negativity surrounding it, but they

11          didn't seem to try address it in any preventive way when

12          there would be flashpoints when that could occur.

13       Q. Okay. But you move into the senior school and things

14          had been difficult in the junior school. Did you think

15          after your last term in junior school, which seems to

16          have gone better, things would continue to be better

17          once you moved up?

18       A. I did, because you -- the house system that kicked in

19          when you moved up was -- Cunningham was the house I was

20          in, I can't remember what every other one was, but, you

21          know, [REDACTED] and a couple of the other boys that I got on

22          with, we were all put in that house together so I knew

23          I was going up with them, but also I knew my cousin that

24          was a few years older was also in that house, so I guess

25          I felt I was moving up into a house where I belonged,

1           and so that kind of ostracising probably wasn't going to  
2           happen.

3       Q.   And were your hopes borne out?

4       A.   No.

5       Q.   Why not?

6       A.   Again, just a couple of the friends that I thought were  
7           friends when we moved up didn't transpire into that way  
8           and I just got back into a cycle of: you are  
9           worthless/you're not worthless, and not really  
10          understanding why. I don't feel I ever changed my  
11          behaviour or I was ever really that obnoxious or  
12          outrageous, but I got into that cycle again where  
13          I would at times be purposely isolated from the group.

14      Q.   But I think as you set out, and we needn't go into the  
15          detail, it also became physical?

16      A.   So yeah. I guess I should probably actually say in  
17          terms of that isolation, so in terms of a couple of the  
18          friends that I'd met, one was a -- who I refer to,  
19          [REDACTED] you know, he was -- so for the sons of  
20          serving Scottish men but lads from Northern Ireland  
21          could also come over and so he came from Northern  
22          Ireland and he was a Protestant and so it would be made  
23          clear at times my isolation would be due to I was  
24          a Catholic, but reflecting on it now, why that would ebb  
25          and flow, it's like I can't get my head around.

1           So in terms of the emotional abuse, that carried on,  
2           I suppose, within my own immediate peer group, in my  
3           year group, but the physical pulling occurred by older  
4           boys within the senior house, whether they were in my --  
5           you know, whether they were in Cunningham or whatever  
6           the other one was, but they were just within the  
7           building.

8       Q.   Okay. And you set out the variety of attacks that you  
9           endured.

10      A.   Yeah.

11      Q.   Okay. Within the senior house, we would understand that  
12           everyday discipline might have been left to the senior  
13           boys. Is that correct?

14      A.   Yeah. I think even my cousin might have even been like  
15           a prefect. So yeah, there was a prefect system.

16      Q.   How much engagement was there by the housemaster in the  
17           senior house? Did you see the housemaster often?

18      A.   No. No. I don't really recall. So, for example,  
19           I knew -- I've forgotten his name now. So I knew  
20           Mr Harrison was on that floor, but I guess the floating  
21           support that would be a teacher in Wavell House, I would  
22           assume, would have been then left to one of the more  
23           senior boys. So there wasn't a floating teacher.

24      Q.   But in terms of Mr Harrison, he was the housemaster who  
25           dealt with you?

1 A. Yeah.

2 Q. In Cunningham?

3 A. Yeah.

4 Q. How often would you see him on a daily basis?

5 A. I don't actually know if I could -- yeah -- answer that.

6 Yeah, I can't recall.

7 Q. Would you expect to see him every day or were there days

8 you didn't?

9 A. I can't recall, but I guess there would also be

10 a teacher around at meal times, so --

11 Q. Was that to get you to go to the dining room?

12 A. Yeah, yeah, yeah, but I wouldn't be able to say in terms

13 of generally seeing somebody day in, day out. And

14 I guess it was -- you know, on reflection, your day was

15 predominantly at school, so there would always be

16 a teacher around and then you go into the house, so

17 I guess in terms of your ability to access or contact

18 a teacher, you were in class, so you could.

19 Q. Okay. But within the house context, thinking back to

20 your experience with the teacher in the first couple of

21 weeks, you know, "No one likes a snitch or a grass" --

22 A. No.

23 Q. -- was that the mentality that you carried over into the

24 senior house?

25 A. Yeah. And now I come to think about it, where, as it

1           was in the junior house, the housemasters -- I don't  
2           even know if it was just he had an office on our floor,  
3           but the door was shut. You know, it wasn't  
4           an open-door, "This is where I'll be, I'll always be  
5           here if you need", the door was shut.

6       Q. That's what I was going to ask. Was anything said when  
7           you moved up to the senior house, "If you get in any  
8           trouble, come and see me"?

9       A. I can't remember.

10      Q. But what you do remember is the door was shut?

11      A. Yeah.

12      Q. In terms of the physical violence, which obviously  
13           involves being beaten up, being put in a plastic bag and  
14           kicked, having washing-up liquid squirted down your  
15           throat, was that happening to you in particular or was  
16           that happening more widely?

17      A. So I know -- so it certainly happened to me and a couple  
18           of other lads, and I know they would specifically come  
19           up to the dorm and find us to then ask us to come down  
20           to their rooms. And so -- and it was one of the twins,  
21           and I can't remember what their names were, but I can  
22           remember it was me and him, and so yeah, so we were --  
23           we had to go on all fours and it was essentially we were  
24           kicked and it was whoever -- you know, so essentially  
25           whoever capitulated first would be the one that could

1           get left.

2       Q.   Get left?

3       A.   So they could leave the room first.

4       Q.   Oh, I see.   How often did this happen?

5       A.   I'd say four or five times I was sought out to go down

6           to be physically bullied.

7       Q.   Did anyone try to stop it amongst the pupil seniors?

8       A.   No.

9       Q.   Again, was it known what was happening to you?

10      A.   Yeah, I told people.   Well, I told my friends what

11           happened.

12      Q.   Did they urge you to go and do something about it or was

13           it just understood by them you didn't snitch?

14      A.   Yeah, yeah.   I was never -- never told, you know --

15           there was -- I never thought to go and tell a teacher.

16      Q.   We know, obviously, and I'll come onto the letters

17           now -- could we go to document MOD60609 and page 7,

18           please.

19           This is obviously a letter from your dad in Germany

20           to the headmaster and we see it's dated 9 November 1991

21           and it's talking about items being stolen.

22      A.   Yeah.

23      Q.   Reading between the lines:

24           "At the half term holiday I explained to [you] that

25           he should take more care with his property and wrote the

1 items off to experience in the hope that it was  
2 a one-off incident. You can imagine my abject horror  
3 upon reading in his first letter after half term that  
4 [further items] were stolen ..."

5 So you were telling your dad some things?

6 A. Yeah.

7 Q. Were you telling him about the physical and emotional  
8 bullying?

9 A. No.

10 Q. Can you say why not?

11 A. I have no -- no understanding as to why I did not.

12 Q. Okay.

13 A. I guess ... you know, my dad wanted me and [REDACTED] to  
14 have the best education and he'd selected that school,  
15 but also I was acutely aware that my cousin was three  
16 years older and was doing really well and loved the  
17 school, and so, you know, there was some -- I guess in  
18 reality, you know, there was something about -- and my  
19 sister loved her boarding school, so there was something  
20 about wanting it to work, wanting to show that it could  
21 work.

22 Q. Okay. Were you wanting to protect your father?

23 A. Most likely.

24 Q. Okay.

25 LADY SMITH: 'Felix', your father in the letter makes

1           mention in the third paragraph there that Mr Harrison  
2           had promised to investigate the matter but informed him  
3           that, as this isn't an isolated case, he did not hold  
4           out much hope of catching the culprit.

5           "Perhaps part of the reason is the drop in standards  
6           of behaviour that you mentioned in your speech at prize  
7           giving."

8           Do you remember the reference to a drop in standards  
9           of behaviour at the prize-giving day?

10          A. No, I have no idea.

11          LADY SMITH: Mr Brown.

12          MR BROWN: It would appear, though, that your father did and  
13               that that was of a concern to the headmaster and he'd  
14               spoken out about it.

15          A. Yeah. I guess -- I don't know if it's worth coming onto  
16               now or -- these are the first times I've seen these  
17               letters.

18          Q. Yes.

19          A. I guess when I've spoken to my dad and my mum about  
20               things since, the amount of stealing hasn't really been  
21               discussed, and so certainly my dad hasn't mentioned this  
22               drop in standards.

23               What I do know, which is what you asked me in the  
24               room before, having read them, and I think reading one  
25               of the other letters, that it says that -- that I left



1           school potentially against my parents' wishes, and  
2           I think it's the headmaster that says that --  
3       Q. We'll come onto that.  
4       A. Yeah, but there is just something I've thought about on  
5           that.  
6       Q. Can we return to that when we get to the letter --  
7       A. Yeah, yeah, it's not a problem.  
8       Q. Okay. But if we go back to page 6, because this is  
9           obviously running in order, we then have a reply to your  
10          father from the headmaster copied to the housemaster,  
11          Mr Harrison, and we see that he's discussed it with  
12          Mr Harrison and he talks about being, second paragraph:  
13               " ... as disappointed as you, and indeed found the  
14               matter very frustrating. I accept all that you say  
15               about theft; unfortunately the real world demonstrates  
16               it is an alarmingly common denominator both in society  
17               at large and among schoolchildren. I am by no means  
18               condoning it, but we know it happens."  
19               And then he talks about they provided lockers; is  
20               that correct, they did provide lockers?  
21       A. I can't remember, and I know I refer to -- just earlier  
22           on in the statement around when we moved to the senior  
23           dorm, I can't remember whether the wardrobes that were  
24           clearly yours were locked or not. But, you know, that  
25           was the only space I remember having to be able to put

1 items was in the -- in the senior house is you had  
2 a bunk bed and then there was a big wardrobe for both of  
3 you because you're obviously in your little section. So  
4 whether they put something in that wardrobe that you  
5 could lock, I can't recall.

6 Q. All right. But moving onto the third  
7 paragraph beginning:

8 "You may not have heard of theft (or  
9 borrowing/taking as the boys might wish to call it)  
10 while [you] were in Wavell. There may be several  
11 reasons and Mr OLB ..."

12 Was he the housemaster at Wavell?

13 A. I can't remember his name.

14 MR BROWN: " ... I know has had to deal with it on several  
15 occasions but in more advantageous conditions, ie  
16 younger boys either own up or report each other and,  
17 secondly, Wavell is a much more close-knit contained  
18 unit with a higher density of staffing."

19 Does that ring true, it was a closer knit?

20 A. I wouldn't say -- no, it wasn't closer knit. I would  
21 say -- two things. Things did get stolen in  
22 Wavell House, I just didn't tell anyone because, you  
23 know, told not to. But in terms of that close-knit, no,  
24 you know, it's just as -- so, yeah, it was just as  
25 close-knit in the senior house amongst the boys as it

1           was at Wavell, there was no dispersing.

2       Q.   It then goes on to say:

3           "The senior school has by contrast many more and

4           older boys spread over considerable areas with greater

5           freedoms of movement, which makes the task [more]

6           difficult."

7           Is that accurate?

8       A.   That's accurate.

9       Q.   Okay. And then he goes on:

10          "Incidentally, it is for reasons such as you wrote

11          that there is now an upgrading of boarding houses

12          accommodation to intermediate houses planned for summer

13          1993. It has taken 8 years to persuade MOD to provide

14          the money."

15          That means nothing to you?

16       A.   That means absolutely nothing.

17       Q.   You were away by 1993?

18       A.   Yeah.

19       Q.   I think, just for completeness, page 5, your dad writes

20          back thanking him and the letter seems to have, looking

21          at the last paragraph, restored his and your mother's

22          confidence --

23       A.   Yeah.

24       Q.   -- that things were being done.

25       A.   Yeah.

1 Q. From your perspective in the school, was anything done?  
2 A. No.  
3 Q. And when we talk about the school, we're talking about  
4 the house?  
5 A. Yeah.  
6 Q. Because that's where the problems occurred?  
7 A. Yeah. Well, because I know it talks in that letter,  
8 doesn't it, I can't remember where, but does it talk  
9 about things taken from my desk. So -- and I can't  
10 recall whether we had like -- you know, I know later on  
11 in school you have like a reception class, don't you,  
12 where you kind of go to in the morning to sign your  
13 register and then you go off to different classes but  
14 I don't recall that we had that. I really don't recall  
15 anywhere else other than being able to keep my property  
16 in the house where I was.  
17 Q. The point I was making, the bullying, emotional and  
18 physical that you've been describing, was taking place  
19 in the house as opposed to the academic day?  
20 A. Yeah, yeah.  
21 Q. Can we just cut it short: was school okay?  
22 A. Yeah. Yeah.  
23 Q. And was the education good as your father had hoped?  
24 A. I guess so. It's quite hard because reading the report  
25 or when I was leaving or one of the letters you showed

1 me, I can't remember which, it talks about that I was  
2 clearly a bright lad with an academic future. That is  
3 not the message that I've had in my head for many years.  
4 I have grown up -- I've achieved a lot now, but, yeah,  
5 I've not grown up thinking I was the high achiever or  
6 that being instilled into me as I went throughout  
7 school, and to be fair, I wouldn't say that was just  
8 down to Queen Victoria, that's something that followed  
9 me throughout education.

10 Q. All right, we can touch upon that a little bit later,  
11 but if we go back and can go to page 13, paragraph 60,  
12 we touched upon this a little while ago. This is the  
13 reference to your Celtic top disappearing. And  
14 obviously that upset you. No one acknowledged anything  
15 when you asked. And you say:

16 "It was a bit like the last straw."

17 Put simply, had you had enough at that point?

18 A. Yeah, without a doubt.

19 Q. And you go on to talk about trying to self-harm by  
20 killing yourself.

21 A. (Witness nods).

22 Q. In relation to your description of [REDACTED]  
23 and [REDACTED]

24 A. Yeah.

25 Q. I think if I can say, that was done in the dormitory,

1 obviously?

2 A. Yeah.

3 Q. And there were people around so it was resolved quickly,  
4 is that fair?

5 A. Yeah.

6 Q. But, as you say, you can't know what your intentions  
7 were, but what you were certain about, you were deeply  
8 unhappy.

9 A. Yeah.

10 Q. And that's an accumulation, I take it, of what you've  
11 been talking about and the Celtic top is the last straw?

12 A. Yeah. So as I said, I -- it's 30 years ago. I have no  
13 real understanding as to what was truly going through my  
14 mind at the time. Like I say, it was in a public space,  
15 so whether I thought that there might be someone there  
16 to sort it out, but what I do know is I gave it some  
17 consideration, having previously tried to privately just  
18 [REDACTED] that maybe -- because of the  
19 [REDACTED]  
20 [REDACTED]

21 I felt it would be more successful. It felt like it  
22 would be a -- yeah, a more guaranteed measure than me  
23 [REDACTED]

24 Q. Yes. Boys intervened, though, and you go on to say that  
25 the housemaster, who you described as Mr Majeika because

1           that's how -- was he known as Mr Majeika?

2       A. Yes, he was, yeah.

3       Q. And this was Mr Harrison, was aware of it. How did he

4           become aware of it?

5       A. So there was a lot of fuss from the boys, obviously, at

6           that point. And I can recall being in his room.

7           I can't recall then what was said but obviously what

8           was -- I was obviously in there for a period of time,

9           and when I came out, the Celtic top was back on my bed

10          and I can recall at some stage -- and it must have been

11          the headmaster because it definitely wasn't Mr Harrison,

12          as I now remember his name, having talked to my dad,

13          coming out and being like, "Is it there? It's back?

14          Okay, good", and that being that. There was no

15          follow-up, there was no further exploration as to what

16          that was about. I don't recall being asked, you know,

17          later on, "Come back in and speak to me, how are things

18          going?" It was kind of: episode over, let's move on.

19       Q. Can you remember when this was?

20       A. No. I know my dad said that he was phoned by

21          Mr Harrison, who told him what had happened, had told

22          him about the bullying, had told him that it was rife

23          and that it was -- he was trying to sort it, but the

24          school weren't listening to him. And what I had done.

25          And then my dad says he flew home for half term and he

1           asked me if what Mr Harrison had said was true and  
2           I said it was, and he said, "Do you want to go back?"  
3           and apparently I said, "No", but then over the course of  
4           the half term I said, "No, I do", I wanted to go back to  
5           be with a friend. And so, you know, my dad said, "Okay,  
6           I'll take you back", and so I went back after the half  
7           term holiday and then he says within a week or two weeks  
8           they received a letter from me saying that I really  
9           wanted to return home.

10        Q. Yeah. Could we look at the same document, 609, page 3.  
11        This is your report, and I think, as we can see at the  
12        top, it says:

13                "Pupils are to return by 8 pm on 7th January."

14                And that's looking into Form 1B, 1991, so this would  
15        be going into presumably 1992, so this is the end of the  
16        first term. If we go down the comment of "House  
17        conduct" on the right-hand side, we can see that this is  
18        written by the housemaster, Mr Harrison, and it's  
19        talking about you. You have been:

20                " ... made unhappy by having a lot of equipment  
21        stolen. Although some equipment may have just been left  
22        around. He is trying however to look after his things  
23        now. Boys will steal his things. He is one of the good  
24        boys in the house, but behaves strangely at times."

25                So there's recognition of the thefts but no mention,



1 obviously, this is the end of that first term, of any of  
2 the events you've been describing.

3 A. No.

4 Q. No bullying, just theft.

5 A. Yeah.

6 Q. You said that your father spoke to the housemaster and  
7 he was trying to do something about it. Were you aware  
8 of anything being done about it?

9 A. No. No. But -- not until the time when obviously it  
10 all kicked off and I think you referred to it -- it was  
11 the police and both the board. So until -- until that  
12 moment that we were all asked to basically line up and  
13 speak to us as individuals, no, I was not aware.

14 Q. Okay. It's just obviously you speak with Mr Harrison or  
15 Mr Harrison was involved after presumably boys run and  
16 get him.

17 A. (Witness nods).

18 Q. And the headmaster then becomes involved. But other  
19 than that, was anything actively done by anyone to try  
20 and address the bullying and the thieving?

21 A. Not that I recall, no.

22 Q. No. And you've said when things kicked off -- again  
23 I think this is paragraph 64:

24 "Around this time, the housemaster ... left the  
25 school. He blew the whistle on the school. I remember

1           there being rumours at the time that he was just  
2           an alcoholic and had had a massive fall out with the  
3           headmaster and the board. I also heard through the talk  
4           at school that he would have some sixth formers in his  
5           room to smoke cigarettes. I didn't hear anything else  
6           untoward about him. At the time I don't think I gave it  
7           much thought but looking back he was quite eccentric."

8           He left the school, we would understand, at the end  
9           of that term, and do you remember things kicking off  
10          because he sent a letter to parents, is that something  
11          you're aware of?

12         A. No, no, I just -- I'm aware that -- yeah, just basically  
13          the rumour of, like, kind of around the school was  
14          he's -- and he went and he went pretty quickly, and so  
15          it was suddenly he was there, then suddenly he wasn't,  
16          and the rumour was, yeah, that there had been a big  
17          board meeting where he'd kicked off and the rumour was  
18          that he was pissed and so that's the reason why he was  
19          kicked out.

20         Q. Okay. Obviously within a school amongst the boys there  
21          will be rumours --

22         A. Yeah, yeah.

23         Q. -- I think in terms of -- you never smelt him in drink?

24         A. No.

25         Q. What do you mean by eccentric, though?

1       A. I think that's it. So if you've ever seen Mr Majeika,  
2       he was a bit of an eccentric magician. So there's  
3       potentially a bit of projection from the schoolboys onto  
4       that. But being older now, he was just a bit sort of  
5       socially awkward. You know, he wasn't a warm pastoral  
6       person that you would probably want presiding over  
7       a house full of young children, but he also wasn't mean.  
8       He wasn't volatile. He was just a bit socially awkward.  
9       And so some of the conversations would be a bit abrupt  
10      and a bit strange, but he would kind of sort of say his  
11      point and walk off.

12     Q. You've talked, obviously, about the lack of any  
13      follow-up in terms of getting -- you know, given your  
14      current position -- some professional input into a boy  
15      who's just tried to [REDACTED]  
16      [REDACTED]

17     A. Yeah.

18     Q. In the house following this, was anything different  
19      after the initial furore?

20     A. No, and I guess that's -- I do wonder whether that's --  
21      is that part why I went back? But the reality is as  
22      well I then returned, the emotional abuse and that  
23      carried on. You know, it -- and hence why I was like  
24      actually -- you know, so I don't know if I ever sent it,  
25      but kind of thinking back to that whole point about why

1 I maybe wanted to stay or what I was doing, I can  
2 remember -- so I wrote to mum -- mum and dad showed me  
3 the letter that I sent them, which is why they then  
4 called to take me out, and it just basically says, "I'm  
5 miserable and I don't care about the fact that I might  
6 upset my cousin [REDACTED] and that he's here", I just  
7 wanted to come home. So the environment had not changed  
8 in that time between that happening and me wanting to  
9 leave, because I guess if it did I wouldn't have wanted  
10 to have left.

11 Q. So that presumably would be into the next year, into  
12 1992.

13 A. Yeah.

14 Q. But I think, being a bit more focused about it, after  
15 you were trying to self-harm, there was no practical  
16 change in the house, it would seem, after the initial --

17 A. No, none.

18 Q. I appreciate you were saying Mr Majeika/Harrison, left?

19 A. Yeah.

20 Q. But prior to his departure, did he change anything, so  
21 far as you were concerned, for you?

22 A. No.

23 Q. Okay. Can we look at one other document very briefly  
24 and this is MOD569, page 5. You'll see this is from the  
25 Chairman of the Commissioners of Queen Victoria School

1 and it's dated 13 December 1991. And it says:

2 "Dear Parents

3 As some of you may know Mr Harrison, very lately  
4 housemaster of Cunningham, has written to some parents  
5 making allegations of bullying and thieving at  
6 Queen Victoria School. I am not sure how many parents  
7 have received letters hence my writing to you all.  
8 Mr Harrison's letter was sent without the knowledge or  
9 approval of the headmaster or any of Her Majesty's  
10 Commissioners.

11 You should also know that earlier this year,  
12 Mr Harrison asked to be relieved of his housemaster  
13 appointment and submitted his resignation from the  
14 school on the grounds that he had been under pressure of  
15 work.

16 Having been shown Mr Harrison's letter and without  
17 prejudging anything, it would seem to me wise to  
18 initiate an independent inquiry. Should that reveal any  
19 matter of substance, appropriate action will be taken.

20 To date we have been unable to ask Mr Harrison what  
21 he himself did to stop the alleged bullying. There are  
22 of course other observations I have.

23 The letter also raises several questions. One is  
24 that as far as I'm aware Mr Harrison did not ask to see  
25 this term's visiting Commissioner about his concerns.

1           These could have been reported, in confidence if need  
2           be, to the visiting Commissioner or even myself as  
3           Chairman of the Board at any time. Both I and  
4           the Commissioners have been to the school this term and  
5           some more than once.

6           I am sorry to have to write you but I know you'd  
7           prefer to know what is being done as a result of the  
8           letter Mr Harrison wrote to some of you and I hope you  
9           will be reassured by my actions."

10          Were you aware of the school responding?

11         A. Like I said, yeah, there was a big response. I would  
12         say did I think it was directly related to me? No. But  
13         one day there was, you know, a big furore, as it were,  
14         and all of a sudden we're getting pulled out of class,  
15         we're needing to kind of form up into queues because we  
16         need to speak to some people who at the time I thought  
17         were from the police about anything that's been going on  
18         in the school.

19         Q. So it would appear, as set out in that letter, that  
20         action was taken at least?

21         A. Yeah.

22         Q. But not so far as you were concerned in the house?

23         A. No.

24         Q. You talked about the other the correspondence and  
25         somebody coming back to you because, as we know, there

1           were exchanges between your father -- and if we can go  
2           to 609, page 4. This is a letter dated 27 January 1992  
3           from your dad to the headmaster saying:

4                 "In a previous letter I stated my son would be  
5           leaving the school at the Easter break.

6                 The sweeping changes in Cunningham House since his  
7           return to school have dispelled his reasons for leaving  
8           and I therefore would like to retract my previous letter  
9           and with your permission allow [him] to remain at QVS."

10                That would seem to tie in with things happening, but  
11           that doesn't reflect what you actually wanted?

12   A. No.

13   Q. Is that what we should understand?

14   A. Yeah. From the discussion that I've had with my dad  
15           since, you know, he said it took a bit of convincing but  
16           he says my reasons for wanting to return was that  
17           I wanted to be with my friend, and so he basically says  
18           he gave in to my repeated requests to go back, and he --  
19           he questions now whether the reason I wanted to go back  
20           was because I was concerned that [REDACTED] would be on his  
21           own, rather than that I was going back because I was  
22           really happy. But equally, that is both me and my dad  
23           reflecting on 30 years and putting a lot of hindsight,  
24           and who knows what other reasons I probably tried to  
25           give to convince him to say I wanted to go back.

1 Q. But, as you said, you then wrote a letter saying,  
2 "I don't care".  
3 A. Yeah.  
4 Q. And you left.  
5 A. Yeah.  
6 Q. Again, just for completeness, page 2 of that document,  
7 you went back to school in Germany?  
8 A. Yeah, I did.  
9 Q. And obviously there's correspondence between the schools  
10 but the second paragraph was complimentary.  
11 A. (Witness nods).  
12 Q. " ... smart and cooperative boy who enjoys school and  
13 mixes happily with boys and adults. He is above average  
14 intelligence and should achieve quite well academically.  
15 He was the youngest in his year and may prosper further  
16 being at home and attending day school. He sometimes  
17 found the hurly burly of boarding school life  
18 interrupting the neat and orderly manner of his own  
19 ways."  
20 Complimentary, but hurly burly?  
21 A. Yeah, there's two things from that. I think that is --  
22 he knew that I had tried to take my own life, and no  
23 matter -- because I think you asked in there kind of,  
24 you know, there being that point of what was that about?  
25 And given my position now in the professional role I've



1        got, you know, regardless of intent, the risk of  
2        an individual taking their lives again is dramatically  
3        increased if they ever tried to take their lives  
4        previously before, and to dismiss my troubles in terms  
5        of "hurly burly", given that he knows that, is  
6        offensive.

7                And I would also like to say in terms of clarity of  
8        whether I left boarding school not entirely in  
9        accordance with my parents' wishes, my dad's  
10       recollection and my mum's recollection of receiving that  
11       letter was that they spoke to Mr -- the headmaster, told  
12       them of the letter and that they wanted to take me out,  
13       or at least they wanted to speak to me, and so Mr -- the  
14       headmaster brought me to the room. Apparently I was --  
15       you know, the phone was passed to me, my mum said, "Do  
16       you want to leave?" I said, "Yes", and my mum then --  
17       I then passed the phone back and the headmaster  
18       questioned that they had not taken it seriously and  
19       said, "Do you not want to ask QPG a little bit more  
20       about what's gone on?" and my dad said, "No, his mum's  
21       asked him one question, he's been clear on what the  
22       answer is, we are leaving him".

23                So I dispute -- and my dad's clear on that  
24       recollection. So I would dispute his sense that he  
25       didn't think that my parents' wishes were not the same

1           as mine.

2       Q. Thank you. Can I take it you were delighted to leave?

3       A. Yeah.

4       Q. How was moving to a new school? Or was it the same

5           school you'd departed from?

6       A. No, no, I think my parents had moved by that point. So

7           I did go to a new school and it was fine. I fitted in,

8           I had good friends. So certainly in that school at that

9           point, you know, I fitted in, I got on well with my

10          friends. You know, we were bussed in from where my dad

11          lived into a larger force's camp because my dad was

12          living off camp. I enjoyed going into school, I enjoyed

13          being one with my friends on the bus and I enjoyed being

14          in class.

15       Q. A world away?

16       A. A world away, yeah.

17       Q. And then you enjoyed university?

18       A. Yeah, yeah, yeah.

19       Q. And you then changed direction a little later in life

20          and took up nursing?

21       A. Yeah.

22       Q. And now mental health nursing?

23       A. Yeah.

24       Q. Thinking then of the impact of the events of 30 years

25          ago, obviously we've been looking at you as you have

1           been talking about it, it has impact still.

2           A.   (Witness nods).

3           Q.   Thinking about it, how do you think it has affected you,  
4           speaking more generally?

5           A.   I without a doubt had struggled to open up, be my true  
6           self, for a significant amount of years. And I would  
7           say even being, to be fair, whilst I've had a very solid  
8           set of friends since university, but I would still say  
9           well until my 30s, probably when I met my wife, of being  
10          truly open about who I am or having that fear of  
11          rejection being always there, because I've never  
12          understood it and so therefore couldn't quite trust, no  
13          matter how friendly somebody would be, that it wouldn't  
14          suddenly disappear.

15                However, I have a very core understanding that I am  
16          a well-liked, loved boy because my mum and dad and my  
17          family provided me with that throughout the time before  
18          boarding school, throughout boarding school and after  
19          boarding school, and like I say, I then met friends who,  
20          over the course of many, many years now, have stayed  
21          true and consistent. So I am very fortunate that  
22          because of the people I've had around me, that I am --  
23          I've led a good life despite my time at Queen Victoria,  
24          not because of my time at Queen Victoria.

25          Q.   Yes. And I think in terms of lessons to be learned,

1 looking at paragraph 84, you sum it up neatly:

2 "I hope that boarding schools have got their welfare  
3 and safeguarding in better check. I hope the vetting of  
4 teachers has improved and that there are better people  
5 who are better at recognising that pupils are away from  
6 their families. They are essentially pastoral care."

7 A. Yeah.

8 Q. Pastoral care, was that present in Cunningham House?

9 A. No.

10 Q. One thing you do say, just before I finish, I think  
11 you're aware that there have been press articles --

12 A. Yeah.

13 Q. -- by Mr Harrison. In those press articles, one of the  
14 things he talked about was boys going off in the  
15 evenings. You were there. Is that something you  
16 remember?

17 A. No. He alluded to that to my dad in the phone call,  
18 saying that -- well, I don't think he alluded, I think  
19 he told dad that that's what else was happening, but  
20 none of my friends -- I was never approached, I was  
21 never asked, and none of my friends that I knew of were  
22 asked or approached to go off site.

23 Q. You were living, presumably, in a fairly -- we used the  
24 word close-knit. Would you have been aware if people  
25 were going out on a regular basis?

1       A. I think we would of, but -- no, I'm going to retract  
2       that. We might be close-knit, but equally knowing the  
3       power dynamics of abusive relationships, if you were  
4       a child that was being taken away in the middle of the  
5       night, and given that you were told not to grass even if  
6       you were just hit by another school lad, I doubt you  
7       would be telling anybody when you came back to the  
8       school but --

9       Q. It was more the point that you were in the school and  
10      yet you were not aware of people going out and coming  
11      in?

12     A. No, but I guess you asked me because if it was  
13      a close-knit environment would I have known that? And  
14      whilst it was a close-knit environment, what I would say  
15      was that the dynamics of abuse I would probably  
16      suggest -- so I am not able to categorically say whether  
17      that happened or not. What I don't want to be on the  
18      record is saying because it was close-knit I would have  
19      known, because actually knowing what I know now about  
20      the dynamics of abusive relationships, I imagine if  
21      anybody was, they probably wouldn't be coming back to  
22      the school to say what had happened.

23     Q. No indeed. My point was simply that you living in  
24      Cunningham House didn't see people --

25     A. No.

1 Q. -- going out or coming in.

2 A. No.

3 Q. Thank you. Is there anything else you would wish to --

4 A. No, I think I've come back to some of those points of

5 the questions that you'd asked me in the room, and I'm

6 well aware that this is an historical case and I guess,

7 yeah, I probably will look into what Queen Victoria has

8 done to now put in safeguards for the children that they

9 are looking into, they are supporting. But yeah, so

10 there's no other direct questions for me.

11 MR BROWN: Thank you very much.

12 LADY SMITH: Are there any outstanding applications for

13 questions of 'Felix'?

14 That does complete the questions we have for you.

15 Thank you so much for engaging with us, both in terms of

16 providing a detailed written statement and also coming

17 here today to elaborate on what's there and help us

18 understand more fully what your experience was at

19 Queen Victoria School. It's of enormous assistance to

20 me in the work that we're doing here and I'm very

21 grateful to you. So thank you for that.

22 A. No worries.

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

24 A. Thank you.

25 (The witness withdrew)

1 LADY SMITH: Mr Brown?

2 MR BROWN: My Lady, we could start with a read-in, but

3 I think perhaps it can wait until tomorrow.

4 LADY SMITH: I think we'll break until tomorrow morning at

5 10 o'clock when we will start with a live witness,

6 I think, if I have my schedule right?

7 MR BROWN: Yes, there's one live witness tomorrow. I'm

8 afraid tomorrow is thereafter a succession of read-ins,

9 but interesting read-ins I'm sure.

10 LADY SMITH: Please don't apologise. For all sorts of good

11 reasons some witnesses are not here in person but we

12 have detailed statements and it's important that we

13 include consideration of them in the course of the case

14 study here. I'm grateful to you for arranging that,

15 Mr Brown.

16 MR BROWN: Thank you.

17 LADY SMITH: Very well, I'll rise now until tomorrow morning

18 at 10 o'clock. Thank you.

19 One thing, I'm very grateful for the reminder as it

20 did occur to me earlier. At one point the last witness

21 used his own first name. Just as when I reminded you

22 about the restriction order with effect to the previous

23 witness, that first name cannot be repeated outside this

24 hearing room as being related to that witness. He can

25 only be referred to as 'Felix', but I'm sure you already

1           understand that. Thank you.

2           (3.45 pm)

3                   (The Inquiry adjourned until 10.00 am on Thursday,  
4           21 October 2021)

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