

Tuesday, 4 May 2021

1  
2 (10.00 am)

3 LADY SMITH: Good morning and welcome back to the case study  
4 in which we are looking into the provision of  
5 residential care for children in boarding schools in  
6 Scotland.

7 Today and over the next few weeks, we will be  
8 hearing evidence from applicants and other witnesses in  
9 relation to the provision of boarding at Loretto School  
10 in Musselburgh and Morrison's Academy in Crieff during  
11 the time it was a boarding school.

12 However, before turning to the evidence, I would  
13 like to make an announcement. The Inquiry will be  
14 moving this summer. The move is necessary because the  
15 current leases for these premises are due to terminate  
16 shortly. Being aware that we would not be able to stay  
17 in Rosebery House, we have been planning for a move to  
18 premises that are appropriate and suitable for this  
19 Inquiry for a long time. It has not been at all easy to  
20 find new accommodation and, as I am sure you can all  
21 appreciate, the task was made even more challenging by  
22 the constraints imposed by COVID restrictions.

23 Fortunately, we were eventually able to find  
24 premises which will meet our needs, and the lease  
25 documentation has now, I am delighted to say, been

1 signed. The premises are well located in central  
2 Edinburgh, just off St Andrew Square, and they have  
3 excellent transport links. More details about them will  
4 be provided soon.

5 The work to decommission this building is now  
6 underway, and the work to fit out our new premises has  
7 just begun. That work will, of course, include the  
8 creation and fit-out of a new hearing suite to which  
9 there will be public access. These are demanding and  
10 complex tasks, but the indications are that we should be  
11 able to move into the new premises in the summer, and be  
12 ready to resume public hearings in the autumn.

13 I would like to take this opportunity of thanking  
14 all the Inquiry staff involved in the relocation  
15 project. They have worked extremely hard to get us to  
16 this stage under the skilled direction of the project  
17 manager and the head of records operation and business  
18 services, and I am confident that they will continue to  
19 do all they can to achieve the move in a way that causes  
20 the least possible disruption to our important work.  
21 Their dedication to these critically important tasks is  
22 another example of excellent Inquiry work that takes  
23 place behind the scenes without which we simply couldn't  
24 function.

25 So let me now turn to the matter of evidence.



1 very important that you are comfortable giving your  
2 evidence, and I will accommodate that in any way you ask  
3 me to. So if you are ready, I will hand over to  
4 Mr Brown, and he will take it from there.

5 Questions from MR BROWN

6 MR BROWN: Thank you, my Lady.

7 Don, good morning.

8 A. Good morning.

9 Q. You have in the red folder, as her Ladyship says, a copy  
10 of your statement. If we could begin with that, please,  
11 because it will appear on the screen in front of you.  
12 This is WIT.001.002.0442. And if we could take it to  
13 the final page, page 20, please. If you look, Don, at  
14 the screen in front of you, it saves you having to rifle  
15 through. It is there if you want to, but it will also  
16 be on screen.

17 We see at paragraph 123 that you have concluded the  
18 statement by saying:

19 "I have no objection to my witness statement being  
20 published as part of the evidence to the Inquiry."

21 That is correct?

22 A. Yes.

23 Q. And:

24 "I believe the facts stated in this witness  
25 statement are true."

1                   And that is also correct?

2           A.   There are one or two minor adjustments but --

3           Q.   I was going to say, we have spoken already in advance of  
4           today's hearing, and in particular I think you said you  
5           met your wife in 1973?

6           A.   I met her in 1972, not 1973.

7           Q.   Yes, you married in 1973?

8           A.   Yes.

9           Q.   That aside, that is a matter that was of some moment to  
10          you?

11       LADY SMITH:   Don, could I just ask you to pull the arm of  
12          the microphone a little bit sideways but nearer towards  
13          you.

14       A.   Is that okay now?

15       LADY SMITH:   I should probably explain that the stenographer  
16          is listening and doing her work through the sound system  
17          remotely, and it is very important that the microphone  
18          is picking you up, both for her and for everybody who is  
19          here in this room.

20       A.   Something I know about from my own profession.

21       LADY SMITH:   You probably do, yes.   Thank you.

22       MR BROWN:   Turning to that, Don, we can see -- obviously it  
23          has been blacked out on the screens, but you are  
24          Donald Boyd, and you are 72 years old?

25       A.   Yes.

1 Q. You have talked about your own profession. As you say  
2 at paragraph 2 of your statement:

3 "I have worked in the film and television world all  
4 my working life as a director, writer and producer."

5 A. Yes.

6 Q. Thank you. Obviously we are here to talk about your  
7 experiences at Loretto School.

8 A. Yes.

9 Q. But before that, if we can talk a little bit about your  
10 background and how you came to be at Loretto.

11 I think we see in paragraph 3 your father was  
12 Scottish?

13 A. Yes.

14 Q. While your mother was Russian?

15 A. Yes.

16 Q. She was born in Manchuria and spent the first 27 years  
17 of her life in China. They met in China?

18 A. Yes, post-war.

19 Q. Post-war.

20 A. Yes.

21 Q. And your father, I think as you set out, had worked in  
22 military intelligence as a young man but, after the war,  
23 joined the tobacco industry?

24 A. Yes.

25 Q. That meant he worked abroad for the bulk of his career?

1 A. Yes.

2 Q. You were born in Nairn?

3 A. Yes.

4 Q. But you spent your early childhood abroad with your  
5 parents, is that correct?

6 A. Yes.

7 Q. Initially Hong Kong?

8 A. Yes.

9 Q. And then I think you stayed in Hong Kong, having been  
10 born in 1948, until you were 5 or 6, and then you moved  
11 to Africa?

12 A. Yes.

13 Q. Is that correct?

14 A. To Uganda, yes.

15 Q. And then on to Nairobi?

16 A. Yes.

17 Q. In Kenya.

18 A. There were times when we spent a bit of time in America  
19 and a bit of time in other areas of the Far East, but  
20 they were small periods, intermittent, but our homes  
21 were essentially Hong Kong, Uganda and Kenya.

22 Q. And I think from what you say in your statement, you  
23 enjoyed living in Africa?

24 A. I loved Africa, yes, and still do.

25 Q. But your father was a proud Scot, from what you say, and

1           was keen that you received a Scottish education, is that  
2           correct?

3           A. Yes.

4           Q. And the decision was taken that you should be sent to  
5           boarding school?

6           A. Yes.

7           Q. And a number of schools were considered, is that fair?

8           A. Yes.

9           Q. If we look at paragraph 8, there is reference to  
10          numerous prospectuses from a variety of schools?

11          A. Yes.

12          Q. And it was your father's choice that you should go to  
13          Loretto?

14          A. Yes. Interestingly enough, he did actually provide me  
15          with a few -- with publicity material from the various  
16          schools, and some English schools, including Winchester,  
17          for instance, was one of the ones that they thought of  
18          me going to, but yes --

19          Q. Whose choice was it then?

20          A. It was finally my father's choice entirely. This sounds  
21          rather strange, but he was obsessed by rugby, and  
22          Loretto had a very good reputation as a rugby school and  
23          that seemed to be part of his decision-making process.  
24          Also, the Queen had visited Loretto, and there was  
25          a sort of slight sense that it had some form of royal



1 approval.

2 Q. What were your thoughts on Loretto, if you can remember?

3 A. I had absolutely none whatsoever. It was strange to be  
4 introduced to something that I had absolutely no idea  
5 about at all, except that it was a reputation for a  
6 rugby school.

7 Q. Yes. Can you remember how you felt when you were about  
8 to go off to boarding school in Scotland?

9 A. The actual experience of leaving home was one of  
10 the worst experiences of my life. I didn't really  
11 understand the reasons for going. It seemed to be  
12 a normal factor for somebody of my father's background  
13 to send his children from Africa to a school at home.  
14 It wasn't home at all.

15 I have this vivid memory of leaving my mother in  
16 particular, who really did not like the idea of me going  
17 away. There were two very good educational  
18 establishments in Kenya, which could easily have been  
19 ones that I would have been sent to, but for reasons to  
20 do with my father and everything else, Loretto had been  
21 chosen.

22 That day was one of the worst days of my life.  
23 I didn't want to go. I cried. But there is a stiff  
24 upper lip attitude that you're sort of ingrained to  
25 have, and so I sort of got over that when I got on to

1 the aeroplane. But I remember walking down -- there was  
2 a carpet that led you to the BOAC aeroplane, and I was  
3 crying and crying and crying, and I could hear my mother  
4 crying too, and it was dreadful. But then, as you do as  
5 a child, you adjust, you immediately adjust to the new  
6 situation. First-class BOAC, very attendant hostesses  
7 who looked after me during the trip. Those days you  
8 stopped at Khartoum and Tripoli and Rome, all of this  
9 was very exotic and new, and for a young -- I was nine  
10 actually then. My birthday, tenth birthday, cropped up  
11 when I actually arrived in England. So as a nine year  
12 old, it was an adventure.

13 Q. Yes. And all that travel was unaccompanied, obviously?

14 A. You were accompanied by the BOAC in a group, but yes, I  
15 was on my own.

16 Q. I think, as you say in paragraph 11 of your statement,  
17 you were met in London by your godfather's wife, and  
18 then took the train from Kings Cross to Edinburgh --

19 A. Actually I stayed a few days with them before -- there  
20 was the whole business about getting the clothes.

21 Q. Yes, the uniform was important.

22 A. Yes.

23 Q. But you ended up at Loretto where you met  
24 Hamish Galbraith?

25 A. Yes.

1 Q. Who was the head of the Nippers, which is the junior  
2 school, we understand --

3 A. Yes.

4 Q. -- at Loretto?

5 A. Yes, his wife was part of it as well, and she -- I think  
6 she actually physically was the first person to meet me  
7 at Turnhouse. Was it Turnhouse?

8 LADY SMITH: It would have been Turnhouse in those days, as  
9 it was known.

10 A. Yes.

11 MR BROWN: Yes.

12 LADY SMITH: A very small airport.

13 A. Yes.

14 LADY SMITH: Down the side road.

15 A. Yes, it was small.

16 MR BROWN: Could we look briefly at another document on  
17 screen. This is SGV-000000845, and if we can look at  
18 page 2.

19 A. It is not up on my screen yet.

20 Q. It will be coming shortly. I am sure, given your  
21 background in films and technology ... (Pause).

22 My document had two numbers and I chose the wrong  
23 one. That's page 1, and this is a Scottish Education  
24 Department file. If we go to page 2, you will see the  
25 date is 1958 and it is the prospectus for Loretto School

1 at Musselburgh, Midlothian?

2 A. Gosh.

3 Q. If we go on to page 3 --

4 A. "You inherit Sparta, rise up to it" is the --

5 Q. The school motto. We will come back to Sparta in  
6 a moment.

7 In terms of the personalities, I think this  
8 document, when we get to the end, was in fact published  
9 in 1957. Just looking -- we obviously have the  
10 governors, with the chairman, James Gilchrist. And then  
11 going on to the staff, the headmaster was DF Mackintosh.

12 A. Yes.

13 Q. Is that your recollection? He was the headmaster --

14 A. Absolutely. He taught me Greek.

15 Q. Then master of the junior school, CS Coleman?

16 A. Yes. He was not the headmaster. Galbraith was the  
17 headmaster when I arrived. Coleman had just left. He  
18 was called Tim, I believe.

19 Q. So there had been a change in personnel?

20 A. Yes.

21 Q. And Hamish Galbraith had taken over?

22 A. Yes.

23 Q. Then obviously one has the various heads of department.  
24 Then, looking down, one has a list of the assistant  
25 masters?

1 A. Yes. Some of them actually were upper school, some of  
2 them were Nippers.

3 Q. Yes --

4 A. Barclay-Smith, for instance, was the rugby coach at the  
5 upper school.

6 Q. And we see, reading to the right of Barclay-Smith,  
7 GA Ray-Hills BA, Christ's College, Cambridge, who was  
8 someone you then met in the Nippers?

9 A. Yes. Further down the list is CFE [REDACTED] who  
10 taught me [REDACTED] A brilliant man.

11 Q. The bulk of these teachers it would appear are Oxbridge  
12 graduates?

13 A. Yes.

14 Q. And that's something that was obviously made plain?

15 A. Yes, I am sure that was a factor in my father's more  
16 rational attitude towards Loretto. It was a very  
17 distinguished school academically.

18 Q. If we go, please, to page 7 of the document we are  
19 looking at and run down, this is a photograph of the  
20 Schoolhouse.

21 A. Gosh, yes.

22 Q. Then if we run further down still and look at the first  
23 two paragraphs:

24 "A sense of responsibility is engendered from the  
25 outset by making boys, as they are judged fit, Heads of

1 Rooms, Heads of Forms and Heads of Sides in Games. As  
2 they grow older and prove themselves able for more  
3 responsible positions of trust, they may become house  
4 prefects and finally prefects. All these appointments  
5 are made by the headmaster and the boys are selected,  
6 not only for their scholarship or athletic process, but  
7 as having shown themselves fitted by strength of  
8 character for positions of responsibility.

9 "The prefect system, which is the surest safeguard  
10 against bullying and other school dangers, is fully  
11 developed at Loretto. In the exercise of their duties,  
12 prefects are responsible to the headmaster for the  
13 maintenance of discipline and the tone of the school.  
14 In all circumstances the boy has a right of appeal to  
15 the headmaster. There is no 'fagging' at Loretto in the  
16 accepted meaning of the word."

17 Taking that in parts from the bottom. The reference  
18 to there being "no fagging", is that as you recall  
19 matters?

20 A. Yes. There was a slightly different system between  
21 the Nippers, which was the junior school, and the upper  
22 school in terms of the hierarchy amongst the boys. We  
23 had the school prefect, house prefect, head of dorm,  
24 head of room, who was head of dorm, head of form, and  
25 head of sides in games. It was more or less replicated

1           in a smaller way. It wasn't quite so extreme in the  
2           Nippers, it was a much smaller institution.

3           Q. Yes.

4           A. But fagging, no. Interesting that the system was such  
5           that -- the prefect system was the surest safeguard  
6           against bullying, right? I would really resent that,  
7           appearing in any document now about any school at all.  
8           That is utter, utter rubbish in the way that --

9           Q. Was it rubbish when you were --

10          A. Oh, it was a horrible, horrible atmosphere in those  
11          terms, in terms of the way that you had to relate to  
12          your peers, or people who were only three or four years  
13          older than you, and how they behaved towards you and how  
14          the system worked. It was vile. It was a really  
15          horrible, frightening, brutal set-up, and one that  
16          I couldn't possibly advocate to anybody.

17          Q. I think your view is that boarding -- your view now is  
18          that boarding should not take place?

19          A. Very definitely, yes. I have been public about that.

20          Q. Yes. We can come back to that in due course.

21          A. Yes. I mean, were all head boys horrible? No, I was  
22          the head boy of the Nippers. Were all prefects brutal  
23          men, bullying men? No, I don't think they were. But  
24          the system was such that you had -- there was a system  
25          of fear from the second that you had anything to do with

1           that hierarchy, and all the rules were geared towards  
2           the way that they would then administer those rules.  
3           And there were the bad eggs, there were the people who  
4           were more prone to being bullies than not, there were  
5           the ones that enjoyed the status they had and exploited  
6           it, and I felt that from the day I got there, strangely  
7           enough.

8           Q. I was going to go back. If we can jump to your  
9           statement and paragraph 13, which is on page 3.

10          A. This is in my statement?

11          Q. Yes. Page 3.

12          A. Page 3.

13          Q. Yes. Paragraph 13. It will appear on the screen.

14          A. Sure, okay.

15          Q. You see paragraph 13:

16                 "On that first day I felt bewildered if somewhat  
17                 intrigued. There was a sense of protection about the  
18                 place although I was soon to find out how rigid and  
19                 regimental the place was. The school's motto was  
20                 'Spartam nactus es, hanc exorna', which translates as  
21                 'You inherit Sparta, rise up to it'."

22          A. My rather bad translation, probably.

23          Q. Your description of rigidity and regimentation is what  
24                 you have just been talking about?

25          A. Yes.



1 Q. Was there any -- that was obviously talking about boys  
2 who are in positions of power, and some, I think, simply  
3 might take advantage of that --

4 A. Yes.

5 Q. -- to the detriment of others. What about the teachers?  
6 Was there any --

7 A. They administered punishment, you were beaten by the  
8 teachers. And Ray-Hills beat me. That was part of the  
9 way you were punished for behavior that that they deemed  
10 to be ones that deserved caning. It wasn't a strap, by  
11 the way, in the way that it was in a lot of other  
12 Scottish schools. A cane.

13 Q. We'll come back to that. One thing you talk about on  
14 page 5 of your statement, in paragraph 27, is under the  
15 general heading "Washing and Bathing". There were no  
16 showers. After sports you would have a hot bath, but  
17 you always had to have a cold bath immediately after it,  
18 as well as in the morning. Showers weren't introduced  
19 until years later, and that was in the upper school.

20 A. Yes. I was never at school when there was a shower --

21 Q. And there is reference in your statement to a tub room?

22 A. Yes.

23 Q. What do you mean by a tub room?

24 A. The tub room was where the baths were, and in the upper  
25 school the tub room was where they beat you. Where the

1           prefects beat you, not the masters. You were beaten in  
2           the study if it was a master. So the upper school tub  
3           room was the venue for punishment.

4           Q. Was there a Nippers' tub room as well for bathing?

5           A. If I remember correctly, there were two tub rooms for  
6           the Nippers, one on one floor and one above that, and  
7           they weren't places for punishment at all.

8           Q. I am just thinking about the washing. You started your  
9           day with a cold bath?

10          A. Yes. You had to go and immerse yourself, shoulders  
11          right down in the cold bath, and out. Invigorating.

12          Q. Yes. And even after a hot bath after rugby, that was  
13          followed by another cold bath?

14          A. Yes. But it was an in and out. I am told there is  
15          absolutely nothing wrong that physically.

16          Q. It may be that that is now thought to be a very sensible  
17          thing to do?

18          A. Possibly.

19          Q. If we go on to page 7, you talk in your statement about  
20          discipline specifically, paragraph 39, and you repeat  
21          the fact that there were different hierarchies at the  
22          school, and caning was the main form of discipline in  
23          the Nippers. It was the masters, it wasn't prefects  
24          disciplining?

25          A. No.

1 Q. And you would be allocated a specific time when you went  
2 to receive your caning, it was a thin bamboo cane about  
3 3 feet in length?

4 A. Yes.

5 Q. Not a belt in the traditional Scottish way.

6 A. Yes. Yes. They varied in size.

7 Q. As you say at paragraph 40, you could be punished for  
8 a variety of things: talking out of turn, listening to  
9 a radio, which everyone did, having dirty shoes,  
10 et cetera.

11 A. You have to be reported, and that is where the prefect  
12 system in the junior school administered its form of  
13 justice, if you like, its parochial justice. You  
14 were -- as a head of school, I could report somebody.  
15 Interestingly enough, at that stage boys were less  
16 recriminatory. They weren't quite so quick to report  
17 because they knew that a report would mean a beating.  
18 That was at that stage in the game when you were 12 or  
19 13 or whatever.

20 Q. So in the Nippers, there was a more generous --

21 A. I wouldn't use the word "generous", no. Boys can be  
22 very horrible to other boys. But I remember  
23 feeling -- I certainly -- I don't think I ever reported  
24 anybody when I was the head of school.

25 Q. But others might have approached it differently, subject

1 to different characters?

2 A. Yes. Michael Mavor, who was the headmaster of Loretto  
3 when [REDACTED] he was also  
4 head Nipper, and I don't remember him ever reporting  
5 anybody. He may have.

6 Q. Were you younger than him --

7 A. Yes. Three years younger.

8 Q. So were you in the Nippers when he was --

9 A. Yes.

10 Q. -- a boy?

11 A. Yes. I was ahead of the game, I was two years ahead of  
12 the game academically, so I was closer than I would  
13 normally have been to somebody of his age.

14 Q. I think then in the statement over the page you then go  
15 on to the upper school at paragraph 42:

16 "There were school prefects and house prefects, and  
17 when I went into the school these prefects could beat  
18 you with the cane without being monitored."

19 A. Yes, there was no monitoring system initially. They  
20 then introduced a monitoring system where they had to  
21 have more than one boy, and I think they had to have  
22 a house prefect and a school prefect. To be honest,  
23 I don't remember the exact hierarchy but it was somewhat  
24 like that.

25 Q. And you say, simply, that prefects were the utter rulers

1 of the upper school?

2 A. Yes. Yes.

3 Q. And it would turn on the character of the individual  
4 prefect --

5 A. Yes.

6 Q. -- I take it?

7 A. Yes. Yes. Not that we were sort of analysing  
8 characters at that stage in the game, but --

9 Q. No, but perhaps as a feature --

10 A. Yes, of course --

11 Q. -- pupils would have views about teachers, whether they  
12 are good, bad, soft, hard --

13 A. Yes.

14 Q. -- the same might be true of (inaudible) --

15 A. Absolutely, yes. Spot on.

16 Q. You make reference to an owning up policy?

17 A. Yes.

18 Q. Tell us about that.

19 A. Basically if your head of house, for instance, said "All  
20 boys who didn't have a cold bath this morning, report to  
21 me", you would report to him, and that would mean a  
22 beating. It was done in that way, that was the style,  
23 that the prefect would decide that day that he should  
24 exact some discipline and find out whether everybody was  
25 behaving.

1           Generally the society within the school itself was  
2 such that to not own up was very bad form. It was  
3 a system of fear, and to not own up would be seen as  
4 very bad news from your immediate peers and would have  
5 consequences in terms of how they behaved towards you.  
6 So there was a sort of honour system that existed.

7       Q. All right, so there was an honour system which would  
8 expect you to own up to your peers --

9       A. Knowing that you are probably going to be beaten.

10      Q. Yes. Often one has heard about codes of silence. Was  
11 there an expectation, however, that whilst you might own  
12 up, you wouldn't, to use the Scottish word, "clipe"?

13      A. You mean about other boys?

14      Q. Yes.

15      A. You would never do that. No. No.

16      Q. That seems --

17      A. You really wouldn't. You might in defence, if a prefect  
18 was involved, but that is different. This is a very --  
19 a 55-year old memory of something that was pretty nasty.

20      Q. I quite understand. But as you have said, not all  
21 prefects were bad.

22      A. No. Some were lovely, some were great.

23      Q. I think you make the point that you were only beaten  
24 once, and reading --

25      A. By a prefect, I was beaten by a prefect --

1 Q. Once.

2 A. Yes.

3 Q. And from what you say at paragraph 45, that was because  
4 he had found out that you had never actually been beaten  
5 by a prefect?

6 A. That was my thought. I might have been exaggerating,  
7 making it more melodramatic than it was. But, yes, that  
8 was what I thought at the time, and I took him up for it  
9 too afterwards.

10 Q. You were beaten for buying a roll?

11 A. Yes. There was a system where, on Sundays, you could  
12 buy morning rolls from a Musselburgh shop on the way to  
13 breakfast in the morning on Sundays, and it was  
14 absolutely the tradition that everybody, including  
15 prefects, were able to use that privilege, albeit  
16 against the rules to do that. We were not allowed to  
17 mix with the local groups at all, that was one of  
18 the rules. We had a very, very rare connection with the  
19 outside world. Yes.

20 Q. Okay.

21 A. Sounds so frivolous, doesn't it?

22 Q. I think you make the point at paragraph 48 on page 9  
23 that many boys were caned for far worse, more often, and  
24 for far more trivial reasons?

25 A. Absolutely.

1 Q. So it was something that was, from what you say, limited  
2 logic at times?

3 A. Yes. During that era, when Rab Bruce Lockhart became  
4 the headmaster, he instigated a different system of  
5 punishment for masters which reduced the amount of  
6 beating up to a point. More serious offences for  
7 beating remained. But he introduced a system of maps,  
8 where you had to draw maps of the world and colour them,  
9 and that was regarded as something that was horrible to  
10 do, but I can tell you right now it was very much nicer  
11 than getting beaten.

12 Q. So that was a change in the discipline approach because  
13 of the change of a headmaster?

14 A. I think so, yes. That is my guess. I am sure the board  
15 of governors were involved in that, but I don't know who  
16 would make those sorts of decisions, but the  
17 headmaster --

18 Q. So far as you were aware, once Lockhart came in, Bruce  
19 Lockhart came in, there was a shift in the approach?

20 A. No question at all. Yes. I liked him.

21 Q. Yes.

22 A. He wasn't popular with everybody but I liked him.

23 Q. And in terms of beatings, is this beatings from prefects  
24 or beating from masters?

25 A. Both. He changed the system for beatings with prefects,



1 making sure they were witnessed. And I think school  
2 prefects, only school prefects could beat. And I think  
3 he introduced the map system.

4 Q. Which --

5 A. Other Lorettonians would know more than me, but yes.

6 Q. In terms of masters beating, would that be referred up  
7 by prefects, or would that be something masters could do  
8 in any event if they discovered --

9 A. A bit of both is my guess.

10 Q. Were you ever beaten by a master?

11 A. Yes, by Ray-Hills at the Nippers. Never at the upper  
12 school.

13 Q. Never at the upper school.

14 A. I was seen as a bit of a goody-goody in that sense.

15 Q. We will come to Ray-Hills in a moment, but just speaking  
16 generally about school. I think you say at page 6,  
17 paragraph 30:

18 "The schooling was fantastic. As well as the  
19 regular teachers, we had two teachers who came in from  
20 outside to teach us art, woodwork and scriptures."

21 A. Yes.

22 Q. So whilst you have talked about discipline and  
23 regimentation and the like, the education was good?

24 A. Academically it was, yes, extraordinary, and I thrived  
25 there. I got very, very, very high percentages in the

1 Common Entrance, which was the exam you took before you  
2 went to the upper school. I think I got 100% in the  
3 arithmetic, algebra areas. It was comprehensive, you  
4 learned about Shakespeare at a young stage correctly.  
5 I learnt Greek, taught by the headmaster of the senior  
6 school who came to give us Greek lessons. I don't  
7 remember any of it, but ...

8 Q. No.

9 A. But, yes, no, I mean it was -- I mean, in contrast to  
10 the sort of education I had been used to in Nairobi  
11 where I went to a very good primary school, called  
12 Muthaiga Primary School. This was a different level  
13 altogether, and I realised it and took advantage of it  
14 and enjoyed it.

15 Q. In the Nippers, obviously one of your teachers was Guy  
16 Ray-Hills?

17 A. Yes.

18 Q. At page 9 of your statement, paragraph 52, you start off  
19 by saying:

20 "He was a brilliant teacher who taught us French and  
21 all the boys loved him. He made the classes almost like  
22 street theatre, with him as the leading man."

23 A. Hmmm.

24 Q. Tell us more about that?

25 A. I couldn't believe it when I had the first class I had

1           there. The first thing that happened is that, in  
2           anticipation of his arrival in the classroom itself, the  
3           entire class began singing a French song, which was  
4           a ritualistic song, and he would be sung in to the  
5           class --

6           Q. Was that --

7           A. -- by the boys.

8           Q. -- your very first lesson with him?

9           A. Yes.

10          Q. That was the experience --

11          A. Yes. And because I was ahead of the game, they had all  
12          been there before me and they knew the song.

13                 He then began the class in French. You only spoke  
14                 French language throughout the class. The first thing  
15                 that occurred was called the news of the day, and those  
16                 had been written on the board by us, by the boys.  
17                 I wasn't participating in that because I didn't know  
18                 about it, but it would say the weather and the time and  
19                 who was in trouble. And each boy, by the way, was  
20                 assigned an animal name but it was in French. I was  
21                 Le Singe, the monkey. That was one of first things that  
22                 was established with Ray-Hills in that very class  
23                 because I was a new boy. And he took over, and he just  
24                 made it such fun. He was extraordinary in that sense.

25                 He did have -- now retrospectively, of course,

1 I realise all of this is part and parcel of his  
2 grooming, if you want to use that word, but he had next  
3 to the blackboard a thin wooden slate which had the  
4 pudenda and breasts and lips of a woman, and it would  
5 slip down from the blackboard as he moved the blackboard  
6 into his arms, and would play with this as if it was  
7 a real woman in some form or another, and the boys, who  
8 could understand what that represented, were in hoots of  
9 laughter about this. But he used it, and he would say  
10 "les levres", the lips, you know, he would have ways of  
11 always relating it.

12 Then there was the thing about, say I was in trouble  
13 in some sort of metaphorical sense, "Le Singe est dans  
14 la pen", you would be asked up to take a spank from him,  
15 and he would pull you towards him and spank you from  
16 behind. Not to hurt you at all, it was a token form of  
17 notional punishment by way of introducing things that  
18 were to do with things that he was teaching you.

19 But did he teach us the language and the grammar?  
20 Absolutely. All of those things were imparted through  
21 his method of teaching. He was brilliant on vocabulary.

22 Q. Thank you.

23 A. Is that ...

24 Q. Yes.

25 A. I am trying to give you a flavour of what a ten-year old

1 boy might feel when he had walked into class where  
2 a man -- you know, I was taught by a fantastic Scottish  
3 woman called Mrs Davidson in Nairobi, she was a great,  
4 great mathematics teacher, but her class was a very  
5 different affair, very quiet.

6 Q. Had you had any sense, do you remember, before you went  
7 into his class, of other boys speaking about him? Did  
8 you have a sense of what was coming, the excitement?

9 A. Not really, no. No. Not that I remember, no. Maybe  
10 there had been jokes about how it was great to be taught  
11 French by him, but not really, no.

12 Q. All right. I think, as you say, you were very good at  
13 French?

14 A. Absolutely extraordinarily so. Again, at my Common  
15 Entrance I think I got 98% or something crazy like that.

16 Q. You have talked about this wooden figure of --

17 A. Caroline, I think she was called.

18 Q. Yes, you mentioned that. And you say in your statement  
19 at page 10, paragraph 59:

20 "Ray-Hills would pick this up and kiss it. We were  
21 only 10 or 11 years old and we would laugh nervously  
22 each time, but we clearly caught the gist of this  
23 overtly sexual innuendo."

24 Was sexual innuendo part and parcel of his class, do  
25 you remember?

1 A. It was fun. As I said earlier on, it was like street  
2 theatre. It was sort of theatrical.

3 At that stage, I am not aware of being particularly  
4 sexualised, so the idea that he might have been sexual  
5 or sensual didn't really occur to me. So in that sense  
6 my memory is similar, that I don't really think that  
7 would necessarily be the case, although I am sure, if  
8 there had been an external examiner there, he would  
9 probably have altered the way he behaved.

10 Q. And --

11 A. Because there was always innuendo in the way he spoke,  
12 the way he talked. He was notorious for his depiction  
13 of Charlie and Charlie's Aunt, which they used to put  
14 on, the masters put on. It was a sort of joke thing  
15 that happened. And his reputation of being a flamboyant  
16 man who could play a woman very cleverly was another  
17 element in the sort of persona he was -- persona he had.

18 Q. You talked about the fact that he would spank you in  
19 a --

20 A. In a way that didn't hurt in the classroom. When he  
21 beat you for a caning, that was different, and then he  
22 beat you properly.

23 Q. And I think he did beat you on one occasion?

24 A. Yes, maybe even twice.

25 Q. Do you remember what for?

1       A. I don't remember the exact offence, to be honest. It  
2       may have been being caught outside in the dark in the  
3       winter, when we were not supposed to be -- we used to do  
4       naughty things, I wasn't as much a goody-goody as  
5       everybody imagined. But yes, I don't remember what it  
6       was for, but it was -- I do remember the queue waiting  
7       to be beaten, strangely enough. I can remember the  
8       corridor, there were three or four us, and we were all  
9       wondering what it was going to be like. That was the  
10      first time I was beaten. I don't remember our offence,  
11      frankly, sorry.

12     Q. But you were doing well in French. And I think if you  
13      did well in his class, you could be rewarded?

14     A. Yes. He had another element to his behaviour which  
15      became part of the reward which -- to do with being good  
16      in class and getting good marks or whatever. He marked  
17      your verb tenses, and there are six, you remember, and  
18      if you got them all correct it was "Bien fait six", and  
19      if you had all of them, "Bien fait six", throughout the  
20      entire test or whatever, there would be a reward  
21      administered, strangely enough, in the dining room. He  
22      used to bring into his -- he was the only master that  
23      did this, but he would bring into the dining room garlic  
24      salts and exotic things you could put over your food  
25      which made it different to what it was, and you would be

1 given the privilege of doing that.

2 Also in the cricket area, I think he was the one who  
3 chose me to be a scorer for cricket. I love the game of  
4 cricket but I wasn't very good at playing it, but I was  
5 a good scorer apparently. He would -- I got prizes for  
6 good scoring, which were bottles of Kia Ora orange juice  
7 and stuff like that.

8 Q. You can see in front of you paragraph 62 of your  
9 statement. You talk about that --

10 A. Yes.

11 Q. -- and you also make reference to a small box of  
12 Black Magic?

13 A. Yes.

14 Q. You go on:

15 "To get these gifts and to be one of his 'special  
16 friends' was a fantastic feeling to somebody so young."

17 A. Yes, but can you imagine not feeling good about that?  
18 It is inconceivable. When you are that young, whatever  
19 the circumstances of your past in terms of your parents  
20 and where you live, it feels good when a person in the  
21 form of authority makes you aware that you have done  
22 something that is special and, yes ...

23 Q. Of course, at this stage, your parents are 4,000 miles  
24 away in Africa?

25 A. Yes, and took little -- had little concern over what



1           happened to me day-to-day. In fact, zero.

2           Q. Presumably contact with them was occasional at best.

3           A letter?

4           A. My mother used to write to me maybe once a month at the  
5           most when I'd get an aerogram. My father only ever wrote  
6           to me when he had to send me money, which was very rare.

7           Q. You used the words "special friends".

8           A. Yes.

9           Q. Was that a phrase that was used at the time?

10          A. It evolved in relation to Ray-Hills.

11          Q. Tell us how it evolved.

12          A. I think by word of mouth, more than anything else. That  
13          is the odd thing, it came from other people. But he  
14          used that phrase, "you are one of my special friends".  
15          I don't think it was, you know ... I don't think there  
16          were numerous occasions when that phrase would crop up  
17          but, when it did, it had a magnetic impact.

18          Q. A "fantastic feeling", you described?

19          A. Yes.

20          Q. Yes.

21          A. That is a way of looking at it.

22          Q. Were you aware of him having -- or saying that to other  
23          boys and boys, or was it something only you were aware  
24          of?

25          A. I was aware of him saying that of other boys to me "Oh,

1 he is one -- I have these special friends", or "Oh, he  
2 is one of my special friends", but, yes ...

3 Q. Because you say at paragraph 64:

4 "There were rumours amongst the boys about 'special  
5 friends' going to his room."

6 A. Yes, that -- yes, there was -- in my mind, and this is  
7 my -- again, my memory of 55 years ago, but you got the  
8 sense that a special friend did something that was more  
9 than the norm, that wasn't just going to his masterly  
10 room, it was going to his bedroom. And at that stage in  
11 the game, to what extent I felt that that had anything  
12 beyond a symbolic value or not, I don't know, I can't  
13 remember really, but there was definitely a feeling that  
14 the special friends weren't just good at getting their  
15 grammar correct, or good at cricket scoring, there was  
16 something more to it than that.

17 Q. We should understand -- you say this elsewhere in the  
18 statement -- that Ray-Hills lived on the top floor of  
19 the Nippers, that is where his room was?

20 A. Well, "lived" is the wrong word, but that was his  
21 bedroom, yes.

22 Q. On the top floor?

23 A. Yes.

24 Q. And that is where the special friends, as distinct from,  
25 as you just said, perhaps his study or --

1 A. Yes, on the ground floor was his study, and then two  
2 floors up was his room, close to the tub room.

3 Q. Yes.

4 A. Again I haven't been back to North Esk Lodge for a very  
5 long time, for obvious reasons, so you're getting me  
6 giving you a very specific historic memory.

7 Q. In class you have talked about him spanking in a ...

8 A. A pretend spank.

9 Q. A pretend spank. Was he tactile in other ways?

10 A. Yes. I wouldn't say in an overtly -- yes, tactile,  
11 I wouldn't say he was publicly over-friendly. In  
12 private situations, quite often. But not -- not in the  
13 way that, you know, boyfriend-girlfriend,  
14 boyfriend-boyfriend might be. It's all very different.

15 Q. It's just that you mention in paragraph 64:

16 "I recall in particular him rubbing himself against  
17 me in the classroom."

18 A. Yes, he did that. But I wouldn't say that was a  
19 generic -- you know, he wasn't doing that all the time,  
20 but yes.

21 Q. And you mention that in private situations, and we are  
22 not talking about his bedroom, in other situations he  
23 would be more hands-on?

24 A. As long as he was alone with you, yes.

25 Q. What do you mean by that? What would you be thinking

1           of?

2           A. As I recall, it was usually to do with a discussion  
3           about getting the prize for scoring or whatever, or  
4           something that was outside of the academic arena. Yes.  
5           To be honest, the specifics of that I can't be sure of,  
6           but I do have absolutely one particular recollection of  
7           him bringing himself close to me -- in his study, not  
8           the bedroom -- and making clear to me at that stage that  
9           I was a special friend, and there was a hint of  
10          something that was beyond just a paternal gesture, there  
11          was definitely a feeling ... Which led me, at a stage  
12          when I think I was beginning to feel more sexually  
13          prone, to understand what a visit to the bedroom might  
14          become, and that is, again, a twelve year old boy  
15          beginning to, you know, deal with his sexuality, is how  
16          I rationalise it now.

17         Q. Obviously this was an all-boys school?

18         A. Yes.

19         Q. In terms of developing sexuality, was that -- forgetting  
20         Ray-Hills for a moment, was that a factor amongst the  
21         boys?

22         A. Up to a point. In the upper school very much more so.  
23         The culture of homosexual leanings in the upper school  
24         was much more sophisticated. In the junior school it  
25         wasn't particularly developed.

1 Q. What do you mean in terms of the sophistication? What  
2 are you --

3 A. There was a system which everybody indulged in, which  
4 was to do with boys which were attractive and  
5 good-looking and perceived as being beautiful, and there  
6 was a sort of top ten of boys that were beautiful. And  
7 this was very much to do with the fact that this was  
8 an all-boys school where there were no potential sexual  
9 opportunities with women at all. Most of it was  
10 an opportunity for -- I hate to use the word "a laugh",  
11 but it was a sort of game, a very sophisticated game to  
12 do with our urges that were almost across the board.  
13 This was not just a few people who felt that way  
14 inclined, it was something that was seen as a factor in  
15 the way that, you know, life between boys took place.  
16 That didn't mean that there was anything that was done  
17 as a result of that between those boys, it was just  
18 a feeling. Does that make sense?

19 Q. Yes.

20 A. But in the Nippers, not really, no. Well, again I am  
21 rationalising it historically, but I don't remember it  
22 being quite so developed.

23 Q. But you said at that stage you were obviously, aged 12,  
24 beginning to --

25 A. Yes, yes.

1 Q. And it was at that point that you were one of Ray-Hills'  
2 special friends?

3 A. Yes.

4 Q. And we understand from what you have said, that you too  
5 went to his bedroom?

6 A. Yes.

7 Q. You have talked about "feeling fantastic" when there was  
8 the attention. Was that transition to the bedroom  
9 something you were excited by?

10 A. It was nerve-racking. Yes, excitement came into it  
11 because it was something new, mysterious, unusual.  
12 I wouldn't use the word "privilege", but that is  
13 probably what, retrospectively again, I would  
14 rationalise it as. Nobody else was getting this special  
15 attention that he was giving. And I suppose, to  
16 a certain extent, the early pre-adolescent urge, sexual  
17 urge, popped up, which he exploited.

18 Q. Yes. I think, and we don't need to rehearse it, you set  
19 out how that began?

20 A. Yes.

21 Q. And how that --

22 A. Developed.

23 Q. -- then developed and continued?

24 A. Yes.

25 Q. And that continued to penetrative sex?

1       A. Yes. I have a theory that, as time went along, the  
2       excitement was exacerbated, so that once you have been  
3       there once, then it became twice and then three times,  
4       as a result the urge had been stimulated. I understand  
5       from reading about grooming that that is what is often  
6       the case, that the victim, the person that is the most  
7       vulnerable, their urges are stimulated by the early form  
8       of rape.

9       Q. I think --

10      A. I don't use that word lightly either.

11      Q. I think in paragraph 74 you say, which is page 12:

12                "Somehow Ray-Hills raised in me some feelings, at  
13      that young age, it was some sort of sexual need. At no  
14      stage was I aware that what we had been doing was  
15      against the law."

16                Because of course it was 19 --

17      A. Yes, it was the Wolfenden era. Absolutely not.  
18      I definitely knew it was, retrospectively -- well, not  
19      retrospectively. At the time I knew it was wrong, there  
20      was something about it that nobody else was doing, and  
21      it would not be something that I would want anybody else  
22      to find out about. But, yes, the idea that it was  
23      something that was against the law of the country -- by  
24      the way, I have very strong views about that. I have  
25      been a huge campaigner against any form of homophobia,

1 and I have a huge number of homosexual friends, and I've  
2 worked with some of the most famous people that were in  
3 the gay rights movement, Derek Jarman being an example  
4 of that.

5 So this is nothing to do with that particular arena,  
6 but I bring it up because it is very important for you  
7 to understand that --

8 Q. You have made the point --

9 A. Yes, my point about the era is that I was a boy who had  
10 spent most of my life abroad in Africa and questions of  
11 the law and homosexuality weren't discussed. He must  
12 have known, though, for sure.

13 Q. Yes. You go on in the next paragraph to say:

14 "In my time in the Nippers, I think I was in  
15 Ray-Hills' room four or five times, though I think this  
16 was due to the lack of opportunity. The way he would  
17 get me to come to his room on these occasions would be  
18 to subtly suggest that that evening would be good time  
19 to go up."

20 So it was always at his engineering?

21 A. Yes, always, always. Even when I was in the upper  
22 school.

23 Q. We will come on to that.

24 Were you aware -- you talked about other special  
25 friends going to his bedroom, that is something you were



1           aware of. Was that something that you were aware of  
2           whilst you were going to his room, that others were  
3           involved as special friends?

4           A. There was a certain -- it was again to do with that  
5           phrase, it was the implication that he gave that phrase,  
6           yes. Just an instinct that I had about it at the time  
7           that I developed into a theory.

8           Q. Yes. All right. But at the time were you aware that  
9           other special friends were visiting his bedroom or did  
10          you just not know?

11          A. I had no evidence, none whatsoever. It was just  
12          an instinct really.

13          Q. But obviously you then moved on to the upper school, and  
14          I think, as we see from paragraph 76, you would now be  
15          13. Ray-Hills approached you as you were coming out of  
16          chapel?

17          A. Yes. There was a ritual that occurred after chapel  
18          where masters would congregate outside as you came out  
19          of chapel, and I don't know what he did, but he -- you  
20          know, early on he found a way of making it clear, when  
21          I came out, that I should go over and --

22          Q. I think, as you say in paragraph 76:

23                         "He invited me for a session."

24          A. Yes, that is what they were called. That is what he  
25          called them.

1 Q. Was that a word that was used in the -- when you were in  
2 the Nippers as well as the senior school?

3 A. Yes, yes. Again, I can't distinguish between the two  
4 schools, but yes.

5 Q. That was his phrase, "a session"?

6 A. Yes.

7 Q. I think, as you say, that became an intermittent pattern  
8 over the next three years --

9 A. Yes, until I left school.

10 Q. Until you left school, and you can't remember how  
11 frequently it was.

12 A. No. I was deeply aware of how illegal that was in the  
13 school terms.

14 Q. Yes.

15 A. It was an extraordinary risk that I took, in those  
16 terms, which makes me wonder whether anybody else knew  
17 it was going on and just turned a blind eye. But I had  
18 to walk from the Colin Thomson Hall in Loretto's main  
19 upper school grounds, through Musselburgh, across the  
20 Esk, past my own house, Newfield, and then to the  
21 Ash Court door, which you went into, and over the  
22 Ash Court, into North Esk Lodge, at a time when the boys  
23 were in bed, throughout that whole period, on my own, on  
24 the upper school, not a Nipper any longer, and then up  
25 to his room. And, you know, I think to myself: how on

1 earth did I go through that process at that time? The  
2 combination of the urge and the excitement seemed to  
3 blot out the sense that I was doing something that was  
4 ludicrous and wrong.

5 Q. Yes.

6 A. In all terms, you know, school rule terms, moral terms,  
7 whatever else.

8 Q. What was his behaviour towards you for getting into  
9 North Esk Lodge? Was the same attention being given to  
10 you by him?

11 A. I had no contact with him really, except in that form,  
12 because he was no longer teaching me.

13 Q. Yes. You obviously talked about being his "special  
14 friend", which in the Nippers felt "fantastic". Was  
15 that special friendship something that was still --

16 A. Oh, yes. No question about that. Yes, I was still  
17 a special friend.

18 Q. And that still mattered to you?

19 A. Yes, but it had been transcended by the experience of  
20 becoming something that was to do with me growing up.

21 Q. Yes. Did you tell anyone about this at school?

22 A. Absolutely nobody. Nobody. Nobody. Nobody.

23 Absolutely not. One of the factors that I think -- I am  
24 sure the Inquiry will arrive at various great  
25 conclusions, but I think that the opportunity for kids

1 to pass on stuff at a time when it's going on, when they  
2 are being -- when they are victims of any form of abuse,  
3 bullying or whatever, I think the atmosphere within  
4 institutions should be that children can find a way to  
5 pass on their fears or their anxieties in that arena at  
6 an early enough stage before it takes a form where it  
7 becomes obsessive to have to do it, and then that  
8 increases the degree to which you are secret about it.  
9 Does that all make sense?

10 Q. Yes. Obviously there came a stage when there was, as  
11 you described it, an urge to do these things. But if  
12 there had been a way to talk about it earlier --

13 A. Yes. I am not sufficiently versed in the deepest of  
14 psychiatric philosophies to know how that urge is  
15 arrived at, and the balance in the equation there is  
16 a complicated one.

17 Q. Were you being urged by Ray-Hills to say nothing?

18 A. Oh, yes. It was always absolutely and utterly vital  
19 that it was kept secret. He had this thing where he  
20 would put his finger to his mouth and say "Shh".

21 Q. Yes, one finger to his mouth and saying "Shh".

22 A. I can even see his lips right now and his finger there,  
23 it was absolutely vital that ... But it probably  
24 increased the degree to which this seemed like  
25 an attractive thing to do, because it was secret and

1 unusual and exotic and an adventure.

2 Q. Yes. You said you didn't know what other people knew.

3 Did your contemporaries have a sense, do you think, of  
4 what was happening?

5 A. It's interesting. When I [REDACTED]  
6 [REDACTED], Michael Mavor was the headmaster, ironically  
7 enough, and he had been at Gordonstoun and Rugby before  
8 that, and when he rang me up after it. During the  
9 conversation, he said "You must remember, Don, I was  
10 there", and we went quiet after that, and I realised  
11 then that it was almost certain that Michael -- he  
12 didn't know specifically, he would have had a sense of  
13 what was around.

14 But did anybody else suspect that I was a "special  
15 friend"? I don't know. I have no idea at all. Did  
16 I think other boys knew this was happening? Only the  
17 special friends. To them -- my guess is, if there were  
18 other special friends at that time, it would have been  
19 as secret for them as it was for me.

20 Did I know -- did I think it was likely that anybody  
21 within the institution knew one way or the other?  
22 I would like to think not. But I have to say,  
23 historically now, when I think about it, it seems  
24 extraordinary knowing what was happening. That degree  
25 of behaviour from a boy that was head boy as a Nipper,

1           academically ahead of the game, seemingly -- by the way,  
2           that didn't continue, that dropped --

3           Q. I was just coming to that.

4           A. And shouldn't have gleaned something seems unlikely,  
5           but, you know ...

6           Q. I think, as your statement goes on, you then even went  
7           on holiday --

8           A. Yes.

9           Q. -- with Ray-Hills?

10          A. Yes.

11          Q. But at that point, that was at your parents' --

12          A. It was a sort of double thing. They have learned about  
13          this Austrian opportunity in Salzburg. I was passionate  
14          about music. And Ray-Hills took [REDACTED] and I to  
15          Salzburg in a holiday situation. That didn't come  
16          about -- well, it might have come about as part of being  
17          a special friend, but anyway, it was an opportunity  
18          I was -- that I relished, because I loved the idea of  
19          going to hear some fantastic music in an extraordinary  
20          place.

21          Q. Can you keep your voice up?

22          A. Sorry.

23          Q. But I think as you say in paragraph 80, which is in  
24          front of you:

25                 "Ray-Hills tried to engineer two or three sessions

1 with me for old time's sake. I went along only  
2 partially with these and only very reluctantly.  
3 Frankly, the idea of further sex with him disgusted me  
4 and I felt ashamed of my previous behaviour with him.  
5 By then I knew I was heterosexual and that my  
6 experiences with Ray-Hills had been something completely  
7 different."

8 So this is by the time you are 16 and --

9 A. Yes. And by the way, it's interesting because I saw  
10 a very clear distinction between what happened within  
11 the institution at Loretto and what was happening  
12 outside. A very, very big distinction. I was horrified  
13 at the thought. And by the way, even then I wasn't  
14 particularly involved in the politics of criminality  
15 vis-a-vis the laws around homosexuality.

16 Q. You talked about being obviously a bright pupil. You  
17 were going into classes that were older but you had  
18 obviously progressed faster?

19 A. Yes.

20 Q. But you say at paragraph 84 on page 14, second sentence:

21 "However, I fell apart academically. I was only 13  
22 by the time I had taken my first O levels. At 14 I had  
23 sat ten and had been fast-tracked to A levels. However,  
24 I had no idea what I wanted to do with my life and had  
25 little input from my parents. I used to argue a lot in

1 class in the academic environment and the atmosphere was  
2 oppressive to me. Looking back now, I feel as if what  
3 was happening to me with Ray-Hills a lot to do with it."

4 Two things from that. Your academic prowess  
5 crashed?

6 A. Yes. Again, it is easy to make an excuse about that  
7 retrospectively. I have thought very carefully about  
8 this, I have talked about this to others, my wife and a  
9 psychotherapist that I had. They are utterly convinced  
10 that that was a key factor in the way that my academic  
11 life faltered at that stage because I had been so ahead  
12 of the game.

13 I was never one of those sort of annoying people  
14 that advertised how well I was doing, particularly.  
15 I don't think I was. I hope I wasn't. But I was aware  
16 that I was with boys much older than me and sitting  
17 exams.

18 It didn't occur to me until later on, sitting  
19 O levels at 13, and I left school at 16 having done my  
20 A level, Bruce Lockhart said to me "What are you leaving  
21 school for?" He thought I should stay on when I left.

22 But going back to your question, which is do I think  
23 that I faltered at that stage as a result of it? It  
24 must have been a factor. Must have been. But there  
25 were other factors. I didn't exactly have the most



1 perfect parental input at all.

2 Q. And that is clear from your statement.

3 A. Yes.

4 Q. Did the school notice? Presumably your marks went down?

5 A. They must have. They must have. I went into a class  
6 which was an A form. They had A form, B form, I think  
7 they even had C form. I was A form. I went into A form  
8 after I had done Common Entrance, and I was made to take  
9 O levels two terms after I went in there. I had missed  
10 the first term, because I went in in the January term,  
11 and that I think was a problem because I had to catch  
12 up, and at that stage in the game, you know, maybe that  
13 was a factor in the way that my work went down at that  
14 stage. Yes, I got lots of O levels, but not at the  
15 highest marks that I might have. I think I was  
16 fast-tracked even at that stage. Whether I coped with  
17 being fast-tracked less well as a result of my situation  
18 with Ray-Hills one way or another, I don't know, but  
19 I spent an awful lot of time being excited about the  
20 Thursday evenings.

21 Q. With Ray-Hills?

22 A. Yes, with Ray-Hills. Prep, for instance, before, on the  
23 Thursday, was non-existent. I was in a state of  
24 preparation for this ridiculous journey across the Esk.

25 Q. But did the school at any stage try and discuss with

1           you --

2           A. No.

3           Q. -- your academic --

4           A. No, no.

5           Q. They didn't notice in that sense?

6           A. I don't know whether the culture in those days was such  
7           that at so-called academic boarding schools you would  
8           discuss that kind of stuff, but certainly -- no,  
9           certainly not with me, and I am pretty certain not with  
10          my parents either.

11          Q. You left school at 16, as you have told us?

12          A. Yes, I was 17 after I left school but 16 --

13          Q. Yes. When you left, was that just cutting off from  
14          Ray-Hills, or did your --

15          A. Well --

16          Q. -- with him continue?

17          A. The weird thing is that he had told me that he had  
18          a flat in London and at one stage in the game I rented  
19          that flat in Thornhill Square. At that stage what had  
20          been a "special" relationship became a form of  
21          post-school friendship. And, as I have said to you  
22          before, at that stage absolutely no desire to have any  
23          sexual relationships with him -- relationship with him  
24          whatsoever.

25          Q. Did he persist in trying --

1 A. No, to be honest.

2 Q. Obviously -- the background is detailed in your  
3 statement -- you then progressed into the dramatic  
4 world, acknowledging that you were not a good actor but  
5 you were --

6 A. A terrible actor.

7 Q. But you were happy working in the field of drama, behind  
8 the camera rather than in front of it, and that is what  
9 you have then made your career over the years?

10 A. Yes. I owe a lot of that to Edinburgh and the Festival  
11 here.

12 Q. When you left Loretto in 1964?

13 A. 1965.

14 Q. 1965, thank you, and thereafter, how would you have  
15 spoken of Loretto if you had been asked in the 1970s,  
16 for example?

17 A. That is a very interesting question. I mixed amongst  
18 people that had generally extreme left wing views,  
19 Marxist views about politics. And when I was at film  
20 school a friend of mine, who is to this day one of my  
21 best friends, was from a working class background, and  
22 the discussion points about education and school  
23 revolved around the elite getting privilege  
24 as a result of having gone to boarding school. So it  
25 was extremely unfashionable, not that I would

1 necessarily have just taken the fashionable view, that,  
2 you know, a posh boy like me should have that form of  
3 privilege.

4         So I would underplay my connection with Loretto, but  
5 there was a sense of pride as well connected with  
6 Loretto, because Loretto was regarded as one of  
7 the great schools. I even went to a couple of the old  
8 boys' reunions. I always felt uncomfortable there,  
9 because I didn't feel I could square the intellectual  
10 and political background that I was very much part of  
11 with the culture that was promulgated by the public  
12 school system of privilege and elite and such like, and  
13 also of course the sociological divide that existed.

14         I found it very difficult working in film crew  
15 situations as the director, because there was this  
16 divide between those that were working for me and my  
17 status as an ex-boarding school boy. There was an awful  
18 lot of ribaldry about that, and I had to earn my way in  
19 that sense, I had to find a way round that, so I would  
20 always downplay what Loretto represented to me. But  
21 never, ever was it one in which I denigrated the  
22 educational advantages that I had had. I would always  
23 talk about the music, the games, that I learned Greek,  
24 and stuff like that.

25 Q. If we look, please, at another document, which is

1 LOR-0000000025. In the 1990s, moving on from the 1970s  
2 which were postulated, if we go to page 100, you were  
3 contacted by --

4 A. Hamish.

5 Q. -- Hamish Galbraith, the former headmaster of Nippers,  
6 who was asking for you to write recollections for  
7 a publication about the history of the Nippers, is that  
8 correct?

9 A. Yes.

10 Q. And you did that willingly?

11 A. Yes, very willingly.

12 Q. I think if we move to page 104 --

13 A. I have a copy of this.

14 Q. I think, since we are all looking at it, if we --

15 A. I don't mean here.

16 Q. I see. This is your writing, this is part of your  
17 account.

18 A. Right.

19 Q. We see this is talking about what you have been telling  
20 us about. We see --

21 A. Yes.

22 Q. And you are talking about Ray-Hills. If we move the  
23 page down. Stop there, please.

24 A. Yes.

25 Q. I think you may be able to read it --

1 A. Yes.

2 Q. -- better. It's with his -- go up one line, please, up  
3 the page.

4 A. You mean from:

5 "Tony became a lifelong friend of mine ..."

6 Q. No. If we can go further up the page. Page 104. Stop  
7 there.

8 You say halfway down in the middle, after:

9 "... excitedly decipher with his [something] scarf  
10 ..."

11 A. "... colourful scarf, dangling from his long neck, and  
12 his blackboard companion, Caroline, regularly at hand  
13 for amusing asides. Caroline was a long flat stick,  
14 curved in the shape of a very pretty ..."

15 Q. Then it goes on, if we read down the page.

16 A. Yes, it is clear I was eulogising him here.

17 Q. Yes:

18 "Tony became a lifelong friend of mine. I loved his  
19 spirit."

20 What does that say?

21 A. "[REDACTED] like me, benefited from a still active  
22 friendship which embraced their love of horse racing."

23 Q. And I think Ray-Hills was also a horse race follower?

24 A. Yes.

25 Q. So looking at this, when you were giving information to

1 Hamish Galbraith, you are eulogising the man?

2 A. Yes, it's interesting historically, I was obviously  
3 eulogising him, I was also perpetrating the secrecy  
4 element, in that there is absolutely no indication  
5 whatsoever of sexual behaviour, whatever, although there  
6 is a slight implication there with the Caroline story.

7 I think what is interesting is that Galbraith,  
8 reading this, must have known. Must have known.

9 Q. Why do you say that?

10 A. I knew the man, he was that sort of character. He was  
11 a very bright, intelligent, sensitive guy. He must have  
12 known at this stage, reading this. He was probably  
13 amazed that I wrote this. But then at that stage --  
14 truly, honestly, at that stage the last thing --  
15 I certainly hadn't told my wife, [REDACTED] parents,  
16 anybody. Nobody knew about what had been going on, and  
17 it behove my sort of modus operandi, if you like, in  
18 a history of the school, to eulogise this guy that, by  
19 the way, was universally popular. He was liked by all  
20 the people that were in any way connected with him that,  
21 you know, heard his funny jokes, heard his speeches, saw  
22 his Charlie's Aunt performance, all of those things.

23 Here I am being a bit of a toady, frankly.

24 Self-serving, perhaps, in the way of disguising the  
25 likelihood of anything else coming out. I am being

1 a little bit self-recriminatory --

2 Q. Yes. I think, as you said, the secrecy was being  
3 maintained?

4 A. Yes.

5 Q. But there came a stage obviously where that changed?

6 A. Yes.

7 Q. And I think you describe being at a party at a friend's  
8 house?

9 A. A dinner party.

10 Q. Yes. Drink has been taken and an antique blunderbuss is  
11 fired?

12 A. Yes. Guy has a house that is a replica of a 17th  
13 century house.

14 Q. And you say at paragraph 100 of your statement:

15 "To our amazement, he did fire the blunderbuss, but  
16 the explosion triggered an emotional explosion in my  
17 brain ..."

18 A. Yes.

19 Q. "... and within minutes I was bleating out the story of  
20 Ray-Hills."

21 And, as you go on to say:

22 "I found it impossible to see what had happened as  
23 anything but my fault, and I was appalled when one of  
24 the other guests said I should immediately report it to  
25 the police, and she asked me if I did not realise that



1 I had been raped by a paedophile."

2 Had you gone to that party with any thought of --

3 A. Absolutely not. No, no. I can remember the silence  
4 when I told the story. It was extraordinary. Everybody  
5 was aghast, and I was almost aghast at that. And when  
6 this woman said to me "You realise what happened to you  
7 and you have to do something about it", I was sort of  
8 quite surprised, sort of ... in a weird way.

9 I was also surprised at the fact that I had actually  
10 finally told somebody about what my experience had been  
11 in what is a private but, you know, private/public  
12 situation. There weren't that many people there, maybe  
13 about eight people altogether. Yes.

14 Q. And having spoken, you continued obviously to speak  
15 about these --

16 A. What happened then was slightly different. Again,  
17 apologies if I get the slight chronology wrong here.  
18 But I had a friend that I played golf with, who was  
19 a well-known journalist, and he worked for the  
20 Sunday Times, and he had interviewed me previously. His  
21 column was called "The best of times and the worst of  
22 times", when he had worked for the Independent, and  
23 I had described to him my leaving Kenya experience as  
24 one of my worst of times.

25 But we played golf, and I'm not quite sure how this

1           happened but I confided in him, I told him about this  
2           event. And he said "Would you be prepared to do another  
3           interview with me?" He recorded all his interviews and  
4           then reproduced them in print, supposedly verbatim.  
5           I was a little bit reluctant but eventually I said okay,  
6           but subject to a whole range of very specific points.  
7           We shared the same literally agent and I said there  
8           would be rules about how he could publish this.

9           I did a long interview with him, which I have never  
10          seen a transcript of, by the way, and we came to  
11          an agreement that I would -- I had to know the date on  
12          which it was to be published, I had to be sure that was  
13          the case, and when I knew that date The Sunday Times had  
14          to stick to that date, it could not be changed. The  
15          reason being for that that I wanted to write a very long  
16          letter, which I did then write, to Ray-Hills, when  
17          I knew that date when this was to be published.

18          It was a long letter which explained to him what  
19          I felt he had done to me, why it had been wrong. It was  
20          a very long letter. Sadly, I never kept a copy of it,  
21          I wish I had. But let me tell you what then happened --

22          Q. If you would bear with me a second.

23          A. Sorry.

24          Q. We should understand obviously you have opened up at the  
25          dinner party and then you have continued. Did you tell

1 your family?

2 A. Yes, yes. I told my wife, and I think my girls, but  
3 I don't know to what extent they remember me doing so,  
4 my daughters by my second --

5 Q. Yes. This we would understand is late 1990s?

6 A. Yes, yes, yes.

7 Q. And the period of speaking to the Sunday Times  
8 journalist we would understand is presumably late 1998  
9 --

10 A. I would say mid to late 1990s, yes.

11 Q. Because we have obviously letters in response to you  
12 from Ray-Hills?

13 A. Yes, that was -- that came -- yes, exactly. Exactly.

14 LADY SMITH: Don, I usually take a break about this point in  
15 the morning. If we did that now, would that work for  
16 you?

17 A. It is up to you.

18 LADY SMITH: Let's take a break for 15 minutes or so just  
19 now.

20 (11.29 am)

21 (A short break)

22 (11.50 am)

23 LADY SMITH: Don, are you ready for us to carry on?

24 A. Sure, fine. Can you hear me?

25 LADY SMITH: Yes, thank you.

1                   Mr Brown.

2           MR BROWN: Don, you were talking before the break about  
3           sending a long letter, which you wished you had kept  
4           a copy of, to Ray-Hills.

5           A. Yes.

6           Q. I was suggesting this would be late 1998 or early  
7           1999 --

8           A. Yes, yes.

9           Q. Because obviously we have his response back, which is at  
10          WIT-3-000.000.736, and we will see that is  
11          dated January 5, but we know that is January 5, 1999.

12          A. Yes.

13          Q. Maybe if I simply start reading it:

14                   "Dear Donald (Le Singe)."

15                   So the monkey is something that was remembered.

16                   "Your letter by recorded delivery reached me  
17                   yesterday (Monday) morning, and to say that I was  
18                   completely shattered by it would be an understatement.  
19                   Surely it would have been possible for the two of us to  
20                   talk things over before you decided to go to the  
21                   Sunday Times. However, it is too late now, and I am  
22                   very worried indeed about the possible repercussions."

23                   Should we understand, Don, that you had said in the  
24                   letter to him that an article would be appearing in the  
25                   Sunday Times?

1 A. Yes.

2 Q. The letter goes on:

3 "I have read through your letter over and over again  
4 and agree with a good deal of what you say."

5 Should we understand, stopping reading from the  
6 letter, that you had talked about what he had done to  
7 you?

8 A. Yes.

9 Q. Returning to the letter:

10 "However, I have always regarded you as one of my  
11 closest and best friends, so you can well imagine my  
12 thoughts. There is no doubt whatsoever that what I did  
13 was wrong, but that took place over 30 years ago  
14 [          ] and I have paid a heavy price. I lost my  
15 job after 16 years at the school and was out of work for  
16 the best part of two years when I lived in Islington."

17 It would appear, stopping reading from the letter,  
18 that there is an acknowledgement that what he did was  
19 wrong, but the focus thereafter is on his suffering  
20 rather than anyone else's?

21 A. He goes on to say:

22 "Today, looking back to those days, I feel  
23 thoroughly ashamed of myself and try very hard to  
24 forget."

25 Q. Indeed. But the first thing he is talking about is he

1           lost the job he loved and was then out of work.

2           As you say, he then goes on:

3           "Today, looking back to those days, I feel  
4           thoroughly ashamed of myself and try very hard to  
5           forget. You and I always got on so well together and  
6           what started as a good friendship gradually got out of  
7           hand. I have no excuses to offer and ought to have  
8           known better. Probably I should never have taken a job  
9           in a school in the first place, but I love teaching  
10          French and look back at my time there as a very happy  
11          period of my life."

12          Do you have any comment on the use of the words  
13          a "friendship gradually getting out of hand"?

14          A. It's somewhat ... an understatement.

15          Q. Would you think it might be described as deflection?

16          A. No, I think it is probably a man desperately trying to  
17          defend himself in the situation, without necessarily  
18          thinking it would ever appear in public, but trying to  
19          reduce it to its lowest common denominator.

20          Q. Yes. Make it less bad?

21          A. Yes. More acceptable.

22          Q. Yes.

23          LADY SMITH: Something it doesn't do is recognise the  
24          serious breach of trust that was involved, does it?

25          A. No.

1 MR BROWN: The letter goes on:

2 "You can say you thought it necessary to tell --"

3 A. Exactly. Can I just make a point about that?

4 Q. Yes.

5 A. (Pause). That is the point I was put into  
6 an institution that my parents trusted, that I trusted.  
7 A whole range of things I did were things that I assumed  
8 were things I was to be protected from. Exactly the  
9 opposite was occurring.

10 Q. Yes.

11 A. Not just to me.

12 LADY SMITH: No. Don, there is no need to apologise. As  
13 I said at the beginning, if you want a break at any time  
14 we can do that. Just say. Would it help?

15 A. No, thank you.

16 LADY SMITH: Otherwise, please take your time. It is not  
17 a problem for me.

18 A. The reason I find it so emotional is that I have  
19 children and grandchildren, and the degree to which we  
20 would want as a family to have them in safe  
21 environments, where people they were being taught by,  
22 looked after, were totally to be trusted in this  
23 particular area, is fundamental to the way that we go  
24 about trusting them.

25 LADY SMITH: Yes.

1                   Mr Brown.

2           MR BROWN: Thank you, my Lady.

3                   He then goes on to talk about you sharing it with  
4           your family, and says:

5                   "But I always understood that what we did was  
6           a secret between us."

7           A. Yes.

8           Q. "It distresses me a lot to learn of their reaction,  
9           though I suppose in the circumstances it is quite  
10          understandable."

11                   So he was still, it would appear, hoping for  
12          secrecy.

13                   "Towards the end the letter you ask whether you want  
14          retribution, and give a negative answer, but surely the  
15          fact that you went to the Sunday Times suggests  
16          otherwise as it could well stir up a hornets' nest. For  
17          the record, you have my word for it that the sort of  
18          behaviour I indulged in then has never once been  
19          repeated and I have kept very much to the straight and  
20          narrow. I have been tempted many times but have always  
21          managed to resist.

22                   "I agree with what you say about public schools, but  
23          now that most of them have gone co-ed I think that  
24          the homosexual element is less to the fore, and this  
25          also applies to prep schools. I will say nothing about



1           what I had to put up with but, believe me, it happened."

2           Did you understand what he was referring to?

3       A. I don't know whether he was referring to his own past  
4       there. There has always been a question in my mind as  
5       to what on earth had happened to him as child. Or  
6       whether he is just referring to what he had to put up  
7       with, being a paedophile in an institution there, and  
8       what that represented in his own life. I could never  
9       quite know about that -- I've never known about that.

10      Q. Did you ever talk to him about his schooling, his  
11      experience?

12      A. No, no.

13      Q. But that may allude to it?

14      A. Yes.

15      Q. Okay. Final page:

16                "Incidentally, I have not seen the article you  
17      mention in The Sunday Times as I do not take the paper  
18      and was unable to pick up a copy anywhere yesterday."

19                Of course, the point is it hadn't been published?

20      A. No, and that was the very problem I had.

21      Q. We will come on to that.

22                "Donald, I am now 74 years old and not in  
23      particularly good health. The thought of having to face  
24      my friends and relations should anything come to light  
25      is unbearable. I am desperately anxious at the moment

1 to talk to you about it all. I tried to telephone you  
2 last night but I could not get your number from  
3 Directory Enquiries. I should be very grateful if you  
4 would meet me somewhere or, if not, we could talk on the  
5 telephone."

6 And he gives details.

7 "It is no exaggeration to say that I am still in a  
8 state of shock and desperately in need of help. Please  
9 [in capital letters] contact me. Yours very  
10 sorrowfully, Tony."

11 A. By the way, he was called Guy and Tony.

12 Q. Yes.

13 And then the final letter, from two days later, is  
14 him saying he is still in a state of shock and says he  
15 tried to visit your home to speak with you.

16 A. Yes.

17 Q. Did you in fact speak with him? Did you meet him?

18 A. Yes. After a lot of discussion with my wife, we decided  
19 that it was important that I should meet him, and  
20 I arranged a meeting with him at what is now called the  
21 Mandarin Oriental. In those days it was called the  
22 Hyde Park Hotel.

23 Q. What happened at that meeting?

24 A. We had cocktails, and I explained to him largely what  
25 I had said in the letter to him, that what he had done

1           was terrible, wrong, abusive, criminal. It was a very  
2           accusatory in that sense. I didn't shout and scream at  
3           him, but I was very clear in my mind. I didn't  
4           particularly want to see him, to be honest, but we felt  
5           on balance that I had to.

6           He had no recourse, he just said "We're special  
7           friends. I'm just so hoping you can find some way of  
8           dealing with this." I think I told him then that I had  
9           wanted to avoid the chance of us having to meet in this  
10          way, and I told him then that the Sunday Times had  
11          renegeed on their agreement -- "renegeed" is maybe too  
12          strong a word, but they didn't do what they said they  
13          were going to do in terms of the timing, and  
14          I prevented, with my literary agent, we prevented  
15          the Sunday Times from publishing what Danny had  
16          transcribed in the interview I did with him.

17          So I said that it looked as if, at that stage, he  
18          was going to be off the hook, in those terms. I didn't  
19          say that to him, but that was the implication, that they  
20          wouldn't ...

21          Q. Did you feel sorry for him?

22          A. No. You know, sort of Christian, Muslim, any religion  
23          you can think of really, value that one should try to  
24          find ways of forgiving, and forgiveness in this  
25          situation would be appropriate, because one can't do

1 anything except feel horrifyingly sorry for this  
2 desperate man. But does it not make me feel angry about  
3 him? That doesn't prevent me from feeling hugely angry  
4 about him.

5 By the way, matched by all the people who know what  
6 happened, who I know well, including my wife, the anger  
7 is way worse than anything I have ever felt. But did  
8 I feel sorry for him? When I eventually wrote the  
9 Observer article, not one little jot.

10 Q. That is what I was coming to. The meeting took place  
11 after the letters in January 1999. Was it shortly  
12 thereafter, do you remember?

13 A. Yes, it happened in a rather a strange way. I was  
14 preparing a movie and one of my friends was the editor  
15 of the Observer, Roger Alton, and I had written for him  
16 before, and I said to him -- he asked me, he said  
17 "I would love you to write something else", and I said  
18 "I don't want to write about one of my films". He said  
19 "Is there anything else in your life you feel you would  
20 like to write about?" And he didn't know anything about  
21 Ray-Hills whatsoever. I said "It's strange you should  
22 say that, but I would like to write about boarding  
23 schools". He said "What was your experience?" So  
24 I then gave him a very short description of what it had  
25 been, and told him about the Sunday Times fiasco. He

1           said "If I edit your piece, will you write a long piece  
2           for me?" And that is how it happened.

3           It didn't happen as a result of me saying, right,  
4           I am going to go for this guy. It came about as  
5           a result of being asked. And when I began that task  
6           I didn't change anything. I literally wrote that piece  
7           without one single element of change, straight off.  
8           Which is very rare, by the way, for anybody that writes.  
9           You know people that wrote in the 17th, 18th,  
10          19th century can't have had much of an opportunity to  
11          edit their material much, unless they were constantly  
12          wrapping up pieces of paper and throwing them in  
13          wastepaper baskets and starting all over again.

14          He stuck to his word, and I said "Nobody else at the  
15          Observer can read this until you publish it, except your  
16          lawyer, you need a lawyer", which they did.

17         Q. How much time had passed between you meeting Ray-Hills  
18          in the hotel and the Observer --

19         A. The article was published in August 2001, and so that  
20          period of time. They photographed me, stuff like that,  
21          so probably early -- late spring or early summer, they  
22          would have been -- I had to go and see their lawyer.

23         Q. Yes. In that period from 1999, when he is responding to  
24          you and the publication, had you been undergoing any  
25          treatment?

1 A. Yes. I was going through personal problems at home, and  
2 I somewhat reluctantly decided to seek the help of  
3 a physiotherapist. I was very lucky, I had  
4 an absolutely brilliant woman in Dr Jill Vites who had  
5 been at the Tavistock (inaudible due to poor audio).  
6 She changed my life, to be honest (inaudible due to poor  
7 audio). So I tried CBT and it was disastrous.  
8 Cognitive behavioural therapy.

9 Q. As you say in your statement, it wasn't for you.

10 A. We are not doing acronyms.

11 Q. No. What you say about seeing Dr Vites is that seeing  
12 her changed and saved your life:

13 "... and helped me put all that had happened into  
14 perspective and showed me all the signs that I had  
15 missed."

16 A. Yes, she was hugely valuable in that sense. And by the  
17 way, I would urge any victim of any crime of this kind  
18 to think massively seriously about using good  
19 psychotherapy, and I use that word, "good", very  
20 advisedly to illuminate. And this is what she did. She  
21 did more than just say "Don't you realise you were  
22 a victim of abuse?", she illuminated the entire process  
23 of the grooming and the way he behaved towards me, how  
24 I responded, how I kept it a secret, why I kept it  
25 a secret. All of those elements she pinpointed

1           brilliantly.

2           I think it is incredibly valuable for people who  
3           have been through probably much worse situations than me  
4           in terms of trauma, especially -- not just especially,  
5           but for adolescents and kids.

6           Q. If we could look very briefly at INQ-0000000369. This  
7           is a copy of the article you wrote for the Observer, and  
8           it is entitled "A Suitable Boy".

9           A. Yes.

10          Q. It shows us the Guardian, because of course the Guardian  
11          and the Observer are stablemates, and the website  
12          produces the Guardian strapline, but this is the article  
13          that you wrote.

14          Could we please turn to page 8 of this document?

15          A. I don't a copy here so I am relying on the screen.

16          Q. If we can go to the last paragraph on the page. Stop  
17          there.

18          Reading from the paragraph above, you are saying to  
19          him, and this is talking about your meeting with  
20          Ray-Hills in the hotel:

21          "How disgusted I was, how ashamed I felt.

22          I reminded him of my vulnerability, thousands of miles  
23          away from my parents, with no relations to see  
24          regularly. Frightened, lonely, trusting, innocent --"

25          A. I don't have that page here, but ...

1 Q. It's the bit --

2 A. Yes, got it. Thank you.

3 Q. Then reading on:

4 "I was angry. He listened and apologised. He used  
5 all the standard defences, 'But surely it didn't really  
6 harm you. It was all good, clean fun. You were  
7 a special friend. It happened so many years ago there  
8 is no need to bring it all up now. I don't have  
9 relationships with boys now'. As I sat in the luxurious  
10 faux Victoriana of the one of the hotel's salons, time  
11 stopped. His charm was working again. He implied he  
12 would not be able to live through any scandal. He took  
13 me through the history of his sacking from Loretto and  
14 the years that followed. He had loved his job there  
15 teaching French to young boys like me. He told me about  
16 a reunion at which he had been a speaker at the memorial  
17 after the death of one of his Loretto teaching  
18 colleagues. Oddly enough, I had known about this event  
19 because I had bumped into another ex-Nipper who had told  
20 me how funny Guy's speech had been at the memorial. Guy  
21 is a very, very funny raconteur and knows how to  
22 entertain."

23 Then reading the next paragraph:

24 "I asked what life was like for him now. He  
25 explained his rather solitary existence in a small flat



1           in Twickenham. He emphasised time and time again that  
2           he had no inkling of the harm he was accused of doing  
3           over so many years. He made some revolting reference to  
4           homoerotic pornography he had come across in a  
5           Twickenham adult bookshop. I laughed ... Old habits die  
6           hard. And slowly but surely I was coaxed into taking  
7           pity and told him I would prevent publication of my  
8           interview. Let bygones be bygones."

9           A. That is interesting. That was written 20 years ago.  
10           That is probably closer to really what happened than  
11           what I have just described, but, yes.

12          Q. Yes. Would you agree --

13          A. Yes.

14          Q. -- it was all about how hard it was for him?

15          A. Yes.

16          Q. That was his primary concern?

17          A. Yes, yes, exactly. His form of mitigation.

18          Q. His charm to avoid.

19          A. Yes.

20          Q. The reference --

21          A. Which, by the way, is so subtle. Almost -- you buy it.

22          Q. Yes.

23          A. That is the horrifying thing about these manipulative  
24           grooming men, that they -- they find a path through it.

25                   I produced a movie that was distributed, it made him

1 his first chunk of money, with Harvey Weinstein, who has  
2 had a huge amount of public attention about his  
3 appalling crimes, and he was a brilliant metaphor in  
4 a sense for Ray-Hills' behaviour in that peculiar  
5 ability to charm, despite what was really going on, and  
6 find ways around it. Heavens above, some very brave  
7 women took to the stand and took to the airwaves and  
8 dealt Harvey the blow that he needed to have dealt.  
9 I recognised a lot of the elements of Ray-Hills in  
10 Harvey, interestingly enough, and never worked with him  
11 again.

12 Q. But so far as Ray-Hills is concerned, there was charm in  
13 the 1950s, and there was charm when you met him --

14 A. Yes, he didn't lose --

15 Q. -- 20 years ago?

16 A. He didn't lose that charm.

17 Q. The article was published and obviously took the lid off  
18 his behaviour?

19 A. Yes.

20 Q. And there was a great deal of interest thereafter?

21 A. Could I just bring one other thing up to do with this?

22 My wife was incensed by all of this, and we had  
23 experienced -- I can't remember whether I wrote this in  
24 the article or not, but experienced a connection with  
25 him when we were in a restaurant in the country near

1 London and -- we were on our own and I heard this voice.  
2 You asked me that question earlier on about whether  
3 I had had much contact with him post-school, and I heard  
4 this voice and I realised it was him. I said to [REDACTED],  
5 "That's Tony", and sure enough he must have either  
6 recognised me, or I recognised him, anyway, we connected  
7 there. And it led to a very extraordinary occasion when  
8 I invited him to our house for a lunch, and my wife has  
9 never forgiven me for this, this ghastly man. I am  
10 trying to give it a time reference, whether it  
11 happened -- I think this happened before --

12 Q. I think --

13 A. -- the blunderbuss.

14 Q. -- if I can assist, if we go to page 8 of this, and the  
15 first paragraph:

16 "I knew she suspected something ..."

17 This is your wife.

18 " ... something weird had happened with Ray-Hills. He  
19 had come to lunch once at our flat in Chelsea soon after  
20 I mentioned him favorably in an interview I gave to the  
21 Independent some three years or so earlier. [REDACTED] had  
22 refused to stay, she didn't like him at all. I remember  
23 her being petrified that she would pick something up.  
24 But the real nature of our relationship, from this brief  
25 encounter, when I finally told her the whole story, she

1           began to understand the true, horrifying complexity of  
2           my secret."

3           A. Thank you. This is in many ways rather useful in terms  
4           of memory because it was much closer to the time.

5           Q. But the tone of what you were saying twenty years ago,  
6           when your memory is ... is that the charm was applied  
7           and he tried to evoke sympathy in you?

8           A. Oh yes.

9           Q. It was all him?

10          A. No question about that. He certainly was not concerned  
11          with my welfare at all.

12          Q. No. And everything is being played to cast him as the  
13          victim, perhaps --

14          A. Yes.

15          Q. -- in terms of publication and exposure?

16          A. Yes. He made this joke about "Somebody wandering around  
17          with cameras filming me walking around Harrods waiting  
18          to meet you". Which implied that he thought I was some  
19          sort of evil, duplicitous person.

20          Q. Yes. But obviously, once the article was printed, you  
21          had become aware that there was a police inquiry?

22          A. Yes. It was quite interesting. A whole range of things  
23          happened, media interest, BBC, blah, blah, blah, lots of  
24          things. I got a lot of letters from people, and  
25          I finally heard from I think the Edinburgh police, an

1 officer whose surname I seem to remember was Geddes, and  
2 he said that the police had been following various  
3 institutions in the area of institutional sexual abuse  
4 and whatever else, and he said -- he implied he hadn't  
5 come across anything to do with Loretto at that stage,  
6 and he said would I be prepared, on the basis of what he  
7 read in the article and what I had told him, would I be  
8 prepared to be the instigator of a prosecution, making a  
9 formal complaint which is the Scottish way?

10 I said "I feel I have done my bit here with this  
11 article". He said "You realise that might mean ... sort  
12 of possibly be in his corner in any form of defence",  
13 and I said "I find that difficult to believe, but if  
14 that is the system, yes, okay, fine. But I am still not  
15 going to change my mind, I don't want to go through this  
16 again".

17 But then subsequently, as I am sure you know, there  
18 was the Michael Mavor relationship with me. He  
19 contacted me, "Do you remember I was there? We have  
20 written to all the boys that were at the Nippers over  
21 that 16 year period, asking them to write to us". And  
22 apparently 35 -- I think it was about 30/35 boys wrote  
23 saying, yes, something like this happened, perhaps  
24 differently, but the way I was describing it, yes.

25 You asked me about what happened after and I am

1           trying to go through that.

2           Q.   Indeed.  But the point is you were contacted by the  
3           school and had a conversation, as you have alluded to,  
4           with Mr Mavor?

5           A.   Yes.

6           Q.   Okay.  You didn't --

7           A.   And then, by the way, three boys, I'll finally say,  
8           three men decided to make complaints and he was  
9           arrested.

10          Q.   Yes.  You can take it these are matters that we will be  
11          addressing.

12          A.   Yes, of course.

13          Q.   Could you look just at one document, which is  
14          PSS-000007187, which is a statement which is part of the  
15          inquiry you have just mentioned.  This is obviously into  
16          Ray-Hills, as we can see.

17                 But over the page is a statement from an officer in  
18          the Metropolitan Police who was tasked -- he's from the  
19          Public Protection Unit at Richmond-upon-Thames borough.  
20          His duties involved the management of risk posed by  
21          sexual and dangerous offenders.

22                 And he visits, looking to the paragraph below, and  
23          his address to contact him -- to ask him to contact  
24          Detective Inspector Imrie, who is the Lothian and  
25          Borders officer.

1           "Mr Ray-Hills invited me into his flat and whilst  
2           inside I noticed a number of homosexual hardcore  
3           pornographic video cassette cases on the living room  
4           floor. I also noticed a book that appeared to be a mail  
5           order catalogue for young males on the arm of a chair in  
6           the living room. I didn't investigate further as I was  
7           unsure of the nature and stage of Detective Inspector  
8           Imrie's investigations."

9           He then goes on, two paragraphs down:

10          "On 17 June 2002, I executed a search warrant for  
11          Mr Ray-Hills' address in order to search for indecent  
12          images/photographs of children. In the flat there was  
13          around 200 hardcore pornographic homosexual magazines  
14          and around 100 similar videos. Also in the flat were  
15          year books for Loretto School and photographs of what  
16          appeared to be school children in class photographs.  
17          The following articles were seized from the flat:  
18          a pornographic magazine entitled 'Game Boys', which  
19          appears to contain indecent images of at least one boy  
20          under the age of 16 years; a pornographic video entitled  
21          'I've Got a Stiff Cock in my Gym Shorts', which appears  
22          to contain indecent images involving boys under the age  
23          of 16; a pornographic magazine entitled 'Boys' School',  
24          which contains pornographic images of boys in their  
25          teens in school uniform; and a pornographic novel

1           entitled 'Dormitory Mates', which involves a story of  
2           homosexual activity in a school dormitory."

3           Those were recovered and passed on.

4           Does that sit well with the picture Ray-Hills was  
5           trying to paint when you met him in the London hotel?

6       A. The interesting thing is -- you showed this to me  
7           earlier on -- I was absolutely horrified, because he  
8           never represented a culture that was to do with  
9           pornographic material, videos and stuff like that, when  
10          I knew him at Loretto. It was very different. It was  
11          jokes. Everybody had jokes about this sort of thing,  
12          magazine and stuff like that. When I say everybody; it  
13          was sort of banter amongst boys, but all to do with  
14          heterosexual relationships.

15          He did mention, at that cocktail, something about  
16          going down to the local newspaper agent and buying the  
17          odd magazine. But this, when you showed that to me,  
18          I was unbelievably shocked when I saw that. I realised  
19          the extent to which his whole psyche and his whole  
20          modus operandi, and everything else, revolved around  
21          underage sex with boys, and the school, and at school,  
22          and dressed in the way they should be at school, and the  
23          degree of excitement that that generated in his -- the  
24          way he behaved.

25       Q. So at odds with the homoerotic pornography from a local



1 shop which was rather different?

2 A. Yes. I wondered whether he was trying to see  
3 whether I would identify with that in some way or  
4 another, which I certainly didn't. Anyway, I am very  
5 aware of what homoerotic imaginary can be like in the  
6 best of possible ways. As I said earlier on, I am  
7 massively against any form of homophobia, and the same  
8 applies as far as women are concerned.

9 It is very interesting because I made a film for the  
10 BBC called "Andrew and Jeremy Get Married", which was  
11 the first film -- a long documentary film. I followed  
12 two men who fell in love, from very different  
13 backgrounds, and spent a whole year filming them, and  
14 they had read this article, read about my relationship  
15 with Ray-Hills, and they were massively keen to make  
16 sure that I knew they were on my side, and there was no  
17 question of any accusatory, you know, stuff vis-a-vis me  
18 being the sort of "whistle-blower" of a gay man, because  
19 that isn't what we are talking about here. We are  
20 talking about something very, very, very different.

21 That is one thing that has occasionally got me very  
22 angry, when people brought that up in relation to me  
23 outing Ray-Hills, which has a whole range of factors,  
24 not just the homophobic -- the homoerotic area at all.  
25 I learned a lot from their attitude, and they were very

1           different, one was a Cambridge academic, the other was  
2           a bloke who had been a drug addict and much younger. It  
3           was a very interesting year. And that has been the case  
4           with any person from the homosexual world I have  
5           discussed this with.

6           Q. Yes.

7           LADY SMITH: Don, are you saying that it may be that this  
8           discovery of Ray-Hills' appetite for child pornography  
9           has a link with what he said in the January 1999 letter  
10          to you:

11                     "Probably I should never have taken a job in  
12                     a school in the first place."

13          A. It has occurred to me that that might be the case, yes.  
14             To be honest, it is very difficult to know.

15          LADY SMITH: Why else would he say that?

16          A. Presumably because, rather like the horrifying stories  
17             we hear about priests and altar boys, that it is  
18             an environment that was one that would give him  
19             an opportunity to indulge in what he wanted to indulge  
20             in, protected by the institution that he was to join,  
21             knowing that that institution would not want to do  
22             anything about it because it would damage their  
23             reputation.

24                     I don't know, it's very -- very difficult to sort of  
25             completely complete that equation.

1 LADY SMITH: And aware before he took that job of his own  
2 appetites?

3 A. Yes.

4 LADY SMITH: And the risk he was running?

5 A. Yes. Presumably again in his case, this was in the era  
6 before the law was changed, and so there was the  
7 question of the illegality of his homosexuality alone.  
8 But then the degree to which that then was also to do  
9 with his need to be interested in children, that is  
10 something else. I don't know. You know, that is  
11 a fascinating arena which is very difficult to pinpoint  
12 in these sort of situations where we are trying to find  
13 the means to rationalise that kind of behaviour.

14 LADY SMITH: Mr Brown.

15 MR BROWN: You have talked about his going to Loretto. Did  
16 you ever discuss with him why he came to leave Loretto?

17 A. Yes, because, as I think I said earlier on, I rented his  
18 flat and he explained what had happened in terms of  
19 losing his job. The detail of that is very sketchy.  
20 Loretto School will know much more than me about this,  
21 it must be in their records in some form or another,  
22 because he was sacked, and he was sacked as a result of  
23 an interaction between two boys that I think, in letters  
24 home, had referred to the way that he behaved, or the  
25 way he behaved towards them, or what they had learned as

1 a result of their relationship with him, that led to the  
2 school feeling that there was no way they could keep him  
3 on, that having become public.

4 Q. Right. So in some way --

5 A. He admitted --

6 Q. He had been discovered in some way?

7 A. Yes.

8 Q. All right. After the article appeared in the Observer,  
9 did you have any further contact with him?

10 A. No. No.

11 Q. You obviously had contact with Michael Mavor, the  
12 headmaster?

13 A. Yes.

14 Q. Did you have further contact from the school at any  
15 stage?

16 A. Very, very, very little. The only contact I ever had  
17 was the formal letters that were sent to everybody. In  
18 one instance, very recently, I wasn't sent the letter  
19 that everybody else was sent.

20 Q. Was this the letter advising about the Child Abuse  
21 Inquiry?

22 A. Yes. And I think -- I am sure that was a mistake.

23 I have no idea why I didn't receive it, but I found out  
24 about it from a friend of mine who was at Loretto with  
25 me, he told me. And then I got a copy, and I think it

1           was a copy as if I had been sent it -- should have been  
2           sent it.

3           I then heard from the governors and the headmaster,  
4           I'm a little bit hazy about which was which, saying that  
5           they were co-operating with the Inquiry, and that's  
6           really ...

7           Q. You then contacted the Inquiry?

8           A. I'm trying to remember which way around it was. Yes,  
9           yes.

10          Q. I think your statement is signed 2018 so that would  
11          follow. I think, in fairness to Loretto, we have copies  
12          of an email and a letter to you, but for whatever reason  
13          they didn't get through initially?

14          A. Yes.

15          Q. You have obviously talked a great deal about events of  
16          the past. One of the questions that was asked when you  
17          were interviewed is lessons to be learned. You have  
18          obviously talked to an extent about that and the ability  
19          for children to talk. What else should we take away  
20          from your experience?

21          A. I think what Lady Smith brought up, both in terms of the  
22          trust issue and in terms of the catalyst for harbouring  
23          somebody with the issues that this man clearly had, is  
24          something that I think needs to be looked at and is  
25          massively important.

1           I have learned there is a rather strange -- and  
2 I keep using this word -- equation which applies between  
3 outing or whistle-blowing when there is clear evidence  
4 and reason to do so, or outing and whistle-blowing when  
5 there is flimsy -- where the alleged perpetrator is not  
6 at all a perpetrator.

7           I have learned that children are -- well, this is  
8 highly personal, but are spectacularly naive and  
9 vulnerable, more than I had ever imagined before, now  
10 that I've really thought about it, in this area of their  
11 sexuality and the degree to which they are sexualised,  
12 and how that is handled within a domestic and  
13 an institutional set up.

14           I have learned, horrifyingly, as a result of all  
15 this, the extent of the problem which has appalled me.  
16 I thought I was a bit of an isolated case, but being  
17 involved in writing the article, and dealing with this  
18 phenomenon over the years, I realised not only was I one  
19 of many at Loretto, but I am one of thousands throughout  
20 an entire educational set up. And it isn't that  
21 situation where you can loosely say, oh, well, that was  
22 in the 1950s, that was in the 1960s; it has persisted,  
23 and I have learned that inquiries like this are  
24 incredibly important, as they are, as they give  
25 an opportunity for society to adjust the way that they

1 see the problem, and deal with it, and provide public  
2 advice without it being sensationalised.

3 You learn from everything that goes on. It has  
4 taught me a great deal about the way that life operates.

5 MR BROWN: Don, thank you very much indeed.

6 I have no further questions, my Lady.

7 LADY SMITH: Are there any outstanding applications for  
8 questions of Don?

9 Don, that does complete all the questions we have  
10 for you today. It only remains for me to thank you so  
11 much for engaging with us as you have done, both in  
12 providing a detailed statement, obviously thinking about  
13 what you want to get across in evidence as much as you  
14 have, and the documentation you have helped us with as  
15 well. I am really grateful to you and I am now able to  
16 let you go.

17 A. Thank you very much, Lady Smith. I just want to quickly  
18 say that the infrastructure of your organisation here  
19 has been impeccable.

20 LADY SMITH: Thank you. I am very grateful to you for that.

21 (The witness withdrew).

22 LADY SMITH: Mr Brown.

23 MR BROWN: My Lady, I would now ask Ms Bennie to read in the  
24 statement of applicant "Quentin".

25

1                   Witness Statement of "QUENTIN" (read)

2           MS BENNIE: My Lady, there are five read-ins scheduled for  
3           today, and the first read-in is the statement which can  
4           be found at WIT-1-000.000.540. As has been indicated,  
5           the witness wishes to remain anonymous and has adopted  
6           the pseudonym of "Quentin":

7                   "My name is Quentin. My year of birth is 1942. My  
8           contact details are known to the Inquiry.

9                   "I was born in Kilmacolm in Renfrewshire where  
10          I lived with my mother, father and my then two siblings.  
11          Thereafter a further brother and sister followed. On  
12          the death of my mother and my father's subsequent  
13          remarriage, I also acquired a further couple of  
14          stepbrothers.

15                  "My father trained as an accountant and, once  
16          qualified, was rewarded with a holiday on a cruise ship  
17          to far-flung shores. Shortly thereafter his father, my  
18          grandfather, died so my father then took over the family  
19          firm of yarn and cotton merchants. I think my father  
20          did very well financially before, during and immediately  
21          after the war. I don't have many memories of life at  
22          home in Kilmacolm because we moved after the war to  
23          a far larger house in a nearby village. My main memory  
24          of Kilmacolm was going for long walks on a Sunday on the  
25          meadows behind the house with my father and two



1           siblings. Ever since then I find it hard to get really  
2           enthusiastic about long country walks.

3           "I don't really have many memories of life in the  
4           next house. I do, however, recall that we had a long  
5           dining room table with my father sitting at one end and  
6           my mother at the other end. The children sat down the  
7           two sides. A short prayer was intoned prior to the  
8           meal. My father, being an elder at the local kirk, we  
9           all had silver napkin rings and my father also had  
10          a large silver ladle next to him at the dinner table.  
11          Punishment was administered by my father either throwing  
12          his napkin ring at our heads or cracking the ladle down  
13          on the back of our hands. Misdemeanours included a poor  
14          standard of general behaviour, a lack of courtesy,  
15          elbows on the table or not sitting up straight; pretty  
16          endless in reality. My father once punched the living  
17          daylights out of me, chasing me around my bedroom,  
18          punching me for all he was worth. My mother was quite  
19          small and slight and my father was over six foot and  
20          heavy built. My mother heard the resultant screams and  
21          shouts and ran upstairs to rescue, splitting the two of  
22          us up before I was seriously injured. This was as  
23          a result of a daft argument over a shared wardrobe door.  
24          I should add that my father possessed a very short  
25          temper indeed.

1            "My parents at one point decided to have a tennis  
2 court built within the garden grounds, I suspect to keep  
3 up with my uncle who had previously built one in his  
4 house in the south of England. Whilst I don't recall  
5 them using it to any great extent, we children used it  
6 even less, the three eldest children thereafter getting  
7 the blame for not using it often enough to justify the  
8 not inconsiderable expense. I rather enjoyed tennis and  
9 I was always okay at it, but never quite good enough for  
10 my parents.

11           "I was sent to a preparatory school in Perthshire  
12 when I was seven and I stayed there until I was maybe  
13 twelve. I was never consulted as to which school  
14 I should attend. It was a fairly substantial Victorian  
15 country house that was made up of a mixture of both  
16 large and small rooms. At the start of the term you  
17 would be allocated a specific dormitory which could  
18 sleep anywhere between four to ten pupils. There was  
19 never any choice in the matter and the occupants were  
20 all of a similar age group. There wasn't anybody  
21 specifically put in charge of supervising the  
22 dormitories at night that I can recall but I certainly  
23 remember that any indiscretions after lights-out would  
24 be punishable by an ensuing beating being administered  
25 by one of the masters. I am guessing that in total

1           there may have been anywhere between 40 to 60 pupils,  
2           all of whom were boarders.

3           "Matron lived in the school and was of a very caring  
4           disposition. She would supervise bath time and see to  
5           it that all the boys were suitably scrubbed, with teeth  
6           duly brushed, et cetera.

7           "Most of the boys had a crush on matron, par for the  
8           course in these establishments, but I rather took  
9           a fancy to a young-ish Irish lady who came to work at  
10          the school, lovely green eyes and long red hair.  
11          I remember vividly one night we collectively were caught  
12          by the headmaster peering round the dorm curtains to try  
13          and take a peek into this young lady's room  
14          and I remember to this day that we were referred to as  
15          'utter guttersnipes', a somewhat pejorative term but, on  
16          reflection, quite accurate.

17          "I have no recollection of arriving for my first  
18          term at the preparatory school. It rapidly proved to be  
19          a somewhat rocky start due to the fact that I was  
20          academically as thick as two short planks. Now in life  
21          everywhere tends to work in a natural kind of balanced  
22          equilibrium so that, should you be academically  
23          challenged, you might possibly make up for it by being  
24          adept at some other discipline. This is where, I am  
25          afraid, I drew the short straw; not only was

1 I academically challenged, but I was hopelessly inept at  
2 sports. The whole concept of ball, hand and eye  
3 co-ordination was totally lost on me. As if to  
4 reinforce these deficiencies, I had undoubtedly turned  
5 into a 'horrible little brat', so from the very get-go  
6 it was never going to be an easy ride.

7 "The 'horrible little brat' nomenclature originated  
8 from a one-sided conversation held fairly early on in my  
9 scholarly career with the headmaster. I had to report  
10 to his study as a result of some misdemeanour or other  
11 and was duly lectured to the effect that my father was  
12 a delightful man, news to me, and my mother was lovely  
13 and charming, true, but that I was an 'absolute bloody  
14 horror'. I was already of the opinion that I didn't  
15 really have very much going for me as a child and that  
16 of course just reinforced the notion.

17 "The school was an autocracy and run on strict  
18 disciplinarian lines, with beatings being commonplace.  
19 I would perhaps single out one master who would take  
20 a particular delight in inflicting as much pain as  
21 possible, a role he appeared to relish. I recall that  
22 there was a board of shame in the entrance hall which  
23 had all the names of the pupils in descending order,  
24 this board being visible for all to see. During the  
25 course of any given term the various teachers would

1           award pupils either a red or blue stripe according to  
2           their behaviour, good or bad as the case may be. This  
3           would then be duly recorded on the board. If truth be  
4           told, I can't actually recall which was which but my bad  
5           behaviour stripes usually went off the board. I did  
6           have a couple of friends at school whom I would  
7           sometimes visit during the summer holidays, both of whom  
8           lived in the Dundee area, and another pal who came from  
9           Glasgow. I think it is fair to say that I don't have  
10          many happy memories of preparatory school, although  
11          I seem to remember some crisp winter days spent sledging  
12          in the snow, which by way of relief was a pleasing  
13          distraction."

14                 My Lady, I now propose to move on to paragraph 25.  
15          What is discussed in paragraphs 16 to 24 is the routines  
16          at the preparatory school. At paragraph 25 the  
17          statement reads:

18                         "Matron looked after our wellbeing. Certainly  
19                         no one else did. Quite the reverse, in fact.

20                         "More recollections. At one stage some of us  
21                         decided to rebel against the hierarchy and an escape  
22                         committee was formed. A mass exodus was planned and  
23                         over time food, drinks and sweets for future sustenance  
24                         were duly squirrelled away. In the dead of night about  
25                         six of us stole away from the dreaded place whilst

1           dressed in our pyjamas. I am sure on reflection that we  
2           must have had overcoats over our pyjamas. We headed off  
3           down the main road to the next village and, every time  
4           a car approached, we would all dive into the nearest  
5           ditch and hide. At some point it began to rain and  
6           eventually we became rather bedraggled and dispirited  
7           and the penny began to drop that this was perhaps not  
8           the soundest of plans and we reluctantly decided to  
9           abandon the escape. We therefore all trudged back to  
10          the school and thence to bed. We must have been in  
11          a hell of a mess and covered in mud from the ditches,  
12          but no one ever found out as far as I am aware.  
13          Certainly it was never spoken about thereafter.

14                 "I was regularly beaten at preparatory school. My  
15                 backside is like leather to this day. Masters generally  
16                 fell into two separate camps: one camp would get the  
17                 beating over and done with as quickly as possible and  
18                 the other camp took a delight in inflicting as much pain  
19                 as possible, their brutality being exemplary. I really  
20                 can't remember for what sort of things you were beaten.  
21                 Anything and everything, I imagine. A classic example  
22                 of the headmaster's cut and thrust in the classroom was  
23                 the following exchange:

24                         "'What are you doing boy?

25                         "Nothing, sir.'

1           "Being the natural response, whilst quaking in your  
2 boots:

3           "'Exactly. You are supposed to be working.'

4           "I am sure it was a well-practised routine by the  
5 head. We were all petrified of these people."

6           My Lady, I then propose to turn to paragraph 32:

7           "A teacher sexually abused me at the preparatory  
8 school. I recall he was very artistic but I can't  
9 remember, I'm afraid, what he taught. He was single,  
10 but most of the teachers were. I am guessing he was in  
11 his 40s or 50s. I remember that he drove a lovely old  
12 vintage fabric-bodied Alvis, quite beautiful.  
13 Anecdotally, it is interesting to recall that he had two  
14 lights outside his study, one red, the other green. If  
15 the red light was on, nobody was permitted to enter.  
16 If, however, the green was on, you were free to go in.  
17 In conclusion, I shall leave it for others to judge as  
18 to the real significance of these lights.

19           "He happened to be a Scout leader. It was almost  
20 stereotypical. There were some previous abuse episodes  
21 which I can't really remember, but it culminated in  
22 going to camp one summer when he tried to sodomise me.  
23 I think he was in sole charge of the camp. I certainly  
24 can't remember any other master being present. I would  
25 have been maybe eight or nine at the time. My head

1           couldn't get around what he was actually trying to do to  
2           me, but it certainly hurt me badly. He eventually  
3           stopped and I returned to my tent.

4           "All of the boys shared tents with maybe four or six  
5           to a tent, but my memory is very rusty on that point.  
6           I also can't remember why I had been summoned to the  
7           teacher's tent that day but, irrespective, that is where  
8           the attempted rape took place. I wasn't able to tell  
9           anybody about these events. These things were never  
10          talked about. I was quite unaware of it happening to  
11          other boys but I would seriously doubt that I was the  
12          only one. I suspect that he was a serial abuser of boys  
13          and that the Scout camp gave him an ideal platform to  
14          indulge in his proclivities. It would have been a habit  
15          with him, but I have no actual proof as such. The only  
16          person I could have told would have been the matron and  
17          that would have been a very difficult conversation for  
18          a seven or eight year old boy to have with a thirty or  
19          forty year old woman.

20          "I was extremely glad to leave preparatory school.  
21          On leaving prep school you took what was historically  
22          known as a Common Entrance exam, which was your entry  
23          exam to your public school of choice. It will come as  
24          no surprise that whilst at preparatory school I failed  
25          this exam. I was subsequently sent to my next school



1 twice, once to tutor me in readiness for my second  
2 attempt at the Common Entrance exam for entry to Loretto  
3 and again later on to take my O levels. The first  
4 proved successful, the latter not so. It was basically  
5 a specialised crammer/exam factory where students were  
6 trained to achieve particular goals, or more commonly to  
7 pass entrance exams to either high school, public school  
8 or university.

9 "My second school was situated in the Borders.  
10 There were boys of all ages at my second school, ranging  
11 from prep age right up to 16 or 17 years old. It was  
12 governed along very weird lines by SNR  
13 I think there may have been twenty to thirty boys there  
14 and I think it was almost totally divorced from reality.  
15 I don't even think that a board of governors existed  
16 and, as a consequence, SNR answered to  
17 nobody. It was, in most respects, outwith the norms of  
18 the recognised education system.

19 "My understanding is that SNR came from  
20 a military family, his family having been well-decorated  
21 high-ranking Army officers. I remember rows of medals  
22 contained within glass cases hanging on the walls of  
23 SNR's study. SNR was physically  
24 diminutive, sported a moustache and spoke somewhat  
25 briskly. He also indulged in his own fantasy by

1 interfering with and molesting his charges. To my  
2 knowledge he never married, which appears to be a common  
3 thread running through this whole issue.

4 "The school was residential. Parents working abroad  
5 for maybe multinational companies or maybe members of  
6 the armed forces would place their children in SNR  
7 SNR's charge whilst they were absent, these  
8 children sometimes spending their holiday periods at the  
9 school as well. I think there were maybe some girls  
10 during the holiday times but not, as I recall, during  
11 term time.

12 "Like preparatory school, there were both small and  
13 large rooms, so the number in the respective dormitories  
14 varied. Sometimes you would be in a room for four or  
15 sometimes a room for twelve. You pretty much shared  
16 with boys of your own age.

17 "I believe SNR went to Eton. He was a  
18 very charismatic figure but his word was law. He was  
19 also a clever and knowledgeable man and a good tutor.  
20 I think he taught everything and anything. There were  
21 indeed other teachers at my second school but not very  
22 many.

23 "SNR was a strange character. I seem to  
24 remember rumours were rife that he had suffered from  
25 some form of injury during the war, but details were

1           scant, I'm afraid. What is for sure was that he wasn't  
2           a terribly well man. He was not physically abusive that  
3           I can recall, and I certainly don't think that he was in  
4           any way evil. I think he was probably a very lonely man  
5           and underneath it all a kindly man. His soft spot was  
6           boys. The school was almost like his pet project, which  
7           allowed him unchallenged to pursue and interfere with  
8           young boys.

9           "I think generally my second school was quite  
10          a happy place. I look back and seem to remember  
11          teenagers playing on the lawns, sunny days, happy days  
12          and after term days. It wasn't all bad.

13          "Amplifying on my previous comments, I recall **SNR**  
14          **SNR** brought the boys an old Land Rover which we  
15          could create havoc with within the fairly extensive  
16          grounds. We had pretty much free rein to go wherever we  
17          wished, within reason of course. I dare say, with  
18          today's present over-emphasis on health and safety, this  
19          sort of thing would never get off the ground. There  
20          certainly was a very different prevailing ethos/culture  
21          at my second school and a very pleasant change, I have  
22          to say, from the perfectly odious preparatory school in  
23          Perthshire.

24          "**SNR** however, exerted total control at  
25          my second school and, apart from the sexual abuse, there

1 was a side to him that I surmise was about both control  
2 and humiliation. For example, I recall one day in  
3 class, probably as the result of some misdemeanour or  
4 other, SNR [REDACTED] instructed me to go outside and to  
5 make a daisy chain and to return to the class once I had  
6 done so. I therefore was required to go out, pick  
7 daisies, make a chain and bring it back into the  
8 classroom as instructed. The whole object of the  
9 exercise being, I assume, one of control, punishment and  
10 humiliation.

11 "SNR [REDACTED] would play with you. You would be  
12 asked to report to his room on some pretext and he would  
13 maybe be in his bed. He would pat the side of his bed  
14 and ask you to sit on the bed beside him. His hand  
15 would then wander into your trousers and he would play  
16 with you. That is as far as it went. SNR [REDACTED]  
17 was an abuser but not a rapist.

18 "I think SNR [REDACTED] invited me into his bedroom  
19 fairly frequently but I am not aware if he invited other  
20 boys to do likewise. These things were never talked  
21 about, either to me or by me.

22 "At some stage there was a teacher at my second  
23 school who, in his youth, had excelled at sports. He  
24 subsequently became a well-respected [REDACTED] for  
25 a [REDACTED] in Edinburgh. Although apparently

1 well-respected by his peers in [REDACTED], I saw another  
2 side to him, a darker side, which was somewhat less than  
3 attractive. For example, SNR [REDACTED] had purchased  
4 a very primitive piece of cricket practice equipment  
5 whereby someone, from one end, would throw a cricket  
6 ball into this contraption and it would come out  
7 randomly at the other end in any given direction at not  
8 an inconsiderable velocity. The wretched pupil sited at  
9 the other end of this fearsome machine was naturally  
10 supposed to catch this high velocity projectile. The  
11 teacher I am referring to quite deliberately delighted  
12 in abusing his innate superior power by picking on some  
13 of the weaker boys who stood transfixed at the other  
14 end, not knowing whether to try and shield themselves or  
15 to try and catch the damn thing. It was a form of  
16 unseemly brutality.

17 "In order to put this particular example into  
18 perspective I would ask you to bear in mind that here  
19 was a man in his prime, excelling at many sports at  
20 international level, versus very young and vulnerable  
21 children. I saw the side of a deeply cruel and vengeful  
22 man with very few redeeming features, if indeed any.

23 "These episodes continued apace and eventually, on  
24 behalf of both myself and some of the other boys,  
25 I approached SNR [REDACTED] alerting him as to what, in

1 my opinion, was a form of abuse. The teacher  
2 subsequently took me aside and took me to task for  
3 having the temerity to go behind his back and complain  
4 to SNR [REDACTED] In fairness to SNR [REDACTED] he  
5 obviously relayed my grievance to the odious teacher.

6 "After passing my Common Entrance exam at the second  
7 attempt I was duly dispatched to Loretto in Musselburgh.  
8 I had in fact been given a choice by my father:  
9 Glenalmond, Merchiston or Loretto. My father and my  
10 uncle having been to Loretto, I elected to follow family  
11 tradition at the age of twelve, maybe thirteen. It  
12 proved to be an error of judgment.

13 "I was reminded of the fact that I had to retake my  
14 Common Entrance exam by the then headmaster,  
15 Forbes Mackintosh I believe, on arrival at Loretto and  
16 was told in no uncertain terms that I was one of the  
17 very few children that had to take the exam twice. Not  
18 an auspicious start, for sure.

19 "I was also informed at the same interview that he  
20 hoped that I would not follow others' example and talk  
21 too much. Little did he realise that that was to be the  
22 least of his problems.

23 "I was somewhat lucky in being billeted in  
24 Pinkie House, which happened to be away from the main  
25 concourse. Originally built in the 14th century, Pinkie

1 was extended in the 17th century to become Scotland's  
2 finest Renaissance villa. Arguably one of the greatest  
3 historical aspects of Pinkie was a very famous full  
4 length painted gallery ceiling. The painted ceiling in  
5 the gallery on the first floor was executed in the early  
6 17th century for Alexander Seton. Executed in tempera,  
7 the painting embellishes a vaulted ceiling lined with  
8 boards and extends some 85 metres by 6 metres, showing  
9 a range of architectural motives within which set images  
10 illustrative of proverbs, literary and religious themes.

11 "I happened to be billeted in the painted gallery  
12 and shared it with maybe 50 other boys, almost about  
13 the same age. There was a head of dorm in charge, as  
14 I recall. Another fascinating feature of this dorm was  
15 an original hidden doorway built into one of the walls  
16 which gave access and egress to and from the  
17 housemaster's quarters. I can't remember the  
18 housemaster's name unfortunately. At some point I was  
19 relocated to another dormitory in Pinkie House, which  
20 was a far smaller one with maybe only four of us in it,  
21 the head of that dormitory maybe being only a couple of  
22 years senior to me, as I recall.

23 "I didn't fit in at Loretto, no surprises there,  
24 which is probably the oldest established boarding school  
25 in Scotland, founded in 1827. I wasn't academic, as

1           previously alluded to, and, worse than that, I wasn't  
2           good at sport, both gross understatements. If you  
3           didn't play rugby for the First XV or cricket for the  
4           First XI you were of little consequence, since there was  
5           an over-emphasis on sporting prowess.

6           "          It also had a rather ferocious game called Fives,  
7           as I recall, where you had to hit a small hard ball  
8           against court walls just using your hands. I think they  
9           have a similar type of game at Eton. Not my idea of  
10          fun, at any rate.

11          "          In this context I do recall my father berating me  
12          with regards to my sporting ineptitude. I imagine he  
13          thought I was letting him down. That having being said,  
14          if you care to research Loretto's sporting history,  
15          I bet it highly unlikely that you will find my father's  
16          name attached to any great sporting achievements whilst  
17          he was there.

18          "          You either survived at Loretto or you went under,  
19          and I barely survived."

20          LADY SMITH: It is now 1 o'clock, which is when I would  
21          usually stop for the lunch break. I think I will do  
22          that now. It may be helpful if I sit again at 1.50 pm  
23          to finish reading this statement, and then we can move  
24          on to the next stage after that.

25          (1.00 pm)



1 (The short adjournment)

2 (1.50 pm)

3 LADY SMITH: Ms Bennie, when you are ready.

4 MS BENNIE: Thank you, my Lady:

5 "There was a roll call after dinner in the big  
6 dining hall which was in reality a roll call of  
7 dishonour. The prefect of the day would stand up and  
8 announce before the whole school that the following boys  
9 should report to the big tub room after dinner. The  
10 prefect in question would run through the list of names,  
11 and after dinner said boys would duly report to the big  
12 tub room where they were told to bend over one of the  
13 many tubs, whereupon a prefect would knock seven bells  
14 out of them with a cane, the prefect's unfettered power  
15 base being derived from a historic bullying culture  
16 prevalent at the school 'This will make a man of you,  
17 boy'.

18 "I can't really remember whether there were teachers  
19 present in the dining hall during the roll call but  
20 I suspect not. I think it was an all-boys thing,  
21 prefects and pupils. It was almost run along military  
22 lines. The masters delegated all powers of control to  
23 the prefects and, if they were going to get you, make no  
24 mistake, they would in no uncertain manner.

25 "Each pupil was assigned a grub locker where one

1           kept a supply of small goodies, for example biscuits and  
2           cakes et cetera. These grub lockers were located in the  
3           main school in a smallish room close to the dining hall,  
4           individual lockers being made up of tall, thin  
5           steel-lined cabinets.

6           "The prefects on occasions would carry out  
7           a periodic grub locker inspection. Subsequent to one  
8           particular inspection, and for the cardinal sin of  
9           having crumbs in my grub locker, I of course had to take  
10          it in turn to report with the other miserable boys to  
11          the big tub room for suitable chastisement. My beatings  
12          became so regular that they eventually became the norm  
13          for life at the school.

14          "There were quite a few big baths in the big tub  
15          room, hence the name, the modus operandi being for the  
16          pupil to bend over one of the baths in the traditional  
17          manner before receiving his pre-determined punishment.  
18          A cane was the standard instrument of torture. I have  
19          no idea where these instruments of torture were kept.  
20          I would hazard a guess that they were kept somewhere  
21          convenient where the prefects could actually practise  
22          and hone their skills. Practice makes perfect, and some  
23          of them were very skilled indeed at their chosen craft.

24          "Even today I find strange that prefects, who are  
25          only senior to you by three or four years, had the

1 unchallenged authority to give you a severe beating if  
2 they so felt like it. It's just a reflection on the way  
3 these places were run, all about power and control.  
4 I felt that nobody really had your interests at heart.  
5 Beatings at Loretto were endemic and just part of the  
6 prevailing culture in those dim and distant days. For  
7 a minor misdemeanour you got three of the best in your  
8 blue shorts. If it was slightly more serious, it was  
9 six of the best in your blue shorts. If it was more  
10 serious than that, it was three of the best or six of  
11 the best in your white cricket shorts. If it was even  
12 more serious than that, you wore no shorts at all, and  
13 you got three of the best or six of the best naked.

14 "When you went into the showers you would see boys  
15 with their bottoms bleeding, bruised and battered. Not  
16 an unusual occurrence, it has to be said. Never a good  
17 look. The ultimate sanction was to be beaten by the  
18 headmaster, and that was very rare. I was beaten by the  
19 headmaster so that tells you something. The beatings  
20 were always done in the tub room, except if you were  
21 beaten by the headmaster, in which case you were beaten  
22 in his study.

23 "If my memory serves me, you were beaten by both  
24 masters and prefects at Loretto. The prefects were aged  
25 maybe 16, 17, and 18. Sometimes they also played in the

1 first 15 and they knew how to hit you, and some of them  
2 relished the task. A duck to water, one might say.  
3 However, in fairness it has to be said that occasionally  
4 a prefect would show a certain leniency and would just  
5 tap you on the bum and get it over done with as quickly  
6 as possible. I only ever remember getting beaten by the  
7 prefects and also of course by the headmaster, but not  
8 by the regular masters. It was all very Dickensian.

9 "It was impossible for the beatings to go on without  
10 the teachers' knowledge because they were carried out in  
11 the big tub room within the main building of the school,  
12 which, if memory serves me, was on the first floor above  
13 the dining hall.

14 "Another part of the prevailing regime at Loretto  
15 was the morning cold tub routine. Every single morning  
16 without fail you would get out of your bed and dive into  
17 an ice cold bath. The logic of this sequence of events  
18 totally escapes me to this day. My father, until his  
19 dying day, apparently had a cold bath every morning and  
20 night as a legacy from his Loretto days. He  
21 subsequently died aged 73, so it didn't really do him  
22 that much good.

23 "Anecdotally, I have subsequently learned that about  
24 30 years ago Professor Vijay Kakkar, a director of the  
25 Thrombosis Research Institute in London, instigated

1 a trial to investigate the saying that cold bathing is  
2 beneficial for those accustomed to it. Apparently there  
3 are quite a few beneficial side-effects. Apparently  
4 a feeling of relaxation or even elation are not unknown.  
5 I think, on reflection, I have to revise my attitude to  
6 cold baths.

7 "I wasn't at Loretto for long, no surprises there,  
8 and I strongly suspect that I was eventually expelled.  
9 Whether my father had sufficient empathy to avoid  
10 telling me that or not, I don't really know. Being  
11 academically challenged obviously worked against me when  
12 it came to taking my O levels, let alone my A levels.  
13 I think I left Loretto when I was about 16, so I was  
14 probably only there for about two or three years, the  
15 net result being that I was taken away from Loretto  
16 before I sat my O levels, because my father said I was  
17 never going to pass them as long as I stayed there,  
18 a fairly reasonable assumption, I would say.

19 "I subsequently returned to my second school where I  
20 surpassed all expectations by passing one single O level  
21 in English literature. This O level hardly prepares you  
22 for the cut and thrust of life thereafter. So to all  
23 intents and purposes, it was pretty useless.

24 "After the school, the final rejection was being  
25 ejected from the family home, my father delivering

1 a letter under my bedroom door at dead of night to  
2 inform me that he was going away on holiday and that  
3 I was not to be present on his subsequent return to the  
4 family home. This was the start of a very rocky road  
5 which took me from the working cotton mills of  
6 Lancashire to the Highlands of Scotland and all points  
7 between, not only ones working in Woolworths' storeroom,  
8 but also working as part of a road gang laying  
9 underlying pipes in Leeds.

10 "I subsequently attended night school and day  
11 release at various further education colleges. Academia  
12 and I were never the easiest of bed fellows. To cut  
13 a very long, boring story short, I eventually ended up  
14 joining a civil engineering company as a chain boy, the  
15 lowest of the low. Chain boys assist the engineers in  
16 their setting out duties, maybe earthworks, roads,  
17 bridges, sewers, whatever. I started working in the  
18 peat bogs of the north of Scotland and then I gradually,  
19 over time, became a setting out engineer in my own  
20 right.

21 "Thereafter I joined a major multinational civil  
22 engineering company as a site engineer and worked  
23 throughout central Scotland on a variety of civil  
24 engineering projects. I was subsequently seconded to  
25 the plant division to form a new division. Most of my

1 career came about by accident and it just happened that  
2 way, there was never an overarching plan.

3 My Lady, I am now moving to paragraph 78:

4 "The last twenty years have been a long hard slog.  
5 Twenty years ago I was penniless and homeless, down and  
6 out. I was, however, very fortunate in that a very old  
7 friend of mine who lived in Glasgow but had stayed in  
8 touch offered me her spare room. She and her boyfriend,  
9 a Glasgow GP, provided me with a roof over my head and  
10 a steady hand over the next two years whilst I travelled  
11 the country as a self-employed building surveyor. They  
12 both saved my life.

13 "Sometimes in this life you fall and, if you are  
14 very fortunate, there will be some kindly soul to pick  
15 up the pieces. I was incredibly lucky. Others are not  
16 so and end up on the streets, or worse. This life of  
17 ours can be a very real rollercoaster with some good  
18 times and bad. It is a salutary lesson that, when  
19 necessary, friends or family can genuinely make  
20 a difference by coming to the rescue during the bad  
21 times. A helping hand is a genuine act of kindness. It  
22 demonstrates a simple act of basic humanity.

23 "Through a very tortuous route I eventually ended up  
24 in 2007 being employed once again as a building  
25 surveyor, working for a multinational company on the

1 west coast of Scotland where I have remained gainfully  
2 employed ever since.

3 "I had a very privileged upbringing but when you are  
4 young you don't know any differently. People say  
5 that school days are the happiest days of your life.  
6 Mine were absolutely ghastly. I loathed pretty much  
7 every single day. Maybe that is just one of the reasons  
8 why I now can't remember the names or dates or indeed  
9 any form of chronology of my life. I was beaten  
10 incredibly regularly from the age of 7 to 16 but, in  
11 fairness, I was a pretty naughty child and not a very  
12 nice one either, so undoubtedly it is just desserts.

13 "These were strange times. Those in authority  
14 abused you mentally and they abused you physically, not  
15 only by the wilful act of beating, but by actually  
16 sexually interfering with you. Retrospectively it is  
17 interesting and indeed telling that the sexual abusers  
18 in my case were both unmarried. Is there a message  
19 there for the present day? It was also very much  
20 a generational thing and they were very different times.  
21 It is also interesting to reflect that, in reality, you  
22 remember the abusers and are quite incapable of  
23 remembering the good guys.

24 "To be fair, there had been good times but the  
25 memory just seems to block them out and picks out the



1 bad. I find it strange that parents wilfully put you  
2 through this abusive system when they in turn have been  
3 subjected to it. My father specifically must have known  
4 what went on in these places and yet he sent me there.  
5 Why would he do that? My parents were wont to ask me  
6 what I was going to do with my life and then castigate  
7 me for being unable to come up with an answer. How on  
8 earth does your average 16 year old know what he or she  
9 wants in life? Particularly one that has shown no  
10 particular aptitude for anything of note. No one took  
11 the time to take me through career options. There was  
12 no such thing as a career advisor in those days."

13 My Lady, I am now moving to paragraph 89:

14 "There is no doubt that Loretto has a fine  
15 reputation. Regrettably it was me who wasn't fine, and  
16 certainly not fine for that school. I had in the past  
17 shown some degree of artistic aptitude and I wish  
18 somebody had seen that in me and made an effort to  
19 nurture it. There is good and bad in everybody but it  
20 is up to our seniors to appreciate the good things and  
21 to nurture them. Everybody is good at something, you  
22 just have to take the time to tweeze it out of them in  
23 order to find out what that something is. It requires  
24 patience, skill and not a little love.

25 "People at large should realise that no embryonic

1 child in the womb, given the option, chooses to be born  
2 academically challenged and sportingly inept. These  
3 particular handicaps can prove pretty challenging at  
4 school, if not for the rest of their lives. Given that  
5 I look back at my school days as the unhappiest ones,  
6 I think that really says it all.

7 "None of my schooling was in any way constructive,  
8 in fact quite the reverse. It was positively  
9 destructive. I didn't fit the standard mould; a square  
10 peg in a round hole undoubtedly. I consciously never  
11 think about my school days. Why concentrate on the  
12 unhappiest times? You reach an age where you try to  
13 self-analyse, and I now find myself at this stage  
14 looking back at my life and times. Whilst I am filled  
15 with very many regrets, I have to make it clear that  
16 what occurred during my school days has not, in my  
17 opinion, really impacted on my later life to any great  
18 degree. Most of my regrets and associated guilt relate  
19 to events after school.

20 "In essence, these last twenty years have been first  
21 of all about survival, followed by a degree of atonement  
22 and finally some form of redemption. I am now  
23 relatively happy and contented with life. It has been  
24 a rocky road at times but everybody goes through  
25 difficult times.

1            "I was one of many children who were the subject of  
2 abuse and it's disturbing to think that this abuse will  
3 still be going on today in both public and prep schools  
4 and indeed elsewhere. Hopefully I think it may be  
5 greatly tempered by now, and this Inquiry certainly  
6 represents a leap in the right direction.

7            "Fundamentally, I don't believe the abuse I suffered  
8 scarred me for life. That is far too glib. It was  
9 an experience I went through and, lest it be forgotten,  
10 I am merely one of many of both genders who suffered.  
11 It was just part and parcel of life, and any subsequent  
12 failings and failures in my life were not, in my  
13 opinion, down to abuse, but more likely down some pretty  
14 poor decision-making. I have never found the need for  
15 any counselling or support, it's all water under the  
16 bridge.

17           "Would I send a son of mine to Loretto? Has it  
18 changed its ways? Can a leopard change its spots? Are  
19 beatings, cold baths and other forms of attrition still  
20 in play?

21           "I have never told anyone about the abuse  
22 I suffered, not even my wife, and I was married for  
23 25 years. From a personal point of view, I think people  
24 should be made aware of what happened historically in  
25 the 1950s and 1960s in these establishments. There will

1 be no revenge or recrimination in my case because the  
2 individuals concerned are dead and the respective  
3 institutions are long since gone. There is no mileage  
4 to be gained by going down that particular road. There  
5 will also be no prosecutions nor police involvement for  
6 the same reason.

7 "I do believe, however, that it should be on the  
8 record, what happened to some young boys who were sent  
9 away to these boarding schools. The abusers were put  
10 in a position of trust by parents and the boys were mere  
11 playthings with which to amuse themselves. Cynical  
12 maybe, but true in certain instances.

13 "I just want it on record that abuse occurred and  
14 I am guessing it to have been endemic throughout the  
15 private education system. I don't know whether it went  
16 on within Local Authority schools, but I suspect it  
17 probably did, but maybe less so given the opportunities  
18 were probably somewhat restrictive.

19 "As far as the Inquiry goes, I do believe the names  
20 of my abusers may crop up again and again and, should  
21 that be the case, a resultant pattern of identity and  
22 characteristics will hopefully emerge.

23 "I have no objection to my witness statement being  
24 published as part of the evidence to the Inquiry."

25 My Lady, this statement has been signed by Quentin

1           and is dated 26 November 2020.

2           LADY SMITH: Thank you very much.

3                     Mr Brown.

4           MR BROWN: My Lady, the next witness is a remote witness who  
5                     checked in at 1.30 pm, but obviously was meant to check  
6                     in at 2 o'clock, but hopefully may be checking in fairly  
7                     shortly.

8           LADY SMITH: Shall I have a very short break?

9           MR BROWN: I think if I make contact and perhaps we can  
10                    resume in two minutes.

11                   (2.05 pm)

12   (A short break)

13                   (2.09 pm)

14           LADY SMITH: Yes. Mr Brown.

15           MR BROWN: My Lady, the technology seems to be working. May  
16                    I introduce the next witness who is Geoffrey.

17           LADY SMITH: Geoffrey, good afternoon. Can you hear me all  
18                    right?

19           THE WITNESS: Yes, thank you, ma'am, I can. Good afternoon  
20                    to you.

21           LADY SMITH: Thank you for joining us. I am Lady Smith and  
22                    I am chairing the Scottish Child Abuse Inquiry.

23                    Could we begin by you taking an oath to tell the  
24                    truth, please.

25

1 "GEOFFREY" (sworn)

2 (By video link)

3 LADY SMITH: Thank you for that, Geoffrey. Unless you have  
4 any questions for me at the moment, I will hand over to  
5 Mr Brown and he will explain what happens next. Is that  
6 all right?

7 A. Okay, fine.

8 LADY SMITH: Very well, Mr Brown.

9 Questions from MR BROWN

10 MR BROWN: Geoffrey, good afternoon again.

11 A. Good afternoon.

12 Q. Obviously for today's purposes you are remaining  
13 anonymous, but you have provided the Inquiry with a full  
14 statement, and I think you should have a copy of your  
15 statement in front of you, is that correct?

16 A. I have indeed, yes.

17 Q. It's a statement that obviously you have managed to  
18 read, and I think if we go to the final page, page 23,  
19 we see that there is a final paragraph which reads:

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 Is that correct?

25 A. Correct.

1 Q. And you have signed the statement and dated it  
2 in December 2018.

3 A. Indeed, yes.

4 Q. All right. You will understand therefore that obviously  
5 we have your statement and we don't need to rehearse  
6 every part of it in the oral hearing, and obviously  
7 I won't detail your full background, but am I right in  
8 saying that you are now -- what age are you now?

9 A. 76.

10 Q. 76. Thank you.

11 A. I'm starting to feel it.

12 Q. And you were born in 1945. You are obviously here to  
13 speak about your time at Loretto School in Musselburgh.

14 A. Yes.

15 Q. But we would understand from your statement that you  
16 in fact spent some time at another boarding school in  
17 the borders of Scotland, prior to going to --

18 A. Yes.

19 Q. -- Loretto when you were 13?

20 A. Correct.

21 Q. I think, as we see at paragraph 9 of your statement,  
22 your first term was difficult in the sense that it was  
23 the winter, you were cold, and you were missing your  
24 family?

25 A. Yes, indeed. It's a term that I will never, ever

1 forget.

2 Q. All right. If nothing else because, as you go on, they  
3 couldn't come to visit you because the weather was bad.

4 A. That was an exceptionally bad winter, yes.

5 Q. But thereafter is it fair to say you in fact enjoyed  
6 your time at that school?

7 A. Yes, I did. Yes, very much so.

8 Q. Why was it so enjoyable?

9 A. It was friendly, we had some wonderful teachers, and  
10 an amazing headmaster, Mr Harry Elbourne. Moffat was  
11 a lovely little town and we were surrounded by some  
12 beautiful scenery, and particularly during the summer we  
13 used to go trekking out and about many, many times, even  
14 with the odd trip to the Solway Firth sometimes. So,  
15 yes, it was very enjoyable, very enjoyable indeed.

16 Q. Then when you were 13 you moved to Loretto.

17 A. Yes.

18 Q. And this was in September I think of 1958?

19 A. Yes.

20 Q. You say in your statement that you were quite excited  
21 about going to Loretto:

22 "I had spent four years at boarding school already  
23 so I was used to being away from home."

24 And you didn't think Loretto would be any different?

25 A. No. No, I had no indication at all that it was any



1 different.

2 Q. But I think you go on to say:

3 "The harsh reality kicked in when I got there."

4 A. Yes.

5 Q. All right.

6 A. Yes.

7 Q. We are going to try something. I am going to show you  
8 a document which hopefully may appear on your screen.  
9 We will see if it works.

10 A. It is showing, yes.

11 Q. Could we please look at SGV.000067184 at page 2, which  
12 should appear on the screen. Do you have that?

13 A. Got that, yes.

14 Q. You will see the Loretto School crest?

15 A. Yes.

16 Q. And the motto. And above that, in the top right-hand  
17 corner of the page, it says 1958?

18 A. Yes.

19 Q. Which is the year obviously you joined the school. This  
20 is the school's prospectus of that year?

21 A. Okay.

22 Q. Could we look, please, at page 7 of the document which  
23 will appear. I think you can see in the photograph --

24 A. That is --

25 Q. Schoolhouse?

1 A. Yes, the back of Schoolhouse.

2 Q. You remember it obviously?

3 A. Indeed, yes.

4 Q. This is a passage that I would just like to read out to  
5 you. The next two paragraphs, this is how Loretto was  
6 describing itself:

7 "A sense of responsibility is engendered from the  
8 outset by making boys, as they are judged fit, heads of  
9 rooms, heads of forms and heads of sides in games. As  
10 they grow older and prove themselves able for more  
11 responsible positions of trust, they may become house  
12 prefects and finally prefects. All these appointments  
13 are made by the headmaster and boys are selected not  
14 only for scholarship or athletic prowess but for having  
15 shown themselves fit by strength of character for  
16 positions of responsibility.

17 "The prefect system, which is the surest safeguard  
18 against bullying and other school dangers, is fully  
19 developed at Loretto. In the exercise of their duties  
20 prefects are responsible to the headmaster for the  
21 maintenance of discipline and the tone of the school.  
22 In all circumstances, a boy has a right of appeal to the  
23 headmaster. There is no fagging at Loretto in the  
24 accepted meaning of the word."

25 A. It sounds very positive.

1 Q. To go back to the words of your statement, what was the  
2 reality? Did it mirror that?

3 A. Not really, no.

4 Q. If we can take in stages then and perhaps start at the  
5 bottom. The description is:

6 "There is no fagging at Loretto in the accepted  
7 meaning of the word."

8 What is your comment on that?

9 A. No, there wasn't any fagging, but you still had various  
10 duties that you had to carry out, depending on which  
11 year group you were in, and I have actually mentioned  
12 those in my statement.

13 Q. Yes.

14 A. Things like serving at tables, running baths for  
15 prefects, locking things up. Onerous type of stuff.  
16 Run-of-the-mill, essentially. Apart from running baths  
17 for prefects, which to my mind was: why can't they run  
18 their own? So, no, there wasn't any fagging, but we  
19 still had duties to carry out.

20 Q. Yes.

21 A. What I would call "secondary" duties.

22 Q. Just to be clear, page 11 of your statement,  
23 paragraphs 74 to 79, you do say at paragraph 76:

24 "One of most onerous chores was having to run a bath  
25 for the prefect in the mornings and evenings. You had

1 to make sure the water was to the exact temperature he  
2 wanted. Fortunately you didn't have to do it every day.  
3 A few of us did it throughout the term, and there was  
4 a rota, so you knew which day you had to do it on."

5 A. Yes.

6 Q. So to that extent it wasn't as if, to use a military  
7 analogy, you were a batman to a particular person, it  
8 was just a --

9 A. No.

10 Q. -- rota of chores?

11 A. That is right. Yes.

12 Q. All right. As you say in paragraph 79:

13 "It was like being in the armed forces where you had  
14 to do all these onerous tasks before you could move  
15 onwards and upwards."

16 A. Yes.

17 Q. And someone else then took on the onerous tasks?

18 A. Indeed, yes. Although nobody ever ran a bath for me  
19 because I never made it to prefect.

20 Q. I was going to ask but you have answered without me  
21 having to. Thank you.

22 In terms of the routine at Loretto, you have set  
23 out, and we don't need to go through this, the  
24 background to the numbers in dormitories and the like  
25 and the ages of people in the dormitory. But we should

1 understand there was a mix of ages, it wasn't just one  
2 year group sharing a dormitory, it was a range of pupils  
3 from across the school?

4 A. Yes, it was. It was a full age range.

5 Q. Yes. You make reference to the fact that, and this is  
6 alluded to in the passage I read for you, there would be  
7 house prefects and school prefects, school prefects  
8 obviously presumably having some role across the school  
9 in toto but house prefects having disciplinary  
10 responsibilities in the given house?

11 A. Exactly, yes.

12 Q. I think you spent -- you were in two houses in your time  
13 at Loretto, is that correct?

14 A. Three houses.

15 Q. Right. Thank you. Which houses were they, please?

16 A. Holm House for my first two years, and that was  
17 standard, you always spent your first two years in one  
18 house but moved around in the various different rooms.  
19 And then I moved to Linkfield House and then to  
20 Newfield.

21 Q. And then to ...?

22 A. Newfield House.

23 Q. Newfield, thank you. In terms of the background, you  
24 have obviously set out in your statement the routine,  
25 but one of the particularities, we have heard of this

1           already, we understand that the day would start with  
2           a dip in a cold bath or a tub as they were known?

3           A. Yes. Yes, they were quite deep. They were called tubs  
4           because they didn't have taps attached to them, for  
5           whatever reason, but they were quite deep, and everybody  
6           had to plunge into that cold tub first thing in the  
7           morning, and you also had to go into it after you had  
8           had a hot bath.

9           Q. This was just a plunge, we would understand, rather  
10          than --

11          A. It was, yes, just purely a plunge. Yes.

12          Q. Was that felt to be a bad thing or was it just accepted  
13          as the norm?

14          A. You had to accept it. There was no way out of it.  
15          I couldn't see any reasoning behind it, although  
16          somebody did say that it kept the pores closed so you  
17          wouldn't catch a cold. But having said that, every year  
18          I was there I had flu every winter term.

19          Q. I think as well as that sort of routine, there were  
20          other things that perhaps you enjoyed rather more, in  
21          particular the combined cadet force?

22          A. Oh, yes.

23          Q. Which you said you loved?

24          A. Yes, I did, I loved that. I was a crack shot with  
25          a rifle, and I also played in the pipe band which was

1           very enjoyable.

2           Q. All right. Can you say, looking back on your time at  
3           Loretto, how you view it in terms of the split between  
4           good or bad?

5           A. Say again?

6           Q. Looking back at Loretto from today's date how would you  
7           describe it in terms of being good or bad? Overall?

8           A. A bit of a mixture of both. The problem is that you  
9           always tend to remember the bad things first and then  
10          you remember the good things: the excitement, the end of  
11          term approaching, going home. Tremendous. Getting on  
12          the train, getting away. And then at the end of your  
13          holidays thinking, oh dear, I have got to go back to  
14          school, but you just put up with it. There was nothing  
15          else in your life, that was the way things were. That  
16          was -- your whole life revolved around the school until  
17          you finished it.

18          Q. The reason I ask --

19          A. So you literally took the rough with the smooth.

20          Q. Yes. There were some things you obviously did enjoy,  
21          like the cadets?

22          A. Yes.

23          Q. And the pipe band --

24          A. Yes. I also enjoyed my studies, there were certain  
25          subjects like maths and sciences which I thoroughly

1           enjoyed, and during free periods, particularly in sixth  
2           form, I was able to do a lot of artwork which I did not  
3           study officially.

4           Q. But you still had the chance to do?

5           A. Oh, yes, yes.

6           Q. Was that encouraged by the school?

7           A. Yes, it was encouraged, but also the fact that you saw  
8           everybody else doing exactly the same thing. Free  
9           periods were really there as a sort of a homework time,  
10          but there were periods set aside so you could actually  
11          do these other activities which helped to broaden you  
12          out. Like me, if you were doing maths and sciences,  
13          they expected you to do a bit more on the arts. We also  
14          had English with the headmaster. So yes, it just sort  
15          of broadened the curriculum out for you.

16          Q. But I think, returning to the passage I read to you from  
17          the prospectus of 1958, reference was made to the  
18          prefect system as being "the surest safeguard against  
19          bullying and other school dangers". Was that  
20          an accurate description?

21          A. I believe that in a sense it was, but also unfortunately  
22          some prefects took advantage of their situation.

23          Q. Can you go on about that?

24          A. They might have been fine up to the time they became  
25          prefects, and then when they became prefects things



1 changed. They got this position of power and it more or  
2 less went to their heads.

3 Q. I think looking at your statement at page 12,  
4 paragraph 80, which is under the broad heading "Pure  
5 Discipline", you say there was a very harsh disciplinary  
6 regime and a strict set of rules?

7 A. Yes.

8 Q. Both teachers and prefects were allowed to punish you.  
9 Prefects only punished you physically but teachers could  
10 also punish you physically and by giving extra homework?

11 A. That is correct.

12 Q. You very much had to try and keep your head down?

13 A. Yes. Yes. It encouraged you to get on with things. So  
14 I can understand -- don't get me wrong with this --  
15 I can understand you are in a closed society there, and  
16 there have to be rules and regulations to keep  
17 everything running. But when you look at the school now  
18 it is totally and completely different. The whole ethos  
19 of the school has changed, and it must be a truly  
20 wonderful place to be. But of course the world has  
21 moved on since I was at school.

22 What I experienced was the norm, so you expected it  
23 to a certain extent. But at the same time there was  
24 a Sword of Damocles hanging over and you just -- as  
25 I said, you just had to keep your head down and just get

1           on with things.

2           Q. We have heard also that there was an understanding that  
3           you would own up to things. Does that take you back?

4           A. The good old Scottish word "clipe". Yes. Sorry about  
5           that. But no, I think that if you complained, then it  
6           would get around and your situation would just be made  
7           worse.

8           Q. So you didn't complain?

9           A. You didn't complain, no. It was not expected of you to  
10          complain.

11          Q. Did you ever experience punishment that you felt was  
12          unjustified?

13          A. Yes. But there again it was not my fault that I was  
14          punished for the misdemeanour. However, I just accepted  
15          the punishment and got on with it.

16          Q. And the punishment you are remembering, was that in the  
17          form of punishment by a prefect or by a teacher?

18          A. It was by a prefect because it was -- I broke a school  
19          rule.

20          Q. Can you remember which school rule that was? Was this  
21          being late, by any chance?

22          A. That was the one that was being late, yes, yes. When my  
23          father came to take my brother and I out for tea, we  
24          were late in getting back. He knew that we had to be  
25          back by a certain time, but we didn't get back by that

1 time.

2 Q. And trying to explain presumably cut no ice?

3 A. Yes, that is it. Rules are rules.

4 Q. You say at paragraph 98 of your statement, and this is  
5 page 15, that a change of headmaster led to a change of  
6 approach, and this is the retirement of the  
7 Forbes Mackintosh as headmaster and Bruce Lockhart  
8 coming in to replace him?

9 A. Correct, yes.

10 Q. And to use your words:

11 "He changed the system of discipline almost  
12 overnight when he came in and said that corporal  
13 punishments could only be given for the most serious  
14 infringements and we were all glad of that."

15 Do you remember excitement within the school that  
16 that was --

17 A. There was a general feeling that -- a sort of  
18 a collective sigh of relief went up.

19 Q. From the pupils? Teachers as well?

20 A. I don't know about the teachers but certainly from the  
21 pupils.

22 Q. What about the prefects, who were suddenly ...

23 A. I don't know, I don't know. At that stage of my life in  
24 school I was not friendly with any of the prefects at  
25 all so I couldn't tell you.

1 Q. We know obviously that Loretto at this time was  
2 an all-boys school?

3 A. Yes.

4 Q. I think this then leads on to the other aspect that you  
5 have talked about in your time at Loretto, which is  
6 abuse at Loretto. If we can go to paragraph 102.

7 A. Yes.

8 Q. This is talking about the general overview of the school  
9 at the time:

10 "General references to sex were made all the time by  
11 the boys. It was an all-boys school, hormones were  
12 raging all over the place. That was probably why we had  
13 so much sport and dips in a cold tub."

14 A. Yes, yes. We did have a lot of sport, and yes, it  
15 would -- very physically, we were very physically active  
16 at the school. But there were always references to all  
17 types of sex.

18 Q. You go on in paragraph 103:

19 "There was a general aura in the school that things  
20 went on and we learned about homosexuality very quickly  
21 whether you were part of it or not. There were always  
22 references to it between boys and it was a big joke."

23 A. Yes.

24 Q. It's the phrase "whether you were part of it or not"  
25 that I suppose is of moment. Was it obvious that things

1           were taking place so far as you were concerned? Not  
2           talking about anything that happened to you but just  
3           generally?

4           A. It was not specifically obvious, let's put it that way.  
5           I never saw anything going on, so as far as I was  
6           concerned it was just references to it and that was it.  
7           I just ignored it. And I obviously hoped that that was  
8           all it was going to be.

9           Q. Yes. We will come on in a moment obviously to  
10          a particular episode that involved you. But in terms of  
11          being talked about, you didn't see anything, but was it  
12          something that was discussed between the boys in terms  
13          of particular teachers, particular pupils, doing things,  
14          or was that just -- was it not discussed at that level?

15         A. I can't really remember. I had a very close friendship  
16         with three other boys, they were all in my year group,  
17         we were all sort of like-minded, all liked doing the  
18         same things, all at the same sort of level of academia.  
19         So we did not sort of tend to discuss things openly with  
20         anybody else. We certainly didn't discuss it amongst  
21         ourselves, there was no need to. So far as we were  
22         concerned, if somebody else wanted to talk about it then  
23         that was entirely up to them. But there was always the  
24         reference -- always a reference somewhere.

25         Q. Yes. Okay. I think as you go on to discuss, you did

1           have two experiences with the same boy?

2           A. Yes.

3           Q. Firstly when you were in Holm House and this other boy  
4           was a house prefect who entered your dormitory?

5           A. Yes --

6           Q. And -- sorry, you were going to say ...

7           A. Yes. I was in that particular dormitory on my own,  
8           I can't remember, it was in an afternoon, I must have  
9           gone in there for something. Everybody -- it was  
10          obviously during when everybody was out playing sports  
11          of some sort. I might have been doing something  
12          different, I can't remember. But he just walked in, he  
13          was house prefect, and I immediately felt threatened.  
14          There was something about him. It just ... I just  
15          wondered about him. And then when he sort of made moves  
16          towards me I thought, whoops, get out of here.

17          Q. And you managed to get out --

18          A. I managed to. I didn't report him to anybody.  
19          I thought hopefully I have put him off.

20          Q. I think, to quote from your statement, thereafter you  
21          avoided him like the plague?

22          A. Too true, yes, even though I had to run a bath for him  
23          on occasion.

24          Q. But there was a second episode with the same boy, and  
25          this is when, reading from paragraph 109, you are in the

1           dormitory in your bed?

2           A. Yes, it was after lights out.

3           Q. How long after the first episode was this? Can you  
4           remember, roughly?

5           A. It was the next term, because I was in a different  
6           dormitory.

7           Q. Yes. Okay.

8           A. It was also on the last night of the term as well, we  
9           were going home the following day.

10          Q. Was he leaving the school after that?

11          A. He was a school leaver, yes.

12          Q. So it was his last night in the school?

13          A. Yes.

14          Q. Again, the details are in your statement, but  
15          essentially he climbed into your bed and things  
16          happened?

17          A. Yes.

18          Q. And you were left, to use your words, feeling disgusted  
19          and shocked as well as feeling ridiculous?

20          A. Yes.

21          Q. You make the point at paragraph 111 you could have  
22          shouted out, you could have screamed or left your bed:

23                 "... but thoughts were going through my head about  
24                 what would happen if I did. I didn't know if others  
25                 would have a go at me or if I would get in trouble."

1 A. Yes --

2 Q. How many --

3 A. -- I think that was always the problem. Because if you  
4 did something unexpected, you might get into trouble  
5 even for that. It was just one of these situations  
6 where it just happened and you thought: why? I just  
7 wanted to hit out. He was bigger than me, so he could  
8 have hit back. I think the biggest shock I got was that  
9 there were five other boys in that dormitory and nobody  
10 made a sound.

11 Q. I think, to use your words in paragraph 112, the  
12 authoritarian discipline in that school meant that the  
13 boy who was house prefect had power over you?

14 A. Yes.

15 Q. And you cowered before that power?

16 A. Literally, yes.

17 Q. Do you think that might be an explanation why the others  
18 in the dorm did nothing?

19 A. Possible. It is quite possible.

20 Q. Although I think, to be fair, you say you don't know if  
21 they were awake or not. But it's that power and  
22 authority which led you to cower. Did it lead others to  
23 cower, from your experience of school?

24 A. I think, yes, I think most of us had a sort of respect  
25 for the authority. You had to. But whether we liked



1 the person who had the authority, it's a different thing  
2 altogether. I know that during my final year there  
3 I was very friendly with one of the house prefects, he  
4 was in the same house as me. He became a very famous  
5 rugby player, played obviously for Loretto. He was  
6 a great character. And he never, ever, that I could  
7 see, abused his power as a house prefect. That to me is  
8 somebody you respect. The fact that I was friendly with  
9 him shouldn't have made any difference at all.

10 Q. Obviously other prefects didn't behave like him. Was  
11 there any risk of censure of such behaviour by staff,  
12 for example?

13 A. I don't know. I don't know, because I never saw any  
14 prefect being censured whatsoever.

15 Q. Were staff simply not present when prefects were  
16 disciplining, for example?

17 A. Not really, no. No, staff kept well out of it.

18 Q. Okay. Going back to the sexual side, obviously you have  
19 talked about the amount of discussion about sex and  
20 homosexuality and so forth. At paragraph 117 you say:

21 "I don't think boys would have thought about any  
22 sexual activity as abuse at that time because it was  
23 almost an accepted part of life. If you were part of  
24 any sexual activity and didn't want it then you just had  
25 to deal with it. You wouldn't have spoken about it or

1           you would be seen as a troublemaker and you thought your  
2           life would have been made a misery."

3           Obviously you can speak to what happened to you.  
4           Just to understand, and if you can't remember please  
5           just say so, but were you aware of other things  
6           happening to other boys?

7           A. This is where my memory fails me a little bit. There  
8           probably was, otherwise I wouldn't have said this, but  
9           you thought, well, that is up to them. You didn't sort  
10          of say to anybody, "Well, have you thought about  
11          reporting this?" It's their life, let them get on with  
12          it.

13          I say it was an accepted part of life, because it  
14          was always -- there was always references. There was  
15          always the jokes. But I didn't actually physically see  
16          anything else going on.

17          Q. Thank you. You go on to say you left school perhaps  
18          earlier than you would have liked to?

19          A. Yes.

20          Q. Because of financial difficulties your father was  
21          having.

22          A. Yes.

23          Q. And I think the point is made that -- or you make the  
24          point that there was a choice between you staying on and  
25          your brother staying on, and you let him stay on?

1 A. I let him stay on, yes.

2 Q. Yes. You say --

3 A. I felt it was more important for him to stay on because  
4 he, to me -- I had got my O levels, so why shouldn't he  
5 stay on and get his?

6 Q. And at paragraph 121 you conclude by saying:

7 "Generally things were positive in Loretto. It was  
8 a shame that I had to leave early and didn't get to  
9 finish my A levels. I was hoping to be a vet and that  
10 didn't happen."

11 A. Yes.

12 Q. Was there at any stage -- you will understand why I am  
13 asking this question -- any consideration at Loretto of  
14 what you might do by way of careers advice?

15 A. No. In those days we never had any careers advice  
16 whatsoever.

17 Q. Because it wasn't part --

18 A. It just wasn't part and parcel of it. You were more or  
19 less -- if you were going on to do your A levels you  
20 were expected to go off to university.

21 Q. But in your case, having left school earlier than you  
22 would like to have done, I think we read you did  
23 a number of different jobs?

24 A. Yes.

25 Q. But ultimately, and perhaps tying back to the enjoyment

1 of the cadets and the pipe band, you joined the forces?

2 A. I did.

3 Q. And had a successful career in that.

4 A. Yes.

5 Q. Culminating in careers advice?

6 A. Yes, I became a careers adviser. I was initially going  
7 to go into teaching in mathematics and technology, but  
8 while I was based in Edinburgh in the RAF careers  
9 information office in Hanover Street I used to go and  
10 give talks in various schools, local schools, and one  
11 of course was Loretto, strangely enough, and Fettes.  
12 And when I saw in schools, not necessarily Loretto and  
13 Fettes, but when I saw the abuse that teachers had to  
14 put up with, I thought could I deal with that as  
15 a teacher?

16 But I also worked with the careers service, civilian  
17 careers service as well, and I thought that would be  
18 a good idea. So yes I went to Napier, did my post-grad  
19 diploma in careers guidance, and thoroughly enjoyed my  
20 time as a careers adviser, and it's a great shame  
21 I hadn't had that when I was leaving school.

22 Q. Yes, yes. You were asked about the impact of your  
23 experience at Loretto, and this is at page 21, paragraph  
24 133. You say:

25 "Imposed discipline has its place and it eventually

1 turns into self-discipline. I think the discipline at  
2 Loretto helped me in my career at the RAF. I breezed  
3 through the imposed discipline at the RAF. The higher  
4 up the ranks you went, the more responsibilities you  
5 had, just the same as sixth formers in school."

6 A. Yes, true, very true.

7 Q. But then you go on to say:

8 "I am not very good with authority. I do not like  
9 protocol but I respect it for what it is."

10 A. Yes. You might ask the question: if you had a bad  
11 experience at Loretto with the authority there, why join  
12 something like the armed services? It is completely and  
13 totally different. You are actually trained in the  
14 armed services in management, and you don't get the  
15 responsibility or the promotion if you failed the  
16 training. It is different, completely different. It is  
17 difficult to explain unless you have actually  
18 experienced it for yourself, because being -- it is like  
19 living in a bubble, just like public school is like  
20 living in a bubble, you are on the inside looking out.  
21 But because I had all this discipline when I was at  
22 school in my early life, that really did equip me  
23 exceptionally well for a life in the RAF, and that is  
24 why I just breezed through it.

25 Like every other place, and I have already mentioned

1           it somewhere in the statement, that we all have some bad  
2           managers and we all have some good managers. The bad  
3           managers, you just avoid them as much as possible, and  
4           the good managers, you get on with them.

5       Q. Yes. In terms of the abuse that you suffered, though,  
6       how did that affect you thereafter?

7       A. I didn't shy away from relationships with my friends.  
8       I'm not somebody who makes a lot of friends, I am very  
9       careful in the sort of people that I am friendly with,  
10      which has stood me in very good stead throughout my  
11      life. But I suppose in a sense it did make me sort of  
12      wary, just sort of, dare I say, watching my back. If  
13      there is somebody out there who I came across who I was  
14      not sure of, I would just step in the opposite  
15      direction. Simple as that.

16     Q. Have you ever managed to forget what happened?

17     A. No, it is always there. But it is not something  
18     I ... I suppose all I think about it is the what ifs:  
19     what if I had done this, what if I had shouted, what if  
20     that ...

21           But I think the perpetrator, I think he was a bit of  
22     a sad person, to be honest with you. I do believe he  
23     went on to join the Army with a commission, but I also  
24     believe it didn't last very long. I don't know why.  
25     But I think perhaps his attitude or whatever, his

1           personality, just didn't fit.

2           Q. Yes.

3           A. We will never know because I believe he died a few years  
4           ago. I feel no sorrow.

5           Q. I think in 2017, however, through the school, you  
6           discovered the Child Abuse Inquiry was looking at  
7           boarding schools, and you responded, is that correct?

8           A. Yes, that is correct. Yes. Dr Hawley, the current  
9           headmaster, he sent an email to all the Lorettonians,  
10          I think it was in the February of 2017, and  
11          I eventually, some months later, replied.

12          Q. And shared what you shared with the Inquiry in your  
13          statement?

14          A. Yes. Yes.

15          Q. It obviously was something you felt should be shared?

16          A. Oh, I think so, I definitely think so. It is not  
17          something you should just sweep under the carpet and  
18          leave alone. I know there have been an awful lot of  
19          inquiries going on about child abuse. And as I have  
20          said earlier, I do know that things have changed quite  
21          dramatically, certainly at Loretto. I think mainly  
22          because now it's not just 13 to 18 year old boys, it is  
23          from nursery all the way through to 18, and boys and  
24          girls, which could only be to the good for Loretto.  
25          Loretto has grown up.

1 Q. I think in terms of the other information that you  
2 provide to the Inquiry, on the final page of your  
3 statement 143 to 146:

4 "I was born into a privileged world. I was very  
5 proud of being a Lorettonian, and still am, despite what  
6 went on. I was surprised how spartan it was but there  
7 was a real sense of community. The system let me down  
8 at the time but it didn't stop me being proud and part  
9 of the Lorettonian community. The problem that everyone  
10 seems to be having with this business of abuse is that  
11 it was an accepted part of life, which it shouldn't have  
12 been. Loretto is a different and wonderful place now."

13 A. Yes.

14 Q. Have you been back?

15 A. I have. As I say, I did a couple of visits when I was  
16 in the RAF careers information. I went down to give  
17 a couple of talks. One was specifically to do with  
18 engineering and one was just a general one. These were  
19 whole school talks. And I also went down when I was  
20 doing my postgraduate training in careers guidance to do  
21 some -- give some of the students some interview  
22 practice.

23 Q. How long ago was that?

24 A. When I did do ... the last time I was at Napier, that  
25 would be 1991/1992.



1 Q. Did you see change going back 30 years?

2 A. Yes, oh, yes, absolutely. I absolutely did, yes. I was  
3 very fortunate to be given a tour around the school as  
4 it was then, and of course there were girls there then.

5 Q. Yes. Your final paragraph before confirming you have no  
6 objection to the statement being published and that it  
7 is true, you say:

8 "People who work with children need to have an open  
9 and honest system. The people who deal with any  
10 complaints of abuse should be the right sort of people  
11 who have no axe to grind."

12 What were you --

13 A. Precisely.

14 Q. What were you thinking of when you talked about "no axe  
15 to grind"?

16 A. There are always people who have opinions, and we all  
17 have opinions of some sort, but at the same time I think  
18 that what I am trying to get across is that: be fair  
19 when you are looking at a problem. If somebody comes to  
20 you with a problem, you have to look at both sides,  
21 you can't afford to have any strong opinions either way,  
22 you just have to look at it as it is, and move on from  
23 it.

24 Q. Was that -- that presumably was anything but the way of  
25 Loretto in the late 1950s?

1 A. Yes, it is -- the problem with that sort of system of  
2 discipline was that if you didn't make a complaint, you  
3 wouldn't know what would happen, and I think that was  
4 the big unknown: am I going to make it better for myself  
5 or am I going to make it worse for myself? So you  
6 tended to say nothing. You were taking the safe route.

7 Q. Geoffrey, is there anything else you would wish to share  
8 with us?

9 A. No. I think my statement says it all really.

10 MR BROWN: Thank you very much indeed. I have no further  
11 questions for you.

12 LADY SMITH: Are there any outstanding questions for  
13 Geoffrey? (Pause). I don't think so.

14 Geoffrey, I have no questions. I just want to thank  
15 you very much for coming forward, as you did do. And,  
16 yes, you are right, your evidence is important and it  
17 does matter, and it is very helpful, so thank you for  
18 providing it.

19 Thank you for joining us on the link today and I am  
20 glad it seems to have gone well. It has gone well from  
21 this end, I hope it has been --

22 A. Yes, fine at this end.

23 LADY SMITH: -- as helpful an experience as possible for you  
24 too.

25 I can let you go now and we will disconnect our



1 applied for a job in India which changed their lives.  
2 My sister was born in 1949 and I was born four years  
3 later in 1953.

4 "Life in India was idyllic, it was a privileged  
5 life, although I would point out my parents came from a  
6 humble Scottish background. In the 1950s it was the  
7 height of the days of the Raj and we had everything we  
8 needed or wanted but our parents always ensured we  
9 remembered their humble backgrounds and nothing was  
10 taken for granted. However, the education system in  
11 India was pretty awful. My sister and I always knew we  
12 would be going to Scotland to be educated.

13 "In India I started at Miss Grimshaw's Academy,  
14 which was a very strait-laced and strict school with an  
15 English curriculum, but it was only ever going to be a  
16 stepping stone to me going to Scotland for a proper  
17 education. My grandparents stayed about fifteen minutes  
18 from Berwick upon Tweed and it was decided that I would  
19 stay with them when I wasn't at school in Scotland or  
20 with my parents.

21 "When I was 7 and a half years old I went to  
22 Loretto School. I think the alternative was to send me  
23 to Fettes but my parents thought that to be a rather  
24 pompous place. I think they liked the ethos of Loretto  
25 which took boys and gave them a good wholesome

1 lifestyle, taught them values and was very much into  
2 sport.

3 "Most people living in India and the Far East in the  
4 1950s sent their kids back to Britain for schooling  
5 though I was the only one of my friends that went to  
6 Loretto. Flights back to Britain at the end of  
7 the summer were known as the 'lollipop' flights as there  
8 were so many children going back to Britain for school.

9 "I went to Loretto in 1961 or 1962. I don't recall  
10 when I first went to Scotland although it would likely  
11 to be some weeks before the start of term. My mother  
12 came over with me on the first occasion and we stayed  
13 with my grandparents. My parents had ordered my uniform  
14 from Aitken and Niven and it was all ready for me when  
15 I arrived at the school.

16 "When I started I went to the junior school which  
17 was called the Nippers. It was quite a distance, about  
18 a 15-minute walk from the senior school and ran  
19 alongside the River Esk. Next door was another house.  
20 Schoolhouse was an intimidating building, very dark  
21 looking. There were about 100 to 120 boys in the junior  
22 school, a number that stayed fairly constant.

23 "The main building was the oldest part of school,  
24 dorms at the back of it. To the left there was another  
25 building with classrooms and more dorms where the older

1 boys slept. Loretto had a lot of grounds around it.  
2 When I was there it was an all-boys school although  
3 I believe girls now go to the senior school. The  
4 headmaster for the junior school was Hamish Galbraith,  
5 a nice guy. Another teacher was Buchanan, nicknamed  
6 Beaky due to his nose. The French teacher was  
7 Guy Ray-Hills. He was the main problem and the reason I  
8 contacted the Inquiry. There was a nice English teacher  
9 called Ishbel White who we always called Ms White.

10 "The fees were astronomical and whilst there might  
11 have been one or two scholarships the vast majority of  
12 parents paid the full fees. The junior school was split  
13 into two houses, being the main school house and the  
14 separate house. The senior school was split into four  
15 houses but the junior school was relatively small with  
16 boys aged from 7 or 8 to 12 or 13 years of age which was  
17 when you moved to the senior school.

18 "My first day my mum dropped me off but didn't come  
19 in the school with me. The headmaster didn't want  
20 parents coming into the school at that point. We were  
21 basically thrown into things. We were allocated our  
22 dorm and told to keep it tidy, make your bed in the  
23 morning and show up for breakfast. We were also given  
24 a class roster. All the boys in my year were newbies  
25 and we were all in the same boat. This meant whilst it

1           was quite overwhelming we knew we just had to get on  
2           with it.

3           "The first few days were a bit of a daze and you  
4           just followed others who had been there before you until  
5           you picked up the routine. Each dorm had between six  
6           and eight boys though, as you got older, in the junior  
7           school you would be in dorms of about 16 to 18 other  
8           boys. You dormed according to age. Some of the boys  
9           there had older siblings at the school but most of us  
10          were on our own. We were nearly all from overseas.

11          "We got up at 6.30 am being woken by a bell, and the  
12          first thing you had to do was strip off your pyjamas and  
13          go naked as a group to the bath. Everybody would stand  
14          in the line naked until it was your turn to sit in  
15          a cold bath for 30 seconds. The timing was supervised  
16          by a master or prefect and you couldn't get out until  
17          they told you. Although we all stood in the queue you  
18          went into the bath on your own. This happened every  
19          morning.

20          "After the bath you would put your uniform on and  
21          then go to the breakfast where you were assigned  
22          a table. After breakfast we would go to the classes and  
23          have a break mid-morning. After lunch, which was again  
24          in the dining hall, you would generally do sports in the  
25          afternoon, which could be rugby, cricket, hockey,

1 depending on what time of the year it was, or perhaps do  
2 cadet corps, which involved running and sailing. I  
3 always preferred sports to the academic work. We had  
4 tea at 5.30 pm and spent some prep time in the evening  
5 which in the Nippers was not excessive.

6 "Bedtime in the junior school was between 8.30 and  
7 8.45 pm and I remember one of the masters would open all  
8 the windows regardless of the weather before turning off  
9 the lights. We could probably read for a while once you  
10 were in bed during the summer when it was light. Most  
11 of us just went straight to sleep as we were tired after  
12 doing so much during the day although the odd one or two  
13 would read with a torch.

14 "The food was awful but you ate what you could as  
15 there was all there was. For instance, breakfast was  
16 lumpy porridge or greasy eggs and a bit of toast with  
17 jam and honey and plenty of tea. There was always a  
18 reasonable amount of food and if you didn't eat  
19 something there was always someone else who would as we  
20 were always hungry. There were no problems or  
21 punishments if you didn't eat something. We all ate in  
22 the dining room and sat six to a table. Meal times were  
23 relaxed and we sat at the same place every day which was  
24 done in a sort of pecking order according to age.  
25 Verbal bullying was not uncommon at the table and you



1 learned to stick up for yourself. The teachers sat at  
2 the top table.

3 "There were no shower rooms and the baths were big  
4 old ones, although they were really only used for a cold  
5 bath in the morning. It was really the showers we used  
6 to clean ourselves which were constantly supervised by  
7 staff. We often saw welts on other boys from the cane  
8 when you were in the showers.

9 "Uniform was blue shorts, long socks, brogues, white  
10 shirt and tweed blazers. We wore a jumper when it was  
11 cold although it wasn't encouraged. For kirk on  
12 a Sunday we wore full dress kilt and studded collar  
13 which nearly strangled you and we had various sports  
14 clothing. All of this was paid for by parents. Leisure  
15 time was usually spent hanging out with your friends in  
16 the common room or library or we'd play outside in the  
17 grounds. In the junior school we weren't allowed out  
18 although some of us would sneak out to the local cafe to  
19 get rolls and bacon or Forfar bridies which I still  
20 remember fondly to this day.

21 "I wouldn't have said I was the brightest pupil  
22 but I think the academic education was acceptable  
23 although I question where some of the teachers'  
24 qualifications came from, especially Guy Ray-Hills. As  
25 well as the usual academic classes we also did woodwork

1 and had various religious studies. You would be in  
2 a class of boys of your own age.

3 "There was a doctor who held a surgery in the school  
4 once a month. Depending on your age he would check your  
5 glands, which for some reason involved you dropping your  
6 trousers. You would be alone in the room with him  
7 and I found that sort of behaviour very bizarre. The  
8 first matron we had was very strict and you couldn't  
9 really talk to her but she was replaced by a younger  
10 lady who was very caring but didn't stay long. The  
11 matron knew we got caned but wouldn't have commented on  
12 it.

13 "Loretto had a Church of Scotland ethos. You would  
14 go to the church and had to do choir practice on  
15 a Tuesday and Thursday. We also went to chapel on  
16 a Sunday morning and Sunday evening. We also had  
17 religious instruction, or religious interruption as we  
18 used to call it, in our weekly classes. However,  
19 Loretto wasn't overly religious and the chaplain was  
20 quite a nice chap. Loretto wasn't like Fettes where you  
21 had a lot of fagging. That didn't happen in Loretto.  
22 There was a very strict pecking order. For example, if  
23 a prefect was standing in a doorway, you couldn't ask  
24 him to move if you wanted to get into that doorway. We  
25 didn't have to do things like wash the dishes, clean the

1 dining room, clean the gym or anything like that.

2 "I spent Christmas with my granny and also usually  
3 went there at Easter depending on where my parents were.  
4 I think when it was someone's birthday the fact was read  
5 out, but I don't recall anybody receiving a cake or  
6 anything special being made of the birthday. My granny  
7 would come up on a Sunday and I would go out with her  
8 although I had to be back in the evening. I always had  
9 a close relationship with my granny and she used to make  
10 the most amazing cakes which I would take back to the  
11 school. That certainly raised my status amongst my  
12 peers.

13 "If there were any official inspectors who came to  
14 the school then I wasn't aware of it. I don't recall  
15 anybody else but the teachers in the classrooms.

16 "I would write letters to my parents and once a year  
17 would go back to India or perhaps to Europe to meet  
18 them. It depended on where they were. The letters were  
19 checked by masters but I think it was really just to  
20 check the grammar and the spelling. We didn't have  
21 access to a telephone to call our parents. I assume if  
22 something serious happened to a student then the school  
23 had a way of contacting our parents.

24 "Any possessions you had had to be kept in your  
25 cupboard, a tallboy as it was called, next to your bed

1 and it had to be kept tidy. We could keep stuff on our  
2 desk but often as not such things could go missing.

3 "I never did run away. Once I got over the initial  
4 homesick feeling there was nowhere I could run to. The  
5 cane was used frequently and you would get four or six  
6 strokes at a time depending on what the master or  
7 prefect decided to give you. In the junior school the  
8 cane was administered by the masters in private. It  
9 would go on your backside over your trousers. In senior  
10 school it was also administered by the prefects. You  
11 would also be sent on long runs which I did often.  
12 Getting lines was considered a mild punishment not often  
13 handed out.

14 "We had prefects at the junior school although they  
15 weren't called prefects. I don't now recall what they  
16 were called. Once in a blue moon they used to sit at  
17 a top table with teachers during mealtimes. Looking  
18 back I find it strange such responsibility was put on  
19 such young children. They would report you for things  
20 like walking on grass, not keeping your cupboard tidy,  
21 having dirty shoes and other such trivial things.

22 "I used to wet the bed and wondered why I was doing  
23 so as I was not aware of having wet the bed before  
24 I went to Loretto. If you wet the bed the matron put  
25 your mattress outside the dorm which was embarrassing.

1           If I had wet the bed I would be called to the matron's  
2           office at morning break and she would ask me why I wet  
3           the bed. I was sure it was because of what was  
4           happening to me from Guy Ray-Hills although I didn't say  
5           so at the time.

6           " There was no official fagging system at the school,  
7           but the older boys certainly got the younger boys to do  
8           things for them, and it could be quite intimidating for  
9           the young boys. The masters were probably aware of  
10          this, and I recall some older boys got into trouble for  
11          the way they behaved towards the younger boys. In the  
12          junior school some of the older boys were bullies and  
13          I would describe there as being several gangs in the  
14          junior schedule. You learned to make friends quickly as  
15          you needed them.

16          " The French teacher in the Nippers was called  
17          Guy Ray-Hills. He was in his late 30s or 40s. He was  
18          suave, swarthy, quite arrogant and domineering although  
19          his classes were always full of fun. I think there was  
20          an alternative motive behind it all. He gave us all  
21          French names. He always had his favourites which  
22          depended on how well you spoke French. I had an ear for  
23          languages having grown up in India. Most of the class  
24          was carried out in French and if you made a mistake he  
25          would exaggerate being very upset. He would then tell

1           you to see him in his study afterwards which was a large  
2           study on the ground floor. We always knew what that  
3           meant. Sometimes there were two of you but as often as  
4           not you would be on your own.

5           "His classes tended to be the last of the day. You  
6           would go into the study and he would shut the door. He  
7           would lecture you on the importance of language, then  
8           grab you, fondle you and stick his knees into your  
9           groin, holding you quite strongly. This was very  
10          uncomfortable both for the boy it was happening to and  
11          for the other boy present if there was one. This would  
12          go on repeatedly and the more of a favourite of his that  
13          you were, the more you were ordered to his study.  
14          I witnessed other boys being fondled.

15          "I was one of the lucky ones that never went to his  
16          bedroom, only his study. I know from those who went to  
17          his bedroom that it was awful in there, as they told me.  
18          I never had to remove my clothes in the study and it was  
19          very uncomfortable, but others who went to his bedroom  
20          told me at the time that he would remove their clothes.  
21          To this day I don't feel comfortable in a room where the  
22          door is closed.

23          "He also had a big heavy curtain in front of the  
24          door which you had to fight your way through if you  
25          wanted to get out of the door. When I was in his study

1           it would be hard-on physical fondling and he would force  
2           me to fondle his genitals through his clothing but not  
3           under it. I know there were other children who were  
4           making allegations against Ray-Hills but he used to tell  
5           me and others that what was happening was a secret just  
6           between us, that is, we weren't to tell anybody else.  
7           We knew what was happening wasn't right. It made you  
8           feel sick. Boys were never the same afterwards.

9           "Ray-Hills was at the school when I started and also  
10          took sports. Afterwards he would come into the showers  
11          and shove you further in the cubicle and fondle and  
12          grope your genitals. He would then go outside and have  
13          a cigar. The other boys who were in the shower at the  
14          time were aware of what was going on. This happened to  
15          several boys.

16          "Ray-Hills didn't pick on you immediately, he bided  
17          his time before deciding who had matured enough for his  
18          taste. His show of being annoyed at you was all  
19          a pretence, a performance. We got our French nicknames  
20          from him in our first class and that was how he always  
21          referred to us, never by our own names. We even had to  
22          sign our homework with these nicknames.

23          "There was a boy who was known by two initials and  
24          a surname. He was a lot older than me, about three or  
25          four years older, and we would only refer to boys of

1 that age by their initials. The gossip at the time was  
2 that this boy had made an allegation against Ray-Hills  
3 although I don't know the exact details of the  
4 allegation. The boy was a big lad and I think he simply  
5 stood up to Ray-Hills. As boys we discussed amongst  
6 ourselves the behaviour of Ray-Hills although basically  
7 this just amounted to what a creep he was.

8 "I always felt that somebody in charge must have  
9 known what he was up to. I never reported Ray-Hills for  
10 his treatment of me and to this day I don't know why  
11 I didn't. I don't think any action was taken against  
12 him. I suppose the only person I could have told was my  
13 granny but she wouldn't have understood it. I didn't  
14 tell anybody until I told my wife when I was 45.  
15 I wouldn't have told a teacher at the time out of fear  
16 of not being believed and getting the cane because we  
17 were making allegations we couldn't substantiate. We  
18 didn't have teachers or anyone we could speak to on  
19 a one-to-one basis.

20 "When I about seven or eight I was at my granny's  
21 and my mum and dad were there. When I got into the bath  
22 she saw the welt marks on my backside that had been made  
23 by a caning. She screamed and told my dad I wasn't  
24 going back to the school, but I made up some story about  
25 what had happened and she got over it. I didn't really



1 discuss what happened at the school with my parents.  
2 I think when you boarded it made you more distant from  
3 your parents.

4 "I don't know if it was what was happening with  
5 Ray-Hills, but I became bit of a rebel to the extent  
6 that when I got to the senior school I was nearly kicked  
7 out. I did everything possible I could think of to  
8 break the rules. I smoked, drank, turned up late for  
9 class. Anything that could get me into trouble.

10 "I left Loretto in 1972 when I was 18. I had been  
11 in the senior school from the age of 13 to 18, and  
12 during that time never had any trouble with Ray-Hills as  
13 he was still at the school but he was in the Nippers, so  
14 I had no dealings with him during my time in the senior  
15 school. I heard that he later left under a cloud  
16 although I don't know the details.

17 "I became a management trainee with Trusthouse Forte  
18 and worked my way up the business in hotels and then met  
19 a lovely girl from New Zealand in Edinburgh. We got  
20 married in New Zealand which is why I live there now.  
21 We now have four lovely kids and eight grandchildren.  
22 I have ended up a vice president of a hotel group.

23 "I have spoken to my wife about the impact that  
24 having been at Loretto had on me and I could never  
25 understand how love and sex connected. That was a big

1           stumbling block in our relationship. I never thought  
2           you could love somebody and have sex with them and make  
3           love to them, I always thought that that was dirty. It  
4           affected our relationship for a long time, but she  
5           a patient woman and we got through it. So I think that  
6           is my biggest obstacle, that contradiction of loving  
7           somebody and wanting to make love to them. It wasn't  
8           right, it was dirty.

9           "Getting the cane impacted on me. I can't handle  
10          conflict. I don't like conflict and avoid it at all  
11          costs. And if people start to argue I just walk away.  
12          Whether I can blame that on Loretto, I am not sure, but  
13          that is how it is.

14          "I had some counselling when I was in New Zealand  
15          and I spoke to my GP about 25 years ago. I talked about  
16          my time in Loretto and he gave me the name of  
17          a counsellor and that was when things started to  
18          improve. Up until then I had always thought I had this  
19          horrible dark secret but I didn't know who to tell or  
20          how to tell anybody. I thought if I told somebody  
21          I loved it would end everything. I did not report any  
22          of this to the police and I actually felt I had been one  
23          of lucky ones and wouldn't have been justified in going  
24          to the police.

25          "I have never tried to seek my records. I have

1 thought about it but growing up in India I had a sort of  
2 Buddhist philosophy on life that says you need to learn  
3 to let all that go. And whilst it does come back to me  
4 from time to time, you just learn to put it to the back  
5 of your mind. I just don't think I want to go there.

6 "We have to remember life has changed so much since  
7 the days when I attended Loretto. Transparency now is  
8 a part of life but it wasn't then. Then you didn't  
9 question your elders. I could remember the local bobby  
10 coming into my granny's kitchen and we would all stand  
11 up. Then he would get the head chair at the table,  
12 poured a cup of tea and he would stay as long as he  
13 liked. That was the way we looked at authority and you  
14 never questioned it. However, now everybody questions  
15 everything, and I think in a way that is good.

16 "What I regret is that no one asked you if  
17 everything was okay. I have run businesses for  
18 thousands of staff and the first thing I ask them is  
19 'Are you okay? Have you got all you need to do your  
20 job? And don't just tell me yes, because I want to  
21 know, and I can fix whatever is wrong'. You have to do  
22 that repeatedly to earn people's trust.

23 "We didn't have anything like HR in Loretto. We  
24 couldn't go to the matron because she dished out your  
25 medicine and put your mattress out when you wet the bed,

1 so there was no-one to go to when you are in a position  
2 like that where there is a hierarchical structure. I'm  
3 not saying all the masters were bad, but there has to be  
4 a system where pupils can be asked if they are okay and  
5 checks made on the staff. A person like Ray-Hills, how  
6 on earth did he get the job?

7 "When I worked in hotels rather than sit in  
8 an office, I would wander around the hotel reassuring  
9 staff and checking that things were all right for them.  
10 Maybe headmasters should take a similar approach to  
11 their schools. There has to be somebody for children to  
12 speak to in confidence but of course boys at school are  
13 not great talkers.

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

16 My Lady, the statement is signed by "John" and is  
17 dated 29 April 2021.

18 LADY SMITH: Thank you very much.

19 Witness Statement of "CALUM" (read)

20 MS BENNIE: My Lady, if I can then turn to the third of the  
21 read-ins. This particular witness has given a statement  
22 to the Inquiry and also a supplementary statement.

23 This witness statement appears at the reference  
24 WIT.001.001.4817. The witness wishes to remain  
25 anonymous and has adopted the pseudonym of "Calum":

1            "My name is Calum. The year of my birth is 1952.  
2 My contact details are known to the Inquiry.

3            "I would describe myself as having been a colonial  
4 boy. I was born and brought up in Africa and then the  
5 question was will I go to school in Africa or the  
6 United Kingdom? First of all I briefly went to  
7 a boarding school in Kenya and then I was sent to  
8 Loretto School in Musselburgh. I am not aware of any  
9 specific reason why my parents chose Loretto.

10           "I have two older sisters and they both remained in  
11 Africa. They were educated in Africa and I went to  
12 Loretto."

13           My Lady, I propose then to move to paragraph 6:

14           "One distinct memory was everyone talking about  
15 Z-Cars. I also remember the odd clothing. We wore  
16 shorts and a tweed or red jacket, other than Sundays  
17 when we wore kilts and a shirt with starched collar.  
18 I thought it was a very foreign, a completely different  
19 world. A better place ultimately compared to where  
20 I had come from, but I remember the school well.

21           "The school was all boys. There was a junior school  
22 for ages 8 to 12 and a senior school for ages 13 and  
23 above. I was there from 1960 to 1970, so from the age  
24 of 8 to 18. All the pupils were boarders and most of  
25 the parents were abroad. Some pupils had parents in

1           Edinburgh which to me was a bit weird.

2           "When I was there I think there were about 70 pupils  
3           in the junior school and just over 200 in the senior  
4           school. There were four houses in the senior school,  
5           Seton House, Schoolhouse, Pinkie House, and I think it  
6           was Fife House. I would say the relationship between  
7           locals and the school was not good. The school was  
8           behind walls which creates separation. I would have  
9           thought that is a lot better now.

10          "Local people were employed in service type jobs at  
11          the school and there was a janitor but I do not know who  
12          he was. I have since returned to Loretto School to show  
13          my children and my wife, who went to school in Dalkeith,  
14          but I am not sure they were that interested.

15          "My mother took me on my first day. I have no  
16          recollection of any staff or the headmaster at that  
17          time. I do remember that there were some rather  
18          intimidating women who looked after us, matrons they  
19          would be. It was all a bit like in the old days in  
20          a Victorian sense, that the people who were responsible  
21          for you were your peers. A prefectorial system, a way  
22          of colonising the mind.

23          "The dormitories were varied in size, large and  
24          small. I think perhaps eight to twelve boys per dorm  
25          when I started. I made friends, it was perfectly okay.

1 The schoolmasters would also sleep in separate rooms.  
2 Essentially the school was a big house and the  
3 headmaster had a separate apartment, an extension from  
4 the main building.

5 "We did get up and have a cold bath every morning  
6 which was rather strange. By and large, though, I had  
7 no problems with the place. They kept you interested  
8 and it was a perfectly decent environment. There was  
9 bed-wetting which was a problem for one of my friends.  
10 He had quite serious problems but was given plastic  
11 sheets. There were no issues from the school, though.  
12 It was well handled. We were well fed with three meals  
13 day. There was absolutely no problem there.

14 "The junior school was within the grounds and the  
15 senior school was distributed amongst Musselburgh town.  
16 I remember the playing fields at Newfield. I remember  
17 many of the teachers. There was Hamish Galbraith, he  
18 was the headmaster and taught Latin. There was Tony  
19 Ray-Hills who taught French. Mr Buchanan who taught  
20 maths. A woman called Ishbel White who taught history.  
21 And Mr Flatters, an ex-sergeant major from the army, who  
22 taught physical education. Physical exercise was taken  
23 importantly and they liked to keep you interested.

24 "We had to go to church I think on a Wednesday and  
25 twice on a Sunday. It was Episcopalian. Was it because

1           they were interested in God? That I am not so sure.  
2           What they were interested in was the getting of people  
3           together. The school also prided itself in its singing  
4           so we had lots of singing practice. We had holidays at  
5           Christmas, Easter and in the summer. Basically I only  
6           saw my parents for a few weeks in the summer and I would  
7           get occasional visits from other family in the West of  
8           Scotland. I was put around to stay with different  
9           people my parents had found.

10                 "We had a Saturday morning school where there was  
11           a big emphasis on sport. I played rugby and cricket.  
12           We were kept very active. I had limited weekly pocket  
13           money and there was a tuck shop but we were only allowed  
14           sweets twice a week. It was controlled. I imagine  
15           there was probably some celebration of birthdays in some  
16           sort of way. I think if you wanted it, there could have  
17           been, as far as I remember. I did run away once  
18           and I got picked up by the police in Glasgow. I got the  
19           train through there.

20                 "Having lived in Africa, my mum came back with me  
21           one year and I just wanted to be with my mother. She  
22           was staying in Ayr and when they she left me at the  
23           school I followed. I was only about ten years old and  
24           I wasn't going to see her for probably another year, so  
25           I think it was a perfectly reasonable reaction. It



1           wasn't a disciplinary offence for the school, I think  
2           they handled it quite well.

3           "There was discipline and it was abuse on occasions.  
4           There was a cane. Some teachers gave it more than  
5           others. Things were done differently, it was  
6           a different age. If you got more than two mistakes in  
7           one Latin sentence you were caned. Walking on the grass  
8           in the winter was another caning offence. It was across  
9           your shorts and your backside and it left marks.  
10          I would say everyone, me and all my friends, were caned  
11          at some stage.

12          "I have issues about many of the things that  
13          happened but I didn't get the impression that discipline  
14          was run unfairly. I observed things which I disapproved  
15          of even then, but as a general principle I just took it  
16          as part of system. Apart from one or two issues,  
17          I didn't really think that it was abuse at the time.  
18          Some people might say it is, in and on itself, abuse,  
19          but given that was the system I didn't think it was  
20          abuse. I did see teachers going over the score and  
21          losing their temper but that was rare. To be honest,  
22          I only saw it once. You had some unusual characters in  
23          these places.

24          "The canes were weren't carried about or kept in  
25          classrooms. It was quite a reasonable place, not like

1           you sometimes see typified in movies. It really was  
2           a perfectly okay place. The circumstances were very  
3           odd. You would get caned in front of your class, but  
4           I didn't think, under those circumstance, it was  
5           overexuberant caning. I think it was the Matthew Arnold  
6           system, that you are controlled by your peers. Not in  
7           the junior school, but in the senior school the people  
8           who imposed the discipline were usually your peers. It  
9           was very unusual to be caned by an adult.

10           "Ultimately, as I got older, I assimilated myself  
11           better into the system. I had friends and I guess we  
12           looked after each other. I would have thought we would  
13           have helped others, younger boys for example.

14           "My school days were normally troubled and normally  
15           progressive, and actually in many ways I don't have any  
16           complaints about Loretto School in that regard. It is  
17           what it is. Whether I agree with what it is is  
18           a different point. In a sense it deals with what it  
19           offers, and markets to people who are in the situation  
20           I was in.

21           "It was one individual only. This person was known  
22           about by the school and by the headmaster and he had  
23           told me that he had been investigated on previous  
24           occasions. He was a serious serial paedophile, that is  
25           simply the way it was. He had sexual relations with

1 a wide range of young boys. He was Tony Ray-Hills, a  
2 French teacher. He had a bedroom in the school. I was  
3 approached by him and I had a long-standing sexual  
4 relationship with that man. We had sexual relations in  
5 his bedroom but he was really quite blatant. He was  
6 known, and when he was marking your work he would  
7 physically touch or feel you. There was no penetrative  
8 sex, nothing like that, and I sustained no physical  
9 injury. I did not have that sort of relationship or  
10 that sort of intimacy.

11 "I don't know how he selected his boys. I don't  
12 remember any kind of grooming process. He was quite  
13 direct. He didn't offer anything by way of reward. He  
14 was a very engaging person and a not unattractive  
15 person. Quite a lot of people were abused by him and  
16 everybody knew about it. Everybody. The relationship  
17 with me lasted from probably aged 10 until 14 or 15. It  
18 was crazy, blatant sexual abuse. The man was very  
19 indiscreet. I knew it was wrong but I was partly  
20 complicit at times and I am absolutely fine with that,  
21 about what was done to me.

22 "I need to be absolutely clear about this. I don't  
23 particularly care about what has happened to me. It is  
24 the complicity of the school in this that irritates me  
25 from the point of view of my parents. They were not

1           wealthy people, and they had to give up a lot for me to  
2           go to that institution.

3           "It was so public, the headmaster cannot have been  
4           unaware. Ray-Hills told me he had been investigated by  
5           Loretto School on a previous occasion. There were  
6           sexual comments and diagrams on the blackboards in his  
7           class. The headmaster would have seen them, he must  
8           have been aware.

9           "I did witness bullying, older boys and individuals  
10          of the same age, you know kids can be nasty to each  
11          other. It was particular people and I wouldn't say  
12          there was any systemic or fundamental culture or  
13          anything, just stupid people.

14          "I left Loretto School in 1970. I went to  
15          university and studied [REDACTED]. I reported the abuse to my  
16          mother but not to anyone else. My mother was from  
17          a scheme in the West of Scotland and she was scared of  
18          authority. Loretto School was authority. My mum did  
19          have meetings with the headmaster but I don't know what  
20          happened. Knowing my mother, she may just have found  
21          the whole thing too intimidating. It was my hope that  
22          having told my mother it would stop.

23          "It certainly had an impact on me in many, many  
24          ways. Impact and damage indeed. I have spoken openly  
25          to my wife about these things, and she will tell me

1 things about myself, but I think that is quite normal  
2 for a wife to have certain views about her husband.

3 "I don't keep anything private but I don't think it  
4 is for me judge. When you see what is happening around  
5 you in this world, there is a certain point it seems to  
6 me when one has to get on with life. This was a long  
7 time ago.

8 "My purpose here is to say that these things were  
9 going on and in a very systematic way. I can recall all  
10 of it. It was just one individual. Again, it was the  
11 complicity of the school in the whole thing which  
12 I think was wrong. Why was he never dismissed? Why was  
13 he just moved to another school in the South of England?  
14 As I have said, everyone must have been aware. It was  
15 so ridiculously public.

16 "The senior school headmaster was Bruce Lockhart and  
17 he conducted an investigation into allegations against  
18 Ray-Hills. I don't know the details but as far as I am  
19 aware there was no report and no police involvement, and  
20 Ray-Hills was just moved on to another school. If it  
21 came to my attention that such a thing was happening to  
22 my children at an institution like that, I would set my  
23 tent on their front lawn and I would not move. I think  
24 it is fundamentally wrong and I wouldn't let it happen  
25 to my children.

1           "I have not seen any of my records from Loretto.  
2 I have never asked and I'm not interested. I have never  
3 sought or felt the need to have counselling. My  
4 attitude is that in many ways I am very grateful to  
5 Loretto. It was a perfectly supportive, benign  
6 institution. On reflection, I got sensible advice, and  
7 as a basic proposition the people who worked there were  
8 fundamentally okay. There were one or two oddballs who  
9 were strange in their own way.

10           "My impression, looking back, is some kids wanted to  
11 be adults before they'd had children and they found that  
12 difficult. Then of course there were individuals who  
13 got bullied, who didn't fit in. I would say about 97%  
14 were absolutely fine.

15           "One of my sisters phoned me and told me to contact  
16 the Inquiry. I think there is the transparency issues  
17 and also when people make complaints about these things  
18 that they are properly investigated. What I really  
19 disapprove of is the way in which things were swept  
20 under the carpet. You understand why it's swept under  
21 the carpet, because it limits reputational damage, or it  
22 was thought it would, by just moving these people on.

23           "I think it is very irresponsible to move these  
24 people on. I would hope that wouldn't happen nowadays.

25           "I have no objection to my witness statement being

1 published as part of the evidence to the Inquiry."

2 My Lady, this statement was signed by "Calum" and is  
3 dated 12 February 2018.

4 LADY SMITH: Thank you.

5 Supplementary Witness Statement of "CALUM" (read)

6 MS BENNIE: My Lady, "Calum" has also provided  
7 a supplementary statement and it appears at document  
8 reference WIT-1-000.000.643:

9 "I have already provided a statement to the Scottish  
10 Child Abuse Inquiry in relation to the time I spent as a  
11 pupil at Loretto School between 1960 and 1970. I have  
12 been asked to expand on some of the points in my  
13 original statement and I am willing to do so insofar as  
14 I am able.

15 "There was a junior school and senior school at  
16 Loretto. The headmaster of the junior school was  
17 Hamish Galbraith and the headmaster of the senior school  
18 was Bruce Lockhart."

19 My Lady, we can see at paragraph 4 it says "at  
20 paragraph 33". It should in fact make a reference to  
21 paragraph 36 of the original statement.

22 LADY SMITH: Thank you.

23 MS BENNIE: "At paragraph 36 of my original statement I said  
24 it was one individual only. This person was known about  
25 by the school and by the headmaster, and he had told me

1 he had been investigated on previous occasions. He was  
2 a serious serial paedophile, that is simply the way it  
3 was. He had sexual relationships with a wide range of  
4 young boys.

5 "When I said he was known about by the school, the  
6 only formal basis upon which I can substantiate that  
7 statement was that my mother was informed and she said  
8 she took it up with the school. I can't offer any  
9 guarantees about that because that was my mother.

10 I told her and she told me she had informed the school  
11 and then I never heard anything else.

12 "In terms of my perception, this was so widely  
13 public and so flagrantly public that it would have been  
14 incredible if it had not been known to those in charge.  
15 It was very flagrant. When the final investigation came  
16 up, which I think was run by Bruce Lockhart, all of the  
17 pupils who were asked were well aware of what had been  
18 going on. There was a pupil who was genuinely upset.  
19 He felt very compromised because on the one hand he  
20 didn't want to say anything but on the other hand he was  
21 very well aware, as everybody was, of what was going on.

22 "To my knowledge, Ray-Hills had only been  
23 investigated on one previous occasion. I think he had  
24 some liaison with some pupil. These things change and  
25 I think that the pupil had been a willing participant to



1 begin with, but probably, as these things often  
2 happened, he became an unwilling participant. I assume  
3 that is how the liaison became public.

4 "In terms of his explanation, Ray-Hills told me he  
5 was sitting on the bed of this pupil and the pupil took  
6 Ray-Hills' hand and put it on his penis. That was what  
7 Ray-Hills told me, and I think he probably felt he had  
8 been rather compromised by the circumstance.

9 "I think he told me about that to convey that I was  
10 to keep things very quiet. I would say he was quite  
11 relaxed during that conversation. There was  
12 a contradiction because on one hand it was so flagrant,  
13 but there was also a certain degree of interest in  
14 keeping these things private. He didn't speak to me  
15 about what the investigation had entailed. All the man  
16 said to me was that he had been reported on a previous  
17 occasion and that he had been investigated. He just  
18 made the statement, and the purpose of the statement was  
19 to suggest to me that I should remain quiet.

20 "At the time the headmaster was Hamish Galbraith  
21 and I assume it was reported to him but I don't know.  
22 It depends when that investigation was done. I suppose  
23 I have made an assumption that it was Galbraith.

24 "When I said that he had a sexual relationship with  
25 a wide range of boys, I think I was aware of that at the

1 time. One has to be careful of 'a wide range'; it was  
2 more than one, let us say. I meant a range of  
3 individuals, but all I can say is that it was more than  
4 one during the time that I was at school, when I was ten  
5 years old, fourteen years old. I knew about there being  
6 other relationships because one of them told me. He  
7 told me exactly what had happened. I don't particularly  
8 want to share what that was. He had masturbated with  
9 the teacher, Ray-Hills. I don't remember Ray-Hills ever  
10 talking to me about other boys, other than on occasion  
11 when he said that he had been investigated.

12 "At paragraph 43 of my original statement I said it  
13 was so public the headmaster cannot have been unaware.  
14 Ray-Hills told me he had been investigated by  
15 Loretto School on a previous occasion. There were  
16 sexual comments and diagrams on the blackboard in his  
17 classes. The headmaster would have seen them, he must  
18 have been aware. This person was a French teacher  
19 and I remember for example, before a French lesson,  
20 there was a lot of highly explicit stuff put on the  
21 blackboard. It was just things like the drawing of  
22 penises and things like that. I don't remember any of  
23 the comments on the board. Ray-Hills was late in  
24 arriving and I remember that the headmaster, Galbraith,  
25 came in. When I say he was aware, one can be unaware,

1 but all circumstances would suggest that he had to know.  
2 It was really rather flagrant.

3 "He didn't react to what was said on the blackboard  
4 that day. I don't remember any other teacher coming in  
5 and seeing such things on the board. It may have  
6 happened in the past but I just remember that particular  
7 occasion. It was so obvious that one kind of cringed in  
8 the circumstances.

9 "It was the children who drew the pictures on the  
10 blackboard. Ray-Hills would feign shock and wipe it  
11 off. It was a kind of game. It didn't happen too  
12 regularly, this is just a particular occasion which  
13 I remember.

14 "Everybody was aware of what Ray-Hills was doing.  
15 They were aware that he had certain sexual contact with  
16 some pupils. For the most part it was discussed  
17 casually between the pupils. However, when there was  
18 a final investigation by Bruce Lockhart, then I remember  
19 one pupil being genuinely upset by the circumstances.

20 "I wasn't aware of any of the staff being concerned  
21 about Ray-Hills. Nobody expressed any public concern at  
22 the time. They may privately have been concerned but  
23 I don't know.

24 "At paragraph 46 of my original statement I said  
25 'I reported it to my mother but not to anyone else. My

1 mother was from a scheme in the West of Scotland and she  
2 was scared of authority. Loretto was authority. My mum  
3 did have meetings with the headmaster but I don't know  
4 what happened. Knowing my mother, she may just have  
5 found the whole thing too intimidating. It was my hope,  
6 having told my mother, that it would stop.' I was still  
7 in the junior school when I told my mum and I would have  
8 been about 11 years old. She would have spoken to  
9 Hamish Galbraith. We had no dealings at all with  
10 Bruce Lockhart. My mother would only have met him on  
11 the one occasion, because my parents lived in Africa, so  
12 this would have been one of the few occasions when my  
13 mother was actually in the UK. I don't think they saw  
14 her again.

15 "After that meeting she didn't mention anything and  
16 nothing changed for me at all, which is why I have  
17 a certain degree of scepticism. Sometimes it is easier  
18 to sweep things under the carpet. I know she had  
19 a meeting and she spoke to the headmaster, and I think  
20 she spoke to Ray-Hills. I think she spoke to them both  
21 but that is really as far as I can go. I do not know  
22 what was said, it is quite a long time ago. Attitudes  
23 towards these things have changed over time to some  
24 extent.

25 "I was in the senior school when Ray-Hills left the

1 school. I would say that I was around fifteen years  
2 old. There was something else that blew up there but  
3 I wasn't involved in that. I know it was with a boy.  
4 The whole thing with somebody else became public and  
5 that precipitated further inquiry by Bruce Lockhart.  
6 The boy was a pupil in the junior school. I don't know  
7 what in heavens name had been going on. He must have  
8 got into difficulty. In some way, and then as people  
9 often do in these circumstances, he spilled the beans,  
10 but what they were I am not entirely sure."

11 My Lady, I pause to mention that the name that  
12 features in paragraph 19 of the supplementary statement  
13 is the same name that featured in the previous read-in,  
14 read-in number two.

15 "I think it was widely known that there had been  
16 an incident involving a boy and that he was talked about  
17 by pupils. I have various friends who were at Loretto  
18 at the time and I have spoken to them about it. I think  
19 I probably do know something about what the incident was  
20 but it's hearsay and something I learned later. It  
21 became known the incident was not with Ray-Hills at the  
22 time. The incident involved the boy and a child of  
23 a teacher. But in some way for some reason that  
24 precipitated an investigation of Ray-Hills. I have no  
25 idea how one incident led to the other. I suspect that

1           when someone is in trouble for X they may as  
2           a justification bring out something not directly  
3           associated with X. He was a young pupil and it would  
4           have been frightening for him. In those circumstances  
5           you put everything out on the plate.

6           " We were never able to have a perception of him  
7           leaving because I think there was an investigation by  
8           Bruce Lockhart and then we came back. From what  
9           I understand, he had moved on to another preparatory  
10          school. The school didn't say anything to the pupils  
11          about him leaving, but they wouldn't, would they? It  
12          was suppressed and the man was allowed to go on to  
13          another school as far as I was aware. At that point  
14          there was no question whatsoever that Loretto School was  
15          well aware. That was what happened, and I don't think  
16          that Loretto School is alone in having dealt with these  
17          sorts of things in this way.

18          " Ray-Hills never spoke to me about leaving. I was  
19          in the senior school and I had no contact with him  
20          whatsoever. I stayed at the school until I was 18. My  
21          contact with Ray-Hills had ended completely and  
22          absolutely before he left the school. The major thing  
23          was that there was a physical distance between the  
24          junior school and the senior school. I moved at the age  
25          of 13 and the contact stopped by and large at that time.

1 He didn't say anything to me about the contact ending,  
2 it was just one of these things.

3 "After Ray-Hills left the school there was  
4 absolutely no contact between us whatsoever. I became  
5 aware of an article by Don Boyd and I wasn't alone in  
6 becoming aware of it. I was dealing with another issue  
7 with a journalist in relation to the provision of  
8 Catholic education. They were trying to make out some  
9 issue but I can't remember now what it was. Basically  
10 what I said was that there is nothing to be made of that  
11 and, as far as I was aware, it was above board.  
12 However, the Don Boyd article had recently been  
13 published and I said, probably inadvisedly, that what  
14 Don Boyd had said was absolutely true. I have a certain  
15 degree of regret about opening up to this journalist,  
16 unaware of the impact it would have.

17 "My attitude in terms of communication with  
18 Loretto School is that these things are actually quite  
19 serious in their own way. My own attitude is that it is  
20 fine, I was a child of the colonies, and we all  
21 understand that the British Empire and all of these  
22 colonies were pretty scandalous. I was sent off  
23 and I never saw my parents again, and it was all pretty  
24 bad, but that is fine. I am actually by and large fine.

25 "My point is a slightly different point. If it were

1 to happen to one of my children then I would not be fine  
2 about it. Ultimately it is not the kind of institution  
3 that I would like to send my children to, but some  
4 people don't have a choice. Some people are in  
5 difficult circumstances. Within its own context,  
6 Loretto, apart from this particular aspect, was a  
7 perfectly good institution. I don't have any particular  
8 axe to grind with it. My parents were in Africa and I  
9 was taught by prose to begin with, so what were they  
10 supposed to do? I was going to be sent away from home.  
11 Within that context it was okay.

12 "The school is probably very wise. I know they are  
13 advised by upstanding Edinburgh lawyers. The lawyers  
14 will of course advise them to do nothing and say  
15 nothing. They treated me perfectly well when  
16 I contacted them. All I did was send an email, and they  
17 acknowledged my email, which was fair enough, but they  
18 made no commitment either one way or another. One  
19 wouldn't expect them to actually. All I simply said was  
20 this is what was going on.

21 "The school never accepted to me that these things  
22 had happened, but I think some headmaster at some point  
23 did make a public statement that they were aware these  
24 things were going on. I'm not satisfied that they have  
25 dealt with my complaint but there is nothing else I can



1 do. What are they supposed to do? They will protect  
2 themselves.

3 "In the final thoughts section of my original  
4 statement, I said that my attitude is that in many ways  
5 I am very grateful to Loretto. To expand on that, I had  
6 a rather unusual upbringing in that I basically didn't  
7 see my parents. The school provided me with stability  
8 to an extent, even though it was an institutional  
9 stability. There was not a single teacher who I could  
10 take any objection to. They were decent people trying  
11 to do their job as well as they could.

12 "I also said there were one or two oddballs who were  
13 strange in their own way. In terms of what I meant by  
14 that, I am increasingly aware that there are lots of  
15 oddballs all around us. We have the moral police behind  
16 every bush, and they are doing well in terms of telling  
17 us that we are not doing what we should be doing. I was  
18 referring to eccentricity, nothing bad at all. There  
19 are oddities in that type of institution. I can't think  
20 of any teacher who was improper in any way whatsoever.

21 "I have no objection to my witness statement being  
22 published as part of the evidence in this Inquiry."

23 My Lady, the supplementary statement signed by  
24 "Calum" and is dated 25 March 2021.

25 LADY SMITH: Thank you very much.



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