

Wednesday, 19 May 2021

1

2 (10.00 am)

3

(Delay in proceedings)

4

(10.45 am)

5

LADY SMITH: Good morning. Could I apologise for the late

6

start this morning. I think it has been explained to

7

you that it was due to problems with the IT systems,

8

completely beyond our control. It appeared that it may

9

have been more than one network problem, and when one of

10

the dedicated members of Inquiry staff opened our comms

11

cupboard and saw everything looked dead, that wasn't

12

good news. However, we are all up and running now, and

13

no reason to think that it is going to fail again, but

14

we do need, I think, to get going while we know we have

15

connections and make use of them.

16

So we now return to evidence in the Morrison's part

17

of the boarding school case study, and we have a live

18

witness who is now ready to give evidence, I think,

19

Mr Brown, is that right?

20

MR BROWN: That is correct, my Lady. The live witness is

21

Cillian who has been here and is ready to go.

22

LADY SMITH: Thank you. (Pause).

23

Cillian, good morning. Could we begin by you

24

raising your right hand, please, and repeating the oath

25

after me.

1 "CILLIAN" (affirmed)

2 LADY SMITH: Please sit down and make yourself comfortable.

3 The red folder that is waiting for you there, Cillian,
4 has a copy of your statement in it, if you want to use
5 hard copy for anything. You will also see your
6 statement coming up on the screen in front of you which
7 I hope is helpful. You can use either or both as suits
8 you.

9 If you have any questions at any point or any
10 concerns, please don't hesitate to let me know, because
11 it really matters that you are as comfortable as you can
12 be giving your evidence.

13 A. Thank you.

14 LADY SMITH: If you are ready, I will hand over to Mr Brown,
15 and he will take it from there, is that all right?

16 A. That is fine.

17 LADY SMITH: Mr Brown.

18 Questions from MR BROWN

19 MR BROWN: My Lady, thank you.

20 Cillian, good morning.

21 A. Hello.

22 Q. Her Ladyship just touched on your statement and, as you
23 can see, you have it in front of you. If you looked
24 over your shoulder, it is behind you as well. It is
25 everywhere.

1 If we go to the red folder first, however, could we
2 go to the last page.

3 A. Yes.

4 Q. I think we see there that all the paragraphs have been
5 numbered, the last paragraph is 158, and you end by
6 saying:

7 "I have no objection to my witness statement being
8 published as part of the evidence to the Inquiry.
9 I believe the facts stated in this witness statement are
10 true."

11 Those are obviously words that you read having read
12 through the statement?

13 A. Yes, of course.

14 Q. And you then signed it to confirm?

15 A. Yes.

16 Q. And that was in February 2019?

17 A. It seems like a long time ago.

18 Q. I am sure it does. Thank you. That is helpful.

19 Obviously you have given the statement, we can all
20 read it, and I don't want to go through everything bit
21 by bit, there is no real purpose to that, but I would
22 like to talk to you about some aspects of your
23 experience at Morrison's, and we will do that by talking
24 just a little bit about your background, and then
25 talking about your experience of going to Morrison's,

1 some of the physical details and practical details of
2 the school. Then we will talk about some of the
3 experiences you had in the boarding house, and then some
4 in the school.

5 A. Yes.

6 Q. And then we will go on to talk about what you did
7 afterwards and the insights that you perhaps have
8 gleaned. Because your particular career afterwards was
9 in psychiatric social work, is that right?

10 A. Initially, and then in trauma therapy as a qualified and
11 registered psychotherapist.

12 Q. Yes. As I say, we will come back to that, if we may, at
13 the end.

14 A. Sure.

15 Q. But looking at the statement at the beginning, it
16 obviously confirms your details. You were born in 1957
17 so you are now 63, time having passed on. Your
18 background, I think is fair to say, was one that was not
19 uncommon in the pupils at Morrison's in that your
20 parents worked abroad?

21 A. Yes.

22 Q. Or lived abroad for much of the year?

23 A. Yes.

24 Q. And in your case your dad worked on airlines, which
25 would be presumably a British airline with outlying

1 stations across the globe?

2 A. Yes.

3 Q. I think, as we read from your statement, what that meant
4 in practical terms is much of your childhood re school
5 was spent either in Africa or in the Middle East?

6 A. That is right.

7 Q. Was that fun, living in those two areas?

8 A. I can't recall Nigeria, but I have fond recollections of
9 Bahrain.

10 Q. I think, as you say, you have two sisters, one elder and
11 one younger.

12 A. Three sisters.

13 Q. Sorry, three sisters. One is older than you?

14 A. Yes.

15 Q. And your father came from Perthshire?

16 A. Yes.

17 Q. And it was always understood I think from what you tell
18 us that you were going to go to school at Morrison's?

19 A. That is right.

20 Q. You had been put down for it really at birth?

21 A. That is what I was told.

22 Q. Your elder sister went to Morrison's too?

23 A. Yes.

24 Q. Do you remember her going to the school while you stayed
25 at home, presumably, in the Middle East?

1 A. We would all have been home for the summer prior to her
2 going to school in September.

3 Q. I think we see from your statement that your parents
4 bought a house in Perth?

5 A. Yes.

6 Q. Which meant that presumably over summers you could go
7 there or go abroad?

8 A. Yes.

9 Q. And they could come to you and spend some family time?

10 A. Yes.

11 Q. Did you visit Morrison's to see your sister before you
12 started there, do you remember that?

13 A. I don't have any clear recollections of actually calling
14 to see her. The parent or parents were more often than
15 not advised to not visit during the first term to allow
16 the child to settle in.

17 Q. Okay. We read in paragraph 7 that you were eight when
18 you first went to Morrison's?

19 A. I was.

20 Q. Which would be in 1965. Had you visited the school
21 prior to that start date?

22 A. No, I hadn't. I would have been with my parents when
23 they were home and later on in my sister's first year at
24 school to take her out for the day. But an actual visit
25 to the school, a visit to Glen Earn, no.

1 Q. You go on in paragraph 9 to say that you were very
2 excited about going to school.

3 A. I was.

4 Q. And your dad told you it would be great fun and you
5 would get to fly model aeroplanes with engines. As
6 a small boy, obviously, I think, as you say, your father
7 was in the airlines. Were aeroplanes something of
8 an interest for you both, perhaps?

9 A. Absolutely.

10 Q. So you were excited. Do you remember your first day,
11 thinking back?

12 A. Oh, yes. I can clearly remember being dropped off,
13 being excited about this new experience that was
14 unfolding before me. And I remember being in the common
15 room when other boys who were starting, my classmates,
16 would be dropped off.

17 Q. All right.

18 A. And us meeting each other for the first time in the
19 common room.

20 Q. You have mentioned it already, but we understand in
21 broad terms there is the school, which in those days was
22 the boys' school because the girls' school was distinct?

23 A. That is right.

24 Q. And then there are boarding houses dotted around Criefff?

25 A. Yes.

1 Q. Some closer to the school, some further away?

2 A. That is right.

3 Q. And we know obviously that you went to a boarding house
4 called Glen Earn?

5 A. That is correct.

6 Q. Distance-wise from the school, how long was the walk?

7 A. Half a mile, at least.

8 Q. 10/15 minutes to get ...

9 A. Yes, you would need 15 minutes, and especially once you
10 had been taken on as one of the senior boys' fags,
11 because you had to take his books to school as well as
12 your own.

13 Q. Yes, we will come back do that too.

14 It's day one, you obviously knew you were going to
15 Glen Earn?

16 A. Yes.

17 Q. Because that is where your parents, I take it, would
18 drop you off?

19 A. Yes.

20 Q. Do you have any understanding of how that was selected?
21 Why it was that house you went to?

22 A. No. No idea at all.

23 Q. You were just told that is where you are going, so that
24 is where you went?

25 A. Exactly. And it would have been pointed out when we

1 would visit Crieff prior to me going to school.

2 Q. All right.

3 A. But I was never given an opportunity to actually have
4 a guided tour, for want of a better word, of the
5 boarding house.

6 Q. I think at paragraph 16 onwards, which is on page 3, you
7 describe the boarding house, helpfully. It was made up
8 of two large villas, two storeys high. They were
9 connected via a one-storey corridor, which presumably
10 had been added --

11 A. Yes.

12 Q. -- to link the two buildings. And there were about 50
13 boys spread between the two, ranging from 8 to 18,
14 junior boys in one side, in one villa, and senior boys
15 in the other?

16 A. Yes.

17 Q. And presumably dormitories in what had been previously
18 rooms of the private house?

19 A. Yes.

20 Q. There was a dining room. Was that for both villas?

21 A. It was for all the boys and the masters, the teachers,
22 who resided in the boarding house.

23 Q. And there was a prep room as well?

24 A. That was the corridor.

25 Q. That was the corridor?

1 A. Yes.

2 Q. Between the two houses. As you say in paragraph 17, you
3 would sit to do your homework there in the evening. The
4 sitting room was the common room for everyone from age
5 eight right up to the house captain.

6 The older boys, you then go on to say, had their own
7 separate common room which was in the younger boys'
8 house?

9 A. That is right.

10 Q. So there would be movement between the two houses?

11 A. Yes.

12 Q. At least for seniors coming into your house when you
13 were a junior?

14 A. Yes, and us going for meals in the dining room which was
15 in the other house.

16 Q. Right. Thank you.

17 In terms of supervision, and we will come back to
18 pupil supervision in due course, but just to understand
19 the practical details, you tell us that in the younger
20 boys' villa there was a tutor?

21 A. That is right.

22 Q. Who would be a more junior teacher?

23 A. Yes.

24 Q. As you say, that tutor took on a mentoring role, was
25 a teacher in the school, and they had accommodation

1 given to them as part of the package?

2 A. That is correct.

3 Q. Your tutor was initially one of the gym teachers --

4 A. Yes.

5 Q. -- but not principal, and then, when you were 13 or 14,
6 was replaced by an English teacher?

7 A. Yes.

8 Q. That is the younger boys' house. The older boys' house,
9 senior boys' house, is where the housemaster would live?

10 A. Yes.

11 Q. Again with his own quarters. And I think, as you say,
12 there were a number of housemasters in your time?

13 A. Yes, there were.

14 Q. The second didn't last particularly long because of the
15 behaviour of the boys towards his wife?

16 A. Yes.

17 Q. Again we will come back to that. And then the third,
18 who was another English teacher, I think, from what you
19 say, simply was quite a positive person in terms of what
20 you experienced?

21 A. Relatively so.

22 Q. The dynamic changed with him somewhat?

23 A. Yes.

24 Q. Is that fair?

25 A. That is fair, yes.

1 Q. The first housemaster, however, is rather different, and
2 again we will come back to that.

3 You also explain there are house captains?

4 A. Yes.

5 Q. Or a house captain. And there are house prefects?

6 A. That is correct.

7 Q. And you could identify them because they had different
8 ties. And again, there were school prefects who had
9 different ties again?

10 A. Well, let me clarify that. The school prefects had
11 different ties. The house prefects, who weren't school
12 prefects, wore the same ties as everybody else.

13 Q. I see. Thank you. Presumably, as we would understand,
14 house prefects only had authority within the house?

15 A. That is correct.

16 Q. School prefects, would they have authority both in
17 school and in the house as well?

18 A. Yes.

19 Q. All right. So they are higher up the pecking order, if
20 I can put it that way?

21 A. They are.

22 Q. There was also a matron?

23 A. Yes.

24 Q. Again, did you go through a number of matrons in your
25 time?

1 A. We did.

2 Q. Presumably they had different characters as they changed
3 over time?

4 A. Absolutely.

5 Q. Day-to-day presumably the character of the supervisors,
6 whether they be matron or housemaster or tutor,
7 mattered?

8 A. They did and they didn't.

9 Q. Why do you say they didn't?

10 A. Because they were there as figureheads. But when it
11 came to activities of daily living and doing what was
12 required of you at any given time, that was managed by
13 the prefect system. So in effect -- or my understanding
14 was that the authority to manage the younger boys given
15 to the prefects was given by the housemaster.

16 Q. Do you understand how they were selected?

17 A. I have no idea.

18 Q. All right. I think in due course you became the [REDACTED]
19 [REDACTED] in Glen Earn, is that right?

20 A. I was until I left.

21 Q. Were you the [REDACTED]?

22 A. I was the [REDACTED].

23 Q. Was that simply a selection by the then housemaster?

24 A. Yes.

25 Q. Who I think was the English teacher who, in terms of

1 dynamic, was perhaps a little better?

2 A. That is correct.

3 Q. Do you know why he chose you?

4 A. I don't. I am not clear about that. Because at that
5 point there would have been a number of incidents that
6 would have been considered totally unacceptable, by way
7 of my behaviour, in reaction to some of the masters in
8 the school.

9 Q. Perhaps from what you have said, again please correct me
10 if I am wrong, from what we have heard, and perhaps from
11 your statement, there is a distinction between house and
12 school?

13 A. There is.

14 Q. The two were separate in some respects if not many
15 respects?

16 A. But a lot of what happened in school would have been
17 known about by everybody in the boarding house, or
18 certainly the senior pupils, because you would often be
19 disciplined in school, and when you got back to the
20 boarding house you would then be disciplined by way of
21 punishment again for your behaviour in school.

22 Q. Right. But for whatever reason, that didn't prevent the
23 housemaster selecting you to be [REDACTED]?

24 A. It appeared not to be the case.

25 LADY SMITH: How old were you when you became [REDACTED]?

1 A. I was 17, Lady Smith.

2 LADY SMITH: Thank you.

3 MR BROWN: That was at the end of your career at school.

4 But if we go back to your first day, you have told us
5 that you went with enthusiasm and excitement. Was it
6 an adventure from your perspective?

7 A. That is right.

8 Q. And you talk in paragraph 10:

9 "Twelve of us arrived, we were all in one room.
10 I went to bed that night with 11 other eight-year-olds
11 in the dormitory. We were woken at 7.30 the following
12 morning. We had to get dressed and ready for the
13 breakfast gong at 8."

14 A. That's right.

15 Q. A couple of questions about the very beginning. Were
16 you given any guide to house rules or anything of that
17 nature?

18 A. No. I arrived at whatever time, early evening, on the
19 night before the first day of school. I would --
20 someone must have -- it was either the matron or it
21 would have been one of the senior pupils would have
22 explained that there was bedtime, and in the mornings
23 you had to get up at such and such a time, and that you
24 had to be ready for breakfast or lunch, whatever meal,
25 and attend the dining room to eat on time. To be late

1 would draw attention, and certainly my recollection was
2 that you would be questioned as to why you were late,
3 and that would often result in what would be considered
4 a reason to punish you in some way or other.

5 Q. So you are told about timings on day one either by
6 a pupil or a senior pupil or the matron. Were you told
7 anything on day one about discipline or was that
8 something you just learned?

9 A. I didn't hear you, sorry?

10 Q. On day one, were you told anything about the system of
11 discipline?

12 A. No.

13 Q. No. Were you given a mentor in terms of an older
14 student?

15 A. No.

16 Q. No. So we should understand twelve new boys in their
17 dorm, enthusiastic like you?

18 A. Yes, we were all quite excited.

19 Q. And you know that you have to be up for breakfast and
20 the breakfast gong?

21 A. (Witness nods).

22 Q. From what we see on page 11, you then discover quite
23 quickly that rules exist and that to break them can have
24 consequences?

25 A. Absolutely.

1 Q. What happened?

2 A. The breakfast gong went, and the twelve of us took off
3 down the corridor. We were running down the corridor,
4 excited. We got halfway down the corridor when there
5 was this almighty bellow from behind us, and it was one
6 of the senior boys, a prefect, telling us that we
7 weren't to run in the corridor and, because we had, we
8 were all given lines to do, which was, for me, quite
9 a shock to the system. This was not what I was
10 expecting. This wasn't the convivial environment that
11 I thought I was going to be living in, the fantasy that
12 I had created in my head about what my experiences would
13 be like.

14 Q. Do you remember what your fellow new-starts thought?

15 A. I think we were very much -- we were all of a similar
16 mind. I think we were very surprised. Had we known
17 that you weren't allowed to run down the corridor we
18 would not have done it.

19 Q. No one had told you?

20 A. No one had told us.

21 Q. You mention the fact that you were given lines, all of
22 you, but some of you didn't complete the lines --

23 A. That is right.

24 Q. -- in the requisite time?

25 A. That's right.

1 Q. And the consequence of that was ...?

2 A. Corporal punishment, usually either three or six of the
3 slipper, which would have been a hard-soled slipper, or
4 a plimsoll, a gym shoe, that we were required to have
5 for PE. And you were made to bend over, and whoever was
6 meting out the punishment delivered the ... the "slaps"
7 would be too mild a description. It wasn't a whipping.
8 But it hurt, and my recollection is that the seniors
9 appeared to enjoy meting out the punishment. And if
10 after being hit the first time across the buttocks you
11 happened to -- obviously you would react to that,
12 understandably you would react to that, you would tend
13 to straighten up, and if, and usually out of fear, you
14 were reluctant to bend over again for the second slap,
15 your head would be held between the thighs of another
16 senior boy to keep you in the position necessary for the
17 punisher to deliver the punishment.

18 Q. Should we understand from your statement that that
19 happened to you because of the first set of lines not
20 being in on time?

21 A. It happened to some of us. Now, these beatings were so
22 frequent that to isolate them incident by incident would
23 be almost impossible. It seemed to be an ongoing
24 experience of being -- or, for me, it was an ongoing
25 experience of being a youngster in a boarding house --

1 Q. All right.

2 A. -- with older pupils.

3 Q. I think you make the point at paragraph 12 on page 3
4 that this took place in what is called the "black hole"?

5 A. That's right.

6 Q. That was the name presumably known to all the pupils?

7 A. Yes.

8 Q. What you are talking about is a windowless room in your
9 house, the junior house?

10 A. Yes.

11 Q. Where shoes were cleaned?

12 A. That is correct.

13 Q. And you go to say in paragraph 13:

14 "From that moment ..."

15 I think this is reflecting the suggestion that you
16 weren't able to complete the lines on time.

17 "... until up I was about 13 or 14, my buttocks were
18 always bruised, and there was never enough time for the
19 bruising to clear before the next beating except for the
20 eight-week summer holidays."

21 A. That is correct.

22 Q. You talked about the two houses, one junior, one senior.
23 At what age did you move from one to the another?

24 A. In primary you were in, let's say, the younger boys'
25 house, and then from I think from two, two/three, in

1 around that time, you would be moving over to the other
2 house. When in the other house, yes, we were all in the
3 one dormitory for a year, and then, because of the
4 number of us and the size of the rooms, we would have
5 been split between a number of different rooms.

6 Q. It's just that you talk about the beatings carrying on
7 until you were 13 or 14. Does that include, then, the
8 senior --

9 A. Oh, yes.

10 Q. So moving up --

11 A. No.

12 Q. -- didn't change anything?

13 A. No. Not at all you moved into fourth year.

14 Q. At that stage are you just becoming a bigger boy and
15 therefore --

16 A. Yes, and there were more younger boys to target.

17 Q. I think, as you describe at paragraph 40 on page 7, you
18 were skinny and slight, and that attracted negative
19 attention?

20 A. It certainly did.

21 Q. We are talking about from the senior pupils?

22 A. And the not so senior pupils as well.

23 Q. What about your own year?

24 A. Yes, even within my own year. So, for example, I don't
25 know who actually gave me the nickname or decided to

1 call me the [REDACTED], but that very quickly became the
2 name that I was referred to, certainly in that first
3 year, by everybody. Or [REDACTED], because I had [REDACTED]
4 hair.

5 Q. In terms of the disciplinary approach, you have
6 obviously not been told anything formally?

7 A. No.

8 Q. But you do quickly discover there is a hierarchy?

9 A. That is correct.

10 Q. And you set that out at paragraph 43 on page 8. You
11 touched on this already:

12 "The house captain and prefects were given the
13 authority by the institution through the headmaster.
14 There were no guidelines and no boundaries. There was
15 no requirement to document or report any punishment that
16 had been meted out to any individual."

17 A. That is correct.

18 Q. You go on to say:

19 "The house captain was supposed to monitor
20 the severity and frequency of the punishment used by the
21 prefects, but they were all post-pubescent children in
22 the early stages of emotional and intelligent
23 development. They physically looked like adults but
24 psychologically they were kids. It was like the book,
25 'Lord of the Flies'."

1 A. Absolutely.

2 Q. In terms of that authority being given, presumably by
3 headmaster and then housemaster --

4 A. Yes.

5 Q. -- in terms of Glen Earn, there is no recording, from
6 what you are saying, it just happened?

7 A. Yes, it just happened.

8 Q. What oversight was there from the housemaster, house
9 tutor and matron?

10 A. There was no oversight.

11 Q. How much were they in evidence, these adults?

12 A. The senior boys had freedom to roam anywhere.

13 Q. It is my fault. When I say "adults", I mean the
14 housemaster, the tutor, the matron.

15 A. We would only see the housemaster and the tutor at meal
16 times, or if he wanted to see -- the housemaster wanted
17 to see any one of us specifically about a particular
18 matter. But if it was a matter that required management
19 in some way, as in a curtailment of a particular
20 behaviour, then that would be communicated by the
21 housemaster to the senior boys, and then the senior boys
22 would take on the role of -- "investigators" would be
23 too kind word, interrogators, and subsequent arbiters of
24 whether or not whatever your crime was warranted
25 a punishment. And if you came to -- or my recollection

1 was if I came to the attention of the housemaster for
2 any reason, then it would usually result in me receiving
3 punishment from the senior boys following their
4 "investigation".

5 Q. All right. I think you may be referring to something of
6 that nature at paragraphs 53 and 54, but just for
7 clarity you say in 53 on page 9:

8 "If something happened that the housemaster was not
9 pleased about then there would be more formal
10 punishments as well."

11 A. Yes.

12 Q. You go on to say:

13 "One time someone had written something about one of
14 the prefects on the bathroom wall in the boarding house.
15 Nobody admitted to doing it, so every day after tea the
16 junior boys had to queue up the stairs to the prefects'
17 common room. We would then have to go one by one and
18 get the slipper. We got one slipper each the first
19 night, two the second night, and so it increased every
20 night. We would sometimes be hit with a plimsoll."

21 Is that the sort of enquiry or scenario you are
22 talking about? There has been something that is noticed
23 by the housemaster --

24 A. Not at all, no. None of this would have been recorded
25 as far as I am aware. The housemaster would have been,

1 without a doubt, aware of the nature or the style of
2 pupil disciplining. He would have been aware of the
3 beatings. He was aware of the corporal punishment being
4 meted out. He would have been aware of the violence
5 that would flare up or occur, as it does in any school
6 setting, the fights between your classmates. So there
7 is no doubt in my mind.

8 As [REDACTED] I can recall on one occasion the
9 housemaster saying to me that so and so had been rude,
10 I can't remember what the issue was, and that we either
11 dealt with it or we had our privileges taken away. And
12 one of the privileges we had in Glen Earn was we were
13 allowed to smoke in the boarding house in the shower
14 room, because it was an all-concrete building.

15 The headmaster's decision with this regard was that
16 it was better to know where the pupils were smoking than
17 having them nipping in and out of windows or sneaking
18 out of the boarding house, slipping out the gate, having
19 a cigarette outside, hopefully unbeknownst to anybody
20 else. As far as I am aware, Glen Earn was the only
21 boarding house that had that privilege.

22 Q. So that would be the third housemaster? I think you
23 said headmaster. It would be the housemaster, I take
24 it?

25 A. Yes, the housemaster. The rector would have been the

1 headmaster.

2 Q. But we should understand he is in the school setting
3 rather than the house setting?

4 A. Yes, very much so.

5 Q. This would be the third housemaster, the one who
6 appointed you, the English teacher?

7 A. Yes.

8 Q. So he was perhaps being a little more pragmatic than his
9 predecessors?

10 A. Well, he knew that those of us who smoked enjoyed the
11 luxury of being able to smoke in a given area without
12 having to find a way out to have a cigarette. We were
13 the only house that had that as a privilege, as far as
14 I can remember. It was a valuable one. So to have it
15 taken away because somebody had been insolent towards
16 the master, or there had been an incident at school that
17 had been drawn to the housemaster's attention, it would
18 have been considered a serious matter by the staff, as
19 in the teachers in the school, and the housemaster. But
20 basically I was told "Either deal with this or I am
21 taking away your privileges", and it resulted in me
22 giving the child in question three of the slipper
23 myself.

24 I tried to prevent corporal punishment from being
25 used in the boarding house. I know I was resented by

1 many of my own classmates because I would not allow
2 them, as [REDACTED], to beat the boys. And being
3 [REDACTED] I told them that, if there was any
4 physical punishment, I would be the one who would
5 deliver that, and it was always the last resort, and it
6 was never more than three of the slipper, and it
7 certainly wasn't -- I didn't mete out the punishment
8 with gusto, it was more of a ... letting it be seen that
9 I was dealing with it in what was considered, at one
10 time, to be an acceptable and authoritative way.

11 Q. From that we can perhaps glean that the housemaster
12 would be aware in a broad sense of what was going on in
13 the house?

14 A. Yes.

15 Q. But just as you experienced as a younger boy, authority
16 was delegated to you as the senior boy?

17 A. Yes.

18 Q. And the other prefects?

19 A. Yes.

20 Q. But by that stage, I think this is probably ...

21 A. 1974 into 1975.

22 Q. Because you left at 17, I think?

23 A. I left in the second/third week of the second term.

24 Q. By that stage, pupil discipline or corporal punishment
25 is on the wane?

1 A. Well, the rector -- we had a new rector appointed,
2 Mr Quick retired and a new rector was appointed, and he
3 made it very clear that there was to be no
4 corporal punishment meted out by boys against other
5 boys. But they were empty and hollow words. The
6 culture within the boarding house persisted, and it was
7 perpetuated in my mind by the people in authority. So
8 even though there had been this directive put out that
9 boys weren't allowed to use the slipper, or whatever
10 else was handy, to beat children with, that it
11 continued, and it continued up until I left.

12 I tried in my own way to curtail the enthusiasm of
13 us older boys of being able to assume this authority and
14 mete out these punishments. What happened after I left,
15 I'm not sure, but I would suspect that very little
16 changed. I suspect that possibly there was more
17 widespread ... but I am only -- I don't know, I wasn't
18 there.

19 Q. What we can take from your evidence is there is
20 a directive from the new rector that it is to stop?

21 A. Yes.

22 Q. And that certainly in Glen Earn House, because by that
23 stage you are the authority as the [REDACTED]?

24 A. Yes.

25 Q. You are trying to effect change?

1 A. Yes. And also because I just did not believe it was
2 suitable or necessary punishment. And I could recollect
3 my own experiences and the fear and the physical pain
4 and the damage by way of the bruising.

5 I would have seen myself as something of a pacifist
6 in my older years. I hated having to dress up and play
7 soldiers on a Monday afternoon after school. Boarders
8 were required to join the cadet force, day pupils had
9 the choice. I would have been in the debating society,
10 and one of the topics I chose to debate was the
11 draft-dodging taking place among many of the youth in
12 the States during the Vietnam War, and I would always
13 have been on the side of the dodgers.

14 Q. But I think, in terms of your experience as a prefect,
15 you had, from what you are saying, learned from your
16 experience that you didn't think this was an appropriate
17 way to behave?

18 A. Definitely.

19 Q. I think we can read from page 8, paragraph 45, about the
20 experience you underwent as a younger boy moving through
21 the school. You say:

22 "All sorts of weapons were used by the prefects to
23 hit us: slipper, plimsoll, swagger stick."

24 Again, would that be someone in the cadet force who
25 would have a swagger stick?

1 A. Yes, because there would be someone who would have been
2 a corporal in the cadet force. And the majority of the
3 cadet corps were boarders.

4 Q. Yes. And also occasionally the cane, you go on?

5 A. Yes, the cane would have been used. It would have been
6 used by masters as well in the school.

7 Q. I'm just thinking about the house, the boarding house.

8 A. Yes, the cane, plimsolls, slippers, swagger stick on one
9 occasion. When a lot of us were being beaten it
10 actually broke over someone's backside.

11 Q. Yes, we can see that at paragraph 49.

12 Presumably, as in all aspects of life, some were
13 worse than others in terms of the prefects and their
14 approach?

15 A. Absolutely.

16 Q. Some would beat harder than the others?

17 A. Absolutely.

18 Q. Just as you, when you were a prefect, as you have
19 acknowledged, used the slipper?

20 A. Yes.

21 Q. But it was perhaps with less force deliberately?

22 A. Yes.

23 Q. And you remember, paragraph 51, a prefect in particular
24 who was vicious and unpleasant?

25 A. Yes.

1 Q. He had his own cronies, it would appear, who would
2 assist him?

3 A. Yes.

4 Q. Was that common, for bullies to operate together?

5 A. I suspect so. And from what I know about bullying it is
6 often the case, that you have the bully and the bully
7 has his lieutenants. Now, to be a lieutenant was
8 a privileged position because you weren't manipulated in
9 the same way as the rest of us who weren't the bully's
10 pals, so to speak, so you avoided much of the -- or many
11 of the strategies that the bully would employ with
12 regard to targeting any particular individual.

13 Q. But equally, and I think we can see this in your
14 comments about fagging, paragraph 56, page 9:

15 "There was a fagging system in place where, if you
16 fagged for someone, you cleaned their shoes, made their
17 beds and carried their books."

18 Some people you fagged for were very good to you and
19 gave you 50p a week for your effort?

20 A. Yes, that is correct.

21 Q. Or presumably, pre-decimalisation, some form of pence?

22 A. Correct.

23 Q. They also acted as your protector; they would help
24 protect unnecessary punishment towards you.

25 "Others were brutes and would beat you no matter

1 what you did for them."

2 A. Yes.

3 Q. So was the fagging a microcosm of the house?

4 A. Yes.

5 Q. Some beat people, some not.

6 A. Absolutely.

7 Q. Did you have a fag?

8 A. No, I don't think I did have a fag.

9 Q. At that --

10 A. I can't recall -- or did I? I can't recall who it was
11 if I did. I had a girlfriend so the chance was someone
12 was taking my books to school because I would be wanting
13 to walk her to school.

14 Q. Yes.

15 Again going back to staff oversight, you talk about,
16 paragraph 59, page 10:

17 "The matron would have been the person most likely
18 to see the abuse."

19 A. Yes.

20 Q. "But most of them were harsh, cold and uncaring. The
21 ones who were kinder would leave quickly because they
22 were horrified by what they saw. I don't recall any of
23 them getting involved in stopping the abuse but I think
24 one of them did go to ..."

25 You say the headmaster, but presumably the

1 housemaster?

2 A. Yes, the headmaster would be the housemaster.

3 Q. But nothing happened?

4 A. Nothing happened.

5 Q. Do you remember when that was in your school career?

6 A. I can't remember exactly when, but I can visualise the
7 woman. She would have been younger than the other
8 matrons, I recall. So I would say we are talking second
9 year, third year, third year/fourth year, around that
10 stage.

11 Q. But nothing changed?

12 A. But nothing changed.

13 Q. I think because you touched on it, or I touched on it
14 earlier and said we'd come back to it, we see at
15 paragraph 61 that being an adult didn't stop bad
16 behaviour because you mention the second housemaster's
17 wife being targeted and harassed by pupils?

18 A. Yes.

19 Q. And, from your impression, that is why she -- they moved
20 on?

21 A. I think so. In fact I have no doubt. She was
22 harangued, it was terrible what would go on and the
23 comments that would be made and the things that would be
24 said to her. I think the woman was nearly a nervous
25 wreck by the time they chose to vacate the position as

1 housemaster.

2 Q. Then if we can move on to paragraph 62. You have talked
3 about obviously, at the beginning of your evidence, the
4 fact that beating was routine, and the comments about
5 the bruises --

6 A. Yes.

7 Q. -- healing only happening during the summer holidays.
8 You say you tried to be invisible?

9 A. Yes.

10 Q. What does that mean in practical terms?

11 A. If a senior boy came into the room I would immediately
12 hide in a corner under a bench. Around part of the
13 boarding house or the common room would be benches.
14 That is what they were, they were built-in benches. And
15 of course you have a left side and a right side, and if
16 the prefects were coming in this way (indicates) I would
17 go under the bench in an effort not to be seen. Because
18 my fear was that if I was seen, then the consequences
19 were I was going to be punished.

20 So the fear of punishment and -- or, one, the
21 prevalence but, two, the fear of it taking place just
22 scared me witless. I really thought that if I could
23 curl up in a ball and hide somewhere out of sight that
24 I wouldn't be seen. That is how naive I was. I didn't
25 want to be seen. Because if I was seen, then the

1 chances are something unpleasant was going to happen.

2 Q. I think you say, and you see it in front of you at
3 paragraph 62, you make the point about:

4 "Going to bed didn't necessarily mean the end of the
5 abuse, be it physical, sexual or emotional. I would
6 think through it all again when I woke up. I was in a
7 contact state of fear and hypervigilance."

8 A. Yes.

9 Q. When did that hypervigilance start?

10 A. I wouldn't have been aware of it as hypervigilance, but
11 it would have been very early on. My experience of
12 boarding school was I went in as a boarder in P4. My
13 parents took me out, and my sisters, at the end of P4
14 and we attended as bus pupils, and my family were living
15 in the family home in Perth because my father was going
16 to get a job in the UK.

17 That didn't happen, so we were put back to boarding
18 school when I was going into P6. That was a
19 particularly difficult year for me: having departed from
20 the boarding school population, become part of -- or
21 a sub-group of the day school population, those who
22 bussed in to school, and my friendships and my
23 relationships with my fellow pupils, my classmates,
24 changed. So the only sense I could make of that was
25 that for some reason -- now I understand it is because

1 they felt like I had abandoned them on leaving boarding
2 school, and that I wasn't honouring the relationships
3 that had been established during that first year, and my
4 peer group or my group of friends had shifted from
5 boarders to the people I was travelling to and from
6 school with on the bus, so I think they resented the
7 fact that I ignored them in a sense.

8 I don't see it as a conscious decision to have
9 ignored them. Everything had to be strictly managed
10 according to time. As a bus pupil you would get on the
11 bus in the bus station, having to get a bus, to get to
12 the bus station at 8 o'clock. The bus wouldn't arrive
13 until ten to nine. You would have to get yourself from
14 the bus station up to the school and into morning
15 assembly for 9 o'clock. If you were missing from
16 morning assembly you would be beaten.

17 Q. You obviously had a year out and then you had to go back
18 into the boarding environment?

19 A. Yes.

20 Q. Presumably you had to restart relationships?

21 A. Absolutely. And that was when -- and what had also
22 happened was additional pupils had arrived during the
23 year I was a bus pupil who I wouldn't have known
24 previously, and it was one of those additional pupils
25 who became my tormentor.

1 LADY SMITH: Mr Brown, I am wondering if we should take the
2 morning break at this point, if that would be
3 convenient.

4 MR BROWN: Absolutely.

5 LADY SMITH: At some point in the morning, Cillian, we
6 always take a short break. We are a bit thrown today
7 because of our timings. I think the reason for our
8 delay at the start was explained to you. I will take
9 the break now, if that would work for you, and then we
10 will sit again at about 12 o'clock. Thank you.

11 (11.43 am)

12 (A short break)

13 (12.02 pm)

14 LADY SMITH: Welcome back, Cillian. Are you ready for use
15 to carry on?

16 A. Yes.

17 LADY SMITH: Thank you. Mr Brown.

18 MR BROWN: My Lady, thank you.

19 We were talking -- this is the last sentence of
20 paragraph 62 -- about you being in a "constant state of
21 fear and hypervigilance", and you talk about leaving for
22 a year and having to come back into the boarding
23 environment and rebuild.

24 I had asked you originally when did that
25 hypervigilance, to use language obviously you wouldn't

1 have understood at the time but now, when did that start
2 do you think?

3 A. Around that time.

4 Q. Returning to the boarding house?

5 A. Yes. It was a very difficult experience.

6 Q. You obviously mentioned just before the break the fact
7 that the year you were coming back into had grown in
8 terms of the boarding house because other boys had come
9 in?

10 A. Yes.

11 Q. And one of the boys who came in I think obviously you
12 talked about in particularly negative terms?

13 A. Yes.

14 Q. Again we don't need to go into this in detail, but this
15 is the boy who engaged in sexual abuse?

16 A. Yes.

17 Q. Which you detail on pages 14 and 15. We needn't look at
18 it. But that, we would understand, was a boy who had
19 joined your class, and that abuse started when you
20 returned to the boarding house?

21 A. I can't even recall if he had come to school in the year
22 that I was not boarding or whether, in P6, he was coming
23 to school for the first time. But he was a boy of 13
24 who should really have been in form 1 joining P6 class.
25 He was post-pubescent. To use a current term, he was

1 very adept at coercive control.

2 Q. I think, as you say in the statement, he was with you
3 because he was academically dull. You were 10 and he
4 was about 12 or 13?

5 A. Yes, correct.

6 Q. And you detail that there was sexual abuse of you and,
7 you suspect, another boy?

8 A. I suspect another boy although I can't be certain.

9 Q. Over the next four years?

10 A. Easily, yes.

11 Q. And regular?

12 A. Yes.

13 Q. Every week?

14 A. Oh, yes.

15 Q. All right. I think you talk about, and we will come to
16 this in a general sense, talking about these
17 experiences, but that particular sexual abuse was not
18 something that you would have contemplated sharing with
19 anyone?

20 A. Not at all. There would have been even more serious
21 consequences because to be labelled as a "poof" would
22 have certainly made you a target.

23 Q. Just to be clear in terms of that particular abuser,
24 there was sexual abuse, was there also just bullying
25 behaviour in a general sense?

1 A. Yes, there was.

2 Q. Would that be within the dorm?

3 A. Within the dorm, within -- wherever you were within the
4 boarding house.

5 Q. That is the "coercive", to use your words. He would
6 engineer --

7 A. Yes, yes.

8 Q. But I think as you say, perhaps more happily, and you
9 have touched on this already at paragraph 63, page 11,
10 you met your first true love when you were in third year
11 aged about 14. That seems to have been something of
12 a turning point?

13 A. It was.

14 Q. You are older and I think, as you say, you have status,
15 or you are gaining some status by that point?

16 A. Yes.

17 Q. Was it having a girlfriend that gave you status?

18 A. That was part of it.

19 Q. And you go on from that point on, your abuse started to
20 diminish and finish?

21 A. Yes.

22 Q. But we should understand from the time you were at the
23 boarding house up until 14, from eight to 14, minus the
24 year you were at home --

25 A. And I wasn't sexually abused in P4.

1 Q. No, that was --

2 A. Yes.

3 Q. But the abuse had been in one form or another from eight
4 to 14 less --

5 A. 14, 15 with the physical abuse, and I would say around
6 the same time because of ... my own behaviour it started
7 to diminish, it just became -- well, from the
8 protagonist's point of view, it just became too risky.

9 LADY SMITH: When you became a boarder again after your year
10 out at P5, you would have been, what, about 11?

11 A. 10.

12 LADY SMITH: 10.

13 MR BROWN: Just to be clear, eight to nine is the first year
14 of boarding.

15 A. Yes.

16 Q. Nine to 10 you were at home?

17 A. Yes.

18 Q. And 10 onwards to 17 you are boarding again?

19 A. I am boarding again.

20 Q. But the abuse, we should understand, is in your first
21 year and then the years primarily from 10 to 14?

22 A. Yes.

23 Q. All right. Can I just ask you a simple question because
24 you talked about being in a "constant state of fear and
25 hypervigilance"?

1 A. Yes.

2 Q. You have talked a lot about the physical nature of the
3 abuse but then there is fear and hypervigilance. Of the
4 two, looking at fear and physical, was one worse than
5 the other?

6 A. The fear was just ever-present. The hypervigilance was
7 a result or was part and parcel of managing that fear.
8 Constantly looking over your shoulder, constantly trying
9 to negotiate a way through the building to avoid
10 encountering senior boys who could potentially decide
11 that they -- or that I deserved to be punished for one
12 thing or another.

13 Q. If we can move on briefly to the school side of
14 Morrison's. If I can start with the education. Would
15 you accept the education was good, thinking about ...

16 A. Yes. I have often said that the only thing that was
17 positive about my experience of Morrison's Academy was
18 my departure, having had a confirmed offer of a place at
19 Glasgow University.

20 If I had been subject to the experiences of -- the
21 negative experiences that I had to endure in boarding
22 school in a comprehensive style school as a day pupil,
23 I don't think I would have had the same opportunities
24 open to me by way of attaining the minimum requirements
25 to get that confirmed place to do psychology and

1 sociology at Glasgow University.

2 Q. But I think as we see on your account from pages 11 to
3 13, essentially being in school, however good the
4 education, at times there would be difficulty there too?

5 A. Yes.

6 Q. Both from senior pupils again?

7 A. Yes.

8 Q. And again reading it short, because we can read the
9 specifics in your statement, is that because of
10 transgression of what might be seen, with hindsight, as
11 minor rule-breaking but which had significant
12 consequences?

13 A. Yes. And also overreaction to situations when I was
14 being unjustly accused of something that I wasn't doing,
15 and to have not said anything, not stood up for myself,
16 would have resulted in me being taken out and given six
17 of the belt. I was just moving into that phase of my
18 life whereby ... I couldn't resist like that in the
19 boarding school because you would just be hammered.

20 You have to remember that it's kids disciplining
21 kids, and the kids wouldn't have the control that you
22 would expect of adults, especially of teachers. But
23 there were pleasant teachers and there were unpleasant
24 teachers. There were teachers who in my mind were very
25 fair, and there were those who weren't, and there were

1 a couple of incidents with teachers in the classroom
2 where I refused to accept the punishment.

3 Q. I think we see those at paragraphs 80 and 81 on page 13,
4 one involving a [REDACTED] teacher?

5 A. Yes.

6 Q. Who could be violent with the boys?

7 A. Yes.

8 Q. But when it was going to happen to you, I think reading
9 short, you didn't accept --

10 A. That is right.

11 Q. And you went to -- you ran out the class?

12 A. No, he ran out the class.

13 Q. All right.

14 A. He went down to the rector's office.

15 Q. Right. What was the fallout from that, if any, do you
16 remember?

17 A. When he came back I had to go see the rector, so down
18 I went to the rector's office, and the rector sat me
19 down and explained that I couldn't behave in the way
20 that I had just had, which was if I stayed at my desk
21 I was going to be grabbed by the hair and violently --
22 my head violently shaken, the result of ... So I opted
23 to jump out of the desk, but he was on one side and
24 I was on the other side. The desks were in rows.

25 Q. I think as you say at paragraph 82, as you got older you

1 started to deal with the abuse:

2 "... by going ballistic. I would then be hauled up
3 in front of the headmaster [as you have described]. He
4 would sit you down and speak to you. It was explained
5 that I couldn't behave like this. They seemed to deal
6 with this reactionary behaviour a bit more sensitively."

7 A. Yes, but word of these incidents got out very quickly.

8 So although I may have avoided the punishment by the
9 master, when I got back to the boarding house I was
10 still subject to the discipline of the prefects. In
11 their eyes that behaviour warranted punishment, so
12 I ended up getting beaten anyway, just in a different
13 way.

14 Q. I think you give an example of that at paragraph 70 on
15 page 12. You complained to a schoolteacher about
16 discipline because you were late?

17 A. Yes -- well, I didn't complain. I had been up early to
18 go swimming because I swam at the school in the Scottish
19 Schools competition, and by the time I had come out of
20 the pool and got myself dressed morning assembly had
21 started, so the prefects immediately on morning assembly
22 finishing took me into the prefects' room and punished
23 me and I was crying. So I went into the class in tears
24 and the teacher asked me what was wrong and I told the
25 teacher. It wasn't that I went to the teacher.

1 Q. You explained.

2 A. Yes.

3 Q. But the net effect of that was whilst he showed concern,
4 concern went back to the boarding house, and when you
5 got back there you were punished by the boys?

6 A. Yes. Again.

7 Q. Again.

8 You have talked about an episode where you make
9 a teacher aware and the end result is more beating?

10 A. Yes.

11 Q. You have talked about the fear and the absolute denial
12 of in a sense complaining to anyone about the sexual
13 abuse, because you just wouldn't do that for fear of the
14 label?

15 A. Absolutely, absolutely.

16 Q. Did you ever feel at school that you could tell anyone?

17 A. No. This was something that couldn't get out.

18 Q. All right. What about your parents?

19 A. I wrote to my parents in P4, my first year in boarding
20 school, I would say following the half term, and the
21 letter was basically asking -- or acknowledging that me
22 being in Morrison's was very important to them, and that
23 I had no difficulty with the school, but that I was
24 having difficulty in the boarding house. I asked them
25 would it be possible to arrange for me to be moved to

1 another boarding house, thinking that the experience
2 would somehow be different.

3 The mail used to arrive in the airport so my father
4 got his hands on the mail first. He would have read it.
5 And I only learned in 2016, when this happened to come
6 up in conversation with my mother, and my mother said
7 she never saw that letter. But on the letter that was
8 returned -- they were the airmails that used to fold up,
9 and my mother would write the whole of the front page
10 and my father would write the back panel, and he told me
11 never to write letters like that again because they were
12 upsetting to my mother. It was at that point that
13 I realised that two people who I never doubted would do
14 anything but help me if I was in a difficult position
15 had actually abandoned me. That was the experience of
16 it to me. So I felt very alone. There was nobody
17 I could go to.

18 My mother, when I was 14 or 15, I was out
19 in the Middle East, I was showering and she happened to
20 come into the bathroom and she saw the bruising in the
21 small of my back to the top of my thighs and she asked
22 about it. I told her, I said "But I mentioned this to
23 you during my first year at school". "I am going to
24 report this and I am going to do this and I am going to
25 do that". I said "Mum, you can't do anything. If you

1 report this or question it, then the senior boys are
2 going to be told about it by the headmaster, and the
3 consequences are that I am going to be subject to even
4 more beatings than I'm already getting".

5 Q. So what did you do?

6 A. I managed the best way that I could. I had been beaten
7 for telling the truth, I had been beaten for not telling
8 the truth. I realised the easiest thing to do was
9 really keep my mouth shut. But even that would often
10 result in a negative reaction on the part of the senior
11 boys.

12 At that stage I was also very interested in emerging
13 hippy culture and music, and I tried to get away with
14 growing my hair long when it had to be short back and
15 sides. I started to smoke cannabis when I was --
16 in March 2014 was the first time I smoked cannabis.

17 Q. March 2014?

18 A. Sorry, March ... when I was 14, so it was March of my
19 14th year, about to turn 15, so what would that have
20 been?

21 LADY SMITH: 1979?

22 A. 1971.

23 LADY SMITH: 1971, sorry.

24 A. Sorry.

25 MR BROWN: That is all right. I think, again we don't have

1 to labour this, but you were a drug user --

2 A. Yes.

3 Q. -- for decades after?

4 A. Yes.

5 Q. Into your 50s?

6 A. Yes.

7 Q. Obviously you were dabbling, as you say then, and you
8 progressed. But despite all that, and we will come to
9 this shortly, you worked --

10 A. Yes.

11 Q. -- throughout your adult life, you went to university,
12 you graduated?

13 A. Yes.

14 Q. And then you have worked as a psychiatric social worker?

15 A. Psychiatric nurse. I trained as a psychiatric nurse.

16 After I had just given up everything, went to Glasgow
17 University, that was it. I was off. Myself and my
18 girlfriend at the time, we went to Amsterdam, and we
19 lived in Amsterdam together for some years.

20 Q. Was that still part of what we might loosely describe as
21 the hippy culture?

22 A. Yes.

23 Q. Why did you start dabbling in drugs and continue? Was
24 it in terms of your experiences at school?

25 A. Dabbling in drugs was -- I was curious because of my

1 interest in the whole counterculture. The whole
2 counterculture at the time fitted in with my philosophy
3 of life, that what I was experiencing at school was
4 totally contradictory to the way I wanted to live my
5 life, the way I wanted to be treated in life.

6 So it started out as experimentation, and when it
7 got out amongst my own peers that I had taken drugs,
8 people seemed to become somewhat wary of me, and that
9 wariness was actually a good thing for me because it
10 meant that people started to back off when it came to
11 challenging me about anything or looking to thrash me,
12 as had been the case up until that point in time.

13 Q. So is this part and parcel of -- it's a different aspect
14 of the change in dynamic because you have a girlfriend,
15 but also because you were known to be someone who --

16 A. Yes.

17 Q. -- drugs.

18 A. Yes.

19 Q. I think you say at paragraph 135 you:

20 "... battled with addictions ... substances my whole
21 life. I use it as a way of escaping my emotional self."

22 A. Yes.

23 Q. Was that true when you were 14 --

24 A. Yes.

25 Q. -- or did that come --

1 A. No, that is when I -- my experience of cannabis was that
2 I detached emotionally from situations I found myself
3 in, so it blunted my emotions, which suited me fine in
4 that it helped decrease what was an ever-present anxious
5 state of being for me.

6 Q. Has that anxiety ever left you?

7 A. No. I am very anxious just now. The anxiety -- the
8 interesting thing from my point of view is that as soon
9 as I had left boarding school, if we are talking in
10 technological terms, I pressed the delete button on the
11 decade of my experience at school. Now, pressing the
12 delete button meant repressing my memories, which
13 I successfully did by compartmentalising them and just
14 sealing that compartment so tightly shut that in my
15 periods of conscious waking, as in when I was up and
16 about, I wasn't necessarily thinking about boarding
17 school. But I had recognised that the anxiety, the
18 fear, the anxiety that had taken shape or taken hold of
19 me in the course of my time in boarding school, that
20 I was suffering from certainly anxiety and subsequently
21 depression. Things weren't right. But the achieving
22 gave me an opportunity to mask that.

23 Q. In terms of the achieving, if we look at page 20, this
24 is where you talk about doing psychiatric nursing and
25 then becoming a psychiatric social worker?

1 A. Yes.

2 Q. And then perhaps most interesting of all in the context
3 of what we are talking about, as in the Inquiry, you
4 worked in Ireland from 2000 until 2010 dealing
5 specifically with the wake of child abuse scandals
6 there?

7 A. Yes.

8 Q. Did that involve you meeting people who --

9 A. Yes.

10 Q. -- were talking about abuse?

11 A. Yes. The service I worked for was exclusively for
12 people who were abused in institutions, initially. They
13 were the people who would be seen, if they wanted to be
14 seen, first. It was set up as a pilot project by the
15 then Taoiseach Bertie Ahern in response to the child
16 abuse scandals that were breaking in the 1990s, the
17 Magdalene Laundries, Artane Boys' School, et cetera.

18 LADY SMITH: These were the ones that were investigated and
19 ultimately reported on by the Ryan Commission?

20 A. Yes. So the National Counselling Service was set up in
21 1999. I had been working with a trauma team called In
22 The Event Of Tragedy from about 1995 up until and into
23 joining the National Counselling Service. We were
24 a group of psychologists, social workers, child
25 psychiatrists. A team who in the event of a tragic

1 event in a school, like a pupil suicide, or the
2 occasions when a pupil would be -- their driving
3 licence, would be driving him or herself to school and
4 others and there would be a fatal car accident. We
5 would immediately go in at the invitation of the school,
6 we would contact the school, and we would tell them that
7 we were there and we were available to meet with them
8 should they so wish.

9 So I had been doing that work and my social work and
10 working as a family therapist, and having set up
11 a clinic, one day a week I was in child psychiatry, and
12 in 2010 I never got much job satisfaction out of my work
13 as a psychiatric social worker, and I was always
14 interested in psychotherapy, so I was given the
15 opportunity to train as a psychotherapist, to undergo my
16 supervised practice, 450 hours of supervised practice
17 required to register. So I had achieved all of that and
18 when the National Counselling Service was set up, one of
19 my colleagues, a psychologist who I had worked with in
20 the In The Event of Tragedy team, got the director's
21 post in the pilot project. He was looking for staff
22 and I approached him and I moved into that service on
23 a half-time basis, continued on in social work but not
24 psychiatric social work. I moved into adoption.

25 MR BROWN: Right.

1 A. And then very quickly full-time into the counselling
2 service.

3 Q. When you were working, for example, with people who had
4 been subject to the abuse that was reported on, you
5 would be listening to their accounts presumably of their
6 experience in institutions. What connection, if any,
7 did you make with those experiences and your own? Or
8 was it "masked", to use your word?

9 A. It was actually, on reflection, a very interesting
10 turning point in that many of my clients were telling me
11 my story, and I couldn't escape that reality. That
12 unfortunately opened up the time capsule that had been
13 sealed and compartmentalised in my brain, deleted from
14 my mind. I started to find myself reflecting on what my
15 clients were saying to me, acknowledging very close
16 similarities between their experiences and my own
17 experience and I then started to reflect -- or found
18 myself thinking more about my own experiences than
19 I ever had previously since leaving school.

20 Q. I think in due course you received treatment --

21 A. I did.

22 Q. -- for that?

23 A. Five years into working with the National Counselling
24 Service I was speaking to my boss, who I got on well
25 with, and I described what was happening and he

1 offered -- he said, "Would you like to go into therapy
2 yourself?" because this seems to be triggering stuff for
3 you. And it's well known that in trauma work
4 after I think the research would indicate five years or
5 so you -- therapists could become very susceptible to
6 what they call "vicarious trauma". So the therapist
7 begins to become traumatised by the stories, the
8 personal stories of their clients, and that is what was
9 beginning to happen to me. So my boss very kindly
10 offered to pay for me to go and see an outside therapist
11 and have it taken out the budget, and I did that.
12 I would have attended that person three weeks out of
13 four over a three-year period, I would say, maybe
14 18 months, stop, and then back again for another year or
15 so.

16 Q. Did that prove beneficial?

17 A. Not at the time it didn't. It didn't feel to me as if
18 it was making any difference, and that then had me
19 questioning whether the work I was doing was of any
20 value to my clients. So it was a moment of -- I am
21 going to say "confusion", and to some extent it was.
22 Here's me, trained and experienced, was starting to
23 experience my own trauma, which had never really left me
24 because it was manifesting in the form of anxiety and it
25 was manifesting in the form of depression, or had done.

1 And if you are anxious for long enough, you will become
2 depressed. It's a consequence of long-term chronic
3 anxiety. But it was the memories starting to resurface,
4 and they needed to be addressed. Because it was my own
5 belief that, unless I addressed those, I could not
6 function at my optimal with the clients I was seeing.

7 Q. Was it ever addressed?

8 A. When I started to meet with members of the Inquiry back
9 in 2017 to give my evidence, having had three years --
10 two periods of being in therapy myself in the course of
11 my work about three years prior to that, giving my
12 evidence over the course of two years to the Inquiry
13 allowed me to sort of start to put -- although I had
14 begun to put the jigsaw together long before that, in
15 that, by way of making sense of what it was that I was
16 experiencing emotionally by way of the ever present
17 anxiety and the bouts of depression, the Inquiry
18 in effect took over from the therapy and, by giving my
19 evidence over three occasions over the two-year period,
20 the jigsaw of my own sense of self had come together.
21 But it was as if there were a few pieces missing, and it
22 wasn't until I saw the psychologist who I was referred
23 to from the trauma centre in Glasgow, until I met with
24 her for an assessment, that those three missing pieces
25 or four missing pieces became apparent. Then everything

1 became much clearer with regard to the highs and lows in
2 my adult life, the difficulty I had had in
3 relationships, my hypervigilance, my inability to accept
4 any sort of compliments, my inability to put my trust --
5 fully put my trust in other people, all of which had to
6 be managed by me in a way that wasn't apparent. So
7 I was wearing a mask all of the time and I was hiding
8 behind this mask and that was the mask of
9 professionalism.

10 It was a great relief when I was able to complete
11 that jigsaw because everything started to make sense.
12 But with regard to the symptomology that I had been
13 experiencing at a very young age, it made no difference
14 to that. So I am currently quite anxious just now. My
15 anxiety is around whether or not I am answering your
16 questions clearly, and that is because I don't have
17 a healthy sense of self. I have no self-confidence.
18 I have very low self-esteem. I often feel as if
19 I'm just a waste of space. That ... I am ... anything
20 and everything that I did, I wasn't doing properly.
21 There was that perfectionist streak in me, and we all
22 know that perfection isn't something that -- can hardly
23 ever be attained. That is in the realms of the gods.
24 We are humans after all.

25 So although I was making sense of it, and very much

1 using the methodologies that I was using in the course
2 of my work to put that picture together for myself, I am
3 still processing that information, which was
4 2019, January 2019. I had that two and a half hour long
5 session with the psychologist, and so two years past
6 I am still processing that. But in that two years both
7 the evidence giving and the consultation with the
8 psychologist have been percolating through my mind and
9 I have noticed that it has made a difference, in that
10 having become much more aware of why I was reacting, or
11 overreacting in a lot of people's eyes, in situations
12 that I couldn't make sense of, or I couldn't make
13 sense -- any emotional sense of, why that was as it was.

14 So now, having identified the behaviours, having
15 identified the triggers that would all of a sudden take
16 me from appearing to be quite calm to being out of
17 control, I have learned to know when to take a step
18 back, and the way I live my life just now is I avoid
19 controversy as far as ...

20 Q. Has the mask gone?

21 A. Not completely.

22 Q. It is not there as much?

23 A. It is not there as much. But my lifestyle is one in
24 which I much prefer my own company. So I'd be a very
25 solitary individual. My wife and I separated back in

1 2017 -- 2007. My children are now in their 30s. My son
2 is a community policeman, a guard in southern Ireland,
3 and my daughter is a team leader in the disability
4 services, intellectual disability services, and they
5 live independently now. My son has his own family
6 and I have the privileged position of being
7 a grandparent.

8 Q. Yes. That is something you are able to enjoy more
9 now --

10 A. Yes.

11 Q. -- than you were?

12 A. Yes. Yes, I really do enjoy it, no more than I enjoyed
13 my own children, especially when as youngsters. I was
14 blessed in that my own kids didn't create much of
15 a problem for either my wife or myself, or us as a
16 married couple, as they were going through their teenage
17 years. My daughter wasn't academically orientated, she
18 much preferred the social side of schooling, but is now
19 doing a Masters. So whereas I feel I was a terrible
20 parent, how can you parent if you don't know what good
21 parentage is? But they would say "That's absolute
22 nonsense, dad." But my core belief is I've failed them.

23 Q. Cillian, you may not take compliments well, but
24 thank you, I have no further questions.

25 A. Thank you.

1 LADY SMITH: Are there any outstanding applications for
2 questions of Cillian? (Pause).

3 Cillian, that does complete all the questions we
4 have for you. As Mr Brown said, you may find
5 compliments difficult, but can I just assure you that
6 you have significantly increased my knowledge and
7 understanding, a knowledge and understanding that I need
8 to have to do my job here as well as I can, and
9 particularly the understanding you have given me of the
10 depth of the impact on you of the experiences you have
11 described at Morrison's. I do I hope things continue to
12 get better, and maybe that mask, the one we have been
13 talking about, can be put away in a drawer even if
14 we can't put the masks that we all have to wear at the
15 moment away in a drawer.

16 So thank you and I'm now able to let you go.

17 A. Thank you, Lady Smith.

18 (The witness withdrew)

19 LADY SMITH: Thank you.

20 Mr Brown.

21 MR BROWN: My Lady, the remainder of today will be taken up
22 with read-ins, and we may in fact be able to do the
23 read-ins that were scheduled for tomorrow today,
24 depending on how fast we progress.

25 It is twelve minutes to 1 o'clock. We may be able

1 to get a couple of short read-ins now. I will ask
2 Ms Bennie to do that.

3 LADY SMITH: Thank you.

4 MS BENNIE: My Lady, the first read-in I will start with has
5 the document number MOR-00000079. This statement is in
6 the form of a communication sent to the school by the
7 applicant and it is dated 24 November 2020. The
8 applicant wishes to remain anonymous and has adopted the
9 pseudonym of Jane.

10 Communication by "JANE" (read)

11 MS BENNIE: "I have been forwarded your email from an old
12 school friend who was a boarder at Morrison's Academy in
13 the late 1960s/1970s along with myself.

14 "I removed myself from your database a couple of
15 years ago following repeated requests by yourselves
16 asking me to bequest money in my will to
17 Morrison's Academy. I considered this to be intolerable
18 and insensitive due to the terrible experiences
19 I encountered in my four years at Morrison's Academy for
20 girls.

21 "However, the fact that Morrison's Academy is being
22 investigated for child abuse comes as no surprise to me.
23 My schoolgirl experience and memories of being there
24 have had a profound effect on my life. I was a boarder
25 at Morrison's Academy for Girls from 1968 until

1 I thankfully and prematurely left in 1973 due to the
2 intolerable conditions which interrupted me completing
3 my senior school education.

4 "My parents were stationed in Cyprus with the RAF
5 for the duration of my secondary education and I believe
6 their overseas location contributed to the cruelty that
7 was dealt out to me over that period due to the lack of
8 communication at that time.

9 "I was a resident at Ogilvie House in Victoria
10 Terrace under the auspices of a housemistress. My story
11 of living with this cruel woman is too long and too
12 disturbing for me to write about. Thankfully no
13 physical or sexual abuse took place but the
14 housemistress perfected how to deal with the mental and
15 emotional blows to vulnerable young girls, most of whom
16 had parents who lived abroad. She was an extremely
17 cruel individual who treated us with contempt and
18 deprived us of the fundamental requirements of love and
19 wellbeing for our formative years whilst we were long
20 away from our family homes.

21 "From my own experience, which still haunts me to
22 this day, my time at Morrison's Academy was horrendous.
23 My education within the school environment was an
24 acceptable experience, but four to five years of living
25 with this wicked woman will never leave me.

1 "Regrettably, neither my parents nor the school
2 headmistress paid any attention to my plight which
3 I knew was not acceptable or normal living conditions.
4 Many other friends who resided at the various other
5 boarding houses were not subjected to the dreadful
6 treatment we were dealt with from the housemistress of
7 Ogilvie House.

8 "This has been a difficult letter to write and will
9 no doubt achieve nothing as the person in question can
10 no longer be held accountable for her tirade of
11 emotional and mental abuse.

12 "I now have a beautiful family of my own with
13 grandchildren who are perfectly well adjusted in their
14 school education. I still find it difficult to return
15 to Crieff, despite various invitations, as it invokes
16 terrible memories of miserable teenage school years in
17 your school and I find it difficult to understand how
18 this was ever allowed to happen and why nobody in
19 authority ever questioned what this woman was doing."

20 My Lady, the document or the statement is signed by
21 Jane.

22 LADY SMITH: Thank you.

23 MS BENNIE: The next statement bears the reference
24 WIT-3-000000735. My Lady, this witness wishes to remain
25 anonymous and has adopted the pseudonym of George.

1 Witness Statement of "GEORGE" (read)

2 MS BENNIE: "My name is George. My year of birth is 1957.

3 My contact details are known to the Inquiry.

4 "I was forwarded an email from Morrison's Academy in
5 Crieff regarding the Inquiry about child abuse at
6 boarding schools in Scotland. It has been many years
7 since I left that school but the memories are still
8 fresh in my mind and I would welcome this opportunity to
9 have my experience heard.

10 "I can attest to rampant institutionalised physical
11 and emotional abuse at this school during my time there.
12 I attended Morrison's and was an overseas boarder at
13 Dalmhor House in the early 1970s. My first memory was
14 the very first night's arrival at the boarding house.
15 It was a tradition to dunk the new arrivals in a bath of
16 cold water, fully clothed, on the first night. I was in
17 abject terror of this happening to me as I waited my
18 turn and thankfully a prefect took pity on me and had me
19 spared this horror.

20 "The punishment rules of both the school,
21 Morrison's Academy, and the various boarding houses that
22 the school ran was quite simple. The head of the
23 school, the teachers and the boarding housemasters were
24 permitted to punish one in any way they saw fit. They
25 could use a fearsome 20-inch long leather strap, the

1 soles of their leather shoes, or indeed anything else
2 that came to hand. There was no recourse to objecting
3 to the punishment, you simply took it and hoped you
4 would not cry during this event. The strap was applied
5 to the palm of the hand and the shoes were applied to
6 your backside. There was no limit on the number of
7 times one could be hit.

8 "At the boarding house the housemaster was
9 an enthusiastic psychopath who took every opportunity to
10 torture his charges with physical and emotional abuse
11 and authorised the prefects to inflict punishment on the
12 lower forms but only with a gym shoe. The leather strap
13 was his pride and joy and only himself was permitted to
14 use this device.

15 "There were no limits on what one could be punished
16 for, nor any limits on the amount or duration of that
17 punishment. I remember with some pride of the one time
18 I was given the gym shoe by the housemaster when I was
19 in the third form and I managed not to cry from the
20 obvious pain.

21 "I must single out the housemaster of Dalmlhor and
22 the [REDACTED] teacher of the school for a special mention.
23 He was, in my mind, singularly unsuitable for the roles
24 of either a teacher or a housemaster at Morrison's. The
25 man had a keen loathing for children and pretty much

1 everybody else in Crieff. The emotional torture and
2 punishment he inflicted on his charges would put him in
3 prison these days. Back then I guess it was considered
4 acceptable and probably encouraged. You know the old
5 term 'Spare the rod and punish the child', that was
6 probably his mantra.

7 "One of the few joys of one's life there were the
8 three sparse meals that were fed every day. This
9 housemaster ruined every one of those meals as he would
10 use the time to stalk the tables and identify boys whose
11 hair did not meet with his approval. He had [REDACTED]
12 [REDACTED], so any child with hair that he considered too
13 long would be given a cuff on the back of the neck with
14 a cry 'Haircut!' following. That was every meal --
15 breakfast, lunch and dinner -- and the evenings too when
16 we all sat in the common room to do our homework.

17 "He wore heavy brogue shoes and would stalk the
18 boarding house every evening, walking up and down the
19 stairs and into our dormitories looking for boys to
20 inflict punishment on, with the instruction 'Come to my
21 study in the morning, boy'. He never addressed us with
22 our given names, only 'boy'.

23 "One of his favourite events was giving you your
24 weekly allowance on a Saturday morning in his study. He
25 would take four boys at a time in this ritual. You were

1 invited to stand at the far wall, and he would then come
2 to the front of his desk, clutching your £1 note in his
3 hand. The notes were then dropped at his feet with the
4 instruction that if it hit the carpet, the money was
5 his. This was money that our parents gave to the school
6 for our pocket money, and although he never actually
7 confiscated the notes that landed on the carpet,
8 I believe he thoroughly enjoyed the humiliation of us on
9 all fours collecting our money at his feet. This was
10 nearly every week for five years.

11 "I still carry an injury from a house prefect. For
12 no reason whatsoever, he hit me on the chest with
13 a long, heavy wooden T-square in the study room. I have
14 two protruding bones that stick out from my chest to
15 that day, cracked or broken I presume, and now more
16 visible as I age and lose body mass.

17 "The only way to avoid the attention of the
18 headmaster and the prefects was quite simply to keep out
19 of sight and to avoid bringing attention to oneself.
20 The regime was quite strict. Your bed was properly
21 made, your shoes were polished, your locker was tidy,
22 and your hair neat and short were some of the golden
23 rules. Any deviation or failure attracted the attention
24 of the prefects who would either apply the gym shoe or
25 some other form of punishment, like a week's worth of

1 fagging for that prefect.

2 "Fagging was the term given to the lower forms who
3 were selected to attend to the needs of the prefects.
4 You basically became the prefect's slave and had to
5 perform any duty that they considered beneath
6 themselves, such as cleaning their shoes and running
7 their errands. The only upside of this duty was that
8 the other prefects could not punish you and had to defer
9 to them if they had any complaints about your conduct.
10 This position you held for the entire school year and
11 one had no choice if one was selected.

12 "It was the housemaster who chose the prefects to
13 run the boarding house discipline on his behalf. I have
14 no idea what principles he used but it is probably safe
15 to say that he picked boys that matched his own
16 personality.

17 "I did not personally witness any sexual abuse or
18 experience any myself during my five years there, but
19 that is not something that would have gone on in plain
20 sight. The set-up, such as having a fag for the
21 prefects, and being in abject terror of them and the
22 housemaster, would have silenced any complaints. What
23 I can say is that probably some boys left that school
24 permanently scarred and that affected them mentally for
25 the rest of their lives. I recounted some of these

1 experiences to a friend just a few weeks ago. He sat
2 utterly gobsmacked at my narrative, finding it hard to
3 believe.

4 "Have I personally been affected by my experience at
5 Morrison's? I have really no idea, not having visited
6 a professional to share my story. This is pretty much
7 the first time I have written down my experience there.

8 "Another boarder, whom I still keep in contact with,
9 does have some stories of sexual abuse in that school.
10 He brought up the topic on a Morrison's Academy group on
11 the internet some years ago and was apparently instantly
12 banned from the group and his post deleted. I have
13 informed him of the Scottish Child Abuse Inquiry and
14 hope that he might make contact in due course.

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

19 My Lady, the statement is signed by George and it is
20 dated 22 April 2021.

21 LADY SMITH: Thank you very much, Ms Bennie.

22 I will rise now for the lunch break and sit again at
23 2 o'clock. Thank you.

24 (1.00 pm)

25 (The short adjournment)

1 (2.03 pm)

2 LADY SMITH: Mr Brown.

3 MR BROWN: My Lady, three, hopefully, read-in statements
4 this afternoon. I would invite Ms Bennie to read the
5 first, I will do the second, which is a long one, and
6 that may get us to the break nicely, depending on how
7 long I go for, and then I would hope that Ms Bennie
8 could read the read-in from tomorrow, just to expedite
9 matters.

10 In terms of timescale it would make more sense,
11 because it is the headmaster who then pre-dates the two
12 live witnesses, the penultimate and current headmaster.

13 LADY SMITH: Thank you.

14 Ms Bennie.

15 MS BENNIE: My Lady, the statement bears the document
16 reference WIT-1-000000419. This witness wishes to
17 remain anonymous and has adopted the pseudonym of
18 Thomson.

19 Witness Statement of "THOMPSON" (read)

20 MS BENNIE: "My name is Thomson. My year of birth 1954. My
21 contact details are known to the Inquiry."

22 My Lady, I will resume reading at paragraph 6:

23 "I was born and brought up in India. I lived in
24 India with my mother, father and brother. One of the
25 gentlemen who brought me up from birth to seven was

1 ██████████ who was employed by my mother and father.
2 ██████████ was responsible for me until I went off to
3 boarding school aged seven. I was in an Indian school
4 from age three and a half until I was seven, then I was
5 sent to Morrison's Academy.

6 "I was a very small seven year old starting at
7 Morrison's Academy. I was there until I was 10. I also
8 arrived there speaking with an Indian accent. My
9 brother also attended Morrison's Academy.

10 "Morrison's Academy had private or semi-private
11 boarding houses within the grounds. The houses I stayed
12 in were Whinmount and Dalmhor. I forget the names of
13 the other houses. I believe staff stayed in the houses.
14 The housemaster and his wife stayed there but I don't
15 know exactly where. He was Irish and an alcoholic, she
16 was just gross.

17 "The main school building was in the grounds, as
18 were the houses, but there were other buildings the
19 school owned spread all around Crieff.

20 "I do remember there was a ██████████ who helped out
21 about the place. I can't recall her name. I believe
22 a couple of prefects were having sex with her. She was
23 scared of the prefects and just did exactly what the
24 prefects told her to do. The prefects all had dorms,
25 similar to ours, but the head boy had his own room.

1 They were all upstairs from our rooms which were on the
2 middle floor.

3 "I have a memory from Morrison's of me flinching and
4 stuttering because I was so scared. I think that comes
5 from the constant beatings and bullying. I didn't know
6 how to fight, Indian kids don't really fight so I had
7 never been in a fight. I remember near the beginning of
8 my time there a horrible little boy challenged me to
9 a fight. I was about seven and a half and, as I said,
10 I didn't know how to fight. I was just standing there
11 with my arms at my side and head down. The guy charged
12 at me but he ran straight into my head and his nose
13 burst. I was still none the wiser as to why this was
14 happening.

15 "In my room there were five including me. I was the
16 youngest at seven and the oldest was 11. The
17 dormitories usually depended on which class you were in,
18 although ours didn't seem to be. Breakfast was a small
19 bowl of this watery oil, one roll and butter and one cup
20 of tea. The butter was marked out for you. You got one
21 small pat each which just covered one side of the roll.
22 We had lunch back at our house, not at Morrison's
23 school. Then we went back to the school. We had supper
24 at 5 pm.

25 "I was used to rice, dahl and curries, decent food,

1 and I remember at my first meal I had to ask what we
2 were eating. I was told it was rabbit, and it was
3 disgusting. I couldn't eat the stuff. The only thing
4 I could eat when I was there was potatoes. I just
5 wasn't used to that kind of food. I had eaten meat. We
6 had chicken and goat in India but not beef, and
7 certainly nothing like the kind of stuff we were being
8 served up at Morrison's. I hated the food and didn't
9 eat it. My brother would eat my food. If you didn't
10 eat your meals, that was it. You went without.

11 "The meals were supervised by the prefects, or
12 perhaps the housemaster who would be there sometimes as
13 well. I used to eat dried rice with water at night to
14 make the hunger go away. It would be handed out by the
15 other boys. The staff just did not care one iota about
16 us at Morrison's.

17 "There were no leisure activities or trips away,
18 nothing like that, not that I remember. I did do
19 swimming. I was a swimmer which is why I went on to do
20 diving."

21 My Lady, in paragraphs 25 and 26 the witness speaks
22 about school holidays. I therefore resume reading at
23 paragraph 27:

24 "I think my father told Morrison's Academy that
25 I was to get rid of my Indian accent and I believe the

1 housemaster told them they would get rid of it in one
2 term. I do have a lot of blanks around that, and
3 I can't remember exactly when or how that came about,
4 but I was terrified of my father until I was about 12
5 and I did lose the accent.

6 "Part of what took me through Morrison's Academy was
7 survival, not learning. I know I am not a stupid person
8 but I cannot remember one decent teacher at
9 Morrison's Academy. I just couldn't learn anything.

10 "I remember my report card said that I must do
11 better and that I suffered from a lack of concentration,
12 but no wonder. I would get a beating in the morning and
13 then, as the day went on, I would be wondering if I was
14 getting another beating at night. That was in my head
15 every day.

16 "My [REDACTED] teacher in P5 and P6, he was another one
17 who beat me, and many times."

18 My Lady, in paragraphs 31 to 33 the witness
19 discusses his recollections of healthcare and religious
20 instruction, and therefore I resume reading at
21 paragraph 34 where the witness shares his experience of
22 fagging:

23 "We did some cleaning but I think they had enough
24 cleaners to help people with all of that. I was a fag
25 though for a senior boy. Senior boy prefects would take

1 a junior boy to do things like laundry, cleaning shoes,
2 ironing and this and that. That was called fagging, and
3 was very common. On Saturdays we would play sport or
4 I would be a fag and carry the senior's rugby kit for
5 him. I wasn't very good at fagging, though, and after
6 two or three weeks I got the sack because I didn't put
7 in very much effort. I didn't like the fagging, but you
8 did it or you were beaten. I had been taught in India
9 how to do all these chores anyway so that part was easy.

10 "At the beginning of a term many boys cried when
11 their parents left them at the boarding school. They
12 were told it was shameful to cry when their parents
13 left. I never ran away from Morrison's Academy. If
14 anyone ran away at Morrison's it was a punishable
15 offence. The boys would be threatened with beatings or
16 lines or the removal of privileges.

17 "Discipline. The prefects were supposed to be
18 monitoring the younger boys but there was nothing like
19 that. We rarely saw teachers or staff. It was always
20 the prefects and they just gave the younger boys
21 beatings.

22 "I wet my bed occasionally at the ages of eight or
23 nine. I was never caught as I would turn my mattress
24 over. If you were caught doing it, the whole house
25 would be informed by the housemaster to belittle you.

1 One boy used to wet the bed regularly, and he was not as
2 adept at covering it up as I was. He was belittled, and
3 taken to the housemaster's study. Then he would come
4 out in tears. He didn't tell any of us what the threats
5 were given or what was done to him. The boy was
6 a stutterer, like me. We were in the same class and the
7 same boarding house, Dalmhor.

8 "Abuse at Morrison's Academy. The housemaster,
9 house prefects and school prefects all had the authority
10 to give out beatings, so when the housemaster was away
11 the prefects gave out the beatings hundreds of times.
12 It happened all the time, and you just got used to it.
13 The prefects were only meant to give a maximum of three
14 strikes on your backside, and they did it with a wooden
15 drumstick. What the prefects did, though, so they could
16 give more than three strikes, was to try and hit you on
17 the exact same spot on your backside that they had just
18 hit so they didn't make more than three marks. I used
19 to get battered because I would flinch and stutter. It
20 happened all the time from big people. You got beaten
21 for any reason at Morrison's.

22 "I never cried when I was being bullied but my
23 brother told me to cry. He said if I didn't cry, could
24 I imagine what our father would think of my report card?
25 That was enough for me, and I turned on the tears after

1 that.

2 "Our housemaster would beat us with a slipper but so
3 would his wife. She would sneak into our dorm and give
4 us the slipper for talking or whatever. Every one of
5 the staff beat the boys. I don't know why. I think
6 I got more of it, though. The staff would use a strap
7 or the cane. Only the prefects used the wooden
8 drumsticks.

9 "The senior boy I was a fag to was an older boy. He
10 was 17, a fully-grown man and a big rugby player and a
11 bully. I was so scared of him I used to wet myself when
12 he came into the prep room. When he came in, I was
13 always thinking 'Not me, not me', and I am sure
14 everybody else was thinking the same. It was always me,
15 though, because I was the smallest. He would grab me by
16 the arm with one arm and the thigh with another arm and
17 then he lifted me up in the air. I didn't know what he
18 was doing to start with, I wasn't that clued-up. But
19 his fingers would move up under my shorts. I would fold
20 up because I thought he was going to feel my pissy pants
21 and I would then get six of the cane or drumstick, and
22 then I would fall on the floor. He would give me a kick
23 and that would be the end of it. That was in the prep
24 room in front of all the other boys. He did that to me
25 most of the time but sometimes to other small boys. It

1 had to be a small person or he wouldn't have been strong
2 enough to do that.

3 "Another boy was a prefect and had the authority to
4 hit children. I remember sitting at supper one night,
5 we all sat in our dormitories or classes or whatever,
6 and the prefects were all sitting at the top table.
7 There was a lot of silly stuff going on, boys putting
8 salt in tea, poking at one another, that kind of thing.
9 The other boy saw me put salt in another pupil's tea.
10 The pupil and I were mates and often played tricks on
11 each other. I felt sorry for him, as I think he got
12 even worse than me.

13 "On that occasion the other boy told me that I was
14 to prepare myself for a four after supper. That meant
15 four strikes with a drumstick. I went along to the
16 bathroom and got my punishment but he then told me to
17 drop my pants. I had an extra two pairs of PE shorts on
18 underneath, as I had genuinely prepared myself, but he
19 then told me to take them off and prepare for a six, so
20 ten strikes in total on my bare arse. There were other
21 prefects there but it was the same old, same old for
22 them. No one was going to say anything. That kind of
23 thing just happened all of the time.

24 "I was then left in the bathroom and I was preparing
25 to have my bath as it was my bath day when the matron

1 walked into the bathroom. She initially thought I had
2 defecated myself and called me a disgusting urchin, but
3 when she came closer she saw it was blood on my backside
4 and that it had come from the ten strikes across my
5 backside.

6 "My brother used to kick me as well. By the time he
7 was 13 or 14 he was a lot bigger than me and playing
8 rugby. He would batter me regularly at Morrison's, so
9 I never respected him.

10 "Reporting of abuse. I told [REDACTED] on my next
11 leave to India about the abuse. That was ten months
12 after the incident, so it took me that long to be able
13 to make any sense of it. There was absolutely no
14 clipping or grassing up at Morrison's. My first
15 experience of clipping was when all the boys in the house
16 lined up, smallest to tallest, in a line, and I had to
17 walk up the line being hit by all the boys who had
18 pillowcases filled with books and things. You had to
19 experience that and partake in it so you would never
20 clipe on anyone. A lot of boys took a lot of spite out
21 on other boys during that line-up and I never clipped on
22 anyone after experiencing that.

23 "I didn't tell any teachers or my parents but they
24 all knew. The staff all knew and were witnesses to much
25 of the abuse that went on anyway.

1 "Leaving Morrison's Academy. It was actually
2 a friend of my parents who got me out of
3 Morrison's Academy when I was 11. I had a fabulous
4 relationship with him. I told him how terrible it was
5 at Morrison's and he knew how much I disliked it. He
6 could see I was going nowhere and he got me into
7 a preparatory school in Perthshire.

8 "I attended the preparatory school from the age of
9 11 until I was 13 when I went to another boarding school
10 in Perthshire. I am not sure what the class set-up was
11 in the preparatory school but it was quite good for me
12 and I certainly liked it there. I continued to board
13 there and it was much better. The dorms were by age and
14 I was dorm head.

15 "I got into boxing because it was compulsory and
16 that was great. I found it very easy. Boxing was good
17 for me. I enjoyed myself and it stopped me getting
18 picked on. Once I became good at boxing I was never
19 bullied again.

20 "The bullying regime didn't happen to me at prep
21 school and I wasn't aware of it happening to anyone else
22 either. There didn't seem to be the same abuse at the
23 preparatory school. It wasn't something I was aware of
24 at all. I would say the place was well run and I have
25 no complaints of any abuse.

1 "I was at another boarding school in Perthshire from
2 the age of 13 to 17. The set-up at the second boarding
3 school was okay. There were senior people there to
4 supervise the boys and there was the headmaster and my
5 housemaster. There were also prefects who were about 17
6 or 18 but who stayed in their own separate studies or
7 dorms. I was in a dorm to start with and shared with
8 boys my own age."

9 My Lady, at paragraphs 80 to 86 the witness tells us
10 about the routines at the second boarding school that he
11 attended, and I therefore resume reading at
12 paragraph 87:

13 "The methods of beating were the gym shoe, the
14 leather strap and the cane. The PE teacher at the
15 second boarding school was built like Tarzan. He was
16 an ex-SAS chap and when he hit you with the gym shoe
17 your whole body moved. I wouldn't describe him as
18 over-aggressive or violent, though. I would say his
19 behaviour was just par for the course. He once hit me
20 on my ass three times, probably for talking out of turn.
21 I was told to bend over, hands on knees, and he hit me
22 with the gym shoe. He was not a nasty human being, it
23 was just the system, and it was the same for everyone.
24 He just acted like everyone else, so you would get the
25 belt or whatever punishment, and that was accepted.

1 "The music teacher used to belt you. His belt was
2 so worn out that one of the straps had gone and when he
3 strapped you that was sore.

4 "My [REDACTED] headmaster at the second boarding school
5 was okay. He was a nice old guy. The SNR [REDACTED],
6 he beat me as well. I showed no fear and no respect but
7 I would still say that the punishments were more
8 discipline than abuse. That is just how it was. I do
9 remember the SNR [REDACTED] used to take two or three
10 steps towards you when he was caning you and then,
11 whoosh, he would hit you with his cane. The head boy
12 would be present when he caned you.

13 "My housemaster gave me six of the best many times.
14 Boys were usually beaten or belted or caned for having
15 a cigarette in their possession, for smoking a cigarette
16 or leaving items out or for bad behaviour. Instead of
17 telling boys off, that is how they dealt with it. They
18 gave us a thrashing."

19 My Lady, I now propose to move on to resume reading
20 at paragraphs 104 which is life after boarding school:

21 "I joined the Navy at 19. I just joined to get my
22 training in diving. I left the Navy when I was 21.
23 I went to work on the rigs in the North Sea as a deep
24 sea saturation diver. I did deep sea diving for many
25 years until I was about 40. I then carried on and did

1 some civil engineering, in diving, for a while.

2 "I met my wife in 1989 and we got married in 1994.
3 I feel I got lucky meeting my wife. We are divorced now
4 but she is my best friend. In fact, she is my only
5 friend.

6 "Impact. My wife says she doesn't know if the
7 impact on me has come from Morrison's and the abuse
8 I suffered there, my deep sea diving and whatever damage
9 might have been done to my brain, or, more probably,
10 a combination of them both. She also says I see life
11 either as black or white and that I don't see any shades
12 of grey in between. She thinks life has many shades of
13 grey but I don't. I do agree that I see things in black
14 and white, absolutely, so something is either right or
15 it's wrong. She also says I have absolutely no trust in
16 anyone, especially authority and institutions, but
17 really it's everyone. She is right, I trust no one but
18 myself.

19 "My memories from Morrison's Academy played a really
20 big part in my aggression for the rest of my life. They
21 have built up an anger in me. I do get angry, and
22 I have felt anger. It builds up in me, and I feel that
23 comes from my childhood.

24 "I mentioned having a stutter and my flinching at
25 Morrison's. That all went. I didn't have it at all at

1 the preparatory school or the second boarding school.
2 I got loads of bollockings and punishments for that from
3 my family and from the teachers at Morrison's because
4 that was not the way a public school boy does things,
5 and then it stopped when I left Morrison's.

6 "I was asked to go back to Morrison's and give
7 a talk about diving when I was about 25, and I did. But
8 I should have told them exactly what I thought of them.
9 I should have told them to go and shove it. At that
10 point in time I didn't have the same anger and I loved
11 my diving. When I was working doing my diving
12 everything got buried. It is when the diving stopped
13 that it all came back.

14 "I was diagnosed as having post traumatic stress
15 disorder, the aggressive type.

16 "Lessons to be learned. Age is a big thing. Going
17 to a boarding school at the age of seven is just not on.
18 You shouldn't do that to a child. If my parents were so
19 desperate for me to go to a boarding school, why didn't
20 they just send me to a boarding school in India? There
21 were plenty of them available in India. I don't care
22 about Morrison's. As far as I believe, the abuse of
23 children in care will never stop. It's as simple as
24 that.

25 "I have no objection to my witness statement being

1 published as part of the evidence to the Inquiry.

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

3 My Lady, the statement is signed by Thompson and
4 it is dated 18 May 2020.

5 LADY SMITH: Thank you very much.

6 Mr Brown.

7 MR BROWN: My Lady, can I now take over with the statement
8 of Iain Leighton, who has given a statement which is
9 WIT-1-000000681, and it is signed by him and confirmed
10 as being available for publication and being true, on
11 29 April 2021.

12 Witness Statement of IAIN LEIGHTON (read)

13 MR BROWN: "My name is Iain Gordon Kerr Leighton. My date
14 of birth is [REDACTED] 1951. My contact details are known
15 to the Inquiry.

16 "I had the good fortune to be born to the most
17 wonderful parents in Hong Kong."

18 Moving on to paragraph 6:

19 "I went to day school in Hong Kong. Hong Kong
20 schools are great schools. I went to a school called
21 Kowloon Junior School from 1956 until June 1962, and
22 then from September 1962 I went to the secondary school
23 called King George V School, and I went there for seven
24 months until May 1963 when we went on long leave. I was
25 happy at these schools and I was recognised as this

1 great athlete, a great runner and a great sportsman, but
2 I convinced myself I was thick as two planks. I never
3 read a book. There were just too many distractions for
4 a young boy.

5 "We had an amah, who was a live-in Chinese lady who
6 was your family's domestic servant. But for most people
7 she was more than that, she was also the children's
8 nanny. If you were the number one son then she really
9 gave you her full attention. It was only really the
10 last few years that I have appreciated her significance
11 on my young life. I think she and my mother convinced
12 my father that I was too young and too sensitive to be
13 sent away to boarding school at the age of eight.

14 "My childhood was a wonderful, blissful, happy time
15 with friends and loving family. I was smothered with
16 love and attention. I was spoiled. Until I went to
17 Morrison's, I never had to take out my clothes because
18 they were always laid out for me, my shoes were always
19 cleaned for me. The amah loved me, and she was the most
20 wonderful lady who I absolutely adored. My life until
21 I went to Morrison's Academy in September 1963 was
22 surrounded by love, happiness and security. I never had
23 to think about where I was going to have a meal or who
24 was going to look after me.

25 "My father joined the Hong Kong Government in 1950.

1 It had a very good long-term association with
2 Morrison's Academy, a boarding school in Crieff.
3 I didn't know until I was 50 that the Hong Kong
4 Government paid for all of my fees whilst I was at
5 Morrison's Academy. One of the reasons I was sent to
6 Morrison's was because of other boys who were already
7 there.

8 "I think my father had wanted me to go to Morrison's
9 when I was eight, but my mother said that was far too
10 young and I would need to wait until 1963. That was the
11 next time my parents would be coming home on long leave.
12 If you worked for the Hong Kong Government then you had
13 long leave every third year.

14 "I suppose from the age of 10 I knew I was destined
15 for boarding school. I wasn't worried about it, I quite
16 looked forward to it in a way. I knew I was going to
17 boarding school but I wasn't asked if I wanted to go.
18 I never had a choice as to whether or not I wanted to go
19 to Morrison's Academy. My sister was given that choice
20 and she said no, she didn't want to go, but she was
21 four and a half years younger than me.

22 "My mother knew of other children who were going to
23 Morrison's. I think my mother said she was happy for me
24 to go to Morrison's because she had heard it was a good
25 school and I would know some other boys from Hong Kong.

1 She thought I would be more at home there. She said
2 I was not to go before I was 11 and she put her foot
3 down on that.

4 "I had a blissful summer and long leave in 1963.
5 During that summer, we motored down to Crieff before the
6 school broke up for the summer in July because I had to
7 meet the headmaster, Mr Quick. He was the best
8 headmaster of any school and I highly respected him.
9 I had my interview with him, and I think I was very
10 lucky, because I heard from other boys about something
11 called the 11 Plus. I never sat that because of my age
12 and the fact that I was coming from Hong Kong. I was
13 terrified of taking it, if I had to take it. I always
14 thought I was stupid. In fact, I'm not. I had never
15 buckled down to studying.

16 "I remember the interview with the headmaster very
17 well. It was quite exciting because we were coming down
18 to spend a couple of nights in the Crieff area. Our
19 previous neighbours from when I was a wee boy until the
20 age of five lived in Crieff. Their son was my good pal
21 when I was five and he was already at Morrison's so
22 I was looking forward to seeing him again.

23 "I remember looking up at the school in early July
24 before the break up of the school. It just looked so
25 awesome to me. I saw the boys in shorts, which we all

1 wore in those days, and thinking 'Crumbs, I am coming
2 here in September'. I met the headmaster's secretary,
3 who was four foot six and four foot wide, and trying not
4 to laugh because she was a tiny wee round thing. Then
5 I met the headmaster who was six foot six.

6 "I went into his office and my parents were kept
7 outside. I chatted to him and I was pretty relaxed
8 about it. I called him 'sir' because my father had told
9 me to do that all of the time. He said they were
10 looking forward to me coming to the school and he asked
11 me if there was anything I was looking forward to.
12 I asked him if there would be a chance to play golf, and
13 he said there would be, because the school had
14 a relationship with Crieff Golf Club, so I would be able
15 to play, but it would be just in the summer months
16 because in the winter I would be playing rugby. I had
17 never played rugby in my life before.

18 "I liked him and I wasn't intimidated but I made
19 a mistake. In Hong Kong we had been very influenced by
20 American television and American language. He asked me
21 if I was looking forward to coming, and I said 'Yep'.
22 He said to me that we would never hear that word again
23 and that we'd never use American words at
24 Morrison's Academy. I got a bit frightened then, but he
25 was a wonderful headmaster.

1 "We may have driven up to the boarding house,
2 Dalmhor, to have a look, but I don't remember that.

3 "Dalmhor was the boarding house and it was on
4 Ewanfield Road in Crieff. It was a ten minute walk from
5 the school if you were walking normally. It was just
6 outside the grounds of the Crieff Hydro. There were a
7 lot of very big houses built in Crieff around 1900 so
8 that people from Edinburgh and Glasgow would come out at
9 weekends to their Crieff homes. The school bought few
10 of them.

11 "The boarding houses were outside the school
12 grounds, Dalmhor was one of the bigger ones. It
13 probably housed about 40 pupils from the ages of eight
14 to 18. The house looked intimidating from
15 Ewanfield Road. It is a house at the top of a hill
16 which looked foreboding, dark and cold. Dalmhor was
17 an enormous house with a tennis court to the side which
18 adjoined the grounds of Crieff Hydro.

19 "When I joined the school in 1963 there were no
20 external new buildings. They started the following
21 year. There was a bungalow built for the housemaster
22 two years later. There were outbuildings behind Dalmhor
23 which would have kept a horse and carriage for the
24 owners in about 1900. There was a separate cottage,
25 like a mews, where the horses and carriage were.

1 "You came into the house and there was a hallway
2 where you put your slippers on. There was a cabinet on
3 the right and that is where you put your slippers.
4 A piece of paper with your name on it told you where to
5 put your shoes and coat. On the left you had the big
6 common room where we all did our prep and we all had
7 a locker to put our books in. In the next room was the
8 dining room, and next to the dining room were huge
9 kitchens. I don't think the staff could stay there
10 overnight, they just came in in the morning. Also on
11 the ground floor there were toilets and the
12 housemaster's study which is where we used to get our
13 pocket money.

14 "As you went upstairs you had the dormitories. On
15 the first floor you had the housemaster's living room,
16 two bedrooms and a bathroom. The dormitory for the wee
17 boys, who were eight years old, was also on that floor.
18 Then you went up to the top floor and there were four
19 bedrooms with about eight boys in each. I went into
20 a top floor dorm because I was 11 and I shared with boys
21 who were 11. Every year you went up a dorm.

22 "When I went to Morrison's there was a matron who
23 I became very fond of, Mrs McVie, and she was very kind
24 to me. There were certain people who were very kind to
25 me and they were all women. Mrs McVie retired [REDACTED] years

1 later. A young glamorous lady, who was only 21, came as
2 our matron. She lasted for three months. Then I think
3 a nice lady replaced her but I do not remember her name.
4 They were all nice and very friendly and very helpful.
5 Matron was always someone you could go to for a cuddle.

6 "Although I liked the housemaster's wife she always
7 looked petrified and she was always looking towards her
8 husband as if for approval. We had domestic staff, a
9 cook and two other ladies, one called Mrs MacDonald who
10 I was very fond of. All I wanted was a hug and anyone
11 who hugged me became a friend. I was so longing to be
12 hugged because my Scottish granny, who I spent
13 half-terms with, was an atheist, rather grumpy and a
14 non-hugger. I just wanted to be hugged. The enormous
15 cook wasn't very kind and was always eating but
16 Mrs MacDonald was a very kind lady.

17 "I remember my first day very clearly. My father
18 drove down with me. My parents and sister were staying
19 in a house they had rented in Lossiemouth and weren't
20 flying back to Hong Kong until December, just after
21 Christmas. My first Christmas in the UK was with them.
22 My father drove me down and we arrived at Dalnabor. We
23 met the housemaster for the first time, he was wearing
24 a three-piece suit. When I think about it, he was only
25 32. He had Brylcreemed hair, a thin man whose hands

1 were cold. He said he wanted me to meet some other boys
2 who I would be sharing a dormitory with. There was
3 a chap called [REDACTED], another called [REDACTED] who I am still
4 friendly with.

5 "I just remember at that time you came into the
6 foyer of Dalmhor and you had to take your shoes off and
7 put slippers on. I remember going to the window of
8 the common room where we would do prep and waving
9 goodbye to my father. I didn't cry at all. I remember
10 going to the housemaster and saying I was used to having
11 a shower at 6.30. I asked him where the showers were
12 and where I could get a towel. He had a fit, and asked
13 me where I thought I was. He said I wasn't in Hong Kong
14 now, and they didn't have a single shower in the whole
15 of Crieff. I think he made that up. At the time
16 I wondered what I was going to do. He told me I would
17 have one bath a week. I distinctly remember thinking
18 that was awful. He said I was going to share the bath
19 with a boy called [REDACTED]. I wondered who that was and it
20 turned out to be a boy three times my size who would
21 take up the whole bath. I was horrified within half an
22 hour of arriving there. I was thinking I was going to
23 stink. One of the boys told me we would be down at
24 rugby fields more or less every second day and also
25 swimming three times a week and there were showers

1 there. I was told not to worry.

2 "I didn't cry that first night but I was very
3 concerned about my mother's birthday [REDACTED] later. On
4 the second day I was told I couldn't go into town until
5 the following Saturday. Four years ago I met the wife
6 of the housemaster who was very kind to me at school. A
7 teacher who I kept in touch with arranged for us to meet
8 up in Glasgow. She told me she had been worried about
9 me because I was so lost and everything was so
10 unfamiliar to me. She mentioned that I hadn't known
11 what porridge was or what margarine was.

12 "She said I was very agitated because the one thing
13 on my mind was giving my mum a birthday card. She asked
14 me if I remembered what happened next but I didn't
15 remember. She reminded me she had bought me a card and
16 she posted it for me. When my mother died ten years
17 ago, I was going through her papers and I found it.
18 There it was. I said in the card that I was okay and
19 that I was missing them. I wished her a happy birthday
20 and I said she was not to think about one year ago today
21 when the dog died. My mum always found that very
22 amusing because I reminded her about the dog. We had a
23 Scottie and it had to be put down.

24 "I remember the views from our dormitory towards a
25 place called Comrie in the distance. That is a lovely

1 memory for me. In 1963 you could see the early morning
2 steam train coming through Crieff and going to Comrie.
3 That was a wonderful sight and a happy sight for me.

4 "I remember some nights were so cold because there
5 were no duvets. The beds were pre-War, and if they were
6 First World War beds then they were 50 years old. The
7 springs had sprung and when you got into bed your bottom
8 nearly touched the floor. The blankets were like out of
9 a prison. We had sheets and blankets that had to be
10 folded in a particular way. If you didn't attain that
11 standard of excellence then everything had to be
12 stripped and started again, very much as if you were in
13 the Army.

14 "There was no heating in these dormitories at all
15 and we had to sleep with the windows open. They were
16 obsessed with keeping windows open so any germs could
17 fly out. I remember waking up and seeing icicles at the
18 window. I hated the cold and winter. The winter of
19 1963 was so cold, how we didn't freeze to death I don't
20 know. The housemaster had heating in his quarters, that
21 is for sure.

22 "Boys always smell, girls don't. You can imagine a
23 dorm full of boys. There were terrible stinks and
24 lighting of farts to see how long the flame went. When
25 I think about it now, I am surprised no one was killed.

1 "There was the first gong that sounded at 7 and that
2 was the gong that told the wee boys they were to be the
3 first to go to the toilets and wash their faces and so
4 on. We took it in turns to go down, one room at a time.
5 Then there was the gong for breakfast at 8 in the
6 morning, then prayers and blessing the food we were
7 about to eat. We would have our breakfast and then
8 clean our teeth.

9 "There was often a shoe inspection. It wasn't every
10 morning but once or twice a week we would gather in the
11 hallway, put our shoes on, and then the prefects would
12 gather to inspect our shoes. If you weren't up to
13 scratch you were taken aside and beaten because you
14 weren't doing a good job. You were meant to clean your
15 shoes the night before. "The housemaster would only do
16 an inspection about once a week and if he found your
17 shoes were scruffy and not cleaned then you were taken
18 out and hit with a slipper, otherwise it would be two
19 senior prefects who inspected your shoes. They might
20 tell the housemaster if your shoes were scruffy or you
21 would probably be given lines.

22 "It was a Dickensian setting and prayers were said
23 by the housemaster at the start of every meal, and then
24 you could chat, as long as you weren't very loud. The
25 cook, who was absolutely enormous, would come out

1 carrying a huge metal teapot she would replenish now and
2 again. I had a hatred of tea leaves and had been a bit
3 spoilt in Hong Kong. When I came back from school, the
4 amah would bring me tea in a wee silver teapot alongside
5 a wee silver milk jug and wee silver tea strainer. In
6 Morrison's on my first morning, all I could see was big
7 chunks coming out of the spout for these other boys.
8 I was not happy about this at all. When she came to me
9 and asked me to put up my cup, I told her I didn't want
10 to be a nuisance but could she bring me a tea strainer.
11 That went down like a lead balloon. She told the
12 housemaster I was being very fussy and I wanted a tea
13 strainer and everybody laughed at me. I was given the
14 name 'Tea Leaves', and within two years my name was
15 abbreviated to 'Leaf'. When I go to school for a
16 reunion now, I am still called Leaf, not Iain.

17 "On a Sunday we had breakfast an hour later at 9.
18 Church was at 11. The eggs had been made at seven in
19 the morning so they were like frisbees by the time we
20 ate them. They were as hard as rubber. A few years
21 later we were given Cornflakes but the first few years
22 we were given porridge, porridge that you could turn
23 your plate over and nothing would come out. I love
24 porridge now.

25 "We never starved. We never had any fruit because

1 that was expensive. You could buy your own on
2 Saturdays. I hated figs and once a week we had figs or
3 prunes to make sure our bowels worked well. However,
4 generally the food was good. Scotch pies and baked
5 beans was a delicious meal. High tea was at five, that
6 might be fishcakes and chips, then tea and a bun. Half
7 seven was when we had our only break, and the cook
8 brought in a huge teapot and some biscuits. We weren't
9 allowed to touch a biscuit until the housemaster had
10 finished reading from the Bible and that could go on for
11 ten minutes.

12 "There was a bathroom upstairs with one bath in it.
13 I had to share during my first year and we had one
14 official bath a week, on a Friday. We had a copious
15 amount of hot water so the boiler in the house must have
16 worked. We had radiators in the big bathroom on which
17 to put our towels to dry. We had to be out of the bath
18 in 15 minutes which was pretty quick. There would be
19 fresh water for the two boys who went in next. There
20 was a bath which you didn't have to share when you got
21 older, and when you were a prefect you could have a bath
22 whatever night you wanted. I think sometimes the matron
23 came in to make sure we weren't fooling around. If
24 there was too much splashing or too much noise then one
25 of the prefects came in. The housemaster probably came

1 in from time to time to tell us to stop making a din."

2 Moving on to paragraph 51:

3 "If you were a boarder you had to join the
4 Army Corps at a certain age but not if you were a day
5 boy. That meant you had to dress up in Army uniform on
6 a Friday afternoon because there was a parade as if you
7 were in the Army. After school there was drill which
8 was headed by Major Meechan, who is still alive. He is
9 98 years old and lives in Crieff. He is the only
10 teacher who ever caught on fire. He smoked a pipe and
11 he must have gone out on a break and put his pipe in his
12 pocket, not realising there were still embers in it.
13 During a Latin class one of the boys said 'Sir, you're
14 on fire'.

15 "You were always very proud of your uniform. You
16 were inspected and your boots and brass had to be in top
17 nick. You had to put special green stuff on your belts.
18 You had to polish the silver thing on your beret. It
19 was a good education in taking pride in yourself, that
20 was fun, and it wasn't an endurance. Some boys hated it
21 and resented the fact that day pupils didn't have to do
22 it. As a boarder, you had to go into the school corps.
23 It was very much encouraged to build character.

24 "We had no telephone. We had one newspaper and
25 I enjoyed that. We also had a radio. On Fridays and

1 Saturdays, we could watch television in the TV room next
2 to the housemaster's bathroom. Otherwise it was out of
3 bounds and the housemaster used it as a sort of study. A
4 Friday and Saturday was nice because we didn't have prep
5 and we could watch television until a certain time.

6 "We had playing fields outside in what is known as
7 The Knock behind the hotel. You could go up there for
8 walks. In the winter during the snow we were allowed to
9 go there with sledges and that was fun.

10 "We were given pocket money, which I think was two
11 shillings in those days. We queued up in the
12 housemaster's study to get that. On a Saturday if you
13 weren't playing rugby you were allowed into the town.
14 That was the only day of the week you were allowed into
15 the town. You had to wear your uniform and if you came
16 back from the town you could put on casual clothes. On
17 Sunday when we went out for walks I liked walking
18 through the Crieff Hydro because there were normal
19 people there. We only dealt with school staff or
20 domestic staff in the house so going through the Hydro
21 was nice.

22 "Morrison's Academy had a boys' school and girls'
23 school next to one another but the governors were the
24 same for both. The schools were separated and
25 we weren't allowed to speak to the girls. You left for

1 school at twenty to nine and you were there by nine.
2 You went to assembly, the teachers came in wearing black
3 robes, and there was reading from the Bible. You had
4 assembly and then you had a break at half past ten when
5 milk was provided, then you went back to class until
6 half past twelve and that was lunch. You had to go back
7 to Dalmhor even if it was pouring with rain. You had to
8 put your hat and coat on and walk back to Dalmhor. You
9 had your lunch and as soon as you finished your lunch
10 you had to go back to school. There was no afternoon
11 break and school finished at half past three. Prep
12 started at six and we were all in the common room. The
13 prefects might have been allowed to use the
14 housemaster's study.

15 "Education was important at school. You had to
16 study hard, work hard, which I did. There was one point
17 when my parents were convinced the school reports for me
18 had been substituted for the wrong pupil. I went to
19 Morrison's with school reports from Hong Kong which were
20 pleasing, in that I was described as a very happy and
21 pleasant boy, but they said there needed to be
22 significant improvement in my abilities to knuckle down
23 and study.

24 "By 1966, three years after I started at Morrison's,
25 I was coming first in most subjects apart from

1 arithmetic and mathematics. I was very pleased and very
2 proud but I worked hard. I had to because we had prep
3 every night. I have no hesitation in saying the
4 teaching was to a very high standard. I had the highest
5 respect for some teachers. I had an English teacher
6 called Mr Ryan who sadly died from a heart attack.
7 I was devastated. That was the first time I experienced
8 someone who I had known dying and I was terribly upset
9 about it. My grammar and spelling have never been
10 great. He used to say to me after we'd done an essay
11 that I hadn't done well in terms of spelling or grammar
12 but that I had come top in the class for the ability to
13 write a story and use my imagination.

14 "I adored my history teacher who was a wonderful
15 teacher. My art teacher was wonderful. Being at the
16 school I loved, but I would trudge back to the boarding
17 school.

18 "During the day you went from class to class. You
19 would tend to be with the boys your own age especially
20 if they were in your boarding house. You could make
21 friends with boys in other houses and I did become
22 friendly with some of them, but after the sports in the
23 afternoon you went back to your boarding house and
24 stayed there. I had about five good friends but because
25 I stayed behind a year my good friends went ahead of me.

1 "Most days there were games after school. We went
2 down to the rugby fields. In front of Dalmhor there was
3 a playing field. As soon as we were finished at school
4 you could go back to the house, put on your play
5 clothes, and go out to play football, run around, play
6 games, and then you came back and changed back into the
7 uniform.

8 "I learned as an adult the headmaster had written to
9 my father expressing concerns about my mental health.
10 I don't remember any concerns being raised with me.
11 I do remember pulling lumps of hair out and my granny
12 asking why I had hair missing. I told her that I must
13 have been worried about something and pulled it out. I
14 remember suffering badly with insomnia. I couldn't
15 sleep and I was worried about things. I wasn't given
16 any help with that. We were near a church
17 and I remember hearing the bells every hour through the
18 night. You were up at half past seven and sometimes I
19 didn't sleep at all. At that age you just got through
20 things. I was a nervous, sensitive, insecure lad.

21 "The school was Protestant, it wasn't a Catholic
22 school. If you were Catholic then you couldn't attend
23 morning assembly, which is absolutely awful. I was
24 acutely aware of two friends who were Catholic who
25 weren't allowed into morning assembly and I remember at

1 that time thinking how awful that discrimination was.
2 I had grown up in Hong Kong in an environment where
3 there was no racism and I had friends from all over the
4 world. You are not born to be a racist. You are taught
5 to be a racist. We learn from others who are racist.
6 When I came to Morrison's in 1963 one of the boys in the
7 boarding school said to me 'I hope you are not
8 Catholic'. I had such a shock. One of my closest
9 friends was from a Jewish family. I had never been
10 exposed to any discrimination until that first day at
11 Morrison's when the boy said 'I hope you are not
12 a Catholic'. It was deeply shocking. There was no
13 religious education, you were just shoved into church on
14 Sundays and listened.

15 "The domestic staff were employed to clean the house
16 but we boys had jobs to do. Someone cleaned the common
17 room one night a week, someone cleaned the dining room
18 one night a week, someone cleaned the hallway one night
19 a week, and so it went on. We cleaned the whole house.
20 These ladies were employed to do the same thing. That
21 always confused me. We were doing work, they were being
22 paid, we weren't.

23 "The ritual of bed checking in the morning was very
24 important. If you are going to have any regime then you
25 need to have discipline. In Dalmhor that discipline

1 went beyond what was reasonable. There was the checking
2 of beds by the two most senior prefects and by the
3 housemaster. Not every day by the housemaster. If you
4 didn't come up to scratch then you would be thrashed.
5 It was a very clean place because we boys cleaned the
6 place all the time. That place was spotlessly clean as
7 if you were in the Army. That sort of cleanliness.

8 "I was at school on my birthdays. There was nothing
9 special. I would get a card from my family and my
10 friends would say happy birthday but there was no
11 special cake. The housemaster used to like going
12 through your locker to see what was there. I remember
13 I had a spot on my face and I was upset about this
14 blemish. I was told by the chemist about a product
15 called Clearasil, so I bought that but it was
16 confiscated as being unnecessary. You could have book,
17 comics, photos, a hot water bottle in your locker.

18 "I remember an incident which upset me involving
19 a theft. I was probably 15. Coming back from
20 Hong Kong, my mum's friend had given me £20 which was
21 a lot of money. I kept it in my blazer and one day it
22 had gone. There was an inquiry but we never found out
23 who it was. It was one of the boys in my boarding
24 house, of that there was no doubt."

25 The witness then talks about bed-wetting:

1 "██████████ was a bed-wetter and he received beatings
2 from the prefects and housemaster with a slipper. I
3 used to go under my bed and put my hands over my ears.
4 I was covering my ears because I could hear this
5 particular boy screaming. I hated his screaming, it was
6 simply awful. There were concerns about my mental
7 health but this was only because my mental health had
8 been affected by what I had seen and witnessed. ██████████
9 was being beaten by the older prefects for wetting the
10 bed. He was beaten, weekly maybe twice a week. It was
11 very frequent. The beatings took place in the dormitory
12 downstairs. Some of the bully prefects went in to check
13 his bed. He would have wet his bed and have to change
14 the sheets. He would have been beaten in front of the
15 other boys, and then he would have been given the
16 slipper by the housemaster after that. I am surprised
17 he didn't jump off a cliff.

18 "██████████ was eight years old. His sister was a year
19 older and she was in the one of the girls' houses.
20 Their father was a policeman on an island near Fiji.
21 Until coming to Crieff, neither of them had ever worn
22 shoes. I felt a fish out of water going to Morrison's,
23 but the situation must have been worse for them. I felt
24 so sorry for him but there was nothing I could do. It
25 was talked about openly among the boys and we all knew

1 he was wetting the bed. We older boys would say to
2 ourselves thank goodness we don't wet the bed. Apart
3 from anything else, it was a nuisance with the laundry.
4 We only changed one sheet once a week. You changed your
5 bottom sheet and put your top sheet on the bottom, so
6 you only got one fresh sheet a week. This boy was
7 putting strain and additional cost on the laundry
8 because it was one sheet every day.

9 "The next time I saw my family was the following
10 month on my twelfth birthday. I was very much looking
11 forward to my parents coming down with my sister. They
12 were staying in a hotel in the centre of Crieff and they
13 were taking me out. My parents took me out and I had to
14 wear my uniform. They came on the Saturday and were
15 going home the next day. They took me out for tea in
16 the hotel and I was sobbing away.

17 "Sports day was always a very happy day, but it was
18 a sad day for me because we were only allowed out for
19 lunch if a relative could take you out for lunch but
20 I had no one. I was the only one at Dalmhor who had
21 nowhere to go so I would be in the boarding house whilst
22 everything else was out with a relative. That was a bit
23 of a sad day. There were great days but also less great
24 days. Another sad day was speech day which took place
25 shortly before term ended. That was also a day when

1 your family could come and take you out for lunch if
2 they wanted but my family could never do that.

3 "I don't recall any external bodies coming in to
4 inspect the school, however my friend [REDACTED] told me
5 there were inspections. I don't remember any
6 inspections from the school either. Once a year,
7 normally before the summer holidays, Mr Quick, the
8 headmaster, would come to lunch. He would sit at the
9 head table but he only came for lunch, there was no
10 inspection. There was no supervision of the
11 housemaster's post.

12 "My mother wrote to me and I got her letters on a
13 Monday. My father wrote to me and I got his letters on
14 a Wednesday. My father's letters were eight pages long
15 and I loved getting his letters. My mother's were
16 written on an aerogram, and an aerogram is quite small.
17 I was able to open them. When I went to Morrison's at
18 the age of 11, I could write a letter without the
19 housemaster reading it. If you were a junior, the
20 housemaster read your letters and would often make a boy
21 rewrite a letter because he didn't like what they were
22 saying. Apart from letters, you were completely cut
23 off. You couldn't make a phone call. You were on your
24 own."

25 Turning to discipline:

1 "I wasn't given any kind of code of conduct when
2 I arrived at the school. It was all a steep learning
3 curve, in my case practically vertical. I am not aware
4 of punishments being recorded. I have wondered if the
5 school kept any records of complaints to parents.
6 I doubt it, thinking of the early 1960s. If they did,
7 they will all be destroyed by now.

8 "We weren't allowed any contact with the girls
9 during the school day but you could chat to a girl after
10 school. Even to look at the girls' part of the school
11 was an offence. I never ran away but others did. A boy
12 ran away one day and overnight. He was brought back the
13 next day. I can't remember the details of it. I had
14 nowhere to run to. I don't know what the consequences
15 were if you ran away.

16 "There were occasions when someone was expelled.
17 There was a 14 year old boy who got a girl pregnant and
18 he was expelled from the school. He wasn't in my year
19 or boarding house."

20 Looking now to prefects and senior pupils:

21 "Unless you showed me a photograph of the boys who
22 were prefects when I joined in 1963, I couldn't tell you
23 the names of these boys except one. He was very nice to
24 me and his nickname was [REDACTED]. He was a super guy. On
25 Sundays we would be taken out for walks and he used to

1 take us for miles in the countryside. He would explain
2 what the trees and the flowers were. He taught us about
3 the birds and the bees. That is where we got our sex
4 education from, not from a teacher but a laddie who was
5 only 17. He was marvelous, and I have tried repeatedly
6 through the school to find out what happened to him but
7 they have no idea.

8 "The extent of the prefects' power was to give you
9 lines or to write a certain number of words on a given
10 subject. For example, you might have to write 500 words
11 on butterflies. In retrospect, writing about a subject
12 was not as bad. I didn't mind getting punishments like
13 that as you at least learned something. If you had to
14 write 500 lines stating you would not do something again
15 then you learned nothing and it was absolutely
16 pointless. Prefects weren't authorised to hit you and
17 didn't have the power to use the slipper on you but you
18 may have got a punch or two from them. The behaviour of
19 the prefects was encouraged by the housemaster because
20 they were his eyes and ears. They fed him information
21 about behaviour generally. He condoned their actions
22 and they condoned his actions.

23 "If you were a fag, unless you had done something
24 terribly wrong, your fag master wouldn't hit you. He
25 didn't want to because you were doing so many menial

1 tasks, washing his rugby kit, ironing his rugby kit, and
2 you cleaned his clothes. He gave you thruppence every
3 week from his pocket money as your wages. You didn't
4 want to be on the wrong footing with the person who
5 chose you as their fag. That person chose you and it
6 was a great honour to be a fag. I remember being a fag
7 to someone who never put a hand on me. He was a very
8 nice man.

9 "By 1968 there was another building next to us, a
10 girls' boarding house, but that stopped. One of
11 the boarding houses for boys shut. Most of the boys
12 from that house, which consisted mostly of younger boys,
13 moved to Dalmhor number 2. It was a separate building
14 about 300 yards behind Dalmhor. I was put in charge as
15 head prefect of that house for the last two years.
16 I made sure the stupid rules about inspecting beds,
17 sheets and listening at doors at night to people
18 chattering away were stopped. It was absolutely banned.
19 I was proud of that. People acted reasonably and used
20 their judgment reasonably. I never had my own fag so
21 fagging must have stopped around about 1968 before I was
22 a prefect."

23 Turning, my Lady, to abuse at Morrison's Academy and
24 under the general heading "The Housemaster":

25 "The boarding house was a loveless, cold place where

1 you were frightened of telling a joke or laughing
2 because it would be frowned on by the housemaster. You
3 couldn't laugh, especially on a Sunday. Many of the
4 teachers had nicknames but he didn't have a nickname.
5 In 1966 my parents had come home again. They came home
6 every three years. There were coming to pick me up for
7 a weekend shortly before my birthday. Tea invariably
8 involved copious amounts of baked beans. You know what
9 boys are like with baked beans. During the evening
10 prayers someone let rip and it was horrendous. I went
11 into hysterical laughter and couldn't stop but I wasn't
12 the perpetrator of the fart. The housemaster pulled me
13 out by the scruff of my neck, called me a filthy boy,
14 and said I had been a disgrace. I was 14 at this time
15 but I was really thrashed. At that age I was allowed to
16 keep my underpants on. I had to bend over and he gave
17 me six very forceful whacks on my bottom with his
18 leather slipper. One whack is enough. That happened in
19 his study downstairs and to this day it is spoken about
20 by my friends from school. They remember it very
21 clearly. No one owned up to having done the deed but I
22 took the blame. It was a ridiculous situation and I can
23 smile about it now, but it has a sting in its tail and
24 that was the thrashing.

25 "The exeat for my birthday was cancelled and my

1 parents received a letter a week before my birthday
2 saying I couldn't be allowed out and that I was
3 a disgrace to myself, the boarding house and the school
4 for the outrageous behaviour on my part. I will never
5 forgive them for that because it was so cruel.

6 "I learned from the housemaster that my visit with
7 my parents was cancelled. He told me straight after the
8 thrashing that he was cancelling my exeat. Exeat meant
9 you were allowed out and also could spend the night
10 somewhere. I never saw the letter that was sent to my
11 parents. My parents told me they were sorry my trip had
12 been cancelled and they looked forward to speaking to me
13 about the circumstances. I must have told them the
14 truth but I don't remember their reaction. I was very
15 distressed about my exeat being cancelled and there was
16 no one to speak to about that. I may have mentioned to
17 matron. I was probably going to be seeing my parents at
18 half term two weeks later. That is probably when I
19 would have told them about this.

20 "The housemaster was a [REDACTED] teacher and had a belt
21 in class but I don't remember him using that in the
22 boarding house. He only used the slipper in the
23 boarding house. They were beautiful red leather
24 slippers with a leather hard bottom. I can visualise
25 him polishing up these red slippers. It was quite a

1 weapon and the use of it brought tears to your eyes.
2 The only time I was naughty was in church. Religion and
3 I are not great bedfellows although I am a Christian.
4 On Sundays, Dalmhor used to go to a church called St
5 Andrew's in Crieff. I was terrible for putting rude
6 words into hymns and then causing other boys around me
7 to giggle. If the housemaster heard, then his slipper
8 made contact with my bottom again.

9 " There was a rule that we were not allowed to talk
10 after lights out and the housemaster loved coming
11 upstairs on tiptoe and listening at the doors after
12 lights out. The door would fling open and he would ask
13 who was talking. He would say if no one came forward we
14 would all be beaten. We had a code of honour that said
15 if you were caught, then you admitted it was you, and
16 you were taken downstairs. In my case that happened
17 five or six times because I am quite a chatterbox.
18 I was probably taken down half a dozen times and I got
19 the housemaster's slipper for talking after lights out.

20 " Between 1968 and 1970 the housemaster had gone and
21 there was a new housemaster who I liked and respected
22 very much. The change of housemaster was hugely
23 beneficial. He was a different character with
24 a different nature. He had a lovely wife who was
25 approachable. The first housemaster's wife, who I

1 liked, was not approachable because she was so
2 frightened of her husband. When the first housemaster
3 left the school, the boarding house suddenly lightened
4 up. The day he left we were so happy.

5 "Prefects. During the school year 1963 to 1965,
6 I could not tell you who the prefects of the house who
7 made our lives a misery were. I couldn't tell you any
8 names unless I saw a photograph. I think I have blocked
9 that out. When I arrived in September 1963 we all had
10 to put our trunks in one of the outbuildings, next to
11 the Mews Cottage, where the matron lived. I was helping
12 stack them one day. It was me and one of the prefects.
13 He told me to get in the laundry basket for fun to see
14 if I could fit in it. There were just the two of us
15 there. I wondered why he wanted me to get in the
16 laundry basket but he said 'Just do it' so I did. He
17 tied me in it and then ran off. I started screaming.
18 An hour later someone heard me and came and undid the
19 straps. It was awful. I don't recall who the prefect
20 was but it would be someone in the sixth year.
21 I couldn't move inside it, I just remember panicking.
22 At least I could breathe because the basket had slats
23 but it was terribly frightening. It was another junior
24 boy, maybe 16, who let me out. I can't remember
25 whether I reported it."

1 LADY SMITH: Mr Brown, I think we will stop for the
2 mid-afternoon break, because we have a little bit still
3 to go, and then we will resume.

4 MR BROWN: I am obliged.

5 (3.03 pm)

6 (A short break)

7 (3.20 pm)

8 LADY SMITH: Mr Brown.

9 MR BROWN: My Lady, thank you.

10 Starting again at paragraph 110:

11 "I was a tall boy for my age. I was tall at 12. My
12 father said to me not to let anyone bully me. There was
13 a prefect who decided to bully me one day when I was 12
14 years old and he was 17. What he didn't know was that I
15 was quite a karate expert, having been taught karate in
16 Hong Kong, and I laid into him. He was away for three
17 weeks in hospital with damaged kidneys. I was
18 protecting myself and it was self defence.

19 "In Hong Kong I was taught at school to defend
20 myself with karate. I was called to the headmaster and
21 told what had happened was very serious, irrespective of
22 me being attacked first. I said to him that my father
23 had told me not to let anyone bully me. That man never
24 bullied me again.

25 "I cannot remember exactly how the bullying started

1 but what often happened with older prefects was that you
2 would all be in the common room and suddenly two
3 prefects would decide to pick on someone. You would be
4 told to stand up and one prefect would hit you on one
5 arm, and the other on the other arm, and you'd be asked
6 who hit the hardest. You would be between a rock and a
7 hard place and that was when the physical beatings would
8 happen. If you were a smaller boy then you would stand
9 back because you didn't have the power. There weren't
10 any adults around when they would do that.

11 "The years between 1963 and 1967 are what I call the
12 bad years where bullying occurred. The prefects would
13 take it in turn to listen at the dormitory doors after
14 lights out. There was a rule you couldn't say a word
15 after lights out. If the prefect on duty heard a voice
16 he would demand to know who was talking and he had the
17 authority to give you lines. I don't remember any
18 prefect thrashing anyone physically because of lights
19 out but the housemaster did.

20 "When I was 14 I was playing outside the house in
21 the field and we were looking for a football. There was
22 an older boy who dropped my trousers and tried to do
23 something to me. I ran out of the bushes. A couple of
24 months later he had left. He had been in the sixth
25 form.

1 "Life at the boarding houses in those early years,
2 dealing with punishments which you thought were
3 unnecessary, was very hard. To be punished because you
4 were chatting after lights out was ridiculous, in my
5 case to be punished because I laughed at someone
6 breaking wind during the reading of the Bible. You were
7 always fearful you were going to be hit, especially by
8 one of the older prefects. Someone was going to come up
9 and bully you.

10 "On one hand there were these terrible incidents
11 which were upsetting, but on the other hand there were
12 occasions which brought me great joy, like going out on
13 Sunday walks. The last three years of my life at
14 Morrison's Academy and as a boarder were particularly
15 happy and I was doing well. The beatings had stopped,
16 the terrible assaults by prefects had stopped, and I was
17 given responsibility.

18 "Teaching staff. We had one teacher who was a bit
19 of an abuser. I can't remember his name now. In those
20 days the teachers used a leather belt, and there were
21 two teachers who used these belts, whether you had
22 committed an offence or not, on the basis that later in
23 the day you would commit an offence so you might as well
24 be belted now. One was the [REDACTED] teacher. She was four
25 foot six and she relished taking the belt down. She

1 would shout to a boy over six foot, 'Lower your hands,
2 laddie'. She used the belt with finesse and made
3 an Olympic sport of it. She would take a hop, skip and
4 a jump and take the belt down on someone's hand and that
5 really hurt. She brought the belt right to the back of
6 her head and then brought it right down.

7 "I got the belt from her, and I saw other pupils get
8 the belt. Back in those days the belt was a daily
9 occurrence. Back then it was the norm. If you did
10 something terribly wrong, like being abusive to your
11 teacher, then you would be sent to the headmaster and
12 you would be given three or four of the strap from
13 him. I never did. I was never an unruly or abusive
14 pupil.

15 "The other man was an old [REDACTED] teacher whose
16 name I have forgotten. He was over 60 when I joined the
17 school. In the [REDACTED] class you sat on little stools
18 and if your legs were exposed he liked to come round and
19 thwack them so that the leather strap wrapped round your
20 legs. That was painful because you were wearing shorts.
21 If you asked what that had been for, he would say it was
22 because later on you would do some mischief and you
23 might as well be punished now. That wasn't fair. That
24 happened to me but not that often. I wasn't really
25 a naughty pupil.

1 "The second matron. The matron who replaced
2 Mrs McVie around [REDACTED] had won the Miss Perthshire Dairy
3 Queen title and she looked like Marilyn Monroe. She
4 lasted three months because she was found in bed with
5 our [REDACTED] prefect. He was a nice prefect and very
6 handsome. He got the flu and the housemaster found her
7 in the boy's bed, which was a bit embarrassing. She
8 said she was helping him get over the flu but she was
9 actually teaching him the facts of life. We heard about
10 it from him and it came down the line. He was very
11 proud. We all thought she was great. She was gorgeous.
12 We were all sorry about what happened because we all
13 liked her. We were told by the housemaster she had
14 other career opportunities to pursue, but she had been
15 sacked. There was no consequence for the prefect and
16 she had to take all the blame. There was no inquiry.

17 "That is my memory of events but I am aware that my
18 friend [REDACTED] remembers it differently. His recollection
19 is she left after a short period because she had
20 propositioned the prefect and she was not found in bed
21 with him.

22 "Reporting of abuse at Morrison's Academy. If you
23 wanted to speak to someone about the abuse then that
24 would be the matron, Mrs McVie. There were no other
25 staff in the boarding house. Matron was a dear soul and

1 she was about 70. We all met for breakfast and it was
2 obvious sometimes she jumped out of bed and into her
3 clothes and came to breakfast because some days her wig
4 was back to front. She was a very nice lady. She was a
5 traditional granny type who you would go to for a hug,
6 and she would give you that hug.

7 "The matron was aware of the hitting by the prefects
8 and the use of the slipper by the housemaster. If you
9 were really sore, you would go to the matron to see if
10 she could treat it with a balm. She would ask if the
11 injury had come about as a result of the slipper.
12 I remember speaking to her one day and telling her about
13 my concerns. I was upset about something and I realised
14 she had nodded off. She was completely asleep. I had
15 been with her for about half an hour and was probably
16 very upset about something and telling her the whole
17 story.

18 "Once I was bleeding and I went to her the following
19 morning. The housemaster had hit me with the leather
20 slipper and my underpants had been down. That left
21 a mark and I was left bleeding. She was a bit concerned
22 and I think she put Germolene on the area that I had
23 been hit. I went to her and asked her to have a look
24 because it was hurting me to sit down. She was saying
25 'Oh dear'. She must have known what was happening

1 occasionally, but she would have wanted her salary. She
2 wouldn't have wanted to be fired. She had her
3 accommodation free and her meals. She wasn't going to rock
4 the boat.

5 "Matrons over the years would have all been very well
6 aware of the physical abuse. From their point of view,
7 they had their board and lodging paid. If they were going
8 to rock the boat then that was them out.
9 They wouldn't take any action because they would be
10 thinking about their own position.

11 "I don't decry the fact that Mrs McVie wouldn't have
12 gone to the headmaster. There would have been a culture
13 of: keep quiet. I didn't talk about it to my parents and I
14 didn't mention terrible incidents to them even when on
15 holiday because they would only worry about me going back
16 to a place where I was terribly unhappy. My mother in
17 particular wouldn't have wanted that and would have been
18 terribly upset. I never wrote to my family when they were
19 in Hong Kong. If there was something upsetting me about
20 abuse at school, more often than not the abuse that I
21 witnessed, I didn't mention it because I didn't want
22 my parents to be upset or worried. They were at the
23 other side of the world. I never discussed it with my
24 granny who was not the easiest person anyway. We just
25 discussed it amongst ourselves, the boys. We had great

1 friendships and my friendship with [REDACTED] is still very
2 strong. We could discuss anything we wanted to talk
3 about.

4 "Leaving Morrison's Academy. My history teacher
5 said I was very good at history and at writing history
6 and had I thought about doing history at university. He
7 thought I would be good as a teacher. I wasn't sure
8 that teaching would be right for me although I loved
9 history and art. I said I thought I should study law.
10 I studied law at university and became a lawyer. My
11 career since 1981 has been in the law, working in
12 industry.

13 "I thought I had earned a quiet retirement, however
14 I am very fit and my brain is working better now than it
15 did at Morrison's. I read a lot. I lead a happy life.
16 I still paint and I am proud of the fact that one of my
17 paintings is in a museum in Aberdeen, it's a permanent
18 exhibition and it commemorates the First World War. It
19 is a memory of my uncle who was killed in the war. At
20 Morrison's I had to give up art for history. The two
21 things that gave me great love in my life were history
22 and art and now I get to do both.

23 "My first book was published in January 2021. It is
24 a phenomenal success and it is called "Footprints Left
25 in Hong Kong". The second book, which is more related

1 to my time at Morrison's, will be published in May 2021.
2 It is called "A Hong Kong Time Capsule". It does have
3 a bit about the transition by me from a happy, loving
4 environment to an environment in a boarding house in
5 Morrison's Academy which is a bit like something from
6 Dickens. The transition was so traumatic that I know I
7 lost a lot of weight. It was like going from white to
8 black. The first chapter of my second book focuses on
9 the influence that our amah had on my life and the love
10 she gave me.

11 "I was interviewed in January by Radio Hong Kong and
12 I was described as a new author and historian, which
13 made me smile. To think that this wee boy from
14 Hong Kong who was considered as thick as two planks, now
15 at the age of almost 70 is being recognised as a good
16 author and good historian, it makes me rather proud, and
17 it makes me proud of one or two teachers in
18 Morrison's Academy. In my 70s I am going to have
19 a whole new career, quite different from my legal
20 career.

21 "I am very conscious of having a very English accent
22 coming from Hong Kong but I am very proud of my Scottish
23 ancestry. I'm very proud of my Scottish background.
24 I'm proud of having gone to Morrison's and what
25 I achieved at the school. I won a prize in my sixth

1 year. Despite my legal career, the thing I am really
2 proud of is having won that prize in my sixth year at
3 Morrison's.

4 "I met the first housemaster's wife four years ago.
5 She confided in me she had been very unhappy at Dalmhor.
6 She had been frightened of her husband. She said she
7 was aware of a lot that went on. She told me she would
8 have loved to have stepped in and intervened but she
9 couldn't. When I spoke to her four years ago I tried to
10 get from her why her husband was as he was. She said he
11 was an only child and his father was a [REDACTED]
12 in the Church of Scotland, but it wasn't just in the
13 Church of Scotland but in the very right wing of the
14 Church of Scotland. We know it as the Wee Free but
15 I don't know what its legal name was. It was the far
16 right wing of the Church of Scotland and I don't believe
17 it exists anymore.

18 "The housemaster's father beat him every day to drum
19 into his son the rules of the Church of Scotland. He
20 was to read at least an hour from the Bible every day.
21 The father was very strict with the son's upbringing.
22 In those days, if a son received a beating from his
23 father then he was going to do that to his own son. As
24 far as the housemaster was concerned, he would do the
25 same to us, to instill in us the fundamental principles

1 of righteousness and goodness. Kindness didn't enter
2 his world but abiding with rules was paramount to him.
3 If you broke those rules then it was a sin. It was like
4 committing a sin under the Ten Commandments. If your
5 bed wasn't made properly then that was worse
6 than adultery and you had to be beaten. To suffer from
7 incontinence and bed-wetting was unforgivable. Having
8 found out about his childhood, that made me understand
9 his behaviour as a housemaster.

10 "I spoke to a [REDACTED] teacher at Morrison's who became
11 a very close friend of mine in the last 25 years. He
12 died two and a half years ago and I was very close to
13 him. I asked him if Dalmhor was considered the worst
14 house to go to as a boarding house in my day and he said
15 yes. He said there was no doubt about it, that if you
16 were in one of the other houses then the last thing you
17 wanted was to be moved to Dalmhor because Dalmhor had
18 a bad reputation. I wasn't aware at the time that
19 Dalmhor had a reputation for cruelty or unkindness and
20 for very harsh treatment for trivial offences."

21 Moving on to impact:

22 "My father died in 2010. He was in a hospice about
23 a week before he died and he asked me to forgive him for
24 sending me to Morrison's. I asked him why on earth he
25 wanted to be forgiven because there was nothing to

1 forgive. If I hadn't been to Morrison's and then
2 university, then I would never have become a lawyer, I
3 would never have been the successful lawyer that
4 I became. He said there was more. He told me the
5 school was worried about my mental health. He had
6 received a couple of letters from the headmaster who was
7 concerned about stories he had heard about me pulling my
8 hair out, not eating much, having some behavioural
9 problems and finding it difficult to settle down. My
10 father said that he had torn the letters up and never
11 shown them to my mother because he felt that ultimately
12 I would settle down and get over these issues. I had
13 been complaining that I had dreadful insomnia, which is
14 true, and anxiety. When I look back at it now I was
15 suffering from acute anxiety but that condition was not
16 known about at that time. It came as a surprise that he
17 had never shown my mother the letters. He said that, if
18 he had, then my mother would have insisted I came back
19 to Hong Kong, so he decided to use his judgment and not
20 show her. He said he deeply regretted that. I told him
21 there was nothing to forgive; what happened, happened
22 and I would not be where I am today if it were not for
23 Morrison's.

24 "The treatment [REDACTED] received had an enormous
25 impact on me. I had never witnessed such cruelty before

1 and I have never witnessed such cruelty again, which is
2 why I have been affected very badly. If I knew that
3 [REDACTED], who I felt so sorry for, had lead a happy life
4 and was not mentally scarred by this, then that would
5 help me have closure. However, if I never have closure,
6 then I never have closure. No one knows what happened
7 to him, which I find extraordinary. If I only knew that
8 he was happily married and a grandfather, if I knew the
9 abuse never formed part of his life, then I would be
10 happy.

11 "I know there were unhappy years in the boarding
12 house in Morrison's, but that has never dominated my
13 life. Being at Morrison's and being at Dalmhor did not
14 cause me huge problems in later life. I am the sort of
15 person who looks for the positive side in things. If
16 there is a black side, then I need to leave that in the
17 past. But I did learn from it; I learned to always be
18 kind to others and to animals. The housemaster hated
19 dogs and I am a great dog lover. If parents came and
20 they had a dog, then it wasn't allowed in the house.
21 I thought that was mean-spirited, and I can't stand
22 mean-spirited people or people who are off the spectrum
23 because they have such extreme views about things.
24 I can't stand racism.

25 "In some respects I think I became very independent.

1 I have always been very independent and I think that
2 I have a challenge that I am going to get over and what
3 doesn't kill me will be stronger. I have always adopted
4 that attitude; whatever challenge you have that doesn't
5 kill you, you will come through a stronger person.
6 Morrison's made me a much stronger person.

7 "In terms of character building, if you have been
8 through a few knocks in your life, then you are going to
9 be molded whether you like it or not. It is up to you
10 whether you go down a route that turns a negative into a
11 positive. It is up to you if you overcome mental health
12 issues. We all talk about mental health issues now but
13 back then you never spoke about these things because you
14 were embarrassed.

15 "I came through that ordeal in Dalmehor as a stronger
16 person, not someone who was pummelled into submission.
17 I have never taken abuse from anyone, certainly after
18 school.

19 "The last occasion that I went to Crieff for
20 a reunion before Covid and I remember someone coming up
21 to me who was bald and fat. I thought how on earth
22 could I recognise someone after all that time. He said
23 he recognised me and he wanted to thank me for being
24 a very nice prefect. I am remembered for stopping those
25 ridiculous procedures and rituals amongst the prefects.

1 I am glad I am remembered for that and as someone who
2 was fair and who would listen.

3 "I am disappointed in many of my friends who do not
4 want to give evidence to the Inquiry. They say they
5 were unhappy years that they want to forget because they
6 have moved on with their families and don't want to
7 think about it. I think it is good for me to help the
8 Inquiry. I am sorry the housemaster doesn't come out of
9 this well, but that is a fact. I can't hide the fact
10 that his character was very complex, which came from his
11 own upbringing.

12 "There were some boys from my dormitory who want
13 nothing to do with the school and will go nowhere near
14 the school or Crieff. I like going to Crieff and I love
15 going to my school. I don't think about my time at
16 Morrison's very often. Deliberately I never thought
17 about certain years. I vividly remember my life from
18 the ages of 3 until 11 and then I deliberately blanked
19 out certain bad times at Dalmhor. The school was great.
20 I was able to tell my father there was nothing for him
21 to forgive and I think it was important for him to hear
22 that.

23 "I have an abhorrence of putting slippers on.
24 I know some people put slippers on as soon as they go
25 into a house but I hate and deplore it. It brings back

1 horrible memories of Dalmhor to me, but I don't
2 criticise others who do it.

3 "I am proud to be a Morrisonian and it does mean
4 a lot to me to be someone connected to the school. Some
5 boys want nothing to do with the school now but my
6 attitude is that what happened, happened. Those who
7 were involved are dead now. The housemaster is dead.
8 What sort of career he had at Loretto in Edinburgh,
9 I don't know. I don't know if he was a housemaster
10 there. As a Christian, would I forgive his cruelty
11 towards me? I am sorry, no. I should as a Christian
12 say yes, but I can't.

13 "The only person I ever talked to was the current
14 headmaster of Morrison's. He has become a friend of
15 mine. He has a copy of my book. He is moving to
16 an Edinburgh school in June. He has been so helpful
17 with the Inquiry. He keeps us posted and he asks if the
18 school can do anything to help. He has done a superb
19 job of making sure that, if anyone wanted to contact the
20 Inquiry and give a statement of any kind, then they have
21 the full support of the school. The school does nothing
22 to suppress anyone coming forward.

23 "He asked me if there was any sexual abuse and I
24 said no, but I told him about incident when I was 14,
25 when an older boy dropped my trousers and tried to do

1 something to me. Gareth said that he had to tell the
2 police that and he asked me what the boy's name was, but
3 I don't know. I didn't know, don't know that. It
4 lasted seconds. The police contacted me and we had
5 a chat. They asked me if I definitely didn't remember
6 his name and I told them I definitely don't. I didn't
7 report it at the time. I was too frightened. I had
8 mentioned to Gareth before that I had been badly
9 affected by the physical abuse in Dalmhor between 1963
10 and 1967, especially witnessing the abuse of others.
11 Gareth suggested that I make contact with the Inquiry
12 and, if anything, he encouraged me.

13 "Lessons to be learned. Sometimes I have been
14 asked, if I was wealthy enough, would I send a child to
15 boarding school. I would if it was in the child's best
16 interests and if the child wanted to go. If a son of
17 mine wanted to go to boarding school and I had the money
18 to send him, then that would be fine, but I would want
19 to know that the school was regularly inspected, that
20 the boarding house was regularly inspected and that
21 pupils had the ability to voice concerns about any
22 matters. I would like to see more accountability and
23 more focus on the fact that mental health issues are
24 nothing to be ashamed of.

25 "As a child I obviously suffered from anxiety.

1 Schools nowadays have special people in roles as
2 counsellors and we never had that at Morrison's. There
3 should have been someone who you could go to talk to
4 about something that was bothering you, but we never had
5 that. I'm sure that schools where there are boarding
6 houses have specially trained people.

7 "I wish we had been taught domestic science to learn
8 how to cook. Girls were taught but we weren't. I think
9 we underestimate the power of social media on young
10 people these days. The schools have to move with the
11 times and educate children about social media. If you
12 compared my time at Morrison's in the 1960s with what
13 the school was like in the 1920s then very little would
14 have changed in 40 years. I think schools are now very
15 different and it is all digital."

16 LADY SMITH: Thank you. That leaves us with tomorrow's
17 read-in being read today. Thank you very much.

18 MS BENNIE: My Lady, the document reference is
19 WIT-1-000000638. My Lady, it's the witness statement of
20 Gareth Hugh Edwards.

21 LADY SMITH: Thank you.

22 Witness Statement of Gareth Edwards (read)

23 MS BENNIE: "My name is Gareth Hugh Edwards. My year of
24 birth is 1958. My contact details are known to the
25 Inquiry."

1 My Lady, in paragraph 2 the witness sets out his
2 professional qualifications and his teaching history.
3 I therefore move on to paragraph 3:

4 "I became rector and principal of Morrison's Academy
5 in August 1996 and held that role before moving on to
6 become principal of George Watson's College
7 in July 2001.

8 "I was appointed by the governing body of the school
9 to Morrison's Academy. The recruitment process involved
10 an initial interview, three references requested and
11 taken up and then a final round interview in March 1996.
12 On appointment I applied and received membership to the
13 General Teaching Council of Scotland. My first year in
14 post was regarded as a probationary period with the
15 school.

16 "During my time at Morrison's Academy I was
17 responsible to the governing body. I reported to them
18 at regular twice-termly meetings. The equivalent of my
19 line manager was the chairman of the governing body,
20 with whom I had regular contact on at least a monthly
21 basis, if not weekly. He undertook an annual appraisal
22 of my performance.

23 "I attended training courses and seminars, mainly
24 run by the Scottish Council of Independent Schools and
25 by the Headmasters' and Headmistresses' Conference.

1 " There was no formal induction training for the post
2 of rector and principal. However, for a few years
3 whilst I was in post my predecessor remained an employee
4 of the school. He worked abroad on the recruitment of
5 boarding students. He provided me with a degree of
6 support as I took up post.

7 " As rector and principal I had overall
8 responsibility for all aspects of the school, including
9 residential care of pupils and advising the governing
10 body on policy. Given the passage of time, I cannot be
11 certain of specific wording of policy nor of changes
12 made. I presume the school may well be able to furnish
13 historic copies of policies pertaining to this period.

14 " Changes would have been made in response to changes
15 advised through professional bodies such as SCIS and in
16 response to legislation being enacted. Policy would
17 also be revised in response to the findings of
18 Her Majesty's Inspectorate of Education (HMI
19 Inspection).

20 " As rector and principal I had overall
21 responsibility for strategic planning for the school.
22 Providing a safe and nurturing environment for the
23 pupils, both day and boarding, was always central to
24 strategic planning. I cannot recall any specific focus
25 on abuse.

1 "At the time the school's role was falling,
2 especially in respect of boarding students. The school
3 was increasingly reliant upon overseas students,
4 overwhelmingly from the Far East. As such, cultural and
5 religious aspects of the young people in the care of the
6 school were very much part of the strategic planning for
7 their welfare. Much of the strategic planning revolved
8 around financial aspects and the need to rationalise
9 boarding house provision to maintain economic viability.
10 Additionally, I was charged with revitalising the day
11 pupil numbers from the local environs and a wider
12 Perthshire and Stirlingshire catchment area.

13 "I was aware of the pressures on all boarding
14 schools in the 1980s and 1990s, given the reduction in
15 the need to educate children of those in military
16 service abroad and the changing societal attitudes
17 towards sending one's children away from home to be
18 educated.

19 "I also knew that Morrison's Academy had, like
20 others, recruited significant numbers of students from
21 the Far East. In this regard Morrison's had been
22 particularly successful. So much so that the balance of
23 Far East student greatly outweighed those from the UK
24 and other countries in Europe and other parts of Asia,
25 making it less attractive to potential UK parents in

1 particular.

2 "Boarding numbers had been dropping during the
3 previous decade, and when I arrived one boarding house
4 had already been mothballed and was sold quite soon
5 after. During my tenure we rationalised again and moved
6 the boarding students from two single sex houses into
7 the remaining two single sex houses, Dalmhor and Academy
8 House.

9 "One major factor in the reduction of boarding
10 students during my time was the financial crash
11 in the Far East of 1998. This saw the Malaysian
12 companies which sponsored several students remove those
13 students with immediate effect. I was not at all
14 surprised when the school decided to discontinue
15 boarding in 2007. I am very confident that, had I still
16 been in post at that time, this would have been the
17 decision also.

18 "Morrison's was not a fully-fledged boarding school
19 in the public school mold. Therefore, the competitor
20 schools, such as Glenalmond and Strathallan, always had
21 an advantage in the breadth and depth of provision that
22 could be offered, as the majority of the school
23 population was resident throughout the week and at the
24 weekend.

25 "Curriculum planning involved maintaining a dual

1 stream of Scottish qualifications alongside English
2 A Levels, which were required by students studying at
3 the school under sponsorship by major Malaysian
4 companies.

5 "As rector and principal I had overall
6 responsibility for the management of all the staff
7 employed by the school. The management and recruitment
8 of staff, non-teaching staff, was delegated to the
9 bursar. Management of staff was further delegated to
10 the head of the primary school and to the heads of
11 academic departments.

12 "Staff who reported directly to me included the
13 bursar, the deputy rector, the head of the primary
14 school and the assistant rectors. All of those roles
15 constituted the senior management team. Supervisory
16 management of the boarding houses and their staff was
17 delegated to the deputy rector, who then reported on
18 boarding house matters to me and the senior management
19 team.

20 "Recruitment of staff. My personal assistant and
21 I acted as the HR department for teaching and child
22 contact posts. This included boarding house staff with
23 responsibility for the care of children. I took part in
24 interviews for all such appointments, with letters of
25 appointment coming under my signature. All

1 appointments, either externally or internally, required
2 letters of application, CVs and names of referees.
3 Recruitment would involve heads of department and at
4 least one member of the senior management team in
5 addition to myself. There was in my time
6 a rationalisation of the senior management team,
7 reducing the number of assistant rectors from three to
8 two.

9 "The managerial structure at the heads of department
10 level however never changed during my tenure. They
11 constituted the heads of the academic departments. In
12 the case of the junior school, there was no middle
13 manager appointed as such, and so the head of the junior
14 school acted as the sole manager for the junior school,
15 as well as being a member of the senior management.

16 "Whenever practicable some form of observation of
17 candidates, for example teaching a lesson, would take
18 place as part of the process. Often senior pupils would
19 be asked to show candidates around the campus as
20 visitors to the school. Decisions as to who would be
21 appointed were invariably made after discussion between
22 all involved in the interviewing process. References
23 were required in writing. These were expected to cover
24 the previous and current experience of the candidate,
25 their performance and results, their relationships and

1 rapport with pupils and so on.

2 "Latterly, in response to professional guidance,
3 referees were asked to comment specifically on the
4 fitness of a candidate to work with children. On some
5 occasions I would follow up a written reference with
6 a phone call to clarify a point or seek further comment.
7 This was more common in instances where I knew the
8 referee personally.

9 "I was involved in training staff, mainly on In
10 Service Training days. Sometimes I would be leading on
11 the subject, or this was undertaken by other suitable
12 staff or by external trainers.

13 "Other than formal appraisal, which I set out below,
14 my role in respect of personal development of staff was
15 more informal. I would visit classrooms to observe
16 teaching and make comments to the teacher afterwards.
17 I would also observe extracurricular activities and give
18 support to the staff running these. In relation
19 to personal matters, being a small school with
20 a relatively small number of staff, some would wish to
21 discuss directly with me issues concerning them, whether
22 professional or personal.

23 "I do not recall the existence of any written policy
24 directly relating to personal development of staff,
25 other than this being an intrinsic element of

1 the appraisal schemes we ran.

2 "I was assigned the role of appraiser of all members
3 of the senior management team and my PA. Middle
4 managers were assigned to other members of the senior
5 management team. During my tenure the appraisal scheme
6 was reviewed in consultation with the staff and
7 subsequently revised to make it more manageable and
8 accepted by staff. It was still a relatively new
9 concept in the world of education. The teaching
10 profession was coming to terms with the need to be, and
11 to be seen to be, more accountable whilst accepting the
12 professional development benefits of such schemes.

13 "I live close to the school in the town in my own
14 private residence. I was not resident on school
15 premises. Only boarding house staff, consisting of both
16 teachers and non-teaching staff and janitors, were
17 resident in school-owned properties. Boarding students
18 lived in the boarding houses, which were off campus in
19 converted Victorian villas or in purpose-built Academy
20 House. Morrison's Academy's historic status as a
21 boarding school differed from many which were single
22 campus establishments with teaching and residential
23 facility. Nor did the school run a timetable in the
24 same manner; that is, lessons continuing into the
25 evening for all pupils, including day pupils. Rather,

1 the model was that pupils were all day pupils who went
2 home at the end of the day. In the case of the boarding
3 pupils to the homes within the town.

4 "Only boarding house staff and boarding students had
5 direct access into residential areas. Senior staff,
6 notably the deputy rector and the bursar, would be
7 frequent visitors to the residences in the course of
8 their duties, but were required to report to house staff
9 on arrival, often phoning ahead. This protocol was
10 followed by me when I visited the houses.

11 "Morrison's Academy was a very close-knit community
12 within a small town in a rural part of Perthshire.
13 Everyone knew one another well and it was a friendly
14 environment. The presence of an increasing multi-ethnic
15 mix of students added to the culture and helped broaden
16 the horizons of a mainly local day school population.
17 For example, the recruitment of many Muslim students
18 resulted in the refectory ordering only halal food,
19 which was prepared for the whole school community.
20 Facilities were provided for students to pray at set
21 times during the day in accordance with their religious
22 observance. At the same time the school was
23 traditionally Scottish and, given its size, was able to
24 generate a community life of its own. For example, year
25 groups in the senior school had regular ceilidhs in

1 addition to the boarding house events. Fagging did not
2 exist at Morrison's Academy.

3 "Discipline and punishment. Discipline within the
4 school and classroom environment was the responsibility
5 of all those members of staff involved with the care and
6 welfare of the pupils. Similarly, boarding house staff
7 were responsible for boarding students in the context of
8 their residence in the boarding houses. As necessary,
9 matters would be referred up through the heads of
10 department to senior management, a member of which would
11 have overall responsibility for pupil welfare, which
12 also encompassed discipline. Ultimately, where
13 required, matters would be referred to me.

14 "There were discipline policies which were reviewed
15 in light of experience. My memory is not good enough to
16 specify the precise means by which such a policy, and
17 indeed others, were published, but I am reasonably
18 confident that pupil and staff handbooks included such.

19 "Staff meetings often focused on discussion of
20 current standards of behaviour. Focus group meetings
21 with pupil representatives also allowed discussion on
22 this topic. That said, during my tenure discipline was
23 not a major issue and relations between staff and pupils
24 were very good. Most instances requiring sanction were
25 relatively minor and mostly related to academic issues.

1 There were more serious occurrences, but these were
2 relatively rare.

3 "Records of individual instances requiring the
4 disciplining of pupils would have been kept on the
5 relevant pupil's files. Senior management would discuss
6 all instances of ill-discipline.

7 "Senior pupils appointed as prefects had a role to
8 play, mainly supervising pupil areas outdoors. Staff
9 were also on duty at such times. Senior pupils were not
10 allowed to issue any sanctions other than reporting
11 pupils or misbehaviour to staff. Senior boarding
12 students were appointed to act in a leadership role
13 within their respective boarding houses and undertook
14 certain duties under the supervision of boarding house
15 staff. However, I do not think they were allowed to
16 issue sanctions.

17 "As rector and principal I had overall
18 responsibility for all aspects of the school. The
19 detailed day-to-day running of the school was mostly
20 delegated to other staff, but, being a small community,
21 I was able to maintain a close awareness of procedures
22 and the daily programme for the school.

23 "A major aspect of my role was to be a visible
24 presence around the school. Thus I participated as much
25 as possible in the daily routine, especially at

1 lunchtimes when I would regularly walk the campus and
2 after school observing and supporting extracurricular
3 activities. My involvement with boarding house
4 activities would generally be at the weekends.

5 "I am confident that any abuse or ill-treatment of
6 a child coming to the attention of staff would have been
7 referred to me. As a small school on a small campus
8 issues that required investigation or action, minor or
9 major, came to light quickly. The boarding houses had
10 staff present throughout the day and night.

11 "As already stated, the school was close-knit and
12 a relatively small community. As within the day school
13 setting, the culture in the boarding houses was one
14 which encouraged students to express their opinions and
15 disclose to staff with whom they felt comfortable. This
16 might be the housemaster or housemistress, their
17 assistants or a member of the domestic support team.
18 Additionally, the two deputy rectors with whom I worked,
19 who had supervisory responsibility for the boarding
20 houses, were highly regarded by the boarding students,
21 who understood the deputy rector's role as confidante.

22 "Whilst no one can be absolutely certain that abuse
23 would not go undetected, an HMI unannounced inspection
24 of the boarding houses gave the school confidence that
25 reasonable safeguards were in place and the school

1 subsequently acted upon further recommendations made.
2 I do not recall the specifics of those recommendations,
3 but there may still be a report on file at the school.

4 "As stated, HMI inspections raised no concerns
5 regarding the way in which the children and young people
6 in the school were treated. Reporting procedures were
7 in place for pupils to voice concern or make
8 a complaint. The guidance structure in the school
9 included heads of year with pastoral responsibility for
10 their year group, with support from senior management.
11 However, pupils were encouraged to speak to anyone with
12 whom they felt comfortable, regardless of status within
13 the staff. Additionally, boarding students could avail
14 themselves of staff at any level within the boarding
15 house, staff at the school itself and, as previously
16 stated, the deputy rector in particular. I recall that
17 some complaints were expressed but these were not in
18 relation to abuse. They invariably were of the nature
19 of complaining about house rules or disagreements with
20 other students. With the passage of time I am unable to
21 recall specifics. A record would have been made.

22 "Boarding pupils had guardians to whom they might go
23 to during school holidays. This was especially
24 important for the majority of them, as they were foreign
25 nationals who would not return to their homelands more

1 than once a year. The guardians might be relatives.
2 They were often in some cases older siblings working or
3 studying at university in the UK. They might also be
4 local residents of the town who were happy to take on
5 such a role, with the agreement of the student's
6 parents. The appointment of the guardians was
7 facilitated by the school, but the agreements were made
8 between the guardians and families of the students.
9 Such guardians would have provided an opportunity for
10 a student to voice their concerns to someone not
11 directly connected with nor employed by the school.
12 I do not recall children in practice raising major
13 concerns in this way.

14 "Abuse. I cannot recall the wording of the child
15 protection policy at the time I was employed at the
16 school. However, I am reasonably confident that its
17 wording would have followed closely that of the advice
18 provided by professional bodies such as SCIS and that
19 some form of definition existed. I am unable to answer
20 when the definition of abuse was introduced with any
21 degree of confidence, given the passage of time.

22 "As professionals in a school environment, all staff
23 would be aware of the need to support children without
24 imposing authority and discipline beyond what would be
25 deemed acceptable.

1 "Morrison's Academy had a deserved reputation for
2 being a caring school with good relations between staff,
3 pupils and parents. I believe an understanding of what
4 could constitute abuse was implicit amongst the staff.

5 "Guidance and child protection issues would have
6 been given through staff training sessions and relevant
7 handbooks. The child protection policy would have been
8 the cornerstone of such advice. The advice would have
9 been for staff to refer to senior staff any such
10 reporting of abuse, whilst providing support for the
11 person disclosing. The inclination of staff would
12 invariably be to seek the advice of or to pass the
13 matter on to a senior member of staff. Staff would be
14 allowed to act autonomously and at their own discretion
15 in some circumstances, but not when the issue might
16 relate to what could be termed abuse or ill-treatment.

17 "In service training for staff would have been
18 provided to reduce the likelihood of abuse,
19 ill-treatment or inappropriate conduct by staff or other
20 adults towards children at the school. Appropriate
21 staff to pupil ratios would have been applied and
22 situations where one adult would be in the company of
23 a single child would have been avoided. I am as
24 confident as I can be that the arrangements worked,
25 given the absence of such disclosures within a culture

1 which encouraged openness.

2 "I think the school may have been inspected by HMI
3 in 1997. I am unable to verify this on the HMI website.
4 This would have involved a full inspection of the school
5 and its boarding provision. An unannounced inspection
6 of the boarding provision definitely took place in
7 either 1998 or 1999. Inspections would have included
8 speaking with children, individually and in groups.
9 I cannot recall whether staff were present but HMI
10 practice in this century would be that such meetings
11 would take place without staff present. Inspectors
12 reported their findings to me verbally prior to
13 a written report being published.

14 "Individual pupil files were well-maintained,
15 especially by guidance staff, who would record
16 interviews with pupils, either individually or in
17 groups. Records were also kept by boarding house staff
18 and cross-referenced to pupil files in the school. The
19 record-keeping of the school on my appointment was
20 satisfactory. Given the passage of time, I cannot
21 recall there being a written policy but it may have
22 existed. My judgment was that the staff knew their
23 charges well, and I believe that relevant records were
24 kept on all instances of whatever nature reported by
25 pupils.

1 "I was not involved in any investigation on behalf
2 of the school into allegations of abuse or ill-treatment
3 of children at the school or into inappropriate
4 behaviour by staff or others towards children.

5 "I left Morrison's Academy in July 2001 upon being
6 appointed principal of George Watson's College in
7 Edinburgh. That was my final role in education before
8 retiring.

9 "Helping the Inquiry. I believe that in the past 20
10 to 30 years there has been much greater awareness of the
11 potential for abuse in any residential setting involving
12 children. The populace in general, and certainly
13 professionals in the field, are more aware of the high
14 level of scrutiny that should and must be applied to
15 maintain the safety of children and to prevent abuse.
16 The advent of robust disclosure agencies has helped to
17 ensure that appropriate and safe recruitment is achieved
18 and those choosing to undertake what is a rewarding and
19 valuable vocation to do so in full knowledge that such
20 accountability exists for the safety of all, both
21 children and those caring for them.

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

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