

Thursday, 21 October 2021

(10.00 am)

LADY SMITH: Good morning. We return to evidence in the Queen Victoria School section of the boarding schools case study and I think we've got a witness ready and waiting, Mr Brown, am I right?

MR BROWN: My Lady, good morning, yes, we do. The live witness of today is 'Clifton'.

LADY SMITH: Thank you.

'Clifton' (affirmed)

LADY SMITH: Now, 'Clifton', you'll find that your statement is in the red folder. It will also come up at the parts being referred to on the screen, so do use either or neither, as you find helpful. Otherwise, if you have any questions or concerns or you want a break, please let me know. It's very important that you're as comfortable as you can be giving your evidence.

A. Okay.

LADY SMITH: If it works for you, it works for me.

A. Thank you.

LADY SMITH: If you're okay to start now, I'll hand over to Mr Brown and he'll take it from there. Is that all right?

A. That's fine. Thank you.

LADY SMITH: Thank you. Mr Brown.

1 Questions from Mr Brown

2 MR BROWN: My Lady, thank you.

3 'Clifton', good morning. If we can start with the
4 statement, a formality to get over with, humour me, just
5 for the record we read in its reference number, which is
6 WIT-1-000000466. And then looking at the statement,
7 obviously this is a statement you have seen before. It
8 runs to 26 pages. Looking at the last page we see that
9 you signed it almost exactly a year ago on 22 October
10 2020. That's after, particularly with Covid, quite
11 a long process, I imagine, of getting the statement to
12 this stage: drafts, you read them, presumably bits are
13 added, taken out as you felt necessary, and ultimately
14 you come to a stage that you're happy with the statement
15 and you're willing to sign it. Is that a fair summary?

16 A. Yes.

17 Q. Okay. The last paragraph, 109, on that last page says:

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

20 I believe the facts stated in this witness statement are
21 true."

22 Is that correct?

23 A. That's correct.

24 Q. That being so, please understand the statement is in
25 evidence. It has been read, of course. It will be read

1 again. And in terms of today's evidence, much of the
2 detail, the practical detail layout of the school we
3 don't need to rehearse. What I'm interested in today is
4 your experiences and your thoughts about QVS. So if we
5 could have a discussion about some of those.

6 A. (Witness nods).

7 Q. One practical thing. I'm softly spoken, I'm using
8 a microphone so you can hear me. Can you please speak
9 as loudly as you can. You have the microphone, keep it
10 close, because the most important thing is to be able to
11 hear you.

12 A. Yes.

13 Q. Thank you very much.

14 You were born in 1975, you're now 45 years old, and
15 since we're talking about QVS, you were obviously the
16 son of a soldier?

17 A. That's correct.

18 Q. Or a serving member of the military.

19 A. Yes.

20 Q. In your case, your dad was in the Argyll and Sutherland
21 Highlanders, and can we take it that your experience of
22 childhood prior to QVS was moving with him as he went
23 from posting to posting?

24 A. Absolutely, yes.

25 Q. And going back to the late '70s, early '80s, that could

1 be more than just the UK?

2 A. Yes.

3 Q. Germany, Cyprus?

4 A. Yeah, Germany, Cyprus, Ireland, yeah.

5 Q. So you were used to moving?

6 A. Yes.

7 Q. And I think you had or you have an elder brother --

8 LADY SMITH: 'Clifton', if you can move the microphone

9 a little bit nearer to you, that may make it easier for

10 you to be heard.

11 A. Is that better?

12 LADY SMITH: It won't go all that far, and it does bend.

13 A. I'll come closer. Is that better?

14 LADY SMITH: That's great.

15 MR BROWN: Thank you. Please understand there are

16 stenographers obviously noting what you're saying.

17 They're listening through the microphone, I understand.

18 A. Yes.

19 Q. Thank you.

20 Your brother started off at a different military

21 boarding school in England, and this is the Duke of York

22 School in Kent.

23 A. That's correct.

24 Q. But as you say, he managed to get himself expelled?

25 A. He did.

1 Q. Was that deliberate?

2 A. It was deliberate. I've learned since that it was
3 deliberate.

4 Q. Because he wanted?

5 A. He wanted to come to school with me.

6 Q. With you?

7 A. Yes.

8 Q. You having gone to QVS?

9 A. Yes.

10 Q. How long were you at QVS before he joined you?

11 A. Years. I think I was in my second-last or last year
12 when he came. Yeah. I had been there for years before
13 he got expelled and came.

14 Q. Just on the subject of expulsions, he achieved expulsion
15 from I think what at one stage has been described as the
16 sister school to QVS but the one down south?

17 A. Yeah.

18 Q. Expulsions at QVS, was that a common feature?

19 A. Not that I recall. Maybe one that I remember.

20 Q. But were people being taken out of school commonly?

21 A. I more remember people joining after -- who sort of came
22 later than Primary 6 or Primary 7, they came a year or
23 two after that. But it was infrequent. Maybe one or
24 two people. I don't really remember anyone leaving
25 other than the one person I remember being expelled.

1 Q. Okay. I think to be fair to you, and this is not
2 a memory test, paragraph 82 you say you remember two
3 people getting expelled while you were there?

4 A. Two.

5 Q. One guy was expelled while in Cunningham, in the second
6 or third year, he seemed to be sneaking around during
7 the night?

8 A. I remember him.

9 Q. Though you don't know why he was expelled but he was?

10 A. Yeah.

11 Q. And then there was another expulsion you think when you
12 were in Haig in fourth year and it was to do with
13 drinking?

14 A. Yes, that's -- yes, I do remember that one as well.
15 Yeah.

16 Q. So it happened?

17 A. Yes.

18 Q. But it wasn't particularly common?

19 A. I wouldn't say it was common at all.

20 Q. All right. But in terms of pupils leaving, from your
21 perspective, did some people just leave at the end of
22 years and not come back in that sense but you wouldn't
23 know why?

24 A. I don't really remember anyone leaving outside of the
25 kind of designated time that you would expect them to,

1 you know, at the end of their exams, then they'd go.
2 That was expected, though, you'd know that they weren't
3 coming back. But I don't remember people leaving at the
4 end of a year that wasn't an exam year and not coming
5 back. It may have happened. I just don't really
6 remember.

7 Q. Just in terms of people leaving at exam times, was the
8 understanding at QVS that you would go only so far, for
9 example, GCSEs, lower grades, and at that point it was
10 really for the school to determine if you would stay
11 longer, or was that --

12 A. I think maybe a mix. I certainly felt like I had
13 a choice to stay on for a further year. That may have
14 been partly due to my age because I didn't turn 16 until
15 the fifth year, so I didn't think I could have left.
16 But I generally felt that there was a choice to stay
17 beyond O grade, standard grades, do some highers and
18 then leave, and then there was sixth form beyond that
19 that some small number of people could have stayed for
20 as well.

21 Q. I think we get the picture, and again this is perhaps
22 just cutting through things, that as you progress up the
23 school the numbers get progressively smaller?

24 A. Yeah.

25 Q. One of the benefits of that is you'll end up getting

1 your own room, you have a bigger and bigger locker as
2 you progress through but there's a pyramid until you get
3 to the peak and that's quite a small peak of people
4 doing, say, sixth year studies?

5 A. Yes.

6 Q. Would the majority leave after O grades or highers, do
7 you remember?

8 A. Yes. Fifth year was significantly smaller than fourth
9 year.

10 Q. So the higher year was smaller than the O grade year?

11 A. Yeah, so O grade year was fourth year, and then highers
12 in fifth year and sixth year.

13 Q. Thank you. I'm sorry, we've gone to the end of your
14 school career. Can we go back to the beginning?

15 A. (Witness nods).

16 Q. The decision to send you to QVS we see on page 2,
17 paragraph 6, was one that you were upset about?

18 A. Mm-hmm.

19 Q. Why were you so upset?

20 A. I didn't want to go.

21 Q. Why not?

22 A. I was -- I was very happy as a child, I was -- I thought
23 life probably couldn't have been much better. I had
24 a reasonably stable group of friends around me.
25 Although we were military families, we lived kind of

1 together. The families would all move as the regiment
2 moved, the families would go. There'd be the odd family
3 who disappeared off somewhere else because it would be
4 a different posting for the parent, but for the most
5 part we grew up together. And where I was living at the
6 time, I had some really, really good friends and
7 I wasn't expecting this either. It came totally out of
8 the blue. I felt like I was being ripped out of my
9 life. I didn't want to go.

10 Q. Do you understand why the decision was made?

11 A. I understand the reason that I was given. I can't
12 reconcile it to the reality, though. There were lots of
13 kids who didn't go to boarding school, they didn't need
14 to go to boarding school. They were still the sons of
15 military families.

16 Q. But the reason I think that was given was he was moving
17 around a lot so it was better that ...

18 A. Yeah. I mean it's not an unreasonable thing to have
19 decided to do. I just didn't feel it was necessary.

20 Q. You talk on page 5 about your first day. Should we
21 picture you, I think, age nine being reconciled by the
22 time you get to Dunblane that this is where you're
23 going? Were you still unhappy?

24 A. I was -- I was unhappy by day 1, still unhappy, and on
25 day 1 I was absolutely petrified.

1 Q. Is that petrified after you'd been there for the first
2 day or --

3 A. On arrival.

4 Q. On arrival?

5 A. Yeah, making my way there being scared the whole way,
6 arriving there day 1, that was a very, very scary
7 experience.

8 Q. What was done by the school, if anything, to make it
9 less scary?

10 A. You were assigned a -- I can't even remember what the
11 term was that we used. I was a rookie, but there was
12 a person who was one year above who'd had that one-year
13 experience of being at the school who was kind of
14 assigned to you to look after you, to guide you through
15 the things that you needed to do and to learn about.
16 What they tried to do was pick someone who you kind of
17 knew, so that the person that I was given was the son of
18 an Argyll, who I knew of, that him being that bit older
19 than me, I didn't have a kind of relationship with him,
20 I just -- more comfortable with him than with any other
21 stranger, just because of that link across families and
22 the Argylls.

23 Q. Okay. We'd understand you go into Wavell House, which
24 is the junior school?

25 A. Mm-hmm.

1 Q. And there's two years there?

2 A. Yeah.

3 Q. Effectively P6, P7. So you're the P6, a rookie?

4 A. Yeah.

5 Q. Is that a military term?

6 A. Probably? Yeah.

7 Q. But that's what they're known as?

8 A. Yeah.

9 Q. And then you're given a mentor of some kind from the
10 year above and it's deliberate, the regimental ties are
11 used?

12 A. Yes.

13 Q. Was that helpful, from your point of view?

14 A. It probably would have been more helpful if he'd been
15 a bit more attentive. But he was not that interested,
16 really. But it was -- you know, after a few weeks it
17 was okay because friendships start to form in my peer
18 group.

19 Q. And presumably you're understanding after a few weeks
20 the way the school works?

21 A. Yeah.

22 Q. I think in terms of paragraph 19, page 5, you talk about
23 meeting the matron who tells you about the laundry
24 process.

25 A. Mm.

1 Q. What about headmaster or housemaster? Was there any
2 formal meeting with either of those?

3 A. Certainly not the headmaster. I really can't remember
4 the first time I met the housemaster. I'd seen him
5 around, but I don't remember being formally introduced
6 to him. It may have happened, but not something that
7 registered.

8 Q. From what you say in your statement, the headmaster,
9 whose name I don't think you could remember but he was
10 called Pod.

11 A. Yeah.

12 Q. Was it Mr Hankinson, does that ring bells?

13 A. Say that again?

14 Q. Hankinson?

15 A. No, still don't remember.

16 Q. To you he's Pod?

17 A. Just The Pod, I'm sorry.

18 Q. He was a distant figure, someone you didn't really
19 engage with?

20 A. Absolutely right, other than one trip that we went on.

21 Q. Where I think he led it?

22 A. Yes.

23 Q. And was that distance maintained throughout your entire
24 career at QVS?

25 A. Yes.

1 Q. Okay. From the boys' perspective then headmaster
2 somewhat distant but I think you talk about there are
3 a number of people to whom you do have more contact, one
4 is obviously the housemaster.

5 A. Mm-hmm, yes.

6 Q. And I think in terms of the major figures in the school
7 that you were, if I can put it this way, content with,
8 you have a gentleman called **CDP** ?

9 A. Yes.

10 Q. Who you say lived on site with his wife?

11 A. Yeah.

12 Q. Was he the **SNR** , as in the senior military type?

13 A. I think his title was **SNR** .

14 Q. All right. But clearly you have fond memories of him?

15 A. Yeah.

16 Q. And you say that all the boys respected him?

17 A. I believe so.

18 Q. What qualities did he possess that led to that?

19 A. I found him -- he was gentle, he seemed caring. He was
20 interested in you as a person. He was also interesting
21 to us because he was I suppose in some ways a peculiar
22 figure, not a type of person I'd ever come across
23 before, but -- yeah, he was just interesting. And he
24 took us in the -- there was a fly fishing thing, so he
25 would teach us to tie the flies, and he was so

1 passionate about it that you couldn't help but just like
2 the guy for those reasons.

3 Q. I think you discuss elsewhere that at times he and his
4 wife would have children to tea?

5 A. Yes. Maybe not tea, it was more like a kind of
6 afternoon tea party, if you like. We'd go round to
7 their home on the grounds and they would feed us, give
8 us things to drink, soft drinks, and just let us run
9 around and play and they'd be there looking after us.

10 Q. He's obviously not house or teaching staff.

11 A. No.

12 Q. Moving on to them, and again thinking back to day 1,
13 I know you don't remember when you first spoke to the
14 housemaster. From what you're saying, there was no
15 induction or introduction from the housemaster to all
16 the new boys?

17 A. I don't remember it.

18 Q. No. Were you given any printed rules?

19 A. No, I don't remember any printed rules.

20 Q. Okay. So we just understand you arrive, it's completely
21 alien, you were petrified, and then you go into the
22 process with the older boy with the Argyll connection
23 and you just find your way. Is that --

24 A. That is my memory of it, yes. On day 1 there were
25 things to do, administrative tasks like going around and

1 collecting your stuff from the stores, your uniform,
2 your PE kit, those types of things, your kilt, getting
3 measured up for your kilt, things like that. But yeah,
4 they were just administrative things to get through in
5 your day.

6 Q. And I think, as you agreed, you find your feet and
7 presumably things begin to become routine?

8 A. Mm-hmm.

9 Q. And you just get on with it?

10 A. Yeah.

11 Q. A couple of things just to talk briefly about.

12 Educationally, were you happy with the school?

13 A. In hindsight, I was, yeah. I came out with, I suppose,
14 a decent education. I think in terms of serving the
15 purpose that my parents were looking for, the stability
16 allowed me to focus on studies. The school regime also
17 allowed me to focus on the studies. I think the quality
18 of the education, although I at the time resented every
19 single minute in a classroom, it was -- it was okay.

20 Q. If we can just talk about one aspect, which is the
21 discipline from teachers. I think, as you say, you came
22 in at the tail end of corporal punishment?

23 A. Yes.

24 Q. And were you aware, as a pupil at the school, that there
25 was an end date for corporal punishment? Was that

1 discussed by the teachers with you or by the pupils
2 amongst themselves?

3 A. It feels more like a rumour that we were aware of, that
4 this was going to end. I remember there being a couple
5 of people who got the cane, but we were told -- I don't
6 know if this is just us gossiping amongst each other or
7 we were told directly, I don't remember being told
8 directly, but that people weren't going to be caned any
9 more and that that was being phased out but the slipper
10 was staying. And then that stayed -- I have a feeling
11 I knew that it was going to be around for one more year,
12 and that when we moved up into first year that wouldn't
13 be a thing.

14 Q. So, corporal punishment was there, from what you're
15 saying, for the first two years of your schooling at
16 QVS, which would be junior school, Wavell?

17 A. Yes.

18 Q. And first year you could be caned in the school?

19 A. Yes.

20 Q. And slippered?

21 A. (Witness nods).

22 Q. By P7 or second year in Wavell, it's only just the
23 slipper?

24 A. Yes.

25 Q. And then that stops?

1 A. Yeah.

2 Q. Okay. Presumably -- well, you tell me -- was the cane
3 used in Wavell?

4 A. I think it was, yes. The person I knew of was -- he got
5 caned downstairs. I can't remember his name or why.

6 Q. Right. But that seems to be, from your recollection,
7 a one-off?

8 A. It was extremely rare. There may have been one other,
9 but I only really remember the one time.

10 Q. Slipper, rather different?

11 A. Fairly commonplace.

12 Q. And for what sort of things?

13 A. Anything.

14 Q. Right. We've heard evidence of, obviously, the slipper
15 being used for ill-discipline?

16 A. (Witness nods).

17 Q. Not doing what you're told?

18 A. Yes.

19 Q. What about other reasons, for example not doing your
20 work properly?

21 A. It could have been anything at all that could be
22 justified and you would end up in the -- sometimes
23 a queue for people getting the slipper.

24 Q. To pick up then on the word you just used, if it was
25 justified; did you understand as a pupil when it could

1 be used?

2 A. I understood as a pupil that it could be used any time
3 for anything.

4 Q. Right, so there were no limits?

5 A. I didn't feel like there were limits at all, no.

6 Q. You talked about, I think at page 18, paragraph 76, you
7 say:

8 "I remember in Wavell, in Primary 7, there was
9 a crackdown and there was a period of maybe two days
10 where there was a queue of boys outside the headmaster's
11 office waiting to get the slipper."

12 You and your friend:

13 " ... went in the queue, got the slipper, then again
14 about an hour later."

15 A. Yeah, more than one time in that queue.

16 Q. And you say it felt like a clampdown, but you don't know
17 why?

18 A. Yes. I mean, just going by the numbers of people and
19 for me, me and my friend, we almost turned it into
20 a game where we kept just going to the back of the
21 queue, practically.

22 Q. But this sounds as if -- I mean, was it literally
23 everyone in the class was getting the slipper?

24 A. Most people. A lot of people.

25 Q. Right. But it wasn't for something that you remember

1 why?

2 A. Just -- no. Just felt like anything.

3 Q. I mean, again, from your experience, did you get the

4 slipper regularly or was it infrequently?

5 A. Only this time.

6 Q. Only this time?

7 A. Yeah. That I remember. There may have been others that

8 I've forgotten, but it wasn't a regular thing for me to

9 get that type of punishment.

10 Q. For others was it regular, can you remember?

11 A. I don't remember.

12 Q. Okay. That's teacher discipline, of course. From what

13 you're saying, that sort of corporal punishment stopped

14 once you were in the senior school.

15 A. Yeah.

16 Q. And thereafter, would it be detentions and that sort

17 of -- thinking of teacher penalties?

18 A. Yes, detentions and gatings.

19 Q. And gatings; in other words you weren't allowed to do

20 things you would normally do in your own free time?

21 A. Yeah. Gating was practically no free time at all. On

22 a scheduled interval you'd need to go to the

23 Porter's Lodge to sign in. That time, that window

24 between signatures at the Porter's Lodge would extend

25 over a period of time. You could be gated for multiple

1 weekends. I was. By the end of it you might be signing
2 in every hour rather than every half hour.

3 Q. Okay. Again, just sticking very briefly to
4 practicalities, you paint a picture of dorms, and I'll
5 come back to some aspects of living in the dorms, but
6 the picture you paint is as you get older and progress,
7 things become slightly easier?

8 A. Mm.

9 Q. In P7 you could bring your own duvets, you didn't have
10 to have blankets on your bed, which we would understand
11 you would have to make up every day?

12 A. Yeah, into a bed block.

13 Q. Into a bed block. So there is a process that you're
14 going through. Again we'll come back to this, but
15 I think at one stage in your statement you say it was
16 very like the military.

17 A. Mm.

18 Q. Was it echoing or mirroring, because you went into the
19 army, your experience of going through basic training,
20 where presumably there are bed blocks again and then
21 once that's done you progress and it becomes ever
22 easier, the longer you last in the army?

23 A. Yes. The parallels between Queen Victoria School and
24 basic training, yeah, I recognised them immediately.
25 Day 1 of basic training where you're making up your bed

1 block was just like day 1 at Queen Victoria School. It
2 was -- history repeated itself, practically. That did
3 get a bit easier through both of those experiences. So
4 I was in -- because I joined the army young, I was in
5 a slightly extended period of basic training, so six
6 months, and I can't remember when it happened, but at
7 some stage during that basic training we were allowed
8 duvets and it was like moving from Primary 6 to
9 Primary 7. It was the same thing.

10 The discipline in the army, obviously harder, more
11 strict, and the physical side of things, the physical
12 training side of things obviously that much harder, but
13 yeah, the parallels were there.

14 Q. And obviously we see that in terms of you, day 1, you're
15 getting your uniform, you're being fitted for that,
16 you're learning the ropes, but then day-to-day you're
17 woken with a bugle?

18 A. Yeah.

19 Q. And the bugle was used throughout the day, was it, just
20 for signals?

21 A. Yeah. Yeah, it's the regime.

22 Q. Sorry?

23 A. Just the regime, marking out the periods throughout the
24 day.

25 Q. Okay. Food, we see, was also staggered by year.

1 A. Mm.

2 Q. Because there were too many boys to feed at one go. You
3 say that the school would encourage you to eat, this is
4 paragraph 36 on page 9:

5 " ... but I don't remember anyone being disciplined
6 for not eating. There was always something you could
7 eat."

8 That was your experience?

9 A. Yeah.

10 Q. What about what might be called the pecking order? From
11 your experience were the youngest fed last or --

12 A. I think the youngest were fed first, yeah.

13 Q. Do you ever remember running short when you were in the
14 younger classes?

15 A. I don't remember ever running short of food. Ever.

16 Q. Was there plenty of food as far as you recall?

17 A. I felt there was always something to eat. You might not
18 have liked it, but there was always something to eat.

19 Q. Just in terms of leisure time, which we see at page 11,
20 paragraphs 43 onwards, you say:

21 "The days were reasonably full, so there wasn't much
22 leisure time during the week. In Wavell there was
23 a room on the ground floor where there were books and
24 board games, like chess. I can't remember if there was
25 a table, like pool or table tennis. There might have

1 been a TV ..."

2 But you weren't interested in TV at that point. You
3 were playing marbles, spend a lot of time in the
4 grounds, where there's woods and a stream. You had
5 hobbies and you've talked about the fly fishing or fly
6 making. There's a baking club?

7 A. Pardon?

8 Q. There was a baking club which one of the housemaster's
9 wife ran?

10 A. That's right. Wavell housemaster.

11 Q. From your perspective in that regard, was there enough
12 to keep you interested?

13 A. Occupied.

14 Q. Okay. Interested in the flies?

15 A. That was interesting, yeah. The baking thing was
16 an opportunity to eat more food, because I was a growing
17 boy, and I can't remember her name but the housemaster's
18 wife was very pleasant. She was nice and she was
19 friendly, so yeah, we'd -- that was quite -- it was good
20 fun.

21 Other hobbies, I did pottery for a little while.
22 I was not any good at it, but it was fun. It was
23 something interesting to do. It was something I'd never
24 done before. So I felt there were -- if you were
25 interested in doing something -- there was a period

1 where it was, I think, mandatory to have hobbies, and
2 then there was a period where it wasn't, and by the time
3 it wasn't mandatory, you were probably losing interest
4 anyway.

5 Q. Okay. But there was obviously a lot of sport as well?

6 A. Mm.

7 Q. And as you say, you can't remember -- this is
8 paragraph 48 on page 12 -- you don't know when this
9 started, but you could ask to go out on a hike?

10 A. Mm.

11 Q. Staying overnight?

12 A. Yeah.

13 Q. Was that welcomed by the boys?

14 A. Yeah, yeah. It was a chance to get off the school
15 grounds and just get out into the wild, the hills
16 around -- normally around Callander, that sort of area,
17 then just go for a hike. You'd get given food from the
18 kitchen stores, like raw sausages, bacon, that sort of
19 thing. And because it was an overnight stay you'd find
20 somewhere -- you'd probably be told kind of roughly
21 where to aim for by the evening, get there, set up camp,
22 start a fire, make some food, have a laugh. There was
23 no doubt alcohol involved.

24 Q. Okay.

25 LADY SMITH: Would you have been provided with OS maps?

1 A. I think there were maps. I don't remember holding
2 a map, but I can't imagine us not being given a map
3 because it was never -- it was over the mountains or
4 around the mountains. There's no way to do it without
5 a map.

6 LADY SMITH: That's what I'm thinking. One would hope that
7 you'd been given some guidance on how to read an OS map
8 and how important it was to have one with you, but who
9 knows.

10 A. I don't remember it specifically.

11 LADY SMITH: No?

12 A. No.

13 MR BROWN: A compass?

14 A. Which is odd --

15 Q. Sorry, I'm talking over. A compass?

16 A. I don't remember a compass either, but again, the group
17 of boys that you would go with, some would be more
18 military-minded than others and they'd be interested --
19 that's why they wanted to go out to practice these kinds
20 of things, just to have a little bit of fun. And then
21 others like me who would just tag along because it was
22 something to do.

23 LADY SMITH: Thank you.

24 MR BROWN: You just mentioned being more military-minded.

25 The other thing that obviously was obligatory was

1 joining the CCF, the Combined Cadet Force.

2 A. (Witness nods).

3 Q. And they had all three services?

4 A. Mm.

5 Q. But your description is everyone wanted to join the

6 army?

7 A. There was a lot of interest in the army, yeah.

8 Q. Why particularly?

9 A. I don't know. I think they got to do more interesting

10 things. Got to go away on hikes, exercises, overnight

11 things. There was the time on the range as well, so

12 there was shooting. It was just all a bit more -- let

13 me put it the other way. The Navy and the RAF Cadet

14 Forces felt a bit more slapdash and a little bit less

15 real, genuine. The army felt like something that was

16 given the focus and the attention.

17 Q. And presumably that did involve training for maps and

18 compasses and so forth?

19 A. Yeah, I imagine so. I wasn't an army cadet.

20 Q. No, we read you went into both the Air Force and the

21 Army.

22 A. Navy.

23 Q. Sorry, the Navy. As a result you went flying?

24 A. Yeah.

25 Q. Occasionally, and --

1 A. Yeah, I flew a Chipmunk, which was interesting. In the
2 Navy Cadets there was lots of sort of sailing,
3 windsurfing, those types of things.

4 Q. You enjoyed that?

5 A. Yeah, it was fun, good fun.

6 Q. You go on to say:

7 "The whole purpose of the school was to breed the
8 next generation of military personnel."

9 A. Absolutely.

10 Q. Was that something you realised at the time or you
11 realised afterwards?

12 A. I realised in my final years at the school that my
13 choices were limited. I didn't feel steered towards
14 anything else. Certainly -- I mean, there were people
15 in my year group who went off to university or even
16 polytechnic, which was still a thing at the time, but
17 no, for the majority it felt like your choice was go off
18 to join the Forces.

19 Q. Given it's a military school for the children of serving
20 personnel, was there an expectation or a push from your
21 father perhaps to follow in the military tradition, if
22 I can put it that way?

23 A. My father was resistant to me following in his
24 footsteps, in his direct footsteps, because he was
25 infantry, he didn't want me to join the infantry. He

1 was very, very clear about that. But I -- when I talked
2 to him about joining the army, he didn't push back on it
3 at all. The only absolute was: don't join the infantry.

4 Q. Okay. One thing that you also say in paragraph 44, and
5 this leads onto the next topic I'd like to talk to you
6 about, is there was a clearing in the woods, second
7 line:

8 " ... that we called the magic circle where
9 organised fights took place if a couple of boys had
10 a beef with each other. They would organise a time to
11 go to the magic circle and everybody went to watch."

12 A. Yeah.

13 Q. Obviously what I'm now moving onto is life outwith
14 school and organised activities and the relations
15 between boys and life in the houses. How often was the
16 magic circle used?

17 A. It never grew over. It was never -- it never had
18 an opportunity for nature to reclaim it. It was always
19 a clearing in the woods. I went once to watch a fight,
20 but I always remember hearing about it. I remember
21 hearing that there's a fight at the magic circle, but
22 I didn't want to go. In terms of, like, how frequent?
23 I wouldn't -- I couldn't say. It was ever-present in
24 the school knowledge, pupils' knowledge. Everyone knew
25 what it was and what it was for.

1 Q. How was it viewed? You obviously didn't go very often,
2 you went once, you didn't want to go, but as a way, it
3 was appear, of resolving differences, how was that
4 perceived by the pupil body?

5 A. Well, you knew it was serious, you knew that if -- if
6 a fight had been organised at a time in the magic
7 circle, it was going to happen, and you knew that there
8 was something serious to settle. Yeah, I don't really
9 know what else I can say about it. It's -- I didn't go,
10 deliberately, wasn't interested. I don't really know
11 many of my friends who went either or were involved in
12 fights at the magic circle. It just felt like maybe it
13 was for the more violent amongst the group.

14 LADY SMITH: Did boys get injured in these fights?

15 A. Only, you know, bruises, bloody noses, black eyes, that
16 kind of thing.

17 LADY SMITH: Amongst that list, there are at least two that
18 would have been visible.

19 A. Mm-hmm.

20 LADY SMITH: Did the staff ask what had happened?

21 A. I don't know. I would hope so, but I don't know.

22 LADY SMITH: Do you think staff knew about the magic circle?

23 A. Yes. Yeah.

24 LADY SMITH: What makes you think that?

25 A. Because we weren't astute enough to keep things like

1 that secret.

2 LADY SMITH: Thank you.

3 MR BROWN: Did it resolve issues, as far as you were aware?

4 A. I think it was an effective tool for resolving issues
5 amongst boys.

6 Q. But obviously that was an example of tensions between
7 pupils.

8 A. Mm.

9 Q. You obviously were in Wavell. If we can start with
10 Wavell, the two years in the junior school before we
11 turn to the senior school. In terms of the difference
12 between a rookie making his bed blocks and the P7s who
13 have got their own duvets, you're sharing the same
14 dorms? Or were you segregated?

15 A. I think they were segregated, yeah. So the Primary 6s
16 were in their own dorms, multiple, and the Primary 7s
17 were in their -- I remember moving, definitely moving.

18 Q. But was there a clear pecking order with age, if you
19 were a P7 --

20 A. You knew your place. Yeah, you knew you were a rookie.
21 Reminded of it constantly.

22 Q. In what ways?

23 A. Just in the way that boys are with each other: I'm older
24 than you, I'm bigger than you, I'm more experienced at
25 this than you, get to the back of the queue kind of

1 thing.

2 Q. And, to be blunt, when you were a P7, is that how you
3 would have behaved towards the rookies?

4 A. Probably, although I didn't really pay much attention to
5 them. I was interested in the things I was interested
6 in and they weren't part of that.

7 Q. Did P7s have formal disciplinary powers over the younger
8 pupils?

9 A. No.

10 Q. Who did?

11 A. Teachers.

12 Q. And how much presence was there in the dormitories, in
13 the house, by the housemaster and any other staff that
14 would assist them?

15 A. There was always someone around. There was an office on
16 the ground floor near the main entrance, I think, that
17 was for the duty teacher, I think, whoever was around at
18 the time, but it felt like there was always someone
19 around.

20 Q. Were you told, "If you've got problems, come and speak
21 to me"?

22 A. I don't remember ever being told that, no.

23 Q. What would you understand, if you can remember back, you
24 would do if you had a problem, for example?

25 A. Speak to my friends. That was about all I could do.

1 Q. That was all you could do?

2 A. I didn't feel like I could do anything else. In terms
3 of the accessibility of any kind of pastoral care in
4 Wavell, I never really felt inclined, I don't think, to
5 talk to anybody other than my friends.

6 Q. Why not?

7 A. I don't know.

8 Q. Were you positively encouraged not to talk to teachers
9 in terms of the culture?

10 A. No. Other than the typical "don't grass" type
11 mentality. So if there was something that would be seen
12 as snitching, then you'd be encouraged not to do that.
13 But if you had just a problem that you want to talk to
14 someone about, that wasn't grassing anybody up, I never
15 really felt encouraged to talk to anybody.

16 Q. All right. That's two things. Obviously if there's
17 a problem which doesn't involve snitching or grassing
18 anyone up, to use your words, you didn't feel
19 encouraged; but the idea of not snitching, not grassing
20 up, where did you get that from?

21 A. School mentality. Boys. "Don't grass".

22 Q. Was that something you brought with you to the school or
23 was it from QVS?

24 A. From QVS, I think. I mean, I joined when I was nine, so
25 the concept of grassing someone up before that age

1 probably didn't really register much with me. Small
2 group of friends who were off playing in the outdoors
3 from first thing in the morning till last thing at
4 night, there's nothing to snitch, so it never came up.

5 Q. When did you learn that at QVS?

6 A. Early, I think.

7 Q. Can you remember how?

8 A. No. I probably absorbed it through -- just through the
9 collective consciousness, if you like. It's just not
10 a thing that you do.

11 Q. Thank you. In terms of bullying, you have a particular
12 recollection of one boy who suffered the problem of
13 bed-wetting.

14 A. Mm-hmm.

15 Q. Your recollection is unclear about how the staff dealt
16 with it, they would have obviously changed his sheets,
17 I think you say, but then you go on:

18 "He was relentlessly bullied about it. From the day
19 he arrived until the day he left he was teased about it
20 and laughed at every time he wet the bed."

21 A. Yes.

22 Q. Is this from P6 on?

23 A. My memory of that boy was from the moment I knew him to
24 the moment he left the school that --

25 Q. And it never let up?

1 A. -- he was a bed-wetter and the torment was permanently
2 there. It was just -- yeah, it was always there.

3 Q. And from a school number of boys or just the students?

4 A. A relatively small number in his year group. Those that
5 were -- so in the dorms, those who were around him.

6 Q. And nothing was done to improve the situation for him?

7 A. Not that I recall, no.

8 Q. No one stepped in to say enough?

9 A. No direct interventions, nothing. Not that I remember.

10 Q. What about staff intervention?

11 A. No.

12 Q. Were they aware?

13 A. Must have been.

14 Q. Why do you say that?

15 A. How could they not be? It was -- what the -- if you've
16 got a boy who wets his bed and you've got other boys
17 around him, the only thing that's going to happen is
18 that those boys are going to tease him about it.

19 Q. Okay. And obviously the staff were dealing with the
20 sheets?

21 A. And there's the sheets and changing mattresses and
22 everything else.

23 Q. What about other perhaps less specific bullying? Was
24 that common?

25 A. It happened. There'd be attempts at bullying.

1 Certainly in younger years. I remember a couple of
2 individuals, three or four, actually, who were -- felt
3 that they were at the top of the pecking order of the
4 year group and tried to remind everybody of that fact on
5 a regular basis.

6 Q. And again, just in terms of the pupil response, did
7 anyone take them on?

8 A. Not in the early years, no.

9 Q. What about the staff?

10 A. No.

11 Q. Again, would the staff have been aware of the student
12 pecking order and the tensions that came from it?

13 A. Directly? I don't know. Indirectly, I can't see -- at
14 a school of 600-odd boys, that that's not an expectation
15 that that's what's going to happen. I mean, as
16 an adult, I fully expect that if you throw 600 boys
17 together in a school like that, that things are going to
18 heat up, that there would be a pecking order formed,
19 that bullying will take place.

20 Q. But you might expect, with teachers present, knowing
21 that, steps might be taken to try and deal with it?

22 A. Yeah, yeah.

23 Q. But is that what was missing?

24 A. It didn't feel like a zero tolerance approach to
25 bullying.

1 Q. Well, was there any intolerance to bullying that you saw
2 from the staff?

3 A. Not that I witnessed, no.

4 Q. Were there any talks about it from the staff, from the
5 housemaster?

6 A. Not that I remember.

7 Q. Okay.

8 A. No.

9 Q. You talk at page 16, paragraph 69 onwards, about the
10 subject of pastoral care and you've used those words
11 already. Thinking back to your time at QVS, was
12 pastoral care as a concept or a phrase something you
13 would have been aware of? Were the words used?

14 A. No, not as a phrase, no.

15 Q. But you do go on to say:

16 "I always had the sense that if you wanted to talk
17 to someone you could but I didn't think there was anyone
18 proactively telling us that they were there for us to
19 talk to. I can't recall anyone coming to me and asking
20 if I was okay or if I wanted to talk."

21 A. That's right.

22 Q. Just to be clear, is that Wavell or the entirety?

23 A. Oh no, in the entirety, that's the -- my sense of having
24 left the school.

25 Q. Okay. You talk about a particular event, because

1 obviously your grandmother died and your parents took
2 you out to tell you that, and you were clearly very
3 upset.

4 A. Yeah.

5 Q. Was that Wavell?

6 A. No, that was first year.

7 Q. Okay. But you go on to say --

8 A. No, it wasn't, sorry, it was second year.

9 Q. Second year?

10 A. Yeah.

11 Q. Thank you. But you go on to say:

12 "No one came to me and asked if I was okay, even
13 though I was hiding in my locker in floods of tears.
14 No one ever checked up on me."

15 A. No.

16 Q. I'm interested in that perhaps particularly because of
17 the military factor. This is a school where parents are
18 serving in the military and where, at the time you were
19 there, there was ongoing conflict, for example, in
20 Northern Ireland.

21 A. Mm.

22 Q. So the potential for death in service was real?

23 A. Yes.

24 Q. And forgetting trouble spots, because military do things
25 that are perhaps rather more dangerous than everyday

1 life --

2 A. Mm.

3 Q. -- was there any provision that you were aware of when

4 you were at school for that eventuality?

5 A. Not that I was aware of at all, no.

6 Q. Do you remember any of your friends or people in the

7 school losing parents through their service?

8 A. Not through service, no. No.

9 Q. Sorry, are you saying you don't know what their response

10 was in that eventuality because you didn't see it

11 happen?

12 A. I was never aware of any pupil losing a parent in

13 conflict.

14 Q. Okay.

15 A. At all.

16 Q. I think there was one episode where you had to seek

17 help, that's because your parents forgot to pick you up?

18 A. Yes. Yeah, it was the end of term, last day. They'd --

19 by then my dad had left the Forces so they were living

20 in Scotland and they were supposed to drive over and

21 pick me up and they didn't arrive, so I went to the Haig

22 housemaster and told him and he called the police to get

23 them to check and they'd just forgotten.

24 Q. Okay. So you had an extra night at QVS?

25 A. I did, yeah.

1 Q. You go on at paragraph 73 to say:

2 "You instinctively knew that if you needed to speak
3 to someone you would go to the housemaster. The
4 **SNR** **CDP**, was someone who had the respect
5 of every pupil. ... There were always other people who
6 were more present in your life and you would rather
7 speak with them."

8 I suppose that's natural.

9 A. Mm.

10 Q. "Some of the teachers" you then name a number "you felt
11 you could talk to them, certainly as you got older".

12 A. Mm.

13 Q. On that point, would you have talked, say, in primary
14 school or was that a step too far for you?

15 A. In primary school I wouldn't have felt like I could talk
16 to any of these people.

17 The only one who maybe was Mr Silcox. He was there
18 from day 1, the padre, and one of those people who --
19 you know, who you could probably tell he was empathetic.
20 You could speak to him. But I never, in Primary 6 or 7,
21 felt inclined to talk to anybody.

22 Q. I think the padre you talk in another place he'd been
23 a former military chaplain?

24 A. I think he was, yeah.

25 Q. Was he perceived as well as the **CDP** was by the

1 pupil body?

2 A. I don't know anyone who didn't like him. Yeah, he was
3 a nice man, approachable, certainly got that sense from
4 him that he was approachable, that he was -- he was
5 interested in you, again. And that if you did have any
6 problem, he would be on your side.

7 Q. But was anything formally said to you that he was the
8 man to speak to?

9 A. No.

10 Q. Okay. In terms of -- we talked about teacher
11 discipline, and this is perhaps looking at house life
12 beyond Wavell but into the senior school, we've had
13 a sense that discipline was delegated to senior pupils.
14 Is that correct?

15 A. Yes. Some of it.

16 Q. Can you expand on what parts?

17 A. So a senior -- so a prefect or a monitor wouldn't be
18 able to gate you, I don't think. Certainly not in my
19 experience. No one ever tried to. But they could issue
20 days, which were a punishment where you would very early
21 in the morning, I can't remember what time, but you
22 would go down to the playing fields and the prefect
23 would be there with a list of everybody they were
24 expecting and then set you off to do some laps. But
25 I don't remember them being able to give you detention

1 or gate you. That was a teacher thing.

2 Q. Was there any formality in terms of records being kept
3 that you were aware of?

4 A. Most of the prefects and monitors I think had to have
5 a notebook where they would -- yeah, they would scribble
6 the name down.

7 Q. But was there then interplay between the prefect/monitor
8 and staff?

9 A. I don't know.

10 Q. You've talked perhaps more directly about Wavell House.
11 Once you move up into the senior school, we would assume
12 it's the same routine, you're in dorms, though as you
13 get older you get more privacy, essentially?

14 A. Yeah.

15 Q. How much time did the staff spend with the children in
16 the houses?

17 A. Not a lot, no. So in the senior houses they had a -- it
18 was like an office but it was -- it was a big space.
19 I'm really thinking about Haig at the moment because
20 I can't really remember what that was like in
21 Cunningham. But there would be a tuck shop. The
22 housemaster would be in there pretty much the whole
23 evening, and if it wasn't him, then it was a deputy.
24 I don't know if that was a formal deputy housemaster, if
25 that was a formal role, but someone would be in that

1 office all night, really, until lights out.

2 Q. But was that a function people were expected to go to
3 him, rather than him coming to the pupils?

4 A. Yes, although I do think there was an element of
5 patrolling, where they would just periodically walk
6 around, remind you that they're there, but, yeah it was
7 just a walk through, really, just a hello.

8 Q. In terms of night-time cover, if something went wrong
9 during the night, what were you meant to do?

10 A. I don't know. Don't remember.

11 Q. Was the office door open during the evening?

12 A. During the evenings, yes. Again, Haig being the
13 freshest of those memories, then yes, always open. And
14 you'd be welcome to go in, buy things from the tuck shop
15 if it still had food left. You could even stop for
16 a chat. But after a certain point, then obviously your
17 housemaster goes to bed and the office gets locked.

18 Q. But by the sounds of it, the day-to-day running was
19 devolved -- there was a presence, but was day-to-day
20 running of the dorms down to senior boys?

21 A. I think -- I feel more like left to our own devices.

22 Q. Right.

23 A. There were no patrols by pre-prefects or monitors in the
24 junior houses and in Haig they were almost your friends.
25 Although they were a year or two above you, you'd grown

1 up through the school together. So although they had
2 that position, it was closer to a friendship by that
3 point. And they could still discipline you, I suppose,
4 but I don't think that ever happened in Haig.

5 Q. What about bullying in terms of the senior school?

6 A. Again, by the time you get to the fourth and fifth
7 years, it's getting harder for bullies to bully, as the
8 children get bigger and stronger.

9 Q. But in the first, second, third years of senior school?

10 A. It was still there, yeah.

11 Q. And what was done to stop it?

12 A. I don't remember anything being done to stop it. Not
13 actively.

14 Q. But I think, for example, you say at paragraph 85 on
15 page 20:

16 "It didn't happen to me but there were prefects and
17 monitors that would single boys out to do 'days', just
18 because they could."

19 And they seemed, from what you're saying:

20 "It could be the overweight kid or the quiet, shy
21 kid."

22 A. Yeah, they didn't take -- if they took a disliking to
23 you, you could be given a lot of days.

24 Q. So the prefects, the ones with power, presumably
25 expected to run things smoothly, they would take

1 advantage of that in some cases?

2 A. I don't think it was systemic in any way. I think it
3 was probably isolated, but it did happen. I certainly
4 remember knowing that there were boys who were on days
5 seemingly forever.

6 Q. But if there's that picking -- your example is the
7 overweight kid or the quiet, shy kid -- is that
8 a continuation of the boy who bed wets? It's that sort
9 of --

10 A. I don't remember him ever being on days.

11 Q. No, it's the fact that they're picked on that I'm
12 interested in. It's the sort of person who is picked
13 on. It's the boy who's different because he bed wets,
14 it may be the boy who's different because he's shy and
15 quiet, or it's the overweight boy. Are those the sort
16 of people who were picked on?

17 A. Yeah.

18 Q. And not just by prefects and monitors?

19 A. But by the other boys?

20 Q. Yes.

21 A. Yeah. Yeah.

22 Q. Again, the same question as I asked you about Wavell:
23 was any effort made to stop that sort of behaviour by
24 anyone?

25 A. I don't remember it, no. Ever.

1 Q. Was it just a fact of life, as you perceived it?

2 A. Mm-hmm. Yes.

3 Q. And what sort of level, from your perspective, of

4 problem was that?

5 A. Like me personally? It wasn't a problem for me. There

6 would be very rare attempts by those I've already

7 mentioned higher up the pecking order to try to bully or

8 to put you in your place, if you like, but as I said,

9 that stopped by fourth year. You're more inclined to

10 retaliate or to do something to stop it.

11 Q. But to others, the shy child, you presumably saw that

12 happening?

13 A. Yeah.

14 Q. How commonplace was that?

15 A. Yeah, part of life. I don't know, I wouldn't be able to

16 put a number to it at all, but it just felt like it was

17 always there.

18 Q. It's just that you described with the bed-wetting boy

19 that that was a daily occurrence for his entire school

20 career.

21 A. Yeah.

22 Q. Are we talking about the same level of bullying to other

23 children or was it more sporadic?

24 A. I think more sporadic. I don't remember anybody who had

25 that much focus, that much attention. So, yeah,

1 slightly more sporadic for others.

2 Q. And in terms of bullied children, what sort of numbers
3 are we talking about?

4 A. Oh, a handful. Not very many.

5 Q. The reason I ask this is because if we go to
6 paragraph 78, you talk about a science teacher,
7 a Mr Harrison.

8 A. (Witness nods).

9 Q. As we read, he left the school, as you describe it, in
10 a fit of rage and went to the newspapers.

11 A. Yes.

12 Q. That was a particular moment because [REDACTED]

13 [REDACTED]?

14 A. Yes.

15 Q. You had no involvement in anything?

16 A. No.

17 Q. And I think you were rather put out that you had
18 suddenly [REDACTED], is
19 that fair?

20 A. That's fair, yes.

21 Q. Did you do anything about it or did you think you could
22 do anything about it?

23 A. Oh, I didn't think I could do anything about that.

24 Q. What was your emotion?

25 A. Defensive. Defensive mostly because my family picked up

1 [REDACTED] they were [REDACTED], they picked [REDACTED]
2 [REDACTED] and I started asking my parents why is -- why am
3 I [REDACTED] a bullying
4 scandal at the school, and I had to get into defensive
5 mode and say: this wasn't me, I didn't do this.

6 Q. A couple of things from that. Mr Harrison, the science
7 teacher, did he ever teach you?

8 A. He didn't teach me. He did an electronics hobby club
9 type thing, and I joined that for a short while, but it
10 didn't interest me so I left.

11 Q. How was he regarded by the student body?

12 A. A bit of a laughing stock, I suppose, as he didn't --
13 nobody respected him at all. He -- everybody just
14 wanted to take advantage of him. He wasn't seen as
15 strong.

16 Q. All right. Do you remember in the run-up to his
17 departure from the school any sense of how he was?

18 A. I have a vague sense that he was a bit paranoid.
19 I don't know why. I think it was because he -- he knew
20 that he was being taken advantage of by the boys and
21 that he was that laughing stock, and it must have
22 rankled and felt very uncomfortable for him. And, yeah,
23 just increasingly he just seemed to be very unhappy
24 about being there.

25 Q. Obviously you [REDACTED] and presumably

1 the bullying that was being reported was discussed, and
2 I think you've seen him writing things in the press
3 since?

4 A. I have seen it since, yes.

5 Q. Thinking back to the time that suddenly [REDACTED]
6 [REDACTED], what was your perception of
7 what was being reported? Was it an accurate picture or
8 not?

9 A. It didn't feel at all accurate to me. I couldn't
10 reconcile what I was seeing, reading, with reality at
11 the school.

12 Q. There was bullying, from what you were saying?

13 A. Yeah, but the scale that was being reported in the
14 press, it was -- obviously I didn't really know these
15 terms at the time, but there was the sense of it
16 supposedly being systemic, it was rife across the whole
17 school at every level, just didn't feel true.

18 Q. I think a number of things have been said, either at the
19 time or since, that you may have read, the suggestion
20 that boys were being taken out in the evenings.

21 A. I don't know of anybody ever being taken out in the
22 evenings by anyone they weren't expecting to take them
23 out. No, never.

24 Q. I think you just said unless they were expected. Were
25 people taken out of school?

1 A. People were taken out of school. It happened usually at
2 the weekend, where family could come and take you away
3 for the day or for an overnight stay. I stayed at my
4 grandad's house in Glasgow for one weekend, I took
5 a friend with me, but this was all planned. I had one
6 unplanned visit when my uncle came one day to take me
7 out, my uncle and my auntie came to take me out to
8 a safari park down the road. I wasn't expecting it but
9 it was family that came to collect me and I don't know
10 of any strangers ever coming to take anybody away.

11 Q. Thank you. I think you sum it up in paragraph 79:

12 "It was a school filled with boys from nine to 18
13 years old living in a sort of pressure cooker
14 environment. There was no other place to go, so if
15 there were problems they would carry on throughout your
16 time at the school. Everyone had reasons to be upset
17 about any number of things and they would take it out on
18 each other. There was bullying, there was fighting,
19 there was bickering, but not to the extent it was
20 a scandal."

21 Does that remain your position?

22 A. Yes.

23 Q. But you go on to say at paragraph 86 on page 20:

24 "In a place like QVS there's no child that had
25 a normal childhood, which has a lasting effect."

1 What were you meaning by that?

2 A. Being at the school, everybody at the school was at the
3 time the son of a Scottish serviceman, so the upbringing
4 to that point wasn't the experience that a civilian
5 child would have had. Being at the school from nine to
6 16 through that environment, being raised as the next
7 generation of the military isn't normal either.

8 I mentioned earlier about that sense when I was told
9 I was going to the school of being kind of ripped out of
10 life, and that's something that's persisted with me
11 since. It's that I was removed from the life that I had
12 and I've never really been reinserted back into it. You
13 feel a bit like a guest, I suppose.

14 Q. You talk about -- paragraph 93:

15 "I know people left the school with abandonment
16 issues."

17 And you say:

18 "I have abandonment issues."

19 A. Yes.

20 Q. Again, just so it's understood, what are you thinking of
21 when you say that?

22 A. I'm thinking there of my parents, really feeling that --
23 and again I mentioned earlier about not really
24 necessarily agreeing with the reasons that they sent me
25 away and it's that sense of having been sent away,

1 effectively abandoned by the people who really ought not
2 to have abandoned me.

3 Q. And how's that affected you throughout life post school?

4 A. It's affected friendships, it's affected my marriage,
5 where I have an inclination, if I feel things are going
6 the wrong way, I'll be the first to walk away. I do the
7 abandoning.

8 Q. We know already, because you told us, that you did go
9 into the army.

10 A. Mm.

11 Q. Because you say there was, I think, little careers
12 advice.

13 A. No.

14 Q. Was it seen as the norm to move on from QVS to the army
15 or the Forces?

16 A. Yes. I think it was the norm. It's what we were --
17 it's what we were raised for. There were friends of
18 mine in my year group who probably had a bit more of
19 an academic aptitude and they went off to university or
20 a polytechnic, but for the most part, no, I didn't have
21 any sense at all of having any other career choices but
22 to go and join the army.

23 Q. And did --

24 A. Or the Navy or the Air Force, but the Army being the
25 obvious choice for me.

1 Q. And did you follow your dad's advice and stay away from
2 the infantry?

3 A. I did, yes.

4 Q. But presumably basic training, from what you're saying,
5 given your experience at QVS, was straightforward? You
6 knew the system?

7 A. I knew the system. The only hard part about basic
8 training for me was the physical aspect because it was
9 that significantly more physical activity than at
10 school. But the rest of it, the regime was very
11 familiar to me.

12 Q. And after the military you were in for five years and
13 you've had a career, broadly speaking, in IT ever since?

14 A. Yes.

15 Q. In terms of friendships, can you expand on the effect
16 being at QVS has had?

17 A. So I don't know if this is QVS or army or both, but
18 friendships are time capsules, I suppose, is one way of
19 describing it, where in the moment in the friendship you
20 can be very, very close to someone, and then the day
21 that you part for any extended period of time, there's
22 no contact at all with that friend. But if you ever
23 meet up again, and it has happened since leaving the
24 school, you just pick up from where you left off and
25 it's like nothing's changed, no time has taken place.

1 It's day 2. You went to bed, you woke up and you carry
2 on with the same friendship.

3 Q. It sounds as if, for the periods you're not together,
4 lights switched off and the room was dark?

5 A. Very much so.

6 Q. Is that a good or a bad thing?

7 A. In some respects it's good, but I think from a healthy
8 friendship point of view it can't be good. Not really.

9 Q. Okay. You talk on page 25 about the lessons you hope
10 can be learned and you say that:

11 "One thing that is essential is contact with the
12 outside world, maintaining the relationships, being
13 given the tools to do that, to be encouraged. It has to
14 be encouraged. The school is not your family."

15 That was lacking, I take it, as you saw it, in QVS?

16 A. Yes. The tools that I had at my disposal to remain in
17 contact with my family were handwritten letters or
18 an occasional phone call, and your phone call was
19 limited because essentially there was one phone for
20 everybody to use and you were given an allocated slot or
21 you could book a slot and that would be your phone call,
22 and, as I said, the very, very rare someone coming to
23 take you away for a day or a weekend. My relationship
24 with my family was gone, broken, completely. Even
25 during life at school, I could go on summer holiday

1 living with my parents but I didn't really have any
2 relationship with them at all. I mentioned being up at
3 the crack of dawn, going out and not coming back until
4 the sun had set just because why would I want to be at
5 home when I could be out with friends?

6 Q. Your relationship with your brother was different,
7 perhaps?

8 A. That again has been really severely damaged. He tried
9 to fix it by getting expelled and coming to QVS to be
10 with me, but frankly it was too late.

11 Q. Just at a practical level you describe him as being your
12 protector somewhat because he was older?

13 A. He tried to be.

14 Q. He tried to be?

15 A. Yeah. If anyone ever was trying to give me a hard time
16 about anything in that year that he was there, then if
17 he learned of it, he'd have a word.

18 Q. But since school, has the relationship been --

19 A. It's extremely sporadic.

20 Q. Okay.

21 A. We can go years without contact.

22 Q. You sum it up at paragraph 92 by saying:

23 "I've always felt in the broader sense that my
24 experience at the school was all right."

25 A. Yeah. Just because, right, if you're thinking about the

1 reasons behind what this Inquiry is trying to uncover,
2 for me I didn't experience anything like that at that
3 level.

4 All these things took place. This was life at that
5 school. But I came away, my general sense of having
6 been at the school was positive because, for the most
7 part, I felt very safe. It was my -- I just covered
8 a paragraph on it there. They were my family. They
9 shouldn't have been my family, but that's what it felt
10 like to me. That's where I belonged. And I've come
11 away from that and thought about it over the years
12 since, decades, that my -- I still have that sense of it
13 having been a more positive experience than negative.

14 Q. But you won't go back?

15 A. I can't. I don't know why. I -- I've kidded myself
16 a few times over the years that I'll go and pay a visit.
17 I've kidded myself that I'll take my kids and show them
18 where I grew up. But every time I get close, I pull
19 away. And I don't go.

20 Q. You said that a year ago when you signed the statement.

21 A year has passed. Are you any clearer why?

22 A. No. I -- I'm not. I don't know why.

23 MR BROWN: 'Clifton', thank you very much indeed. I don't
24 have any further questions for you. I'm very grateful.
25 Thank you.

1 LADY SMITH: Are there any outstanding applications for
2 questions?

3 'Clifton', there are no more questions for you, but
4 thank you for everything you've given us, both in terms
5 of your witness statement and in terms of your evidence
6 today, which has been so helpful and, I can hear, so
7 carefully thought about. I do recognise that and
8 appreciate it.

9 A. (Witness nods).

10 LADY SMITH: So thank you for everything, and I'm now able
11 to let you go.

12 A. Thank you, Lady Smith.

13 (The witness withdrew)

14 LADY SMITH: It's almost 11.30 so I think we'll take the
15 morning break just now, Mr Brown, and start the read-ins
16 afterwards.

17 MR BROWN: Thank you very much.

18 (11.28 am)

19 (A short break)

20 (11.50 am)

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

22 Glenn Harrison (read)

23 MS BENNIE: Thank you, my Lady. My Lady, the statement
24 bears the reference WIT-001.0012989.

25 My Lady, it's the witness statement of

1 Mr Glenn Harrison.

2 "My name is Glenn Harrison. My year of birthday is
3 1946. My contact details are known to the Inquiry.

4 I trained as a teacher in the 1970s and started work
5 in 1978. My first job was in Shropshire. This was
6 a mixed sex comprehensive school for 11- to 16-year-old
7 children. I taught physics and chemistry."

8 In paragraph 3, the witness sets out his work
9 history and I resume reading at paragraph 6:

10 "I started at Queen Victoria School in August 1989.
11 I lived in the schoolhouse with my wife and my
12 daughters. I was there from the age of 42 and left when
13 I was 45. I should have been there until 31 December
14 1991, having resigned in June and given my 6-month
15 period of notice. Because of holidays my last working
16 day should have been 17 December but the way it unfolded
17 my last day was in fact 13 December 1991.

18 I was initially appointed a teacher, however I was
19 approached after about six months and asked if I would
20 consider becoming a housemaster. I subsequently became
21 housemaster and roughly two-thirds of my timetable was
22 teaching the boys and the other third was doing
23 housemaster stuff.

24 I was the housemaster for Cunningham House. There
25 were about 59 boys in my house.

1 The headmaster of the school was
2 Mr Julian Hankinson. He was about ten years older than
3 me. There was a deputy headmaster but I can't remember
4 his last name. He was a good man and he was always very
5 fair. The boys respected him. **CDP** was
6 responsible for the side of things. He had a house
7 within the grounds. David Garden was the head of the
8 science department. Ben Philip was the housemaster of
9 Haig House and also head housemaster. He was also
10 a primary teacher. He was my immediate line manager.
11 He was around the same age as me. Bill Webster was the
12 Trenchard housemaster. He was English and would be in
13 his '80s now. **OLB**, the Wavell housemaster, was
14 about the same age as me. Apart from **CDP**,
15 all those I mentioned were civilian staff. As far as
16 I am aware, you didn't need to be a member of the
17 General Teaching Council to be a teacher at
18 Queen Victoria School.

19 Queen Victoria School's governing body is the Board
20 of Her Majesty's Commissioners. These HMCs were
21 appointed and not elected. They could be, for example,
22 judiciary, top policemen, MPs or rich businessmen. They
23 were the power behind the school. If you wanted to go
24 above the school administration then you would go to the
25 HMCs. There was one Commissioner who was the

1 spokesperson or the representative. You could write to
2 him and he would distribute your letter to the other
3 Commissioners if he thought appropriate.

4 Complaints procedure.

5 When I became housemaster I got the whole house
6 together and I told the boys that I knew there were
7 rules and regulations and that it was difficult
8 sometimes to live by these rules but that they were
9 there for a reason. I then told them that if they had
10 any complaints, that they were to come and see me and
11 that it was okay to complain. My door was always open.
12 I laminated what I said and put it on the wall in both
13 the dormitories and outside the dormitory office and
14 other places. I later added the Childline telephone
15 number.

16 One of the first things I asked the management when
17 I arrived at Queen Victoria School was if there is
18 a problem, who should I complain to? I was told that if
19 there were any teaching issues or curricular problems
20 I should go to David Garden. If I had any house issues
21 I had to go to the headmaster or the Brigadier. The
22 Brigadier was responsible for the military side of
23 things: the bagpipes, the drums, the kilts and tunics
24 and the marching. He was also responsible for the
25 equipment and was the quartermaster. If there was

1 anything like a health and safety issue such as plaster
2 coming off a shower wall or loose floorboards I would go
3 to him. At some point I asked Mr Hankinson for a copy
4 of the complaints procedure but he just told me that if
5 I had any complaints then I should go and see him.

6 School security.

7 There was no one at the main gates on the main road
8 doing an initial filter. On the driveway up to the main
9 building there are signs indicating that all visitors
10 must report to the Porter's Lodge at the front of the
11 main building. The front door was the official entrance
12 into the building. Access can be gained to the
13 dormitories and the administration offices through the
14 Porter's office. The procedure was that all visitors
15 must sign in and this included giving a reason for the
16 visit. Visitors logbooks were kept within the Porter's
17 office, including completed ones, and there were rows
18 and rows of folders containing visitors' logs going back
19 to the 1970s.

20 Pupils were generally not allowed to enter the
21 building by the front door. They would use the back
22 door, which was unlocked during the day and only got
23 locked by one of the Porters about 11 to 11.30 in the
24 evening. There were odd occasions when the back door
25 wasn't locked by the Porters.

1 During the day anyone could enter via the back door
2 without being challenged. There was another side door
3 but this did not give direct access to the main
4 building. This led only to the individual housemasters'
5 flats. To get into the building at night, because the
6 back door was locked, everyone would have to go through
7 the Porter's office. There would be a Porter in the
8 office 24/7. Anyone who was entering the building, if
9 they weren't known to the Porters, should be challenged
10 by them. Staff wouldn't sign in. I suppose some of the
11 parents who were known to the Porters may not sign in
12 either.

13 We had previously had a staff meeting and we had
14 discussed whether we should wear identification when in
15 the school. The meeting was called because the MoD had
16 sent out letters asking all MoD establishments to
17 increase their security. We had a vote and it was voted
18 against wearing identification. We were however
19 encouraged to challenge anyone we didn't know.
20 I disagreed with this vote as anyone could park in the
21 car park and walk about in the grounds and buildings
22 until challenged.

23 Main building layout.

24 All children over the age of 11 would live in the
25 main building. Trenchard House dormitories were on the

1 top floor, Cunningham House dorms on the first floor and
2 Haig House on the ground floor. There were back stairs
3 leading between each of the floors. My office was on
4 the same floor as Cunningham House. My flat was at the
5 end of the corridor and was locked with a key. The
6 matron had a flat on this corridor too. There were
7 other side doors leading to another stair but this only
8 gave access to the other housemasters' rooms.

9 Trips outwith the school.

10 There were many organised trips outwith the school.
11 These would include rugby matches, piping or drumming
12 events or things like that. Normally I would receive
13 information about each trip and I would always make sure
14 that the boys were ready at the specified time. There
15 was a set protocol and guidelines to follow for
16 excursions where children left the school. There were
17 application forms filled in two to three days in advance
18 of any trips. There was a form filled in for each boy
19 on every occasion. As the housemaster I may receive
20 a phone call from the office followed by a note or the
21 forms telling me who was going out, where they were
22 going and for how long. As the housemaster I didn't go
23 on many trips. I had previously taken some of the boys
24 out for the weekend hill walking so I would have filled
25 in these forms for that trip.

1 There were other trips, however, that were organised
2 by CDP . There was no schedule written down
3 giving details about these organised excursions.

4 CDP would just phone me and tell me. He
5 would say that selected boys were going out that night
6 or the next night and command myself and the matron to
7 make sure the boys were ready by 7 o'clock or whatever
8 time he said. He would also tell me what equipment they
9 needed to take with them. I was never made aware of
10 their destination or the purpose of their trip. I can't
11 remember if he handed me a list of the boys' names or if
12 he told me on the phone. I have no idea if CDP

13 CDP filled out forms for his trips. I never
14 checked in the office to find out if the completed forms
15 were held there for CDP 's trips. I remember
16 asking where they were going and what time they would be
17 back. CDP told me that I didn't need to know.

18 It was my job to make sure all the boys got back
19 safely so that meant I would have to wait up until they
20 got home. I challenged CDP before they went
21 because the boys had school the next day but that made
22 no difference. As far as I was aware, the boys were
23 going to be dancing and it was always the good dancers
24 who were picked to go. This happened several times but
25 I am not sure if these were on school nights or at the

1 weekend. They would either leave in a minibus which
2 would hold 10 to 12 boys or four or five in a car.
3 There were usually about six boys from my house that
4 went.

5 I can only say that the boys who were in my house
6 didn't stay out overnight when they went on these trips.
7 I would check when they came back and count them in.
8 I had a list of the boys' names that went out. I did
9 this even if I was not on duty. I remember speaking to
10 the other housemasters about these trips so assume that
11 they must have sent boys too. They just told me that
12 these trips happened and I shouldn't worry. I wasn't
13 reassured by this. I didn't see boys from other houses
14 going.

15 When the boys went out with **CDP** on one
16 of his trips, I would record the details in my diary or
17 on a piece of paper. I would subsequently type it up
18 onto the Amstrad computer disks which were later taken
19 from me on 13 December 1991 when my flat was broken
20 into. The information was recorded on the computer
21 disks as 'boys' mysterious trips'. I may not have
22 recorded the individual names of the boys in my notes.

23 Sometimes parents or persons responsible for the
24 boys wanted to get in touch with their child. Generally
25 they would speak to someone in the office then the

1 message would be passed to the housemaster, which would
2 then be passed on to the boys. If the boys were on
3 a trip, I would usually know where they were and I would
4 be able to contact them. If I had a message to contact
5 one of the boys who was away on CDP's
6 mysterious trips, then I suppose I would have had to
7 make some enquiries with either the headteacher or in
8 the office to get the information from the forms, if
9 they had been completed. I never had occasion to check
10 if any of the forms had been filled in for
11 CDP's trips.

12 I remember on one occasion they all came back about
13 11 o'clock. They all seemed to be too tired to tell me
14 what they had been doing although one of them said that
15 they had been dancing. One of them gave me a £20 note
16 to put in his bank. He said that one of the guys had
17 given it to him. I asked where they had been and he
18 said they had been driven to somewhere about half
19 an hour away. These boys were usually quite jokey,
20 bubbly sort of boys but that night they were different.
21 I spoke to a boy the next day and he said he wasn't
22 going to go there again but didn't say why.

23 I was on shower duty the day after one of these
24 excursions. When the boys showered, myself or the
25 matron had to be near the showers in case of any

1 accidents. The boys knew we were there. When I was
2 there, I heard the boys say things like, 'Did he feel
3 your bum?' or, 'Had he had his hands on your bum?' And
4 the other boy said something about playing with
5 someone's willy. They were laughing and joking about it
6 and not being serious. They were not upset. I assumed
7 the boys were talking about what had happened the night
8 before. I never heard any mention of the big house.
9 When they came out of the shower I asked them if they
10 had a good time the previous night and one of them
11 grunted something like 'Up your bum' and I said
12 'Pardon?' and he made a jeering noise. I didn't share
13 that with anyone at this point but as usual recorded
14 this in my notes. I can't remember any other similar
15 conversations like this.

16 Selected experiences.

17 I have provided the Inquiry with a paper called
18 Glenn Harrison testament to SCAI May 2017 which
19 I complied in the lead-up to giving this statement.
20 From page 18 of this document I refer to three examples
21 of things I recorded. I still remember these incidents.

22 In the incidents I refer to a boy called Jamie, aged
23 about 12, but this is just a made-up name. His correct
24 name would have been in the log of incidents that I was
25 maintaining. The boy I spoke to would have been a first

1 year pupil. I have put our conversation in quotes but
2 that is not the exact words we would have said to each
3 other. I spoke to this boy because he had been seen
4 sprinkling another boy's bed with water and then putting
5 broken glass on the sheet under the quilt. He said he
6 had been made to do it for someone else as a punishment.
7 He refused to tell me who had told him to do it but
8 admitted that they were big boys from Haig House. He
9 wouldn't give any more information, saying that he
10 couldn't be broken down as he was a trained spy and that
11 he was training through pain. He said these older boys
12 used to touch him under the quilt through the night. He
13 didn't know who these older boys were because they had
14 their heads covered.

15 Part of my duties was to patrol the corridors and
16 dorms at night to catch the boys smoking and drinking.
17 I was also suspicious of the fact that bigger boys from
18 Haig House were coming up and pestering my boys in
19 Cunningham House. I would creep about at all times of
20 the day and night to try and catch them. About 1 am one
21 morning when I was doing one of my checks I found a boy
22 in the corridor outside Cunningham dorm. This boy was
23 12 or 13 years old. I can't remember his name. He had
24 no slippers on, which wasn't allowed. He said he was
25 going to the toilet. He was usually solemn and quiet.

1 It was almost like he was shell-shocked. He went to the
2 toilet and I went into my office. About 20 minutes
3 later he walked past the door. I spoke to him and he
4 said that he couldn't sleep. I reassured him and told
5 him to try and sleep.

6 The next morning I again went out on one of my
7 patrols and I heard in the distance a commotion in the
8 corridor outside Cunningham House dorm. By the time
9 I got there the same boy I had seen the night before was
10 standing facing the wall. I never saw anyone else.
11 I asked him what he was doing and he said he was being
12 punished. He was upset so I took him back to my office.
13 He said he couldn't tell me who it was that was
14 punishing him or why. He said that if he told anyone
15 'they' would come and get him. He said he wouldn't even
16 tell his mother. I again assured him and sent him to
17 his bed. There was nothing that he said that linked
18 what happened to the mysterious trips. I do remember
19 that this boy was usually a lively mischievous boy but
20 when he came back from these trips he was different. He
21 had a sadness in his eyes. I checked up on the boy
22 a few days later and he just said the same thing to me.
23 He wouldn't tell me what had happened.

24 I had previously seen some of the older boys from
25 Haig House running about in Cunningham House dorm in

1 their underpants. The day after I saw this,
2 I approached Ben Philip and asked him what they were up
3 to. This was one of the times he told me that if
4 I spoke out I would end up in prison.

5 I think it was the next day after I had seen the
6 older boys in Cunningham dorm that a delegation of about
7 seven boys came to see me. They said that Mr Philip had
8 sent them. They explained that I was new to the school
9 and I was English and didn't understand the ways of the
10 school. They explained that it was their responsibility
11 to teach the younger boys to respect and honour these
12 traditions. They said that they had a right to punish
13 the younger boys. They said it had happened to them.
14 Their fathers who had been at the school had had it done
15 to them. I asked what 'it' was, but they told me it was
16 all part of the secret.

17 I later went to the headteacher and asked
18 Mr Hankinson what the traditions were in the school but
19 he said he didn't know what I was talking about.

20 I later asked lots of others in the school but no one
21 would tell me. One boy told me some of it. I came to
22 my own conclusion that the older boys had the right to
23 punish boys. Some of these punishments had a sexual
24 connotation.

25 I never heard any of the boys directly say what had

1 happened to them, and I heard no direct confessions of
2 any sexual abuse. It was the boys' body language and
3 emotional changes in their behaviour after they had been
4 out late at night to people's homes where they performed
5 and danced.

6 Decision to resign from Queen Victoria School.

7 I decided to resign on the ground of conscience.
8 Around 20 June 1991 there was an organised event at
9 Queen Victoria School called Grand Day. It was the most
10 important day of the whole year. The boys dress up in
11 their best uniform with their kilts and sporrans and
12 there are bagpipes playing and drums beating all over
13 the place. It was a wonderful day. The parents come,
14 lots of dignitaries, and one year the Duke of Edinburgh
15 came. This was the shopfront of the school. This is
16 what the parents saw and it was impressive.
17 Unfortunately I saw the dark side of the school and it
18 began to creep up on me and nobody wanted to know about
19 what was going on.

20 I was in the office making sure that all the boys
21 were dressed smartly and that they were all sorted.
22 I was sorting out plane and train tickets for some of
23 the boys to get them home the next day and basically
24 sorting out all the logistics. Three boys came running
25 into the office panicking and shouting and said that

1 a boy had [REDACTED] himself. I told the boys to do various
2 things like fetch the matron and Mr Hankinson. I ran
3 into the dorm and by the time the boy was sitting on his
4 bed. I saw he had a [REDACTED]

5 [REDACTED]. I was told by the boys that he'd [REDACTED]
6 [REDACTED]

7 [REDACTED]. The headteacher appeared and asked what was
8 going on. I asked him to come into my office but he
9 said he was too busy. CDP [REDACTED] came in too, and
10 asked me where the boy was, and then he left.

11 I took the boy into my office and shut the door,
12 which was quite unusual for me to do. My door is
13 normally open. I was furious and told him that he
14 wasn't going to the parade. I asked him how he was and
15 tried my best to comfort him. I didn't think it was
16 appropriate at this time to ask him why he had done it.
17 The boy said he was all right, did up his tunic [REDACTED]
18 [REDACTED] and went out onto the parade.

19 That night we were going to be sitting two seats
20 away from a royal guest. The housemasters were sitting
21 either side of him. My wife had bought a new dress and
22 I had a new shirt and was wearing my best suit and
23 shoes. When all the boys had gone out onto the parade
24 I went back to my flat. My wife asked me if I was going
25 to get ready. I was so angry at the reaction I had got

1 that I decided I wasn't going to go. Why should I go to
2 a dinner and pretend this was such a wonderful school.

3 **CDP** came to my door and demanded that I get
4 down there because there were some very important people
5 down there. I told him that the children were the
6 important people and that I wasn't going. I slammed the
7 door and we didn't go.

8 I had seen boys shivering with fear, walking about
9 the school petrified out of their minds that they were
10 going to be abused or beaten. I had found condoms in
11 the toilet, sexual connotations everywhere, and full
12 size posters of naked young boys given to them by the
13 older boys in Haig House. These posters offended me as
14 an adult. I couldn't put on the pretence any more.
15 When the boy tried to **CDP** himself, I couldn't take it
16 anymore. The following day I wrote my letter of
17 resignation.

18 Reporting to staff and other agencies.

19 I sent letters to the NSPCC, Social Services, and
20 I copied these letters to the headteacher and **CDP**
21 **CDP**. I had sent letters and had been to see the
22 headteacher, Mr Hankinson, over a long period of time.
23 I was trying to alert him to what was going on. Most of
24 the letters I wrote to him didn't go into any detail,
25 I just said that I needed to discuss with him some

1 rather disturbing statements that were coming from the
2 boys. He didn't answer my letters. In fact, he told me
3 to stop writing him letters and to get on with my job.
4 I never got the chance to tell him about the abuse that
5 was going on. I went to his office on one occasion and
6 threw an envelope on his desk. This envelope contained
7 five filled condoms which had been found in the toilets.
8 I also knew that some of the younger boys from my house
9 were having to report to the older boys for punishment
10 in the toilets at 2.30 in the morning. Social Services
11 never replied to my letter. I know that Mr Hankinson
12 later wrote a letter to all the parents and told them
13 that I had never complained to him.

14 On three separate occasions Ben Philip told me that
15 if I revealed anything that went on in the school
16 I would go to prison for a very, very long time.

17 'The police are my friends', he said. I also have
18 had veiled threats from him. He told me that I should
19 be very careful. He said to me that it was none of my
20 business and that the school had traditions and we have
21 our own ways here. He told me I was walking on very
22 dangerous ground. Nobody else wanted to listen to me.
23 One of these occasions was probably the day after I had
24 been at Stirling police station when I tried to report
25 what was going on. Ben Philip had obviously been told

1 about me going into the police station. He told me
2 again that I would end up going to prison for a very
3 long time and that I was breaching the Official Secrets
4 Act.

5 All I wanted was to share my suspicions with
6 someone. I wanted to talk about it but no one wanted to
7 listen. I approached the school nurse to talk to her
8 about bruises on the boys. She just said she was 65
9 years old and about to retire. She did not want to have
10 a conversation with me.

11 The day after I found the boy at 2.30 am in the
12 corridor facing the wall, I went to see the headmaster.
13 I said that I wanted to discuss this boy. Mr Hankinson
14 just told me that I was the housemaster and I was to
15 sort it out. He wasn't the least bit interested.
16 Following the incident where the boy tried to [REDACTED]
17 himself on Grand Day, I wrote a very detailed report to
18 the headteacher, CDP [REDACTED] and Her Majesty's
19 Commissioners. I didn't ask the boy who tried to [REDACTED]
20 himself why he had done it. It was neither the time nor
21 the place to ask. It was up to others to do the
22 investigation. I thought by putting my report in they
23 would have seen the red light and the alarm flashing.

24 The boy's parents weren't at the Grand Day so
25 I wrote to his father because I knew the report that

1 I had written would be ignored. I got a response from
2 HMCs and I only really remember the tone of the letter.
3 They basically acknowledged my concern and that they
4 would pass it on to the appropriate people to deal with.
5 I never heard any more about it.

6 I know that the headteacher, Mr Hankinson, wrote to
7 the boy's parents to put their mind at rest and that it
8 was just a silly child's prank. He told them that there
9 was nothing to be alarmed about and that their son was
10 a good boy and that he was going to be fine. I got
11 a copy of this letter sent to my house. Ben the deputy
12 housemaster was the only person who showed any concern
13 when I reported that the boy had tried to [REDACTED] himself.
14 He was truly upset.

15 Letter to parents dated 13 December 1991.

16 On 9 December 1991 I sent 57 letters to the parents
17 of the boys in Cunningham House. I still have a copy of
18 this letter. Over the years people have mentioned that
19 I never said anything in the letter about sexual abuse.
20 In the initial draft letter I did, but I did not have
21 any training and I didn't feel brave enough and I didn't
22 know what to do so it was removed. I also didn't have
23 any concrete evidence. I hoped that if I had described
24 everything else in the letter, then the NSPCC and Social
25 Services would come riding in like the cavalry. I would

1 have then had the courage to tell them that I strongly
2 believed children were being sexually abused. Because
3 I would have had all my notes, I could have given them
4 boys' names, details of incidents, times and dates.
5 I had suspicions from about September 1990 that sexual
6 abuse was taking place.

7 I sent the same letter that I sent to the parents to
8 the NSPCC, Social Services in Stirling, various child
9 protection agencies, Westminster and various other
10 places including the school itself.

11 On the morning of 13 December 1991, the letters must
12 have arrived because it was like a bomb had dropped.
13 I could see out of my flat window there were people
14 arriving at the school. There were cars with MoD
15 insignia on the side with important Generals in full
16 regalia. People were dashing around all over the place.
17 The matron came to my door and said she didn't know what
18 I had done but the shit had hit the fan. The whole
19 school was in a complete meltdown and people were
20 running around like headless chickens.

21 Sometimes that morning I got a telephone call from
22 someone who screamed down the phone saying, 'I will kill
23 you' and hung up. I never found out who that was.
24 I got another phone call from two separate parents who
25 thanked me for the letters. One said that he was fed up

1 with his son coming home upset and with bruises. Not
2 long after that, my phone was cut off. I also had some
3 stones thrown at my window. It didn't break, but it
4 made quite a bang and I felt unsafe so that is another
5 reason why I went out in my car.

6 Later that day I spoke to the [REDACTED] newspaper
7 and a reporter appeared within half an hour to see me.
8 I met him in a pub in Stirling and I told him about the
9 abuse at Queen Victoria School, but this time
10 I mentioned sexual abuse. I can't remember the name of
11 the reporter.

12 Forced entry and removal of documentation
13 13 December 1991.

14 The main admin office held the files on all boys and
15 contained all the relevant and confidential
16 documentation. As housemaster I was allowed access to
17 all the files for the boys in Cunningham House because
18 I was responsible for them. I wouldn't be authorised or
19 allowed to see the pupils' records for other houses.
20 I tried on one occasion to get the records for an older
21 boy in Haig House who was bothering some of the younger
22 ones in Cunningham House when they were in their beds.
23 I was refused. I held other files on the boys in my
24 house in my office in a locked cabinet and some would be
25 in my flat if I was working on them. The only people

1 with keys to the cabinet were myself, my deputy
2 David Garden, the headmaster and CDP . I only
3 held documentation for the children that was relevant
4 and current. I would have had all 57 boys' addresses.
5 I had authority to write to parents about very minor
6 issues. Generally speaking, however, any letters of
7 a more serious nature would have to be approved by the
8 headteacher. I know that I broke the rules by sending
9 the letters out to the 57 parents advising them of my
10 concerns.

11 I left my flat to go shopping with my wife at
12 lunchtime on 13 December 1991. My wife had already
13 moved out and there was very little left in the flat
14 apart from the MoD furniture and my boxes containing my
15 documentation. This included a lot of letters and
16 Amstrad computer disks and hard copies of documents from
17 the disk. My computer had previously been taken away
18 and was in our new house. On these disks were the logs
19 I was maintaining of incidents which I was concerned
20 about at the school. These boxes were on the settee and
21 it was my intention to hand these all back to the school
22 three days later when I left. There were also air
23 tickets and cash belonging to some of the boys.

24 When I came back at 5.15, I found that my flat door
25 had been forced open and the boxes on the settee had

1 gone. This contained information I had been recording
2 from March 1990 up to the start of December 1991. There
3 were about eight computer disks which contained my
4 spreadsheet of incidents and copies of letters I had
5 compiled and sent. I immediately went down to find the
6 headteacher and I found Ben Philip in the alleyway.
7 He told me that I was in deep trouble, that I would be
8 going to prison and the police were coming for me now.
9 Just at that point a marked police car and another
10 unmarked car pulled up at my flat.

11 There was a young uniformed policeman in the marked
12 car and in the other car were two plainclothes
13 detectives. The detectives told me that they were
14 special detectives from Edinburgh. I was to pack up all
15 my stuff as a matter of urgency and to load my car.
16 I started to pack and I asked where my documents had
17 gone but they never answered.

18 I then drove my car to Dunblane police station as
19 they ordered me to. In the police station I again asked
20 where my stuff was and I told them about the serious
21 abuse that was going on in the school. I was taken up
22 a spiral staircase by the detectives and went into
23 a room. The detective told me that I must never return
24 to the school. He had a copy of the letter that I had
25 sent to the parents. He appeared to read the letter but

1 not to the end because it was four pages long. He then
2 repeated that I should never ever return to
3 Queen Victoria School.

4 They didn't take any notes and the only message
5 I got was that I was to get out of the school and not go
6 back. He asked where I was going when I left the police
7 station. I told him I was going to head to my new
8 house. He suggested that I get a bed and breakfast
9 nearby. I was only in the station for a matter of
10 minutes. I was never cautioned or charged with
11 anything. I got the impression they were just there to
12 try and frighten me. I don't recall any mention of the
13 Official Secrets Act. Both these detectives seemed to
14 be quite panicky and desperate to hurry me out of the
15 school and then away from the police station.

16 Reporting to the police.

17 My first contact with the police would have been at
18 Dunblane police station in 1990. I went in and I told
19 the officer at the front counter that I wanted to have
20 a word with him about the mistreatment of boys and the
21 physical abuse at Queen Victoria School. At that time
22 I couldn't handle the idea of the sexual abuse aspect so
23 I didn't mention it. He asked me for the names of the
24 boys but it was too difficult for me to say the names.
25 I gave him examples of the types of abuse. I really

1 wanted someone to listen to me and in a way it was
2 a test to see how the police would react to the
3 information that boys were being seriously brutalised
4 within the school. The word brutalised was the right
5 word to describe it. I can't recall if I used that word
6 to the police or not. He said that he would take a note
7 of it and I left. I never heard any more about it.

8 The next time I went to the police was to the
9 Stirling police station. I actually went in twice.
10 I can't remember if it was before or after I had handed
11 in my resignation. I wanted to find out about the
12 rights of children because it seemed to me the children
13 did not seem to have the right to complain. The boys
14 thought complaining was a weakness and only fools
15 complained. They said they were tough, strong and were
16 killing machines and could handle themselves and didn't
17 need to complain. I was telling them that they did have
18 a right to complain so I was trying to get answers for
19 them. At the police station the police officer wrote
20 stuff down on his book that was on the desk and I don't
21 know what he was writing. He said that someone would
22 get in touch. I never heard anything from the police.

23 The second time I went into Stirling police station
24 was about three months later. I went in armed with
25 documentation, notes, letters and names. I am not sure

1 of the date but it was definitely before I left
2 Queen Victoria School in December 1991. I never got
3 a chance to give them all the details about what
4 I thought was going on in the school. I never actually
5 got a chance to mention about sexual abuse. Again
6 I left and no one ever got back to me.

7 In 2005 at my request, the police came to see me.
8 For that purpose, I composed a statement. It is titled:
9 Glenn Harrison statement to Central Scotland Police with
10 regard to the allegations of abuse of boys at the
11 Queen Victoria School. Although I gave this statement,
12 the matter wasn't pursued. I subsequently complained
13 about my dealings with the police and as a result the
14 police came to see me again in July 2015. This led to
15 further dealings with the police investigations and
16 Review Commissioner.

17 I was subsequently again seen by the police about 14
18 months ago. I gave names to the police then. I never
19 did get any feedback from the police.

20 I told the police when I was interviewed 14 months
21 ago that they should get the list over the years back to
22 the 1960s to 1970s of all the Commissioners involved
23 with the school. I told the police that they should
24 locate and speak to these Commissioners as they may have
25 information which may help their enquiry. I have no

1 evidence to suggest that they were involved in any of
2 the abuse that I suspected was going on."

3 My Lady, I propose to resume reading at paragraph 72
4 of the statement.

5 LADY SMITH: Thank you.

6 MS BENNIE: "Other action taken after 13 December 1991.

7 I know there was an inspection of the school carried
8 out by Her Majesty's Inspectorate of Schools in 1992.
9 I was not sent a copy of this report but I have read it.
10 This report only looked at bullying in the school and
11 the issue of sexual abuse was not investigated. There
12 was also an MoD investigation and a subsequent police
13 investigation. I was never consulted to give any
14 information or statement for any of these
15 investigations.

16 I have provided the Inquiry with a letter I sent to
17 the Chief Inspector of the Scottish Education Department
18 dated 8 February 1992. The purpose of this was to offer
19 some explanation as to why I felt it necessary to inform
20 parents directly of the underlying reasons of my
21 resignation from QVS. In this letter I said that I did
22 not agree with the ethos of the school and that the high
23 level of bullying and vandalism was making so many of
24 the boys unhappy. I also made comments about the
25 governance of the school and the absence of a parent

1 teacher association or body of elected governors.
2 Instead there was a group of appointed Commissioners who
3 I believe had no vested interest in the boys. I stated
4 it was almost impossible to have a serious discussion
5 with any of the Commissioners."

6 My Lady, I propose to resume reading at
7 paragraph 76:

8 "I explained that I found it difficult to write
9 a letter of this kind without giving the impression of
10 personal condemnation of the headmaster. The headmaster
11 was very kind and supportive in many ways but was very
12 difficult to talk to, however. When I did explain to
13 him my concerns, he just said I was perhaps
14 inexperienced and didn't understand the ways of QVS.
15 I made the point that the headmaster should be a good
16 listener but I was always seen as intruding and what
17 I was saying was being played down. When the boy tried
18 to ██████ himself, the headmaster's reply was written, and
19 played down the situation. I said that all threats of
20 suicide must be taken seriously. I expressed many of my
21 fears to the head, not just bullying, but he just
22 treated me as some sort of nut.

23 I also felt there was a complacency about bullying
24 amongst staff and that I was viewed as being some
25 oversensitive and sensational outsider. It was like

1 I spoke a foreign language. All my senses were telling
2 me that there was something seriously wrong, although
3 I often doubted myself. As far as bullying was
4 concerned, in my view staff had become hardened over the
5 years and in some ways isolated and safe from the normal
6 school regulations. They seemed to be saying that this
7 was an MoD school and they had different rules here.
8 When I shared my fears with staff, the common room
9 answer was that bullying took place in all schools and
10 that I was new and did not understand. Some staff knew
11 of my intentions to send letters to parents and
12 approved.

13 With regard to complaining, I put up my own clear
14 guidelines for boys to complain and included the
15 Childline telephone number. These were torn down
16 several times. The school, in my view, had existed as
17 a closed system for 84 years. A change at fundamental
18 level was needed, but using normal methods this seemed
19 impossible. I believed the situation was serious and
20 I endeavoured to do something to ensure that
21 an independent inquiry took place and would make the
22 school a happier place for generations of boys in the
23 future. I believe that this would never have happened
24 at an ordinary comprehensive school. It seemed to me
25 that at QVS boys were just one of those inconveniences

1 or unnecessary evils in between the pipe band and the
2 other PR exercises. A common saying among the staff was
3 that QVS was a pipe band with a school attached to it.

4 On the final page I say I wanted to make the reason
5 for my resignation clear, meaningful and useful. My
6 decision to write the letters to the parent was the most
7 important decision of my life. I considered the worst
8 possible consequences but still felt compelled to act on
9 behalf of the boys. Personal egos and careers are not
10 important when it comes to the care and welfare of the
11 boys. I had to risk all to follow my values. My family
12 were supportive of my stance. We had read newspaper
13 reports about longstanding abuse in institutions and
14 questions being asked about people not speaking out.
15 QVS was a closed system so there was no one you could
16 tell. Had there been a body of governors or a parent
17 teachers association, then the allegations would have
18 been at the top of the agenda. Parent involvement in
19 the school was minimal. I suggested the formation of
20 a PTA to one of the parents and to the staff. The
21 parent didn't reply and the staff treated my suggestion
22 with disdain.

23 Those who knew me in the school would know that the
24 letter to the parents was written in good faith and not
25 with any malicious intentions just because I was leaving

1 the school. It would have been much easier for me just
2 to leave and forget the school entirely. If I caused
3 suffering amongst the staff, it has also been caused to
4 me. The stress has been almost unbearable. If
5 necessary changes were made as a result of my letter,
6 then the end justified the means. I have never done
7 anything like this before in my life and would hope to
8 never have to do so again. I told them that I didn't
9 regret the decision. The situation was extreme and
10 something had to be done to safeguard the basic human
11 rights of the boys. I explained my case that I was
12 happy to put it in print, in black and white, because
13 I had nothing to hide. It was clear that I had nothing
14 to hide or to be ashamed of.

15 I have also provided the Inquiry with a letter
16 I obtained after I left QVS. This letter was sent out
17 by the chairman of Her Majesty's Commissioners to the
18 parents I had sent letters to regarding my suspicions of
19 abuse. In this letter he stated that it would be wise
20 to initiate an independent inquiry.

21 I contacted Jim Wallace MP who took my case on for
22 me and he asked what happened to all the documents that
23 were removed from my flat on 13 December 1991 but he
24 never got the answer. The school told him that I had
25 never complained to them of anything. He was also told

1 that it was not the school but it was Central Scotland
2 Police who broke down my door.

3 I made a complaint to the Police Standards in 2015
4 in Alloa.

5 In the document titled Glenn Harrison testament to
6 SCAI May 2017 Elgin I have detailed a number of
7 anonymous calls I received in the late '90s. Some were
8 from former pupils, parents and journalists. What
9 I know now is a combination of what I saw, heard and
10 overheard when I was a teacher at QVS and after I left
11 what other people have told me. This supplemented what
12 I had already seen or was suspicious of. In this
13 document, amongst other things, I have detailed a number
14 of these calls."

15 My Lady, I resume reading at paragraph 93:

16 "Since I left Queen Victoria School I have done
17 a lot of research and I have come across many stories
18 similar to mine where child abuse and child trafficking
19 is covered up and organised by secret societies. At
20 Queen Victoria School, for example, the Masonic
21 influence was very powerful indeed and extended to the
22 higher echelons of the national government. If this
23 issue of the involvement of secret societies to cover
24 over child abuse is not seriously addressed the security
25 of our children in institutions of care is seriously at

1 risk.

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

4 I believe the facts stated in this witness statement are
5 true."

6 My Lady, the statement is signed and it's dated
7 13 December 2017.

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

9 'James' (read)

10 MR BROWN: My Lady, thank you. The next statement is
11 document WIT-1-000000447. It is the statement of
12 'James', who was born in 1974 and who attended the
13 school between 1985 and 1992.

14 "I can remember living with my parents in Germany
15 when I was about three or four years old. Both my
16 parents were in the Armed Forces. My dad was a Scottish
17 soldier and my mum was also in the army. She left the
18 service when she was pregnant with me. My dad remained
19 in the army in Germany until I was 15 years old.

20 I went to a few British schools in Germany including
21 one in Dortmund. I was a bright lad, I was a year ahead
22 in all my studies and the school advised my parents that
23 as I was ahead of the curve they might want to get me
24 into a boarding school and get that extra education. My
25 dad would get posted to a new location every three or

1 four years so disruption to education was also very much
2 in my parents' minds. That, combined with seeing Forces
3 children coming back to Germany from boarding schools
4 and playing cricket, which I didn't otherwise see in
5 Germany, made it an attractive idea to me even at that
6 stage.

7 There was a very consultative process with my
8 parents. It was a collaborative choice for me to go to
9 boarding school. It wasn't that I was going off because
10 I was unwanted. I remember looking at all the brochures
11 for the different schools and rejecting ones I didn't
12 fancy going to. I was front and centre involved in
13 deciding the type of school I went to.

14 There was an exam to get into Queen Victoria School,
15 which I passed, and there was a visit like an open day
16 which I went to when I was 10 years old. I remember the
17 sound of the pipes and drums. There was a lot of noise
18 and activity. I was shown the dormitories and I met the
19 head of my house. It was after that that it was agreed
20 that the school would take me and we decided I would
21 attend the school. It got real for me then. I remember
22 the decision resting on me. My parents were keen for me
23 to go to Queen Victoria School and there was a sense of
24 wanting to please my parents.

25 In hindsight I think it was ridiculous for

1 a 10-year-old child to make decisions about their
2 long-term education."

3 Moving on to paragraph 16:

4 "I went to Queen Victoria School when I was 10 years
5 old. I remember my parents dropping me off on my first
6 day with my brown leather satchel. I was quite
7 wide-eyed. I was in shock thinking what's going on?
8 The first few days were about getting you to learn the
9 rules. You were away from home and you had to stand on
10 your own two feet. It was a very military approach."

11 My Lady, the witness then talks about the routine
12 and I would move on to paragraph 27:

13 "Washing and bathing.

14 We would wash in the morning when we got up and we
15 had a shower in the evenings. I would say that the
16 school was more concerned with the appearance of
17 cleanliness than actual cleanliness. I remember going
18 home and my mother hitting the roof because of the grime
19 on my civilian clothes. We had to wash our civilian
20 clothes ourselves at school and we used to ring them out
21 through an old-fashioned wooden mangle. We were not
22 supervised when we were doing this and at 10 years old
23 I was not very good at doing washing. That's not what
24 they had told my parents. They told them my clothes
25 would be getting cleaned. All the school uniform we

1 were provided with went to a laundry.

2 There were about six showers and there was no
3 privacy at all. All the kids were trying to use the
4 showers at the same time. The teachers by and large
5 didn't come into the showers, with the notable exception
6 of Ben Philip. I remember boys putting a bench up
7 against the door to try and stop him coming in."

8 Moving on to paragraph 36:

9 "I had a close circle of friends. I was with them
10 basically right through my time at
11 Queen Victoria School. It wasn't all bad living at
12 Queen Victoria School. I had a lot of good friends
13 there and while there were some aspects I didn't look
14 forward to going back to after the holidays, I was
15 always dying to get back to see my friends. That made
16 up for the bad stuff."

17 The witness continues talking about cadets and
18 travels, as well as schooling, and I would commence
19 again at paragraph 50:

20 "Although I had gone to Queen Victoria School
21 because I had excelled at primary school in Germany,
22 I quickly floundered. I lost a lot of momentum. I lost
23 a lot of self-confidence. The subjects I was studying
24 weren't ones I was interested in like geography and
25 history.

1 My success or otherwise at secondary school depended
2 on the teachers I had. My modern studies teacher was
3 the only one who gave me a voice. Some of the teachers
4 would squash any signs of individuality as soon as they
5 saw them. I started losing faith in myself. There were
6 periods when I was isolated and I couldn't phone home to
7 speak to my parents. I started acting up. I would make
8 loud comments and the teachers started referring to me
9 as the one with the loud voice. This was picked up by
10 some of the other boys. I started getting into more and
11 more trouble.

12 I think the loss of self-belief was happening all
13 over the place because in Trenchard House I was aware of
14 some boys self-harming and getting into trouble on
15 a more serious scale. There were a handful of boys who
16 did this at the same time. The self-harming cuts were
17 clear as day. You saw it and people talked about it.
18 I can't remember how many boys in total were doing this
19 or how often. It seemed to be happening in
20 Trenchard House and I was in Cunningham House. You have
21 to remember that some of those boys had been put there
22 by their parents as if they were unwanted. If they got
23 themselves into big enough trouble, they would get
24 expelled. For example, some boys broke into the tuck
25 shop and were expelled.

1 Looking back I feel that the education I had was not
2 fit for purpose for me. It wasn't broad enough. It
3 wasn't eclectic enough. It didn't take into account
4 some of the naturally academic passions that I might
5 have. It was very prescribed. As with all things in
6 life, if you're not enthused about something you're not
7 going to do well in it and so there would be different
8 outcomes depending on what kind of person you were.
9 A good friend of mine, his great passion was for all
10 things outside the education system. He was interested
11 in things that were outside the school curriculum but he
12 knew that he would never sit an exam in those things so
13 the education system failed him. But for those who had
14 more traditional interests, for example those who loved
15 Latin, then the system worked just fine for them. The
16 teachers could tell from year one what you were going to
17 be like. They had an attitude."

18 Moving on to paragraph 55 and religious instruction:

19 "Sunday at Queen Victoria School was the traditional
20 day of rest. If you were a Protestant you would go to
21 the school chapel where Mr Silcox would give a service.
22 If you were Catholic, you had to walk to the local
23 Catholic Church in Dunblane.

24 There was a sectarian divide at the school. That
25 was the general attitude in Scotland at the time and it

1 permeated through every element of society and so it
2 permeated through the school as well. I was not used to
3 that, having grown up and attended school in Germany.

4 The local Catholic priest would come up to speak to
5 us but he would sit and stare at us like we were
6 demented because some of the boys were quite rude to
7 him, acting like monkeys. He moved on, and then there
8 was another priest who came in, but after a while these
9 visits eased off and stopped."

10 Moving on to paragraph 62:

11 "Bed-wetting.

12 That happened a lot to some children but it wasn't
13 an issue for me. I think it was mainly because of
14 stress and homesickness. It was not dealt with very
15 sympathetically at all. In some cases it continued up
16 until people were 15 or 16 years old. I remember one
17 lad who was always getting ripped into for it by the
18 other boys. It wasn't particularly malicious and you do
19 learn to toughen up but I remember thinking how
20 difficult it must have been for him. He wasn't a friend
21 of mine but I felt compelled to speak to him about it,
22 but he was just resigned to his lot. I remember how
23 miserable he was and in hindsight there was clearly
24 something wrong there. The school had known about it
25 all the way up from primary school. Just being there

1 without doing anything made me feel guilty about what
2 was going on. My one redemption was the time I tried to
3 speak to him. I just tried to ask him about how he was
4 feeling.

5 There was a house matron for each house. The
6 Wavell House matron was a battleaxe. I can't remember
7 her name. She didn't have any patience for the kids,
8 especially bed-wetters. I suppose it meant extra work
9 for her.

10 Boys did run away. I ran away once when I was about
11 15 or 16 years old. I lasted until about 3 am but then
12 it was too cold so I went back to the school.
13 Ben Philip was asking where another boy was and they had
14 to go out looking for him. I was taken into
15 Ben Philip's flat, which I was very nervous about, but
16 nothing inappropriate happened there as I wasn't
17 a little boy any more. They found the other boy and
18 brought him back.

19 My parents visited me once at the school in seven
20 years. I didn't get any other casual visitors either.
21 My parents did pick me up from school to begin with but
22 by the time I was 14 years old I was getting the train
23 and getting planes by myself. I had two lives. I had
24 my life at home with my family and my life back at
25 school. The two were completely separate.

1 I am not aware of there being any external
2 inspections of the school but I was aware of occasional
3 external visitors. I knew when there were external
4 visitors at the school because the teachers wore their
5 best suits."

6 Moving on to paragraph 71 and discipline:

7 "If you didn't follow the rules at
8 Queen Victoria School they used corporal punishment. It
9 was at the school that I was first confronted with the
10 plimsoll as a means of dishing out punishment. The
11 teachers had a choice of items they could use until
12 corporal punishment was outlawed but the plimsoll was
13 the go-to implement in primary school. They had the
14 tawse which was available as a wide strap or a narrow
15 strap. I never got the tawse but I certainly got the
16 plimsoll.

17 There was an orchestrated campaign of hitting
18 primary school children called the Blitz. They would
19 inform us in advance when it was a Blitz. You had to
20 make sure you didn't put a foot wrong or you would get
21 hit with a plimsoll. In the mornings and in the
22 evenings we would get inspections of our kit and if
23 anything was wrong we would have to changed into our
24 rugby shorts, go downstairs to the main office, join the
25 queue and just get hit. That's how it was. It was

1 bizarre. The first time I got hit I was asked
2 a question and because I was panicking I didn't know the
3 answer and got sent to get hit anyway. I was very
4 scared after that and tried to be perfect with my
5 belongings thereafter.

6 A Blitz happened whenever the teachers thought the
7 house standards were falling. If one dormitory failed
8 an inspection and then another dormitory failed
9 an inspection you got the idea that a Blitz would be
10 coming. The teachers would rag everyone with
11 inspections for two or three days and aim for the
12 miscreants who would then get a smack with the plimsoll.
13 Then it would calm down again and go back to the normal
14 routine with inspections once per week. This type of
15 thing happened quite often and at the time it was
16 perfectly legal.

17 A lot of the supervision in the secondary school was
18 handed over to the senior boys. The senior boys who
19 were supervising were called prefects and there were
20 prefects from every year. There were three seniors who
21 were like head boy, they were called monitors, with one
22 senior monitor. At meals the monitors would sit with
23 the master who was on duty at the top table that was set
24 about two feet off the ground at the front of the hall.

25 The monitors and prefects had a range of punishments

1 that they could give out which were sanctioned by the
2 masters. To be fair, it worked quite well. I don't
3 have any recollections of monitors or prefects being
4 abusive.

5 If you got pushed by prefects as I did, it wasn't in
6 the form of a beating or anything like that. You would
7 be given one of two days where you would have to get up
8 at 6 am and get dressed in sports kit and do
9 cross-country running. Even though it might sound quite
10 benign to go for a run at 6 am I can tell you it is not
11 pleasant when wearing shorts and T-shirt in the depths
12 of a dark cold Scottish winter. The prefects could also
13 order to you to clean tables and things. The teachers
14 were more involved with the more serious things.

15 By the time I got to secondary school, the corporal
16 punishment that I had had in primary school had been
17 outlawed. The punishment we got instead was detention.
18 Detentions could be quite hefty, with the requirement
19 not leave the school at all or having your pass revoked.
20 There was no more corporal punishment after it was
21 outlawed.

22 For a while after corporal punishment was outlawed
23 there was a bit of a breakdown of order at the school.
24 Things got a little bit rowdy for a while but they
25 calmed down again.

1 Abuse at Queen Victoria School. Most of the sexual
2 abuse I suffered occurred in the first year. After that
3 it was mainly violence for six years.

4 As I found out, if you were sensitive, even if you
5 tried to avoid trouble, you were picked upon, you were
6 an easy target. If Ben Philip picked up that you needed
7 affection, that's when he would pay attention to you.
8 If you tried to avoid trouble, other boys picked up on
9 this. If you had sweets, other children would be all
10 round you pressuring you to give the sweets up.

11 The very first rule that was taught to me informally
12 was: don't sneak. Whatever happens, you don't tell.
13 That was a rule that I was taught by the teachers as
14 well when I was only 10 years old. It would have been
15 the housemaster who told me this. Even a good teacher
16 like QYL said that too. The only one who
17 didn't say that was Graeme Beattie. I was a sensitive
18 kid so it was natural for me to say something if
19 I wasn't happy about something that was going on. But
20 the teachers made it very clear that you don't sneak.
21 It wasn't just something as mild as not telling tales
22 that they meant by this. If you were getting bullied,
23 then you would be expected to fight back and not to say
24 anything. I don't know why the teachers were like that,
25 maybe they couldn't be bothered dealing with problems

1 but as a general rule they were complicit in the
2 undercurrent of not saying anything.

3 I remember one teacher saying if you have something
4 you need to get sorted out, you go down to the magic
5 circle and you sort it out down there. I can't remember
6 which teacher said this. It wasn't said to me directly.
7 It was said to a larger group of boys following
8 an altercation between two other boys. The magic circle
9 was a clearing down in the woods behind Wavell House.
10 If you had a dispute with someone you were pressured to
11 go to the magic circle and fight the other lad in front
12 of everyone else. The teachers knew this happened and
13 they did very little to prevent it happening. If you
14 were challenged, you were compelled to go. If you
15 didn't, the other boys would give you a hard time over
16 it.

17 I remember cleaning a dining table in the main
18 dining hall. When I was doing that, some older lads
19 made me fight another lad in the dining hall. I can't
20 remember the name of the other lad I was made to fight.
21 I can't remember the names of the older boys. I broke
22 my finger, I dislocated a knuckle. Obviously there was
23 the policy of don't sneak and that was encouraged by the
24 older pupils at the table. I was trying to carry on
25 with my cleaning duties lifting piles of plates, however

1 I couldn't support the weight of the plates I was
2 carrying and they all fell on the floor and broke.
3 I got more grief for that. I went to the hospital in
4 Queen Victoria School first. Then I got taken to
5 Stirling Hospital to get the bone reset. I can't
6 remember who took me there but I remember they told the
7 hospital staff that I had been fighting with another
8 boy. My knuckle is still out of alignment to this day.
9 It cold weather it aches and it is stiff to move.

10 I think there were a number of boys who were abused
11 by Ben Philip in his classroom. He was my teacher in
12 Primary 6. Ben Philip joined the school after working
13 in a Young Offender Institution. I remember he
14 mentioned this when telling us some moral story in the
15 chapel once. Ben Philip was white, about 5 foot 9
16 inches tall, he had dark oily slicked back hair and
17 a massive handlebar moustache. He had a friendly
18 demeanour and dressed smart. He is dead now.

19 I was abused by Ben Philip from the age of 10 or 11.
20 I would get called to his desk and he would put his hand
21 up my shorts at the back and sides and down my
22 waistbands. He would call each boy in turn over to his
23 desk one at a time to read to him. He was sitting down
24 and no one else could see what he was doing. When he
25 called other boys to his desk to read to him, I couldn't

1 see what he did to them.

2 He used to lift up my shirt and put his hand down my
3 trousers. It was totally inappropriate. He didn't
4 touch my genitals but he almost did. It was like he was
5 trying to see how far he could go, to see what he could
6 get away with before I would start pulling away. I was
7 too young to understand what was going on. In hindsight
8 it was totally abhorrent.

9 I remember one occasion when Graeme Beattie, the
10 other Primary 6 teacher, came in through Ben Philip's
11 classroom door. I was standing at Ben Philip's desk.
12 I think Graeme Beattie might have clocked what was going
13 on. Ben Philip attempted to tuck my shirt back into my
14 shorts but my shirt remained ruffled as I went to sit
15 down again at the back of the classroom. I remember
16 after that incident I thought it was strange that
17 Ben Philip's classroom door was kept open after that.
18 I do not know who authorised that. I am almost certain
19 that the other staff knew what he was like. However
20 there wasn't any investigation or anything at the time.
21 No teachers ever took me aside and asked me if anything
22 had happened in his classroom.

23 Ben Philip's nickname was Bender. I know now that
24 the word has negative connotations but back then
25 I thought he was called Bender because he used to bend

1 the slipper before he hit you, but he was called that
2 because of the sexual inference. Everyone knew his
3 nickname was Bender, including all the other teachers.
4 I believe they were all complicit in allowing him to do
5 what he did. It was only innocent naive children like
6 me who didn't know what Bender meant.

7 Ben Philip would concentrate on newcomers, pupils
8 who were missing home, those who needed attention.
9 There were two Primary 6 classes. If you went into the
10 other class you were okay, but if you were in his class
11 you were abused. It was pure luck, plain and simple.
12 I just had bad luck. I went to a different teacher in
13 Primary 7 but Ben Philip was still involved in dealing
14 with us. He would take charge of us at the swimming
15 pool. He would make us change and get dried off in
16 front of him and he would make us shower in front of
17 him. I remember after showering he told us not to use
18 our towels and to rub ourselves dry with our hands. He
19 would also stand really close to boys of any age. It
20 would be to the point that the tip of his nose was
21 almost touching you. He would walk towards the boy of
22 his attention and force him back literally into
23 the corner simply by being in close proximity to the
24 boy's face. That was his standard practice. You could
25 feel his breath on your face and he visibly enjoyed it.

1 Ben Philip headed up the senior pupils in
2 Haig House, the pupils in Secondary 4, 5 and 6, although
3 not many pupils stayed on to Secondary 6. I can
4 remember one night in bed when I was 11 years old I felt
5 like I was being touched. It felt like I was being
6 rubbed over the covers. I almost knew he was there.
7 I could sense his presence. I opened my eyes and
8 I could sense that he was somewhere in the shadows.
9 It's difficult to explain but I suspect he ducked, moved
10 into the shadows or just stayed motionless. For me it
11 was an isolated incident. I seem to recollect he was
12 unusually on duty in Wavell House that evening. I think
13 he was filling in for another teacher. I didn't see him
14 but I just felt it was him. I can't describe it any
15 more clearly than that, but it was him. I don't know if
16 he did this to any other boys. I didn't know what was
17 going on and I didn't know how to discuss this.

18 I remember sitting at the age of 16 talking to one
19 of my old school friends who had been in the other
20 Primary 6 class and him being outraged when he heard
21 what happened with Ben Philip because he didn't know.

22 Ben Philip was a very charismatic man, he was
23 a religious man, he could easily have been a man of the
24 cloth. I remember him mentioning that he was from
25 a religious family. He used to deputise for Mr Silcox

1 at church services but actually he was a very bad man.

2 I don't know how long I was at Queen Victoria School
3 before Ben Philip started abusing me. I think it was
4 when the USA bombed Libya, which made me feel quite
5 insecure. His abuse of me was definitely done in
6 stages. He would touch my leg a bit and then progress
7 a bit further. There was something that happened that
8 made him stop, I think it was that interruption by
9 Graeme Beattie in Ben Philip's classroom. Ben Philip
10 was still doing other things after that, though. He was
11 still watching boys in the showers and getting too close
12 to them.

13 I was aware of my housemaster at Cunningham House,
14 Mr Glenn Harrison, being removed from his post following
15 his making a statement about allegations of bullying and
16 sexual abuse at the school. His allegations included
17 the alleged involvement of VIPs and Masons. He claimed
18 children were being ferried away. He felt there was
19 a high level conspiracy that everyone was involved in.
20 My response to that at the time was that I was mystified
21 by the allegations he was making. These certainly
22 weren't my experience but those were the allegations he
23 went public with. I am not debunking what he said but
24 as someone who was there at the time that is not
25 something I would identify with. I only know for

1 certainty what happened to me.

2 However, I do remember my friend, a prefect, being
3 questioned by Mr Harrison about his friendship with
4 another pupil. My friend told me he was accused of
5 being inappropriate for having a younger pupil in his
6 room. My friend was very upset about the allegations
7 being made by Harrison and he moved out his single room
8 on the right of the dormitory into the main dormitory.
9 I got to move into his room. My friend was placed in my
10 old bed at one end of the dormitory and the younger
11 pupil he was accused of being inappropriate with would
12 have been at the other end of the dormitory.

13 If there was any other sexual abuse in
14 Queen Victoria School, I was not aware of it.

15 There was an incident when a boy threatened to stick
16 a knife in my leg because I was Catholic. I think I was
17 in Secondary 4 and he was in Secondary 6. He was two or
18 three years older than me and he was an Orangeman
19 through and through. He confronted me in my bed-space
20 in the dormitory. He pulled a Skean Dhu out of his sock
21 and pinned me up against the wall, held the tip to my
22 thigh and threatened to stab me. It was all pretty raw
23 stuff for me. I hadn't experienced anything like it in
24 my life before I came to Scotland. I had been brought
25 up in Germany with a Scottish father and a Welsh mother.

1 The boy went on to become an officer in the parachute
2 regiment. I didn't report the boy's behaviour to
3 anyone.

4 Another time the same boy gave me a leathering with
5 snooker balls. I think that was also when I was in
6 Secondary 4. He was playing snooker with a friend and
7 he said something to me so I said something back. The
8 next thing I knew I was hit by a snooker ball, then
9 another, and another. He hurled them at me with full
10 force. I was on the floor after the first one. His was
11 not the kind of anger of boys having fistfights. His
12 was something darker.

13 Fistfights were not uncommon amongst pupils. The
14 more things fell apart for me as I got more angry and
15 frustrated I got into more fights. They were fistfights
16 not leatherings that would put people in hospital. It
17 was always with people who were as aggressive as I was.
18 I never got involved in a fistfight with anyone below my
19 year group or above my year group. It was like this in
20 every school year and there was a pecking order in each
21 school year where people would give you space depending
22 on how you had exerted yourself. That's the way it was
23 for most people, but you did tend to grow up and the
24 older you got, the more you could see it wasn't worth
25 bothering about. Ever since I have struggled with

1 managing my aggression and dealing with aggressive
2 situations with people outside my family unit.

3 The QTR [REDACTED] from the Scots Guard was very
4 aggressive. We used to make a ball out of socks and
5 garters. You get quite inventive in a boarding school
6 situation. Me and a friend were kicking this ball about
7 indoors and the QTR [REDACTED] came along and said we
8 couldn't play there anymore. I can't remember if I was
9 cheeky but he was nose to nose with me. The QTR [REDACTED]
10 QTR [REDACTED] was 6 foot 1. I am 5 foot 8.

11 The QTR [REDACTED] grabbed me and ripped my shirt
12 open, ripped the front clean down the middle. He did it
13 in a fit of temper. He told me to go and cry to matron
14 or whatever I wanted to do. I was worried about how
15 I was going to pay for a new shirt because I didn't have
16 any money. I did go to the matron but the QTR [REDACTED]
17 QTR [REDACTED] had already gone and spoken to her and told her
18 that he had gripped me just a little too tightly and the
19 shirt had given out in his hands. The matron issued me
20 with a new shirt without change.

21 Another time I made a noise outside the gym, which
22 was being used as an exam room. I was about 12 or 13
23 years old and I didn't know there was an exam going on
24 at the time. As I sat in a wooden bench watching TV
25 an older lad who had been sitting the exam came in and

1 repeatedly punched me. I remember reporting it to my
2 housemaster, who told Ben Philip, but nothing came of
3 it. I can't remember who hit me.

4 When I was about 15 years old I was on a trip to
5 Bisley. I was competing in the school target shooting
6 competition. At that time the Guard's depot was at
7 Pirbright and we were put into Pirbright Guard's depot
8 because the **QTR** had just retired from the
9 Guards. We were in a pub having a pint. I suppose most
10 of the lads thought it was great to be doing that but
11 I didn't feel comfortable being there so I went back to
12 the camp early and alone. The guard at the checkpoint
13 asked me for identification and I explained I was from
14 QVS and that we were staying on the base. At that point
15 the guard went into the guardroom and said, 'I've got
16 him', and then they chucked me in jail with proper
17 holding cells for military personnel. They took the
18 shoelaces out of my trainers. I was scared witless.
19 I was put to work late at night. I was given a buffer,
20 an old-fashioned floor polisher, and told to polish the
21 floor but not to wake any prisoners. I was petrified.
22 The skin came off the palm of my hands because I was
23 gripping the buffer so tight. The cells were filled
24 with drunks. I found them intimidating even though some
25 were asleep.

1 I came to the end of the corridor I was polishing
2 and the guard NCO called me over and said, 'Well done.
3 Welcome to the real world' and he gave me my shoelaces
4 back. I was profoundly upset when I left. I was
5 miserable. I went back to my sleeping quarters.
6 Nothing like that happened to any of the other boys
7 coming back from the pub. The next day when the
8 **QTR** found out he just laughed.

9 By the time I got to Secondary 4 and Secondary 5
10 I had lost interest in school. My father is the type
11 who put great store on achieving high grades but my
12 parents were not present enough to see what was going
13 on, but nor did my parents ask why their bright boy was
14 achieving lower and lower grades and was constantly in
15 minor trouble.

16 There was a lot of general verbal abuse at
17 Queen Victoria School. Teachers would say, 'Sit at the
18 back, you'll never amount to anything', and this was
19 said to other people, not just to me. I think
20 I realised how bad things were in Trenchard House when
21 I saw that people were self-harming and doing other
22 things that seemed way over the line, such as breaking
23 into the house tuck shop and stealing food. The way the
24 school dealt with pupils displaying this type of
25 behaviour was just to get rid of them, to expel them.

1 There was no underlying attempt to deal with any of the
2 issues.

3 I remember a guy at the school for a few weeks in
4 Primary 6. He was a latecomer and he didn't join the
5 school at the start of the year. I remember his mother
6 brought him to the school and just left him there. He
7 was a troubled lad. He was in the bunk bed next to me.
8 He was a bed-wetter and he also drew all over his bunk
9 bed with a marker pen. The housemaster just lost
10 patience with him one day and shouted at him, 'You're
11 a disgrace to your father and his regiment'. I was in
12 my bed but I could hear the whipping noise and the cries
13 out in the hall. It sounded like a belt he was being
14 hit with. I covered my ears to try and block out the
15 sound of his screaming, the housemaster shouting and the
16 noise of the striking. The boy returned to his bed and
17 I could hear him sniffing and crying. Shortly after
18 that incident he was removed from the school.

19 The French teacher could be very cutting with his
20 words depending on whether you were good at French or
21 not. He was a typical example of the kind of teacher
22 who could write off a lot of people and just concentrate
23 on a few.

24 There were other teachers who were a bit more
25 obvious in their disdain of some pupils but so much of

1 that is probably true of life in general and is probably
2 true of other schools.

3 Reporting of abuse at Queen Victoria School.

4 When I was about 15 years old I started having some
5 troubling thoughts and I went to speak to Mr Silcox.
6 I subsequently found out that these thoughts were
7 related to obsessive compulsive disorder and I do not
8 wish to expand upon that. I went into his office and
9 spoke to him and alluded to the fact that Ben Philip got
10 too close to the boys. He nodded and adopted
11 a contemplative expression as if to say 'that makes
12 sense to me'. There was no further comment about this
13 and Mr Silcox did not make any notes. Mr Silcox advised
14 me to pray to get support.

15 Because of the times and the school's attitude of
16 not sneaking, abuse wasn't something that was openly
17 discussed with the teachers. Later on amongst the lads
18 it was discussed but no formal reports were raised that
19 I was aware of.

20 There was one time I was discussing abuse with my
21 friends, some of what they were saying was similar to
22 what I experienced in Ben Philip's classroom. One of my
23 friends said that Ben Philip would use innuendo to try
24 and determine which pupils in the class were sexually
25 aware. My friend made reference to Ben Philip's use of

1 the word 'shaft' in conversation. By chance, Ben Philip
2 overheard us. He came round the corner and had
3 a visibly crestfallen demeanour. He knew what we had
4 been discussing. He knew what we knew. He was not
5 a happy man at all but there were no repercussions about
6 that. I don't think there was any parental awareness of
7 the abuse at that time. I didn't discuss it with my
8 parents or with my siblings when I was home.

9 Leaving Queen Victoria School.

10 I remember the guys I was hanging about with were
11 either expelled or they left having been more
12 academically successful than I was. When I realised
13 that I tried to step things up a gear in terms of my
14 performance at school. I did try again with my GCSEs in
15 Secondary 5 but by that time I really couldn't wait to
16 leave Queen Victoria School.

17 There was nothing particularly memorable about
18 leaving the school. I just packed my bags for the last
19 time. There was no fanfare. I just walked out and went
20 home.

21 I felt quite low when I left Queen Victoria School.
22 I think a lot of boys did. A friend, I believe, killed
23 himself after he left school. After leaving school
24 I learned that Ben Philip had died. When I heard that,
25 I thought, 'Well, that's that then. It's time to move

1 on'.

2 Life after Queen Victoria School.

3 After leaving QVS, things did start to get better,
4 although when I first went to South Wales there was
5 a period of gloom. I had no friends and I had to
6 readjust rapidly.

7 I had come back from QVS with only a handful of
8 GCSEs. Towards the end of my exclusion from chemistry
9 at Queen Victoria School I was removed from the corridor
10 and had to go to the classroom of the deputy
11 headteacher, Glen Paterson, who taught physics. He
12 informally got me interested in electronics to keep me
13 occupied. In Secondary 5 I achieved a Scotvec in
14 Electronic Construction. I think I was the only student
15 to do so at Queen Victoria School. Ironically I built
16 on this tiny achievement by attending college in Wales
17 and went on to complete a BTech in Electronics. It
18 turned out I did have a bit of a brain, contrary to how
19 I felt when I left QVS. It was this BTech qualification
20 that allowed me to join the RAF as an Avionics
21 Technician.

22 When I left school waiting to start college I went
23 to work for my uncle. That was a turning point for me
24 as I was earning money and I was around my family.
25 I gained confidence. I was in college as well as

1 working for my uncle. My confidence grew as I made new
2 friends in college too. However, I realised I was going
3 nowhere fast in sales. Eventually I applied to join the
4 RAF.

5 In January 1997 I joined the RAF and worked as
6 an Avionics Technician. I worked on avionic systems on
7 a variety of aircraft. I found that at the beginning
8 the military was just where I had left off in school.
9 It was a mixture of people from all backgrounds. It was
10 a robust culture. People were drinking a lot and
11 falling out with one another and I fitted in. It felt
12 like home from home for me. I knew my way around
13 weapons, I knew how to barrack my bed like the military
14 wanted. I was conditioned and ready to do well in the
15 military. I knew how to match aggression with
16 aggression but one day it went too far and I ended up in
17 a lot of trouble.

18 There was an altercation with two other members of
19 military personnel. For my part, although found guilty,
20 I was admonished by the presiding officer. It was the
21 pivotal moment in my life as I was expecting a custodial
22 sentence but instead I was in effect forgiven and
23 treated with kindness and understanding. I saw a mental
24 health nurse at that time who felt that I displayed
25 signs of obsessive compulsive order.

1 I wanted to understand more about the situation I'd
2 gotten into. I studied law at the Open University.
3 I also studied a few more courses that interested me.
4 I was making a good name for myself in the RAF. I was
5 getting promoted rapidly. I graduated from the
6 Open University. I applied for a transfer in 2009 and
7 joined the Intelligence Branch of the Air Force. During
8 my service I was awarded two RAF commendations.

9 Towards the end of my time in the RAF I went to
10 Cambridge University and undertook the postgraduate
11 International Security Intelligent Course. The
12 resultant academic paper was published within the MoD.
13 I am now retired from the RAF and work as a civil
14 servant.

15 Impact.

16 I feel that some of the major ways my time at
17 Queen Victoria School impacted on me has been the
18 ability to manage aggressive situations and the
19 fostering of anxiety which is linked to obsessive
20 compulsive disorder.

21 In June 2020 for the first time I confronted my
22 parents about the abuse I suffered at boarding school.
23 They were very shocked and upset. I was very angry
24 about it, even though I do love them. I asked them why
25 they hadn't seen any signs of my decline in seven years.

1 I realise this has placed extra stress on two elderly
2 people but I had to tell them how I felt. My mother
3 felt very angry about what happened to me and wanted to
4 take action against those responsible. My dad has told
5 me that he fell out with his own father about sending me
6 to boarding school as my grandfather was apparently
7 against it. It was difficult to tell my dad that his
8 dad was right. My dad reminded me that I wanted to go
9 to boarding school but that brings me back to the point
10 that it is not right for a 10-year-old child to be
11 making long-term decisions about their life. I now feel
12 like I have hurt quite a few people. I have shattered
13 their illusions that it was all a good time for me and
14 that I really enjoyed myself at Queen Victoria School.
15 They feel really badly when, arguably, it wasn't their
16 fault.

17 It has also affected my relationship with my
18 siblings.

19 The impact on my mental health has been harder to
20 deal with as time has gone on. When you are young it is
21 easy to deal with, but as you get older, it is harder to
22 deal with and you need help. I now think I need extra
23 help.

24 The people who are vicious to you are the ones to
25 blame. These are the people who leave a lasting

1 impression on you because they have been cruel and
2 unkind. I do also blame the school though for not
3 picking up on my decline having arrived as a pupil who
4 was a year ahead of his peers. The people in charge,
5 particularly the school staff who lived in the school,
6 must have known what was going on. From my perspective,
7 there was an utter failure by the school to protect
8 children in their care.

9 I suffered close physical molestation in my first
10 year at Queen Victoria School in Primary 6. That was
11 followed by episodic abuse in relation to the showers or
12 physical assaults. I sometimes feel that I am taking up
13 time talking about this and dealing with it when others
14 have suffered much worse abuse.

15 I consider that my obsessive compulsive disorder
16 started because of boarding school. I am trying to
17 address that now so that I can move on with the second
18 half of my life. I need to address some of my other
19 issues that have grown as I have got older. I have
20 learned to live with these issues but I would rather
21 live without them.

22 People might think that I have done well in life,
23 that I came through the boarding school system all
24 right, but undoubtedly there are long-term consequences,
25 especially with respect to my mental health. Despite

1 experiences in the Armed Forces which require me to
2 remain calm, I can sometimes just feel really anxious.
3 My first panic attack was on a plane heading back to
4 boarding school. I can trace most of my anxieties right
5 back to school. Despite all of this, I continue to
6 function at a high level and enjoy many blessings in
7 life.

8 I found it difficult to get counselling but Future
9 Pathways have been great in that they say they are going
10 to help me and help is what I need for the second half
11 of my life. They are going to get me on a waiting list
12 for counselling. I want to be free from the things that
13 are holding me down inside.

14 I took my two daughters up to Scotland and I went to
15 the school. It did bring back memories. It was cold
16 and foreboding. It looked very austere. We went for
17 a walk in the fields round the school. It was almost
18 quite wistful.

19 I wasn't aware of what records were being kept by
20 staff. I am not aware of any records of punishment or
21 discipline. There were school reports which were very
22 candid and they were sent home to parents.

23 An example about the lack of recording keeping at
24 Queen Victoria School was when I had an altercation with
25 a lad in the craft and design class. I went into the

1 headteacher's office, I think it was Julian Hankinson.
2 He was a very distant figure. This time in his office
3 was the only time I spoke to him in seven years. The
4 headteacher was in his gown talking to me and telling me
5 that he would have to put me on a plane home but it was
6 too difficult for him to do so. I didn't see him
7 documenting anything about what I had been sent to him
8 for. I remember him saying, 'I worry about you and
9 other boys who are as angry as you are'. He said he was
10 worried about the impact my behaviour would have on me
11 going forward and the impact for me on future
12 relationships.

13 Lessons to be learned.

14 There should have been the ability for pupils at
15 Queen Victoria School to raise any issues anonymously or
16 talk about them. These days there are loads of
17 helplines et cetera and the safeguarding measures in
18 place now are amazing. I don't think you could improve
19 on them but back then, children should not have been
20 left alone with an adult. The doors should not have
21 been closed. There needed to be better mental health
22 care for children, teenagers and victims. In my mind,
23 children should be utterly protected and have access to
24 the best support mechanisms available. I now think
25 I was lucky to come through what I did and be in the

1 place I am in now. A lot of kids just didn't come
2 through it. They ended up with substance abuse issues
3 and similar problems.

4 Hopes for the Inquiry.

5 The stories need to be told, not just my story. The
6 people responsible for abuse and even those who failed
7 to act need to be brought to book and made to answer for
8 what they did or what they failed to prevent.

9 I would like to see the Inquiry air all of this and
10 where possible have the people come before the Inquiry
11 and explain themselves.

12 Finally I think the Inquiry should acknowledge the
13 hardships that me and people like me went through and
14 the long-term consequences for the victims. For me,
15 I would like an acknowledgement and an apology from the
16 school, but I don't know if that will ever happen. When
17 **QTR** falsely detained me in the guardroom
18 cells area, he probably thought he was doing me a good
19 turn by frightening me or toughening me up, but he did
20 exactly the opposite. I don't want to see an old man
21 prosecuted for that but I would have liked an apology
22 from him if he was still alive. I could get some
23 closure because it could place me in a position where
24 I could understand and potentially forgive him. Again
25 I suspect this will never happen, hence I am seeing

1 a counsellor to work everything out.

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

4 I believe the facts stated in this witness statement are
5 true."

6 The witness signed on 6 October 2020.

7 LADY SMITH: Thank you very much, Mr Brown. We'll stop now
8 for the lunch break and sit again at 2.15.

9 MR BROWN: Thank you, my Lady.

10 (1.15 pm)

11 (The luncheon adjournment)

12 (2.15 pm)

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

14 MR BROWN: My Lady, my learned junior is going to read the
15 next full statement but I think, as Your Ladyship is
16 aware, on the original draft there was to have been
17 another read-in at this stage. That relates to
18 an applicant who has not managed to sign his statement,
19 but a very detailed draft was available.

20 Obviously the draft has been vouched as accurate.
21 It is not proposed to read in, but I think, as
22 Your Ladyship is aware, it is agreed that the very broad
23 sense of some aspects of the statement are to be shared.
24 It is brought in at this stage because it echos the last
25 applicant's discussions about the conduct of

1 a particular teacher, Mr Philip.

2 The applicant, the draft statement is clear that
3 similar conduct was experienced by him on two occasions,
4 and that he saw in class, a classmate responding to
5 Mr Philip's attentions with the words, "Stop fucking
6 touching me, you poof", and was aware through
7 conversation with two other pupils of similar touching.

8 The additional factor, which is thought of
9 particular relevance, is that the applicant also notes
10 that he spoke to one of the other members of staff about
11 this and was told by that teacher, "If I thought it was
12 serious, did I want to make a formal complaint about
13 it?" but the applicant chose not to. But what is clear
14 is staff were --

15 LADY SMITH: Staff were aware.

16 MR BROWN: Yes.

17 LADY SMITH: Yes. Thank you very much.

18 Ms Bennie.

19 'Peter' (read)

20 MS BENNIE: My Lady, the reference for the statement is
21 WIT-1-000000531. This witness wishes to remain
22 anonymous and has adopted the pseudonym of 'Peter'.

23 "My name is Peter. My year birthday is 1980. My
24 contact details are known to the Inquiry.

25 I have two brothers. One who is two years older and

1 one who is four years younger. My dad served with the
2 Royal Highland Fusiliers, which are now called 2 Scots,
3 and had a 34-year career in the British Army. I was
4 born in Germany and we moved about every couple of
5 years. After Germany we went to Northern Ireland, then
6 Edinburgh, back to Germany and then back to Edinburgh
7 again.

8 In Edinburgh in 1988 my older brother was sent to
9 Queen Victoria School in Dunblane. Two years later, in
10 1990, I joined him there after we moved to Cambridge and
11 four years after that my younger brother came to QVS as
12 well.

13 My parents sent us to boarding school for the
14 stability, because obviously by that time I had been to
15 four or five different primary schools. As far as I can
16 remember, from when I was about six years old, my
17 parents started to bring brochures for QVS into the
18 house to try and convince my older brother to go. They
19 probably assumed that if he went, then my younger
20 brother and I would go as well.

21 We knew some other kids who had gone. One was
22 a couple of years older than my older brother and he had
23 been at QVS when we were in Germany. I think his
24 parents had been talking to mine and my parents liked
25 the idea.

1 My older brother started in 1988 and he loved it.
2 Every time he came home for school holidays, he would
3 tell me what he had been up to. He told me all about
4 the different out-of-hours activities he'd been able to
5 get involved in and about the school curriculum. He was
6 always keen to go back to see his friends and get back
7 into the activities. It sounded brilliant and I was
8 eager to go too.

9 I don't remember having to pass a test or anything
10 like that before I went. I just remember having to go
11 to the school for an interview with the headmaster in
12 early 1990 when I was nine. I think that if there were
13 no behavioural issues and I passed the interview,
14 I would get in.

15 The headmaster at my interview was Mr Hankinson.
16 One of my parents was able to come in, but just had to
17 sit in the corner. Mr Hankinson asked me questions like
18 what was my favourite subject at school and what
19 I watched on TV. I remember getting told not to say
20 'Neighbours', not because I did watch it but because
21 someone before me said he'd said that and he didn't get
22 in. I just said something like, 'Wildlife on One'.
23 I was also asked what I enjoyed doing and why I wanted
24 to go to the school.

25 I answered all his questions and told him about the

1 number of schools I'd been to and the fact that I'd been
2 moving with my parents again. I also said I wanted to
3 be with my older brother.

4 My parents and I were given a tour of the place as
5 part of the interview. Ours wasn't very long because
6 we'd already been up there a few times to see my older
7 brother. When he first went to QVS we were living in
8 Edinburgh and we had been up there quite a lot.

9 I knew before the end of that school year that I had
10 been successful and I had got a place. I was sent
11 a huge kit list of all the things I would need for the
12 various activities I would be doing, which included
13 things like hiking boots, waterproofs, trainers and
14 other things like that. I didn't have to get my own
15 uniform. Everything like that was issued at the
16 school."

17 My Lady, in paragraphs 13 to 25 the witness tells us
18 about life at QVS generally and I therefore propose to
19 resume reading at paragraph 26:

20 "There were generally 280 pupils or boys at QVS and
21 all were boarders, there were no day pupils. Amongst
22 them were about 16 prefects, who were fifth or sixth
23 year boys, and three monitors in overall charge who were
24 sixth year boys.

25 Of the staff, the headmaster when I arrived was

1 Mr Hankinson who was there until the end of my second
2 year. After him, Mr Raine took over. Ben Paterson was
3 the deputy head, and then there was a Ms Hainey,
4 although I don't think she was a teacher. Ms Hainey
5 went from deputy head to assistant and another man came
6 in as deputy called Mr Clarke.

7 As far as I was aware, the headmaster was in charge
8 of the whole school and then there were different heads
9 of the various departments on the academic side. The
10 housemasters were in charge of everything outside
11 education.

12 There was also a SNR [REDACTED] and
13 who was a conduit between the school and the MoD. He
14 was a retired SNR [REDACTED], CDP [REDACTED]. He also
15 worked in the school but he didn't get involved in the
16 teaching or with the kids, really, other than on the
17 ceremonial side. He would sometimes come and check our
18 uniforms, but that was about his involvement.

19 I would hazard a guess that there were about 20 to
20 25 academic staff and there were also house staff,
21 military staff, medical staff, maintenance people,
22 tailoresses, electricians, carpenters, cleaners and
23 kitchen staff. There were probably 40 to 50 staff in
24 total.

25 There was also a chaplain, Johnny Silcox, who took

1 religious studies and conducted the school assembly
2 every morning when we would sing a couple of hymns. He
3 was sound. Everybody loved him and nobody had a bad
4 word to say about him. He also ran the shooting team so
5 you had to stay on the right side of him if you wanted
6 to go to the shooting range.

7 All the housemasters were teachers. We had no
8 interaction with any of the housemasters' families. We
9 would see them occasionally, but that was all. However,
10 I don't think there were any rules preventing us from
11 speaking to them.

12 In addition to housemasters, there were assistant
13 housemasters. The assistant housemaster changed while
14 I was in Trenchard. Initially it was a Mr **QUH** who
15 was the teacher, and then I think it was a Mr Kirk,
16 an English teacher.

17 I think they rotated the role of assistant
18 housemaster around to give different teachers the
19 experience. I think the school wanted to keep their
20 options open in case one of the housemasters left and it
21 was always a bit of a commitment for the assistants.

22 The housemasters got their own accommodation but the
23 assistants didn't and yet they were expected to give up
24 their free time. I suppose rotating it every 12 months
25 kept it fair.

1 My understanding of the housemasters' role was that
2 they were the people we could go to if we were troubled
3 or upset about something, or if we weren't happy with
4 our hobbies and wanted to do something else. I suppose
5 you could go to most of the teachers if you had
6 a problem, it would just depend on who you had a good
7 relationship with.

8 Every house also had a matron. I would say the
9 housemaster and the matron were the two most important
10 people in the school. If you didn't speak to the
11 housemaster directly, you could speak to the matron, who
12 would then speak with the housemaster. They were there
13 to keep an eye on us and our social behaviour and they
14 made sure that everything was tidy in our bunks and we
15 were in bed on time.

16 If a teacher wasn't a housemaster or assistant
17 housemaster, they had other duties overnight, which
18 rotated around. Every night there would be a different
19 teacher covering in each of the various houses."

20 My Lady, in paragraphs 43 to 48 the witness tells
21 about his first day at QVS and I move on to
22 paragraph 47:

23 "When I started at QVS, every boy's second year
24 slept beside him as well. Every dorm had 16 beds in
25 them, which alternated between a P6 and a P7 boy. That

1 meant that on either side of you there was a Primary 7
2 boy to keep you right.

3 For some reason they changed it when I went into
4 Primary 7 and they kept us apart from the new boys in
5 Primary 6. All the Primary 7s were then on the bottom
6 floor and the Primary 6 boys were further up in
7 Wavell House. They put black tape across the landing
8 and no Primary 7 boys were allowed to cross it. I don't
9 know the reason why.

10 After school we had an evening meal and in Primary 6
11 and Primary 7 we could just do what we wanted. We would
12 play games like football in the grounds in the nicer
13 weather and in the winter we did what were called
14 hobbies.

15 After we had finished our hobby and had a shower and
16 got changed, we had prep, basically our homework, which
17 we went back to the classroom for. In Wavell, we would
18 get into our pyjamas and our housecoats, open the fire
19 exits and go straight into our classrooms. I think prep
20 lasted for 45 minutes and then we would go back into
21 Wavell, have some supper and go into our dorm. We'd
22 usually just sit around and talk or play games before
23 bedtime at 8 o'clock.

24 Bedtime changed as we got older and when it was
25 bedtime the lights would go out and whoever the

1 assistant housemaster on duty was would patrol the
2 dorms. If a particular dorm was noisy, they'd open the
3 door and tell us to be quiet and then pretend to stand
4 there for ages. A lot of mucking about went on after
5 lights out. It was brilliant. Often there would be
6 dorm raids, when a few of us would run into another dorm
7 and pull someone's duvet off them and get a chase.

8 The showers and baths in Wavell House were open and
9 we all washed in front of each other. There was no
10 supervision. No teacher ever came in other than to tell
11 some boys to stop mucking around. It changed when we
12 were older, and it was all individual cubicles with
13 curtains over them and we all showered with our own
14 pants on. It wasn't a rule that we wore our pants.
15 I think it was a pupil thing. Even though we were all
16 the same age group, boys were developing at different
17 rates and I think it was more of the done thing from
18 there having been teasing historically.

19 Meal times and food.

20 There were three sittings, so boys from Wavell House
21 would eat first and then when they were finished, the
22 older boys would eat. After Wavell, the first, second
23 and third years would go in, and then boys from
24 Haig House would go last. The order changed every day,
25 so it wasn't always the first years getting the fresh

1 food.

2 We all sat at three rows of long varnished oak
3 tables with benches at either side of them. One side of
4 the two outer rows was for P6 and the other was for P7.
5 Each boy always sat in the same seat for the whole year.
6 We never changed tables. Once you went up a year, you
7 moved to the next table, found a new seat and that would
8 be your seat for the rest of the year.

9 The three monitors sat at a table on a stage at the
10 top of the dining hall and there were another three
11 tables of fifth year prefects and sixth year prefects.

12 Staff ate with us sometimes as well, although
13 mealtimes went unsupervised quite a lot. They would get
14 a plastic chair and sit at the end of a table and chat
15 to us as they ate. I liked that. It was quite
16 informal, and they would always make sure we knew how to
17 hold a knife and fork properly and would tell us to sit
18 up straight.

19 It was allowed to take food out of the cookhouse,
20 like fruit or anything like that that you might have
21 wanted to eat later.

22 Each housemaster also had his own tuck shop, which
23 they opened every night, and you could buy cans of
24 juice, chocolates and crisps. That was the only thing
25 you could go to a different house for, because whatever

1 profit the housemaster made would be spent on their
2 house."

3 My Lady, in paragraphs 65 to 87, the witness tells
4 us about clothing, schooling and sporting and other
5 activities and I resume reading at paragraph 88.

6 LADY SMITH: Thank you.

7 MS BENNIE: "Looking back, I think that Primary 6 and
8 Primary 7 boys were adequately supervised in our free
9 time. As we got older, there was a bit more freedom,
10 but then a 13- or 14-year-old doesn't want an adult
11 looking over their shoulder all the time. The school
12 curriculum was quite tight and there was lots of adults
13 around most of the time, so it was nice to have that
14 freedom at the weekend and get everybody out of your
15 space. I think they got that right."

16 My Lady, in paragraphs 89 to 95, the witness tells
17 us about religious instruction and trips and holidays,
18 and I resume reading at paragraph 96:

19 "If you were in the pipe band you went to
20 Murrayfield for every home international and played
21 Flower of Scotland on the pitch before the game. That
22 was cool. We got VIP tickets and an amazing meal and we
23 got to watch the game afterwards.

24 I also played in the Edinburgh Tattoo with the pipe
25 band and I went to Canada to play in a Tattoo there.

1 After I left, my younger brother went on a trip to
2 Australia with the pipe band.

3 I believe these trips were subsidised but my parents
4 had to contribute as well. As I remember, my parents
5 had to pay for the flights to Canada and then all the
6 accommodation and meals were subsidised by the MoD and
7 the organisers of the Tattoo.

8 Quite a number of staff from the school came with us
9 in addition to the drum major and the pipe major and
10 I never felt unsafe. Most of the matrons and some of
11 the academic staff also went as well and we all knew
12 what the routine was, where we were to be and at what
13 times.

14 That sort of thing stays with you your whole life.
15 It was brilliant going to Canada and something I'm
16 really proud of. I still talk about it. Not many
17 people get an opportunity to have that sort of
18 experiences in their childhood."

19 My Lady, in paragraphs 102 to 121 the witness tells
20 us about healthcare, personal possessions, external
21 inspections and family contact, and I resume reading at
22 paragraph 122:

23 "Sibling contact.

24 I would see my brothers at morning assembly in the
25 church, but I didn't really like my older brother so

1 I never saw much of him. He would speak to me when he
2 passed if he felt like it and we would see each other
3 occasionally, but generally he wasn't a very good big
4 brother. He was a prefect and two years older than me
5 and he was therefore part of the chain of command. He
6 thought he was too important to speak to me most of the
7 time.

8 I was in second year when my younger brother started
9 at QVS and he and I were really close. I looked out for
10 him and all his little friends. I used to arrange to
11 meet him and would see him all the time. I suppose
12 I was trying to do the opposite of what my older brother
13 did to me. We're still very close.

14 There was nothing organised by the school for
15 siblings to see each other. There were no set times,
16 but there was nothing to prevent us from making time for
17 each other.

18 Support.

19 The matrons were the people we could go to and say
20 whatever we wanted to. They had the ear of the
21 housemaster and in an informal way they were quite
22 influential. If any of us had an issue, they would flag
23 it up to the housemaster and they were definitely the
24 closest adults to all of the boys.

25 The matron in Wavell wasn't like that. Her role

1 seemed to be more about cleaning all the time, but
2 I think that was more her personality. I don't really
3 know why she was in the job. The matrons in the other
4 houses were much better. They were definitely people
5 I felt I could go to and who I knew would listen to any
6 problems I might have had and who would help me if
7 I needed it.

8 Bullying.

9 I'm not aware of there being an anti-bullying policy
10 at the school and it wasn't part of the curriculum.
11 However, everybody was quite protective of the school's
12 reputation. I never witnessed any physical bullying.
13 There was quite a lot of fighting, particularly in the
14 younger years when a pecking order was established, but
15 I wouldn't say there was any bullying.

16 We were all very robust, independent boys who liked
17 a lot of banter and there was typical teasing.
18 I suppose the situation we were in, where we were all
19 living together and going to school together, meant that
20 there was perhaps more teasing than in a non-boarding
21 school, but for me it was just banter.

22 I'm aware there had been allegations in the media
23 that were made by a teacher at QVS of a culture of
24 bullying, but I certainly didn't witness any and
25 I wasn't aware of any. I was in Wavell when those

1 allegations came out and perhaps those accusations were
2 the reason they split up Primary 6 and Primary 7.
3 However, when the articles came out, the general feeling
4 of the pupils was confusion about where the allegations
5 had come from and that they just weren't true.

6 Discipline.

7 Life at QVS was pretty strict. We would learn the
8 rules pretty much immediately from the Primary 7 boys in
9 our dorms. They would tell us where to be, how to act
10 and how to behave, what was allowed and what was not
11 allowed. I don't recall being given anything with the
12 rules written down.

13 Punishments that staff could issue included
14 detention and lines. They could gate you and they could
15 put you on a 15-minute report. Detention was a sickener
16 and was really the worst one. It was on a Saturday
17 after you had already been in class and you'd have to go
18 to the library and do lines for an hour or more.

19 In Primary 6 and Primary 7, there was a points
20 system that you would accrue over the week and went
21 between 1 and 10. At the end of the week, your points
22 would go back to zero. If you had done something minor,
23 like being late for a class, you would be given a point
24 three by the teacher and that would be recorded. A
25 point three might mean that you would have to clean the

1 ablutions. If before the week was up you were given
2 a point four, that would be a total of point seven and
3 that meant that you were on two hours detention on
4 a Saturday.

5 If we were caught by the housemaster or assistant
6 housemaster after a dorm raid and stealing someone's
7 duvet, you would be on an instant point six, which was
8 an hour detention on a Saturday. However, it was worth
9 it.

10 If you were gated, you weren't allowed to go beyond
11 the school gates for anything, even to the first shop
12 for sweets or down into Dunblane. You would also be
13 told you weren't getting your pocket money that weekend.
14 Even if your family were coming to visit and you had
15 plans to go out with them, you weren't allowed. I'm not
16 sure how successful that was, though, if boys had robust
17 parents who insisted on taking their son out.

18 If you were on a 15-minute report, you had to sign
19 a folder that was kept in the Porter's Lodge at the main
20 gates every 15 minutes. That meant that not only were
21 you gated, but you could never be more than 15 minutes
22 away from that folder. Sometimes you could be on
23 a 15-minute report all day Saturday or all day Sunday.
24 Whichever teacher was on duty would check it every so
25 often and make sure it was in your writing.

1 I think that some of the punishments issued by the
2 staff were fair, but I think giving a 10-year-old
3 detention on a Saturday is not, regardless of what they
4 had done. The points system had the potential to
5 escalate really quickly. You could commit two minor
6 point three offences and be on detention for an hour on
7 a Saturday.

8 Some teachers completely abused the detention
9 system. The science teacher used to dish out detentions
10 like they were sweets. One time I was on detention when
11 he was supervising and there had to be silence. I asked
12 the boy next to me if he could pass a rubber over and he
13 gave us both extra detention. He told us that I got it
14 for talking and that my friend got it for listening.
15 The other boy phoned his parents about that and he ended
16 up not having to do the detention, but the science
17 teacher thought he could do that sort of thing. He
18 thought that was acceptable behaviour.

19 I think smoking and alcohol consumption were
20 probably the same as at any other school with kids
21 experimenting and I smoked from the age of 12 years old.
22 There wasn't so much punishment if you were caught
23 smoking, you would just be made to pick up all the
24 cigarette butts and given a stern talking to. The only
25 time I was ever caught with cigarettes was by my older

1 brother. He hated smoking. If he ever saw me, he would
2 pat me down and search me for cigarettes. If he did
3 find any, he would snap them all in front of me and then
4 phone our parents and tell them.

5 Although it did happen, it was pretty rare for boys
6 to get drunk in the school. Perhaps once a term from
7 second year onwards someone would go into Dunblane and
8 ask an adult there to get some alcohol. If you were
9 caught drunk, you would either be taken back to your
10 room and monitored by a prefect or taken to the school
11 hospital where a nurse could keep an eye on you until
12 you sobered up.

13 The parents of anyone caught drunk would be phoned
14 and they would probably get a letter to take home or
15 they might even get suspended. That was probably one of
16 the most serious and shameful things that could happen
17 and was the main involvement the headmaster had in
18 discipline. He would deal with suspensions or
19 expulsions and he would send letters home.

20 I was suspended once in the summer term of my third
21 year, when I was 14. I was down at the bottom of the
22 sports field with some friends, lounging around on the
23 crash mats that were there for pole vaulting. Lots of
24 cars were going past on the other side of the wall and
25 somebody decided that it would be a good idea to moon

1 them. We jumped on the wall, pulled our trousers down
2 and exposed our backsides to the drivers as they went
3 past.

4 Unfortunately I was wearing a pair of particularly
5 bright, distinctive trousers and one of the passing
6 motorists reported us to the Porter describing my
7 trousers. The Porter came and got me and eventually
8 I was taken to the headmaster, who by that time had
9 taken a statement from the driver.

10 Mr Hankinson phoned my parents and told them that
11 I was being suspended. However, at that time they were
12 in Germany and they questioned him who was being
13 punished. It would have cost several thousands of
14 pounds to ship me back to Germany. He was insistent
15 that I had to be suspended to set an example and to send
16 a message to the other boys as the school had
17 a reputation to uphold. He asked if there was another
18 family member I could go to but there wasn't. If I'd
19 been sent to my grandparents, I would just have been
20 spoilt for a week and that would have been no
21 punishment.

22 Instead I was put in the isolation ward of the
23 school hospital and was basically jailed for a week.
24 The nurse had to look after me and I wasn't allowed to
25 watch the television or leave, although loads of my pals

1 would sneak around when it was dark and give me sweets
2 and cigarettes which I had out of the window. It was
3 boring, but I suppose it was all right.

4 They tried to expel me after that, partly because of
5 that and partly because I smoked.

6 At the end of that year, Mr Hankinson sent my
7 parents a letter telling them that I wasn't welcome
8 back. It came completely out of the blue. None of the
9 staff had said anything about it before. As a result,
10 my parents wrote to the General Officer Commanding
11 pointing out that there was no record that warranted my
12 being expelled and that it was unjustifiable.

13 Expelling me like that had been the last act of
14 Mr Hankinson before he handed over the headship to
15 Mr Raine. By the time Mr Raine took over he reversed
16 the decision and I was allowed back for the start of the
17 next term.

18 Prefects and senior pupils.

19 My biggest hatred of the school was that the
20 prefects and the monitors, who were just boys as well,
21 were given far too much power from a very young age.
22 I reflect on it regularly with people I'm still in touch
23 with. The power they had and the punishments that some
24 prefects issued was absolutely ridiculous and I don't
25 remember a prefect ever being questioned for giving out

1 punishments. They thought they ran the place and they
2 weren't even scared to challenge teachers.

3 The housemaster of Haig and the headmaster decided
4 who were to be prefects, but I don't really know how
5 they were chosen. I think they were probably boys who
6 had been best behaved and who had done things to show
7 the school in a good light.

8 If you did something that annoyed a prefect, he
9 could put you on a day. That would mean that you would
10 be on a list and you would have to get up at 6 o'clock
11 in the morning and run around the rugby fields. It was
12 never ratified by an adult and a prefect could put you
13 on as many days as he wanted. He could put you on seven
14 days in a row, even on a weekend, he wanted. It wasn't
15 just me, other boys suffered the same sort of stuff.

16 Those punishments were often given for the most
17 stupid things, such as having a little dirt on your
18 shoes when they had been scuffed walking from class to
19 class or having a shoelace untied. Sometimes a prefect
20 would stand at the door of the church on a Sunday
21 morning, inspecting everyone's shoes as they walked in
22 and if any boy's shoe was untied the prefect would put
23 him on a day.

24 As a first year, on a rotational basis for the full
25 year, everybody had to spend four days cleaning the

1 prefects' and the monitors' tables. Everybody else just
2 did their own. After their meal, they would then leave
3 everything on the table and just walk out leaving the
4 first years to clear their plates and wipe down their
5 tables.

6 I was quite outspoken by the time I got into first
7 year and I thought this sort of behaviour was full-on
8 old school and should never have been happening in the
9 1990s. I had a good relationship with Bill Webster, the
10 housemaster, so I spoke to him about it. He told me it
11 was just one of the privileges of being a prefect but
12 I told him I thought it was ridiculous and he did
13 actually stop it.

14 Once I skipped going to church on a Sunday.
15 However, the prefect that was in charge of the Catholics
16 realised I wasn't there. He made me get dressed into
17 the uniform I was supposed to wear to church, took me
18 down to the cookhouse at breakfast and told everyone to
19 leave their plates where they were because I was going
20 to clean the whole cookhouse for missing church.

21 He humiliated me in front of the whole school and
22 I was crying my eyes out when one of the teachers came
23 up to speak to me. He asked me what had happened and
24 walked off, leaving me to it. As I walked away I stood
25 up to get a drink and heard the prefect roar, 'What's

1 going on?' The prefect had clearly misunderstood what
2 had happened and thought the teacher had told me to
3 leave the cleaning and had thought nothing of
4 challenging him. That was the level of dissent there
5 was amongst the prefects.

6 The prefects enforced strict rules but I didn't
7 witness and wasn't aware of there being any physical
8 bullying behaviour from them. They knew if they took
9 things to that level they could end up losing their
10 trews and their status.

11 Abuse at Queen Victoria School.

12 The only abuse I suffered or was aware of at QVS
13 happened in Primary 6 and was committed by one teacher,
14 Ben Philip, whose nickname was Bender. At that time he
15 was probably late 40s with dark hair that was swept back
16 and going grey, a moustache, red cheeks, and a round
17 face. He often wore a shirt with arms too long so he
18 always had silver bands on his upper arms to keep them
19 at the right length.

20 When we arrived for the start of Primary 6, they
21 split up all the boys and 20 went into Mr Beattie's
22 class and 20 went into Mr Philip's. They wouldn't say
23 why, but the Primary 7 boys giggled and teased us about
24 going into Ben Philip's class. I found out I had been
25 put in Ben Philip's class and they just told me not to

1 worry and it was kind of brushed off.

2 Philip was also the housemaster for Haig House and
3 when we first started in the class he made sure we knew
4 that. He told us that as housemaster for the senior
5 boys he decided who could stay in the school and who
6 would leave. On top of that, he used to say that he was
7 the one who would write out the report that we would
8 take to university and the first reference we would need
9 to get a job. He would say, 'I'm the one that receives
10 you when you start at QVS and I'm the one that sees you
11 out'.

12 I remember him drawing a big empty box on his
13 blackboard with an arrow pointing into it. He told us
14 that this was what he had put in a reference for someone
15 before and that he had nothing to say about that
16 individual. As a result, he told us that the boy didn't
17 get into university.

18 Philip had been a teacher at QVS when they used to
19 belt the kids and he still had his belt from those days.
20 As he spoke to us, he would whack his belt on his desk
21 and try to intimidate us.

22 He spent a good six weeks behaving like that,
23 intimidating us and essentially brainwashing us into
24 thinking that we would do whatever he wanted and be
25 quiet in his class. I know now that he was grooming us.

1 After those six weeks, when we came back from
2 the October break, he had moved the classroom around so
3 that his desk was facing the door so that if anybody
4 came in, he would see them straight away.

5 He would tell boys, myself included, to come up to
6 his desk because he wanted to show us something. He
7 would stand boys to his right-hand side, blocking the
8 view from the door, and then, in front of the whole
9 class, he would unbutton boys' shirts, put his hands
10 inside and rub their chests and their nipples. He tried
11 to make what he was doing into a joke and he tried
12 tickling your armpit. He would also lift your shirt up
13 at the back and put his hand down the back of your
14 shorts, under your underpants, and grope your backside.

15 I saw him do this a lot to a number of boys in the
16 class, pretty much on a daily basis. I was up there all
17 the time, probably more than everybody else.

18 At the time it was just kind of perceived as banter.
19 If you had your backside felt by him, everybody would
20 giggle.

21 Reporting of abuse at Queen Victoria School.

22 The reason Philip got away with what he did and the
23 reason why nobody reported it was because we had all
24 been brainwashed by him into believing that he had power
25 over our future because it was him who wrote our

1 references for leaving.

2 As a result, we just stood there and let him do what
3 he did and nobody spoke about it. It was embarrassing
4 at first, but then I just used to think of him with
5 contempt and as an absolute creep. I have never spoken
6 to anybody about what he did, not even to my brothers or
7 my wife.

8 I find it a bit odd that Ben Philip wasn't allowed
9 anywhere near the younger boys' dorms. I never saw him
10 in Wavell once and I wonder whether he had been told to
11 stay out. He was the housemaster for the senior boys in
12 Haig House and yet he was a teacher for the primary
13 years. All the other housemasters taught the boys they
14 looked after.

15 Ben Philip died when I was in second year after he
16 fell off a ladder in the theatre of the main school.
17 Every couple of months or so, girls from different
18 schools would be coached to Queen Victoria School and
19 there would be a school disco. Apparently he fell off
20 as he was putting posters up advertising the disco and
21 hit his head on the floor. I suppose that's another
22 reason why nothing was ever said about it. There was no
23 point in even bringing it up once he was dead.

24 I was in Edinburgh on a trip with the school when it
25 happened and so we were the last to know what had

1 happened. We got off the bus at the school and the
2 headmaster, Mr Hankinson, brought us all into his office
3 and explained what had happened. I don't remember if
4 there was any sort of investigation or memorial service
5 afterwards.

6 Leaving Queen Victoria School.

7 One thing that does grate with me is the
8 circumstances of how I left QVS. From the day you start
9 at QVS, you don't know whether the school will take you
10 back after fourth year. It was their decision, made
11 behind closed doors, whether you were allowed to come
12 back and you had no say in it. Essentially, it was
13 always at the back of your mind from a young age that
14 you were being placed in an order of merit and the
15 bottom 15 per cent would be booted out at 16 years old
16 to either go to another school or to enrol in college.

17 Knowing that the school had that power was always in
18 the back of your head and it was spoken about a lot
19 amongst the boys. We knew that if we didn't toe the
20 line, they wouldn't keep us.

21 My father was absolutely furious when I told him,
22 but he was just told the decision had been made. The
23 only options I had as a 16-year-old was either to go to
24 college or to go to another school for fifth and sixth
25 year, so I enrolled in college to do my highers because

1 I didn't know what else to do. I got no assistance in
2 that decision from the school or from my parents.

3 I went to college a few times but spent most of my
4 time smoking hash and drinking heavily. I was the only
5 16-year-old there. Everybody else was in their 20s and
6 30s and a lot of them knew each other from school or
7 were locals, whereas I knew nobody.

8 I left college after I had been there for a year,
9 and although I was supposed to go back for another year,
10 I got a job in a mail room in Glasgow. My parents moved
11 back to Germany and I stayed in Glasgow and everything
12 just got out of hand. I went to visit my parents at
13 Christmas, by which time I'd lost about three stone and
14 my mother insisted I come and live with them.
15 I returned to Glasgow to pick up my stuff and I never
16 went back.

17 In Germany I got a job in a department store at the
18 barracks. My dad told me I had to do something with my
19 life, and as I had been speaking to guys in the army and
20 saw the jobs that they did, I decided to apply myself as
21 an armoured vehicle mechanic.

22 I got in and that should have been the kick up the
23 backside that I needed, but although I suppose I did
24 okay, I still drank heavily for the next four or five
25 years. I was in front of the commanding officer

1 a number of times and fined for drinking and for
2 fighting. I was promoted to Lance Corporal and then
3 busted back down for an alcohol-related offence.

4 A few years later when I was 26 or 27 I met my wife
5 and she basically made me see sense. She grew up in
6 Dunblane and I had known her since I went to QVS.
7 I used to meet her when I went into the town and we had
8 grown up as friends. After we met again, I stopped
9 drinking, got more into my fitness and I started doing
10 a lot better. After that I started to get promoted
11 extremely fast.

12 My wife and I now have two sons and I have just
13 received my commission and will be promoted to Captain
14 shortly. I think I found solace in the camaraderie
15 I found in the army, and although it took a long time,
16 I eventually found the right path myself. I think I'm
17 in the right place now, with a good family and the right
18 career.

19 Impact.

20 I don't think it's fair for any child to go to
21 a school and not know if they will be back with their
22 friends that they have lived every part of their life
23 with after fourth year. I think teachers holding that
24 power is disproportionate and can have a massive impact
25 on children. I totally disagreed with it and I reflect

1 on it regularly. It is not right and it was that power
2 that Ben Philip used to intimidate us and to groom us.

3 I think the decision that I had to leave at the end
4 of fourth year had the greatest impact on me of my whole
5 life. My life was an absolute train wreck when I left
6 and it took a long time for me to get it back in order.
7 I didn't know what to do after being at a boarding
8 school for six years in Dunblane and ending up in
9 Glasgow as a 16-year-old in a college full of adults.
10 I went from a sheltered life in a military environment
11 with friends I had lived and went to school with and was
12 projected into an environment that was completely alien
13 to me, with no friends and which I knew very little
14 about.

15 The school gave me absolutely no preparation for the
16 decisions they made, and my abuse of drugs and alcohol
17 continued because I didn't know what I wanted to do with
18 myself. All I did know was that I didn't want to be at
19 college and I didn't want to go to another school.
20 I spent a lot of years being angry and confused.
21 I wasn't armed with any tools to deal with my emotions.
22 I just wanted to escape them through drugs and alcohol.
23 Those years were wasted and I can't get those years
24 back.

25 I had spent every year living and going to school

1 with the same people since I had been 10 years old.
2 That had been my life. Even the times I was going home
3 to my parents in the holidays, I just wanted to be back
4 at school. When the axe came down on me at 16 years old
5 and I was told that that part of my life was over
6 forever, I was devastated.

7 To be singled out as I was, was terrible. It is
8 difficult to explain my feelings, but I felt rejected.
9 My older brother left at the same time as me but he did
10 so as a sixth year prefect covered in glory and that
11 brought even more shame on me.

12 I think that I had a certain disregard for authority
13 and disrespect for adults, which stemmed from what
14 Ben Philip did. I never had any problems at school
15 before I went to QVS. I was a well-rounded 10-year-old
16 and I was wanting to go there. But from Primary 6
17 onwards, I was an absolute tearaway who had little
18 respect for the teachers.

19 I rebelled against them because I felt that if
20 a teacher was prepared to do what Philip did, why should
21 I trust any of them and why should I do what any of them
22 told me to do? I think the chain reaction from that
23 betrayal of trust led to me being put out of the school
24 early.

25 I haven't spoken to my parents for four years.

1 I don't think my parents supported me the way they could
2 have and should have.

3 I am the exact opposite. All I want is to be with
4 my kids. I want to be the best dad that I can and
5 I understand that even when they're in their 20s they're
6 still going to need a parent.

7 There were, however, a lot of positives for me in
8 going to QVS. It taught me to be independent, and once
9 I turned my life around, it gave me the drive to get on.
10 I have done seven operational tours in the army and the
11 mental resilience that I have comes from my time at QVS.
12 I have a good sense of camaraderie and I am able to
13 relate well with other soldiers and I attribute most of
14 my success in my professional life to the positives of
15 being at QVS.

16 Reunions.

17 I have not maintained much of a contact with the
18 school although I do still keep in touch with quite
19 a lot of people from my year, loads are in the military.
20 There is a Facebook page for Old Victorians although I'm
21 not on social media at the moment. About five or six
22 years ago I had been when somebody shared another news
23 article repeating the allegations the teacher had made
24 about bullying in the school years before.

25 Everybody kicked off saying that the allegations

1 were a load of rubbish and weren't true and there were
2 several posts singing Ben Philip's praises and saying
3 what a great teacher he was. The minute anyone tried to
4 criticise him, all these people who hadn't been in his
5 class and who hadn't witnessed what he had done were
6 fiercely defending him and fiercely defending the
7 reputation of the school.

8 They claimed what Philip had done didn't go on, but
9 it did. I was there. It happened to me and many others
10 in my class frequently. What he did wasn't acceptable
11 behaviour and that is why I have gone out of my way to
12 approach the Inquiry.

13 Lessons to be learned.

14 There should be independent surveys of boarding
15 schools and establishments that care for children and
16 those surveys should be conducted outwith the
17 organisation. There should be a mechanism for a child
18 to initiate independent analysis of their care.

19 I don't know how you could encourage a child to
20 speak up against a teacher or an adult looking after
21 them. It would have to be a very brave child to do so.
22 Perhaps an external review might provide that
23 opportunity, particularly if the time was taken to speak
24 to the child on several occasions and ask them how they
25 were feeling. If that engagement was made early on

1 before the child had been in that situation for too
2 long, changes in their behaviour might be picked up and
3 monitored.

4 I don't think children should be able to punish
5 other children. It is ridiculous that that was still
6 going on in the 1990s. It should have been banned. The
7 only thing a child should be able to do is to report
8 another child to an adult and the adult should be the
9 one to issue any discipline. The actions of the adult
10 should be monitored by an independent adjudicator as
11 well. Nobody should be able to get carried away with
12 issuing discipline and that discipline spiralling out of
13 control. Questions should be asked about how many times
14 a child is put on detention or punished in a particular
15 way. If it's a lot, a decision should be made that the
16 punishment is not working and something else needs to be
17 tried.

18 I think the process QVS has of reviewing which boys
19 can come back for the following years should be
20 scrapped. It's not fair to tell a boy that they can
21 come to the school but their place isn't guaranteed
22 after fourth year. The primary reason parents put their
23 children to QVS is so that they can have a continuity of
24 education through to A-level.

25 To remove that continuity at a crucial age, which

1 for me was when I'd just got my standard grades, was
2 wrong. It was a decision made by the headmaster and the
3 Haig housemaster and I and my parents had no say in it.
4 They shouldn't have had that power and yet I know from
5 my friends that they still do have it and they can still
6 decide if a pupil is not coming back.

7 It's hard to prepare a child for leaving school when
8 the school are trying to teach a curriculum. It is the
9 severing of the camaraderie and the boarding side of
10 things that is the hardest. I think that is probably
11 easier for an 18-year-old but for a child who is
12 15 going on 16 it is worse. They are still very
13 vulnerable. If every child was able to stay until they
14 were 18 and ready to leave, the need for any preparation
15 would be negated. Those two years are crucial.

16 On the whole, I had a brilliant experience at QVS
17 and I have many amazing memories that will stay with me
18 forever. I approached the Inquiry because I wanted to
19 make sure what Ben Philip did is not forgotten. I don't
20 know but I suppose there is a possibility he might have
21 done other stuff and my evidence might provide a bit
22 more background as to his behaviour and what he was
23 like. I wanted to come forward in case somebody is out
24 there and finding life difficult and my evidence may
25 help.

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

3 I believe the facts stated in this witness statement are
4 true."

5 My Lady, the statement is signed and it's dated
6 20 November 2020.

7 LADY SMITH: Thank you very much. I think what we'll do is
8 take a short break just now and then return to the next
9 read-in after we've done that.

10 (3.03 pm)

11 (A short break)

12 (3.15 pm)

13 LADY SMITH: Mr Brown.

14 'Hector' (read)

15 MR BROWN: My Lady, thank you. This is the statement of
16 applicant 'Hector'. The reference number is
17 WIT-1-000000773. 'Hector' was born in 1974 and is 46
18 and he was at QVS between 1984 and 1991.

19 "My father was in the Navy. I was born in Aberdeen
20 because my mum and dad couldn't get married quarters at
21 the time. My mum was living with my dad's parents when
22 I was born.

23 We moved around a lot. I was in Helensburgh for
24 seven years because my dad was in Faslane. Then we
25 moved to Watford, then Portsmouth for a few years,

1 before moving back up to Helensburgh. My dad's friend
2 had a son who went to Queen Victoria School and he gave
3 a good report about it. I went there because we had
4 been moving around and moving school.

5 I think my dad really sent me for monetary reasons.
6 It was cheaper to send your kids there than to have them
7 at home. I don't know the cost but it was Ministry of
8 Defence and you didn't pay much to send your kids there.

9 I knew that I would be going to QV and I wanted to
10 go because it would be an adventure. The only person
11 I knew who had gone was my brother, who was four years
12 older than me. There weren't many Navy kids at the
13 school, it was 90 per cent army or maybe even more. My
14 parents asked me if I wanted to go and I said yes.

15 I don't know the ins and outs of applying. I had
16 an interview which I remember because there was a boy
17 whose dad had died while serving and he didn't get in.
18 He was a bit younger and he ended up joining the next
19 year. It shocked me because they prioritised boys whose
20 dads had died but they must have thought he was too
21 immature. I remember him crying in the central hall
22 because he wasn't accepted. I can't remember how I was
23 told I was successful and I don't remember where the
24 interview was or who it was with, but it was probably
25 the headmaster and a couple of teachers. I don't

1 remember a parent being there."

2 My Lady, a lot of narrative is contained in detail
3 which I'll pass onto and I would go to paragraph 15
4 next:

5 "First day.

6 I don't remember my induction day, you just turned
7 up. I was nine years old and I had my mum and my granny
8 with me. You went to the quartermaster's store and they
9 gave you your uniform. I was sliding around on
10 a linoleum floor with my brogues on. I couldn't get
11 them on. I think you went to the school hospital for
12 a checkup. When my mum left I was in tears. It was
13 a shock."

14 I move on to paragraph 38 on page 8, my Lady:

15 "Trips and holidays.

16 I went home during the holidays and every time
17 I came back from being on holiday, I would see the BP
18 garage on the outskirts of Dunblane and I would start to
19 feel sick to my stomach but as soon as I saw my friends
20 again I was all right. I just had to get over that
21 feeling of homesickness.

22 In 1988 the school was being renovated and we were
23 moved to a place called Drip Camp in Stirling. It was
24 right by the River Forth and we went swimming in there
25 every day. There was no lifeguard and how no one

1 drowned I'll never know.

2 We would go to Macrobert Arts to see theatre like
3 Joseph and the Amazing Technicolour Dreamcoat. We would
4 go to Edinburgh and Glasgow for a theatre trip. There
5 were school trips to Kelvingrove and things like that.
6 If you were in the pipe band then you would have more
7 outings. They played at Murrayfield every home
8 international. I was a dancer so I had more days out.
9 We used to go to hospices and do highland dancing to the
10 pipes.

11 There was a ski trip to France before you left
12 primary school which most kids went on so I went on
13 a ski trip for a week."

14 Moving on to schooling at paragraph 45:

15 "I think the schooling was normal and followed the
16 Scottish curriculum. When I was there it was half
17 O-levels and half standard grades. I didn't excel but
18 I don't think it was bad. I just chose to be a clown.
19 My brother was studious. He passed five O-levels and
20 then he left after fourth year. I left after fourth
21 year. I just wanted to get out of school."

22 Moving on to paragraph 49:

23 "There was a school hospital with a sister and
24 a nurse and they were lovely women. If you were ever
25 sick then you went in there. The advantage of being in

1 there was that they would bring round toast in the
2 morning. You were looked after in the hospital."

3 Moving on to paragraph 54:

4 "Birthdays and Christmas.

5 I was at home for my birthday and I don't remember
6 singing happy birthday to anyone else. You could tell
7 when it was someone's birthday because you were given
8 your mail in the central hall and they might have a cake
9 from a Dunblane baker. A lot of kids read comics and
10 they came in a tubular package.

11 There was a Christmas dinner before you broke up for
12 Christmas. That was the normal turkey and brussel
13 sprouts. There was a Christmas concert with parents
14 invited. The kids who could sing sang the Christmas
15 songs.

16 Halloween was fun and there would be dunking for
17 apples, singing songs and a bonfire.

18 Personal possessions.

19 At the start of the school term you had a balance of
20 about £25 for pocket money. I presume that money was
21 provided by my parents. You were given pocket money
22 once a week and the housemaster kept a book where he
23 recorded what you had been given. You would spend that
24 on sweets.

25 Kids would have walkmans and skateboards. You could

1 have a couple of items. We didn't really want much.
2 Ghetto blasters came in and some kids had them. That
3 was the maximum luxury. You didn't have your own
4 tellies or anything.

5 Bed-wetting.

6 There was a kid in my year and he was bullied
7 terribly for wetting the bed. I feel guilty because we
8 made his life a misery. I think the school gave him
9 a special mattress. I'm not on Facebook but I was years
10 ago and there were a couple of kids who I really hoped
11 had done well and he has. I am pleased he did well.

12 Visitors.

13 Parents could come at weekends. When my parents
14 lived nearer, they came to visit. That happened
15 a couple of times. My mum didn't drive then so she used
16 to get a train up and I went into Dunblane with her
17 a couple of times. You can go and do what you wanted
18 with your visitors.

19 You would see relatives because you could have
20 relatives come and take you out and my granny came and
21 picked us up a few times. That was called a late pass
22 and you could take a friend. I had kids who came with
23 me and I was taken out with a few friends."

24 Moving to paragraph 64:

25 "Sibling contact.

1 I would bump into my big brother in the school
2 grounds or on the playing fields and have a quick chat,
3 but four years was a big age difference and we were
4 always in different houses so I didn't see too much of
5 my brother. We weren't allowed in each other's
6 dormitories. I never saw where he slept and he never
7 came over to where I slept. Different age groups were
8 kept apart.

9 Running away.

10 There were a couple of runaway incidents and I did
11 that when I was in second year. I ran away over the
12 Ochil hills and when I came down a guy picked me up from
13 the street. We passed a police car and he handed me
14 over to the police. The police took me home and then my
15 dad took me back to the school. Nothing traumatic had
16 happened, I just wanted to do it. I was naughty.
17 I wasn't a good pupil or a good kid. I wasn't punished
18 for that, I just had a chat with the headmaster.

19 Discipline.

20 The basic punishment was the whack, which was
21 a tennis shoe over your arse. You put your hands on the
22 radiator and the teacher whacked you on the bum however
23 many times. On my first night there, about 20 of us had
24 to stand in a big line to get the whack. You had to say
25 what you were there for and there was a kid who lost his

1 school towel and he still got whacked for that.

2 The housemaster was the one who gave the whack on
3 the first night. The whack was given over pyjamas or
4 over school shorts. You would get the whack for
5 speaking in class. When it was lights out, if you were
6 being naughty then the dorm leader would report you to
7 the housemaster and he would just take the dorm leader's
8 word for it and you got the whack.

9 My brother talked over the years about a boy who was
10 in Wavell. He hadn't been given the whack once in
11 Wavell House so on the last day the housemaster whacked
12 him just because he had never had it done to him before.

13 The teachers gave the whack for anything in class.
14 All the teachers gave the whack but we feared certain
15 teachers for how hard they did it. One would take a run
16 up. Ben Philip made it sting. Even the school
17 chaplain, Silcox, gave the whack. I remember it was
18 playtime and I was shining a mirror on his bald head and
19 so he gave me the whack. He was the reverend and he
20 taught religious studies.

21 For more serious things you were given the belt. If
22 you went round the beds bouncing from one to another
23 then you were given the belt. I suppose they didn't
24 want anyone splitting their heads open because then they
25 would have to explain to a parent what had happened. It

1 didn't happen to me but I saw the after effects of
2 someone getting the belt for bed bouncing. They would
3 be in tears.

4 The belt was for more serious stuff and the cane was
5 unheard of. It was for things like bullying. There was
6 a fight in the school chapel when I first started and
7 I heard the senior boys were given the cane but that was
8 a rarity.

9 You didn't start getting lines and detention until
10 they got rid of corporal punishment. I was in detention
11 all of the time when corporal punishment went out the
12 window. I never liked the headmaster. My sense of
13 humour was that I used to make my farts as loud as
14 possible. On the plastic chairs you could make them
15 very loud. Some teachers would ignore it and some
16 modern-type teachers couldn't stand it. It really got
17 on the nerves of the technical drawing teacher so he
18 would send me to the headmaster. I was always at the
19 headmaster's office for farting as loud as I could.
20 I think he had had enough of me. The headmaster would
21 give me detention.

22 Detention and lines became the normal punishment
23 after corporal punishment had stopped but it was nothing
24 compared to what had happened before so there was no
25 fear. I wasn't afraid of detention, I just spent my

1 weekends sat in a class. Detention was on Saturday,
2 Sunday and Thursday because that was the day you could
3 go into Dunblane. It was supervised by a teacher and
4 you had to do lines while you were there. The worst one
5 I had was given by Ben Philip, I had to copy out of the
6 Bible for hours and hours. There was no punishment
7 beyond detention.

8 I remember on one occasion my parents came up and my
9 dad gave me a fiver. He told me to go and get some fags
10 with it. He was joking but he probably suspected I was
11 experimenting with cigarettes like quite a few of us
12 were. When there was corporal punishment you would be
13 given the whack for smoking and then it was detention.
14 I never drank and there were no drugs. We had school
15 discos and girls' schools would come but I don't
16 remember there ever being any alcohol.

17 There were a few kids who were bullied. One was
18 a bit weak and he used to get bullied terribly. Boys
19 were picked on for stupid things. There was a boy who
20 always smiled and he went through school being called
21 gay. Kids are just very cruel. I don't think the
22 school dealt with bullying much. It was name-calling.
23 I don't think it was worse than a normal state school.

24 Prefects/senior pupils.

25 When you started, an older boy took you under his

1 wing and you were called a rookie. He was supposed to
2 look after you and see how you were getting on. Mine
3 was a good kid. He showed me around the first day. In
4 my second year, the rookies came again and you had to
5 take one under your wing.

6 When I was in Wavell, they had dorm leaders. The
7 dorm leader might have been a year or two older than me
8 and I think the teacher must have picked who they
9 thought was most responsible. I don't remember who the
10 dorm leader was when I started. It was a bit like Lord
11 of the Flies because they could just put you on report.
12 When you were on report then that was it and you got
13 your whack. It was the housemaster who would do that.
14 We always liked him. It is only in the last few years
15 that I have started to see things that were wrong with
16 that school. I used to see that as character building.

17 In the high school, you had a head boy, monitor and
18 prefects. I can't remember which were more senior but
19 in one group there about were about four of them and in
20 the other there were ten or a dozen of them. I think
21 the prefects were senior. They had a disciplinary role
22 and they had the power to give you a day, which meant
23 that in winter you did supervised circuit training in
24 the morning where you would have to climb ropes and do
25 bunny hops in the gym. In the summer it meant running

1 around the playing fields. I think a teacher was there
2 to monitor you running around but I don't remember them
3 being involved in whether you were given a day.
4 Prefects weren't able to give you lines or detention.

5 Abuse at Queen Victoria School, Dunblane.

6 Ben Philip taught me throughout my last year in
7 Wavell when I was 11 and 12 years old. When he was
8 going through my work in class, I would stand next to
9 his chair and he would always have his hand up my shirt,
10 stroking me. He would do that for as long as he was
11 going over my work and he did it every time I was beside
12 his desk. I don't know if I saw him do that to other
13 boys. He probably was doing it, but I was in my own wee
14 world.

15 I wasn't horrified at the time, I liked the feeling.
16 I have three daughters and if anyone did that to my
17 daughters I would probably kill them but at that age
18 I didn't see anything wrong with it. I thought he was
19 a nice teacher and he was stroking me. He never did
20 anything else and there were no private parts involved.
21 The only other thing is that my brother told me that he
22 took boys into his flat.

23 I'm not in contact with anyone from school and I'm
24 not on Facebook now but I was and I remember it being
25 mentioned. At the time at the school we didn't talk

1 about it. When you went to Haig he was the housemaster
2 and we didn't say to each other, 'Remember when we were
3 wee and he used to touch us up'. We just didn't.
4 I don't know why we didn't speak about it, it was just
5 immaturity. We didn't get anything from it at that age
6 because we were young. I realise he was getting
7 something out of it because he used to do it every time.

8 Ben Philip was strict and you didn't want to cross
9 him. He seemed strict but kind of fair. I didn't think
10 he was nasty and he could be fun as well, he did fun
11 topics. He was a good teacher. When he whacked you, he
12 made it really sting.

13 Ben Philip had dark hair but he was going bald and
14 had a bit of a comb-over. He had a Victorian moustache
15 and was always immaculately dressed. He used to the
16 wear cufflinks on his shirts and bands on his upper
17 arms. He was well spoken. I had heard he was a Borstal
18 teacher before but I don't know if that was true. His
19 nickname to all us kids was Bender. My brother used to
20 tell my mum that it was because, before he whacked you,
21 he used to bend the tennis shoe. That was naivety and
22 it was what I thought it meant. I didn't know about
23 that name when I was young.

24 The matron at Wavell had her accommodation on
25 a mezzanine level, which had glass either side of the

1 stairs going up to it. The glass looked into the dorm.
2 Every time we were getting changed in the dormitory she
3 was always watching. We just laughed about it and would
4 comment that she was watching us again. At the time
5 I thought it was a bit odd. Now I don't know what
6 I think about it. I have a definite idea of what
7 I think about Ben Philip, but with the matron, I don't
8 know. I could be the only one mentioning it. Maybe
9 it's just something that's stuck in my head.

10 I have been looking for stuff online about school
11 and there is a bit of a narrative about the [REDACTED]
12 [REDACTED]. I left in 1991 and I had never seen him in the
13 school. I think I would remember his face. The only
14 adult that we thought was creeping about was the
15 Cunningham housemaster, Glenn Harrison. He seemed to
16 walk around a lot more than any teacher there. Maybe he
17 had genuine concerns, but I never saw anything strange
18 in the dorms whatsoever.

19 I think Glenn Harrison's heart was in the right
20 place. Teachers would do a patrol while you were in bed
21 and they did their rounds, that was normal, but he
22 seemed to do that often. I don't think he was
23 a paedophile. Whether he was right or wrong, I think he
24 really was concerned. Because he went round all the
25 time, we used to set traps for him. We'd put empty tin

1 cans in a row so he would trip over them. We just had
2 a laugh about it.

3 At the time we thought that the way Glenn Harrison
4 went round more than the other duty teachers was funny.
5 He never approached you in bed and there was no talk of
6 that. I have read stuff online about Glenn Harrison
7 having written letters to parents talking about abuse.
8 At the time, I knew nothing about it. I have read
9 online that he's saying people came to the school to
10 collect boys in cars, but I never heard or saw anything
11 like that. You only went away with relatives.

12 I think I read something in a paper about a boy
13 having been sexually abused by older boys in the school,
14 but I never heard anything at the time. I never heard
15 anything about sexual abuse between boys in the school.
16 There was such an anti-gay thing in the school that
17 I don't think anyone would have thought about that.

18 Leaving Queen Victoria School, Dunblane.

19 I was expelled during my exams. I had been due to
20 leave in a couple of weeks anyway, but I was being a bit
21 disruptive, so they got rid of me and I went to a state
22 school. I was only there for a couple of months before
23 the school broke up and I left that school.

24 My mum died in 2009 and she had kept all these
25 letters from the school. I had terrible reports. I had

1 never read all of this. What stuck in my head was that
2 one of them accused me of urinating down a lift shaft.
3 It said a head boy had said I had urinated down a lift
4 shaft. I never did that. We all used to spit down the
5 disused lift shaft at the back. I never weed down
6 there, but there was a letter to my mum saying that was
7 what I had done because a boy had said that. The first
8 I knew about that was 12 years ago when she died. I
9 hadn't been accused of that at the time but I learnt it
10 was one of the catalysts for me being expelled. My mum
11 had never mentioned it and it was never put to me by the
12 school.

13 I thought I was expelled because my friend and
14 I skipped the Sunday church service. We had been doing
15 the Duke of Edinburgh's Awards and we had gone out the
16 back to cook bacon and make bacon sandwiches. We made a
17 bit of a mess with the smoke and one of the teachers
18 came over and saw us. I think it was pretty much after
19 that I was gone. I was a bit of a bugger, being
20 disruptive and naughty. It was just stupid stuff.
21 I was never a bully. There was an incident in the
22 central hall when I flicked a bogey on someone and we
23 started fighting but fights went on all the time. Later
24 on, he was crying to the headmaster.

25 I left with Cs in standard grade English and

1 science. I never tried. I hated school and I didn't
2 see the point. I was stupid. I wanted to join the
3 army. I didn't see the point in learning mathematics
4 because I was never going to use algebra in my life.
5 The things I enjoyed like geography and history we
6 didn't do, they weren't on the curriculum. You had
7 Latin and French, metalwork and woodwork. I just didn't
8 enjoy it.

9 Life after boarding school.

10 I went back to QV a couple of years later for a bit
11 of a reunion. I think I was in the area in 1997,
12 I popped in, and that was the last I have been back.

13 When I left state school I became an apprentice
14 plumber and I didn't enjoy that. I joined the army
15 in March 1992 when I was 17 and was in the army for 11
16 years. I was in two regiments and after 11 years I just
17 got bored and left. I struggled to get a job and then
18 I found a job with the Ministry of Defence doing
19 security. It was a Civil Service job with perks. I did
20 that for eight years and then I took voluntarily
21 redundancy.

22 Impact.

23 I think I took the wrong route in life and I should
24 never have followed that path into the military at all.
25 I don't know if I was brainwashed but maybe I was.

1 I don't know.

2 I was in Belfast when my mum sent me a letter saying
3 that Ben Philip had died. He fell off a ladder putting
4 up Christmas decorations at the school. I wasn't upset
5 or happy when I heard that. I thought it was a shame
6 and that was it.

7 I used to think corporal punishment was a good
8 thing, but I am a sadomasochist and I think it could
9 have been the school that did that to me. I'm a bit of
10 a 'perv' and I think that might have something to do
11 with QV, corporal punishment, and it being an all boys'
12 school. I have only accepted in the last two or three
13 years that I am gay or bisexual. The word 'gay' has
14 been a negative thing all my life. There were kids
15 picked on for it and that has been the way it has always
16 been. Anything bad was called 'gay'. You are seen as
17 subhuman and I have had that all my life. The regiments
18 I served in were all white males and there were no
19 different ethnicities. Everything was the way it had
20 always been and that was it. People who were different
21 were looked down upon.

22 I'm not cut out for relationships. I drink too much
23 and I'm an insomniac. I haven't seen any counsellors in
24 the past. I have a letter from a primary mental health
25 service saying that I have a telephone assessment.

1 I organised that through the GP.

2 Reporting of abuse.

3 I only started thinking about what Ben Philip had
4 done after Jimmy Savile, but I haven't told anybody
5 about it.

6 I don't have my records and I don't want to get in
7 touch with QV.

8 Lessons to be learned.

9 I see things as building a picture, like a jigsaw.
10 I contacted the Inquiry to say what Ben Philip did to me
11 because he may have done worse. I just see myself as
12 a wee bit of the jigsaw. I have read about what has
13 happened to kids who have been around Catholic priests
14 and it makes this look like a holiday camp so I don't
15 feel I had it terrible.

16 I would not send my children to QV. I think
17 boarding schools should be for posh people and it's
18 stupid to send kids like us there. I totally disagree
19 with some sex schools, especially boarding schools.
20 It's not natural. You should grow up knowing each other
21 and you shouldn't be kept apart.

22 I think everything has become softer and I think
23 everything must be better now. I think it is good that
24 I have about able to talk about it after all these
25 years.

1 I have no objection to my witness statement being
2 published as part of the evidence to the Inquiry.
3 I believe the facts stated in this witness statement are
4 true."

5 The statement was signed on 9 August this year.

6 LADY SMITH: Thank you very much.

7 MS BENNIE: Thank you, my Lady. The next statement bears
8 the reference WIT-1-000000792.

9 My Lady, this witness wishes to remain anonymous and
10 he's adopted the pseudonym of Keith.

11 LADY SMITH: Thank you.

12 'Keith' (read)

13 MS BENNIE: "My name is Keith. My year of birth is 1973.

14 My contact details are known to the Inquiry.

15 I was a pupil at QVS between 1983 and 1991. My
16 father was in the RAF and often moved between bases in
17 Scotland and England. To try to ensure some continuity
18 of education, my elder brother and I went to QVS. My
19 brother is older and he started at QVS the year before
20 me.

21 I started at QVS when I was in Primary 6. My
22 brother was in Primary 7. We were both in Wavell House
23 at the same stage. CRC was the housemaster but
24 he died . After he died,
25 OLB became the housemaster. The matron left

1 while I was in Primary 6 and was replaced by another
2 lady who was fine. When I moved into Primary 7, my
3 brother moved to Trenchard House as he was now in
4 Secondary 1.

5 I moved into Trenchard House as well when I went
6 into Secondary 1 and stayed there until the end of S3.
7 Bill Webster was the housemaster. He was a character.
8 I have nothing overly negative or positive to say about
9 my time there.

10 For S4 to S6 I was in Haig House. Ben Philip was
11 the housemaster. I have fond memories of him. He was
12 very calm and level-headed. The matron was Betty
13 McKeitch but she retired whilst I was there and was
14 replaced by Liz Evans. She formed a formidable team
15 with Ben Philip. We were older so had more freedom. We
16 felt respected by the housemaster and matron. If we
17 crossed a line, we were made aware of that in a firm and
18 polite way. Ben Philip ensured that we were looked
19 after but generally treated us like adults. The S6 boys
20 sometimes visited Ben Philip's flat and on occasion Liz
21 Evans' flat in small groups for coffee/biscuits and a
22 chat. Ben Philip was always approachable and you could
23 always have a chat with him.

24 There was still corporal punishment whilst I was at
25 school, a slipper to the backside if you misbehaved.

1 The belt was also still in use. It was not dished out
2 willy-nilly, very much a last resort. Some staff had
3 a lower tolerance for bad behaviour than others.
4 I never felt bullied or threatened by staff. I never
5 feared going to classes.

6 I was very homesick when I started at QVS. The
7 staff were very caring. I remember my aunt died while
8 I was in P7. The staff were again very caring. I was
9 told about it by my brother. The school chaplain, John
10 Silcox, was there to support us. He kept a close eye on
11 me and made sure to include me in what was going on that
12 day. He ensured that my peers encouraged me to join in
13 activities like swimming.

14 If I had concerns or troubles, I would usually have
15 spoken with my brother first. He kept an eye on me.
16 After that, I'd speak to the housemaster. I tended to
17 speak to the housemaster more than the matron.

18 When I was at QVS in the 1980s, it was still seen as
19 a military school. There was a chain of command.
20 Prefects were able to punish younger pupils for
21 misdemeanours -- punishments like a lap of the sports
22 field or circuits in the gym. I always felt that if
23 I got a punishment, it was deserved. There was
24 a hierarchical structure at school with the Haig boys,
25 the senior boys, ruling the roost. Some of them gave

1 off an air of authority, but not in a way that they were
2 feared. I was bullied for a while by a boy in my year
3 group. It was not overly bad and I wasn't scared of
4 him. He hit me once in class and I told a teacher about
5 it. The staff pulled him out of the class and spoke to
6 him. I am not sure what happened thereafter. It calmed
7 down and we started to get along with each other in S5.

8 I am aware of the story that hit the press with
9 Harrison in 1991. I never experienced or saw anything
10 of that nature. If there were trips out from school,
11 they were enjoyable. Some boys did go away as
12 individuals, normally associated with pipe band activity
13 or Remembrance Day. Any trips I went on as part of
14 a smaller group were associated with pipe band activity
15 with either one of the teachers or the school pipe
16 major.

17 On the whole, my time at QVS was a positive
18 experience and I got to do things I would never have
19 done otherwise. I made friend for life. It was
20 positive for me.

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

24 My Lady, this statement is signed and it's dated
25 1 September 2021.

1 LADY SMITH: Thank you.

2 MS BENNIE: The next statement bears the reference
3 MOD000000066.

4 This witness wishes to remain anonymous and has
5 adopted the pseudonym of Harry.

6 LADY SMITH: Do we have a date for this statement?

7 MS BENNIE: We will have a date, my Lady.

8 LADY SMITH: Let me have it in due course, please,
9 Ms Bennie. Thank you.

10 'Harry' (read)

11 MS BENNIE: "My name is Harry. I am in the British Army in
12 the Signals. I joined up when I was 20. I attended QVS
13 between 1988 and 1994.

14 My dad was a Scot and a serviceman so I was eligible
15 to go to QVS. My older brother had gone to QVS,
16 although he had finished school the year before I went.

17 I started at QVS when I was nine years old and I was
18 in Wavell House in the Abercrombie dorm. I was given
19 a mentor who was a Primary 7 pupil. All of the
20 Primary 6 pupils had a mentor. When I moved into P7,
21 I was given a rookie to mentor. In Primary 7 I moved to
22 Lyndoch dorm. It was enjoyable. There was lots of
23 playing football and rugby. Other hobbies in the winter
24 to keep us occupied like bowls, judo, basketball, film
25 club. There was always something going on.

1 I was sometimes a naughty boy. That would be dealt
2 with quickly, usually by losing a privilege such as
3 being restricted to two hobbies instead of four for
4 a week or being made to sweep the stairs. It was
5 reminiscent of army life and that felt normal for most
6 of the boys, as we all came from a military background.
7 There was a sort of rank structure and we all respected
8 that.

9 Within each house there was a matron. She was, in
10 essence, 'mum'. She would make sure you had a bath once
11 per week.

12 In S1 to S3, I was in Trenchard House. The
13 housemaster was Bill Webster. He was a charming bloke
14 with lots of witty banter. During my time in Trenchard,
15 the layout of the dorms changed. At first, the layout
16 had bunk beds with lockers in between the bunks for
17 privacy. You would have a bunk mate. When I came back
18 from holiday to start S2, the dorms had been redone.
19 Everyone now shared a two-man room with cabin beds that
20 had a desk underneath. There was much more privacy.
21 The rooms didn't have doors so behaviour couldn't be
22 hidden. I think the new dorm layouts made people
23 happier as there was more privacy. I remember having
24 quite a bit of schoolwork then.

25 Was there bullying in S1 to S3? There was the

1 taking of the piss and banter. It was light-hearted
2 fun. If someone called you 'fatty', you'd just reply
3 'ugly'. There was the odd scrap over something like
4 a chocolate bar, usually because someone had light
5 fingers. Fairly unusual. It might start off out of the
6 view of staff but the housemaster would always end up
7 turning up and would take both of you away for
8 a talking-to. It would usually end up in an apology and
9 whatever had been lifted was returned. The housemaster
10 dealt with it well. I don't remember any of my year
11 being bullies. We encouraged the younger lads,
12 especially in sport. At most, a few lads had a spiteful
13 tongue. Never any fisticuffs. Bill Webster was my
14 housemaster at the time. He looked after us well. He
15 was 'dad'. He kept a bank account for you, which you
16 could spend at the nightly tuck shop or use to try to
17 buy fags from a shop near the school.

18 In my last year at school I was in Haig House.
19 Ben Philip was the housemaster and he was very much
20 loved. He was a single man who lived in the flat in
21 Haig House. I can imagine the media would make
22 something of that now, but nothing ever happened, to my
23 knowledge. He was very understanding and always willing
24 to give you five minutes of his time. We lost him that
25 year. He fell off a ladder and died. The whole of Haig

1 House were affected by his death and his pupils in P6.
2 We had lots of support. Every teacher, matron, cleaner
3 came to be a shoulder to cry on. Overwhelming support
4 from the school. This was when Mr Harrison made his
5 allegations. I don't think there was any bullying like
6 he described. I didn't see anything like that.

7 I look back on my time at QVS with a smile. It does
8 excellent work for young men and women. It meant there
9 was no need to change schools every two or three years.
10 I have colleagues whose kids go to QVS and the
11 facilities seem to be brilliant now. I'd happily send
12 my kids, but my wife doesn't want them to board. QVS
13 did me well."

14 My Lady, the final read-in for today bears the
15 reference MOD000000067.

16 LADY SMITH: Thank you.

17 'John' (read)

18 MS BENNIE: My Lady, this witness wishes to remain anonymous
19 and he's adopted the pseudonym of John.

20 "My name is John. I attended QVS between 1989 and
21 1996. The school was boys only during my time there.
22 It became co-educational the year after I left the
23 school.

24 I started at QVS when I was in Primary 6 and I had
25 just turned 11 years old. I started at the same time as

1 my brother. My father was a warrant officer in the RAF
2 and we moved around the UK a fair bit. When I started
3 at QVS we were living in London. I was in Wavell House
4 when I first started. It was my first time living away
5 from home and the teachers were very understanding about
6 that. There was lots what I would now call peer support
7 too. The dormitories were open plan with about 16 or 17
8 boys sharing. You had a bed and a locker. There was
9 not much privacy, but we always had someone about who
10 understood how we felt.

11 School was enjoyable. I was 11 years old and away
12 from home for the first time so there would be some bad
13 days, but on the whole I really enjoyed it. I got to
14 experience and learn new things. Being at QVS was
15 sheltered but eye-opening at the same time. I made lots
16 of friends.

17 We were encouraged to write letters home. After
18 a term or thereabouts, our parents could visit and take
19 us out for a day. Later we were allowed to go out with
20 our parents for an overnight.

21 I moved to Trenchard House and Cunningham House for
22 S1 to S3. The living accommodation was also a long dorm
23 sectioned off with wardrobes by bunk beds. Again, there
24 was not much privacy. In the summer between S1 and S2,
25 they modernised the house. Instead of one long dorm,

1 there were smaller cubicles that took two or three boys.
2 There were no doors on these but there was much more
3 privacy. I think the house captain got a room to
4 himself. I moved to Haig House for S4 to S6. In S4,
5 there were about 11 of us sharing an annex with our own
6 space. In S5 to S6, we got our own rooms with
7 a lockable door and much more privacy.

8 QVS was a small school, only about 300 pupils.
9 Generally everyone knew what was going on. If you were
10 to wet the bed, within about 15 minutes everybody would
11 know. I never witnessed any abuse during my time at QVS
12 and I think it would be difficult for it to take place
13 due to the small size of the school and limited privacy.

14 I was never on the receiving end of bullying and
15 none of my friends were either. I can't say it never
16 happened, it probably did, like at all schools. It was
17 a boys' military school. There was lots of testosterone
18 and people would fall out. There was the occasional
19 punch-up, but those were usually over before they
20 started. I had one proper punch-up with someone, which
21 ended quickly. After it had all calmed down, the
22 housemaster took us aside and spoke to the pair of us.
23 By that time we were speaking to each other again.

24 We were each other's family at the school. We had
25 to rely on each other, so disagreements were over and

1 done with quickly. The only thing I experienced that
2 could be described as bullying, although I didn't really
3 see it as bullying, was once when a group of S5 and S6
4 boys waited for some of the younger boys to come out
5 from a lesson. They grabbed you and asked if you knew
6 any swearwords. If you said a swearword, they sprayed
7 shampoo into your mouth.

8 Everyone will have teachers they remember well.
9 Some teachers I liked and some I didn't. You knew they
10 were there if you needed them. There were two types of
11 teacher. The old school type where you knew about it if
12 you did something wrong. At the time, I resented them.
13 The second type were more talkative and easier to go to
14 if you had a problem. I think very fondly of some of my
15 teachers. I wrote a letter for the school magazine
16 a few years ago where I discussed the stricter old
17 school type of teacher. I look back on them now as an
18 adult and realise that what they did then was
19 beneficial.

20 Each house had a housemaster. The houses also had a
21 matron. She looked after laundry, bedding and personal
22 care. In P6 and P7, you had your day to go to the
23 matron after you had washed so she could inspect and
24 check you had washed behind your ears and cleaned your
25 nails. No matron inspections from S1 onwards. As with

1 the teachers, I didn't always like the matron. The
2 matrons in Cunningham and Haig were very approachable.
3 Once when I went back to QVS for a visit, the first
4 person who recognised me was the matron from Haig House.

5 I am aware that in about 1992 Glenn Harrison, who
6 was my housemaster in Cunningham House, made allegations
7 about abuse. I was at the school at that time and it
8 wasn't pleasant when all of that ended up in the papers.
9 I have no idea where his allegations came from. I never
10 experienced anything like that or witnessed anything
11 like that. I cannot see how boys could have been
12 whisked away in secret. I have no recollection of
13 anyone going away for a night with a member of staff.
14 I was interviewed by the police (we all were) with my
15 parents present. I do not think any charges were
16 brought.

17 I will speak very highly of the school until the day
18 I die. It was life defining. Can I fault it? There
19 were rules I didn't like and there were rules that
20 seemed to be there only for the sake of rules, but on
21 the whole my experience was very enjoyable. It was my
22 home away from home for seven years."

23 My Lady, that concludes the read-ins.

24 LADY SMITH: Thank you very much indeed.

25 MS BENNIE: Thank you.

1 LADY SMITH: I'm sorry, if I can get a date for that
2 statement as well?

3 MR BROWN: Yes.

4 LADY SMITH: Oh, the same date as the previous one? I've
5 got the date from the previous one; it's the same date?
6 The previous one was 13 October 2020, and so for John's
7 statement that would be the same date, 13 October 2020.
8 That's helpful.

9 MR BROWN: My Lady, that concludes today's evidence.

10 Tomorrow, and for the remainder of the days allotted to
11 QVS, we will be hearing or leading evidence from staff.

12 LADY SMITH: Yes. So tomorrow the plan is one witness in
13 person?

14 MR BROWN: One witness in person and then a number of
15 read-ins.

16 LADY SMITH: But, as you say, no more pupils.

17 MR BROWN: No.

18 LADY SMITH: We move on to staff. Thank you very much
19 indeed. Very well. I'll rise now until tomorrow
20 morning at 10 o'clock.

21 (3.54 pm)

22 (The Inquiry adjourned until 10.00 am
23 on Friday, 22 October 2021)

24

25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

I N D E X

'Clifton' (affirmed)1
 Questions from Mr Brown2
Glenn Harrison (read)56
'James' (read)89
'Peter' (read)124
'Hector' (read)159
'Keith' (read)178
'Harry' (read)182
'John' (read)185

