

Scottish Child Abuse Inquiry

Witness Statement of

Brian RAINE

Support person present: No.

1. My name is Brian Raine. My date of birth is [REDACTED] 1946. My contact details are known to the Inquiry.

Background

2. I have an Honours degree in Modern History and a Post-graduate degree in Education, which I completed at Durham University between 1966 and 1970.
3. After graduating I took employment at Strathallan School, Forgandenny, Perth and remained there until 1993, where I was Housemaster, Head of History, Master in Charge of Games and 1st XV Rugby Coach. In that position I organised rugby tours with the school to France, Canada, a round the world tour and to South America.
4. In April 1993 I arrived at Queen Victoria School (QVS), Dunblane as Deputy Headmaster and in 1994 I was appointed Chief Executive of the Government Agency and Headmaster of Queen Victoria School. I retired in December/January 2006/2007.
5. I suffered a massive stroke on 6 April 2011 and was diagnosed with aphasia, which affects speech and memory and I could not speak, read or write for some time. Since March 2020 the Covid-19 virus has decimated my diary and as a result my speech has since deteriorated.

6. Fortuitously, most of the information I have used concerning my background and my employment at QVS has come from a 'Retrospective View' of my time at the school. I produced this Retrospective View in 2006 for the HMIE Care and Welfare and Care Commissions Inspections. I have provided a copy of the Retrospective View to the Inquiry.
7. Throughout my time as Headmaster at QVS I did not use a computer, relying totally on my PA and Deputy Head's secretaries.

Employment at Queen Victoria School

Promotions at QVS

8. After taking post at QVS in April 1993 as Deputy Headmaster and following rigorous selection proceedings, I was appointed Chief Executive of the Government Agency and Headmaster of the school in July 1994. It was a very steep learning curve for myself, as my line manager was the Adjutant General of the Army, General Sir Michael Rose. I was the first person to be appointed in this dual role as Chief Executive of the Government Agency and Headmaster of Queen Victoria School, responsible for the usual 'headmasterly' roles but, also, overall control, budgeting etc. as the Agency Accounting Officer for QVS.

Glenn Harrison

9. I am advised that the Inquiry are aware that in 1991 a teacher, Glenn Harrison, made disclosures of abuse at QVS and that the school was, thereafter, inspected by HM Inspectorate of Schools, culminating in its report of May 1992 which focused on pastoral care and pupil supervision.
10. I was too busy becoming totally immersed in my new job, the school and my knowledge of and preparation for taking over, after selection, for the positions of Chief

Executive and Headmaster between April 1993 and July 1994 to focus on Glenn Harrison and assumed that this matter had been dealt with.

My appointment and response

11. As far as I can remember there was no mention of Glenn Harrison at my appointment. The questions were mainly how could I see QVS progressing, with the main focus on the introduction of co-education. I do not think that my appointment as Chief Executive and Headmaster had anything to do with Glenn Harrison.

The school in 1993 and my role in taking it forward

12. When I started at the school in 1993 it was clear to me that QVS was hiding its light under a bushel and considerable development was required in a number of areas. Although the introduction of co-education was very much in the forefront of plans for future development, it was also apparent that the boarding accommodation had to be completely refurbished.
13. Not much money had been spent at QVS before I arrived, as far as I could ascertain, and there were a number of areas that needed development i.e. a complete refurbishment of the boarding accommodation, reduction of the bed spaces in the Main Building, a new boarding house, a radical shift in the supervision & care of pupils, revision of the boarding duties system, appointment of Resident Deputy/Assistant Housemasters, Housemistresses, upgrading of existing buildings & building of new facilities e.g. All-Weather Pitch & raising academic standards etc.
14. The good qualities already existed e.g. the pupils, the ceremonial aspect & ethos, the Pipe Band & Highland Dancers, the ambience of Parade Sundays & Grand Day, all of which installed a sense of order, pride and belonging to QVS. These were not built up as successes and were hidden from being given a profile locally, nationally & internationally. QVS needed some one, with valuable expertise to bring these to fruition. If you hide your light under a bushel, you keep your abilities and good qualities hidden from other people.

15. As a result, the Commissioners and the Ministry of Defence accepted a ten year programme, which involved the building of an extension to Wavell House in order to provide extra space for a girls' house and a new building to house the P7/S1 boys.
16. Wavell was the first house to be modernised and then extended. Thereafter, the Main Building was refurbished and bed spaces were reduced from 199 to 124, which made a massive difference in the quality and space of accommodation. Additionally, the whole House structure was changed to provide one co-educational Junior House, Trenchard, one girls' house, Wavell, and two vertical boys' houses, Cunningham and Haig.
17. There were further developments on the boarding side: more leisure areas, carpets, curtains, furnishings and decorations. In general, the homely nature and atmosphere was vastly improved within the restricted confines of the Main Building.
18. The boarding accommodation by 2006 was very good and the 2005/2006 HMIE Care and Welfare and Care Commission inspections confirmed that pupils and parents were very happy with their accommodation and the way in which the pupils were cared for in the boarding context.
19. There was also a radical shift in the supervision and care of the pupils within the boarding houses. The boarding duties system was revised twice within a ten year period and each house team was allocated more staff, which meant that during the main pressure periods there were at least two members of staff on duty. Resident Deputy/Assistant Housemasters/Housemistresses in all houses were added, to the improved care of the pupils. Quality assurance visits by senior management helped to ensure that maintenance, improvements and health and safety issues were addressed speedily.
20. The introduction of girls in 1996 was a major development requiring major changes in structure, accommodation and procedures, but also ethos, attitudes, sports and extra-curricular activities. However, the benefits were obvious and enormous. It was easier

for our Armed Services' families to educate their sons and daughters in the one school, holiday arrangements, weekends, parents' evenings and visits became much easier and convenient. The boys and girls grew up naturally with each other and, partly because of the number of siblings, they got on well with each other and remained very good friends after school.

21. As Headmaster, in my first speech to staff, I set targets and was responsible for driving the school ahead academically in this very important area. As a result, examination results improved considerably, being well above the national average. New subjects, such as Geography, Business Studies and Philosophy, were introduced. P.E. became an examinable subject and Support For Learning (SFL) was developed, becoming an integral and very important part of the overall academic operations.
22. Principal Teachers in Computing, SFL and Business Studies were introduced and an extra Deputy Head was added on the Pastoral side. I fought hard for the latter in one of our many reviews as it was clear that more resources were needed on the educational senior management side to cope with the increasingly high levels of bureaucracy in Pastoral, Boarding, Careers and Personal and Social Education areas.
23. The 1994 to 2006 period saw the building of an extension to the library and a new all-weather pitch for football and hockey, with its own floodlighting. There were also considerable improvements in the MacMillan Sports Hall, with a classroom and multi-gym being added. The whole area at the back of the swimming pool was developed with a new CCF/ACF building, a new maintenance area and, of course, the new Trenchard House.

Succeeding J.D. Hankinson – expectations

24. I was shocked when I was told by Julian Hankinson, some time after my arrival, that he was retiring at the end of the 1993/1994 academic year. My first and main thought was that I would have to work with two Headmasters in quick succession, which I was not expecting.

25. I was new to the school and, in retrospect, I do not think that the announcement of Julian, due to retire at the end of 1993/4 academic session was a 'general shock', after fourteen years as Headmaster of Queen Victoria School. He had great care and concern for all the boys, allied to his enthusiasm for the real, professional job of school mastering. Julian did tell me that his last year with myself (1993-4) was his happiest year at QVS.
26. Interviews for my appointment as Chief Executive of the Government Agency and Headmaster of Queen Victoria School were conducted by the Commissioners and they were rigorous. I was overwhelmed and absolutely delighted with my appointment.
27. Most of what I have already stated of my role in taking QVS forward covers what was expected of me and what I, thereafter, achieved. However, other developments that were noteworthy were an improvement in the profile of QVS locally, nationally and internationally.
28. Locally, QVS from 1996 to 2006 was much more involved in Dunblane and Stirling initiatives, for example the Dunblane Forum, Children's Community Partnership and Stirling Council. Nationally and Internationally, QVS Pipes, Drums and Highland Dancers took part in the Nova Scotia Tattoo in 1995 and 2005, the Edinburgh Military Tattoo in 2001 and the Berwickshire and Basel Tattoos. In 1999 I led the QVS combined 1st XV and Pipe Band tour to Australia.
29. I was very proud to say that from 1994 to 2006 QVS provided a stable and nurturing environment for the children of our Armed Forces personnel and I can state, honestly, that I enjoyed living and working with the pupils within a boarding context and working with parents immensely.
30. Understandably there is a strong sense of the ceremonial tradition at QVS and the pupils do take considerable pride in the Parade Sundays and Grand Days. One of the pinnacles was when I acted as host to HRH The Princess Royal for her visits in 1997 and 2006; the first was to mark the introduction of girls and the second was when she presented the school with a new set of colours.

Areas of interest

31. QVS was one of the first, if not the first, independent school in Scotland to gain Investors in People recognition, circa 1999. As a result of this initiative there was considerable expansion, investment and development of the QVS staff.
32. At an early stage a Parents' Liaison Committee and Parents' Association were set up, both of which contributed substantially to discussion, decision making and school and pupil developments. I am very pleased to state that under my watch there was a much closer working relationship between the school and parents at all levels.
33. I was not surprised that the Parents' Liaison Committee and the Parents' Association had not existed before because I am not sure whether any Independent School, at that time i.e. early 1990's, had a Parents' Liaison Committee and a Parents' Association. At Strathallan, we were very used to parents but I'm sure there existed no such organisations. This was the case at QVS.
34. It was a real delight and of immense satisfaction to see the improved self-esteem and self-belief in the QVS pupils between 1994 and 2006. I felt this was very noticeable to those who lived, as my wife and I did, and worked in the school, but it was also commented on constantly by visitors to the school. It was also a noticeable feature of outside visits and a constant source of pride to our parents.
35. All matters concerning child protection, how children could report concerns, discipline and punishment of children, staff recruitment, training and appraisal, and the process for dealing with complaints and allegations against staff were dealt with according to the procedures set out in Scottish guidelines as well as MOD.

Investigations into abuse – personal involvement

Alleged abuse by YXL and YNT 2002

36. I am led to believe that the Scottish Child Abuse Inquiry is aware that I was involved in investigations about alleged abuse by two teachers, YXL and YNT, in 2002.
37. Regarding YXL there was no allegation of abuse and involvement with a pupil during the 2001/2002 academic session. The allegations came to light after the official end of the year, following Grand Day. However, this eventually ended up in a GTC hearing, at which YXL as far as I can remember, was completely absolved.
38. Allegations against YNT surfaced during the summer term and involved a female, who stated that nothing had happened. Similarly, I spoke to YNT who was adamant that he had done nothing wrong. This also ended up in a GTC hearing and, as far as I can remember, he too was absolved.

Robert Ben Philip

39. I am aware that applicants to the Inquiry have made allegations about Ben Philip who was employed at the school at the same time as me, up until his death on 11 December 1993.
40. Ben Philip was an excellent schoolmaster in all respects. From the time I arrived, I found him to be one of the best schoolmasters, as well as one of the best Housemasters at QVS and he remained so until, tragically, he fell off a ladder putting up Christmas decorations for the end of year House party.
41. I remember discussing things with him as he was always very willing to hear my thoughts and as I valued his opinions. He was a man who possessed great stamina in his role as a Housemaster, which I consider to be, probably, the most difficult, but

the most rewarding and best job in school mastering. However, he was not just a Housemaster, he was also a schoolmaster, teaching young boys and coaching football. He had great care and concern with his classroom of young pupils, as well as with the residents in Haig House. He was a real professional in both roles with undoubted stamina, resilience and capacity for hard work. I never, for one moment, had any concerns about him at all.

42. He was a devastating loss to his mother May Philip, and brother Randall. He was also, however, a very great loss to all aspects of QVS, particularly as Housemaster of Haig House.

QRS (Wavell Housemistress) and Lyn Smith (Assistant Headmistress)

43. I am led to believe that the Inquiry is aware of an allegation that a pupil, [REDACTED] was the subject of peer abuse in 2004.
44. **QRS** asked me if I could take her [REDACTED] into the school. Through [REDACTED]'s grandfather's service, under extenuating circumstances, I was able to grant [REDACTED] a place and he was placed under Bert Tomkins' care as Housemaster, a first class pastoral supervisor and; a very experienced Matron, Jean Kean.
45. Due to the fact that [REDACTED] s [REDACTED] unfortunately, lived just across [REDACTED], he spent too much time in her flat. This meant that he did not make any real effort to become involved in the House and extra-curricular activities. I know that Bert Tomkins spent an inordinate amount of time trying to help [REDACTED] but he was far too close to his [REDACTED] and to Lyn Smith.
46. I recall that Bert Tomkins was asked to go to **QRS**'s flat to discuss [REDACTED]'s situation, but that he was confronted by Lyn Smith as well. They tried to persuade him that

██████████ should be allowed to live in QRS's flat. He refused and subsequently, without reference to myself, these two ladies had asked the police to speak to Bert Tomkins.

47. I cannot remember what it was about, whether it was to do with peer abuse or QRS ██████████ pursuing her drive to have ██████████ be resident with her, but Bert Tomkins dealt with the matter and nothing came from this. All this was relayed to me, at the time, by Bert Tomkins.
48. I had started disciplinary proceedings against Lyn Smith, but in conversation with one of Her Majesty's Inspectors, I mentioned that I was having problems with QRS ██████████ and Lyn Smith and would be delighted if we could have our next inspection soon.
49. After a very stressful time for myself, suffering from some unjustified accusations from these two ladies, with the involvement of the MOD and, following the damning HMI reports on them, they were both suspended. I had already given Lyn Smith two official warnings and was due to give my third and final warning, when she and QRS ██████████ were suspended after the 2006 HMIE Report and, later, left the school.


Helping the Inquiry

50. I cannot state more than that which I have done already in the material I have used from my Retrospective View.
51. By the time I left QVS, the whole boarding set-up, including many more staff on duty, had been transformed from 1994. The introduction of co-education was working well and there was every precaution taken to protect children, as much as we could do.
52. The inspection team from the 2006 HMIE inspection identified the following key strengths:

- i. The care and commitment shown by the Headmaster and his staff to meeting pupils' needs.
- ii. Very good relationships among staff and pupils, and pupils were open, courteous and very well behaved.
- iii. Strong partnership with parents.
- iv. The wide-ranging activities to develop pupils' personal and social skills and confidence, including a very good programme of personal and social education (PSE).

Other information

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

Signed..... 

Dated..... 9 Nov. 2020