

Scottish Child Abuse Inquiry

Witness Statement of

FHS

Support person present: No

1. My name is FHS. My date of birth is 1962. My contact details are known to the Inquiry. I am providing evidence on behalf of my son. My son's name is FQZ. His date of birth is 1999.
2. FQZ knows that I am speaking to the Inquiry. I spoke to him about me speaking to the Inquiry as I know the state he gets into. He is happy for me to speak to the Inquiry at this stage. He has said that speaking to the Inquiry is not something he wants to do right now.
3. My husband and I run holiday accommodation as a business. My husband's name is I do not have any other children apart from FQZ.

Life before going to boarding school

4. FQZ was at Wellington School in Ayr until primary three. My husband was schooled in the west end of Glasgow and he wanted FQZ to have an education in a city. Wellington was quite insular. That was how we ended up sending FQZ to Glasgow Academy as a day pupil. FQZ travelled in an out of Glasgow to Glasgow Academy. FQZ loved Glasgow Academy.
5. FQZ was a rugby player. He is a big, strapping, outdoorsy boy. He was on the rugby A team at Glasgow Academy. He played front row as tight head or loose head prop. On top of that FQZ was playing rugby at Marr Rugby Club in Troon. He

played there on a Sunday. If FQZ had stayed at Glasgow Academy for the senior school there would have been two late night games during the week. He wouldn't have got home until seven on those nights. He also might have had games with the school on Saturdays. We felt that we were just going to become a taxi service if FQZ stayed at Glasgow Academy.

6. We had thought about boarding. It was a good solution for everybody. We went up to Glenalmond in February 2011 with FQZ for an entry test and a look around the school. All the parents' children were together in the morning. In the afternoon the children went off and saw the school with other pupils. Later on we all met up again. We said to FQZ "This is totally your own decision. We are not sending you anywhere against your will." FQZ fell in love with the place. He said "I would love to come here." I said "Well, let's see if they offer you a place or not. If they do offer you a place you need to recognise what's involved. You will only be home every three weeks."
7. FQZ was offered a place. I said to FQZ "You have got quite a lot of time to think about whether you want to go to Glenalmond. Think about this." Right away he was really up about it. He wanted to go.

Glenalmond College, Perth

8. Glenalmond College is run as a Scottish charity. There are between 400 to 500 at the school. The age range at the school is twelve to eighteen years old. The school is mixed gender. The academic years run from second form up to upper sixth. The school terms are much the same as other schools. Glenalmond has a slightly longer summer break. FQZ was a boarder between September 2011 and April 2015 between the ages of twelve and fifteen.

Management structure and staff

9. There was a warden, who is Glenalmond's equivalent of the headmaster. Gordon Woods was the warden. He retired at the end of the last term in academic year 2014/15. He had a separate house within the grounds of the school.
10. The warden sat above the senior management team (SMT). The SMT comprised the director of boarding and the child protection co-ordinator (CPC). During FQZ time both those roles were undertaken by one person. There was also a director of academic studies. I think the structure has slightly changed since the new warden took over.
11. There were school nurses in the pay of the school. Their line of management was directly to the CPC. There were GPs on a retainer who were separate from the school's management structure.
12. The CPC was called Sarah Sinclair. She was also the school's director of boarding. Dr Stephen Kinge was the director of studies. He set up the A-level and GCSE courses and answered questions from parents as to what courses their children should be doing. He helped the pupils understand what their options were.
13. There were housemasters associated with each house. A housemaster was usually also a teacher but that was not necessarily the case. The housemaster of Skrine's House during FQZ second and third form was called Will Davidson. The housemaster of Goodacre's House during FQZ fourth and fifth form was called Peter Golden. Peter Golden also taught business studies.
14. Every year each pupil had a form tutor. Form tutors were the academic liaison for the whole year. The form tutor would oversee the prep sessions and the homework. FQZ form tutor in fifth form was called Jeremy Gardner.
15. FQZ had a technical teacher by the name of William Bain. He disappeared in 2015. He had a flat in the grounds but also stayed in Perth.

16. On its website Glenalmond states that all the educational staff and their families stayed on site. That wasn't the case when FQZ was there. There were quite a few members of staff who stayed off site.

Age of entry

17. The normal point of entry is at third form. Pupils usually have a prep year before that at places like Ardvreck School in Crieff or Cargilfield Preparatory School in Edinburgh. Because many of the Glenalmond pupils attend these prep schools there are peer groups already established before those pupils start third form. We didn't realise that most the pupils started in third form. If we had thought of sending FQZ to a boarding school earlier we would have sent FQZ to one of the prep schools for a year beforehand.
18. FQZ started in second form. That was the youngest that you could go in. Second form is really the equivalent of a Scottish senior school first year. Second form is more an induction year because it is the year when pupils swap over from the Scottish system to the English system. The year is used to give the child a grounding in things like French and Latin. The year is used to allow pupils to get used to the environment. To a certain extent FQZ had already experienced that environment at Glasgow Academy.

Houses

19. There are five boys boarding houses within the school: Goodacre's, Matheson's, Patchell's, Reid's and Skrine's. Each house has a mixture of boys of different ages. The system of doing that is called vertical integration. The tradition of houses is a big thing. You have a loyalty and allegiance to the house that you are placed in. The house you are selected to go into can be based on whether you have had any predecessors who have been in that house before. Sons follow the same house as their fathers, uncles or siblings. Your house is something that people ask you about after you leave your boarding school.

20. The houses are also physical entities. Some of the buildings are part of the Victorian quad but others are separated off from that. The houses have all the facilities you would expect in a normal house. There are bedrooms, washing facilities, a common room and so on. There are single, double, triple and quadruple rooms. The boys in sixth form get single rooms. All the houses are similar in layout. All the housemasters and housemistresses have apartments contained within the houses.

Routine at Glenalmond

21. Although I did not attend the school myself I have learnt a lot about the routine at the school from **FQZ** my visits to the school and information provided by the school to parents. Parents are sent the timetables for the school at the start of each term.
22. Pupils get up in the morning and go to chapel or to an assembly with the warden. After that the pupils go to school. Tuesday and Thursday afternoons are games. It was games right through on a Thursday. After games on Tuesdays the pupils have a couple of late classes. On Saturday mornings pupils had classes followed by games in the afternoon.
23. During the week there is free time in the evenings after prep. If the pupils didn't have any games on a Saturday they got the afternoon and evening off. Sundays are also free time. On the Sundays, if there wasn't anything organised, the children were left to their own devices.

Weekend leave

24. There were specific "leave out" weekends. These were outside of the main holidays. On these weekends pupils could go home to their parents if they wanted to. This meant that pupils were, potentially, never away from their parents for more than three weeks at a time. However, pupils could choose to remain in their houses during the leave out weekends. A lot of the foreign pupils had to do that because

they had no choice. FQZ was always keen to come home during the leave out weekends.

Settling in and first year

25. FQZ joined the second form in September 2011. There were only nine pupils in the year. He started in Skrine's house. There was a housemaster and a house matron in the house. There were various house tutors who came into the houses to oversee prep every night. Other than those staff being present, we didn't see a system for settling pupils in when they first arrived.
26. After FQZ started, I got in touch with Will Davidson, the housemaster. I asked him whether FQZ was settling in alright. I hadn't heard from FQZ. He said "Yes, he is absolutely alright" and "I have to congratulate you on how you have brought FQZ up. What a fantastic boy he is." That was nice to hear.
27. After about three and a half weeks I contacted Will Davidson again. I told him that I still hadn't heard from FQZ. FQZ had a phone card that allowed him to use his mobile phone. I asked Will Davidson to get FQZ to either phone or text me. I then got a text from FQZ which said "All going well mum. Rugby great. See you in two weeks." I thought to myself FQZ was settled in.
28. FQZ had a great first year. He really got on well. He took to it like a duck to water. I think the assumption that boarding schools make is that pupils starting in the second form haven't had a grounding in things like Latin, French and maths. When FQZ started, he could do a lot of what he was being presented with standing on his head.

Food

29. The pupils ate breakfast, lunch and dinner in the refectory. The pupils could have snacks in the houses.

Religion

30. Glenalmond College is Episcopalian. There is a school chapel within the grounds. The pupils have services every morning during the week and on Sundays. The boys would have to wear their kilts for services.

Form orders

31. The school does something called form orders. These are sent to parents and pupils at certain times. There are two separate form orders. One shows the academic side of things and the other shows the effort side of things. The school never showed the two sides together. They were always kept separate. In both the form orders pupils are given scores of their performance. You can judge from the form orders how well the pupil is doing.

Inspections

32. The educational side of inspections is done by Her Majesty's Inspectorate of Education (HMIE). After FQZ left I discovered that the HMIE hadn't inspected Glenalmond for nine years.
33. The Care Inspectorate inspects the pastoral side of things at boarding schools. All boarding schools have to be certified by the Care Inspectorate for how many pupils they can house in each of their houses. After FQZ left I made a complaint to the Care Inspectorate. I know that, following my complaint, they inspected and investigated the school.

Healthcare

34. The school has house matrons. They do the medical things in the house. The school also has a medical centre. It is like a mini cottage hospital. There are beds for any sick children. The medical centre's nickname is the "san" which is short for

sanatorium. The san has nurses who are directly employed by the school. All pupils' medical records are kept in the san.

35. There is a GP practice in Crieff kept on a retainer. I think the practice is called the Blue Practice. One or two GPs attend Glenalmond a couple of times a week. The pupils are able to make an appointment to see the GPs. The only time FQZ made an appointment, whilst at the school, was for a prescription for his hay fever. He never went to see his GP at Glenalmond because of the bullying on his own until later in April 2014. That was after my husband had phoned the GP for advice during the Easter holidays. Immediately after FQZ had his private consultation a second consultation was held in the school's san as a family with the GP.

Leisure time

36. FQZ did well at rugby. FQZ was ultimately asked to join the under 14 team. He was the youngest pupil on the team at that point.
37. The pupils weren't allowed access to Facebook and social media whilst they were at school. FQZ did, however, have social media accounts that he looked at when he returned home.

The Moncrieff Centre

38. The school has a licenced premises on its grounds for its sixth form pupils. The premises is called the Moncrieff Centre. Under the licence provision staff are meant to give alcohol to pupils with restaurant type meals.
39. The focus for the pupils on a Saturday is the Moncrieff Centre. The centre has different themes on that night. The pupils get dressed up and things like that.

Abuse at Glenalmond

Skrine's House, third form, academic year 2012/13

40. Third form contained about seventy five or eighty pupils. When FQZ started he was fine for the first six weeks. However, at the beginning of November 2012 we began to get uneasy. FQZ would talk quite a bit on Skype to us. I had a conversation with him one night where he was in tears. At that point he was sharing a room with two boys called [REDACTED] and [REDACTED]. They had come into the school in the prep school intake. The boys were undermining him. They were finding ways to push FQZ buttons.
41. FQZ is quite straightforward. He took great exception to those boys calling [REDACTED] and I names. At one point during a Skype conversation FQZ resorted to typing as [REDACTED] came into the room. I then asked FQZ what the boys had been saying. FQZ gave examples of what the boys had been calling [REDACTED]. He also said that they had been making fun of me for my high squeaky Scottish voice. I said to FQZ "Why don't you just make fun of their parents? Why don't you just bounce it back?" He said to me "I can't do that because that would just be wrong." I then said "You know it is not disloyal for you to make fun of us as well." FQZ just didn't get that at all. He continued to be very upset about it all.
42. Around about Christmas time it all peaked. It became clear that FQZ couldn't handle the situation at all. We wrote to the housemaster Will Davidson. We told him that [REDACTED] and [REDACTED] were targeting FQZ. They were disrupting him when he was doing homework during prep time. FQZ couldn't get his work done because he couldn't concentrate. There was pressure on FQZ at that time to be more like the other boys. He was having to deal with that at the same time as trying to get on with his work. Will Davidson wrote back to us and told us that he would have a word with the boys. He said that the boys were fundamentally decent.
43. Things calmed down for about a month and a half. Then FQZ told us that the boys were still making fun of him. He also said that there was a boy in one of the other

- houses making fun of him. He was called [REDACTED] and he was a friend of [REDACTED]. The boys were basically slagging me off.
44. Around this time there were two occasions when [REDACTED] ran away to the san. The first time was in May 2013. The second visit was later on that term. As soon as [REDACTED] arrived at the san the nurses phoned us to let us know. The nurses seemed really good. We went up to the school. We calmed [REDACTED] down.
45. After speaking with [REDACTED] we emailed Sarah Sinclair. She emailed us requesting that we attend a meeting. We couldn't, for whatever reason, attend at that particular point. As far as I am concerned Sarah Sinclair then press-ganged [REDACTED] into a meeting without us being present. She emailed us to say that [REDACTED] had agreed to the meeting in our absence and that he had admitted he was very homesick. I emailed Sarah Sinclair saying that [REDACTED] was homesick because he was upset due to bullying.
46. I spoke to [REDACTED]. That was when I found out that in attendance at that meeting was Will Davidson as well as Sarah Sinclair. [REDACTED] said that he now realised that Will Davidson was part of the problem. He realised that Will Davidson was not seeing what was going on. [REDACTED] told us that he thought that Will Davidson was not acting in the way he should be acting. To be fair to Will Davidson we appreciated that his role was to make everybody gel in the house.
47. I then asked [REDACTED] about him saying he was homesick. [REDACTED] said "What else could I say? Mr Davidson was part of the problem and he was standing there." [REDACTED] was a child. He had been taken into a room with adults whom he wanted to criticise and, because they were there, he couldn't do that.
48. [REDACTED] sent a letter to Will Davidson, informing him of what had happened and what he thought was wrong. [REDACTED] told us about it after he had sent the letter. We then met Will Davidson at the rugby the following weekend. We said to him "We gather you had a letter from [REDACTED]" Will Davidson offered us a copy of the letter. We asked him whether he thought it was necessary that we had a copy. He said

“Probably not.” We then said “Let’s just let sleeping dogs lie and move on.” I wish we had asked for a copy of the letter.

49. There was an incident when some of the boys were gambling on a Sunday afternoon. There was a ██████ boy called ██████. He got physical occasionally with ██████. He kicked and punched ██████ after ██████ objected to ██████ taking over another boy’s poker chips at the table. Will Davidson walked into the room after ██████ punched and kicked ██████. He witnessed ██████ being angry and calling ██████ names. ██████ emailed us to admit to the incident and that Will Davidson had seen him.
50. I reported that incident separately to Will Davidson. At that point Will Davidson decided to report concerns to me that he had had about ██████ and an incident in the previous December. The incident wasn’t anything serious. If it had been important enough to tell us at all why didn’t Will Davidson tell us at the time? ██████ had been walking around concerned for a number of months, scared that Will Davidson would report things to me. Will Davidson went down in my estimation at that point. I reported that in an email to Sarah Sinclair.
51. At this point we started to realise that the situation had become untenable. We then had a meeting with Gordon Woods and Sarah Sinclair. We informed them that ██████ wanted to change house. I believe Gordon Woods knew the reasons ██████ wanted this because he had been told by Sarah Sinclair. They were resistant to the idea of ██████ moving house. We said we would have to think of alternative schools if ██████ was not allowed to move. Ultimately they agreed to move ██████ to another house at the school.

Goodacre’s house, fourth form, academic year 2013/14

52. ██████ chose to go into Goodacre’s house. He joined there for the first term. There were something like ten boys in the house from ██████ year group. ██████ settled into life in Goodacre’s House quite well at first. He was playing rugby with the A

team at that time. There was one other boy who played with the A team in the house. There were also a couple of other boys who were subs for the team.

53. There were a few bullying incidents at the start of the second term in 2014 in Goodacre's House. The incidents involved different boys. We alerted the school to those incidents. FQZ informed us that [REDACTED] another boy in the house, had become the ringleader of the bullying. We were dismayed at that. Both FQZ and [REDACTED] were on the rugby team together and we were friendly with [REDACTED] mother.
54. It became clear from the demeanour of FQZ peers in Goodacre's House that FQZ was of no consequence. The other kids were a lot more savvy, more connected. He was made to feel excluded and routinely ignored. The boys also ignored us when they passed us at school.
55. FQZ was doing a GCSE in technology and electronics. He used a design package to do his coursework. [REDACTED] saw that FQZ had this package and asked him whether he would design a rugby chair and a rugby stand for him. FQZ agreed and spent quite a bit of time on this. Later FQZ realised he was being used to do coursework for [REDACTED]. He refused to give [REDACTED] the files for the designs. Because of that FQZ suffered quite a lot of bullying. Ultimately, FQZ did provide the files to [REDACTED] and he used FQZ work in his GCSE coursework.
56. FQZ is a keen photographer. He had his camera at school. The camera had a sound recording facility. [REDACTED] and a boy called [REDACTED] came into FQZ room and verbally abused FQZ over a 24 hour period. FQZ had the presence of mind to switch the camera on during these periods. FQZ got three separate recordings which total about nineteen minutes. I later listened to the recordings. The things that were being said to FQZ were disgusting. [REDACTED] implied incest with my husband. For example he, said to FQZ that he would "Stick that can up your arse until you burst and bleed."

57. FQZ told us that he was holding the recordings as an insurance policy. I asked for the recordings but he refused to provide them. I think he was embarrassed about what the boys were saying. He handed over the recordings to us the following year.
58. Before the Easter holidays in 2014 FQZ ran away to san again and spent a night or two there. The nurses called us. The school would've been aware that FQZ was still not coping at this point because Sarah Sinclair was informed.
59. When FQZ came home for the holidays in Easter 2014 he was almost catatonic. He was like a rabbit caught in the headlights. He couldn't seem to function at all. We would ask him to do things. I would need to provide step by step instructions for him to do anything. He would just stare into space and not engage.
60. was so concerned about his mental state that we phoned the school's GP in Crieff. My husband had a telephone consultation with the GP. I can't remember the GP's name. My husband informed the GP that FQZ was being bullied at school and that the school had been informed. told the GP that FQZ was totally dysfunctional. The GP told my husband to back off and try not to get too involved in things. His advice was to take FQZ to do other things and allow him to take himself out of himself.
61. We arranged a GP appointment for when FQZ returned back to school after the Easter holidays. We were worried that there was something more sinister going on that we didn't know about. Initially, the GP consultation was for FQZ on his own. After that we all got together with the GP. The GP knew the history of FQZ and that he had been bullied. The GP made no recommendations whatsoever. It was all a case of "Oh well, you've told me, goodbye." FQZ was presenting to the GP with recognisable symptoms of abuse of some sort which, as a medical professional who was consulting in a boarding school, he should have recognised.
62. After the Easter holidays it was exam time. FQZ was back into Goodacre's House in the same room as the two other boys. There was a different focus in the school.

People were concentrating on their mock exams. I don't think there were any incidents before the summer holidays. During the summer holidays FQZ was fine.

Goodacre's house, fifth form, academic year 2014/15

63. FQZ went back to Goodacre's House. By about 5 October 2014 there were academic concerns. Previously, FQZ had been in the top flight for everything. All of a sudden FQZ was placed in set three for maths. We wrote to his fifth form tutor, Jeremy Gardner, asking why FQZ was in set three. He wrote back to us acknowledging our concerns. He told us that FQZ hadn't been putting as much effort as he had done into English language and English literature. He told us that he would get a complete synopsis from all of FQZ's teachers and tutors and let us know what they said. Jeremy Gardner never got back to us. We asked him for an update as to the synopsis. He told us that, by that time, the request for a synopsis was superseded because the form orders would be out the following week.
64. In October 2014 FQZ told me that [REDACTED] iPod had gone missing. [REDACTED] was another boy in the house. FQZ said that he had been accused of taking the iPod by [REDACTED], and that all of the other boys in the house had also been roped in to accuse him. As time went on things began to crank up. The boys kept on asking FQZ to give back the iPod. FQZ began to get increasingly upset.
65. Then there was "a big stooshie" in the house. FQZ emailed me saying that Jeremy Gardner had been stomping around the house saying that the iPod had been stolen and that "It better appear or the police will become involved." I asked FQZ what the boys had been saying. He told me that [REDACTED] had said to Jeremy Gardner "FQZ will have cut it up by now and sold it." "FQZ" was the nickname that the boys had given FQZ.
66. Around about 22 November 2014 FQZ had another breakdown and went to the san. I was informed of that by FQZ's housemaster Peter Golden. He said that FQZ might benefit from a few days at home. We decided to leave FQZ for the first 24 hours after taking him home to give him space.

67. The next day I sat down with FQZ and undertook an exercise. I asked him to write out who the boys were in his year group, what classes he shared with them and how he thought they regarded him. I also asked him to write a report for all of his teachers. FQZ did the exercise. That informed us a bit more. That was when FQZ told us the full story about the iPod.
68. Later on, while FQZ was at home, I received an email from Peter Golden. In that email Peter Golden said "Just to let you know that it may be of some comfort for FQZ. FQZ has found his iPod in his second sporran which he had left at home." I wrote back to Peter Golden. I told him exactly what FQZ had told us at home. I told him that FQZ had an iPod and mountain bike that had gone missing at the school and that there had been no inclination on those occasions for the school to investigate. I then gave Peter Golden copies of the email exchanges between myself and Jeremy Gardner concerning FQZ academic performance. I later discovered that Peter Golden had undertaken a search of FQZ's room whilst FQZ had been at home recovering with us.
69. FQZ went back to Glenalmond. We had a chat with Peter Golden at the house. We insisted that FQZ apologise to FQZ in front of the entire house. Peter Golden agreed to that. We wanted it all out in the open so that everybody could move on. We felt as if we were managing the situation for the school.
70. FQZ huge hobby is photography. He has an ability and an eye. That has been recognised by professional photographers. He would go around the school ground and take pictures. We agreed with Peter Golden that FQZ photography equipment would be locked away in his study. We asked that it only be given out for events involving the photography society or any other special events. This was because photography was getting in the way of FQZ studies.
71. When things were going well for FQZ we wouldn't hear much from him. In January and February 2015 we didn't hear much from FQZ. When he did reply to my emails he said that he was busy doing other things.

72. Parents evening for the fifth form was on 6 February 2015. There was a boy in sixth form called ██████ in Goodacre's. ██████ had been friendly with this boy's brother until the end of second form. ██████ mother kept on approaching us during this parent's evening. She kept on asking us to ask ██████ to give ██████ some files that he needed for his portfolio. ██████ was beside me when the mother asked. I could see ██████ reticence. That was when alarm bells started to ring. Peter Golden then interrupted us during the meeting to ask us the same thing. He asked me to get ██████ to provide the files before we left. I agreed and asked ██████ whether it would take long. ██████ went away and came back after five or six minutes. He told me that everything had been done.
73. After the parent's evening I asked ██████ what was going on. ██████ told me that ██████ had written a script for the house drama production and ██████ had been the cameraman with his two cameras. ██████ told me that Peter Golden had told him the filming was all for the house drama. However, it later transpired that the filming was actually for ██████ university entrance portfolio.
74. During the half term holidays ██████ mother emailed me. She asked me to ask ██████ to send ██████ the files for his "university". I then bought ██████ a hard drive to place the files on so that he no longer had them. ██████ went back after half term. I informed Peter Golden that any correspondence regarding the files should be sent directly to me. After this, ██████ was approached by the drama teacher, Charlie Youlten. He asked ██████ to hand over the files to ██████. I discovered this and wrote to Peter Golden. I said that I felt that a teacher approaching ██████ was totally inappropriate. Peter Golden then approached both Charlie Youlten and ██████ and made sure both realised that ██████ had nothing to do with the house drama production. That didn't make ██████ life easier at school.
75. ██████ had been used in the house drama production when he should have been studying for his GCSEs. In hindsight, we realised that the reports from ██████ teachers at the parent's evening that he had not been putting in enough effort were because he had been using his time to edit the footage from the film instead.

76. There were no real incidents after that. Everybody appeared to be getting on with their coursework. FQZ came home to us during the holidays.
77. On 14 April 2015 we took FQZ up to the school for the start of the third term. Two of the boys in the house, [REDACTED] and [REDACTED], blanked us. We also discovered that Peter Golden had decided that FQZ would be in a room on his own for this term. As we were leaving FQZ dissolved into tears. He told us that [REDACTED] and [REDACTED], had blanked him when he arrived and that he didn't want to be in a room on his own. We tried to calm FQZ down but we couldn't get him together enough to go back into the house.
78. [REDACTED] then went into the house and informed Peter Golden that FQZ was in a bit of a state. [REDACTED] said that we would bring FQZ in after roll call at around 9.30pm. Roll call was essentially where they took the register for all the returning boys. Peter Golden said "Just bring FQZ into my study." After roll call we took FQZ into Peter Golden's study. We sat there for just over an hour. FQZ was in floods of tears. He couldn't get himself together enough to speak.
79. Peter Golden was asking him questions like "Are you happy with the room you are in?" He bombarded FQZ with suggestions as to things that could be changed. Eventually it got to the point where I couldn't stand it anymore. I had bitten my tongue throughout and had, at times, been holding back my own tears. I turned to FQZ and said "If I was to offer you a solution to what you perceive as your problem right now, what would it be?" He said "I want to go home." I then said "Right let's go." We then bundled FQZ into the car and said to Peter Golden that we would be in touch. The day after we took FQZ home [REDACTED] went back to the house to collect FQZ things.
80. The school had been on a three term rolling notice at the time we took FQZ away. We had given the school the first part of the notice at the start of the first term in 2014. We gave that notice because of the bullying FQZ was suffering. The school

hadn't ironed out the problem since then. We had informed the school that we couldn't have the bullying continuing.

William Bain

81. [FQZ] technology teacher was initially William Bain. We discovered from [FQZ] that William Bain disappeared at the start of 2015. I asked [FQZ] why William Bain had left, because the school had not informed me. [FQZ] said that nobody knew where he had gone. I asked Peter Golden at the parents' evening on 6 February 2015 but he gave me no real information.
82. In the middle of April 2016 there were news reports that William Bain had been jailed for six years for historic child abuse at a previous school. I think the school was in Dumbarton. It transpired that when the allegations were discovered by Glenalmond they had suspended William Bain. There was no communication from Glenalmond to the parents surrounding what had happened to William Bain when he left.
83. [FQZ] had a one-on-one teacher pupil relationship with William Bain. [FQZ] was manifesting all the symptoms of someone who had been abused. We had spoken to the GP, together with [FQZ], after Easter 2014. That should have been making the school's alarm bells ring. [FQZ] has told me time and time again that there was nothing of a sexual nature went on at the school with any of the teachers or staff. However, his clinical psychologist isn't convinced that the whole story has been told.

Reporting of abuse

To the school

84. If you had a problem you would raise it with the housemaster in the first instance. The housemaster can involve the CPC. Latterly, when the problems with [FQZ] continued to emerge, my first port of call became the housemaster and the CPC

together. There was scope to go above the housemaster and the CPC. You could complain directly to the warden.

85. We did complain to Gordon Woods after the parents evening by email on 20 February 2015. We complained about the camera issues and FQZ academic performance sliding because of that. He did not respond.
86. We thought that speaking to the housemaster and the CPC would result in proper pastoral care being followed. We assumed that that would be the case because we knew that all independent schools have to follow the Scottish Council of Independent Schools' (SCIS) guidance for pastoral care. That guidance says that child protection concerns should be raised with the CPC in the first instance. This is why we went to the CPC at Glenalmond. We thought that the issues we were dealing with were child protection issues.
87. Other than notifying the CPC we weren't sure what else followed. We weren't aware what would happen in terms of protocol after making our notifications. The CPC did report to us what she had done in response to our concerns. What was done ultimately proved not to be effective.
88. I ultimately made up my mind that Sarah Sinclair was more concerned with damage limitation as far as the school was concerned than looking after FQZ welfare. It always seemed to be an attitude of "shut it down and move on" rather than seeing things from a holistic perspective or looking at things as ongoing problems.

The Care Inspectorate

89. We lodged a complaint with the Care Inspectorate in May 2015. They wrote back but only recognised two of the things I was concerned about. I then looked into their remit and highlighted to them the things that they could look into. We finally ended up with twelve items which the Care Inspectorate agreed to look into. The items constituted all those I had raised in my initial correspondence with them. It was a long, drawn-out negotiation with them to get the items we wanted investigated.

90. The Care Inspectorate then went to Glenalmond and investigated. Their draft report came out in late August 2015. We had some issues with it. There was then some correspondence concerning getting that draft sorted. Ultimately the final report came back to me on 29 October 2015. They upheld four of the items.
91. The Care Inspectorate found that the Glenalmond failed to ensure that bedrooms were adequately heated, failed to take appropriate action to address a named young person being bullied, failed to follow their own complaints procedure by not responding to concerns in a timely manner, and failed to accurately record significant incidents involving a named young person.
92. We knew the Care Inspectorate published their findings online so we were watching all the time for the findings to be published. I had to write to them to ask when the findings would be put up. They responded by saying that they had been having problems with their website. It took them until December 2015 to publish their findings online.
93. When they did publish the report it referred to four items of my complaint being upheld. However, they missed out the bullying complaint. They had substituted it with an item that hadn't been upheld in their final report of 29 October 2015. I felt that they had failed to publish the crux of the complaint. I went back to them and queried what had been published on the website.
94. There followed a series of emails with Stuart Mackenzie of the Care Inspectorate. I felt that the emails I received from Stuart Mackenzie became increasingly "get lost" in tone. At one point he responded simply by saying that they regarded the matter as closed. It wasn't until I copied Angela Constance MSP, who was Cabinet Secretary for Education at the time, and Aileen Campbell MSP, who was the Minister for Children and Young People at the time, into an email to the Care Inspectorate that the findings on the website were corrected. They also apologised to me. Ultimately, I never got an explanation as to why the findings had been incorrectly published on their website.

95. We discovered that there had been another bullying complaint to the Care Inspectorate upheld on 24 April 2015. Our complaint was dated 14 August 2015 on the Care Inspectorate's website.
96. I felt that our concerns had been recognised by the Care Inspectorate. I felt vindicated. However, dealing with them had not been without difficulties. It took persistence on our part to get the investigations we wanted. My experience of the Care Inspectorate was that they were a barrier to lay people wanting to report abuse concerning their children. I see the Care Inspectorate as part of the problem. I do not believe that they are fit for purpose. I do not believe that they forensically examined all of the documentation which was presented to them during their investigation.

Legal action

97. FQZ wants to see the people who have caused him to feel this way take responsibility. He feels that the blame should lie at the school's door rather than the pupils who bullied him. The school was made aware of who was bullying FQZ and acknowledged this. The warden and the CPC were given details of the bullying as well as one of the recordings FQZ made.
98. In August / September 2016 FQZ spoke with a solicitor, Eric Scott of Campbell Smith WS, in connection with raising an action against Glenalmond for personal injury. FQZ gave a full statement to the solicitor. The solicitor obtained an opinion from a QC. The QC had said to FQZ's solicitor that she thinks that there is something underlying that we have not been told. The QC has said that, before an action is raised, it has to be concrete that there is not anything else.
99. I have since said to FQZ that his solicitor can only act for him if he knows the full story. I mentioned William Bain and asked whether there was anything inappropriate happened with him at any point. FQZ said "Absolutely not. Nothing happened.

Honestly” and “Nothing of a physical nature went on apart from the kicking and punching from ██████ in third form.”

100. FQZ ██████ decided in September 2017 that he did not want to pursue things legally. He felt that this would be a distraction to the recent course he had joined for digital film production. FQZ ██████ does still feel strongly that there has been an injustice and he still has unresolved issues.

The police

101. When we notified the Care Inspectorate of the incident where ██████ had kicked and punched FQZ ██████ they asked him to speak to the police before they continued their investigations. They wanted things signed off by the police before they took things further because the incident involved an element of physicality.
102. The police came to our house in Summer 2015 and interviewed FQZ ██████ as a minor. I had to be there. FQZ ██████ gave a statement about the incident with ██████. We don't know what happened as a result of that investigation. We didn't get any feedback.
103. After FQZ ██████ instructed his solicitor he spoke to the police for a second time. We took FQZ ██████ to the police station in Perth. It took eight hours over two consecutive days for FQZ ██████ to provide his statement to the police. We sat with him. FQZ ██████ provided the police with a transcript of the recordings and went through it with them. I also gave a statement.
104. The policewoman who took FQZ ██████ statement was off on leave quite often. Ultimately, she contacted Glenalmond. She reported to me that the parents of the boys involved had been contacted. Why this was the case is a mystery to me because the boys were not minors at that point. The police also had a copy of the report into the upheld complaint by the Care Inspectorate dated 29 October 2015. In that report the Care Inspectorate highlighted that, with regards to the bullying and the recordings, the pupil involved had been “spoken to about their behaviour.” That pupil was ██████ I felt that in light of the Care Inspectorate's findings, where they

found that a pupil “had been spoken to about their behaviour”, there was sufficient evidence for the police to take things further. I felt there was also sufficient evidence because Glenalmond had identified [REDACTED] from the recordings.

105. I was told by the police that the investigation would remain open. However, when I enquired whether it was still open recently and questioned the specific manner in which things were investigated, I received a reply from the police that said “it is not currently subject to active enquiry. I am not going to provide comment on the content or method of the investigation.” I felt that the police were less than rigorous in their investigation considering the evidence that was readily available to them. The bullies had been identified at the school and this had been acknowledged. During the time that the bullying was going on the main perpetrator had ceased to be a minor along with one of his cohort.

Journalists

106. After the Care Inspectorate published our upheld complaint online a journalist called Paul Hutcheon of the Herald reported that the Care Inspectorate had undertaken an investigation into Glenalmond and that their findings had been published on their website. The story was published in the Herald, the Scotsman, the Times and the local paper in Perth. After that my husband called Paul Hutcheon to provide him with the full story. He said “Let me get back to you”. When he came back, he said that his editor wouldn’t touch the story. My husband then spoke to the Times. The editor there wouldn’t touch the story either. I am of the opinion that Glenalmond have huge influence and actively seek, using their pool of contacts, to cover up anything which may damage the school’s reputation.

Life after Glenalmond

Merchiston Castle School

107. After we took [REDACTED] out of Glenalmond we were faced with the situation regarding his GCSEs. [REDACTED] was locked into the English system so our choices were fairly

- limited. We approached Merchiston Castle School's office to see whether [FQZ] could switch examination centres to their school. We then spoke to Andrew Hunter, the headmaster. He said that [FQZ] couldn't be outwith a school environment in the lead up to his exams and encouraged us to take [FQZ] to join Merchiston at that point. We then took [FQZ] to Merchiston.
108. We then took [FQZ] up to Merchiston. [FQZ] met the housemaster. The housemaster, Mr Kemp, was fully informed about what had been going on. He got to grips with what was going on right away. He recognised how [FQZ] may be feeling.
109. The chaplain at Merchiston is called Reverend Blair. His wife is called Fiona Blair. She is a qualified counsellor. She volunteered to be available to speak to [FQZ] if he needed to speak to someone. Fiona Blair was excellent with [FQZ].
110. We ultimately transferred exam centres to Merchiston. The one thing that couldn't be transferred was his final technical project. Glenalmond allowed [FQZ] to finalise his portfolio in the school's technical workshop. That turned out to be our last time at Glenalmond.
111. We visited [FQZ] after he had spent six or seven days at Merchiston and took him out. Whilst driving [FQZ] back, I noticed that he was crying. I pulled over and asked him what was wrong. [FQZ] said "I now know what school should've been like." He also said that it was not my fault. [FQZ] totally flunked the first exam he sat at Merchiston. The paper was an English paper from a different exam board. He did quite well in the rest of his exams. He got an A* for his French. After the summer holidays [FQZ] returned to Merchiston for lower sixth form. He was fine for lower sixth year but ultimately left after the Christmas holidays of 2016 during his upper sixth year following psychiatric advice.
112. The headmaster, Andrew Hunter, at Merchiston has been brilliant since [FQZ] has left. The school has a round robin magazine for former pupils. In that magazine Andrew Walker put out a message asking whether anyone could use the services of a very talented young photographer. Two of the ex-pupils came back directly to

FQZ and said that they could do with some help. FQZ is getting out there with his photography. He is looking at potentially doing some courses in photography. He would love to do something with his photography professionally.

Impact

Impact on schooling at Merchiston and medical assistance

113. FQZ had a bit of a wobble at Merchiston in December 2015. They knew FQZ history from Glenalmond. They asked us to take FQZ home for a couple of days. They wanted to set up a meeting with one of the senior GPs at the school. The GP got to grips with it right away and referred FQZ to the NHS's Child and Adolescent Mental Health Services (CAMHS). The GP said that it might be a couple of months before FQZ got an appointment.
114. Merchiston did a full Get It Right For Every Child (GIRFEC) plan on 3 December 2015 for FQZ. That was done when the GP decided that he wanted to refer FQZ to CAMHS. At this point we discovered that FQZ had divulged to Fiona Blair that he had had suicidal thoughts during his time at Glenalmond and subsequently. That kicked everything off in terms of us, and Merchiston staff, deciding upon further intervention. The revelation of FQZ having suicidal ideation really floored us.
115. FQZ managed to get an appointment with CAMHS just before the Christmas holidays. FQZ was seen by a community psychiatric nurse (CPN) called Bernadette Gallagher. She was very good with FQZ. She wrote up a letter on her findings and sent it to both FQZ and his GP. One of the things she said in the letter was that she had asked FQZ what he wishes he could have. She said that FQZ couldn't think of anything. That crystallised for us the state that FQZ was in. He didn't have any aspiration at all at that point.

116. [FQZ] saw a consultant psychiatrist based in Edinburgh called Dr Katay. [FQZ] said that he didn't want us to go in with him to the sessions. [FQZ] was invariably very upset throughout all of the meetings he had with the CPN and his psychiatrist. He cried throughout all the meetings.
117. There were a couple of blips before [FQZ] finished lower sixth in 2016. He returned to Merchiston after the summer holidays for upper sixth. In December 2016 he had another bit of a wobble. We took [FQZ] home. We talked to the CPC at Merchiston. He is called Alan Johnston. We agreed with him that [FQZ] could go back for the last two or three days of term. [FQZ] ultimately went back for the final ten days of term.
118. After the Christmas holidays [FQZ] went back at the start of the second term in 2017. He lasted three days at school. He had a total meltdown. Alan Johnston phoned me to tell me that [FQZ] had been to see Fiona Blair and had been distraught for four hours. He said that [FQZ] had admitted to self-harming over Christmas. He had shown Fiona Blair scars on his wrists. He informed us that an emergency appointment had been arranged with CAMHS.
119. We took [FQZ] back to Dr Katay. [FQZ] was very anxious at this point. He had low self-esteem and said he felt worthless. We later saw in a report that [FQZ] had shown Dr Katay his scars.
120. Dr Katay spoke to myself and my husband after she had had a consultation with [FQZ]. [FQZ] was not present. She advised us that [FQZ] should be taken out of school. She said that [FQZ] was not up to the rigours of boarding school. I said to Dr Katay that there was nowhere close by to us where [FQZ] could swap to and it wasn't possible for us to collect [FQZ] on a day-to-day basis from the school. Taking [FQZ] out of boarding at Merchiston would mean that he would end up not finishing his A-levels. Dr Katay said that we had to make a decision about that because her recommendation was that [FQZ] should not carry on at school.

121. We then had a meeting at Merchiston with the CPC, housemaster and the headmaster. We explained the situation. They were very good. They made sure that they were speaking directly to [FQZ] in the meeting. They talked through his options. They made sure from an academic point of view that [FQZ] didn't leave school thinking he was burning his bridges. After the meeting [FQZ] left Merchiston.

Medication

122. At the start of [FQZ] second term at Merchiston in upper sixth in 2017 Dr Katay met with both me and [FQZ]. She informed [FQZ] that there was medication available that she thought would help him. She gave [FQZ] a link to a website called headmeds.org.uk. [FQZ] and I both looked at the website. It was approachable. It contained lots of interviews with teenagers who had experienced various medication.
123. The next time we went back to see Dr Katay [FQZ] said that he wasn't sleeping, was very anxious and would like something. He said he was not keen on the major anti-depressants available. Dr Katay suggested Lorazepam. Lorazepam was prescribed to be taken at 8 in the morning and 8 at night. Dr Katay said that the medication might make [FQZ] feel really woozy and advised him to just take one tablet. [FQZ] tried the medication out. He slept well and said he felt better. The medication really grounded him and evened him out. The difference was palpable. He kept the medication up for two or three weeks before deciding to drop it.

Records

124. During the Care Inspectorate investigation I put in a data access request to the Inspectorate to see what documents Glenalmond had shown them. They then provided a list of the documents. We then put in a FOI request to them for the documents themselves.

125. Amongst the documents we obtained was a fake GIRFEC plan that Glenalmond had produced. The GIRFEC plan was dated 14 April 2015. 14 April 2015 was the date [FOZ] left the school. I asked the Care Inspectorate when the plan had been created. They confirmed with me that the plan had been created on 20 April 2015. I alerted them that this was six days after [FOZ] had left. I raised a complaint and the Care Inspectorate agreed to investigate. I had a four hour meeting with Care Inspectorate staff in Hamilton to demonstrate to them, with supporting documents, why this GIRFEC plan was "evidentially fake".
126. They ultimately found, on this particular point, that the school had failed to put in place a plan when [FOZ] had been distressed in November 2014. They also discovered that the GIRFEC plan system was not in place in November 2014. I believe, based on the evidence I had, that Glenalmond retrospectively created documents for the Care Inspectorate. I found in the Glenalmond parent portal online a section which claimed they had in place a GIRFEC plan system in place way before November 2014. I took a screenshot of the document and still have it. I don't feel as if the Care Inspectorate properly got to grip with the issues involved. As far as I am concerned Glenalmond fabricated their explanation to the Care Inspectorate. I found it almost beyond belief that the Care Inspectorate fell for Glenalmond's explanation as to how a GIRFEC plan had been created after [FOZ] had left the school.
127. We don't have any of [FOZ] other records from Glenalmond. We haven't asked for them. We haven't undertaken a FOI or data access request for them.
128. [FOZ] wrote to his GP to obtain his medical records so that he could show them to his lawyer. [FOZ] showed us a copy of his medical records when they were recovered. None of [FOZ] overnight stays in the san at Glenalmond, with the school's nurses, had been recorded in his medical records. There would've been three or four visits by [FOZ] to the san during the period. I was not happy that these visits had not been recorded by school employees.

Care Inspectorate investigation into Merchiston Castle School

129. When FQZ went to Merchiston in 2015 it was like night and day. Any time we would arrive on the campus a happy pupil would come up to us and ask us whether they could help us. You never got that at Glenalmond. The children there tended to either view you with derision or suspicion. You weren't adults there to be helped by them. I think that spoke volumes in terms of the differing ethos between the two schools. With hindsight, FQZ would have been much happier at Merchiston.
130. Just after FQZ arrived at Merchiston the news broke of a historic abuse case involving a man who had been at Merchiston in the 1960s and 1970s. Instantly there was an email out to all the parents from the headmaster about what had happened. All the parents instantly knew what was going on and we were informed that the Care Inspectorate would be coming in for an inspection. I think all that the Care Inspectorate found out, following their investigation, was that one set of documents didn't follow the course they should have done. Because of that the school was put under an full inquiry. That meant the school was under the spotlight for a year.
131. We attended a joint Care Inspectorate and HMIE meeting held by the school. I remember that the parents in the meeting were very much against the inspection going ahead. The parents were essentially asking "Why are you here?" I just listened for a while to see what the consensus of the room was amongst the parents. I then put my hand up and said "I'm in the unusual position of having experienced both Glenalmond and Merchiston and I have to ask why you are here and not investigating Glenalmond?" I also asked HMIE why they hadn't been in Glenalmond for nine years.
132. I got the impression that Glenalmond parents were provided information on a need to know basis. Glenalmond parents were not even alerted when William Bain was arrested. In my opinion we should have been alerted given that FQZ had been one-to-one with that teacher and ultimately presented to his GP with symptoms of abuse. If you didn't ask for information then you wouldn't be given it. Merchiston

was totally different. As soon as FQZ started at Merchiston we were bombarded with information. Pastorally, Merchiston was streets ahead of Glenalmond.

133. The feeling we got after dealing with the Care Inspectorate and speaking to the journalists was that they did not want to touch Glenalmond with a barge pole. I got the feeling of a sinister undertone with Glenalmond. That alarmed me.

Final thoughts on Glenalmond College

134. I hold responsible the entire body of the board of governors at Glenalmond for what happened to FQZ. From the President of Glenalmond's Governing Council down. I regard the buck as stopping with them. The reason I say that is because the SCIS has a note on the responsibility of governors in every independent school that is a member of it. It says "the proprietor of an independent school is the person or body of persons responsible for the management of the school, typically the board of governors. The proprietor of each independent school has responsibilities in the area of safeguarding. For example they must ensure that the school has suitable child protection policies and procedures in place... and any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay."
135. There also exists online evidence that the licensed premises at Glenalmond has not been run properly in terms of the license. I think, in any case, that it is wholly inappropriate that a bar should exist where the majority of pupils are below the age of eighteen. One former pupil has published online that the provision of drinks with meals "rarely happened."
136. 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.

FHS

Signed.....

Dated..... 7th November 2017