

Scottish Child Abuse Inquiry

Witness Statement of

STOCK David

Support person present: No

1. My name is David Stock. My date of birth is [REDACTED] 1942. My contact details are known to the Inquiry.

Background

2. I have a first class honours degree in literature from Trinity College, Dublin. I studied also at the University of British Columbia and taught there. I studied also at the University of Paris.
3. I started working as an English teacher in Loretto School when I returned to the UK after a few years elsewhere abroad. I was interviewed by the headmaster, Rab Bruce-Lockhart.
4. I taught English at Loretto for nineteen years, from September 1972 until November 1991. I left the school shortly after having found out from pupils in my class about incidents of bullying, particularly in Pinkie House, through a written assignment I had set the class. I learned also that the headmaster at the time, Norman Drummond, had been told about some of the bullying by four separate

pupils when one of the main culprits, [REDACTED], who was the [REDACTED] boy in Pinkie House, was still a pupil at the school.

5. The events surrounding my discovery of the bullying and subsequent departure from the school are primarily what I want to tell the Inquiry about. I made notes at the time and have checked them to help remind me of specific things that happened.
6. Upon leaving the school, I signed an undertaking preventing me from ever speaking to anybody about the circumstances surrounding my departure.
7. The school wrote to me recently informing me that they were going to be co-operating with this Inquiry. They wrote to all the old boys. Being one of the honorary ones, having taught at the school for so many years, I wrote back and asked if they would release me from my vow, and, whilst initially they did not say that I would be released completely, they said I should fully co-operate with the Inquiry and also tell the police if I felt they needed to be involved. The current headmaster was quite encouraging.
8. I sent several letters to Loretto seeking something in writing to the effect that I was officially wholly released from the undertaking. I now have a letter dated September 2017 stating that to be the case.

Career at Loretto

9. Rab Bruce-Lockhart was the first headmaster I worked under. He was headmaster at Loretto from 1960 to 1976. I worked under him some four years. Everything was fine under him. I could talk to him about things, such as getting a little TV to be reserved for cultural programmes for students who were a bit more 'arty' and not sporty.

10. David McMurray followed Bruce-Lockhart as headmaster and was headmaster from 1976 to 1984. One of my relevant memories of him is when he took down a note I had put up on the notice board asking if anyone thought we could do with a second minibus. He said he was not going to have barracking for opinion in the Common Room. This shows how undemocratic the school was.
11. McMurray was replaced by the Reverend Norman Drummond. Staff were uneasy at his inexperience in the world of education. Normally I could simply avoid any direct contact with Drummond and aimed for this.
12. My [REDACTED] was CFE [REDACTED]. Basically, I enjoyed my teaching. You had your own little classroom and could decorate it how you wanted. I liked my little world in there.
13. Dorothy Barbour [REDACTED] CFE [REDACTED] She was the head when I found out about the bullying in Pinkie House. I was 'second-in-the department'. She and I taught A-level and Highers and any students staying on to take university entry exams. Sarah Kwiatkowski was in the department also, and we had an assistant for a while called Elizabeth Clerk.
14. We taught on Saturdays and might have other duties, on a rota, at the weekend. House staff did of course have weekend duties. When every now and then someone would stay on to do a seventh term for entry to Cambridge, my workload rocketed because that had to be fitted in around my normal schedule. As staff many of us tended to feel drained by terms' end, as indeed did many students, because the school kept wanting more and more activities undertaken so as to complete with bigger schools.

Student houses at Loretto

15. Loretto was an all-boys school at first. Girls started in the sixth form under McMurray. That hadn't changed by the time I left. The girls lived in Trafalgar Lodge.
16. The other houses were Pinkie House, Seton House, Hope House and School House. Pinkie House is where most of the bullying I found out about took place. The housemaster was Duncan Wylie. The headmaster and his family lived in the same building but their place was quite separate from where the boys were. He had a different entrance round the other side of the building.
17. School House was the key building. Gavin McDowall was the housemaster. The reception area, headmaster's study, staff Common Room and dining room were all in there. The main notice board for the kids was also there.
18. Each house had a house tutor, housemaster and matron. Dorothy Barbour was the deputy housemistress in Trafalgar Lodge.
19. Each house had a head prefect and maybe six or seven other prefects. [REDACTED] was the [REDACTED] prefect in Pinkie House. There were around sixty kids in each house. Prefects were selected by their housemaster. There was also a head boy for the school, who was chosen by Norman Drummond. [REDACTED] was the head boy in the school when the headmaster was told about the bullying.
20. Drummond was unusually close to the head boy, whose importance and status was now more noted than under previous headmasters. The demands on his time worried some staff, for it could mean loss of friends too. Gavin McDowall, complained about such stresses on the head boy when he was a School House boy and was outraged when Drummond told one boy that he could become head of school only if he gave up his girlfriend. Being head of school of course promised an excellent reference later.

The headmaster

21. Norman Drummond was the headmaster during the time the bullying occurred and when I found out about it.
22. The headmaster addressed the kids on his own every day. That happened under all the headmasters in 'Double'. It was called 'Double' because in earlier times boys had actually had to run to get there. The meeting was held in the main dining hall. No other staff were present, and staff complained at feeling it odd that we did not know what was said there. Drummond did begin to have his secretary put a daily hand-written account of the topics involved in each 'Double'. Subsequently it became clear this did not reveal all that went on there.
23. PR was extremely important in Norman Drummond's mind. He was very often away making contacts or speeches. He'd go to Paris, London, Geneva – all over the place. He was pushing his image of the school and the insistence on this began to be of concern to the staff. There was about it something false. For instance, we had a new block built and it was named the 'Industry and Business Centre and Design Technology Department' and claimed as a first in the UK, if not in the world. It was simply another classroom, one for technology studies that happened to have the art department next to it.
24. The huge insistence on PR began to seriously bother the staff. The school in September 1990 got a dedicated Publications Secretary. Drummond's absences to promote the school (or, as we felt more and more, build up his own CV) grew prolific.
25. Even students noticed this. One girl, [REDACTED], wrote to me (in a letter dated 23 December 1991) of a strange moment when Drummond summoned her to his study and asked her advice. She wrote: "*In my reply I tried to convince him of the need to put one's own house in order before attempting anything at all on a large scale and suggested he devote less time to PR*".

26. There was a traditional event each year in Musselburgh where people voted for an Honest Lad and Honest Lass of the town. An ex-Loretto local lad, [REDACTED] was a candidate one year and Drummond seized on that for PR. A voting ticket cost 35p and he got the school to buy tickets on behalf of all the pupils and, at a 'Double', on [REDACTED], encouraged all students to pick up a free ticket and vote for the lad so that the boy might win and there would be good publicity for Loretto.
27. It was reported in the 'Scotland on Sunday' newspaper of 29 October 1989, that Loretto had the highest per capita expense on library books. The true figure was almost doubled. It was nonsense. I ran the library and was the sole purchaser of library books with a specific annual budget. Nobody asked me. Margaret Kerr, the accountant lady who worked in the bursar's office, wasn't asked either. Margaret would have given the correct figure, as would I. I believe Drummond just invented the figure for PR. I went and asked Drummond to write to the newspaper with the correct figures, pointing out to him that I had contact with several librarians in other schools and did not want to be put in an awkward situation of having to say the figures given were incorrect. He did not do this.
28. We got fed up with the lies early on. It wasn't just me it bothered. I think the first one that started to upset other teachers was when he was massaging the figures given out to parents on how many of our students got into Oxford and Cambridge by putting two years together. Gavin McDowall, the housemaster of School House, found that problematic and complained at an end of term staff meeting. Drummond defended himself by saying other schools did the same.
29. The first time I got personally involved in Drummond's 'exaggerations' was when I was talking to parents who had come to find out how their son was doing. They had just been addressed as a group, separate from us, by the headmaster. The father wanted to know about his lad who was in the C set. I told him that his son would pass with a 'C', possibly a 'B'. He was not happy at this. He said he'd just been told by the headmaster that it was a brilliant year, so he was expecting his

son to get an 'A'. This sort of thing was tricky to handle, effectively pushing staff towards having to directly contradict Drummond.

30. Another time was when Drummond was looking for jobs elsewhere. He told the kids on two consecutive days in 'Double' (on 10 and 11 November 1988) that he wasn't the least bit interested in moving despite being 'headhunted' and then put a note to that effect up in the Common Room, asking for members of the Common Room to "*vigorousl y reverse and deny these unsettling rumours*" [WIT.003.001.0735]. I had a young boy, [REDACTED] say to me in class the same day that he didn't understand why the headmaster had said that, as his grandfather had just that week interviewed him for a job at an English private school. Again I was caught in a Drummond lie, for what was I meant to say to the class?

Handling pupil misbehaviour

31. There was no written code of conduct for the pupils, though there never had been before. Drummond seemed unable to accept that they could do any wrong. Instead, he seemed to think most problems started with staff failings, which is what I see implied in his words to Dorothy Barbour, "It is my task to defend the students from the staff".

32. There were sexual relations going on between the girls and boys. We'd find used condoms every now and then on the flat roof of the dining room. Drummond couldn't accept it as being any way connected to our students. He had rows in the bursar's office when he was told about bad behaviour and vandalism. He had this idealistic and unreal view of the kids. He'd say, "It's not us. It's kids from outside". He didn't seem able to understand the reality of some of the kids.

33. Curiously, when he came to Loretto at first, he said he had been working with tough gangs in Edinburgh and Glasgow. None of the staff in my little group believed it. We felt he had little awareness of how to deal with any problem child and brought not so much anything learned from his brief time teaching divinity at

- Fettes as memories of how the Army dealt with 'naughty' soldiers. Thus in his first year if he did punish a boy it was to send him on a run to Faslane Castle carrying stones or bricks in a rucksack. I doubt he even considered the possible health and safety issues. Among his qualities was certainly naivety as regards the young.
34. Bad behaviour didn't stop the kids being made prefects. I remember Dorothy Barbour and I reporting a boy, who was 'on his way up' in the hierarchy, for some sort of bad behaviour. We wondered if he would still get his 'Red and White', which was a sort of badge of honour. We thought he shouldn't, but lo and behold he did. It made no difference what he'd done.
35. Another time a gang of boys drilled holes in hockey sticks, poured lead in and sallied out to do battle with a local gang. Drummond sorted that out by telling the police, who had found them, that he would deal with them. Nothing seemed to be done by him, however, beyond, perhaps a 'talking to'. This would sometimes come with a behaviour thoroughly undermining for staff, for Drummond was known often to say to a student, "Please behave better, or staff will force me to punish you".
36. Another thing that was kept quiet was when a boy, [REDACTED], was wandering around when he shouldn't have been out. He must have climbed into the South of Scotland Electricity Board compound next to the school, and was savaged by an Alsatian guard dog. I don't know how badly he was injured, but at the time there were quite a few people who thought the norm would be to go to hospital. Instead the lad was stretched out on the dining room table in the headmaster's house, and the school doctor, Eddie Maguire, went over and, I guess, sewed him up.
37. I also heard about an old lady being mugged by a Lorettonian on a bridge in Musselburgh near the school. A witness led to the identification of the boy and the police became involved. But somehow, part of a continuing pattern, the police allowed an arrangement whereby the boy, whose home was in Africa, was

to make a rapid exit from the country. He appears to have escaped charges and Loretto to have escaped bad PR, though the boy did in fact return fairly soon to take up higher education in the UK. We heard no report of the boy facing charges. There was no notice put up in the Common Room about the incident. It tended to be normal that serious bad behaviour by Lorettonians was kept as secret as possible.

Approach to bullying

38. There was no specified policy or procedure that the school followed for bullying. I was a nuisance to Drummond because sometimes I would ask questions. I had a little classroom that was up quite steep stairs, with railings and a little platform. Margaret Kerr, who worked in the bursar's office, told me she heard a boy screaming and found him tied by his ankles with electric flex over the railings. He would have sustained serious injury had he gone down on his head onto the concrete floor.

39. Margaret reported this matter to Bob Lyon, the bursar, her immediate boss within her chain of command. The bursar told the headmaster. I was curious to know what happened to the boys responsible for it and thought Drummond should tell us, so I asked at one of the end of term meetings. Drummond just said, "Ask Duncan Wylie", and when I did, Duncan said, "It was just a prank". Nobody had been expelled over it. No discussion with staff about bullying took place, not even a notice went up.

40. It was quite clear to me that bullying and drunkenness escalated under Drummond, probably due to the fact he did nothing about it. I think he thought he knew more about how to deal with kids than us. Just as he had said it was his job to protect the kids from the staff, he seemed to think he alone knew best how to deal with the students. They were his concern only. I remember Duncan Wylie asked him about what was being done about the kids who, in a separate incident from the other 'suspension' mentioned, hung a boy by the feet from an upper

window in Pinkie, and he was told to not be so impolite as to ask. There was no system which enabled staff to discuss these issues.

41. In the same vein, a ChildLine poster was put up on the notice board when [REDACTED] and PGR [REDACTED] was SNR [REDACTED] Drummond came back and moved it to some place where it couldn't be seen. As far as he was concerned, he was the one to deal with these things; the kids didn't need the ChildLine number. The chaplain argued with him over the moving of the poster, to no avail.

Relationship with prefects

42. The prefects mattered a lot in the school under Drummond. They were treated as very important, much more so than under the two previous headmasters. Drummond was very close to some of them. [REDACTED] was one such prefect.
43. He took them to the New Club in Edinburgh, seemingly an elite social club for adults. He likewise took prefects to the Archers Hall, the former shooting gallery for the Royal Company of Archers in Edinburgh, of which Drummond was a member. They were in charge of handing out canapés and, I believe, drinks. They were taught etiquette by the bursar. Thus they had privileges the other students did not share in. Some staff found it strange that not all leavers were offered such lessons in etiquette, if they were needed at all.
44. The prefects had a very high status, and that to me is an element in why, when Drummond was told about the prefect involvement in the bullying, he dealt with it in the manner he did.

Relationship with staff

45. Drummond eventually clearly distinguished between an A group of staff (those loyal to him, and usually his own appointees) and the lesser B set. This division was anticipated by an early comment of his, to a member of staff, "If you are not for me, you are against me". At first staff found some of this slightly comic. We would tease each other and sometimes one would turn over his lapel to exhibit his or her imaginary loyalty badge. When he invited teaching staff over for drinks in two such separate groups, to the group he clearly favoured, the A group, he promised "a golden future". (The second group were not made such promises.)
46. An example of his treatment of staff individually is the case of a music teacher, considered perhaps incompetent. He asked a boy to consult other students and secretly make up a dossier. I am not sure how an employer should deal with incompetence, or a suspicion of it, but doubt this is the correct way. It did of course give immense power here to students. It is no surprise then that much later a student boasted to a teacher that a student almost had power over a teacher's future.
47. A similar sort of spy was clearly sought later by Drummond, but this time using a girl-student, when this girl had asked me if she might be my library assistant. I broadcast her new status because of course it would help her later CV. Very soon afterwards she reported back to me that Drummond had summoned her and told her, "If there are any problems over there (in the running of the library), tell me, not Mr Stock". The only way I see this is as Drummond hoping to learn of something he could 'pin on me'.
48. A similar undermining of staff, usually of a housemaster, was his growing habit of pandering to boys requesting something unusual, perhaps some permission to go into town, by saying, "You have my permission. Now you must go and get the permission of your housemaster".

Staff/systems of governance

Senior staff

49. The SNR [REDACTED] was PGR [REDACTED] His title was SNR [REDACTED]

50. Certain people were in power and they mattered in the school. The rest of us were to shut up and just get on with the teaching. The people who were important came in different groups. The heads of department would meet to discuss academic matters every now and then. That's all they would ever discuss. Then there was the Gang of Four housemasters (Five with the housemistress of the girls' house after girls started to come into Loretto at sixth form level). The nickname was itself a little pointer, invented by excluded staff. I do not know how often they met, nor what sort of matters they discussed and if they kept minutes these did not get passed to other 'non-house' staff.

51. I don't know if there was ever a discussion about bad behaviour and bullying getting worse in the school. If there had been, it would have been with the Gang of Four. If they did discuss the topic, they would have been the only ones to take part. I don't know for certain, but I don't think the chaplain, John Anderson, would have been invited to take part. He ran the chaplaincy centre attached to the school chapel.

Other staff

52. The staff responsible for the top games teams people also had a high status. I don't think they met as a group, but they were a distinct lot who were important in the school, just as success against other schools at the higher levels mattered for PR and possibly in parents' choice of school even. I always found that the school set up the rugby 1st XV rather high.

53. There was a small group of us who felt somewhat separate in the Common Room. We were literary or 'arty' and probably more questioning. The sports group seemed to have a higher status in the school than our little group, though almost all of us had some input into sports. It was tempting sometimes to think that sports had greater importance than studies. I think this an important matter because it did quite strongly help the sense of a split amongst the staff, with the major team staff somewhat more in favour with Drummond than others. This in turn weakened the likelihood of sufficiently strong united staff against the excesses of Drummond. For some years this division, sporty verses 'arty', was sensed but without problems. But the vague sense became more real under Drummond and finally explicit.
54. The more obvious division between sports staff and 'arty' ones was actually openly stated in a confrontation that Dorothy Barbour reported to me in a letter in the year after I first had gone. She wrote to me of a conversation at a heads of department meeting where *"it was decreed [that] In-Service sessions on the new National Curriculum would have to run against games. The first one drew the wrath of Hector Maclean and Phil Meadows for it clashed with the rugby 1st XV practice. Hector raised the issue in public with the headmaster who pronounced: The parents here pay for quality rugby coaching. Nothing must interfere with boys' sport"*. Hector and Phil were in charge of the 1st XV.
55. It was just such a sense that games and their valued staff leaders mattered more than academic matters that lowered the morale and enthusiasm of many teachers. Students picked up on such matters. Such divisions and lowered morale surely played into the overall atmosphere and weakened staff cohesion, finally playing a part in poor discipline.
56. The majority of staff in the school were thus excluded from decision-making. We didn't feel that our opinions mattered. We were not consulted on matters and had no authority. We didn't have a representative in any of the groups. There had been no tradition of that. There was no history of organisation of power. In fact at times even heads of department were excluded from matters highly relevant to

them, discovering new staff for their department had been offered a job with no consultation at all.

57. Somebody suggested starting up formal Common Room meetings when McMurray was there. The hope was, because we felt excluded, that the Common Room meetings would give us some power, some 'input'.

58. McMurray agreed to it. The purpose of the meetings was for us to discuss suggestions and raise anything we wanted to push upwards. I don't think we ever felt that he didn't care about our opinion. In fact there was one major topic, the right of the then SNR [REDACTED] CFE [REDACTED] to stay at work for longer for pension purposes. The topic of retirement age meant the need for several governors' visits. It was found useful for one particular governor to be made what I call 'Liaison Governor'. This was Alan Johnston.

59. Under Drummond, we had Common Room meetings about once a term. Everyone could participate. Ken Marks was nominally our president. He had been at Loretto a few years longer than me. He was the head of modern languages. He wrote up the minutes, which I've kept copies of. It's noted in quite a few of them that we put the minutes forward to Drummond for comment, and sometimes also for answers to our ideas or requests for discussions. However, we never got an answer. I think he did come and talk to us once in a while, but he would just avoid certain things. He called us a cabal, as I explain later.

60. As to the lack of response it was itself minuted often. Thus in the minutes dated 8 February 1989 it is written: "*The Common Room noted with regret that after the last meeting the headmaster had not met with them to comment on or discuss matters raised in that meeting*" [WIT.003.001.0736]. The staff were very tame. We didn't have enough meetings and didn't insist on getting answers from the headmaster.

61. When Drummond's lies were becoming problematic, we spoke about it at a meeting and our concerns of how it was affecting staff morale were minuted. A request was also made for the SNR [redacted] to discuss the matters with the headmaster [WIT.003.001.0736]. I was the one who spoke out about it at first, as I had just been caught out by the boy saying that his grandfather had interviewed Drummond for an English private school.

62. Following this, Drummond appeared in the Common Room with Bob Lyon, the bursar, as his witness, and read to us a two-page letter accusing us of gross behaviour and of acting in a cabal, threatening that he could sue us for slander. I asked for a copy of the letter because it was long and I said I wanted the chance to reply, but he refused. In a way typical of the way Drummond ran the school, I heard later that he demanded to know who had spoken out and who had broached the topic of his 'inaccuracies'. He was, I learned, given my name. As to the accusations, on being refused a copy of the 'letter' he had read out to the Common Room I wrote a letter of complaint to him and then went to see him. To my astonishment he now denied having used the word 'cabal'.

63. The only other times all of the staff would meet would be towards the end of term, when there would be discussions about students before reports went out. That wasn't really a chance to discuss other matters. We did try to bring up other topics, but the purpose of the meeting was primarily to go through the list of pupils to see if there was anything we needed to talk about. We also had meetings at the start of term but again there was no real opportunity to discuss topics we as staff might put forward.

64. There was no grievance procedure for staff. It wouldn't have been set up because they couldn't conceive there would be grievances. Drummond had coined the PR term, 'the Loretto Family'. This very term suggested there could not be a grievance for we were all so close, staff and head, that there could not be any problem in the first place.

Staff assessment

65. Staff assessment started under Drummond. I guess the idea behind it would be that you could mention things you weren't happy with or make suggestions and there would be 'progress'. We knew we'd be fools if we wrote the lot down on paper. We learned quickly that it was dangerous to seem to criticise Drummond.
66. In my case, I was cautious in what I wrote down on the forms but Drummond just twisted things. I reported on my assessment form that there was a problem of kids not reading the books, but he said it was maybe me who had the problem. That wasn't the case as others had had the same problem and it had been even noted earlier in the Common Room minutes. I think it important that he did not understand the aims of teaching English literature, namely to teach students to be alert, critical, to see between the text's lines. So in that respect, he saw me as a threat.

Governors

67. All the governors were all Old Lorettonians, 'old boys'. There were twenty of them, together with a vice chairman and chairman, all old boys and so naturally very loyal to the school. I suspect there was a sort of 'self-satisfied' feeling among them that the school was wonderful, in the sense that they would not feel much need to 'interfere' and question the nature of the school because it was 'tried and tested' and had produced them. The SNR PGR was an old boy too. The governors would come down to the school once in a while and we'd have drinks in a very echoing room, and a fairly smart dinner. In that sort of circumstance, you're not really going to talk about serious issues unless you know them well. It is intended as a pleasant social gathering, not a work session.
68. We put up a suggestion in the Common Room minutes years before I left for us to get a teacher-representative on the board of governors. The answer came back saying that we already had a special contact in one of the governors, Alan

Johnston, who would come down to speak to us any time we wanted. Alan Johnston was the Dean of the Faculty of Advocates. He was not considered affable by most staff.

69. The governors were very cut off from us. Drummond sent an annual report to them which we couldn't see. We didn't contribute to it. I don't think the Gang of Four did either. I am sure there would have been some sort of discussion with us if they did so.

70. I was told later by Margaret Kerr, the accountant lady, that she had seen the discipline problems as a topic minuted after a governors' meeting with Drummond in a document for the governors. According to her, it was minuted that according to Drummond any discipline problems went back to that one term when PGR SNR

That was nonsense to blame everything on one term. But of course staff never knew what the governors were being told and they were cut off from us, so there was no opening to discuss it.

71. In the end, the governors didn't do what governors are supposed to do, which is be concerned about the welfare of the kids. That was their primary duty. I think they saw their duty as being limited to seeing that the money rolled in, what investments to make, how to make Loretto competitive.

The class assignments

Setting the assignments

72. The topic of bullying had come up in the staffroom shortly before my class with the group of boys who wrote about the bullying. The head of [REDACTED] [REDACTED] [REDACTED] said that her boy was being bullied, and the topic was then in the national press. I'm sure also that Dorothy Barbour had talked around this time

about a kid she'd just learnt had been ostracised. Nobody had spoken to him for two years. So the topic was in the air.

73. I then had a double lesson with my 5a class. I don't know what I said to them specifically about the assignment. I might have thought it was something we could use in a language folder. If you're teaching language, discussion is normal and part of learning so any topic was fine. I talked about drugs once. The GCSE was changing too and there was going to be an oral element, so it was probably also an exercise in organising thoughts on paper and verbally. I think I asked them not to consult with each other. Two of them did. It didn't matter.
74. It's not as though I had an idea that there was much bullying going on and set this assignment to find out about it. It wasn't planned. It was an impromptu thing, following people mentioning bullying in the Common Room immediately before I had the class. I didn't have expectations of what the kids would write.
75. I had done the same years before for kids' folders for exams which were internally marked. I didn't get told of any instances of gross bullying that time. I published a really thoughtful article by a kid in the fourth form about how sad it was that you got bullied in the third form and when you get to fourth form you'd think, "Yippee, I can get my own back and bully other kids now". That was under David McMurray. I got into trouble for putting it in the internal magazine, which I thought was wrong. Of course they were always worried about the school's image. My thinking at the time was that all parents must know that bullying goes on, and, if it was in the little internal magazine, parents would think we were a school which was open to talk about the topic.
76. I think all the boys produced a piece of writing. There were probably about twenty-three boys in my class. No-one sat there doing nothing. I got a complete shock when I saw what they had written. I'm still amazed today at the seriousness of what was going on. Dorothy Barbour says she thought it was a mark of the kids' respect for me that they wrote as much as they did. It might have been because they didn't see me as being someone in authority.

Content of the assignments

77. I've got some originals and some photocopies of the writings. I wrote in the margins in some of them. I did the annotations when I was trying to work out what I had before I sent them to the Inquiry and to identify patterns and 'culprits' where possible by linking together clues such as the belt being named Billy.
78. I've not gone through them all working out who was in Pinkie House. I think almost all the key ones were from boys who were in Pinkie House. There might also be ones from boys in other houses who had heard about the incidents. Quite a few of the writings were just an opinion on bullying and with no specific references in them. I didn't give these to the Inquiry as their value is limited.
79. I am referred to one of the writings, consisting of four pages, which provides the names of third formers in Pinkie House in 1988 and 1990 [WIT.003.001.0737, 738, 739 & 740]. It lists incidents of bullying. It was written by [REDACTED] and [REDACTED] and states that: *"the names of people who were bullied have only been disclosed with their consent, and none of the bullies have been named. All of the bullies implied have now left"*.
80. I don't know how they got consent. I hadn't sent them away to do this. It is possible I sent them away to do it, but that's not how I remember it. Maybe they spoke to people who were in the classroom.
81. Some of the incidents I read in the assignment by [REDACTED] and [REDACTED] are as follows:
82. *"In 1988 [REDACTED] was hung out of the gallery window, by his feet, by two lower sixth formers who have left the school. [REDACTED] was also hung from the main staircase in Pinkie. [REDACTED] himself told people what happened"*.

92. The boys didn't say any more about this. I didn't quiz them. I didn't want to be a detective and get a complete list of things, and, it didn't pop up in any of the other writings. My aim after reading all these papers was first and foremost not to get more details but to establish if it were true that Drummond had indeed been told much about these 'happenings'. It was surely for the governors or independent staff – ie not Duncan Wylie or Drummond – to carry out a full enquiry to determine all victims and 'perpetrators'.
93. *"In 1990 two particular third formers were repeatedly subjected to homosexual 'attacks' by a sixth former. He would often lie on their beds, biting them, and would even get into bed with them. If they showed any resistance, he would usually resort to 'Billy the Belt Buckle'".*
94. I've made an annotation in the margin to say that it was [REDACTED] as he's named as the offender in another writing detailing the same scenario.
95. *"In November 1989 the new third formers were forced to go into a different room, on their own, where they would be subjected to physical abuse, often involving a hockey stick being rammed up their bottoms".*
96. I don't know if that was [REDACTED] I don't want to guess. I'm supposing [REDACTED] was a ringleader in so much bullying. It is useful to remember we are talking about these things happening in public rooms – shower rooms and dormitories. There was not much privacy involved.
97. [REDACTED] *was dragged into the showers in the Pinkie study block by a senior member of the house last term. The boy then began unbuckling his trousers, indicating that he was going to carry out some sort of sexual attack on [REDACTED] [REDACTED] was only able to escape when he turned on a shower to distract the bully's attention and then ran off".*

98. I am referred to another writing [WIT.003.001.00741 & 742]. There is no name on it. I don't recognise the handwriting. I couldn't tell you who was in that class. It mentions the incidents of the third former being hung out of the gallery window and the glass of water being drunk after the boy's genitals had been dipped in it. It also names [REDACTED] specifically as an offender and states:
99. *"1990 – Certain third formers were whipped with a belt buckle, affectionately known as 'billy the belt buckle' and also beaten with a cricket bat called 'Cobra'.*
100. *1990 – This offender, named [REDACTED] would climb into bed with two third formers, [REDACTED] and [REDACTED], and he would bite them and stroke them. If they resisted then they would receive 'Billy the Belt Buckle' .*
101. *1990 – A fourth former was lying in his bed when the same offender came into his room, jumped onto his bed, and thrust his penis into his face.*
102. *1990 – Certain third formers, on our very first night were taken through to another room, and subjected to physical abuse, often involving a hockey stick being rammed up their anus.*
103. *1990 'Running the Gauntlet' was a favourite pastime of the lower sixth, who have now all left. This involved running the length of the dorm and being subjected to having CCF boots, shoes, hockey sticks, and cups being thrown at them.*
104. *1991 – A certain third former, [REDACTED] who has threatened with suicide many times whether it be genuine or not, he has probably thought about it because of the intense bullying that he is subjected to. This fortunately has stopped considerably this year".*
105. CCF boots are Combined Cadet Force army boots. I find it disturbing that no boy felt he should tell staff, in particular house staff, even the matron, of such terrible threats to commit suicide, even if he felt unsure of their being genuine. I

did then think that if a school was open and had routine discussions, staff with pupils, about such topics, or even about drug-taking and major social problems that could well be found in any school, then some pupil will surely have told staff.

106. I am referred to another writing [WIT.003.001.0743 & 744]. I don't know who wrote it. It's got a lot of doodling on it. It says "[REDACTED]" at the top. I don't know if he was in that year group. I doubt he wrote it as it goes on to say: "[REDACTED] *not the most popular guy in the school*". It says that [REDACTED] was [REDACTED] Pinkie and that he used to hit boys who were in the gallery with cricket bats and a belt. This is another boy who mentions [REDACTED] having suicidal thoughts, but he says he thinks it was attention-seeking. I made a note in the margin because that's the second person to speak about [REDACTED]. This writer also mentions a boy named [REDACTED] and his knife purchase. He wrote:

107. [REDACTED] *got verbal hassle from our year in the 3rd form basically because all the Nippers slagged him. The only way he could lead a secure life was to buy a butterfly knife and threaten people with it, which led to someone being stabbed in a fight*". The Nippers was the junior school.

108. I am referred to a writing with the name [REDACTED] at the top [WIT.003.001.0754 & 746]. The names [REDACTED] and [REDACTED] come up again in that one.

109. I am referred to a writing which appears to have been written by [REDACTED] [WIT.003.001.0747]. His writing is quite difficult to read. He talks about having been hung out the gallery window by his feet and also hung over the banisters in Pinkie by his feet. He also mentions drinking the glass of water after someone had been doing press-ups with their penis hanging in it. He also says:

110. *"I haven't mentioned any names of people who did this because it's happened. It's in the past and it's finished. There's no use in crying over spilt milk and what good would it do now since they have all left..."*

111. *"...I went through a bad stage in the 3rd form where most nights I went to sleep crying".*
112. I was shocked when I saw the comment about spilt milk. They considered bullying normal and something you get over. Personal experience tells me such things are not so easily cast off. If the boys felt that way then I blame the authorities for not having regular talks about the psychology of bullying and so on. Such 'beliefs' would not be normal amongst the students if bullying was a matter routinely discussed thoroughly.
113. I am referred to another writing titled "*Reflections on Bullying*" [WIT.003.001.0748]. There is no name on it. It talks about incidents of bullying and says:
114. *"...However this physical bullying was collective, it happened to most so it was expected and could be overcome.*
115. *This physical bullying however is superficial compared to that of the intense bullying (mental) of individuals – perhaps those who are not sporting automatically are 'second class' to those who are. An individual, constantly, the subject of abuse, shunning and 'slagging' retires into a shell – guilty of being different, losing faith in themselves and feeling hopeless, and helpless".*
116. I put exclamation marks in the margin next to the first paragraph, because when I read it along with the other accounts I thought they should close all boarding schools. Quite often the prefects were 'the macho lot' in major sports teams. I think there was a culture, which comes out in this writing, that by being macho you get over it if you've been bullied and in turn 'legitimately' bully others.
117. I am referred to another writing titled "*Bullying*", which has the name [REDACTED] at the top [WIT.003.001.0749 & 750]. He talks about incidents of bullying and also mentions Hope House. He also says:

118. [REDACTED] and [REDACTED] were called to see the Headmaster and told him of many incidents of bullying that had occurred in recent years at which he apparently, 'Went white in the face'.

Stabbing incident

119. A boy named [REDACTED], whom I later learned had a history of psychological disturbance, stabbed another pupil. This happened before I set the class assignments. I didn't know either of the boys involved. In the old days before Drummond came, we would know about kids with 'problems' as there was a book kept in the Common Room. Drummond removed it, so the general teaching staff didn't know about the boy. I assume the housemaster did. As the writings show, the boy, from Pinkie, was being bullied a lot and told friends that he was going to buy a knife to frighten people off from bullying him.

120. Michael Chittleburgh, not the tutor in the house but perhaps visiting the house tutor at the time, made it known somehow that he thought the police should be called when the stabbing happened. Drummond found out, and Michael was lambasted by him. He told Michael that it was for himself, Drummond, to deal with. Duncan Wylie told me this. I think it was also him who told me about the boy's background. He also told me that had it not been for swift intervention by the house matron with some first aid skills, the stabbed boy would have probably bled to death.

121. Clearly [REDACTED] stabbed the other boy because he was being bullied, as he had warned when telling others of his buying a knife for defence. After the episode he went before the children's panel and never came back to the school. I wonder whether the fact he'd been driven to it by bullying was ever explained to the panel. I suspect not. It would have been even worse PR. Again I wonder at no boy reporting the knife-purchase to staff, given how clearly [REDACTED] gave his reasons for buying it.

122. I imagine in a good school there would be an announcement to all the teachers about what had happened, not least because word was going to get out. But that was the thing about bullying in Loretto: we never knew what happened other than through rumours. No notice appeared in the Common Room. The boys were also told at one of the 'Doubles' not to tell their parents. Clearly it was a bad PR matter and best hidden away.

Action I took after reading the assignments

123. I don't remember the exact sequence of events after I read the writings. I spoke to the class, to some staff members and also to the school doctor. I also had discussions with the relevant child protection body and my professional association, the Assistant Masters and Mistresses Association (AMMA). I also arranged somehow for those boys whose names came up in discussion with my class as having told Drummond of this bullying, to come and see me, in order, as explained before, simply to verify that they had indeed passed key details to Drummond.

Discussions with the class

124. I had a discussion with the class at some point. I don't think it was the same lesson they did the assignments. I won't have read these in class. It was probably a couple of days later. I was told about other incidents of bullying, which were not written down in these assignments, and also the names of other kids who had told the headmaster about some of the bullying. One was [REDACTED], who is now dead. The other one was [REDACTED], who called himself [REDACTED] was mentioned in [REDACTED]'s writing, as was the boy [REDACTED]. None of the kids who had told the headmaster were in my class.
125. Although [REDACTED] was the only one who wrote that the headmaster had been told about many of the incidents, all the kids said it when we discussed it. They all knew that those four boys had been to see the headmaster.

126. Some of the boys said specifically in the writings that it was [REDACTED] who was responsible for a lot of the bullying and others implied it. The bullying had taken place largely in a dormitory in Pinkie House called The Painted Gallery, and was witnessed by the boys in that dorm. The kids noted that [REDACTED] remained a prefect despite what the headmaster knew about his activities. He was no longer at the school when I set the assignments, but he was still there and remained in his position of power when the headmaster was told, between three to six months previously, I believe.
127. One of the things that came up in discussion with the class was that a boy, [REDACTED] had been made, through threats, to insert a deodorant stick into his anus. This incident happened in the presence of other boys in the Pinkie dormitory. I was told that that was one of the things which had been reported to the headmaster. One boy also told me in the class that he had had a hockey stick inserted in his anus. .
128. From discussion with my class I learned that they assumed all the staff must have learned of this serious bullying but had, like the headmaster, done nothing about it – ie we, too, considered the matter trivial. That was the thing that angered and shocked me most, that all of us were suspected of being uncaring because we had done nothing. I made clear to them this was very unfair for nothing had reached the ears of staff at the time, so they should not assume that no staff cared. I promised them I would do something about it. The class ended and I cried for one part of me felt 'I'd had it'. I certainly felt in danger.
129. I am referred to a document I gave to the Inquiry, which is dated 5 November 1991 and is signed by me and a pupil, [REDACTED] [WIT.003.001.0751]. The heading is: "*Statement to the class, witnessed in case of any misrepresentation*". I typed that up and read it to the class, and got [REDACTED] to sign it. He was a bright boy. I must therefore have been still in the school on 5 November. I don't know many precise dates nor exactly how long I remained in the school after all this. Definitely there cannot have been as much

as two weeks between my reading the writings and my being phoned by Alan Johnston and told to consider myself on holiday for an unspecified length of time. Two weeks even seems too long for I do not remember seeing my 5a much for I would have remembered more classes where I might have discussed 'developments', and I am sure that in the time I did remain I cannot have been there so long or I would have given out more details to close friends on the staff.

130. I thought recently that the last time I saw the class was when I promised them I would do something but I must be wrong. For one thing I had to have gone home to prepare the statement to read out to them. I wrote the statement because I was concerned that, while I believed them but had not said this to them, they should not misremember my words and tell others I had sided with them in the sense that I had indicated I believed the headmaster had been told of these matters and done nothing. I needed, for one thing, to speak with the boys said to have told the headmaster of 'these things'. The headmaster had, after all, already threatened the staff with a lawsuit for slander.

131. I don't know if I planned what I would do next. I knew I had to handle it carefully. Drummond saw me as a nuisance because I would question things and I knew by this time of some of his machinations to find a way to be rid of me. I thought the first thing I had to do was find out if it was true that the headmaster had indeed been told of 'these matters'. I wanted to try and check with the people who had supposedly told the headmaster, as they were not in my class, that indeed they had. I must have met a boy and asked him to go and fetch the other boys. I don't remember if I sent for all four of them.

Discussions with other staff members

132. I spoke to Dorothy Barbour about the assignments. I didn't tell her everything I'd learned. I hadn't organised it all. I really don't know exactly what I told her. I certainly discussed the deodorant stick incident with her, as she was involved in the mechanics of how I would arrange an interview with [REDACTED] without my being able to be accused of having chatted to him on his own. I told her that the

headmaster had been told about some of the incidents by three or four kids. I thought I had shown her the assignments and that she told me she made photocopies of them, but she now says I hadn't. I think I would have told her the gist of it. She was my head of department and we were close.

133. I also spoke to a teacher called Richard Selley, who had once been a housemaster and whom I considered good as regards pastoral care. I asked to meet him in my classroom. I don't remember exactly what I told him but it will have been basically that I had learned of perverse bullying by [REDACTED] which Drummond had learned of but not acted on. He said the key boy, [REDACTED] had left so it was now too late. His advice to me was to forget it. I said I didn't agree. For me, the key point was that the headmaster knew and did nothing about it. But I was indeed half considering forgetting the matter.

134. I think I had already sent for [REDACTED] before I spoke to Richard Selley. I might have sent for all four of the boys. There was a sense of urgency. The headmaster was away at the time but was obviously going to return before long. I did not want to be 'found out' before I had interviewed [REDACTED] and others if necessary. I could of course have consulted the staff notices to check the Weekly Update and checked on his routine. Quite simply I was not so calm as to do so.

135. I remember [REDACTED] arriving after I had spoken to Richard, and I said to him that I had changed my mind and told him to go away. As he went to walk away, I said, "Was that thing about the deodorant stick true?", and he said it was. I knew then that I couldn't just forget the matter.

136. I should say that at one point before I left the school, there must have been enough information out as Duncan Wylie came to see me in Dorothy Barbour's classroom to tell me that he didn't know anything about these matters. I had not asked to see him. I do not believe I had myself spoken to him about these matters. He just wanted it utterly clear he never knew anything about this

- bullying. He did say years later though, that he had heard an inkling of the deodorant stick episode but just thought it was empty gossip.
137. I also spoke to John Anderson, the chaplain. I thought he would be a good person to talk to given his role in the school. He and I decided which boys to interview. I didn't know any of the boys. John ruled out talking to [REDACTED] as he considered him inclined to tell lies. We interviewed [REDACTED] and [REDACTED]
138. The ^{SNR} [REDACTED] ^{PGR} [REDACTED], also knew about some of this matter, as he was present when I interviewed [REDACTED] either later the same day as I had interviewed [REDACTED] or the next day.
139. Because I was concerned about how the headmaster might react when he learned of my probings, I also phoned one of the art teachers, Jonathon Macfarlane, to clarify some facts. He had told me previously about Drummond interfering in a matter unrelated to all of this, and I thought that if the governors were to become involved as would surely happen eventually, I needed to be able to tell the governors exactly what Drummond was like. He phoned Drummond and must have told him amongst other things that I wrote comic poems about him and was pursuing some sort of investigation. I think it was mainly through the art teacher that Drummond got to know what was going on.

Consulting the school doctor

140. Eddie Maguire was the school doctor. He would consult sick boys in a room near our Common Room. I went to see him in the school after I had set the assignment. I wasn't sleeping at all and was exhausted. I talked about the things most on my mind, which were the anal assaults with hockey sticks and a deodorant stick. I think I mentioned only this. I probably said I'd been trying to find out if it was true, and I very possibly said that the kids told the headmaster. I may not have. He got quite a shock. I watched his face when I told him what I was discovering. I have checked back on the notes I made at the time and I've

noted that he said something about seeing a boy with impacted faeces. I suspect it was [REDACTED] but then from the writings it seems other boys suffered anal assault too.

141. I don't think a boy who had suffered such an assault would have told the doctor how it happened. I don't think these kids wanted to tell people. They didn't tell their parents, so I don't think the boy would have told Eddie Maguire. It might have led to more bullying. When I spoke to Eddie Maguire, I think he then recognised that he should have been suspicious, that he hadn't recognised anal assault and the resulting trauma for what it was. I remember that he looked a bit frightened, as if he had missed things. But he did tell he had in the past often had suspicions that boys came to him as a result of bullying and that he had indeed told Drummond of his concerns. These matters were made more difficult for Eddie because the boys tended to claim their harm had come about because of some accident.
142. Within minutes of my seeing Eddie Maguire, Dorothy came into the Common Room and said, "They're trying to prove you're insane". All I know is that Eddie Maguire was phoned by the chairman of the governors, Bob Gordon, who asked him to say that I was insane. I never subsequently spoke with the late Bob Gordon. I don't know the exact mechanics. I had seen Eddie Maguire in a room in the school near the Common Room. I don't know how it could be that Dorothy then came to me and told me what she did. I think she must have been there when Eddie Maguire took the phone call.
143. I had some years before this had six weeks off with reactive depression due to personal matters connected with my divorce and separation from my three-year-old son who was taken back to Turkey. When Dorothy told me what Bob Gordon had said, I then thought that I didn't want anything on record. I think I had been given five days off because I was exhausted. There's a rule about how they have to keep records if you want sick leave for more than three days or something. I therefore went straight back to Eddie Maguire and asked him to strike it off the record. I felt that if I had official longer term sick leave it gave Drummond a legal

right to discuss my case with Eddie and perhaps enlarge the discussion to ask what I had talked about with him.

144. Eddie phoned me a lot at home in the following days. I made a note about it. We had about three hours of phone calls, not all at once. I can't remember what we spoke about. I felt he was in contact with the headmaster and was acting as a sort of go-between, possibly in some ways on my behalf. I can't imagine in what way. It wasn't that he ever asked me to give him a list of things I had discovered. I've thought about this and I just don't remember the actual details. All I know is that there were a lot of phone calls and I felt at the time he was a sort of go-between. The headmaster will somehow have known that I had been to see Eddie.

Discussions with Child Protection

145. I didn't know how much I should do about what I'd learnt, so I phoned up the relevant child protection body and I spoke to them perhaps three times. I don't know whether it was the SSPCC, NSPCC or RSPCC. One of my calls to them was on 14 November 1991. They held a meeting and advised that all staff should be given all the details and that boys assaulted sexually should be seen by the school doctor and offered a psychologist's help if they seemed to need it.
146. Child Protection told me that the law had changed and it was my legal duty to do all that was reasonable for the welfare of the kids. They told me that I had to do something about it, not least because [REDACTED] and all the boys who watched these things would need counselling. I think that's what the headmaster should have thought about when he was told. Punishing people – which he clearly did not do in this case as it would have meant acknowledging these things had indeed happened – was not the only factor; a person who cared about the kids would have considered this aspect.
147. It was later suggested by a governor that I should have gone straight to Drummond. But the child protection officer had asked me how I knew he was not

involved sexually too. I didn't think that for a minute. I just thought he wasn't the right person to go to given he'd apparently been told about certain things and done nothing.

148. I can't remember whether it was Child Protection or AMMA who gave me this advice, but I was told I had to go into the staffroom and make an announcement along the lines of, "There have been allegations of sexual misconduct in the school. It is your duty to do all you may reasonably be expected to do for the protection of the children, even if it means putting more staff into the dormitories".

149. There were only about seven people in the Common Room at the time. I don't think any of them really knew what was going on. They must have thought I'd gone loony. I made the announcement, of course, after I interviewed some of the boys and was certain of the reality of these stories of bullying. I think I was instructed by Alan Johnston to stay at home soon after that, for I certainly did not appear again on campus except, as told later, to be supervised while collecting personal items from my classroom.

Interviews with the boys

150. The point is with all of this, I never at any point wanted a comprehensive run down of all the bullying incidents. That was for other people to do. When I did the interviews, I simply wanted to know whether the gist of these things had been passed to the headmaster and nothing had happened. I wasn't thinking that it was my job to be a detective. I imagined the issue would open up, full details of the bullying would emerge, and in fact Drummond would have to resign before word of his lack of involvement in dealing with bullying reached parents. For it would have been clear that he had known about [REDACTED] sadism but had not even informed his housemaster even while [REDACTED] was free to continue his activities.

151. I have given the Inquiry a typed note of what came out at the interview with [REDACTED] and [REDACTED] [WIT.003.001.0752 & 753]. I took notes during the interview and typed the note up later. It states that John Anderson was present and that I put the boys on oath. I don't remember the actual meeting. I don't actually remember interviewing [REDACTED]. I remember [REDACTED]. The note says the interview took place on 5 November 1991 and it was signed by John Anderson on 10 December 1991. I asked John if he agreed that I'd written up an accurate account of the interview, and he signed it. I think I got him to sign it when I learned he was leaving Loretto.
152. [REDACTED] told us that he was summoned by Drummond after he was reported by parents for bullying. The school probably took that seriously because parents had reported it. [REDACTED] said that, "he tried to save himself" by telling Drummond that what he did was nothing compared with what had been happening in Pinkie House. He told me that other boys sent for agreed on the tactic beforehand. I never asked him what exactly he told the headmaster. I did get from him that he told him about [REDACTED] being made to push a deodorant stick up his anus. [REDACTED] didn't name any perpetrators, but he said he told the headmaster that one of them was a boy who is "high in the school authorities now". What I got from him was that he told the headmaster a lot, and the headmaster went white in the face.
153. [REDACTED] also told us that soon afterwards, he, [REDACTED] and [REDACTED] were summoned to [REDACTED] study, not their housemaster's, in Pinkie House. When they entered, they didn't notice at first that the head boy, [REDACTED], was behind the door. [REDACTED] then left immediately and they were basically told by [REDACTED] to shut up and not say anything more about these things. In my opinion, Drummond was behind this, as he must have been thinking to himself that he had to shut it all up. I would guess if there was any comeback, he could then wiggle out of it by saying that [REDACTED] was acting on his own or if he was acting for the headmaster had not followed instructions. It is inconceivable in the way the school operated that [REDACTED] acted wholly on his

- own account. He was, after all, the head of school with a remarkably close relationship with Drummond.
154. My supposition is that [REDACTED] was told by [REDACTED] but on Drummond's orders not to do those things any more. [REDACTED] should have been summoned by the headmaster who should have dealt with the issue, possibly with Duncan Wylie and the ^{SNR} [REDACTED] present too; but that was the way Drummond operated: he'd get a boy to do it and keep himself out of it if possible when he himself might not want to be seen involved. In retrospect I think it was grotesque of him to have put a mere lad in this strange moral position of helping hide serious sexual assaults.
155. I don't remember exactly when the interview with [REDACTED] took place. Dorothy helped arrange it. It was decided that I would go up a notch and get ^{PGR} [REDACTED] ^{PGR} [REDACTED] the ^{SNR} [REDACTED] involved. Dorothy was saying that it mustn't be thought I was prompting the boy so I was not to be alone with him. The chaplain was also present at the interview. Dorothy thought that [REDACTED] could be a bit upset by it all, so she said that we should do certain things after it, such as letting his housemaster, Duncan Wylie, know so that he could keep an eye on him.
156. We also arranged that Duncan Wylie, the chaplain, John Anderson, and I would meet with the boy in the chaplaincy centre the next day just to make sure he was okay. All I know from the notes I kept was that Duncan never turned up.
157. I taped the interview with [REDACTED]. The little cassette recorder used allowed me to make two recordings at the same time. I have now had it put onto CD, which has improved the sound quality a lot, for in the twenty five years since recording the interview the tape had decayed. Nor was it well placed as regards distance from each speaker at the time. I listened to it again recently and made a digest of my discussion with him. It's clear from the tape that I wasn't pushing the boy. He doesn't sound upset.

158. I don't think the interview is very useful. He doesn't give many names. He's not as forceful as [REDACTED] [REDACTED] was far more self-assured and more informative to Drummond. One or two things are clear from the tape. He told the headmaster about a Pinkie lad being tied to a duvet cover and suspended from a high up window and also about a boy pushing his penis in a boy's face. He mentioned also how he himself had been bullied and had been forced to put Deep Heat on his testicles. It is not clear which boys forced him to do this, but he says on the tape that at the time he told this to Drummond, some of these were still at school.
159. It seems that he did not himself tell Drummond about his being forced to put the deodorant stick up himself. I asked him whether the headmaster or any member of staff ever tried to get back to him after he gave details of bullying to the headmaster, and he said no.
160. What I learned from the interviews was that these four boys were summoned to the headmaster individually. That's the way Drummond tended to work. He did it with staff too. They separately told Drummond about the bullying in Pinkie House. They didn't all tell him the same things, but they told him enough.
161. I don't know if all the things that were written in the assignments were told to the headmaster. I didn't try to find that out. I don't think the kids summoned for bullying would have gone along having noted down a list of things to tell the headmaster. But they decided to tell him of things much worse than they were guilty of. The point is they told him enough and there should have been something done about it.

Termination of my employment with Loretto

162. Again, I don't remember the exact sequence of events. Shortly after I made the announcement in the Common Room, I was phoned and told by the governor Alan Johnston that I wasn't allowed on the campus. I was never in contact with Drummond, but I did write a letter to his wife saying how sorry I was that they

would have to move on. I did at one point think that he would be the one who would have to go, not me.

School governor involvement

163. I don't know how much the governors generally knew about what I'd been told by the class. What I think happened was that Drummond phoned the chairman up and said I want rid of David Stock because he's questioning me. Alan Johnston was the governor who dealt with it all after that. [REDACTED] so he had a sort of involvement in the school beyond being a governor. And, of course, he was an old boy himself like all the others.

164. I think Drummond would have said to Alan Johnston that I was trying to undermine him. There was another element to this: staff had been worried when they were told that Drummond was coming in as headmaster as he had only taught for about two years, this being divinity at Fettes. Alan Johnston had come down to the school at that time and made a speech telling us all that he was going to be one of the great headmasters. So, I don't think Alan Johnston would have wanted to admit he'd made a bad mistake. Also, Drummond had been getting the school full for a long time.

165. I was told by phone by Alan Johnston to stay at home. Alan Johnston then came to my home with a man called PYK [REDACTED] whom I used to teach. He never spoke at all. Alan Johnston walked in and told me that PYK [REDACTED] was his "amanuensis". The arrangement for him to come to my house must have been made on the phone. I was expecting a sensible discussion with him alone on how to resolve things. He had made out that we were going to have this creative, defusing discussion and it turned out completely different.

166. It seemed to me that Alan Johnston was in a rush to sort me out. He immediately said to me, "There have been four allegations made against you". I wasn't expecting that sort of attack. One of the allegations was that I wrote poems about

- the headmaster and read them to the boys. I had read an innocent snippet once. It was just to let the boys know that I wrote, that it's fun writing. I didn't say anything awful. Then he asked me if I had said in the Common Room that I wondered if the headmaster would come to my house and burgle it to get the papers back. I told him it was a joke. I can't remember what the other allegations were. His tone was awful. Dorothy Barbour was there. She was horrified at how the meeting was conducted. He also said that the bridges were down between me and Drummond. It all seemed pre-judged.
167. I didn't get the chance to discuss what the kids had told me. He didn't ask me what I'd found or what I'd done. We didn't get into detail like that. I was just shouted at. Dorothy backs me up on this. She couldn't believe he'd shown no concern for the kids.
168. I handed Alan Johnston the writings and one of the two identical tapes with [REDACTED]'s interview on it. I kept the other one. I also gave him a mix of originals and copies of the writings and kept a mix for myself.
169. I was in shock when he left. I didn't know precisely where I stood at that point. I thought afterwards that it was utterly unprofessional for Alan Johnston QC to come to me with these allegations without giving me the opportunity to have legal representation. Looking back, if I had had a lawyer from my professional association there I would have told him to leave. Supported by a lawyer, I would have read aloud these writings and an account of the boys having told the headmaster directly of the worst bullying and said, "What the hell do you think you're doing? The person who should go is the headmaster for an utter failure in his legal duty of care".
170. I have given the Inquiry a copy of a letter to me from Alan Johnston, which is dated 19 November 1991 [WIT.003.001.0754, 755 & 756]. I received this after he came to my house. I want to bring the following passages, in particular, to the Inquiry's attention:

171. "...two immediate things concern me very much. The first is the fact that you should, as a teacher of English with no pastoral duties as such within the school, be discussing with your forms conduct between the boys to the extent of inviting them to write essays goes far beyond, in my view, what should be reasonably expected of a teacher in class..."
172. "...it is perfectly plain to me that the extent of your discoveries while disturbing in that they indicate ill-treatment among boys one to one or a number to one do not in general terms disclose a sexual abuse ring, or even to use your own phrase 'a culture of violence'. They disclose that, unfortunately, within the school there are some unpleasant people that do unpleasant things and it is highly desirable that it should be stopped. It is perhaps significant that any reference to sexual abuse on the tape interview is raised initially by you and indeed when you pressed the boy to respond he denies any such suggestion. Accordingly, I am satisfied from an objective viewpoint in the time available, that you were primarily dealing with incidents in the past and in so far as you were dealing with the present your conclusions are exaggerated..."
173. I remember being surprised when I read what he said about my having no pastoral duties. The law had now changed and every single teacher had to do everything they could to protect children. He was Dean of the Faculty of Advocates and a QC and should have known that. Also, he doesn't even realise that if you're teaching English, you can use any material. If I were having the class discuss a topic, whatever the topic, it's to do with English, and what better than a topic important to them?
174. He said in the letter that he was astounded by the way I carried out the interview with [REDACTED]. I used the word "sexual" when I was asking [REDACTED] about having been forced to do that with the deodorant stick. I didn't mean to. The boy bristled a bit at that, because of course from his point of view it wasn't an 'exciting' thing. I think for the boy making him do this it was different. It was a sexual and sadistic pleasure for him. That wasn't disputed by the kids I spoke to at the time. I am hardly surprised that the victim preferred to not think of it as a

- sexual thing he was involved in. If you were to ask any medic, teacher or social worker, they would say it was sexual.
175. It appears to me that Alan Johnston did not find the writings a problem. That second passage seems to say, 'It's just boys being boys'. He simply cannot have read all the writings if he can make this claim. All the things reported in the writings needed probing. I had given him all the information.
176. The people with key knowledge were the kids in my class. If the governors had really cared, they would have sent for the kids. Indeed it was their duty to have had an inquiry which involved these 5a kids with them seen in such a way as to be sure they were not facing pressure to hide relevant things.
177. But of course there is an alternative: that he did indeed read the material, thought there was a high risk of the school collapsing if parents found out through me and began, in large numbers, to withdraw their children and thought perhaps to bluster his way through and anticipated paying me off. After all I was not yet fifty years old and would not want to make myself unemployable as a teacher by going to the press, which would not anyhow have even paid me much.
178. But this, of course, is mere conjecture. Nevertheless it does seem consideration of the possible huge damage to the school if word got out may have entered the calculations. After all it did seem that the threat came mostly from me, given that no parents seem to have learned from their children of 'the goings-on'.
179. Alan Johnston suggested also in the letter that I should have gone to the headmaster. I wouldn't have dreamt of going to him. I knew what he thought about me, and I could hardly say, "I'm told that these boys told you all this. What did you do about it?". He'd probably have said it was all trivial. Given that he'd been told some pretty awful things and done nothing, I don't see why I should have gone to him. If we'd had a different culture, I might have consulted the Common Room. Probably I would have, if they'd had more cohesion and forcefulness in demanding answers from the headmaster.

180. He also said in the letter that he was reaffirming his decision that I do not return to my duties and do not appear within the school, and he advised me to take advice. I suppose his saying that the decision is reaffirmed meant, as he said in my house, that he considered all bridges down. I knew I wasn't allowed on the campus, but I didn't think my job had gone. Another curious thing is he said in the letter that the chaplain was also present at the meeting in my house. He wasn't. It adds to my sense that at the time he came to my house he was not there to listen or observe but only to inform me that with bridges down he was doing what was decided already with Drummond.

181. In June 2017, Dorothy Barbour wrote and gave me, on my request, her memory of the meeting and added her memory of what followed in the school. She felt exactly the same about the meeting, that it was one where the outcome had already been decided. This letter has been seen by the Inquiry.

Involvement of AMMA

182. I contacted AMMA after I received Alan Johnston's letter. I had telephone conversations with Gerald Imison from AMMA and also wrote to him addressing the points raised in Alan Johnston's letter [WIT.003.001.0757 & 758]. I wasn't going to write back to Alan Johnston and argue with him. It was clear from his letter that it was a fait accompli.

183. Gerald Imison suggested he could get me back into my job, but I knew I would not be able to work as a teacher while Drummond was still there. I knew I couldn't survive having to watch my back all the time. I knew also that Drummond could just dismiss me and even if I was successful at an Industrial Tribunal, the maximum award was £20,000. Therefore, when faced with the options, I said I'd go. I knew from my professional association how hard-nosed businessmen run these tribunals and how rules dictate a 'defendant' first tell the tribunal of his arguments and how the 'defendant' may not subsequently add anything at all in response to the arguments by the employer.

184. What eventually happened was that Gerald Imison met with Alan Johnston to discuss the arrangements for the cessation of my employment. I was told that I was to sign an undertaking binding me to confidentiality, that they'd pay me until I was fifty and that I would start to get my teachers' pension at that age. AMMA said it was the best deal I could get, so I agreed to it. I was fifty in [REDACTED] 1992, so they paid me for just over a year.
185. Also, I was told I was never to appear on the school campus. I had to get a special permit, signed by Drummond, to be accompanied by Dorothy Barbour to get my teaching notes and personal belongings from the classroom [WIT.003.001.0762].
186. I have given the Inquiry a copy of a letter dated 9 December 1991 from Alan Johnston to Gerald Imison [WIT.003.001.0759 & 760]. This sets out the proposed terms and conditions of my leaving the school. Enclosed with the letter was a page headed "Resume" [WIT.003.001.0761]. I don't really remember reading that. It appears to provide information on what Alan Johnston was going to tell the staff about the circumstances of my departure from the school.
187. Supposedly, I was leaving 'with honour' and getting a good reference. That's not quite the way it turned out. I got a written reference from Drummond which was okay, but that didn't stop him from picking up the phone to the headmaster at Glenalmond College when they asked me to teach there. He told him if there was any discontent within their Common Room, I would become the leader.
188. I was asked to sign an undertaking at first, which not only bound me to confidentiality, but also made me responsible for the actions of others. I wrote back to AMMA expressing my dissatisfaction with the strength of the conditions [WIT.003.001.0763]. By that point I had learned that [REDACTED] had been expelled from school and knew that he might speak out. He had phoned me up a few weeks after I left and asked me if I could give him some help. I had to ask him not to do anything.

189. I received a letter from AMMA dated 23 December 1991 setting out the revised settlement terms for the cessation of my employment [WIT.003.001.0764, 765 & 766]. The paragraph in the original undertaking about my being responsible for the actions of others was deleted, but AMMA informed that I should make it clear to others that serious difficulties could still arise for me if they were to talk publicly about the circumstances surrounding my departure from the school.

The undertaking

190. I have given the Inquiry a copy of the undertaking that I eventually signed [WIT.003.001.0767]. It forbade me from talking with anybody about the circumstances surrounding my departure from Loretto. There was no time limit and it applied worldwide. I was told by AMMA that I would be liable for all the money the school lost if I breached it and parents took their children away from the school as a result.

Action taken by Loretto after my departure

191. Four of us ex-teachers from Loretto meet every now and then for lunch. At one such lunch Duncan Wylie told me that after I had left there was an enquiry into 'these matters'. I don't imagine Duncan would have wanted a thorough investigation, as it would just show that he had not known what was going on in his house. I suggest it was probably Drummond ordering a little seeming enquiry having to make a pretence of carrying out an enquiry now the issue was out in the open, if hardly clear, with Johnston announcing my resignation 'with honour'.

192. Whatever it was, they didn't find out much. I'm guessing it was led by the head boy [REDACTED] in whose interest as well it was not good to uncover more and so cause problems for Drummond and Wylie. From what Duncan Wylie told

me, all he claims to have learned was "that nobody actually pushed a hockey stick up [REDACTED]'s anus. It just got pressed against it".

193. The 'story' of the involvement of [REDACTED] seems to have been the only 'story' that circulated after my talks with a few staff. This suggestion that only one victim was involved totally contrasts with my class's writings which had suggested this specific type of anal assault was a routine thing, involving not just one boy. In addition those writings had told of a host of other forms of bullying and assault.
194. I would say this enquiry was utterly inadequate and aimed only at covering up matters by at least seeming to have enquired into them. Had a small group of 'independent' staff been given the task of heading a probe they would surely have called up my 5a class and started where my own enquiry had started. Nothing stopped them from asking if I had copies of the writings. Nothing stopped them asking the same students to repeat the exercise.
195. Dorothy Barbour said to me that, as far as she knew, there was no enquiry. She would have known about it if there had been a meaningful one. It would have been discussed at staff meetings. Any kind of meaningful enquiry would have involved more people. My class should have been called because they were the ones who knew everything. It was a pretence.
196. Naturally, with the second-in-the-department suddenly gone it was inevitable Dorothy and Reverend Drummond had to have some talk together about 'the matter'. She was shocked, she tells me even now, by a comment he made about having helped oust me, "You have the good fortune to be able to behave as a Christian". Nothing whatsoever prevented him acting as a Christian.
197. I do not believe there was any meaningful lesson learned since within months of my leaving Stephen Edwards, a teacher at Loretto, wrote telling me that two, if I remember correctly, boys had suddenly been removed from the school by parents for they were unhappy, and two ran away. No boy had been removed because he was unhappy in my nineteen years there and certainly none ran

away. I find it really striking that after the dramas I found the school authorities did not awaken and become proactive. Thus I am wholly sure that nobody summoned my 5a to measure the extent of the bullying.

198. I spoke to Duncan Wylie again within the last year. As I said, I made a lot of notes around the time I left Loretto and afterwards. I'd noted that Duncan told me that years back he'd had an argument, or close to an argument, with the headmaster when ██████████ contacted both Duncan and Drummond for a reference to teach as an assistant. By then, some of what ██████████ had allegedly done had come out and Duncan said he wouldn't provide any reference. Drummond apparently said that everybody deserved a second chance and he would write him an excellent one.
199. As far as I know, ██████████ went to either Australia or New Zealand to teach. I know he was later a teacher of ██████████ at St Alban's School. Duncan now can't remember telling me that when I talked to him within the last year. I find this awkward and cannot square his telling me back in my classroom that he knew nothing of these matters - some months after ██████████ had left - with the refusal of a reference which I feel sure would have been asked for before I made my discoveries. There are serious implications here.

Pastoral care in Loretto

200. There was nothing clarified about one's role as a teacher in respect of pastoral matters. I never had a detailed job description in my contract. It simply said that I was there to teach English. I guess anyone would have said the two key people were the ones in the boys houses: the housemasters and house tutors. They were the ones the kids should have gone to if there were problems. Nothing was written down on paper, but they were the ones who were meant to be close to the kids in their house. Even the kids who weren't boarders were attached to one of the houses. I have been told that the matrons were kept well out of any pastoral role. Regardless of what Alan Johnston said in his letter, I think kids

should be free at any time in any school to speak to anyone they feel they can trust.

201. I remember talking to a girl I taught in sixth form. I was worried about her and told her housemaster because that was the obvious route. It was a question of responsibility. I felt that she might kill herself and knew I had to tell somebody. The housemasters knew more about the kids. They were the ones who had contact details for the parents. I couldn't go direct to a parent. I am certain that if I had done so I would have been told off for breaking the normal system of responsibilities and status.
202. The housemasters would also rely on the prefects. The prefects weren't read a paper to tell them what was expected of them when they were made prefects, but I'm sure they were expected to keep an ear out for someone who was unhappy or being bullied, as well as to 'keep discipline'. When I think about Duncan Wylie and what had gone on in Pinkie House, I am amazed that he didn't know what was going on, with prefects as his 'ears' and a house tutor there. Kids who live at home usually don't tell their parents, but there were house prefects living in close proximity, for the boys mostly slept in dorms with a prefect there too, or worked in public rooms. But in this case the entire prefect group seems to have been corrupt.
203. Also, people were busy. Duncan was in charge of hockey, was head of geography, as well as being a housemaster. I can understand in that set up you would do the norm and rely on prefects. That was the whole point of the prefect system. There were quite a lot of prefects in each house. Maybe in other houses it actually worked well and only failed in Pinkie because of the sort of boys who were in there. I don't know how many other prefects joined in with [REDACTED] [REDACTED] It certainly wasn't just him and does indeed seem to have added up to a 'culture of violence'.
204. I would think the chaplain would have featured quite high in pastoral matters too. I'm sure he would have said to the pupils that they could go to see him any time.

- The kids didn't get a document saying that the chaplain was there for them but it was understood. After all there was a chaplaincy centre attached to the school's chapel where students were prepared for confirmation and were surely told to come there with any problems. Nor is it as if the chaplain acted as uninvolved, having had a row with Drummond when the ChildLine poster was moved by him when he came back from sabbatical.
205. I did hear from Dorothy Barbour later that there was some chat among the staff about my having left, and Gavin McDowall said that I had done everything correctly. I imagine most people would have thought that telling your head of department a bit, consulting child protection and the professional association, and getting the chaplain and the ^{SNR} [REDACTED] involved would be the right way to go about things.
206. Ironically, Duncan Wylie was put in overall charge of pastoral affairs in the entire school after I left. It was a new post, 'Child Protection Officer'. I don't know exactly what it involved though it seems obvious it did involve the same role as he had failed in in Pinkie. It seems to me that promotion is a good way to sort out someone who might be a problem. It disarms them. Duncan should have been furious with Drummond for not telling him what the boys had said about the bullying in Pinkie House. [REDACTED] was still there when Drummond was told and Duncan was his housemaster but instead of telling Duncan, Drummond had just relied on the head boy, [REDACTED] to deal with it. It makes me so cynical that the person who was unaware of a lot of things that were going on in his house was later put in charge of pastoral care for the entire school.

Inspections

207. I was told by Ken Marks after I had left the school that there was soon to be an official inspection by a team led by Dr McKilligan. The team went in for three days one term after I left. Ken told me that a few days before the team arrived a page had been torn out of the Common Room minutes. He did not know who

- had pulled it out. It was the page I referred to earlier in which our concerns about Drummond telling lies were noted [WIT.003.001.0145]. He had put up a notice about the page's disappearance in the staff room which in turn was removed.
208. I wanted Dr McKilligan to find out what had been going on in the school, so I sent her a copy of the minutes with an anonymous note. Given it was anonymous, I thought it was unfair to make any comment so I simply wrote something like, "*I imagine if you're doing an inspection you would like to see the Common Room minutes, so here's a copy of a page that's been torn out. I am writing anonymously and therefore am not making any more comment*". I thought that if she looked at the minutes and read there how complaints hadn't been responded to, and how staff were tired of lies, she could have done a bit more probing. I thought she could then have found out about my disappearing mid-term, one term earlier, and could have found out why I disappeared. If she had started finding out what had happened with me, she could have found out about the bullying, the glossing over it by Drummond, and the failures of the governors.
209. I have not read her team's official report but know from colleagues it discovered no problems of bullying in the school nor of bad management and poor staff morale. I was told she was wined and dined at the school along with Alan Johnston. Her son was studying law at the time and given Alan Johnston's status in the Faculty of Advocates I believe she should not have been so close to him during the inspection but have been kept at arm's length.
210. I think she probably would have found out about the bullying if she had really done her job. Surely an inspection should involve asking kids about bullying. Inspecting is meant to be just that, a close probing. It's not only about academic achievement and the standard of teaching. That's maybe the primary concern, but all other aspects of school life, pastoral care as well, should come into it, especially in a boarding school.
211. I believe there was only one inspection in my nineteen years in Loretto.

Paper on structure and hierarchy

212. I have given the Inquiry a copy of a paper which was read out to all the staff at the end of term in June 1989 [WIT.003.001.0417, 418 & 419]. It was written by John Sessions, an American teacher who spent one year at Loretto. He took trouble to write down his thoughts about hierarchy and responsibility in the school. I and other staff close to me considered his analysis spot on. I wholly agree with his view that the structure of the school stifled innovation and demotivated 'ordinary' staff.
213. The key point I remember is that he said the headmaster was the top man and the rest of us weren't valued for our opinions. The school was thoroughly undemocratic which is what we ourselves felt. He made recommendations to break down the school's structural hierarchy and to increase mutual trust. He said, "*I would seek means to increase communication among the members of the community. This could be through greater personal contact, a sharing of knowledge, less formality on occasions*". He recognised that we never had discussions.
214. This seemed to me to be the sort of document people should have taken notice of. A few of us thought it was interesting and wanted to discuss it to see what we could learn from it. We suggested in our common room meeting that we should discuss it with the headmaster, but we got no answer. I think it's remarkable that the school took no notice, even if it was just to dispute it, when someone had taken the trouble to do this. As far as Drummond, and probably also the governors, were concerned, the school was perfect. Their view was that our system was wonderful and didn't need to be tinkered with.

Reflections

215. My reflections on the structure of the school are that with such a structure, if the governors made a really bad choice of headmaster, 'they'd had it'. There weren't systems to deal with this. They had total belief in the headmaster. He wrote an annual report to the governors which staff never saw, and we had little contact with the governors and didn't do our own report.
216. I've been writing to the present headmaster with suggestions for improvement. I've said that they should try to make the common room meetings stronger and have the headmaster answer the issues raised. The governors could even have access to a copy of such common room minutes. Staff should have their own 'recognised' representative body with a president. I've also suggested having a staff representative on the board of governors. And what if the governors at Loretto had come down to talk to staff without the top link in the chain, the headmaster? Staff might then have opened up. Juniors are rightly afraid of being whistleblowers. They need a request by those 'at the top' to report problems directly to them and not through the upper echelons of the chain. Even when my resignation was announced to the entire staff by Alan Johnston, the headmaster - who was so deeply involved but secretly - was present. There was, I was told, a stony silence when he spoke. Who would have dared pose a question with him there?
217. I think the school doctor and the chaplain opted out of 'doing something'. Eddie Maguire's wife, Annemarie, told Dorothy Barbour that Eddie had been having sleepless nights about 'my affair'. I think he had a strong suspicion he had missed things. Eddie also told Dorothy that, before all of this, he often had discussions with Drummond about bullying in the school, but he had been limited because the kids wouldn't admit to it. Mostly any boy seeking medical aid would claim any injury was by accident.
218. Eddie Maguire also said at one point to Dorothy, with reference to my situation, that, "The school matters more than any one individual". I think he opted out of

defending my role and wanting to have my discoveries probed. I think he knew things he should have done more about but was somewhat compromised because of his past behaviour. I'd have thought he was in a slightly awkward position for having accepted to sew up the wound of the boy who had been bitten by the Alsatian dog; if, that is, he should have best been sent to A & E.

219. I have looked at the notes I made at the time and see that when I asked the chaplain, John Anderson, what he planned to do for his part after he had witnessed the [REDACTED] interview, he said, broadly speaking, that he didn't like Drummond and he felt it was quite mutual but didn't see any point in bringing this antipathy into the open. He also said he felt the Common Room weren't ready for a fight "and had mostly already made compromises", so what was the point in his stirring things up. He was going off to do a job in the USA and he needed to reserve his energy for that because there were even greater problems there with adults abusing children.
220. He also told me that Drummond admitted to him that he had indeed heard all the stories about bullying. In my view he too was very much compromised as being cowardly in the end. He should have insisted that the ChildLine poster be put back and had every right as chaplain to be forceful. I am told that it was this incident that decided him to resign.
221. Dorothy Barbour also spoke to John Anderson and I made notes about their reported discussions. He told her that he'd had sleepless nights and had discussed my 'history' with his wife, Nancy. Nancy pointed out to him that those at the top, and the Common Room, didn't seem to care, so what was the point fighting.
222. A chaplain's role is surely such that he should feel free to probe matters of child welfare and make it his priority along with their 'spiritual' welfare. Nobody could have said to him that he had no business getting involved in pastoral matters. He could easily have brought the whole ulcerous matter into the light. I think he deliberately chose not to. All the clues were there for him.

223. I think also that my relationship with Drummond is very relevant. He didn't like me. He didn't like people he thought might be considered cynics. When you analyse literature, you are teaching people to be critical, to see beyond the surface. I think this episode was used by him to get me out of the school because he didn't like my questioning things. He knew I was the one who had brought up the topic of lying in the Common Room meeting. I was the one who then went to demand a copy of his speech accusing the staff of slander. I was also the one who had asked what was being done about the boys who had suspended that boy by the feet outside my classroom. I had confronted him about erroneous library expense figures he released to the press. And so on.
224. I found out from Dorothy Barbour after all of this that Drummond had tried to get rid of me before. I got into trouble once because I told a parent that we no longer had an internal magazine. I used to edit the internal magazine but it had collapsed because contributors had tired of Drummond's interference. The parent was thinking about bringing her daughter to Loretto and said she was mad about writing and would write screeds for the school magazine. Drummond found out that I told her we didn't have a magazine and then asked Dorothy to have the parent write word for word what I said to her. I was then sent for by Drummond and as Dorothy had asked me not to speak at the ensuing meeting, I didn't say a word. Drummond said to Dorothy afterwards, "You rescued him this time but you won't be able to next time". I wasn't aware of this at the time or I would very likely have involved my professional association. He had taken me into his office once before then and asked me straight off if I was happy in the school. I suspected he wanted rid of me but I managed to argue that I was a perfectionist in that I always wanted to get the best and so was hardly ever going to appear wonderfully happy.
225. He also told Dorothy that the assistant we had had for a while, Elizabeth Clerk, told a boy that Dorothy and I had completely diverging ideas on the English department. It was a ploy he hoped Dorothy would go along with as she was looking for a reference from him at the time. I wrote to Elizabeth and Dorothy did

too. Elizabeth wrote back to me saying that's not what she thought, and, if she did, she certainly wouldn't have said it to a boy. I have given the Inquiry a copy of Elizabeth's letter [WIT.003.001.0768].

226. I believe that boarding schools in general can be a bit more dangerous than day schools, as kids have a lot more influence on each other and cannot escape each other. Things are obviously worse when the prefects themselves are bullies. It can be very different. Pinkie House was a hive of creativity when a boy now in the public eye was a prefect in Pinkie. I don't think bullying would have happened when someone like him was there. He had a fantastically benign influence. The boys in the house were busy bees. He was exceptional and that can work in the reverse.
227. I enjoyed almost all of my teaching and I do also see that boarding schools can have a good side. Teachers for instance are often given great freedom in their teaching. Furthermore, in my early days one could devote all one's energy to positive things like teaching, next to none to having to discipline students. Some students thrived in a sporty or academic environment with highly dedicated staff. Those who perhaps did best were those inclined to minimal efforts, because a remarkably dedicated staff chivvied them. But for me there remains a constant niggling: how can a parent know how good such a school is? It is clear headmasters are always focussed on PR, if not to an extreme. Ask a teacher a probing question about the school and you are unlikely to be told the truth. Staff are required to play the PR role and hide any warts. Perhaps the students know best, receiving the education? But then they too seem to imbibe some sense of loyalty. There are no easy answers.
228. Finally, once the work of this Inquiry is published, I intend to demand that the current governors agree with me on some form of comment that can be inserted into the school magazine. It will be both an open apology to me and also to those who in that short period suffered abuse; and I will be able to address those in the 5a class to whom I made that promise. For even if I did see them two or three more times after the day I had [REDACTED] sign the statement I read to the class I

never again had any chance to tell them of what subsequently happened. From their point of view I suddenly disappeared mid-term with no explanation.

229. 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.....

22nd March 2018