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| <p>1 Wednesday, 29 November 2017 2 (10.30 am) 3 THE CHAIR: Good morning, everyone. Good morning, 4 Ms Karmy-Jones. 5 MS KARMY-JONES: Good morning, chair, members of the panel. 6 The first witness to be called this morning is RC-A2, 7 whose witness statement is at INQ001303. Chair, you 8 should have a hard copy of it. 9 RC-A2 is in the witness box and will need to be 10 sworn. 11 WITNESS RC-A2 (affirmed) 12 Examination by MS KARMY-JONES 13 MS KARMY-JONES: Sir, I am not going to use your name, 14 because of course you have anonymity in these 15 proceedings. So forgive me if I occasionally just refer 16 to you as your cipher, RC-A2. 17 A. That's all right. 18 Q. You have asked me to bring something to the attention of 19 the chair and the panel, and that is that you suffer 20 from Parkinson's disease; is that right? 21 A. Yes, that's correct. 22 Q. So you may have an episode of shaking -- 23 A. Possibly. 24 Q. -- as a result of that? 25 A. Possibly.</p> <p style="text-align: center;">Page 1</p> | <p>1 Q. How long did you stay there? 2 A. I think until I was 12. 3 Q. So was that about six years? 4 A. Yes, yes. 5 Q. Did you go on to the senior school? 6 A. Yes, I was sent up a year earlier. I should have stayed 7 an extra year, but I was sent a year early because I was 8 very big. 9 Q. Did you go into the senior school in 1978? 10 A. Yes, I think. 11 Q. How old were you when you left Ampleforth? 12 A. 17. 13 Q. So had you sat your A levels there? 14 A. I did sit my A levels. I failed them, because I wasn't 15 meant to be sitting them, really. I was meant to go 16 back the next year but I never went back the next year. 17 Q. You were quite a sporty student; is that right? 18 A. I was very sporty, yes. 19 Q. After that, you went on to university and into sales? 20 A. I retook my A levels at St George's in Weybridge and 21 I passed them. Then I went to university and I went 22 into sales, yes. 23 Q. Currently, you are with your current partner and have 24 been for 21 years? 25 A. That's right, yes [redacted].</p> <p style="text-align: center;">Page 3</p> |
| <p>1 Q. You are here to tell us something about your time at the 2 junior school in Ampleforth? 3 A. Yes. 4 Q. And about one of those whom we call a perpetrator, 5 RC-F4. I think you have been given a copy of your 6 statement with the ciphers applied. 7 A. Yes. 8 MS KARMY-JONES: Madam chair and members of the panel, RC-F4 9 also appears in the table that you have in your bundles, 10 and, for your reference, there is a victim and 11 perpetrator table relating to criminal and civil 12 proceedings. He is at paragraph 9, section 9, and in 13 terms of the institutional responses table at section 4. 14 Sir, I understand that you and your family were 15 Catholic? 16 A. Yes, we were, yes. 17 Q. Your mother practised a little more than your father? 18 A. That's right, yes. 19 Q. But you were christened as a Catholic; is that right? 20 A. I was, yes, yes. 21 Q. Having gone to a local school, at the age of 6 you were 22 sent to a different school, to Ampleforth? 23 A. Yes, I was put down for Ampleforth at birth. 24 Q. The school you went to was Gilling Castle? 25 A. Correct, yes.</p> <p style="text-align: center;">Page 2</p> | <p>1 Q. And do you have children? 2 A. I have two children, one 23 and one 21, a boy and 3 a girl. 4 Q. Can you help us with how you came to go to 5 Gilling Castle? 6 A. Yes. My father was Ampleforth as well, so I was -- my 7 father and mother were pretty traditional of that era. 8 My father arranged everything business-wise in what 9 happened in our family and my mum looked after the house 10 and didn't really have a say in what happened. So I was 11 always going to go to Ampleforth. I was put down, 12 I think at birth, to go to the school, and I went when 13 I was 6. I was actually born in October, so I was 14 pretty much 7 by the time -- I went in September, at 6. 15 We lived in -- 16 Q. Don't tell us where you lived; all right? 17 A. Okay, all right. Sorry. We lived in the south. When 18 I went, we travelled up to Kings Cross with my mother. 19 We were met -- there was -- I think I'm right in saying 20 there was a whole train dedicated to Ampleforth, that 21 went to Ampleforth, two carriages of it were for 22 Gilling, and we were met by a monk, who was dressed in 23 a black suit -- not a cassock, but a black suit with 24 a dog collar. He was quite pleasant to my mother. He 25 said something along the lines, "In half an hour, I will</p> <p style="text-align: center;">Page 4</p> |

1 be taking them on the train, and you have to say
 2 goodbye", so we had half an hour with mum and then we
 3 said goodbye and went to the train.
 4 Our carriages were two carriages of Gilling boys of
 5 different ages. The first years were sat in one area,
 6 and there was quite a lot of upset little lads.
 7 Q. You were 6, going on 7?
 8 A. I was 6, yes. I looked back and my mum was actually in
 9 tears on the platform. The monk said we could eat our
 10 lunch and go to the buffet, but we weren't allowed to go
 11 to the buffet without asking him and, if we did, we
 12 might get in trouble.
 13 Q. Was that monk RC-F4?
 14 A. He was. The train was quite a long journey because the
 15 trains took longer then. I think it was about four
 16 hours. Some of the boys were sick, not very well.
 17 I think they were nervous and they ate their lunch too
 18 quickly. They were just nervous, I suppose.
 19 We got to York and then we were -- it was quite
 20 chaotic, because there were all the upper schools and we
 21 all had to find different buses. We eventually found
 22 our bus and I think it was about an hour and a half to
 23 Ampleforth. It was dark. The bus was quite old. There
 24 were people being sick on the bus, so it was quite
 25 revolting.

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1 We arrived at Gilling -- I don't know if any of you
 2 are aware of what it looks like, but you go up quite
 3 a big hill and there's a main building and then there
 4 are two arms, arches -- sort of arms of it, double
 5 storey, so it is quite sort of square at one end, if you
 6 see what I mean. The bus pulled in at the middle and we
 7 got out there.
 8 Actually, it was dark, it was cold, we were in
 9 shorts, and it was all quite imposing, I suppose is the
 10 word.
 11 Q. Who met you when you got there?
 12 A. Well, we were told to go into the main hall, which is
 13 quite a big hall, very high. There was a matron called
 14 Mrs Heath, I think she was called. She was quite
 15 a ghostly-looking figure. She was quite elderly. And
 16 the headmaster was Father Justin Caldwell and the monk
 17 who met us, and we were told to go -- we went into the
 18 refectory and had milk and biscuits. Again, it was
 19 a heavily panelled, dark-wood refectory, with wooden
 20 tables and, being totally unfamiliar to us, it was
 21 quite -- it was just quite big and quite difficult.
 22 Then, after that, we were told to go into our
 23 dormitories, look for signs on our beds which would be
 24 our bed, which would be assigned to you.
 25 So we went through -- back through the hall, through

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1 the main games room, up the stairs past the chapel and
 2 into the dormitories. There were three dormitories, one
 3 small one, two big ones for first years, and they were
 4 joined to the next dormitories for the next years. So
 5 there was a whole floor of dormitories; half were for
 6 the next year, half were for our year. My bed was in
 7 a big sort of bay window. My bed was by the bay window
 8 and out of the window you could see the castle went down
 9 to the ground floor, but then dropped away so it went
 10 right down and the cellars were exposed. It was a huge
 11 wall.
 12 Q. How did it feel?
 13 A. It felt like what I saw on "Colditz", what I saw as
 14 a kid, it looked like a big steep wall, it was -- it was
 15 a good view. The beds were pretty comfortable,
 16 actually, apart from the blankets were quite spiky.
 17 Q. Did you see any of the monks when you were being shown
 18 around?
 19 A. Yeah. There was the monk that was on the train with us.
 20 He came and told us that there was to be silence in the
 21 dormitories and tidiness, you must keep everything tidy,
 22 and we had to familiarise ourselves with our locker --
 23 we had a little locker -- and then we had to go for
 24 prayers and wash before we went to bed. By that time,
 25 he was changed. He wasn't in a black suit anymore, he

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1 was in the cassock, which is full-length black robes,
 2 which is -- I'd never seen before. I'd never seen
 3 a monk before.
 4 Q. Did that have any effect on you?
 5 A. Well, it's just quite an unusual sight, really, isn't
 6 it, for a monk in black robes, you've never seen -- you
 7 know, in a castle, you're 6 and you're away from home,
 8 and you don't want to be there, you want to be with your
 9 mum. It was quite -- it made me feel quite nervous, to
 10 be honest.
 11 Anyway, then we went down for prayers and then we
 12 went to the washrooms, washed ourselves, which is right
 13 down the bottom of the school, had to walk down there.
 14 And then we were told to go to bed. When we went to
 15 bed, we were told to keep quiet because you didn't want
 16 to disturb other boys.
 17 Q. Were the boys keeping quiet?
 18 A. They were, but a lot of them, again, were crying. You
 19 could hear tears, because there was boys that were
 20 less -- I mean, I was quite nervous, but there were
 21 definitely boys that were more nervous than me.
 22 Then, bizarrely, they said, "You've got to keep
 23 quiet", and then they put music on for us, which was,
 24 I suppose, to keep us calm. The only thing I can
 25 remember was that it was the music -- it's called "Peter

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1 and the Wolf", I don't know if any of you know it, but
 2 it is classical music, and it was -- so the wolf is
 3 played by a trombone or something and Peter is played by
 4 a flute or something, and it was all quite -- it made me
 5 feel quite nervous. I thought it was quite scary,
 6 actually.
 7 They played that to help us go to sleep, I suppose.
 8 Q. Was that on the first night or on a later night?
 9 A. To be honest, I can't really remember, but it was very
 10 close -- the first week -- probably the first night.
 11 I don't see why it wouldn't have been the first night.
 12 Q. The next day, did you meet your form teacher?
 13 A. Yes, our form teacher was a lady called Mrs Saas, who
 14 was really lovely. She was a very kind person and she
 15 helped us and we had to write to our parents, send them
 16 a note saying we'd arrived safely and we were okay.
 17 That took quite a while because we weren't very good at
 18 writing. I remember being quite nervous. I had to do
 19 up my shoes and I couldn't do my shoelaces, but she was
 20 a friendly lady, she was a good person.
 21 Q. Did you gradually settle into the routine at Gilling?
 22 A. Well, in a manner of speaking, yes. I mean, it was
 23 identified early that I was pretty good at sports.
 24 There were a couple of sports teachers, the Callaghans,
 25 who were very good to me because I was good at sport.

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1 In the day-to-day running of the school, there was a lot
 2 of prayers and a lot of mass and a lot of benediction,
 3 but I guess that's what I signed up for anyway. I never
 4 really got used to the night times, because in the night
 5 times you're alone anyway, aren't you, and when you're
 6 young, it's more scary, you're more scared of the dark
 7 probably. It was high and you could hear the wind
 8 whistle.
 9 The monks used to walk through the dormitories, but
 10 they appeared to be floating in a way because they were
 11 very quiet and they were in robes, and the door from the
 12 second years you could hear open and their form master
 13 might meet our form master and they might converse and
 14 then they'd part and you'd sort of see them, so you just
 15 had shadows. It was quite unnerving, really.
 16 One night, I was actually crying and I had my head
 17 under my duvet -- well, it wasn't a duvet, it was
 18 blankets and sheets. I was aware that there was someone
 19 standing by my bed. I knew that it would be my form
 20 master. I pulled back my sheets and he didn't -- he
 21 didn't say, "Are you all right?", he said, "Are you
 22 trying to keep the rest of the dormitory awake?", and
 23 I thought, "No, I'm not", but I obviously didn't say
 24 that.
 25 I think that's the last time I ever cried. I don't

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1 think I ever cried again. But he was anything but
 2 empathetic.
 3 Q. Was that RC-F4?
 4 A. Yeah, that was him. He had a very, very bad temper,
 5 that man.
 6 Q. Tell us a little bit about that.
 7 A. That incident?
 8 Q. That temper.
 9 A. I knew -- he was quite often -- he smoked, because you
 10 were allowed to smoke inside then. He smoked in the
 11 form room. I think he smoked Embassy No 1. I think
 12 they were allowed a certain amount of money to have
 13 a little bit of alcohol, because I think he drunk a bit.
 14 But if you did anything wrong, he got very quickly very
 15 annoyed and he went bright red and he used to shout at
 16 you. I always thought -- looking back on it, I always
 17 thought the picture of a man shouting at 6-year-old boys
 18 is quite -- it's quite evocative, isn't it, if you saw
 19 a big bloke screaming at a young lad, going red. As far
 20 as I was aware, he didn't actually hit anyone, even
 21 though there were other people who did at the school.
 22 He was a scary bloke, really scary.
 23 Q. In your statement, you tell us that he put you to bed at
 24 night and he got you up in the mornings?
 25 A. Yes. He was like our mum and dad. He was the last

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1 person you saw at night who put the lights out, he came
 2 around and woke us up every morning and if we had any
 3 problems, we had to -- he was our reference point, or
 4 the matron. We never saw the matron. We saw the nurse
 5 sometimes. We never saw the matron, really. But he was
 6 the person who was basically everything to us. He was
 7 who we had to see if we had any problems.
 8 Q. How long was he, in effect, taking care of you?
 9 A. Two years, I think. Definitely the first year.
 10 Q. After that, were you looked after by two other fathers?
 11 A. Yes, Father Matthew Burns, he was a nice enough man,
 12 I think. He was a good man. Father Bede. I think he
 13 took us then. I can't remember his surname. Yeah,
 14 Father Bede. They were decent people, as far as I'm
 15 aware.
 16 Q. Did you continue to have contact with RC-F4?
 17 A. Yes, he took cubbing, which was great fun. We all used
 18 to love going to the woods on Saturday afternoon. He
 19 supervised things like sledging because there was
 20 obviously a lot of snow out there. Also, there wasn't
 21 Sky TV then, but we used to have a film on Saturday
 22 afternoons and he used to do the films. That was
 23 a great treat and we always used to love that, and it
 24 was great. But if you talked in the film, he used to go
 25 mental. He could pull kids out, chuck them out. So it

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1 was great, but there was always a threat of him --
 2 because, you know, when someone does lose their temper
 3 or have that ability to lose their temper, you don't
 4 know when it is going to happen. He could lose his
 5 temper quite quickly.
 6 Q. What was the atmosphere like?
 7 A. You didn't want to do anything wrong. I certainly
 8 learnt at a young age not to do a lot wrong. Especially
 9 when certain -- I mean, certain masters or monks were
 10 okay, they were more reasonable, but certain ones, a guy
 11 called [redacted] who was our maths teacher, he was very
 12 full on. Out of the monks, that one was the one that we
 13 were most scared of, everyone was most scared of.
 14 I think he taught chemistry as well.
 15 Q. At some point in your first year, did you have
 16 a toothache?
 17 A. Yeah, that was probably one of my worst points at
 18 Gilling. I woke up one night in the middle of
 19 the night, it's got to be about midnight, 1 o'clock,
 20 2 o'clock, and I had terrible toothache. The choices
 21 were to stay in bed and have terrible toothache or to go
 22 to -- sorry, what's his ...?
 23 Q. Chronic toothache?
 24 A. No, what's his name?
 25 Q. We are just going to need to pause for a moment just

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1 because of the reference.
 2 A. Okay. Sorry. Sorry about that.
 3 Q. It's all right.
 4 MS KARMY-JONES: Chair, it may be appropriate for
 5 a restriction order to be made to cover the name that
 6 was mentioned. Could I ask for that to be done, please?
 7 THE CHAIR: Yes, I will make that restriction order.
 8 MS KARMY-JONES: I think we are ready to go? Yes.
 9 You were about to tell us about the chronic
 10 toothache that you suffered at Gilling, and you said
 11 that it was one of the lowest points in your time there?
 12 A. Yes. I basically woke up, it was the middle of
 13 the night. I had bad toothache. I had two choices: to
 14 stick with it and stay in bed or to go and see my form
 15 master.
 16 Q. RC-F4.
 17 A. So I went and saw my form master, which was kind of
 18 risky, because he might have got cross.
 19 I knocked on his door and he actually said "Come
 20 in", and he wasn't cross at all. He was very friendly.
 21 He was in his pyjamas, obviously ready for bed, and he
 22 said, "What do you want?" And I said, "I have a bad
 23 toothache". He said, "Come and sit". So I sat on his
 24 bed and -- his bed was all -- it was one room, his desk,
 25 his bed, his Minibrix table, it was all one room. So

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1 I sat on his bed, and he had a sort of closet with
 2 a basin in and all his stuff in. He was in a really
 3 good mood. I think he must have had a drink. I don't
 4 know, it's hearsay. But he was in a really good mood.
 5 He went to his cupboard and he got some clove oil out,
 6 which is appropriate. I was sitting on his bed and he
 7 stood in front of me. He put one hand on his head and
 8 he put the clove oil on his finger and he rubbed the
 9 clove oil on my gums, which was okay. In front of me
 10 was his pyjamas and his penis was on show, because his
 11 pyjamas, it was those tie pyjamas with stripe, the tie,
 12 practically in front of my face. He was rubbing his
 13 stuff on my gums and I didn't know what to do. I shut
 14 my eyes. The actual clove oil worked and stopped the
 15 pain in my tooth.
 16 Q. Were you able to tell whether it was deliberate or not?
 17 A. No, I don't know. I don't know what -- I think it could
 18 have been a mistake. I don't know. But I always
 19 ignored it for all my life, but I realised that it
 20 shouldn't be a mistake, really, for that to happen. It
 21 shouldn't be a possibility to happen.
 22 Anyway, my toothache abated and I went back to bed.
 23 In the morning, nothing was mentioned about that.
 24 He was as normal -- a normal person. But he was
 25 a strange -- he did strange things. For example, we

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1 used to go swimming in the gym and, when he took it, he
 2 was naked. We were all in our trunks and he swam with
 3 us naked, which, again, I think is not correct. It's
 4 not right, is it? So maybe he enjoyed being like that
 5 in front of young boys. I don't know.
 6 Q. What would happen in the pool?
 7 A. Well, I mean, because we didn't really realise that it
 8 was wrong at the time, you know, there was a bloke --
 9 an adult in the pool and he sort of frolicked about and
 10 we jumped on his back and kind of horseplay. We all
 11 mucked about in the pool and it was all right. I didn't
 12 think anything of it.
 13 And I wouldn't have thought anything of it until
 14 I had to look back at my history and think, well, if it
 15 was my son doing that, I would think there was something
 16 wrong. So I -- that's why I think it was not quite
 17 right to behave in that manner.
 18 Q. Did he do anything else?
 19 A. No. I'm not aware that that person had any interactions
 20 with other boys. He might have, but I don't know.
 21 I can't say. He seemed to have some boys that he
 22 favoured more, but I think quite a lot of teachers have
 23 that.
 24 Q. What about changing rooms?
 25 A. The changing room, that was the worst incident I had at

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1 **Gilling. But that was with not the monk, it was with**
 2 **another teacher.**
 3 **Because I was good at sport, I was in the drying**
 4 **room one night because I had extra sport that night, so**
 5 **I was putting my socks and boots on some pipes, and the**
 6 **teacher came in. He said, "What are you doing here?,"**
 7 **and I said, "I'm putting my kit on some pipes because**
 8 **I've got an extra sports session" and he said, "Well,**
 9 **you shouldn't have such big feet", and I said, "Well,**
 10 **you shouldn't have a beard", which was rude, and**
 11 **I realised, as soon as I said it, I was in trouble. He**
 12 **actually swivelled on his foot and he punched me as hard**
 13 **as he could in the stomach. I was about 11 or**
 14 **something, I don't know. I went to the floor,**
 15 **completely winded, and instead of realising what he'd**
 16 **done, he stepped over me and he said something along the**
 17 **lines, "You won't do that again, [redacted]", and**
 18 **I thought, "No, I won't". That was probably the worst**
 19 **thing.**
 20 Q. You need to pause there again, I'm afraid. The name.
 21 **A. Sorry.**
 22 Q. It's all right. We just need to pause there for
 23 a moment. And in a moment, madam chair, I am going to
 24 ask you to make another restriction order.
 25 MS KARMY-JONES: If I could ask for another restriction

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1 order formally, please.
 2 THE CHAIR: Yes, I make that order.
 3 MS KARMY-JONES: Thank you very much.
 4 Had you finished?
 5 **A. I'm sorry about that.**
 6 Q. That's all right. It's very easily done. Don't worry.
 7 Had you finished your account about that?
 8 **A. Yeah, I was left on the floor of the drying room. I was**
 9 **hit quite a few times by teachers in that school. There**
 10 **was another teacher that -- he was an alcoholic,**
 11 **definitely, and he used to hit you around the head if**
 12 **you got something wrong. One day, he was walking**
 13 **between the desks, he actually hit my head so hard from**
 14 **behind that my head bounced off the desk. It bounced**
 15 **off the desk in front of me. I probably was concussed**
 16 **or something. He used to do that quite regularly for no**
 17 **apparent reason. I think he was just drunk and he hit**
 18 **people, which was horrible. He always smelt of alcohol**
 19 **and cigarettes, the [redacted] teacher.**
 20 Q. If you could not give any designations at all, we would
 21 be grateful.
 22 **A. Sorry.**
 23 Q. Were any of the other teachers in authority aware of
 24 that kind of behaviour?
 25 **A. I'm sure they were, yes.**

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1 Q. And the other monks on the premises?
 2 **A. I'm sure they were. They must have been.**
 3 Q. Can I take you back to RC-F4. In your statement, you
 4 say that he took photographs.
 5 **A. He took us cubbing and sledging. There was a big golf**
 6 **course there and we all sledged down it. He took lots**
 7 **of photos of us sledging and cubbing and playing rugby**
 8 **and doing sports and on the boards at the end of term**
 9 **there were lots and lots of photos that you could buy to**
 10 **give to your parents or whatever. There was loads of**
 11 **them. There were loads and loads of photos. I suppose**
 12 **he was the kind of unofficial school photographer in**
 13 **a way.**
 14 Q. You also mentioned that he sometimes joined you in the
 15 showers?
 16 **A. Yes, he'd come and have a shower, very occasionally.**
 17 **There was a long washroom with showers at the end and**
 18 **there's a really long room with loads of basins and**
 19 **you're lined up to have your showers. I suppose, if**
 20 **he'd been exercising, he needed a shower and he came and**
 21 **had a shower with you, yeah.**
 22 Q. Was he wearing anything in the shower?
 23 **A. No.**
 24 Q. Did any other members of staff do that?
 25 **A. No.**

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1 Q. Did you ever hear about any incident concerning RC-F4
 2 and another boy who'd wet the bed?
 3 **A. Well, there was rumours that he tried to stop a specific**
 4 **boy wetting the bed by holding the end of his penis.**
 5 **Maybe it was true. There were noises at night you could**
 6 **hear. There was crying and there was -- you'd hear**
 7 **kerfuffles, I suppose you'd call it. Maybe the boys**
 8 **were misbehaving, I don't know. I literally had my head**
 9 **under my sheets a lot. I was quite tired a lot as well**
 10 **because I was playing sport a lot, but you could hear**
 11 **noises.**
 12 Q. Why did you have your head under your sheet a lot?
 13 **A. Because I didn't like the wind, I didn't like the music,**
 14 **I didn't like the visuals, I didn't like it out there.**
 15 **It gave me sort of solace, I suppose.**
 16 Q. Can I ask you now about Father Piers Grant Ferris?
 17 **A. Yes. Piers Grant Ferris. I never -- I wasn't under his**
 18 **charge, essentially. I wasn't in his form. But I was**
 19 **in his -- he used to come -- he was kind of like -- for**
 20 **us, he was kind of like a supply teacher, I suppose, and**
 21 **he took us for art. He always -- you know those little**
 22 **chairs you get for small kids, he always used to sit on**
 23 **one of those by the table and we all gathered around and**
 24 **he'd draw and we'd all watch him.**
 25 Q. Did he have a nickname?

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1 A. "Pervy Piers".
 2 Q. Why was that?
 3 A. I don't know. I didn't even know what "pervy" meant.
 4 He would always call one person up to stand by him and
 5 he would always put his hand on the back of his leg.
 6 That's just what happened. He'd slowly go up his leg.
 7 I don't really know how far, because I didn't watch.
 8 But one time he called my name out, and I had to go and
 9 stand by him, and his hand went on the back of my leg.
 10 To be honest, I had bad eczema, so it probably wasn't
 11 that pleasant, but he did start rubbing the back of my
 12 leg, but he was disturbed by something. I don't know if
 13 someone came in the classroom or something happened, and
 14 he stopped. He just stopped because he was distracted.
 15 Q. How high up did his hand go?
 16 A. Mid thigh. Then, after that, pretty soon after that, we
 17 were told, or the rumour was, he'd got lost on
 18 Mont Blanc, because he sort of disappeared from Gilling
 19 anyway and no-one knew what happened to him, and he was
 20 an adventurer, I think. He was a walker. I don't know.
 21 That's what we heard. I still to this day have no idea
 22 what happened to him. So that was the end of what I saw
 23 of him.
 24 Q. In terms of the atmosphere at Ampleforth during your
 25 time there -- you progressed through Gilling, you went

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1 up into the senior school --
 2 A. When I went to Ampleforth -- the term before I went to
 3 Ampleforth, there's an internal mail at Ampleforth in
 4 Gilling and I got a mail from an anonymous person at
 5 Ampleforth and it was a postcard, and in one corner was
 6 a blue ribbon, the other corner was a newspaper cutout
 7 of a woman in a basque and stockings and in the middle
 8 it said, "Can't wait until you come up" in cutout
 9 newsletters. I received this. I didn't show anyone,
 10 I thought, "Bloody hell". That summer, I was basically
 11 worried about going up to Ampleforth.
 12 Q. What did you think it meant?
 13 A. Well, I didn't know what it meant. I didn't really like
 14 to think what it meant, you know what I mean?
 15 There was -- I knew, because I had a brother who was
 16 two years older than me, that there was boys in the
 17 first year at Ampleforth who were regarded as pretty
 18 boys, and they were teased about being more pretty than
 19 other boys. I wasn't pretty. I was big and rugby and
 20 stuff, so -- but I assumed it meant something like that.
 21 I never actually found who sent it. I never actually
 22 had any problems from it. But it did -- it was
 23 indicative of what was -- what it was like at
 24 Ampleforth.
 25 The school for me was okay because I was a rugby

Page 22

1 player, but there was an underlying feeling of tension
 2 regarding the upper sixth and the first years, pretty
 3 boys and boys teasing them about being pretty.
 4 Q. Can you spell out what you mean by that?
 5 A. Well, you could get a young lad -- he might be walking
 6 up to dinner and someone might slap him on the bum or
 7 put their arm around him and say, "You're a pretty boy,
 8 aren't you?", you know. I never encountered anything --
 9 serious sexual abuse or anything, but there was this
 10 feeling that there was -- sort of pertaining to
 11 "Tom Brown's Schooldays", sort of thing, the upper sixth
 12 were in charge. The upper sixth were definitely in
 13 charge. In the houses, if you made toast -- if you were
 14 a first year and you made toast, any year above you
 15 would come and take it and you'd have to wait until
 16 they'd all -- so you were definitely the bottom of
 17 the pile. We had -- for example, on Sundays, we had
 18 a roast and the first years would serve it. They would
 19 serve the upper sixth first, then the lower sixth, then
 20 the fifth form, fourth form, you had what was left. So
 21 basically, you had nothing. So you were at the bottom
 22 of the pile.
 23 For me, that was significant because I was big and
 24 I was a rugby player and I was hungry. It's quite
 25 difficult. But that was the whole essence of it, that

Page 23

1 you were the bottom of the pile and you could be told to
 2 do -- the monitors around the school, more or less --
 3 our housemaster, wasn't really involved in the running
 4 of his house.
 5 Q. You also mentioned in your statement that you were aware
 6 of Gregory Carroll and that he was subsequently
 7 convicted of offences at Ampleforth, but that he was
 8 a popular teacher?
 9 A. Gregory Carroll, everybody liked him, really, because --
 10 I mean, my brother had a lot to do with him because he
 11 was in his form, he taught him a bit. We used to go on
 12 retreats. There was a retreat every year. You used to
 13 be split up into groups and go for different retreats
 14 with different monks. My brother always went with
 15 Father Gregory. Everyone wanted to go with
 16 Father Gregory because he let you drink and smoke. That
 17 was a bonus.
 18 Q. You have described your brother in your statement as
 19 being smaller than you?
 20 A. He was the same height as me, but he wasn't a rugby
 21 player. He was very -- I suppose you'd call him
 22 a dandy, a fay sort of fellow, a gentle man. He died
 23 two or three years ago when he was 50. He had
 24 a troubled life. He left Ampleforth at 16. Not many
 25 people left then at 16. I can't think of anyone else

Page 24

1 who left at 16. What happened to [redacted].
 2 Q. No names. We will stop there.
 3 A. Sorry.
 4 MS KARMY-JONES: Could we have a restriction order on that
 5 last name?
 6 THE CHAIR: Yes, I make that order, Ms Karmy-Jones.
 7 A. Sorry.
 8 MS KARMY-JONES: I think you were just saying what happened
 9 to your brother, you could only speculate about it.
 10 A. Yes. I know he was quite bullied in his peer group, but
 11 I have no idea if anything untoward happened to him
 12 other than that. I think I would have known, but who
 13 knows? He had a very troubled life and he died very
 14 early and it was very sad. Yeah, that's it.
 15 Q. You wanted to make this statement to the inquiry?
 16 A. Yes.
 17 Q. Why did you want to do that?
 18 A. Well, I feel that those at the school that were
 19 seriously sexually abused, or whatever comes up from the
 20 hearing, will, rightly so, have compensation, apologies
 21 or whatever, whatever happens to them, but the thing
 22 that I feel is that, in that era, there was a lot of
 23 allowed sexism on telly, all over the place in the '70s
 24 and '80s, and I think a lot of allowed -- sexism and
 25 abuse at that school that was allowed, ie, people

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1 swimming with you naked is wrong. I think that the
 2 people -- a lot of people probably haven't come to terms
 3 with that. For me, my biggest problem has been having
 4 a shutdown of emotions for most of my life and that was
 5 caused because I had to at school, otherwise I wouldn't
 6 have got on and been able to deal with the school, and
 7 I believe that that deserves an apology to other people
 8 that weren't seriously abused, because I think in a way
 9 we were all abused to an extent. I think that the
 10 atmosphere we were brought up in -- I realise our
 11 parents put us down for it. I realise it was the choice
 12 of our families. I also realise my father thought he
 13 was doing the best he could for me. It wasn't his
 14 fault. But in that school, I was 6 or 7 years old, and
 15 it was bloody terrifying some of the time, and I think
 16 that that needn't have been like that.
 17 I think if you run an institution like that, your
 18 very best person possible should be looking after the
 19 smallest children, the very best, the cream of the crop.
 20 Q. And you have told us that you were one of the stronger?
 21 A. I was. I played rugby for [redacted]. I was good. But
 22 lots of kids were very vulnerable.
 23 Q. You have described a lot around the circumstances and
 24 the atmosphere, but I think it is right that you don't,
 25 yourself, consider yourself as one of the main victims

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1 who were sexually abused?
 2 A. No, I don't. I had a bit of trauma in my life two years
 3 ago, and it was encouraged, as part of my counselling,
 4 to write my story, and I wrote my story for myself for
 5 cathartic reasons and I realised that some of
 6 the instances in my life, if they were applied to my
 7 children, I would think they were abuse, and I thought
 8 maybe that's resulted in some of my issues. That's why
 9 I pursued it to where I am now. That's why I'm here.
 10 Up until then, I thought that things that happened to
 11 you when you're 6, you know, you just get over it. When
 12 you're 50, you just get over it and you forget about it.
 13 But actually, for me, I have had to soul search into
 14 myself about my past to realise why I am who I am and
 15 I have had my issues, and that's why I am here, because
 16 I think some of the things that happened to me were
 17 wrong and I think the atmosphere there was wrong.
 18 MS KARMY-JONES: Thank you for giving us that very careful
 19 account of the atmosphere at Gilling.
 20 Madam chair, it is of course always open to you and
 21 the panel to ask questions if you wish of this witness?
 22 THE CHAIR: No, we have no questions, but I would like to
 23 thank the witness very much indeed for coming today and
 24 giving us evidence.
 25 A. Thank you.

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1 (The witness withdrew)
 2 MS KARMY-JONES: Madam chair, there is another witness to be
 3 called. I wonder if it would be convenient to take
 4 a short break now, before the next live witness is
 5 called, so that we can arrange his entry.
 6 THE CHAIR: Yes. I think we could reasonably stay here and
 7 not rise.
 8 MS KARMY-JONES: Absolutely.
 9 MR KELLY: Madam, may I raise an issue before the next
 10 witness comes in? Would it not be sensible for the
 11 witnesses to be provided with a list of the ciphers
 12 because I think it is slightly unfair to them, because
 13 they are trying to grapple with ciphers they are
 14 unfamiliar with. I'm not asking we have it, but I do
 15 think it would be helpful if the witness had it and they
 16 would then be able to apply it.
 17 MS KARMY-JONES: Consideration has been given to that. One
 18 of the difficulties is, and where the difficulties arose
 19 in the last witness's account, they didn't arise out of
 20 the evidence that he had set out in his statement, they
 21 arose out of his free recollection giving evidence as he
 22 was at the time.
 23 The list of ciphers, if we were to complete a full
 24 list, is extremely long and it would cause a lot of page
 25 turning whilst the witness tried to find a particular

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1 cipher.
 2 The way we have dealt with it is that each witness
 3 has been given their statement with the ciphers applied
 4 to the statement so that they are aware of it. They
 5 have been asked to have the statement in front of them
 6 in the witness box so that they can be certain that they
 7 don't reveal the name of the individuals. But we can't
 8 predict what names they might reveal that are outwith
 9 their statement. It is likely, given the nature of
 10 the evidence that is being given and the memories that
 11 are involved, that some names may be revealed, and we
 12 will do our best to deal with that. But a list of
 13 ciphers, I suspect, won't assist at this point.
 14 THE CHAIR: Thank you, Ms Karmy-Jones. We have experienced
 15 that in previous hearings, and it is to be expected that
 16 that may happen in the course of especially
 17 complainants' evidence.
 18 WITNESS RC-A61 (affirmed)
 19 Examination by MS KARMY-JONES
 20 MS KARMY-JONES: Madam, our next witness is RC-A61, whose
 21 statement is at INQ001001. There is also a police
 22 statement, and the Relativity reference for that is
 23 NYP000487. I hope that the chair and the panel have
 24 been provided with a copy of that.
 25 Sir, you know that during the course of these

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1 proceedings we have to be very careful about the mention
 2 of names?
 3 **A. Indeed.**
 4 Q. It is not just your name -- I will call you "sir", if
 5 I may -- but it is also the names of some of those who
 6 taught you, some of those who interacted with you and
 7 other students. I think you have been given a copy of
 8 your statement with ciphers applied to it?
 9 **A. Yes.**
 10 Q. We all appreciate it is very difficult, when giving an
 11 account, not to allow it to flow, and we don't want you
 12 to stop giving your account freely, but please try not
 13 to mention names of individuals.
 14 **A. Indeed.**
 15 Q. If you do, just bear in mind we will pause the recording
 16 of these proceedings just for a few minutes.
 17 **A. Fine. Thank you.**
 18 Q. You are someone who gave statements to the police in
 19 2004; is that right?
 20 **A. Yes.**
 21 Q. A name that we can mention is that of
 22 Father Piers Grant Ferris.
 23 **A. Yes.**
 24 Q. That is a name that was mentioned briefly already.
 25 Madam chair and panel, on your criminal perpetrators and

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1 victims table, he is at number 5, and on the
 2 institutional responses table, he is at number 2, for
 3 your reference.
 4 You were one of those who led to his prosecution?
 5 **A. Yes.**
 6 Q. Your account?
 7 **A. Yes.**
 8 Q. I am going to ask you some questions about your time at
 9 Ampleforth.
 10 I think you went to Gilling Castle Preparatory
 11 School in 1965?
 12 **A. That's right.**
 13 Q. How old were you when you joined Gilling?
 14 **A. I was 7.**
 15 Q. How old were you when you finished at Gilling Castle?
 16 **A. I was there for four years. I will have been 11.**
 17 Q. Where did you go after that?
 18 **A. To junior house and, following that, the upper school at**
 19 **Ampleforth. I was there my entire school career, until**
 20 **18.**
 21 Q. So something like 11 years of your life?
 22 **A. Indeed.**
 23 Q. Gilling Castle was separated, I think, by a valley
 24 between the junior house and the upper school; is that
 25 right?

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1 **A. Yes, indeed.**
 2 Q. So some distance apart?
 3 **A. Yes.**
 4 Q. The priests at Gilling Castle were quite separate from
 5 the rest of the school?
 6 **A. They were.**
 7 Q. As far as you were aware?
 8 **A. As far as I was aware and because they lived where they**
 9 **worked and there was little cross-dialogue, it seemed to**
 10 **me. People that went over there, other priests,**
 11 **mentioned they didn't like going there because they felt**
 12 **that the people at that side had lost touch with reality**
 13 **and they were all glorified children, effectively.**
 14 Q. Your head of year at Gilling Castle was RC-F4, about
 15 whom we have been hearing some other evidence?
 16 **A. He was my first year head, yes.**
 17 Q. How did he treat you?
 18 **A. Disgracefully.**
 19 Q. Can you help us with what sort of thing?
 20 **A. He was physically violent from the outset. I had had an**
 21 **elder brother, who had been there from the year before,**
 22 **who was horrendously physically abused also, and I was**
 23 **physically abused and psychologically abused. He was**
 24 **a nasty, cruel, physically violent man towards me.**
 25 Q. Were you physically abused by any other members of

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1 staff?
 2 **A. By Piers Grant Ferris, certainly, yes, and in**
 3 **punishments, in the course of punishments, you know,**
 4 **I received what was called in those days a whalebone**
 5 **punishment.**
 6 Q. What was that?
 7 **A. A sort of sole-shaped piece of either rubber or leather**
 8 **about 2cm thick.**
 9 Q. Were beatings, either with the whalebone or in other
 10 ways, regular or not?
 11 **A. To my memory now, it seems that they happened all the**
 12 **time. That's just because I've -- you know, one**
 13 **remembers unpleasant experiences more simply. So I feel**
 14 **as though I was beaten all the time.**
 15 Q. Were you a naughty child or not?
 16 **A. I don't believe so at all, no. No.**
 17 Q. What kind of thing would you get a beating for?
 18 **A. Climbing up a tree above the height of your head, for**
 19 **example. There was a rule introduced by**
 20 **Piers Grant Ferris that -- I mean, although we were all**
 21 **taken to the woods to build dens, anyone caught climbing**
 22 **above the height of their head would be smacked.**
 23 Q. You have told us in your statement that Father
 24 Piers Grant Ferris was the year teacher in your second
 25 year of Gilling Castle?

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1 **A. Yes, indeed.**
 2 Q. Was he new to the school at that year?
 3 **A. Yes, he was. He'd just arrived.**
 4 Q. How old was he about at that stage?
 5 **A. I don't know. To me, he looked like an older man. But**
 6 **I understand he was probably in his early 20s.**
 7 Q. How long was it after he arrived before abusive
 8 behaviour began?
 9 **A. I don't know, but a very short period of time.**
 10 Q. Was there any progression in the kind of abuse?
 11 **A. Oh, yes. In the beginning -- there was a gradual**
 12 **build-up, yes, and then, once punishments were**
 13 **administered, they got progressively more severe.**
 14 Q. What did they begin as?
 15 **A. One smack on the bare bottom and then that would be**
 16 **doubled to two and it would go on from there, maybe**
 17 **three, four, five on, but always more severe than the**
 18 **last.**
 19 Q. Were you clothed or not?
 20 **A. No. I was made to undress.**
 21 Q. Completely or partially?
 22 **A. Yes, on occasion completely, yes.**
 23 Q. You, as I have said, gave a statement to the police?
 24 **A. Yes.**
 25 Q. That statement was used during the prosecution of Father

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1 Piers Grant Ferris?
 2 **A. Very briefly it was mentioned, yes.**
 3 Q. He pleaded guilty to a number of --
 4 **A. He did, just prior to trial, I believe, yes.**
 5 Q. In that statement, you outline the detail of the abuse?
 6 **A. Well, when I was interviewed by the police, I gave them**
 7 **a number of details about abuse that had happened to me**
 8 **from your previously redacted head of year and**
 9 **Piers Grant Ferris. But they didn't use all of them.**
 10 Q. Would you like me to read those passages of your
 11 statement to you or would you like to tell us about what
 12 happened?
 13 **A. I am perfectly happy to tell you if you would like to**
 14 **choose an incident.**
 15 Q. How many incidents were there, do you think?
 16 **A. I'm unable to recall, I'm afraid. I'm able to recall**
 17 **different rooms where his punishments took place and**
 18 **there were several of those. Some places were used more**
 19 **than once. They included his bedroom, a dormitory,**
 20 **a side chapel to the school, a bathroom. Yes.**
 21 Q. I am going to go to your statement. I think you have
 22 it, if you want to refer to it, and I am going to begin
 23 at page 2.
 24 **A. Which number, sorry?**
 25 Q. Of the police statement, which has an NYP number on the

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1 bottom right-hand corner.
 2 **A. Sorry for the delay.**
 3 Q. Perhaps I could just read you a section.
 4 **A. I have found it, yes, thank you.**
 5 Q. I am just looking to the second page. On that page,
 6 first of all, you deal with RC-F4.
 7 **A. Yes.**
 8 Q. Just in reminder -- I have given the reference I think
 9 already, but in case not -- NYP000487. You say that in
 10 terms of discipline, boys would be beaten in various
 11 ways, usually at the time of the misdemeanour occurring?
 12 **A. Yes.**
 13 Q. And you describe how RC-F4 used extreme physical
 14 violence. You describe one occasion where he stood you
 15 facing a wall?
 16 **A. Indeed.**
 17 Q. Can you tell us about that?
 18 **A. I can't remember what any of the punishments were for,**
 19 **but he made me stand in a room, he took several paces**
 20 **back and kicked me extremely hard on the backside, and**
 21 **that threw me forward. I was very, very shocked and**
 22 **shaken. There were other incidents. We had long tables**
 23 **there made by a famous Mouseman, and I would be placed**
 24 **on tables and beaten on the backside. So I was beaten**
 25 **along the table so that my whole body would be moved by**

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1 the force of the beatings along a shined table top.
 2 Q. Was that by RC-F4?
 3 A. Indeed so. We used to make plastic models, I think,
 4 Airfix models, children did. I was never bought Airfix
 5 models, but I used to glue together the framework for
 6 Airfix models out of bits that were being thrown away
 7 and we used to call them "futs", as in F-U-T, because we
 8 would make a futting noise like an engine when we were
 9 pushing them around. I remember sitting in his room
 10 when there was an open fire, and one of the coals was
 11 making a kind of "Fut, fut, fut" noise, and I mentioned
 12 that the fire was futting and I was beaten severely for
 13 that. I had never heard the f-word so I didn't even
 14 know what I was being beaten for.
 15 Q. You mentioned one occasion where a beating was
 16 particularly severe, on the occasion of your
 17 confirmation?
 18 A. That's right. We were waiting to be taken by a bus the
 19 other side of the valley to the abbey, and I was sitting
 20 on a wall probably about 12 feet off the ground and
 21 I was pushed off that wall. To this day, I don't know
 22 who by. But all I remember of the incident was being
 23 slapped around the face by RC-54 [sic] to bring me
 24 around to consciousness and everybody was on the bus,
 25 apparently, waiting for me, and I clearly was suffering

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1 from concussion. I was very, very ill and sick and
 2 couldn't participate in anything that was going on that
 3 day. However, there was a party. When one gets
 4 confirmed, one has something called a sponsor and my
 5 father and the sponsor had a party after my confirmation
 6 and I was ignored. But photographs that exist of
 7 the happy day include photographs of me with blackened,
 8 muddy knees from the fall.
 9 Q. Did you ever tell your parents about the beatings that
 10 were inflicted on you by RC-F4?
 11 A. No, not at the time. But they were told about them
 12 later on, yes, certainly, and they were aware of
 13 the beatings that had -- before my arrival, had happened
 14 to my elder brother.
 15 Q. Turning now to Father Piers, he I think was your -- you
 16 were under his supervision in your second year at
 17 Gilling?
 18 A. Yes.
 19 Q. So about 8 years old?
 20 A. Yes, and then I was held back a year because I wasn't
 21 achieving, so I unfortunately endured two years of him.
 22 Q. How would you describe him?
 23 A. I have no words to describe how I feel about him.
 24 Q. You mentioned already that he would punish you for no
 25 particular --

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1 A. Extraordinary. I mean, you know, the climbing a tree
 2 above head height was an example. I found a magazine --
 3 we had for the older of us in this room, there was
 4 a comic called "Eagle" and another called "Look and
 5 Learn". They were the only penny dreadfuls we were
 6 allowed at the school, and I was found reading
 7 a "Marvel" comic, which I was subsequently beaten for.
 8 I had found that in the woods and I had no idea I wasn't
 9 supposed to read it. It would be things like that.
 10 Q. Would he beat you then and there?
 11 A. No, that was part of the awfulness of it. I was
 12 listening to the statement -- the person previously
 13 sitting here who described our refectory, a very large
 14 room with very long tables. We all sat at the tables.
 15 He would walk around with his hands behind his back and
 16 he would select children for subsequent beatings at that
 17 time.
 18 Q. Were they doing anything wrong or were they just being
 19 selected?
 20 A. No, and in fact the way that the eating of food took
 21 place in the refectory was that bells would be rung for
 22 people to stop talking altogether and, when the bell
 23 rang again, one could carry on a conversation. I think
 24 it was probably sensible, it was probably a noisy place.
 25 However, Piers Grant Ferris would walk around the table,

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1 it was a long table, about the length of this desk here
 2 (indicating) and, if he stopped behind you and tapped
 3 you, then you knew it was you, and if he stopped behind
 4 someone else and tapped them -- one thing that disturbs
 5 me to this day was the feeling of relief that it wasn't
 6 going to be me, but I knew what was going to happen to
 7 those boys as well.
 8 Q. Can you tell us about the first occasion that you
 9 remember of abuse by Father Piers Grant Ferris?
 10 A. First, second, third, fourth, fifth, there were many.
 11 Q. In your police statement, you refer to an incident where
 12 Father Piers caught you going to the toilet?
 13 A. Yes. After lunch, all boys would have an afternoon rest
 14 for an hour or so. Boys that had dormitories would rest
 15 on their beds. I didn't have a dormitory, so I would be
 16 in Father Piers Grant Ferris's bedroom with other boys,
 17 and it is from there -- there was no access to toilets,
 18 there were no adults present. I was going down
 19 a corridor to use a toilet and I was stopped, I was
 20 asked what I was doing, I said I was going to the
 21 toilet, I was told I wasn't supposed to be going to the
 22 toilet and it was because of that that I was taken into
 23 a room and beaten.
 24 Q. I think you have said that punishments were administered
 25 in a number of different places, including the chapel?

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1 **A. Yes. In fact, in the confessional of the chapel is one**
2 **place I was beaten.**
3 Q. In the confessional?
4 **A. In a confessional, yes.**
5 Q. Were you clothed when you were beaten?
6 **A. No.**
7 Q. Did Father Piers use an implement to beat you?
8 **A. No, it was always his hands. It was always a very**
9 **strange experience. His hands would always linger on**
10 **one's bare bottom after he'd smack.**
11 Q. Did anyone at the school, any other teacher or monk at
12 the school, punish you in that way?
13 **A. No.**
14 Q. Can you remember an occasion where he punished you in
15 a bathroom?
16 **A. Yes. The previous person here described a very long**
17 **room where there were showers at one end in rows on each**
18 **side, and in this long room there were sinks running**
19 **down the middle of that long room, about the length of**
20 **this room at least, and there were bathrooms off to one**
21 **side of that. He took me into one of those bathrooms.**
22 **There was nobody else around. He made me take off all**
23 **my clothes and climb so that I was -- I had my hands on**
24 **the rim of the bath with my hands at the front and both**
25 **my feet were on the rim of the bath behind me, so I was**

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1 **kind of over the bath a bit like a crab, if you like,**
2 **with my genitals hanging down, and it was in that**
3 **position that I received my punishment.**
4 Q. What punishment did you get?
5 **A. Being smacked on the bare bottom.**
6 Q. With his hand?
7 **A. Yes.**
8 Q. Did his hand linger as it had done previously?
9 **A. Always. Always.**
10 Q. How would you describe how you felt?
11 **A. Absolutely terrifying. I do believe -- of course, at**
12 **the time, I had no idea. I do believe he was**
13 **masturbating. His hands would become quite shaky**
14 **sometimes. We are all adults in here, you know, after**
15 **orgasm, one can be a bit shaky. I strongly believe now,**
16 **as an adult, that that's actually what he was doing.**
17 Q. Was there an incident when he called you into his
18 private room?
19 **A. There was. Again, after we were required to spend an**
20 **hour after lunch digesting our food, we had games.**
21 **I was very good at games and they were something**
22 **I genuinely looked forward to, but on this particular**
23 **occasion he told me to remain behind and not go to**
24 **games. I didn't know what was happening. I remember**
25 **everything about it, including the way he said it, but**

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1 **he asked me if I had wet myself, he put his hands down**
2 **my trousers and under my underwear. I was telling him**
3 **that I hadn't wet myself and I was terrified. He told**
4 **me to get undressed. I got undressed. He made me lie**
5 **facedown on his bed -- I will never forget the smell --**
6 **so I wasn't able to see anything. I had to have my face**
7 **downwards into the pillow, and he proceeded to take my**
8 **temperature rectally. I had never ever had -- I didn't**
9 **even know people could have their temperatures taken**
10 **rectally. I'd only ever had a thermometer put in my**
11 **mouth. I begged him not to do it because I didn't know**
12 **what was happening, but he continued anyway, and, again,**
13 **I think technically that was a form of rape.**
14 **He then told me that he would go and speak to**
15 **matron. He left me on his bed. I never saw matron.**
16 **Matron never came to see me. But he kept me back in his**
17 **bedroom for the rest of the afternoon. So I wasn't able**
18 **to join the others playing games.**
19 Q. Did anything else happen during the afternoon?
20 **A. No, I just had to wait in his room. He'd finished his**
21 **business and I just had to wait in his room until people**
22 **came back from games and carried on with lessons.**
23 Q. Had there been anything wrong with you?
24 **A. No, nothing at all.**
25 Q. Was there also an occasion where in his private room he

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1 told you to kneel by the bed?
2 **A. No. In fact, that was in the dormitory next door, and**
3 **I think the police possibly took that slightly wrong.**
4 **It wasn't in his bedroom, but there was a small**
5 **dormitory next to his bedroom, so immediately next door.**
6 **I was being beaten -- he told me to get undressed and**
7 **there was this bizarre ritual where he told me to kneel**
8 **on the floor with my head in my hands on the bed. Then**
9 **he told me that that wasn't okay and he told me that he**
10 **wanted me to move, to get up and then to kneel on the**
11 **bed. He was just basically putting me into whatever**
12 **situation he wanted to satisfy himself. I have no doubt**
13 **about that at all. Then I was beaten, with my head in**
14 **my hands so I couldn't see, and with my backside pointed**
15 **to the air.**
16 Q. You have had an opportunity to read through your police
17 statement, and you have also given a statement to the
18 inquiry. I am now going to move on to the inquiry
19 statement. Before I do so, I am just going to check --
20 this is a time when the chair and the panel often take
21 a break. I am just going to check whether, if there is
22 going to be one that is going to be taken, now is an
23 appropriate moment because we are moving to something
24 else, but it may be that you don't wish to disrupt the
25 witness's evidence. It is very much a matter for you?

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1 THE CHAIR: I think we will carry on, Ms Karmy-Jones.
 2 MS KARMY-JONES: In re-reading, so going on to the statement
 3 you made for the inquiry, if you want to refer to it,
 4 I am looking at the second page, starting with
 5 paragraph 9.
 6 **A. Sorry, what number are we in, please?**
 7 Q. It is at the bottom on the right-hand side, it begins
 8 "INQ"?
 9 **A. The tab pages in the file. What tab?**
 10 Q. I'm so sorry, I don't have the same file as you do.
 11 INQ001001. We are just checking your -- it should be
 12 tab 1.
 13 **A. Right. Okay. I think I have it here.**
 14 Q. I am on the second page --
 15 **A. Right.**
 16 Q. -- at paragraph 9.
 17 **A. Yes.**
 18 Q. You say that you have re-read your police statement but,
 19 in effect, it didn't stress -- you wanted to stress some
 20 other matters?
 21 **A. What I meant by that was that I was an 8-year-old and**
 22 **the way that 8-year-olds think, respond and behave, the**
 23 **way that adults write statements that children have made**
 24 **uses very adult language, so words like things being**
 25 **appropriate or inappropriate, it's not the kind of**

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1 **language that somebody of 8 would use, and also children**
 2 **of that age take what's done to them and take what**
 3 **happens, and, you know, I just wanted to say that --**
 4 **sorry, I don't know if I'm talking on the right -- what**
 5 **you were trying to ask me.**
 6 Q. You are in a unique position, if I may put it that way,
 7 having attended Gilling from the age of 7 in 1965 or
 8 thereabouts?
 9 **A. Yes.**
 10 Q. You made a statement to the police in 2004?
 11 **A. Yes.**
 12 Q. You have made another statement, and you have been able
 13 to reflect over these matters at different stages of
 14 your life.
 15 In your second statement, you indicated that your
 16 first didn't really put across how vulnerable a child of
 17 8 was?
 18 **A. That's true, but it had come out of the blue. The**
 19 **North Yorkshire Police telephoned me at home saying they**
 20 **were looking into allegations of abuse by Grant Ferris,**
 21 **and could I meet them within a day or so at a hotel in**
 22 **Kings Cross to provide them with a statement, which**
 23 **I did. So, you know, I was bringing up stuff that I'd**
 24 **been living with for a very, very long time and had**
 25 **tried to do something about but had been unsuccessful in**

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1 **that.**
 2 Q. Had you ever told your parents about the abuse?
 3 **A. I did tell my parents about the abuse, indeed, but they**
 4 **did nothing.**
 5 Q. Were you abused sexually by anyone other than
 6 Piers Grant Ferris?
 7 **A. Not at school, no:**
 8 Q. In terms of -- apart from the sexual abuse, the other
 9 behaviour that he demonstrated towards children, and
 10 apart from the physical violence that you have told us
 11 about, how did he treat you as form master?
 12 **A. He was just, you know, the full authority figure, and**
 13 **gave us our religious instruction, but I mentioned**
 14 **I think here that, you know, he was the kind of person**
 15 **that would always say that if -- you know, he was -- you**
 16 **should always turn the other cheek. In other words,**
 17 **that if people stole from you, you shouldn't tell**
 18 **anybody about them, but what you should do is you should**
 19 **go and pray for the thief or pray for perpetrators of**
 20 **any crime because it was they that were suffering, not**
 21 **the person that did whatever to you.**
 22 Q. In your statement, you describe that he would watch the
 23 boys when they were on the toilet?
 24 **A. That's true. There were no doors on the toilets, and he**
 25 **would be pacing up and down.**

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1 Q. And he governed even your bodily functions?
 2 **A. Indeed. I mean, all boys had to line up, again, in**
 3 **this -- well, in the same area while waiting for**
 4 **showers, and they would have to tell Piers Grant Ferris**
 5 **with the phrase, "Bowels, teeth and cage", which meant**
 6 **they had evacuated their bowels, that they had brushed**
 7 **their teeth and that their cage where they kept their**
 8 **toothbrush and flannel were in tidy order. If they**
 9 **weren't, they could be beaten. If anybody was foolish**
 10 **enough to say they hadn't -- if they just said "Teeth**
 11 **and cage", it is implied that bowels hadn't been**
 12 **performed, in which case he would take whoever had made**
 13 **that silly error, which I only did the once, and then**
 14 **they were placed on the toilet as he paced up and down**
 15 **watching.**
 16 Q. And that happened to you once?
 17 **A. It did. Luckily, I didn't repeat that. I think I would**
 18 **prefer to have been heavily constipated.**
 19 Q. He also supervised the boys in the showers?
 20 **A. Always. I mean, there were -- you know, after games,**
 21 **they would always stand and observe the boys, as RC-54**
 22 **[sic] also did in the showers, yes.**
 23 Q. Did any other teachers do that? No names.
 24 **A. No. I think Piers Grant Ferris watched but didn't join**
 25 **in the showers, whereas RC-54 [sic] did.**

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1 Q. Did any other teachers -- were any other teachers
 2 present during any of the episodes of physical beating,
 3 physical abuse?
 4 **A. No. It was always selected on an ad hoc basis, it**
 5 **seemed to me. Once he'd decided to beat you, you would**
 6 **have to wait for him in his bedroom and then he would**
 7 **literally lead the way to wherever he was going to do**
 8 **what he was going to do. And Gilling Castle is a big**
 9 **place. You were walking to wherever it was that he**
 10 **decided it was going to happen.**
 11 Q. In your statement, you mention another priest, RC-F10,
 12 looking at paragraph 10.
 13 **A. Yes.**
 14 Q. He was there in year 2 with Father Piers Grant Ferris?
 15 **A. Yes.**
 16 Q. Would he ever discipline boys?
 17 **A. He never disciplined me, but he would discipline boys,**
 18 **yes.**
 19 Q. In your statement, you say that he would usually hand
 20 over discipline of the boys to Father
 21 Piers Grant Ferris?
 22 **A. That was often the case. He didn't always administer --**
 23 **in fact, he rarely -- I mean, you know, it was unusual**
 24 **for him to administer punishments. He would normally**
 25 **inform Piers Grant Ferris of any wrongdoing or**

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1 **misdemeanour, and then Piers Grant Ferris would respond**
 2 **in his usual way.**
 3 Q. Was RC-F10 aware of the way that Piers Grant Ferris --
 4 **A. Oh, I'm absolutely sure, absolutely no doubt in my mind**
 5 **at all.**
 6 Q. When RC-F10 beat a boy, what would he do afterwards?
 7 **A. He would kiss them, and we all thought it was a bit**
 8 **creepy and a bit weird, but it was something we talked**
 9 **about, anyone who had been beaten by him was kissed.**
 10 Q. Did that happen to you?
 11 **A. No.**
 12 Q. Were you always passed on to Father Piers?
 13 **A. Yes.**
 14 Q. What was your name for RC-F10 who passed you on?
 15 **A. I didn't -- we just thought he was creepy. We didn't**
 16 **really have a name for him.**
 17 Q. In your statement you refer to him -- you said you
 18 called him "Feeder Priest"?
 19 **A. What I mean by a feeder is that he provided people like**
 20 **myself to Father Piers for punishment, although Piers**
 21 **wouldn't have had anything to do with whatever it is you**
 22 **were being punished for. So he would -- you know, he**
 23 **would -- and I'm sure because he knew what was going on,**
 24 **I'm sure he would have known that -- I have no idea if**
 25 **they worked together, but I certainly think that he was**

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1 **providing material for Father Piers to abuse.**
 2 Q. Was this something that you and the other boys spoke
 3 about?
 4 **A. Yes.**
 5 Q. Would you ever be aware of other boys being beaten by
 6 Father Piers?
 7 **A. Yes.**
 8 Q. How did you become aware of that?
 9 **A. Because some of them I would have shared the afternoon**
 10 **rest period with; others, I was told anecdotally that he**
 11 **would administer punishments in bedrooms after lights**
 12 **out by going into a dormitory, removing bed sheets from**
 13 **the child he was going to beat, removing their clothing,**
 14 **beat them, then replace their clothing and their bed**
 15 **sheet and blanket. So he would do that in the dark in**
 16 **front of other boys.**
 17 Q. Did you ever see any boys after they'd been beaten?
 18 **A. Yes, because -- yes, I saw boys crying and shaken up,**
 19 **yes.**
 20 Q. Whilst at Gilling Castle, and I think until adulthood,
 21 you suffered from a physical difficulty, I understand?
 22 **A. I was unable to sleep without -- I mean, it is something**
 23 **I can only describe when you see people that are**
 24 **profoundly disturbed that are rocking backwards and**
 25 **forwards continuously. I was unable to sleep unless**

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1 **I shook my head, which would mean literally rolling**
 2 **myself backwards and forwards, until such time as I fell**
 3 **asleep.**
 4 Q. Was that something that those caring for you at
 5 Gilling Castle were aware of?
 6 **A. No, because I didn't sleep at Gilling Castle.**
 7 Q. Whilst at the junior school at Gilling Castle, was it
 8 happening then, that you were rocking your head?
 9 **A. It went right through until 18.**
 10 Q. In the dormitory?
 11 **A. No, to be able to sleep. That particular disability and**
 12 **trauma remained with me. It only stopped because I was**
 13 **sharing spaces with other people and I was embarrassed**
 14 **by my own way of getting to sleep, if you like.**
 15 Q. Did your parents know about it?
 16 **A. Yes.**
 17 Q. Did any of the monks know about it?
 18 **A. No.**
 19 Q. Did any of the teachers know about it?
 20 **A. I wouldn't think so.**
 21 Q. Did your parents do anything about it?
 22 **A. No.**
 23 Q. Did you speak to your parents about what took place at
 24 Gilling Castle?
 25 **A. Yes, I did.**

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1 Q. What was their attitude?

2 **A. There wasn't any reaction. There really wasn't any**

3 **reaction. I think my father thought that, you know, in**

4 **all boys' schools it was -- you know, these things**

5 **happened in boys' schools and that we were probably**

6 **exaggerating. I don't know.**

7 Q. How did the abuse come to an end?

8 **A. Well, one day I was going to endure another beating and**

9 **with a trembly voice suggested that the reason for the**

10 **beating wasn't fair, and that seemed to really disturb**

11 **him, and he said to me after that -- it put him**

12 **completely off his stride. I think he was getting ready**

13 **to carry on as normal, but actually, because**

14 **I questioned it -- it was clearly a ludicrous reason,**

15 **and he said to me that he would give me two black marks**

16 **instead. There was a chart on the wall in his bedroom**

17 **where every boy's name would be there and they could get**

18 **red marks if they had done something good and they could**

19 **get black marks if they had done something bad, and once**

20 **a certain number of black marks had been achieved then**

21 **a beating would follow. However, it meant I wasn't**

22 **being beaten on the same regularity, on the same basis.**

23 **So to me, the sense of relief at only getting black**

24 **marks against my name was palpable.**

25 Q. In terms of the sexual abuse, how frequent do you think

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1 that was?

2 **A. There were sexual overtones and comments all the time.**

3 **So whether it was swimming, which you had to do naked,**

4 **whether it was him manipulating your legs to teach you**

5 **how to do a particular swimming stroke, whether it was**

6 **being beaten by other -- sorry, I'm talking about**

7 **beatings again.**

8 Q. That's all right.

9 **A. I think he had -- I think it was all sexually motivated,**

10 **myself.**

11 Q. Did you ever speak to any of the monks about Father

12 Piers Grant Ferris?

13 **A. On having almost finished school -- I believe I'm able**

14 **to mention the name of Father Justin Price?**

15 Q. Yes.

16 **A. We annually did something called a retreat, which was**

17 **usually in the summer term, where boys would be divided**

18 **in groups and discuss theological or religious issues,**

19 **and during one of -- at the end of one of those sessions**

20 **with Father Justin Price, there was a small group of us**

21 **left behind and, emboldened by age, the conversation**

22 **turned to Father Piers and his beatings, at which point**

23 **Father Justin Price told us that when Father Piers was**

24 **sent to Gilling Castle, it was known that he had**

25 **a problem with boys' bottoms, or words to that effect,**

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1 **which came as a stunning shock to me.**

2 **It is the same Justin Price that years later denied**

3 **that any abuse had ever taken -- he became abbot some**

4 **years -- not abbot, I do beg your pardon, he became**

5 **Prior of Ampleforth some years later, but by that stage**

6 **he denied and told me himself that I was the first**

7 **person who had ever suggested wrongdoing by**

8 **Piers Grant Ferris.**

9 Q. Just taking that in stages, it came as a shock to you?

10 **A. Yes.**

11 Q. What was particularly shocking to you when you were on

12 that retreat with Father Justin?

13 **A. Yes.**

14 Q. What was particularly shocking?

15 **A. Because he'd told me that it was known, and there were**

16 **other priests who I am not going to name, who -- by that**

17 **stage, I was nearly 18, and spoke to about abuses that**

18 **had taken place, and it seemed generally understood that**

19 **that's what happened.**

20 Q. In your statement, you say that it was unbelievable to

21 you, having heard that, that he had been sent to become

22 a year head at a boys' school when there was prior

23 knowledge?

24 **A. Just absolutely staggering how, you know -- you know,**

25 **even in the days when, you know, these things weren't**

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1 **considered so seriously, just the idea that you could**

2 **send somebody with a known -- it just blows me away,**

3 **sorry. It is absolutely extraordinary. I wouldn't know**

4 **where to start. I mean, you know, child protection on**

5 **its most basic level, you wouldn't let anybody near**

6 **other children, particularly as head of year. That**

7 **means guardian. That means -- you know, that means**

8 **you're standing in for this child's parents.**

9 Q. After that time, shortly after you left school when you

10 were 19 or 20, did you have a psychological collapse?

11 **A. Total. Total.**

12 Q. How long did that take you to get over?

13 **A. I would like to say probably still getting over it, but**

14 **it took me seven or eight years of complete**

15 **overwhelming -- I wasn't able to do anything.**

16 **I couldn't function. I was prescribed a lot of**

17 **medication and so then just developed multiple problems**

18 **because the medication certainly removed some symptoms**

19 **but then it had problems of its own.**

20 **Still to this day, I require, just for peace of**

21 **mind, to have some tranquilisers in the house, in case**

22 **of emergency, and that's a security blanket I can't live**

23 **without.**

24 Q. In your statement -- I'm just going to summarise, if

25 I may, for the moment -- you describe how in your 30s

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1 you tried to bring some kind of closure to the
 2 situation, to try and arrange to have a face-to-face
 3 meeting with Father Piers Grant Ferris?
 4 **A. You know, I'd spent that breakdown period wanting to**
 5 **talk to this man but was completely unable to. I also**
 6 **had a completely unnatural terror of authority of any**
 7 **sort. In fact, you know, it took me well into my 30s**
 8 **before I could even get a bank account or a passport,**
 9 **things like that.**
 10 **So, sorry, I'm -- please ask me that question again.**
 11 Q. Through that process, you have described how it affected
 12 you at that -- how you were at that stage.
 13 **A. Right.**
 14 Q. It was through that process that the meeting -- that you
 15 in fact had a telephone call with Father Justin; is that
 16 right?
 17 **A. What happened was, I decided I had to do something to**
 18 **resolve my situation. I had to arrange to meet this man**
 19 **to ask him -- to say -- to write down and present to him**
 20 **a catalogue of the things that he did to me as a small**
 21 **child and to say, "Why did you do this to me?" I wanted**
 22 **to see the reaction on his face when I knew I could be**
 23 **reminding him of very, very particular details about the**
 24 **abuse that I suffered and I wanted to be able to get,**
 25 **you know, a man-to-man response to that.**

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1 **So the first thing I did was I asked my sister, in**
 2 **fact, who would one get in touch with, and she said,**
 3 **well, you have to get in touch with the diocese and the**
 4 **relevant diocese in the area, which I believe was based**
 5 **in Middlesbrough. I telephoned the Middlesbrough**
 6 **diocese. They said that they would send someone down to**
 7 **London to meet with me, which happened, but it was after**
 8 **that that I wasn't in a -- I was in a very bad state of**
 9 **mental health, and decided that I couldn't -- there was**
 10 **a process that went through, so somebody came down to**
 11 **speak to me, I was then put in touch with, I believe --**
 12 **I'm not sure if I can say his name.**
 13 Q. It is quite all right for you to indicate, but from your
 14 statement you were visited by Kevin Coughlan from the
 15 Middlesbrough diocese?
 16 **A. Yes, indeed, but it was the second person, whether I --**
 17 **I didn't know if I could name him or not. When he got**
 18 **in touch with me and had got in touch with the college**
 19 **and was organising some remedial psychiatric support.**
 20 Q. Can I just summarise again from your statement, that you
 21 did have your meeting initially with someone from the
 22 Middlesbrough diocese?
 23 **A. Yes.**
 24 Q. That took place in London --
 25 **A. It did.**

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1 Q. -- but in a chapel?
 2 **A. Yes, it did.**
 3 Q. How did you find that?
 4 **A. Very traumatic. Partly because it was in a chapel area,**
 5 **the smells, the sights, the people wearing cassocks, the**
 6 **whole thing was just -- you know, there's a sort of very**
 7 **heavy, dour sense of religious presence that was**
 8 **overwhelming.**
 9 Q. After that, you had the telephone call from
 10 Father Justin Price?
 11 **A. Yes. I had asked another man not to allow my name to be**
 12 **made public because of my fear. I was still absolutely**
 13 **terrified of authority, of them, of -- I was still in**
 14 **a very poor place, essentially.**
 15 Q. How did you feel about the fact that your name had been
 16 disclosed despite your request?
 17 **A. I was really, really, really freaked out by it because**
 18 **suddenly somebody rang me up when I had asked not to be**
 19 **contacted. Another name that I think isn't there but**
 20 **was a headmaster who had been particularly intimidating**
 21 **to me in my teenage years, and I didn't want them,**
 22 **either, to know about my situation. So I wanted to**
 23 **remain anonymous. But I needed psychiatric help and**
 24 **I was told that the only help that I could get would**
 25 **have to be paid for because what I needed wasn't going**

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1 **to be available.**
 2 Q. How did you feel asking for assistance with that?
 3 **A. I appealed, in fact, to one of the people that had come**
 4 **to see me, that I wouldn't like to be coming back to**
 5 **Ampleforth with any kind of details of where the therapy**
 6 **was happening or to ask them for money to pay for the**
 7 **therapist that I was seeing. I just thought that would**
 8 **be too much for me to be able to deal with on top of**
 9 **trying to come to terms with what had happened to me.**
 10 **So I asked an individual to ensure that the therapist**
 11 **and Ampleforth would have an agreement between**
 12 **themselves and not going through me. But I was told by**
 13 **Justin Price at that time that I was the first person**
 14 **that had ever come forward.**
 15 Q. Was that --
 16 **A. And that he was not deemed to be of any threat, and**
 17 **I was told by the person that had come to see me, that**
 18 **had passed my name on, that he'd had a talk with**
 19 **Justin Price and they'd discussed whether**
 20 **Piers Grant Ferris would be a danger and they'd either**
 21 **decided that he wasn't or they weren't going to do**
 22 **anything about it.**
 23 **This other man, although he appeared to believe me,**
 24 **did repeat that I was the first person coming forward**
 25 **but then in a kind of friendly way he was saying, "But,**

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1 you know, these paedophiles, they are very, very clever.
 2 They are very, very cunning, very, clever, very sneaky
 3 and they can say things and you believe them and
 4 actually they are not telling the truth". I don't know
 5 if he knew anything himself, but he seemed to be talking
 6 to me as though I was the first person to come forward.
 7 Q. Was that Father Justin?
 8 A. And although I wasn't believed -- disbelieved, I was the
 9 first person to ever make a complaint.
 10 Q. Was that Father Justin who said that?
 11 A. No, it was --
 12 Q. Was it Father Michael Morrison?
 13 A. Indeed. I didn't know if I could mention him by name.
 14 Q. Then, just to recap over that comment that Father Justin
 15 made to you, did that seem to you to contradict what he
 16 had told you those years before?
 17 A. It was shocking. It was shocking for that reason.
 18 Because he was the guy who knew. This was in the 1990s.
 19 It wasn't until the early 2000s that the police were in
 20 touch. But I just didn't believe that nobody knew, but
 21 at that stage, I was at such a low ebb I started telling
 22 myself that maybe it was only me, maybe nobody else did
 23 suffer, maybe -- you know, I must have been exaggerating
 24 or -- you know, there was no outlet or anybody to talk
 25 to about it.

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1 Q. Can I just quickly go through some of the other points
 2 that you make in your statement, and then we can
 3 conclude your evidence --
 4 A. Yes.
 5 Q. -- and you will be free to go.
 6 A. Thank you.
 7 Q. The church did offer to pay for some treatment for you;
 8 is that right?
 9 A. That is right, on condition that there was no acceptance
 10 of any form of guilt.
 11 Q. So they offered to pay for treatment for what had
 12 happened to you but did not accept any liability?
 13 A. On condition that there was no associated guilt.
 14 Unfortunately, the therapist that I went to see that
 15 I had been directed to by the psychiatric department at
 16 the Royal Free Hospital in Hampstead, I had only seen
 17 him for a short period of time which had been very
 18 beneficial. He told me that it was very important that
 19 I should carry on seeing him and that I was the only
 20 patient that he was seeing that he was going to carry on
 21 seeing, because such was the importance, he said, of my
 22 continuance of going to see him, but he was then made
 23 the director of another mental health institute, and
 24 some distance away, and it didn't work out, and I only
 25 saw him one more time after that before it stopped, and

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1 I was left really not a great deal better off.
 2 Q. The matter was investigated by North Yorkshire police
 3 and you were contacted in 2004?
 4 A. Yes.
 5 Q. You made the statement that you have told us about?
 6 A. Yes.
 7 Q. I think you attended what was going to be the trial?
 8 A. I did.
 9 Q. And Father Piers Grant Ferris pleaded guilty?
 10 A. Yes.
 11 Q. Were you there when he entered that plea?
 12 A. I was the only person there. They had changed the date
 13 literally a day or so before the case, which meant that
 14 other victims that maybe had booked hotels weren't able
 15 then to attend, and I was in fact the only person
 16 attending, which I found -- well, it wasn't very nice.
 17 Q. How did you feel about the way that matter proceeded in
 18 court?
 19 A. I felt completely irrelevant; that's the only thing
 20 I can say. Because he pleaded guilty, he had
 21 a character witness that stood up, just said what an
 22 absolutely priceless, fantastic human being
 23 Father Piers Grant Ferris was; that he'd happily leave
 24 his children in his care any time at all; that he
 25 thought the only people that had made complaints about

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1 him were losers, in his words, they were losers that
 2 just were trying to get something, and that's -- he was
 3 talking about me.
 4 Then there was another doctor or somebody who said
 5 that, really, a custodial sentence wasn't necessary for
 6 this man as, you know, he wasn't going to be of any
 7 danger to anybody, and so, basically, I just heard lots
 8 of people praising him.
 9 Q. Did you recognise any of the names that were read out?
 10 A. Yes.
 11 Q. Don't tell us what they are, but on the indictment?
 12 A. Absolutely.
 13 Q. His other victims?
 14 A. Absolutely. I recognised them all.
 15 Q. Basil Hume was the Abbot of Ampleforth when you were
 16 there?
 17 A. Indeed. He went on to become Cardinal Hume. I have no
 18 doubt at all that he knew exactly what was going on at
 19 the time. He did make a decision that the reputation of
 20 the Catholic Church was far more important than the
 21 matters of dealing with somebody that had subsequently
 22 been sent on a parish where he also had contact with
 23 boys.
 24 Q. Why have you got no doubt that he knew?
 25 A. My father told me that he knew. My father was also of

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1 **the belief that the reputation of the Catholic Church**
2 **was of utmost importance.**
3 Q. More important than what happened to you?
4 **A. Indeed. He was a -- he went to church every day.**
5 Q. You have, you say, continued to have difficulties in
6 your life?
7 **A. I'm still waiting today -- I have been diagnosed**
8 **in June, before, in fact, the IICSA got in touch with**
9 **me, with post-traumatic stress disorder, complex**
10 **depression and severe anxiety, and I'm on a waiting list**
11 **for treatment, but I have been told that the kind of**
12 **treatment, yet again, that I require is not available on**
13 **the NHS. I think they are referring to some kind of**
14 **trauma therapies.**
15 Q. You refer in your statement to suffering from profound
16 childhood trauma?
17 **A. Indeed.**
18 Q. Is there anything else you would like to tell this
19 inquiry before you conclude your evidence?
20 **A. Probably within five minutes of leaving I will think of**
21 **101 things I wish I'd said, but other than that, I can**
22 **only go along with answering things you'd like to ask of**
23 **me, I'm afraid.**
24 **MS KARMY-JONES: That's all I have to ask, unless the chair**
25 **and the panel have anything else to say?**

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1 THE CHAIR: No. But, again, we would like to thank you very
2 much indeed for coming here today and giving such
3 a detailed account of what's happened to you, and we
4 appreciate how difficult this must have been. Thank you
5 very much.
6 **A. It's been very, very difficult, partly because I have**
7 **had to revisit a very, very, very difficult time.**
8 **I have had children of my own. We are constantly**
9 **reminded of the abuse of our fellow human beings in the**
10 **media, and what happened to me was before the Savile**
11 **incidents and subsequent, and so I just -- you know, it**
12 **wasn't taken seriously, and I hope this kind of thing**
13 **will be today.**
14 **MS KARMY-JONES: May I make one last closing point on the**
15 **point that the witness has just said, just for clarity.**
16 **As you will see in the table, Piers Grant Ferris was**
17 **sentenced on 26 January 2006 to two years' custody with**
18 **a 10-year registration on the sex offenders' register**
19 **and prohibited from working with children until further**
20 **notice.**
21 **Before we rise, which -- the witness is shaking his**
22 **head.**
23 **A. No, no, I'm just saying, you know -- sorry. Sorry.**
24 **MS KARMY-JONES: Before we rise, may I just ask, in relation**
25 **to the witness who came before this gentleman, we have**

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1 **had a request that a reference made by the previous**
2 **witness should be subject of a restriction order. If**
3 **I may mention what it is, the fact that he made**
4 **reference to playing rugby for [a particular team].**
5 **Could I ask that you make that as a restriction order,**
6 **please?**
7 THE CHAIR: Yes, I will make that restriction order.
8 We will now rise for 15 minutes.
9 (12.22 pm)
10 (A short break)
11 (12.42 pm)
12 MS KARMY-JONES: Chair and members of the panel,
13 I understand that the live feed was cut very briefly
14 before we rose. I make it clear for those who are
15 sitting in the room outside that that was because you
16 made a restriction order to prohibit the disclosure of
17 the team that RC-A2, our first witness, played sports
18 for.
19 THE CHAIR: Thank you.
20 MS KARMY-JONES: We are now going to move on to the reading
21 of a complainant's statement. It is at NYP000462. It
22 is the statement of RC-A154, and it is a police
23 statement made on 29 December 2004. He gives his date
24 of birth then -- his age then is 44, his date of birth
25 being 1960. His evidence will be upon the same era as

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1 the evidence of the two witnesses we have heard from
2 this morning.
3 MR FRANK: Which bundle is that one in?
4 MS KARMY-JONES: There is a separate witness bundle that you
5 have that it should be within.
6 PROF SIR MALCOLM EVANS: We have that, but your numbers are
7 not our numbers, I'm afraid. We have the bundle but not
8 the reference.
9 Statement of RC-A154 (read)
10 MS KARMY-JONES: If everyone has it, the statement begins by
11 describing that he was born in 1960 and, until the age
12 of 7 years, he lived with his parents in Lancashire and
13 then attended Gilling Preparatory School in
14 North Yorkshire. Gilling was a historical place. It
15 was formerly the family seat of the Fairfax family.
16 "The school was run by Benedictine monks. It was
17 a Roman Catholic establishment. I attended as
18 a full-time boarder and initially was very happy there.
19 There was lots to do and plenty of new people to meet.
20 But by the second term I was getting homesick, I was
21 missing my parents. The daily routine, as I remember,
22 was, after getting up, we would go downstairs to the
23 washing area where there was a long row of wash basins.
24 We had breakfast in the refectory followed by lessons,
25 a mid-morning break, more lessons, lunch and I think the

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| <p>1 sports activities were arranged for the afternoons. We 2 had classes on a Saturday morning and the afternoons 3 were free time during which there was cubbing 4 activities" -- that was a junior Boy Scouts -- "It was 5 good fun. On Sundays, there would be mass in church 6 and, as I recall, organised activities in the afternoon. 7 I do not remember punishments at that time being severe 8 although I recall what was known as 'ferrula'. It was 9 a whalebone inside a leather sheath. That's what we, 10 the boys, knew it as. 11 "The headmaster at the time was RC-F3 ..." 12 For your reference, that is on the criminal and 13 civil table at paragraph 6. There is no institutional 14 response on that on the other table: 15 "... we used to call him RC-F3." 16 He gives a nickname which we don't reveal so as not 17 to go behind the ciphering: 18 "At nights in the dorm after lights-out, RC-F3 would 19 come and sit on my bed and comfort me. After about two 20 weeks, he asked me if I wanted some cocoa. He told me 21 to put on my dressing gown and I followed him to his 22 study. He had a suite of rooms which you entered 23 through a set of double doors. The adjacent room had 24 a large billiard table in it and I also remember a game 25 which had wooden pegs.</p> <p style="text-align: center;">Page 69</p> | <p>1 a page missing and I am going to move on to read 2 a different statement, if I may, with my apologies. 3 MR RUCK KEENE: Chair, I don't wish to interrupt, but the 4 version that is on Relativity also appears to be missing 5 a page, but the internal pagination of the statement 6 suggests it goes page 2, 3. It doesn't seem on there 7 that there is a page missing as well. 8 MS KARMY-JONES: I have definitely seen a version with 9 a page in it. 10 Can I make an enquiry of my learned friends whether 11 anyone has the next page that is missing from the 12 document? 13 MR KELLY: Without knowing what that page is, I can't 14 answer. 15 MS KARMY-JONES: It would be the third page of 16 the statement. 17 MR KELLY: I have on Relativity, as my colleague over there 18 said, it appears to be consecutively numbered. So 19 I can't help you, I'm sorry. 20 MS KARMY-JONES: Thank you very much, Mr Kelly. I am going 21 to move on, if I may. 22 I think the North Yorkshire Police do have the 23 original and will be able to perhaps assist me with that 24 perhaps over the break. Perhaps I could use the time 25 now, with apologies, to move on to the statement of</p> <p style="text-align: center;">Page 71</p> |
| <p>1 "RC-F3 asked if he could wash me, which meant me 2 undoing my pyjamas and placing my penis into his mouth. 3 I would do the same to him. I can remember his striped 4 pyjamas and having to untie the white drawstring. It 5 eventually landed up with me in RC-F3's bed where he 6 would also join me and I remember him putting his penis 7 into my backside. RC-F3 came up with a plan that I go 8 to bed at the usual time with the other boys, pretend to 9 go to sleep and after a while get up and go to his 10 study. Several times he said to me he thought that it 11 was wrong, which did not make sense to me. 12 "My classmates sent me get well cards and wrote on 13 it 'RC-F3 is dead'. I didn't know how I felt about 14 this. I was only 10 years old. Death held mixed 15 emotions for me. I was sad. I was confused. I didn't 16 know what Gilling ..." 17 There has been a photocopying error. I'm not quite 18 sure. 19 Can I just check if the chair and the panel have 20 a page in the middle of the two pages that I have just 21 been looking at? 22 THE CHAIR: No. 23 MS KARMY-JONES: There is a problem, forgive me. I have 24 been preparing from a different version of statements, 25 so I am going to stop there because there is plainly</p> <p style="text-align: center;">Page 70</p> | <p>1 RC-A182. There is also a police statement but perhaps 2 I can, for completeness, deal with his statement at 3 INQ000990_001. 4 The police statement, for completeness, is at 5 AAT000128 at page 409. 6 Statement of RC-A182 (read) 7 MS KARMY-JONES: There is an agreed summary of a passage 8 which all parties should have, but if I can start with 9 the police statement, which is dated 22 October 2004, it 10 says that he's a former pupil of Ampleforth College 11 having attended the establishment between [Restriction 12 Order] and [Restriction Order]. He describes having 13 lived with his parents [Redacted Irrelevant]. He 14 attended a school which was -- forgive me. I'm just 15 checking that the ciphering had been done correctly. 16 He began his education at Gilling Castle, the 17 preparatory school at Ampleforth College, at the 18 decision of his parents: 19 [Redacted Irrelevant] I attended as a day boy. 20 Ampleforth College is sometimes described as a Roman 21 Catholic Eton. It is an expensive boarding school and 22 at the time I attended it was exclusively for boys. The 23 college is set within a large campus which includes 24 a monastery and an abbey with a community of around 120 25 Benedictine monks. Ampleforth College and community is</p> <p style="text-align: center;">Page 72</p> |

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| <p>1 much more than a school. It has responsibility for 2 a number of parishes, has other satellite places within 3 this country. It has a daughter house in America as 4 well as a place in Africa. As a pupil at Ampleforth, 5 you would commence your education at Gilling Castle 6 which catered for the age group of 7 to 11 inclusive. 7 Pupils would move to the junior house to the age of 12 8 before finally moving to the college at the age of 13 9 where one would usually remain until 18 years of age. 10 I started at Gilling at the age of 8, 11 in September [Restriction Order]. There were in fact 12 three separate year groups within Gilling, each with its 13 own master. My first and second and third year masters 14 were RC-F4, whom we have mentioned already, 15 Father Piers, Father Justin but later Father Bede 16 respectively. Gilling also had its own headmaster who 17 during my time was RC-F3. 18 "I would describe the role of year master as one who 19 acts in locus parentis." 20 He goes through describing that: 21 "Pupils started at Gilling as young as the age of 7 22 and would be away from their families for between 8 and 23 10 weeks at a time. For those boys whose families live 24 abroad, it was much longer. 25 "The year master would also have a teaching role</p> <p style="text-align: center;">Page 73</p> | <p>1 afternoon. This would include rugby, running, cricket, 2 depending on the weather or the season. 3 "We would always have to take a shower after the 4 games lesson. This would frequently be cold. The 5 showers were situated on the ground floor of 6 Gilling Castle." 7 And he describes the showers: 8 "All boys had to remove their clothes and shower 9 naked -- your time spent in the shower may well have 10 been restricted, as there were a lot of pupils to go 11 through the process. The area would be supervised by 12 one of the staff. Their main objective was to get 13 everyone through the showers as quickly as possible. 14 "The next part of the school day involved having 15 some tea, namely, bread and jam. We would then have 16 some more lessons and after that I could return home to 17 my family." 18 He then refers to going to mass and prayers: 19 "My friends at school were both boarders and day 20 boys. I did have a sense of being slightly different to 21 others because I had a different social background. 22 "My first year at Gilling was spent with RC-F4 as my 23 year master. The thing I recall in this particular 24 year, which would be considered inappropriate nowadays, 25 was that we would go skinny dipping in the school</p> <p style="text-align: center;">Page 75</p> |
| <p>1 which would include games in addition to academic 2 subjects. 3 "The year masters were resident at Gilling and each 4 had their own bedroom or study. These rooms would also 5 be used by pupils as a common room at times. This was 6 particularly relevant to the day boys who would often go 7 to their year master's room for the rest period after 8 lunch. The boarders would go to their dormitory. 9 However, because day boys had no bed space in the 10 dormitory, they would usually go to the year master's 11 room." 12 He describes other members of the staff and says 13 that there were somewhere in the region of between 100 14 to 120 boys at Gilling Castle with 30 to 40 in each 15 year. He describes getting to school at around 8.45 am, 16 having lessons until about 11.00, followed by a break 17 and then more lessons until 12.45. Lunch would be at 18 1.00 followed by a rest period of about 30 minutes: 19 "I can recall that in my first year, RC-F4 would 20 sometimes supervise the day boys in his room. However, 21 my memory seems to have blanked out the rest periods 22 during my second year as I have no recollection of going 23 to Father Piers's room during those three 30-minute 24 breaks. 25 "After the rest period, we would do games during the</p> <p style="text-align: center;">Page 74</p> | <p>1 swimming pool. By this, I mean we would have to swim 2 naked. [Restriction Order] also swam naked in the pool 3 with us. He had a strange preference for the boys to 4 remove their socks first while getting undressed. He 5 thought it looked ugly when boys were stood with nothing 6 but their socks on." 7 There is a missed redaction in that statement, with 8 apologies. That last name should be removed and it 9 should read RC-F4. Could I ask for the feed to be cut 10 and for a restriction order? 11 MR KELLY: Ours does appear to be redacted. 12 MS KARMY-JONES: It is not on my copy. 13 Thank you. Madam chair, I think you have already 14 indicated -- 15 THE CHAIR: I will make the order. 16 MS KARMY-JONES: "RC-F4 also swam naked in the pool with us. 17 He had a strange preference for the boys to remove their 18 socks first whilst getting undressed. He thought it 19 looked ugly when boys were stood with nothing but their 20 socks on. 21 "In general, I found RC-F4 to be quite a pleasant 22 man who was heavy smoker. 23 "It would be in September 1991 that I moved into the 24 second year at Gilling Castle with Father Piers as my 25 year master. It was during this</p> <p style="text-align: center;">Page 76</p> |

1 year, September [Restriction Order] to [Restriction
2 Order], that a significant incident occurred involving
3 Father Piers and myself.
4 "I cannot be precise about the time of day,
5 [Redacted Irrelevant] it would certainly have been
6 during the day, between 8.45 am and 7.00 pm.
7 "I remember that I was feeling unwell. There didn't
8 seem to be anyone around. I was looking for matron but
9 she wasn't at the dispensary. It was at this time that
10 I bumped into Father Piers in the infirmary. He told
11 me that the matron was not at Gilling and that she had
12 gone to York for the day.
13 "Father Piers asked what the problem was and
14 I explained to him I was feeling ill. He told me he
15 could take my temperature but he wanted to do it in his
16 bedroom. Father Piers informed me that he was going to
17 use the French method to take my temperature. He became
18 visibly excited, in that his breathing and tone of voice
19 changed. He took me to his bedroom which was situated
20 a couple of floors above in another wing of
21 the building, the northern wing. His room was placed at
22 the bottom of a long passage.
23 "Once inside his bedroom, Father Piers told me to
24 remove my trousers and pants and lay facedown on the top
25 of his bed. He walked over to a drawer, opened it and

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1 inside I could see lots of thermometers which were
2 individually packaged inside plastic envelopes. When he
3 opened the drawer, there was a really bad smell which
4 I would describe as shitty or anal. I recall being
5 puzzled as to why he should have so many thermometers
6 there.
7 "Father Piers then inserted the thermometer up my
8 bottom, explaining, whilst he did so, that this was the
9 'French method'. Although I was laying facedown on his
10 bed, my head was placed on its side facing towards
11 Father Piers so I could clearly see what was going on.
12 I have no doubt whatsoever that it was a thermometer
13 which he had put inside my anus. Father Piers began to
14 get even more excited. He was almost losing control.
15 His tone of voice changed, his breathing became more
16 audible and he was visibly shaking.
17 "Whilst the thermometer was still in place in my
18 bottom, Father Piers put both of his hands upon my
19 backside and began to fondle my naked buttocks. This
20 seemed to go on for a long time. It was not a firm,
21 strong action, but more of a gentle sort of massage as
22 he moved his hands around on my bum. Father Piers then
23 took one of his hands away from my backside and placed
24 it underneath his robe. He began to do something gross
25 and animalistic. His hand was doing something under his

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1 robes. I did not understand what it was he was doing.
2 I felt confusion and disgust. I did not want to see any
3 more, so I turned my head away so that I no longer had
4 to look at him. I could still, however, hear him. His
5 breathing was getting deeper and faster. He made
6 unfamiliar noises until things came to a climax and
7 quite suddenly Father Piers stopped and everything
8 became quiet.
9 "Although I did not know at that time what
10 Father Piers had been doing, I experienced feelings of
11 disgust and noncomprehension. I did not even want to
12 look at the man.
13 "I continued to lay facing away from him and
14 I waited for Father Piers to tell me what my temperature
15 was, but he didn't.
16 "I have no recollection of when the thermometer was
17 removed or who took it from inside my bottom.
18 "I stood up and saw Father Piers sat in the chair.
19 He had his head down and he was slumped forward. In
20 retrospect, it was as if he was ashamed, incapacitated
21 and unable to speak. I think I must have gotten myself
22 dressed because I remember standing by the door and
23 asking Father Piers what my temperature was. He
24 impatiently told me to go away and seemed to be angry.
25 "I had had my temperature taken before by the matron

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1 in the dispensary but she had put the thermometer in my
2 mouth. I was therefore puzzled by the manner in which
3 Father Piers had taken my temperature. Father Piers
4 gave no advice or treatment for my illness on that day
5 and nothing was ever mentioned about the incident.
6 "As I walked away from his room that day, I remember
7 thinking about the whole experience as I walked down
8 that long passage. I kept looking for a pigeonhole
9 within my mind to place that experience in or a peg to
10 hang it upon, but it just didn't seem to fit in
11 anywhere. As I walked away from his door, just as his
12 door shrank in perspective behind me, so too the memory
13 seemed to shrink and just as when I turned the corner at
14 the end of the passageway and Father Piers' door
15 disappeared, so too the memory disappeared.
16 "It was not until a few years later, when I was
17 a pupil at junior house or the senior school, that the
18 memory returned. One of my friends used the term
19 'homo'. It was a word I was unfamiliar with, so I asked
20 him to explain what it meant. When he told me, the
21 memory of the incident in Father Piers' room at
22 Gilling Castle returned. I have no doubt whatsoever
23 that the things I describe seeing, hearing and feeling
24 happened as I described them. It was one of the most
25 clear and vivid memories of my early life. I did not

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| <p>1 discuss the incident with anyone in authority at the 2 school during the 10 years I attended. 3 "As I became older, I realised that the fact there 4 were so many thermometers in Father Piers's drawer was 5 very significant. Together with the strong smell of 6 excrement when he opened the drawer containing the 7 thermometers, it made me realise the same thing must 8 have happened to others. 9 "During the incident with the thermometer, I believe 10 Father Piers was masturbating. I also believe that he 11 reached a climax and ejaculated because there was an 12 obvious abrupt end to his excited behaviour and 13 demeanour. His body and the room often smelt of seminal 14 fluid. 15 "I can also state that no other year master or 16 housemaster took my temperature whilst I was a pupil at 17 the school. 18 "This happened when I was at the second year at 19 Gilling. 20 "The following experiences which involved 21 Father Piers were common occurrences throughout the full 22 three years of Gilling." 23 He goes on to describe Father Piers taking the boys 24 on a run, insisting the boys run with their knees as 25 high up as possible. He would get very excited running</p> <p style="text-align: center;">Page 81</p> | <p>1 the final one. 2 THE CHAIR: In that case, we will just rise and return at 3 2.00 pm. Thank you. 4 (1.07 pm) 5 (The short adjournment) 6 (2.00 pm) 7 MS KARMY-JONES: If we may pick up where we left off with 8 the statement of RC-A182, we were at the top of page 5 9 of 7. Do you need the reference in your bundles, or do 10 you have it? The one we were looking at earlier. We 11 were two paragraphs from the bottom of page 5 of 7 at 12 the top: 13 "Another thing which Father Piers would do 14 throughout the three years at Gilling would be to check 15 whether or not pupils had washed their hands. This 16 would take place in the sink/washing area. The boys 17 would have to present both the palms and the backs of 18 their hands to Father Piers, who would then ask if they 19 had emptied their bowels. I would personally always 20 answer 'Yes'. I think I probably dreaded to think what 21 might happen if you said 'No'. There was something 22 dirty and disgusting about the way Father Piers asked 23 this question. He seemed to be in an intense, twisted, 24 excited state. 25 "I have other vague memories about Father Piers</p> <p style="text-align: center;">Page 83</p> |
| <p>1 alongside shouting "Knees up", the tone of his voice 2 would become high pitched: 3 "If you were unfortunate enough to be last in 4 position, he would grab your bum or your balls or your 5 genitals with his hand. That was a regular occurrence 6 and because I was not a good runner, it happened to me 7 personally on a number of occasions. I also witnessed 8 it happen to others. It was a well-known fact amongst 9 the pupils and in order to prevent being grabbed in this 10 way by Father Piers, you would try to do your best to 11 run faster so you wouldn't be in last place. The 12 anticipation of his actions put me in fear of it 13 happening every time I went on a run. Father Piers 14 seemed excited when he grabbed your bum or your balls. 15 The level of force used by him to do this was quite 16 hard." 17 He goes on to describe Father Piers checking whether 18 or not pupils had washed their hands and describes 19 threats of physical punishment. 20 I see the time. Are you content, madam chair, to 21 carry on or shall we rise and I can conclude this just 22 after lunch? 23 THE CHAIR: How much longer will your reading of this take? 24 MS KARMY-JONES: There are probably five more minutes of 25 that statement and there are three short paragraphs of</p> <p style="text-align: center;">Page 82</p> | <p>1 threatening to carry out physical punishments with some 2 boys, once again, he seemed to be in a mood of 3 excitement when he threatened or made arrangements for 4 such punishments. 5 "Father Piers was visually handsome, fit, healthy 6 and aristocratic. I have heard that he would have 7 become a Lord if he had not become a monk. The rumour 8 was that he had become a monk due to the fact that he 9 had been involved in a car crash in which his girlfriend 10 had been killed, but I do not know how true that is. 11 The last time I saw Father Piers was in February of this 12 year at Ampleforth [2004]. It was on an early morning 13 when I saw a monk who initially had his hood up, so it 14 was difficult to see his face. It is difficult to 15 describe, but I first recognised Father Piers with my 16 body. I experienced a very strange feeling which 17 I interpreted as meaning that this monk was still having 18 an intense and twisted painful struggle with lust. The 19 monk before me then pulled his hood down, away from his 20 face, and I then recognised him visually as 21 Father Piers." 22 He speaks of moving to year 3 at Gilling Castle 23 where his year master was initially Father Justin and 24 then Father Bede. On his completion of three years at 25 Gilling, he moved into the junior house where he</p> <p style="text-align: center;">Page 84</p> |

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| <p>1 encountered a further strange experience. He says: 2 "[Restriction Order]" 3 He mentions another person, and gives a name, who 4 abused boys at Gilling Castle who was a cleaner and who 5 was also a teacher: 6 "I did not become aware of this until 1995 when my 7 friend confided in me. In summary, [that person] would 8 institute mutual masturbation between himself and 9 a child at Gilling Castle (the child being my friend) 10 and would also perform oral sex on the child. He did 11 the same with a significant number of boys. 12 I understand he is now dead and the friend I have spoken 13 about has himself contacted the police. 14 "I became aware of the current police investigation 15 through one of my friends who was an ex-pupil at 16 Ampleforth College. I had never discussed my 17 experiences with him but he asked that I contact the 18 police in order to share any relevant information which 19 I may have. I did not contact the police that the time 20 because I did not know whether or not it was the 21 appropriate thing to do. 22 "I read the Nolan Report and made my own enquiries 23 with Ampleforth, with a view to ascertaining whether or 24 not Father Piers was being adequately monitored within 25 the community. I received correspondence from the</p> <p style="text-align: center;">Page 85</p> | <p>1 exactly what he has done so that he is able to be 2 adequately monitored. 3 "I would not wish to see Father Piers go to prison 4 and, if it were possible, my preference would be for 5 there to be no court case or trial. I would personally 6 prefer Father Piers to admit his offending, confess to 7 the community, who could then monitor him, once in the 8 knowledge of the full extent of his offending behaviour. 9 I feel that to date individuals at the school have been 10 quite secretive about the situation. However, if he 11 denies his offences then perhaps the most appropriate 12 way forward would be a trial, in order to establish the 13 truth. 14 "Such a trial I feel would be unfortunate. 15 I believe Father Piers has enough honour and nobility to 16 confess his offences." 17 Moving to his inquiry statement, INQ000990, again, 18 he summarises at the beginning how he came to be at 19 Ampleforth and summarises what he describes as 20 Father Piers Grant Ferris's strange medical procedures 21 and sexually-motivated beatings, gropings and comments. 22 He says he was aware of these things regularly happening 23 to other boys during his three years at Gilling Castle. 24 He describes, at paragraph 3.1, being unable to 25 report the incident at the time because his mind</p> <p style="text-align: center;">Page 87</p> |
| <p>1 North Yorkshire Police and immediately contacted them by 2 telephone in order to establish and clarify certain 3 facts. I also liaised with COPCA and spoke further with 4 Ampleforth College. 5 "During the week commencing 11 October 2004, 6 I contacted the police and agreed to meet with their 7 representatives the following week in order to share 8 information. Since meeting with them, I have decided to 9 provide a formal statement. 10 "My experiences with Father Piers at Ampleforth have 11 affected my ability to trust people in authority, 12 particularly spiritual authority. For God's 13 representative on earth to do such things to children 14 was very strange. At the time the thermometer incident 15 occurred with Father Piers, I would be 9 years old. 16 Along with other things, the effect was that I became 17 a very quiet child who didn't talk to people much and 18 this was noticed by my friends and my family. 19 "I did not enjoy the overall experience of going to 20 Ampleforth and although academically I did well, I was 21 glad to leave. 22 "In conclusion, I feel that Father Piers continues 23 to have severe problems and that he needs to be suitably 24 monitored. It's my opinion that in addition to the 25 abbot, all the monks within the community should know</p> <p style="text-align: center;">Page 86</p> | <p>1 suppressed the memory of it, and he says that in 1982 he 2 wrote an article about it and sent it to two national 3 publications, but neither would publish because of fears 4 of legal action from Ampleforth. 5 In paragraph 3.2, he says: 6 "Having read the Nolan Report in 2004, I felt 7 confident enough to approach the Catholic Child 8 Protection Agency. However, they immediately passed on 9 my name, without my consent, to the Ampleforth monks. 10 I was very unhappy about this, feeling it was 11 a misjudgment. [Redacted Irrelevant] and involved in 12 the local and monastic Catholic communities. Feelings 13 would inevitably run high on this issue and it was 14 important to me that my parents were not unnecessarily 15 exposed to other people's reactions." 16 He says: 17 "So, seeing the Catholic Child Protection Agency as 18 still inexperienced and amateurish, I started to deal 19 with the issue primarily through the North Yorkshire 20 Police, who were amazingly professional and experienced, 21 having the very encouraging capacity to anticipate, 22 understand and deal patiently and respectfully with my 23 concerns." 24 He goes on to say: 25 "During my time at Gilling Castle ..."</p> <p style="text-align: center;">Page 88</p> |

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| <p>1 He mentions another teacher: 2 "... RC-F1 would give and receive oral sex, both 3 privately and in front of other pupils in the workshop. 4 The pupils would then independently go off in groups for 5 oral sex with each other in the woods. An atmosphere 6 was created which made it easier for Father Piers to 7 operate and find previously groomed victims. Having 8 died before 2004, RC-F1 of course could not be 9 prosecuted by the North Yorkshire Police." 10 I will come back to the statement later that was 11 broken off abruptly with, again, apologies. I am just 12 going to read, to show the passage of time, the 13 statement of DS Hartnett. It is bundle 4, tab E of your 14 bundles. The reference, for others, is NYP000512. 15 This statement relates to 1995. It is a short 16 statement. It is the witness statement of 17 Nicholas Mark Hartnett dated 19 October 2017 for the 18 purposes of this inquiry. 19 Statement of MR NICHOLAS MARK HARTNETT (read) 20 MS KARMY-JONES: He says: 21 "I joined North Yorkshire Police in December 1981 22 and my last day of active service was April 2001. 23 I retired on ill-health grounds. 24 "I played no part in Operation Ellipse. 25 I understand this investigation took place after my</p> <p style="text-align: center;">Page 89</p> | <p>1 "On Tuesday, 28 November 1995, NYP were notified of 2 an allegation that Father Bernard Green had indecently 3 assaulted a 13-year-old male boarder pupil whilst he 4 slept in his dormitory. This had taken place during the 5 early hours of Saturday, 25 November 1995. I don't 6 recall how the matter was reported to police. 7 "There was clearly a delay between the incident 8 taking place and the matter being reported to the police 9 some days later, the reason for which I do not know. 10 I note in the case file MG6 point 11 that there is 11 a reference to a press article published the same date 12 as the police were notified, 28 November 1995. 13 "I personally obtained the witness statements from 14 head of house Michael Hirst and headmaster 15 Father Leo Chamberlain. I also arrested and conducted 16 the interview under caution with Green. At no time did 17 I ever get the opportunity to speak to the victim or the 18 witness in the dormitory. My conversations were with 19 the victim's father over the phone and likewise by 20 telephone with the other boy's father. 21 "This was probably the first case I had ever 22 submitted to the CPS for a charging decision where I did 23 not have a complainant's statement. It was so rare. 24 The CPS authorised the charging of Green and he 25 subsequently pleaded guilty to indecent assault</p> <p style="text-align: center;">Page 91</p> |
| <p>1 retirement from North Yorkshire Police. 2 "The investigation into Father Edward Bernard 3 Green ..." 4 Who is on your criminal and civil table at number 29 5 and on your safeguarding table at number 17: 6 "... took place in 1995. At that time, I was 7 a detective sergeant in the Family Protection Unit based 8 at Scarborough. 9 "On 11 October 2017, I was contacted by Detective 10 Chief Inspector Kell of North Yorkshire Police [who will 11 be a witness in due course]. She advised me that the 12 Independent Inquiry into Child Sexual Abuse required me 13 to provide a statement in relation to a 1995 14 investigation that I had conducted concerning 15 Father Green of Ampleforth." 16 He outlines that he met with DCI Kell and has seen 17 a number of documents which he has scheduled at the end 18 of the statement: 19 "I enquired about other documents relating to the 20 Green investigation, but DCI Kell advised me that the 21 force no longer held these, namely, strategic meeting 22 minutes and records of conversations and contacts and 23 the Family Protection File which contained a copy of 24 the actual note written by the victim as well as other 25 information or my pocket books.</p> <p style="text-align: center;">Page 90</p> | <p>1 in May 1996. He was sentenced to two years' probation 2 and 50 hours' community service. 3 "My first contact with the headmaster, 4 Father Chamberlain, will have been on Tuesday, 5 28 November 1995. It was during a joint visit to 6 Ampleforth School with Social Services, following 7 a strategy meeting. As soon as I walked into Ampleforth 8 for the first time in my life, I felt that I was within 9 a powerful institution. 10 "Although Father Chamberlain appeared to be 11 cooperating and assisting the investigation, in my 12 personal view, I felt he wanted the investigation dealt 13 with swiftly and on his terms. Once I explained what 14 the investigation would entail, I felt 15 Father Chamberlain changed and he was trying to exert 16 his authority over me, for example, he mentioned that he 17 was on good terms with the then Chief Constable. 18 "As part of the investigation, I wished to speak to 19 all the pupils in the dormitory under the control of 20 Green to establish if there were other witnesses or 21 victims perhaps. There had been an anonymous call into 22 the Schools Inspectorate, 1 pm on 28 November, stating 23 that others had been involved with Green and wanted it 24 stopped. My recollection is that when I notified the 25 headmaster of my intention, he was adamant that a member</p> <p style="text-align: center;">Page 92</p> |

1 of staff from Ampleforth needed to be present when the
 2 pupils were spoken to. Again, I felt he was trying to
 3 exert control over my investigation.
 4 "I arranged to interview Green on Wednesday,
 5 29 November 2005. The victim had left Ampleforth ..."
 6 I think that should be 1995:
 7 "The victim had left Ampleforth and gone to stay
 8 with family in London for a few days, consequently
 9 arrangements were made for him to be interviewed upon
 10 his return on Thursday, 30 November. As a result, I was
 11 unusually interviewing the suspect ahead of interviewing
 12 the victim. I was utilising the notes made by the
 13 victim and his school friend (a witness) the following
 14 morning at the school.
 15 "Prior to the suspect arriving at Malton Police
 16 Station, I recall Superintendent Bowskill informing me
 17 of a phone call he had had from Father Leo Chamberlain.
 18 Father Chamberlain informed Mr Bowskill that the victim
 19 in my investigation no longer wished to be interviewed
 20 by the police and that because of this
 21 Father Chamberlain had took it upon himself to contact
 22 the witness's father, who was also now saying that his
 23 son did not want to be spoken to by the police.
 24 Mr Bowskill suggested to me that I could no longer
 25 interview Green and the investigation was over, to which

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1 I promptly replied that I would be continuing the
 2 investigation to its conclusion.
 3 "Father Green was interviewed under caution later
 4 that day and admitted the assault.
 5 "I visited Ampleforth School the following day and
 6 informed Father Chamberlain that I wished to speak to
 7 the victim's father. I wanted to understand why there
 8 had been a change of mind and reassure the victim's
 9 father that the investigation was continuing.
 10 "I recall Father Chamberlain said that he would
 11 contact the victim's father who was working abroad and
 12 he telephoned him from his office. Initially, I was
 13 asked to step outside and then invited back into the
 14 headmaster's office where I spoke to the victim's
 15 father, who reiterated his decision.
 16 "This was a joint investigation with Social Services
 17 from the outset. We visited the school together and, in
 18 my opinion, the two organisations worked well together
 19 on these cases."
 20 The next witness is a live witness, and it is core
 21 participant RC-A30. There are two statements in your
 22 bundle, 9, tab A, statement 1 is in INQ000976,
 23 statement 2 is in INQ001256.
 24 Are you content to remain while the witness is
 25 brought in?

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1 THE CHAIR: Do you need a few minutes?
 2 MS KARMY-JONES: Can I just check? I think matters are all
 3 right for us to continue straight on if you are content
 4 to remain while the witness is brought in.
 5 THE CHAIR: Thank you.
 6 WITNESS RC-A30 (sworn)
 7 Examination by MS KARMY-JONES
 8 MS KARMY-JONES: You have been designated the cipher number
 9 RC-A30, and you know, I think, that there are issues
 10 around using names during the course of these
 11 proceedings, so can I ask you just to be careful, as you
 12 give your evidence, to try not to use the names of
 13 anyone. We can refer to Dara De Cogan, about whom you
 14 are going to give evidence, but be careful around naming
 15 others.
 16 **A. Sure.**
 17 Q. I think you have given us two statements?
 18 **A. Yes.**
 19 Q. And you have copies of both of those statements?
 20 **A. Yes.**
 21 Q. Have you got those with you, if you need to refer to
 22 them?
 23 **A. I do.**
 24 Q. At the age of 13, did you get a scholarship, win
 25 a scholarship, to Ampleforth College?

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1 **A. Correct.**
 2 Q. They started admitting girls in 2004?
 3 **A. Mmm-hmm.**
 4 Q. Did you study at the college from September 2005
 5 to July 2010?
 6 **A. I did.**
 7 Q. Were you a boarder at Ampleforth?
 8 **A. I was.**
 9 Q. Had you ever boarded before?
 10 **A. No.**
 11 Q. So what was that environment like?
 12 **A. It was very strange. When I arrived at the school,**
 13 **I had a lot of mixed emotions. I was very excited to be**
 14 **there. I felt very privileged. But I came from a very**
 15 **different background to quite a lot of the other**
 16 **boarders and the fact that I'd never boarded before made**
 17 **things quite difficult for me socially. It took a while**
 18 **to sort of find my bearings, if you like.**
 19 **The boarding environment in general, I think it**
 20 **was -- it was good, it encouraged independence, but it**
 21 **could be quite isolating if you didn't find your social**
 22 **group to stick with rather quickly, and I didn't.**
 23 Q. You didn't find friends easily initially?
 24 **A. No. It took me quite a long time.**
 25 Q. Were you a Catholic when you joined the school?

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1 **A. I was not. I was an Anglican.**
 2 Q. I think Ampleforth in your statement you say is
 3 approximately 98 per cent Catholic and 2 per cent
 4 Anglican. Was that your experience?
 5 **A. Yes.**
 6 Q. Did you eventually become a Catholic?
 7 **A. I did. I was confirmed shortly after I left the**
 8 **college, in September 2010.**
 9 Q. Had you felt any pressure to do that?
 10 **A. There was a certain amount of social pressure, but I was**
 11 **extremely clear that the decision I took to be**
 12 **a Catholic, I wanted it to be entirely separate from any**
 13 **sort of pressure or expectation to fit in or to become**
 14 **part of a group. It was something during my questioning**
 15 **and eventual instruction while I was at school.**
 16 **I hardly told anybody because I didn't want to do it to**
 17 **make friends or to be seen as any sort of part of an**
 18 **elite club. It was very much my personal spiritual**
 19 **journey and it had to be the right thing. There is no**
 20 **way that I would have changed my religion just to**
 21 **conform to any social expectation.**
 22 Q. You have told us that you found it difficult to make
 23 friends. What effect did that have on how you conducted
 24 yourself at the school?
 25 **A. I stuck to what I knew I was good at. I spent a lot of**

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1 **time in the music and theatre department. Those are my**
 2 **strengths. I was happiest there.**
 3 **Socially, it meant I presented myself as rather shy**
 4 **to people. I didn't have a lot of confidence for**
 5 **a while. Dara De Cogan, as I mention in my statement,**
 6 **took an interest in me very, very early on.**
 7 Q. Was that where you met him, in and around the music and
 8 theatre --
 9 **A. I met him the February before at my music scholarship**
 10 **audition, and in the September of my first year, he made**
 11 **a point of coming up to me and being very, very**
 12 **welcoming, and he later said that he knew that I was**
 13 **having problems socially and, if it was difficult for me**
 14 **to make friends, then he could always be my friend as**
 15 **well as my teacher.**
 16 Q. Just looking at the overview for a moment, I think you
 17 did extremely well at Ampleforth academically?
 18 **A. Mmm-hmm.**
 19 Q. You sat 10 GCSEs and gained 8 A*s and 2 As and sat two
 20 A levels a year early?
 21 **A. I did.**
 22 Q. All in all, you achieved A levels in music -- but
 23 I probably don't need to list the various subjects you
 24 achieved them in, but you did very well?
 25 **A. I did.**

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1 Q. So we can probably say that, on that front, Ampleforth
 2 was a good place to go; is that right?
 3 **A. Yes, it gave me a good academic education.**
 4 Q. You told us that you first met Dara De Cogan on
 5 3 February -- in your statement, you say it was
 6 3 February 2005 that you met him?
 7 **A. Yes.**
 8 Q. You have also said that you were particularly nervous on
 9 that day, the day of your audition interview?
 10 **A. Yes.**
 11 Q. When was the next time you saw him?
 12 **A. The next time I saw him was September 2005, that same**
 13 **year.**
 14 Q. Can you tell us what happened when you next saw him?
 15 **A. Yes. I was eating supper at the refectory by myself**
 16 **because I was feeling socially awkward, as I have**
 17 **already mentioned. He came up to me in the "refs", we**
 18 **called them, and he sat down with me. He was very**
 19 **smiley, very friendly, he said -- I asked him if he was**
 20 **going to be my violin teacher, after he told me who he**
 21 **was -- reminded me who he was, and he said, "Yes, I very**
 22 **much hope so".**
 23 **Then he spoke for a while about how, in his opinion,**
 24 **I had a lot of potential and he was very much looking**
 25 **forward to teaching me.**

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1 Q. How did that make you feel?
 2 **A. It made me feel really encouraged at the time.**
 3 **I remember particularly on that day, because the refs --**
 4 **it was a big room with big tables. It wasn't quite so**
 5 **different to this room in that respect. You could see**
 6 **everybody with their individual friendship groups on**
 7 **tables, and you know that feeling as a child that you're**
 8 **kind of left alone or left out of things, and I was**
 9 **thinking, "Gosh, I'm never going to make any friends" or**
 10 **"This isn't going to work", and then he came down -- he**
 11 **sat down and seemed to take a special interest and**
 12 **validated me and said that I was talented. It made me**
 13 **feel much calmer and like I was worth something.**
 14 Q. Did you begin violin lessons with him?
 15 **A. You mean, at Ampleforth, did I begin --**
 16 Q. Yes.
 17 **A. Yes, I did.**
 18 Q. Was he consistently pleasant during those?
 19 **A. He was.**
 20 Q. Did you, in effect, become friendly with him?
 21 **A. Yes.**
 22 Q. Did you make any other friends during that period?
 23 **A. Yes. Gradually, there were a few friends I made in my**
 24 **own year, typically around the music and theatre**
 25 **departments. There were a couple of boys in my year.**

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1 I didn't really get along with the girls in the boarding
 2 house. It was an all girls' boarding house, there were
 3 about 70 of us, and even right up until the end of
 4 the school, I don't think I knew the girls in my
 5 boarding house that well, but I made a few other friends
 6 in my year.
 7 Q. In the first year that he was teaching you, was there an
 8 occasion where he provided alcohol to you?
 9 A. Yes. I would have been about 14 or so. There were
 10 a few occasions, but this one really sticks out in my
 11 mind. I had recently joined the [redacted], which was
 12 one of the activities that he was in charge of. I was
 13 [redacted] and he joked to the boys that he was looking
 14 forward to getting some, quote, unquote, "totty" in the
 15 band and it should be quite fun.
 16 MS KARMY-JONES: Can I just pause you there for a moment?
 17 I think I'm going to have to stop the feed for a moment.
 18 Something has been mentioned that is sensitive.
 19 Could I ask for a restriction order, please?
 20 THE CHAIR: Yes, I will make that order, thank you.
 21 MS KARMY-JONES: You were doing something with him and
 22 others, and is it right that he brought with him three
 23 crates of bottles of Stella Artois?
 24 A. He did.
 25 Q. You weren't meant to drink?

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1 A. I wasn't. I was 14 at the time, so I was under age. In
 2 addition to that, I was on --
 3 Q. You had an illness?
 4 A. I had an illness.
 5 Q. And it was inappropriate, wasn't it?
 6 A. So that would have had a greater effect.
 7 Q. But did you drink?
 8 A. I did, that evening.
 9 Q. At whose suggestion?
 10 A. At Dara's suggestion.
 11 Q. Knowing your age, did he say anything?
 12 A. He said that it was meant to be fun and informal. He
 13 actually opened the bottle of Stella for me because he
 14 was the one who had the bottle opener. He gave it to me
 15 and he told me to drink it.
 16 Q. Did he say something about drinking it whilst he looked
 17 the other way?
 18 A. He did. We were in a marquee kind of place, there was
 19 a door to the left. He said that he would stay and do
 20 the sound for the stage and he said I could have it
 21 while I was in the back room and he looked the other
 22 way.
 23 Q. During this year, you've mentioned making some good
 24 friends, but did you become a particular -- did you find
 25 a particular friend with one fellow student who was also

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1 a student of Dara's?
 2 A. I did.
 3 Q. In your second term, did that friend mention to you that
 4 he had some suspicions about Dara De Cogan?
 5 A. Yes, he did.
 6 Q. What did you say?
 7 A. I was quite confused, and I asked him why he was
 8 suspicious, because, until that point, Dara had just
 9 appeared to me as someone who was caring and good at his
 10 job, he was a good teacher. My friend explained to me
 11 that Dara had made a point of telling him that he had
 12 taken the curtains down in his teaching room and he said
 13 that the reason for this was so that people didn't think
 14 that he was doing things with me. Because I was only 14
 15 at the time, I was quite taken aback and I didn't really
 16 know what to think.
 17 Q. Dara was almost 33 years older than you?
 18 A. He was almost 33 years older. I thought it was possible
 19 that he was being overly cautious because both him and
 20 other members of staff would talk about the importance
 21 of child protection policies, that was quite a regular
 22 topic for discussion. I knew a little bit about
 23 Ampleforth's history, so I thought, well, maybe that's
 24 the reason, it's kind of an odd thing to say, but yeah.
 25 Q. Would staff talk frequently about having to be careful

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1 around pupils of the opposite sex?
 2 A. Yes, they would talk about that quite frequently.
 3 Q. And speak about having the door open when a teacher and
 4 a pupil of the opposite sex were alone in a room?
 5 A. Yes. This was particularly the case with the music
 6 department, because you have the one-on-one contact with
 7 individual lessons there.
 8 Q. Over this period, did you feel that Dara was someone who
 9 was friendly towards you?
 10 A. Yes.
 11 Q. Was he supportive of the work you did?
 12 A. I felt he was supportive, yes.
 13 Q. Did you think you could trust him?
 14 A. I did.
 15 Q. Did you confide in him?
 16 A. I did.
 17 Q. Did you talk to him about your personal life?
 18 A. Yes.
 19 Q. Throughout your second year, did your life at the school
 20 become a little easier?
 21 A. It became a bit easier socially, in that I was more used
 22 to the environment and how things worked.
 23 Q. When you came back to Ampleforth for your GCSE year --
 24 for anyone's reference, I'm looking at paragraph 46 of
 25 the statement -- how did Dara De Cogan begin to behave

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| | |
|---|--|
| <p>1 with you?</p> <p>2 A. He was much more tactile. He said at the end of</p> <p>3 the previous year, after I'd started to talk to him</p> <p>4 about personal things, that I could see him as "a proxy</p> <p>5 dad", were his exact words, if I wanted to, and then, in</p> <p>6 my GCSE year, things seemed to kind of turn up a gear,</p> <p>7 he would be much more playful, he started to tickle me</p> <p>8 in violin lessons by, like, jabbing his bow in my ribs,</p> <p>9 for example, and he would also encourage other students</p> <p>10 whom he taught to do the same thing to me.</p> <p>11 Q. Would he tickle you a lot?</p> <p>12 A. Yes, a lot.</p> <p>13 Q. How did you feel about that?</p> <p>14 A. I felt initially very uncomfortable about it.</p> <p>15 I dismissed it and I thought, well, he's just being</p> <p>16 playful or he's having fun, and I didn't want to seem</p> <p>17 like I was being rude or antisocial in some way.</p> <p>18 I thought it was him -- especially as he was encouraging</p> <p>19 other students to do it as well, and he would do this</p> <p>20 quite publicly, I thought, maybe he's just trying to</p> <p>21 help me integrate into kind of a wider group of friends.</p> <p>22 So that's how I rationalised it, but I did feel very</p> <p>23 uncomfortable about it.</p> <p>24 Q. How old were you when this sort of tickling began in</p> <p>25 your GCSE year?</p> <p style="text-align: center;">Page 105</p> | <p>1 know, give the odd look, but nobody actually said</p> <p>2 anything. So that was something he did quite frequently</p> <p>3 in front of staff and he would compliment me on my looks</p> <p>4 in front of other staff as well.</p> <p>5 Q. When he was doing that, how was he behaving?</p> <p>6 A. He would act as if the whole thing were a big joke. He</p> <p>7 would always have this really kind of quite creepy but</p> <p>8 very fixed smile on his face, like it was a joke that</p> <p>9 I somehow wasn't getting. I felt very awkward and</p> <p>10 uncomfortable, and also humiliated sometimes as well,</p> <p>11 but because he was laughing and smiling and in previous</p> <p>12 years he'd been, as far as I could see, nice and</p> <p>13 supportive, I kept on saying to myself, "Well, you can</p> <p>14 see he's just joking. You can see he's just playing and</p> <p>15 having a laugh. He doesn't mean anything by it". But</p> <p>16 it was really, really unnerving. Yeah, it was very</p> <p>17 unnerving, especially when things progressed and I would</p> <p>18 start to profess -- he was always smiling just as if it</p> <p>19 was -- well, as if it was nothing, as if it was a joke,</p> <p>20 and why aren't I finding it funny too, and I did doubt</p> <p>21 myself, because to me it wasn't a joke, but I didn't</p> <p>22 understand how somebody could stand there with this</p> <p>23 massive smile or sometimes outwardly laugh if it wasn't</p> <p>24 funny. I thought I must be missing something, he's so</p> <p>25 calm and playful.</p> <p style="text-align: center;">Page 107</p> |
| <p>1 A. I was 15. I was, yes, 14/15, I would say.</p> <p>2 Q. Did that tactileness progress?</p> <p>3 A. It did.</p> <p>4 Q. What did it move on to?</p> <p>5 A. I would say the next progression -- it was shortly after</p> <p>6 my GCSEs. We were both in the recording studio. He was</p> <p>7 tickling me and that led to me falling over. He also</p> <p>8 then -- he pulled up my top and started to blow</p> <p>9 raspberries on my stomach. He looked at my top and saw</p> <p>10 my breasts.</p> <p>11 Q. Would he say anything to you about how you looked?</p> <p>12 A. Yes. He would comment frequently that I looked gorgeous</p> <p>13 or extremely beautiful. He would refer to my breasts</p> <p>14 constantly. He would say things like, "You've got great</p> <p>15 tits" or "You have fabulous knockers", and he would say</p> <p>16 those things in front of other students as well.</p> <p>17 Q. He would say that in front of other students?</p> <p>18 A. He would, yes.</p> <p>19 Q. What about other teachers?</p> <p>20 A. Other teachers, I remember kind of vividly he had</p> <p>21 started to pin back my -- snap back my bra strap under</p> <p>22 my top, which he did in front of other members of staff</p> <p>23 and students. He seemed to like the idea, I think, that</p> <p>24 he could do it publicly and nobody was saying anything.</p> <p>25 People clearly noticed, because they might smile or, you</p> <p style="text-align: center;">Page 106</p> | <p>1 Q. After your GCSE exams had finished, did you stay on at</p> <p>2 Ampleforth?</p> <p>3 A. I did.</p> <p>4 Q. Even though other students in the year went home after</p> <p>5 they had finished their exams, you stayed?</p> <p>6 A. I stayed, yes.</p> <p>7 Q. Did you have classes during that period?</p> <p>8 A. I didn't have any fixed classes. However, Dara offered</p> <p>9 me some extra violin lessons during that time and also</p> <p>10 some work in the recording studio, so I spent pretty</p> <p>11 much all of my time there.</p> <p>12 Q. So he continued to teach you?</p> <p>13 A. He did.</p> <p>14 Q. Did he ever say anything to you?</p> <p>15 A. Yes. It was in one of my violin lessons towards the end</p> <p>16 of that year, he told me that I was a flirt and he said,</p> <p>17 "I bet you think about me sometimes. I bet you have</p> <p>18 your moments", and this -- it seemed quite out of</p> <p>19 the blue. There was no lead-up to it. We'd just</p> <p>20 been -- we'd been working through repertoire and he</p> <p>21 stopped and he said this, so I was quite confused.</p> <p>22 I asked him what he meant, and rather hurriedly he said,</p> <p>23 "Oh, it doesn't matter. It's fine. Nothing". But</p> <p>24 I felt really uncomfortable, like it wasn't the sort of</p> <p>25 comment that I would expect a teacher to say, and</p> <p style="text-align: center;">Page 108</p> |

1 I hadn't heard anybody say anything similar to me
 2 before, so later on in the day, I found him outside,
 3 I said, "Look, I want to know what you meant earlier",
 4 and then he said, "Okay, come with me". So we went back
 5 to his room. I got the impression he didn't want to
 6 talk about this with the possibility that he might be
 7 overheard, and he said, "I'm aware that at your age it's
 8 common for people to have fantasies, and I was just
 9 wondering ..." and then he kind of -- he left it open as
 10 if, "Do you have fantasies about me?"
 11 I cut him off and I said immediately, "Okay, just
 12 for the record, so you know, I don't fantasise about
 13 you", and the conversation came to a rather awkward end
 14 there.
 15 Q. How did he react when you said you didn't have fantasies
 16 about him?
 17 A. It was a very kind of awkward silence. He didn't really
 18 say anything. He said, "Okay", and then there was a bit
 19 of an awkward pause. Neither of us was really sure what
 20 to say. That was basically the end of the conversation.
 21 Q. During this period post your GCSEs, were you the only
 22 student from your year who had remained?
 23 A. I was, yes.
 24 Q. On the last official day of term when the time came to
 25 go home, did Dara give you an extra violin lesson?

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1 A. He did.
 2 Q. What happened during the course of that lesson?
 3 A. This was the incident I described a little bit earlier.
 4 So Dara asked me to come and help sort out some
 5 equipment in the recording studio. We went there, but
 6 everything seemed in order. Sometimes the studio could
 7 be messy and we'd sort out stuff. This time, everything
 8 was fine, everything was tidy, nothing seemed out of
 9 place, so I was a bit confused.
 10 I was looking around. I had my back turned to Dara.
 11 He started tickling me. He took me by surprise, so
 12 I fell down. It was at that moment he started to blow
 13 raspberries on my stomach and pulled up my T-shirt to
 14 look at my breasts. At that point, I completely froze.
 15 That's the only way I can describe it, really. I kind
 16 of felt numb. I wasn't really sure what to do or say
 17 and I was very confused. A few moments later I asked
 18 him if he'd seen my breasts and at that point he told me
 19 that he hadn't.
 20 The following year when we were having a discussion
 21 about this incident, he told me that he had and he
 22 was -- he seemed very proud of that fact.
 23 Q. Were other teachers or members of the school, the
 24 college, aware of the meetings that you were having at
 25 this point?

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1 A. Oh, yes.
 2 Q. And extra tutorials?
 3 A. Yes, people knew, for sure. I mean, apart from anything
 4 else, we had -- every boarding student had a curfew that
 5 they were supposed to be in the boarding house by
 6 a certain time. Typically, our meetings would take
 7 place quite late in the evenings so I missed curfew. My
 8 housemistress had to know where I was so that nobody
 9 would go out looking. I believe, also, because they
 10 were one-on-one meetings, risk assessments were meant to
 11 be filled out. I'm sure that he did at least some of
 12 those risk assessments.
 13 Q. You left to go home at the end of the year. Had you
 14 exchanged personal contact details with him?
 15 A. Yes. He gave me his mobile number and he gave me his
 16 personal email address. I remember that because he told
 17 me that he didn't want me to write the email address
 18 down because, as a student, I wasn't -- I was only
 19 supposed to have his school email address, so he said,
 20 "Just remember it and we'll use it to stay in touch over
 21 the summer".
 22 Q. Did you stay in touch over the summer?
 23 A. Yes, we did.
 24 Q. Did he try to meet you over the summer?
 25 A. Yes. He wanted to meet privately to have a coffee.

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1 I politely declined because I felt very, very awkward
 2 about the whole thing.
 3 Q. Did, in fact, you have an unpleasant incident when you
 4 were in British Home Stores?
 5 A. I did. I was in one of the changing rooms trying on
 6 clothes and I happened to be wearing the same bra that
 7 I had on the first time -- the first time Dara looked at
 8 my breasts that day. It was weird. Everything --
 9 I went from feeling quite normal, just having a regular
 10 day out, to having a flashback to this incident, and by
 11 that time, you know, Dara had said he hadn't seen my
 12 breasts, but I was convinced that he had, and I hated
 13 looking at myself in the mirror. I looked at myself and
 14 I felt incredibly dirty and ashamed, and I just --
 15 I felt like I shouldn't -- like I shouldn't even be
 16 there. It was disgusting, and I started to -- I was --
 17 I just started to cry. I broke down in the changing
 18 room and I sat down just hugging my knees to my chest
 19 with my eyes screwed up really tight, because it wasn't
 20 something that I wanted to think about, but it's one of
 21 those situations, the more you try not to think about
 22 something the clearer it becomes, and that was something
 23 that had been in and out of my head each day on and off
 24 until that moment, but it was just -- it was seeing
 25 myself, and seeing myself in the same underwear,

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1 I flashed back to that incident and I was in the
 2 changing rooms for quite a while. I'm not quite sure
 3 how much time, but long enough that an assistant had to
 4 come and check that I was all right.
 5 Q. You went back to school; is that right?
 6 A. Yes, I did.
 7 Q. And went back to lessons and being taught by
 8 Dara De Cogan?
 9 A. Yes.
 10 Q. On 6 December, did he tell you that he wanted you to
 11 come to the recording studio --
 12 A. He did.
 13 Q. -- to continue some work on a project that you had been
 14 doing?
 15 A. Yes.
 16 Q. Was this a Saturday?
 17 A. It was a Saturday, yes.
 18 Q. Lessons had finished at 12.25 in the afternoon?
 19 A. Yes.
 20 Q. So did you go straight there?
 21 A. Yes, I went straight there. Saturday, it was a half
 22 day, so there was a lot of time in the afternoon.
 23 I just went there straight after third period.
 24 Q. What happened?
 25 A. Dara was already in the recording studio, and it just so

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1 happened that day that I wasn't wearing a bra underneath
 2 my sweater. Apparently, this was fairly obvious because
 3 it was quite cold, but I didn't realise until Dara
 4 pointed it out to me. He said that he could see my
 5 nipples under my sweater, and I just -- I looked at him,
 6 I didn't say anything, and I dismissed the comment.
 7 I thought, well, maybe he's just -- he's pointing it out
 8 so I'm aware. But then very quickly he put his hand up
 9 my back and worked his way around the front to grab my
 10 breasts underneath my jumper.
 11 Q. How did you react?
 12 A. Again, I froze. I wasn't -- this was not something that
 13 I was expecting. It was very quick and I couldn't
 14 understand it. I thought that I was coming to the
 15 studio, I had been very clear about which bits of
 16 the project I wanted to work on and that we would cover.
 17 But, again, he did this, and it was very quick and he
 18 was very calm about the whole thing, just as if it was
 19 completely normal, and he then started to kiss me around
 20 my neck and I said, "Please stop", and his other hand
 21 was moving down towards my legs at this point, which
 22 I grabbed to stop him from going any further.
 23 He stopped moving it further down, and I thought,
 24 okay, maybe that's the end, maybe it was just, I don't
 25 know, some kind of weird blip that I can't explain, but

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1 then instead of moving it down, he put both his hands
 2 back up inside my jumper and started to massage my
 3 breasts.
 4 I continued to protest and I asked him to stop. It
 5 was -- it felt really surreal. I couldn't -- I didn't
 6 really know what to think. But I knew that I hated it.
 7 And he said to me, "What? It's wrong, but it feels
 8 nice", at which point I yelled, "No!", quite loudly, and
 9 then he stopped and he told me to come through to his
 10 classroom, which was next door, and it was just this
 11 smile that he kept on -- he'd do the whole thing with
 12 a smile because ...
 13 Q. Just take a moment.
 14 A. Because to him it just seemed really funny, like that's
 15 what I thought, "God, why are you smiling? How could
 16 you be smiling when I feel so humiliated?" And
 17 I thought he was, you know, so supportive and nice, and
 18 I thought, what do you mean, "It's wrong but it feels
 19 nice?" There's nothing nice -- I don't know whose
 20 definition of "nice" this is, but it's not mine.
 21 Q. Did he say anything to you after that?
 22 A. Yes. He said, "Obviously I'd appreciate it if you
 23 didn't tell anyone, because I would be -- I would lose
 24 my job and you'd be expelled", and my mind was just
 25 racing, and I thought, "God, that's what you care about

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1 first and foremost, that's what matters, is if I tell
 2 someone or not; do you not care about what I'm feeling,
 3 because I hate this right now", but that seemed to be
 4 his primary concern.
 5 He was just smiling there, and it was just --
 6 I realise that I'm repeating myself a bit, but it
 7 happened so many times. He would just sit there and
 8 smile as if it was the most normal thing in the world,
 9 and, like, I don't know, we were discussing something in
 10 a lesson, just it was like it was an ordinary
 11 conversation, that nothing had happened, and sometimes
 12 I did a double take and I had to check with myself that
 13 something had actually happened because I was so
 14 confused. I thought, God, am I imagining all of this?
 15 I'm pretty sure it is real. I'm pretty sure that that
 16 just happened. But you don't react like that, you know.
 17 I just clammed up. I couldn't -- I didn't say
 18 anything. I didn't know what to say. That's how that
 19 particular incident ended: he was smiling and I froze.
 20 Q. About a week before the end of term, was there another
 21 incident?
 22 A. Yes, there was.
 23 Q. What did he do?
 24 A. There was an annex in between Dara's classroom and the
 25 corridor and we were both about to leave the building,

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1 we both had our stuff. He left his room and came out
 2 into the annex, which is where my violin lesson --
 3 violin locker was, and he -- Dara pressed me up against
 4 the wall and I could feel something really hard pressed
 5 up against my thigh. It took me a while to realise that
 6 this was his erection because I had never seen or felt
 7 one before. I didn't know what it was. It took a few
 8 minutes to think, "Hold on, oh, my gosh, that's what
 9 that is", and he started gyrating. He said the words,
 10 whispered the words, very close to my ear, "Get inside
 11 me", and, again, I felt really confused and distressed.
 12 It was like everything was happening in slow motion,
 13 and, again, I froze.

14 Q. Did that sort of thing, that pressing against the wall,
 15 happen on more than one occasion?

16 A. Yes. Following the Christmas holidays, it happened
 17 several times a day, for the remainder of my time at
 18 school.

19 Q. Going to this point, where it had first happened, were
 20 you able to tell anyone about that?

21 A. I didn't feel that I could, no.

22 Q. How did you feel about carrying on having lessons from
 23 Dara De Cogan?

24 A. I felt very confused. It seemed paradoxical to me that
 25 somebody could appear so supportive and caring and

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1 somebody that I had previously trusted to tell
 2 incredible, you know, personal things, things that I was
 3 experiencing in my life that I found extremely
 4 difficult, that I hadn't told anybody else before, how
 5 he could be so understanding and seem to get it and seem
 6 to care and want to help me, and then do things like
 7 this. I couldn't understand it, so I just -- I felt
 8 terribly confused, partly because he had been so
 9 supportive and partly because he was so popular with
 10 everyone, he seemed to have this reputation of
 11 integrity, and people would frequently comment that, you
 12 know, he knew a lot about child protection and that, you
 13 know, he was very safe in that regard.

14 I said to myself, well, you know, I must be not able
 15 to take a joke or I must not understand or maybe, if
 16 I tell him now, I'm not saying it clearly enough or
 17 loudly enough, so there was a lot of confusion and
 18 I didn't know what to do with it. I was convinced that
 19 what he was doing, especially because he used words
 20 like, "You're a flirt" or, "You're a temptress", I felt
 21 very much like it was my fault. If he would talk about
 22 "I'll lose my job" or "I'll lose my family", or
 23 whatever, I thought, "God, I don't want to be
 24 responsible for that, that would make me a horrible
 25 person", you know. I was so young all the time -- at

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1 the time and I was carrying that responsibility, which
 2 I now recognise was not mine to carry, but that's how
 3 I felt at the time.

4 Q. You have already told us that when you came back after
 5 the holidays, he assaulted you again in a similar way,
 6 pushing you against a wall?

7 A. Yes, he did.

8 Q. He went a little bit further that time, I think.

9 A. Mmm-hmm.

10 Q. He pulled your top up, licked your breasts, sucked your
 11 nipples and began biting you?

12 A. He did.

13 Q. You had bruises as a result?

14 A. I did have bruises, yes.

15 Q. Were you struggling during that?

16 A. I was struggling and protesting. It was very rough and
 17 very quick and abrupt. It was over and done with within
 18 a few minutes, and while I was -- I was trying to --
 19 like, physically trying to push him off. There wasn't
 20 a lot of space in the room, so we were sandwiched in
 21 between the wall and the mixing desk, so it was quite
 22 hard, but I was twisting and turning quite a lot and
 23 then it was over and he just -- he walked out of
 24 the room without saying anything, as if nothing had
 25 happened.

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1 Q. In terms of the sexual assaults, did things progress and
 2 become worse after that?

3 A. Yes. Things became worse. Our contact increased
 4 anyway, simply because of the subjects that I was
 5 studying, I was spending a lot more time in the music
 6 department. We saw each other several times per day and
 7 he would take the opportunity whenever he could to grab
 8 me against the wall, press me up against it and kiss me
 9 as hard and as quickly as he could. But this could
 10 be -- this wasn't just in the evenings, this could be at
 11 any time of day. I mean, typically, it would be when
 12 the bell went for, you know, morning break, at around
 13 about 11.00, and there were other people in the building
 14 but he -- because his tactile nature -- like, he was
 15 developing that more publicly, if you like, when he
 16 kissed me, he seemed to be quite -- and grabbed -- and
 17 pushed me against the wall, he didn't -- he seemed to
 18 like the thrill that there were other people in the
 19 building, sometimes literally just a wall in between us
 20 and other teachers and other students.

21 Q. Without distressing you, as a result of all of this, did
 22 you begin to self-harm?

23 A. I did.

24 Q. And blame yourself, that it felt like it was your fault?

25 A. Yes.

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1 Q. Was he still saying that you were a flirt?
 2 A. Yes. He said -- it became a "multiple times a day"
 3 occurrence. Whenever he would do something, it was
 4 typically patterned with telling me that I was in some
 5 way attractive or talented, but also that I was
 6 a temptress, that I make him crazy, that I do this to
 7 him. Like he didn't have any control over how he was
 8 acting, it was something -- he would say it so much
 9 I felt, gosh, I must be doing something that I'm not
 10 aware of to make him act like this. It's -- and I felt
 11 awful. I felt really, really bad. So self-harm, it --
 12 I thought that I deserved -- on the one hand, deserved
 13 to be punished for what I was doing somehow, but also
 14 because he was making me feel so helpless and vulnerable
 15 and like I was nothing, like I had -- I had no control
 16 over anything. I thought to myself, well, if I'm going
 17 to feel pain and if it is going to be bad, then I'm
 18 going to make sure that I control it, I do it to myself,
 19 so -- and that became a pattern. It didn't -- it never
 20 made me feel any better, it gave me a sense of false
 21 control to a degree and a sense of numbness.
 22 MS KARMY-JONES: Chair, I am conscious of the time, and this
 23 is a point where we move to another -- not topic
 24 exactly, but to a different stage. It might be an
 25 appropriate stage for a break, if you would wish to take

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1 one.
 2 THE CHAIR: Can I ask the witness if she is content to
 3 continue after a break or if she would like to carry on
 4 now?
 5 A. I'm content to continue after a break.
 6 THE CHAIR: Thank you very much.
 7 A. You're welcome.
 8 (3.13 pm)
 9 (A short break)
 10 (3.30 pm)
 11 MS KARMY-JONES: I think that there came a day when you had
 12 reason to go to Gateshead?
 13 A. Yes.
 14 Q. You were with other people, including your friend, whom
 15 you mentioned to us before, and in the end, you returned
 16 to the college late in the evening?
 17 A. Yes.
 18 Q. The trip had been undertaken with Dara De Cogan as well?
 19 A. Mmm-hmm.
 20 Q. You and he were the only two people left in the music
 21 building at one point --
 22 A. Yes.
 23 Q. -- after the return? Were you putting away some
 24 microphones and cables?
 25 A. Yes. We put away the equipment we'd used on the trip

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1 that day. We were taking it back to the recording
 2 studio. And as we were in the studio, as I was putting
 3 things away, Dara came into the room and, as he'd done
 4 previously, he pressed me against the wall, but this
 5 time it was even -- it was even rougher and harder than
 6 it had been previously. He put his tongue down my
 7 throat and I was gagging and spluttering because it was
 8 so rough. At the same time, he held me there very
 9 firmly and he put his hand all the way inside my jeans,
 10 inside my underwear, and very quickly he put his fingers
 11 inside my vagina and his exact words were, "I just want
 12 to explore the forest", and as he said this, he smiled,
 13 he laughed a little bit, and we both knew that by "the
 14 forest" he was talking about my pubic hair around my
 15 vaginal area.
 16 It was all -- it was all very, very quick and abrupt
 17 again, so I just froze and I was very confused.
 18 I didn't know quite what to do or how to react.
 19 I was very scared, and also it was extremely
 20 painful, even though it didn't last very long. His
 21 thumbnail was very sharp. It hurt a lot. But
 22 I still -- even though I was protesting, I thought, he's
 23 still doing it, and he's someone that I have trusted
 24 with a lot of private things that I hadn't been able to
 25 speak about to anybody else in the past before, it took

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1 a lot for me to talk to people, especially about the
 2 problems that I was discussing with him, and I thought,
 3 if he's that trustworthy and he seems to care and he
 4 seems to get it, surely he wouldn't do this if he didn't
 5 think that it was funny or he didn't think that I wanted
 6 it. So when I tell him no, I must be not saying it in
 7 the right way. There has to be a right way to protest
 8 and I must be getting it wrong. It's something that
 9 I have to fix.
 10 I didn't know how, and of course I didn't know how
 11 because it wasn't my thing to fix, but I didn't know
 12 that at the time. That's all I felt. That's all
 13 I could think.
 14 Q. A week later, was there another occasion, where he
 15 called you into the studio, saying that he wanted to
 16 speak to you?
 17 A. Yes.
 18 Q. Did things go a little bit further this time?
 19 A. He took his penis out, and he didn't take -- it wasn't
 20 all of his trousers, he just undid his fly. His penis
 21 was out, and he was holding it, and I closed my eyes
 22 very, very tightly and I opened them again as if
 23 I couldn't quite believe what I was seeing. I was
 24 trying to will it to go away.
 25 But he was stood there holding his penis and

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1 smiling. I didn't say anything, but I ran down the
 2 stairs and outside. This was fairly late in the
 3 evening. It was dark. There was nobody else I saw
 4 outside, so I screamed really, really loudly. I just
 5 screamed because I needed to let some sort of emotion
 6 out and I didn't know what was going on, so I just
 7 screamed. And the next day I saw him and he said,
 8 "I loved hearing your scream of pleasure last night".
 9 There was no way, if you heard that -- I was terrified,
 10 and I was shrieking like someone whose life was in
 11 danger. There was no mistaking that, that I -- because
 12 he used those words and he again just seemed so calm,
 13 I thought -- in fact, I remember thinking exactly these
 14 words, "Oh, my God, did I not scream correctly?"
 15 Q. After that, did he begin to get more adventurous?
 16 A. He did. After he did -- after he did an action once,
 17 then it became like it was just expected that he would
 18 do that. Even if I made it clear, as I did all the
 19 time, that it wasn't okay, that I didn't want it, it was
 20 just like, well, it's done now, so you can -- you know,
 21 it can continue as a pattern in his mind. So, for
 22 instance, after he fingered me for the first time, that
 23 became more frequent, like he was box ticking, making
 24 a list. At one point, he actually said to me, "So many
 25 firsts", because he knew that I hadn't had any sexual

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1 experience with anybody else, ever, and he liked that,
 2 and then he counted things on his list that he said that
 3 he had taken.
 4 So, for instance, when he kissed me, he said,
 5 "I took your mouth virginity" or, "I took your cheek
 6 virginity". He seemed to like checking off new things.
 7 Q. At one stage, did he try and convince you that your
 8 relationship was special?
 9 A. All the time, yes, especially -- at this point, when he
 10 started to do more things sexually -- he would take his
 11 penis out regularly and, when things progressed, he
 12 would always tell me how much he was risking. He would
 13 talk about his job, his family, his livelihood,
 14 everything he was risking, and it was all for me, nobody
 15 else mattered, and he was doing it because he cared
 16 about me so much, and that's why everything had to be
 17 abrupt and why I couldn't tell anyone. It was so
 18 important because nobody else would ever understand, it
 19 was all taboo, were the words that he would use.
 20 Q. Did he ever talk to you about God?
 21 A. Yes. We had some conversations about God. At one
 22 point, he said that our relationship was so special and
 23 intimate that he felt that God would approve. At the
 24 time, he knew that I was exploring the idea of becoming
 25 a Catholic. He was one of the few people who knew.

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1 Turns of phrases like that were things that he would use
 2 because he knew that it would have some sort of an
 3 effect on me because even religiously speaking I was
 4 quite vulnerable, I was questioning things. Yeah.
 5 Q. After that, did things move on to oral sex?
 6 A. Yes, they did. One evening, we were in the studio
 7 together. Dara moved his head down and pulled down my
 8 trousers. I remember being utterly paralysed. He left
 9 his head there for a moment, like he was just looking or
 10 staring, and then very quickly he put his tongue inside
 11 me. I told him that I didn't want that and I moved away
 12 and I told him to leave me alone, but it didn't seem to
 13 make a difference, and afterwards he told me that
 14 I liked it. Even though I had very explicitly said to
 15 him that I never wanted it, I didn't want it, he told me
 16 that I liked it, and that just added to the confusion
 17 that was already there.
 18 Q. Did he ask you to perform oral sex on him?
 19 A. He did. He pulled off his trousers and he sat on the
 20 chair in the studio. At this point, his erect penis was
 21 completely exposed, and he told me to kneel down. At
 22 this point, I wasn't even sure what oral sex was
 23 completely. I'd heard about -- other girls talking
 24 about it, but I thought, no, that -- surely, that can't
 25 be what he wants me to do. That's -- I can't -- I can't

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1 believe that.
 2 Again, I froze. I felt petrified. Like my whole
 3 body had just turned to cement.
 4 Q. Did he actually put his hand on your head and put his
 5 penis in your mouth?
 6 A. He did. He held me there while he gyrated.
 7 Q. When you finished, did he ejaculate?
 8 A. He did ejaculate. He didn't ejaculate in my mouth. He
 9 had got some blue kitchen roll that he'd already brought
 10 with him into the studio. He took his penis out just
 11 before he ejaculated and he ejaculated into the kitchen
 12 roll instead.
 13 Q. And that night, you have said in your statement, you
 14 felt dirty and disgusting, took the longest shower you
 15 have ever had?
 16 A. I did. Some of the fluid -- I noticed most of it went
 17 on the kitchen roll, but some of it went in my hair, and
 18 I remember finding that and thinking, "God, I am so
 19 disgusting". I just -- I remember being in the shower
 20 and I wanted to scrub any sort of essence, like,
 21 anything away possible. I wanted to erase myself
 22 because I didn't feel that I was worth anything. It was
 23 awful.
 24 Q. You have also said in your statement that you brushed
 25 your teeth so much that they bled, your gums bled?

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1 **A. They did.**
 2 Q. And that you self-harmed that night?
 3 **A. I did. It was anything I could do. As I mentioned**
 4 **previously, it gave me an idea of false control, because**
 5 **it was something that I thought I deserved and I was**
 6 **trying to regain control over anything I possibly had.**
 7 **Of course, what it actually meant was, because -- the**
 8 **self-harm, that was done in secret, it wasn't something**
 9 **I wanted other people to notice, and it added to the**
 10 **shame of the whole experience. So I was punishing**
 11 **myself because I felt that I deserved it and then**
 12 **I would feel worse because this was something else that**
 13 **I felt was secretive and wrong and that I felt I was**
 14 **just getting it all wrong.**
 15 Q. Over the time that followed, did the oral sex become
 16 a pattern?
 17 **A. It did. It became part of his list, if you like. As**
 18 **I mentioned, once something took place once, then Dara**
 19 **just seemed like he had leave to do it all the time.**
 20 Q. You mention in your statement that it became a bit like
 21 a piece of homework or an exam?
 22 **A. Yes. He would rate my technique and sometimes give me**
 23 **marks out of 10 or compare it to another time. He said,**
 24 **"Well, you weren't as good this time, so you have to do**
 25 **it again. That time was better". He would encourage me**

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1 **to look up things on Google to get better or to get back**
 2 **to a time where he said that it had been really good.**
 3 **And he would comment on it as if it were a piece of**
 4 **homework. It was just -- it became a routine.**
 5 Q. On one occasion, instead of using the kitchen roll, did
 6 he in fact undress you and tell you to lie down and
 7 ejaculate on your back?
 8 **A. He did.**
 9 Q. You have said in your statement that he told you that
 10 one of his biggest fantasies was to have sex with you
 11 whilst tied up. Did that become part of the routine
 12 that you have described?
 13 **A. Yes. There were ropes in the recording studio attached**
 14 **to the wall. They were meant to be there to tie up**
 15 **guitars, but they were never actually used for that.**
 16 **Dara said he wanted to put ropes and restraints on**
 17 **me while I lost my virginity so that he would be able to**
 18 **have complete control. Sometimes, the knots were loose,**
 19 **so I could get out of them, but sometimes they were more**
 20 **complicated and I couldn't.**
 21 Q. Would he be in the room when that was happening or
 22 elsewhere?
 23 **A. He was in the room.**
 24 Q. What time of day?
 25 **A. Typically, when I was being tied up, it would generally**

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1 **happen later at night.**
 2 Q. Were the rules at that stage the same? Was your
 3 housemistress --
 4 **A. Of course, they were the same. Everybody knew where**
 5 **I was. We were in the music department by myself -- by**
 6 **ourselves. I had actually been given a key to the music**
 7 **block. It's a separate building. And the head of music**
 8 **would see both of us off so we could -- we would come**
 9 **and go separately. It was very easy to be in the locked**
 10 **building ourselves without anybody else there.**
 11 Q. Were you aware of whether anyone had any thoughts about
 12 what was going on or not?
 13 **A. Yes, lots of people did.**
 14 Q. When you say "lots of people"?
 15 **A. Students would talk about it frequently. There were**
 16 **rumours flying around amongst students that things were**
 17 **going on between us.**
 18 Q. What about the staff?
 19 **A. Excuse me?**
 20 Q. What about the staff?
 21 **A. What about the staff? There were certain members of**
 22 **staff as well, because Dara's behaviour, as I have**
 23 **mentioned, because it became -- he became more tactile**
 24 **publicly and things like snapping my bra strap in front**
 25 **of other members of staff, as no-one said anything, they**

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1 **clearly saw what was going on, it gave him more power.**
 2 **He obviously liked it and he grew in confidence in that**
 3 **area. He could get away with a lot more in public**
 4 **because -- well, because he was getting away with more**
 5 **in public. Nobody was doing anything.**
 6 Q. The tying up. Was there anywhere else that you were
 7 tied up?
 8 **A. Yes. Sometimes he would take me into secluded areas in**
 9 **the wood and he would tie me up there.**
 10 Q. Would he stay there or leave you?
 11 **A. He would stay, but I never knew where we -- where we**
 12 **went.**
 13 Q. Would he assault you when you were there as well?
 14 **A. Yes.**
 15 Q. In the same way as you have described?
 16 **A. Yes.**
 17 Q. The task would be for you to try to get out of
 18 the ropes; is that right?
 19 **A. Yes.**
 20 Q. Did he want to progress to vaginal intercourse?
 21 **A. He did.**
 22 Q. On one occasion, after one of these incidents, did
 23 something happen?
 24 **A. Yes. I made it very clear that I was not going to**
 25 **progress to vaginal intercourse, and, as uncertain as**

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1 I was about everything else, that was very clearly fixed
 2 in my mind. Even though I wasn't a Catholic at the
 3 time, I still believed in the Catholic teaching about no
 4 sex before marriage. So because I made it clear, he
 5 said that anal sex would be our special substitute, and
 6 he, again in the recording studio, inserted his penis
 7 from behind, not all the way in but far enough.

8 Q. The first time it happened, did you know it was going to
 9 happen?

10 A. No, I didn't know it was going to happen.

11 Q. I think in your statement you say all of this was before
 12 Easter 2009?

13 A. Correct.

14 Q. You also point out that there were rumours going around
 15 the school and that it was widely known that Dara and
 16 you were in the music department alone together in the
 17 evenings?

18 A. Yes.

19 Q. And that you were never around for house check-in?

20 A. Correct.

21 Q. The head of music knew that Dara had provided you with
 22 a key of your own to the recording studio?

23 A. Yes. I had two keys: one for the door of the main
 24 building, which Dara persuaded the head of music to give
 25 to me himself; and another just for the recording

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1 studio, which Dara gave me. I wasn't supposed to have
 2 either, considering that I was a student and not
 3 a member of staff, but I had that and I also knew the
 4 security password for the new music school. So it was
 5 easy to -- well, to come and go like a member of staff.
 6 They would joke that the building was -- and Dara's
 7 room, even some members of staff would say that it was
 8 like my office.

9 Q. At one point, were you in Dara's classroom by yourself
 10 practising and did you find his computer password
 11 written on his desk?

12 A. I did.

13 Q. Did curiosity get the better of you and did you look
 14 into his computer?

15 A. I did.

16 Q. Did you find some emails?

17 A. Yes. I logged on and I wasn't sure what to expect.
 18 I wasn't looking for anything in particular. I just
 19 knew that I didn't trust him and I logged on and
 20 searched my name in his email account, not knowing the
 21 sort of thing that I would find, and quite a lot of
 22 messages came up, some dated from when I was 13 years
 23 old, after I had only been at the school for a few
 24 weeks.

25 Q. Were the emails from Dara De Cogan to the head of music,

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1 Ian Little?

2 A. Yes.

3 Q. And also to Brenda Green, your housemistress?

4 A. Yes.

5 Q. Both of whom had known over the years that you had been
 6 spending a considerable amount of time with
 7 Dara De Cogan?

8 A. Yes.

9 Q. What was the content of the email?

10 A. Dara voiced his concern that I had inappropriate
 11 feelings for him. He said this was based on
 12 a caricature drawing of him I did. It was just -- it
 13 was an innocent caricature, and I had -- I used to do
 14 them when I first arrived at Ampleforth because I found
 15 it hard to communicate with other children socially.
 16 Sometimes I would draw pictures, funny, exaggerated
 17 cartoons, and people would laugh.
 18 I did one of Dara once, and --

19 Q. Was this just after you'd joined Ampleforth?

20 A. This was just after I'd joined. I'd been there for
 21 maybe two weeks at the time. And Dara saw the one I did
 22 of him and, at the time, he had said to me that it was
 23 a very good drawing, he encouraged me to do more of
 24 them, and he took a snapshot of it with his phone and
 25 uploaded it to his computer because he said that he

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1 wanted to keep it there for posterity. I had only drawn
 2 it on the whiteboard, so it was quite easy to rub it
 3 out.

4 In the emails that he sent to Ian and Brenda,
 5 however, the -- he'd included the image of the cartoon,
 6 and he said that he was concerned that I had feelings
 7 for him based on this drawing. He also said that he had
 8 told me to stop doing the drawings, but I continued
 9 anyway, which wasn't true, and then he continued to list
 10 five steps that he'd taken in case I made allegations of
 11 inappropriate behaviour against him, one of which was
 12 taking down the curtains in his classroom that we spoke
 13 about earlier on.

14 The replies from the other members of staff were
 15 very much in agreement: "Yes, you have taken the right
 16 steps. This is exactly the sort of thing that you
 17 should be doing", but nobody ever spoke to me about the
 18 emails. Nobody actually asked me or questioned
 19 anything. If they had, then I would have told them what
 20 had actually happened, because that wasn't true at all.

21 It seemed that because Dara could explain things on
 22 paper, he had the list and said, "This is what happens
 23 in case ...", it was all tick box, everything was done,
 24 "You have taken the right steps. Well done. That's all
 25 we need", and I remember reading these emails -- at this

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1 point I would have been 17 -- thinking, "Oh, my God,
 2 he's left a trail four years ago", so if I wanted to
 3 speak to someone, there's no point because they have
 4 already decided two weeks in, when I barely knew him,
 5 and my biggest concern was trying to get to know people
 6 in my own year and finding my way around, that there was
 7 something inappropriate going on from my side and
 8 because he'd emailed -- he had things in writing about
 9 the steps that he'd taken, it all seemed that he'd done
 10 the proper thing, so I felt in that moment incredibly
 11 trapped.

12 Q. So that was a background going back for four years?
 13 A. Yes.

14 Q. And in that time you told us you spent many nights late,
 15 past your curfew, in the music room?
 16 A. Yes.

17 Q. And that that was known?
 18 A. Yes, that was known.

19 Q. And nothing was done?
 20 A. Nothing was done. I couldn't understand it. Especially
 21 then, I started to think, I don't get it. If this email
 22 thread -- if people were genuinely so concerned, they
 23 took everything he said at face value, then why were
 24 they not following their own policy and letting us stay
 25 in the building late at night alone, if they had

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1 concerns about me, for his safety, if nothing else, if
 2 that was the problem?
 3 But that was the thing, because he had written
 4 things down, everything was just so in order, nobody
 5 questioned anything, nobody actually looked beyond the
 6 surface of what was going on.

7 Q. Did the other children at the school, young people at
 8 the school, start joking that you were in a relationship
 9 with Mr De Cogan?
 10 A. They did.

11 Q. Was he aware of that?
 12 A. Yes, he loved that.

13 Q. Did he call himself your boyfriend on occasions?
 14 A. He did, which I hated.

15 Q. Did he continue to push boundaries in front of staff and
 16 students?
 17 A. He did. As I mentioned, he would sometimes do very
 18 explicit things when there was just a wall in between us
 19 and other staff or students, and just in general, in
 20 front of staff he would chase me or tickle me or snap my
 21 bra strap back in full view of staff and students, and
 22 it seemed to give him a thrill that he could get away
 23 with that and still have the reputation of being
 24 somebody with a lot of integrity and being good at what
 25 he did.

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1 Q. In your penultimate year, did he in fact stop giving you
 2 lessons and transfer you to a teacher in a slightly
 3 different instrument, saying that you might benefit from
 4 some different training?
 5 A. He did.

6 Q. Did he tell you why he had done that?
 7 A. Yes. He said that it was so people didn't suspect -- if
 8 they thought he was transferring me to another teacher,
 9 then they wouldn't suspect that he was doing anything
 10 inappropriate.

11 Q. Towards the end of Christmas, in 2009, did he try and
 12 have anal sex with you again?
 13 A. He did.

14 Q. Did you pull away from him?
 15 A. I pulled away.

16 Q. But when your back was turned, did he in fact put his
 17 hand to your anus?
 18 A. Yes, he did. My back was turned. He put his right hand
 19 up my anus and he grabbed my left hand with his other
 20 hand and he told me to feel how many fingers were in
 21 there. There were four fingers there, and he said that
 22 the next time he wanted to try a whole fist, and at that
 23 point I pulled away and I thought that was the end of
 24 it, and then he tried it again with his penis which was
 25 extremely hard and painful.

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1 Q. This was approaching your 18th birthday; is that right?
 2 A. It was.

3 Q. For the rest of that year, did things carry on much the
 4 same?
 5 A. Yes, they did.

6 Q. Did you subsequently leave school and go to university?
 7 A. I did.

8 Q. At one point, did he contact you and did you say you
 9 never wanted to hear or see him again?
 10 A. Yes, I did.

11 Q. In early 2012, did you begin to see a therapist?
 12 A. Yes.

13 Q. Whom you saw for about six months?
 14 A. Yes, about that time.

15 Q. And told of the abuse; is that right?
 16 A. Yes.

17 Q. Unfortunately, your therapist had to leave and you had
 18 to terminate your sessions with that therapist; is that
 19 right?
 20 A. Yes, she had to leave due to personal circumstances very
 21 suddenly.

22 Q. Then you didn't see another one until the summer of
 23 2013?
 24 A. Yes.

25 Q. Did there come a point where you realised you needed to

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1 be tested for sexually-transmitted diseases?
 2 **A. Yes. Shortly before I left to do my post-graduate and**
 3 **then again -- in 2013, I was tested for HIV, but a few**
 4 **months after that I realised I hadn't been tested for**
 5 **any other STDs, so in 2014 I was tested for other STDs**
 6 **as well.**
 7 Q. Before I move on to your second statement very quickly,
 8 in terms of when things took place in the recording
 9 studio at Ampleforth, was the door open or closed?
 10 **A. Almost 100 per cent of the time it was open.**
 11 Q. Why was that?
 12 **A. Because Dara said then he would be abiding by the rule**
 13 **of child protection that a door would always be open**
 14 **when two people of the opposite sex were in the same**
 15 **room alone. So, therefore, if anybody -- you could see**
 16 **the room from quite a distance outside by looking**
 17 **through the window. If anybody ever looked through the**
 18 **window, they would see that the door was open and assume**
 19 **that there was nothing going on. It was actually**
 20 **very -- half of the room was completely blocked off from**
 21 **view, so it would take place in that half of the room,**
 22 **but as long as people saw the door open, then all the**
 23 **boxes were ticked, everything was fine.**
 24 Q. I'd like to ask you now, if I may, some questions about
 25 Ampleforth's approach and your views on that,

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1 Ampleforth's approach to child protection?
 2 **A. Yes. This is my supplementary?**
 3 Q. Supplementary statement.
 4 **A. Yes.**
 5 Q. What are your views now about the child protection that
 6 was exercised during your time at Ampleforth?
 7 **A. I think that it was very poor. The focus seemed to be**
 8 **almost entirely on box ticking, filling out forms,**
 9 **getting the paperwork done, the bureaucracy. Therefore,**
 10 **everything on the surface looked fine if everything was**
 11 **written down and properly presented. But it meant that**
 12 **nobody ever looked beneath the surface, nobody saw**
 13 **properly what was going on, and it also meant that**
 14 **people could ignore much more easily any inkling that**
 15 **they had that something suspicious might be happening**
 16 **because if they had the form, then, "No, we have the**
 17 **form, it's all fine". It was very much -- it was very**
 18 **paperwork based, but nothing underneath, and Dara used**
 19 **that very much to his advantage. He could recite the**
 20 **child protection policy verbatim, and he knew what to**
 21 **write down, when to write it, who to send it to, and he**
 22 **would talk about this quite openly. With me, he was**
 23 **quite boastful, and even other members of staff**
 24 **commented on the excessive amount of paperwork that was**
 25 **required for not just child protection, but anything to**

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1 **do with health and safety or safeguarding. And the**
 2 **general consensus amongst other members of staff was**
 3 **that senior management who were in charge of this would**
 4 **issue these rules, but they didn't really know what the**
 5 **running of the school was really like, what was really**
 6 **going on.**
 7 **I think it's very sad that something like this could**
 8 **have happened, because there was so much focus on**
 9 **bureaucracy the real issues were really missed and they**
 10 **shouldn't have been missed so easily. You can have**
 11 **a cunning perpetrator, but you should -- and places do**
 12 **have policies in place to stop this from happening. But**
 13 **because people knew where we were approximately, they**
 14 **knew we were in the building late at night together.**
 15 **Well, they knew where we were, he's filled out a risk**
 16 **assessment, it should all be good, but nobody checked.**
 17 **About the email thread, he listed these five steps that**
 18 **he'd taken if I said an allegation that wasn't true, but**
 19 **nobody had actually raised it with me when I was 13. It**
 20 **may have led to an awkward conversation at the time, but**
 21 **if somebody had said something, then it's perfectly**
 22 **possible that it would have prevented the serious abuse**
 23 **that happened following it. It was, as long as**
 24 **everything was in order and as long as everything looked**
 25 **like it should, then things weren't questioned, things**

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1 **weren't followed through as they should have been**
 2 **followed through.**
 3 Q. One of the things you say in your statement -- I'm
 4 looking at paragraph 3 at the top of page 2 -- is that
 5 because of the history of recent scandal at Ampleforth
 6 and in the wider Catholic Church, the college wanted the
 7 outside world to believe it had a strong culture of
 8 child protection?
 9 **A. Yes, I think that was correct. I think there was very**
 10 **much a sense of, because of the past failings, they**
 11 **wanted to be seen that they were doing what they could**
 12 **to correct this. In their mind, that seemed to be**
 13 **having everything written down. There was an obsessive**
 14 **emphasis on the completion of safeguarding paperwork,**
 15 **but commonsense and actually looking at what was in**
 16 **front of their faces, that sort of went by the wayside.**
 17 Q. You say at paragraph 7, if you want to look at it, on
 18 page 2, that the view amongst the staff was that the
 19 response of senior management to pressure of the past
 20 incidents of the convictions of monks at Ampleforth in
 21 2005 and so on, that there was pressure to introduce
 22 this huge amount of paperwork. What was that view based
 23 on? What is that view based on?
 24 **A. The discussions about senior management in particular,**
 25 **that was something that not just Dara but staff in**

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1 general would talk about, they would grumble about.
 2 Especially in the music department, because of
 3 the one-on-one contact for individual lessons, and
 4 virtually -- I can't think of a single staff member who
 5 was particularly discreet about their views on senior
 6 management, because there was this perception that there
 7 was such a wide distance in between them and the rest of
 8 the staff. I think that's one of the reasons that they
 9 were so open to talking about it in front of students,
 10 because they thought, well, they don't get involved with
 11 student life or teacher life anyway, it's not going to
 12 get back to them.

13 Q. When you say "they", how many staff are you talking
 14 about?

15 A. I'd say the whole of the music department for sure,
 16 because I had contact with them all the time. But staff
 17 in other departments as well. I can't put a specific
 18 figure on it, but just most of the teachers that I saw
 19 for everyday lessons.

20 I would say I had more conversations with the
 21 teachers in the arts rather than the sciences, but
 22 the -- I mean, the boundaries were, I think, sometimes
 23 blurred between quite a few teachers and students. They
 24 would talk about things quite freely that I think they
 25 perhaps should have been more discreet about, but the

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1 point is, it wasn't just my -- my perception of senior
 2 management and how I think people viewed them in general
 3 was very much based on what I heard members of staff
 4 talking about, not just to me but to students in general
 5 on a day-to-day basis at Ampleforth.

6 Q. Were you, yourself, aware that there were child
 7 protection policies and procedures at Ampleforth?

8 A. I was.

9 Q. How did you become aware of that?

10 A. Well, everybody knew. We were given a school handbook
 11 at the beginning of the year for both staff and students
 12 to read and access. Child protection policies were
 13 outlined in that.

14 Q. In paragraph 4 of this statement you also talk about
 15 there being a considerable gulf between the vast
 16 majority of staff and senior management. What was that
 17 view based on?

18 A. As I mentioned, the way in which staff in general would
 19 talk about senior management on a daily basis, the
 20 comments they would make that they didn't understand
 21 what life was like for students and staff. Anything
 22 from the amount of hours they did to the amount of forms
 23 that they had to fill out, to the differences between
 24 what life was like for staff with families and without
 25 families. This was something that people would talk

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1 about quite freely and quite frequently.

2 Q. So was it plain that the teachers felt it was excessive?

3 A. Yes.

4 Q. Was that something that Dara De Cogan would tell you as
 5 well?

6 A. It was something he told me as well, but it certainly
 7 wasn't unique to him. I think the two main problems, as
 8 far as the child protection policy, were, one was the
 9 excessive amount of paperwork; and, two, because in part
 10 due to Ampleforth's past failings, child protection
 11 actually became much less, in my experience, about what
 12 was best for the child and much more of a focus on what
 13 the school should do if a false allegation or any type
 14 of allegation were made against a member of staff. It
 15 was much more an atmosphere of fear rather than an
 16 atmosphere of caring and commonsense, I think.

17 Q. Did Dara De Cogan also talk to you about his diligence
 18 in completing the forms?

19 A. He did, yes.

20 Q. There was someone called John Ridge who worked at the
 21 school. Who was he?

22 A. He was head of health and safety, and he was someone
 23 that -- again, not just Dara, but any teacher would talk
 24 about in conjunction with any policy to do with child
 25 protection. So whereas he wasn't head of child

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1 protection, he was the one responsible for any paperwork
 2 to do with risk assessments, for instance. That would
 3 always go through him and people would always talk about
 4 how very -- how militant he was. Dara would always talk
 5 about the fact that he knew him very well, they had
 6 a lot of contact, and he knew how to pull the wool over
 7 his eyes because he knew how -- Dara knew how John Ridge
 8 would like to have the forms filled out. Dara was
 9 also -- he made a point of telling anybody who would
 10 listen how severely dyslexic he was, so he got a lot
 11 more sympathy for taking more time over safeguarding
 12 forms because it was seen as, well, you know, he's being
 13 even more thorough in this case, so people were less
 14 likely to question, and he knew that, that was something
 15 he would tell me, he would tell me often.

16 Q. As you have said, and as is said in your statement, it
 17 was Dara De Cogan who told you that he could pull the
 18 wool over John's eyes?

19 A. Correct.

20 Q. This is a question that comes from one of the core
 21 participants in the room, but were you aware that
 22 between 2007 and 2010, the relevant period that we are
 23 discussing when you were there, John Ridge had no role
 24 in safeguarding at Ampleforth but was responsible for
 25 health and safety and compliance?

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1 A. Yes. As I have mentioned, I knew that he was
 2 responsible for health and safety, but any discussion to
 3 do with child protection, if staff were talking about it
 4 or if Dara was talking about it, they would always talk
 5 about John Ridge in the same conversation because of
 6 the paperwork. I'm aware that there was I believe
 7 a separate head of child protection, but I don't think
 8 he was a teacher, he's not somebody that I ever came
 9 across. John Ridge was a teacher and a tutor and he had
 10 a lot more contact with the children and the rest of
 11 the staff.

12 Q. Why do you think no-one said anything about what
 13 Dara De Cogan appeared to be doing?

14 A. I think it's a combination of factors. I think, as we
 15 have already discussed, anything that he put on paper
 16 was always -- was organised as it should be. He had
 17 a reputation, also, not just in the music department,
 18 but within the wider circle of the school, both amongst
 19 staff and parents and students, as being someone who
 20 operated with integrity. He was always -- he always
 21 appeared to be extremely friendly and caring and
 22 trustworthy, and I think, just as with the email thread,
 23 people took his word at face value, even though it was
 24 completely false.

25 Because everything appeared to be in order, nobody

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1 felt the need to question anything, and I think, despite
 2 the rumours that were going around amongst students and
 3 the things that were witnessed by staff, because
 4 everything appeared fine on the surface, it was very
 5 easy to turn a blind eye and ignore something that they
 6 may have felt uncomfortable about and just put it down
 7 to, well, you know, maybe he's crossing boundaries a bit
 8 there but he's probably just being playful, and because
 9 I was doing very well at school, I wasn't on the
 10 surface -- I think people looked at me and thought,
 11 well, she's doing very well at exams, she's doing very
 12 well at extracurricular activities, I didn't get into
 13 trouble, nobody really questioned if there was anything
 14 going on with my life either because everything appeared
 15 like it was fine on the surface. I think that was the
 16 key point. There was such an effort to make everything
 17 look like it was running smoothly and going very, very
 18 well that people just stopped looking beyond the veneer.

19 I am not saying that anybody responsible for
 20 safeguarding or child protection acted in this way out
 21 of malice. I don't think they did. I think it was --
 22 it was more so that it was easy to ignore what was going
 23 on, and I think it was a lack of not doing things that
 24 they should have done rather than an intent to cause me
 25 harm. But that was the result. It was far too much

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1 looking on the surface, far too much bureaucracy and
 2 paperwork and not nearly enough looking at what the real
 3 problems were.

4 Q. Were there ever any independent schools inspections?

5 A. Yes, frequently.

6 Q. Would the ISI give warning of instructions coming?

7 A. They would, yes.

8 Q. Is there an issue that you would like to highlight
 9 around that?

10 A. I think the way in which the ISI -- how they were run in
 11 general at Ampleforth is indicative of the wider problem
 12 of, again, making sure that everything looks fine and
 13 everybody -- you know, of course, when there are
 14 independent inspections everybody wants to look good,
 15 everything wants to look okay, but, again, it was all
 16 about what was on the surface, what could people see.

17 So, for instance, the school inspections, I remember
 18 one occasion, I think it was my GCSE year, the
 19 inspectors were meant to be talking to students that the
 20 teachers had chosen at random, for instance, just about
 21 the subjects and, you know, the way in which things were
 22 done at school. I was chosen along with another boy in
 23 my class, and they told us that, "Obviously, you weren't
 24 chosen at random. You were both chosen because you were
 25 the best at the subject" -- this happened to be English.

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1 They didn't tell us what to say, nobody fed us words,
 2 but I think the point was, they didn't need to, we
 3 enjoyed the subject and they knew we would speak highly
 4 of it and articulately and, chances are, would not talk
 5 about any particular flaws.

6 I think, just in -- if that were the only problem,
 7 if everything else was -- if there wasn't the issues
 8 with safeguarding and child protection, as I have
 9 voiced, you might say that's -- you know, everybody
 10 tries to put their best foot forward on inspections, but
 11 I think, as I said, it is indicative of the wider
 12 problem, which is that, as long as everything looked
 13 good, everything has an outstanding rating -- I mean,
 14 they got an outstanding rating from the ISI when I was
 15 being abused at Ampleforth. It shows it wasn't very
 16 difficult to coordinate those events to make sure that
 17 everything looks fine and ignore what was happening in
 18 the next building, you know.

19 Q. I have one last short topic.

20 A. Okay.

21 Q. When you were at school, you say in your statement that
 22 you didn't have much contact with Father Leo Chamberlain
 23 but you knew him because he was your parish priest.

24 A. Correct.

25 Q. You regard him as a highly decent, genuine, caring man

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1 and you respect him?
 2 **A. Yes, absolutely, I have a lot of respect for him.**
 3 Q. But after Dara De Cogan's trial, did he contact you?
 4 **A. He did. We spoke over the phone and he seemed genuinely**
 5 **concerned that I was okay and he wanted to let me know**
 6 **that I had his prayers.**
 7 Q. Did he speak to you about the problems in the school?
 8 **A. He did. He was clearly -- he was genuinely concerned**
 9 **and very sorry, but he did make a rather revealing**
 10 **comment, which was that the problem is that a school can**
 11 **take measures on child protection but if you have**
 12 **a cunning perpetrator, they will always find a way, and**
 13 **I think that's -- again, that's indicative of the wider**
 14 **attitude to child protection in general at Ampleforth.**
 15 **I think Father Leo -- it is clear that he's caring**
 16 **and genuine and very sorry about what's happened, but**
 17 **it's the idea that, well, if Dara wanted to do it, he**
 18 **would do it anyway; if you have a cunning perpetrator,**
 19 **it will happen anyway. But that is not the case. There**
 20 **are so many big institutions that work and operate**
 21 **without child sexual abuse going on. I think this idea**
 22 **that, "There is only so much we can do" or, there is**
 23 **only -- I don't buy that. I'm sorry, there were things**
 24 **that were missed when I was there. Just, you know,**
 25 **things like the email thread but then letting us be**

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1 **alone in the building at night and not questioning any**
 2 **of that, that really shouldn't have been missed.**
 3 **I think the idea that if you always have a cunning**
 4 **perpetrator -- I don't believe that: I think, in my**
 5 **experience, perpetrators work out of -- Dara certainly**
 6 **made a lot of effort to cover his own back and they like**
 7 **having power and being able to show that power.**
 8 **I think if Ampleforth took its policies -- like,**
 9 **worked on them on a deep level, rather than what was at**
 10 **the surface, I don't think that there's any reason to**
 11 **say that a cunning perpetrator will always find a way.**
 12 **That's almost admitting defeat or admitting -- like**
 13 **saying failure is inevitable. I don't think that's**
 14 **right, not when you have a school where the only thing**
 15 **that -- you know, the biggest thing that the children**
 16 **should be worrying about at the school is whether they**
 17 **do well on exams or, you know, having a fallout with**
 18 **a friend their own age. They shouldn't be worried about**
 19 **this.**
 20 Q. Dara De Cogan was convicted and sentenced and given
 21 a substantial custodial sentence --
 22 **A. Yes.**
 23 Q. -- for all the things that he did to you?
 24 **A. He was.**
 25 **MS KARMY-JONES: Thank you very much. Thank you for sharing**

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1 **all of that with us.**
 2 **A. Thank you.**
 3 **MS KARMY-JONES: I don't know whether, chair, members of**
 4 **the panel, you have any questions?**
 5 THE CHAIR: Mr Frank has a question.
 6 Questions from THE PANEL
 7 MR FRANK: First of all, can I thank you for the clarity of
 8 your evidence. I want you to help, if you can, for
 9 those of us who have never been to Ampleforth. We have
 10 a map which I have in a core bundle together with
 11 a photograph, B1. I don't know whether that can be made
 12 available to you, just to help us. Because you have
 13 spoken about what happened in the music school.
 14 **A. Sure.**
 15 MR FRANK: I think that's -- to be clear, I think you
 16 referred to the new music school.
 17 **A. Yes.**
 18 MR FRANK: Am I right in thinking that the old music school
 19 was right in the centre of the Ampleforth school
 20 buildings?
 21 **A. It was, but it was very rarely used.**
 22 MR FRANK: The new music school, as we see from the diagram,
 23 is right on the periphery of the school building, isn't
 24 it?
 25 **A. Yes.**

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1 MR FRANK: I don't know if you can be shown a copy and
 2 perhaps identify that before you leave? I'm not going
 3 to trouble you with it now.
 4 Can I ask you this: the incidents that took place in
 5 the new music school, were they in a separate, as it
 6 were, room/studio? The door that he always left open,
 7 was that the main door into the building?
 8 **A. No, the main door to the building, that was always --**
 9 **certainly in the evening, if we were the only two people**
 10 **in the building after a certain time, that was locked.**
 11 **I'm sure I can point it out to you if I have a copy**
 12 **of the photo.**
 13 MR FRANK: There is one coming. (Handed).
 14 **A. Perfect. Thank you so much. So for anyone looking on**
 15 **the photo, the new music school is building number 9.**
 16 MR FRANK: Yes, indeed. Thank you.
 17 **A. You can see the main building there is number 3. If you**
 18 **look out from number 3, or even if you were standing at**
 19 **the abbey, you see that there's -- on number 9, it's**
 20 **kind of an E-shaped building, like one of the left --**
 21 **the windows at the top of that one were Dara's classroom**
 22 **and the studio can be seen -- as you can see, it's in**
 23 **the eye line of building number 3. So when the door is**
 24 **left open to the studio, there is a window there that**
 25 **people can look in and see, and you can see that from**

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1 quite a distance.
 2 MR FRANK: Thank you.
 3 **A. You're welcome.**
 4 MR FRANK: Finally, this: is it your view whether -- can you
 5 tell us whether you think that the fact that the
 6 building is -- the music school is right now on the
 7 periphery of the school building, does that contribute
 8 in any way to the degree of privacy in that building?
 9 **A. Yes, I think it does contribute to the privacy of**
 10 **the building. Yeah. I mean, there's not much more**
 11 **I can say about that, really. I mean, you can --**
 12 **it's -- from my point, you can see there are quite a few**
 13 **windows in the building, so you can see, quite**
 14 **a distance, people in the building or, like I've**
 15 **mentioned a few times, the studio door being opened, but**
 16 **in general, yeah, it's not a department next to all the**
 17 **other departments, it is a separate building, so it does**
 18 **give it a bit more privacy.**
 19 MR FRANK: Thank you. For completeness' sake, we now have
 20 the diagram on the screen. The building that you have
 21 been referring to as the new music school is at point
 22 number 9, right on the edge of the building complex,
 23 whereas the old music school is at point number 27,
 24 I think, which is right in the middle of the school
 25 complex.

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1 **A. It is, yes.**
 2 MR FRANK: Thank you very much. That's all I ask, thank
 3 you.
 4 THE CHAIR: Thank you very much. Could I say on behalf of
 5 the panel to the witness that we are very grateful to
 6 you for having the courage to come forward to this
 7 inquiry today and bear witness and to describe some
 8 truly appalling experiences. Thank you very much,
 9 indeed, and we wish you well for the future.
 10 **A. Thank you very much.**
 11 **(The witness withdrew)**
 12 THE CHAIR: Ms Karmy-Jones, does that conclude today's
 13 proceedings?
 14 MS KARMY-JONES: Yes, it does, thank you.
 15 THE CHAIR: We will reconvene tomorrow. Thank you.
 16 (4.38 pm)
 17 (The hearing was adjourned to
 18 Thursday, 30 November 2017 at 10.30 am)
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