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**JIM WILLIAM GOODWIN - AFFIRMED**  
**EXAMINED BY MS MCDONALD**

**CHAIR:** Yes, Ms McDonald.

**MS MACDONALD:** Thank you, Madam Chair. I would just like to introduce you to Mr Jim Goodwin, and he has his partner here with him, Janelle Muir, to support him.

**CHAIR:** Thank you. All right, is Jim okay?

A. That's fine. (Witness affirmed).

**MS MACDONALD:**

Q. Jim, good afternoon.

A. Good afternoon.

Q. Can you tell the Commissioners a little bit about your early life and how you ended up at Christ's College?

A. So, I was born in 1956 in Fairlie in South Canterbury. My family were farming people. I am reading. Dad was the farmer and Mum was the farm wife. I have four siblings, two Brothers and two sisters. I am the oldest and in terms of ethnicity, I identify as Pākēhā.

I lived with my parents in Fairlie until I was 12.5 and then I was sent to boarding school in Christchurch to Christ's College.

Q. Why were you sent to boarding school?

A. That's what we did. My parents went to boarding school, my grandparents went to boarding school, that's what we did.

Q. Was that because you were from a farming community, do you think?

A. Yes, and it was front page news in The Herald when Fairlie District High School got 50% pass in School Certificate, so we were sent to boarding school to get a good education.

1 Q. If I can ask, are your parents still alive?

2 A. No, no.

3 Q. You went to Christ's College, was that as a day boy or  
4 a boarder?

5 A. I was a boarder, yep.

6 Q. How long were you there for?

7 A. I was there for five years.

8 Q. Was that between 1970 and 1974?

9 A. '70-'74.

10 Q. I'm going to ask you to talk about your experiences of  
11 abuse while you were at Christ's College. And I want  
12 to ask you about general as well as specific, so I'm  
13 going to ask you to describe the general boarding  
14 school environment first and what that was like for  
15 you?

16 A. I'll read? Yep.

17 Q. You can read or you can just talk from your own  
18 recollection.

19 A. I'll read. It's easier.

20 Q. Okay.

21 A. So, the school was based on four boarding houses and  
22 four-day boy houses and I was at Richard's House. And  
23 there were about just under 80 boys in the house run by  
24 a House Tutor who lived in, a House Master and a  
25 Matron. There were four adults. We didn't see much of  
26 them, the house was run by the House Prefect. They  
27 were 7th formers and I became a House Prefect myself  
28 when I was a 7th former.

29 Q. Can I ask, was that an informal arrangement, that the  
30 prefects sort of ran the house?

31 A. No, that was the formal arrangement. So, we had - you  
32 would be the duty prefect, so you'd have a day where  
33 you were in charge. We used to get the younger boys to  
34 make it to meals on time, do rounds at night. I think

1 we locked up at the end of the day. Got everybody in  
2 for house prayers in the evening, that sort of stuff.

3 Q. And when you were younger and just starting as a  
4 boarder, what was the environment like for you?

5 A. I found it pretty tough. I introduced myself to one of  
6 the older, one of the prefects on my first day, I said,  
7 "Hi, I'm Jim" and he said, "No, you're not, you're  
8 Goodwin". So, yeah, it was a long way from the farm.

9 Q. And what was it like in the dormitories?

10 A. So, they were big dormitories. I think the 3rd form  
11 dormitory, first year dormitory, was 26 of us and it  
12 was bed locker, bed locker around the room.

13 Q. In general, the school, do you describe it as a  
14 peaceful environment?

15 A. No, it wasn't peaceful, it was pretty rough. As a 3rd  
16 former, you were bottom of the heap and you'd get  
17 pushed over and kneed in the leg and that kind of  
18 thing. No, it wasn't peaceful.

19 Q. Was that a usual occurrence?

20 A. It happened all the time, mostly in the house, not so  
21 much out in the school, in the classrooms.

22 Q. Did you have any old-fashioned traditions of, you know,  
23 sort of public school?

24 A. So, the school motto is a good tradition well  
25 maintained, bene tradita, bene servanda. Lots of old  
26 traditions going back to the English public school like  
27 fagging.

28 Q. Can you explain what that is?

29 A. A fag is like a 3rd form servant to a senior, a  
30 prefect, yeah. So, I was a prefect, so they cleaned my  
31 shoes and made my bed, like a batman in the Army.

32 Q. Was that relatively benign or would it depend on the  
33 person?

34 A. It depended on the person, yeah.

1 Q. And as an individual, how did you fit into the Christ's  
2 College?

3 A. Not so much these days but I looked like a rugby player  
4 but I'm not a rugby player, and I like reading books  
5 and making things and I'm not particularly sporty and  
6 I'm reasonably chatty but, you know, I was a bit  
7 different.

8 Q. So, would you describe yourself as popular?

9 A. No, not popular.

10 Q. And what about your family and their desires for you to  
11 achieve there?

12 A. So, my father, bless him, sent me off to Christ's  
13 College wanting me to be a sporting hero. He was very  
14 specific. To be in the first XI or the First VIII,  
15 First XV, to be a school prefect and to get a  
16 scholarship to university, at which I do an LLB and  
17 became a lawyer. He was very clear about that.

18 Q. I will just get you to clarify for my own edification,  
19 so the VIII would be rowing?

20 A. Yes.

21 Q. The XI would be cricket?

22 A. Yes, XV rugby.

23 Q. You mentioned in your statement about an institution  
24 called hauling?

25 A. Yes.

26 Q. Can you tell the Commissioners about hauling?

27 A. So, hauling was normally done on the grounds of  
28 disrespect. So, it was done to a junior boy if more  
29 senior boys, and they could just be a year older than  
30 you, felt that you disrespected them or one of them.  
31 So, it might be something like, oh, all sorts of  
32 things. Not letting them go first at the tuckshop,  
33 kind of thing. So, they would take you into their  
34 study and do things to you. And most of the time

1 they'd push you round and shout at you and make you  
2 repeat things after them and things like that.

3 Q. Were there any more unusual rituals that you observed?

4 A. Yeah. So, there was the press ups over compasses  
5 ritual.

6 Q. Do you mean like pairs of compasses?

7 A. Yeah, so, you know, the mathematical instruments which  
8 points up, you screw a pencil into it. The pencil  
9 would be there, but it would be set the points were up  
10 and the junior boy would have to do press ups over the  
11 top. That happened a bit, more than a bit.

12 Q. Did that ever happen to you?

13 A. No, no.

14 Q. But you saw that happen?

15 A. I saw that happen, yeah.

16 Q. And so, if we move to the specific about your own  
17 experiences, this hauling, did that ever happen to you?

18 A. Oh yay, yeah. I was hauled, I was hauled. I couldn't  
19 tell you how many times. So, one of the things about  
20 the fagging system is if a more senior boy wanted you  
21 to go to the tuckshop to give him something, he would  
22 give you money and you'd have to go. You would get  
23 paid a cent or a few cents but you had to go. I  
24 remember arguing that I was busy doing something else,  
25 so I was sent to the tuckshop, came back and then I was  
26 hauled for arguing.

27 Q. And what did that constitute, the hauling?

28 A. Just - so, we had nicknames, we were called nicknames,  
29 and mine was unco for uncoordinated, or Jumbo for Jim,  
30 so I'd be shouted that, shoved around the room, yeah.

31 Q. Was there one specific time in particular that you  
32 remember when you were hauled?

33 A. Yes.

34 Q. Can you tell us about that, please?

1 A. So, I think I was in the 5th form, in my third year,  
2 and I was going into the dining room for lunch and I  
3 bumped into a boy a year older than me. So, 300 boys  
4 funnelling in through doors into the dining room and I  
5 bumped into him. And after lunch, he and a couple of  
6 his mates came up to me and said, "We're going to haul  
7 you, you've been disrespectful, come up to our study".

8 So, I went, you went.

9 Q. Did you feel you had a choice about that?

10 A. No, no, I didn't have a choice. I didn't believe I had  
11 a choice. So, I went to the study which is on the top  
12 of the house, one, two, three storeys up, yeah. I  
13 think so it must have been a Wednesday or a Saturday  
14 because they had hours, so they told me that I had been  
15 disrespectful to him, I said I'm sorry, I didn't mean  
16 to bump into you, and they said well we're going to  
17 haul you.

18 So, should I keep going?

19 Q. Yep. You said that they had hours, do you mean by  
20 that, that there wasn't any classes on?

21 A. There wasn't any pressing thing that we had to leave  
22 for, yeah.

23 Q. And how many boys were involved?

24 A. So, this is in a study which had about five or six of  
25 them in it but there were three main ones. The others  
26 came and went but there were three people I remember,  
27 yeah.

28 Q. I'm not going to ask you to name them, but do you  
29 remember who they were?

30 A. Yep, yep.

31 Q. And so, can you just describe when the pushing around  
32 turned into something else?

33 A. That started pretty quickly. So, they seemed to be  
34 prepared. So, they had flagons, half gallons, I don't

1 know what that is in litres, of salty water that they  
2 told me to drink.

3 Q. How did that make you feel?

4 A. I remember wishing I didn't have to. It felt horrible,  
5 really horrible.

6 Q. Did you know how many you drank? I think a half gallon  
7 is just under 2 litres, I think.

8 A. Yeah.

9 Q. But do you remember how many you drank?

10 A. It was two at a time, it was either four or six. It  
11 got pretty blurry towards the end as I got sicker, but  
12 it was four or six.

13 Q. And what was your physical reaction to that?

14 A. So, I was sick, I was vomiting. I was crying. I  
15 remember my nose running. They kept shoving me and  
16 saying, "don't spit it out, don't spit it out, swallow  
17 it, swallow it, swallow it", so I kept on swallowing.  
18 I was quite sure they'd kill me if I didn't, so I kept  
19 on drinking this stuff.

20 And as I went, I mean I know now that my  
21 electrolytes got all mucked up, so I was stumbling and  
22 my speech was slurring, yeah, yeah, shaking.

23 Q. Did the behaviour towards you change at all when you  
24 were so obviously sick?

25 A. No, it didn't, they didn't stop because of that. They  
26 just kept on getting more flagons and making me drink  
27 them.

28 Q. And were you being sick on the floor or -

29 A. No, they had one of those old-fashioned metal rubbish  
30 tins that people used to put on the side of the road.  
31 So, studies had those in their studies for rubbish and  
32 I would be sick in that, yeah. And every so often  
33 they'd send me off to empty it, so I would go all the  
34 way down to the toilets, down on the ground floor and

1 empty it out and go back up, thinking if I didn't they  
2 would come and get me and it would be worse, yeah.

3 Q. And so, did that going up and down to the bottom and  
4 washing it out happen a few times?

5 A. I think it happened two or three times, yeah.

6 Q. And you're saying it was one of the sort of large,  
7 maybe 700ml diameter?

8 A. A 30-litre rubbish tin, yeah. I remember it had a big  
9 dent out of one side, for some reason I remember that.  
10 And they sent me back a couple of times saying, "It's  
11 not clean, it stinks", so I would have to go back down  
12 and wash it again.

13 Q. What was the next thing that happened to you? Where  
14 did they take you?

15 A. So, their study had windows that opened out on the  
16 roof. The house in those days had a flat roof. So,  
17 the water drinking was done in the study and then they  
18 got me out on the roof with the rubbish tin, yep. And  
19 they had, one of them had one of those commercial broom  
20 handle, it had a big bracket that fitted over the top  
21 of the broom and he was sort of using that, sort of  
22 brandishing that at me, so yeah.

23 Q. And what did they then get you to do?

24 A. So, they tipped, or I tipped the rubbish tin over and  
25 they got me to simulate having sex with it.

26 Q. And what were they saying to you?

27 A. They were saying, "It's your girlfriend. You're having  
28 sex with her. Tell her what you say. You know, tell  
29 her you love her", so they were telling me what to say  
30 to this stinky rubbish tin, as if it was a woman.

31 Q. And how were you feeling at that time?

32 A. I didn't know anything about this. I didn't know about  
33 that. I was a boy. So, pretending to be, they kept  
34 telling me I wasn't good enough, making me repeat  
35 myself, yeah.

1 Q. And then what did they do?

2 A. So, they had me with my arms around this rubbish tin,  
3 "Put your arms around her, put your arms around her and  
4 then pull your pants down". I said, "No, I'm not going  
5 to do that", "Pull your pants down". I think they did  
6 or I did, so my pants were pulled down and there I was  
7 sort of trying to please them and one of them, the guy  
8 with the broom handle, put it up my bum.

9 Q. How did it feel?

10 A. It hurt like hell, I'll never forget that. It was  
11 humiliating.

12 Q. When did this stop?

13 A. About then. Someone else or somehow or other someone  
14 said, I don't know who it was, "Stop", so they threw me  
15 out.

16 Q. Did they ever express any sense they'd gone too far?

17 A. No, no. What they expressed to me was "don't tell  
18 anyone or we'll get you", kind of thing, "Don't be a  
19 pimp".

20 Q. And did anybody in authority in the school find out?

21 A. So, one of the people in my year, who I'd love to talk  
22 to, went to the House Master. So, broke the code and  
23 went to the House Master and said, "Something has  
24 happened to Goodwin". So, the House Master called me  
25 into his office and I was terrified of him. He had  
26 never been bad to me, I was just frightened of him, so  
27 I wouldn't tell him anything. So, I sat in his office  
28 trying not to cry and trying not to bleed on his chair  
29 because I was bleeding. He called that whole year  
30 together. I wouldn't tell him who they were. He  
31 called them altogether and told them he would expel  
32 them if they touched me, and they never did again.  
33 They said a few things, but they never touched me  
34 again.

1 Q. And did he ask you if you would give him details of  
2 what had happened?

3 A. Yes, he did, yeah.

4 Q. So, what was the physical effect of that assault on  
5 you?

6 A. Well, immediately afterwards I was filthy, covered in  
7 vomit and other bodily secretions. And I felt really  
8 dirty, so I had to clean myself up. We had set shower  
9 times, I can't remember how I cleaned myself up, but I  
10 did somehow or other. And I believe for about two  
11 weeks on and off afterwards, and I was terrified about  
12 telling anyone about that because then they would want  
13 to know the whole story, yeah.

14 Q. Did you have any medical intervention at all?

15 A. No, no, no, and I was pretty shaky and stumbly for a  
16 while, had a really sore throat, yeah.

17 Q. Was that from the vomiting?

18 A. That was from the vomiting. So, I know now that I tore  
19 my throat. If you vomit a lot you tear your throat,  
20 yeah.

21 Q. In terms of systematic violence in the school, prefects  
22 had quite a lot of authority?

23 A. Yep.

24 Q. Including corporal punishment, is that correct?

25 A. Yep. So, in my day we had boy caning. So, the head of  
26 house who was a school prefect, there's two levels of  
27 prefect, there's a school prefect who wore a silk tie  
28 and the house prefects who only had authority over  
29 people in the house, and the school prefect had a duty  
30 of system for the whole school, so he could cane. For  
31 example, in my day when I was a prefect if I caught  
32 some people talking long enough after lights out, you  
33 would take their names, pass it on to the head of  
34 house, in the morning he'd talk to the House Master and  
35 the House Master would say, yeah, that's too late, give

1 them two strokes. So, it had to be approved by the  
2 House Master, yeah.

3 Q. The culture of hauling that you described, do you think  
4 that the school staff were aware of that?

5 A. Oh yes, definitely, absolutely definitely.

6 Q. Is there any example of that, that you remember?

7 A. Yep. So, I remember in my study one of my year was  
8 hauling somebody, doing the press ups over compasses  
9 thing and the House Master walked in, said "what's  
10 going on in here?", the boy doing the hauling said,  
11 "I'm hauling so-and-so", he had done something or  
12 other, "Okay, carry on" said the House Master and  
13 walked out.

14 Q. How would you describe now what happened to you back  
15 then?

16 A. It was abuse, it was systematic, deliberate abuse,  
17 designed to shame and humiliate me.

18 Q. Did you know of any other boys who were sexually abused  
19 by other boys?

20 A. At that time, no, no.

21 Q. And you have a son?

22 A. I have a son.

23 Q. Did you send him to Christ's College?

24 A. No. He went to St Bede's, he had a great time, loved  
25 it and he played hockey.

26 Q. That's XI as well. Back then, did you understand what  
27 had happened to you? How did you make sense of that?

28 A. No, I didn't. I didn't know for a long time that I'd  
29 been sexually abused. I mean, I knew, this is the '70s  
30 and people were talking about wife beating and baby  
31 bashing and beginning to talk about rape as a power and  
32 control and that kind of thing, so I knew that had  
33 happened to women but I didn't know that happened to  
34 men for many, many years.

1 Q. Did you have even the words to describe what happened  
2 to you?

3 A. No, no, no.

4 Q. If you can, can you tell the Commissioners how what  
5 happened to you that day affected you?

6 A. Aside from the bleeding thing, I had the shaking thing  
7 that went on for days. That was the more immediate  
8 stuff. I've had - I had flashbacks for years. To this  
9 day, I wouldn't want to go to a rock concert or a big  
10 sporting event. Having a beer in a busy pub with the  
11 risk of someone coming up or brushing past behind me  
12 still really sets me off, makes me feel pretty  
13 uncomfortable. I had nightmares. I had nightmares for  
14 years and years and years and years about being stuck  
15 back at the school. My self-esteem was pretty, I  
16 couldn't understand why they'd done it. You know, what  
17 they'd done didn't match bumping into someone in the  
18 dining room. I mean, these days, yeah, I get it, I  
19 don't excuse it, but I understand now but for most of  
20 my life I never understood why they did it, so I  
21 thought there was something wrong with me. I thought I  
22 wasn't good enough or, Mm.

23 Q. Did you tell anyone what happened?

24 A. I tried telling my family, my parents, and they  
25 couldn't have that conversation until about 5 years ago  
26 when I told my Mum. So, I worked at Sunnyside and then  
27 Hillmorton Hospital as a nurse for years and I got in  
28 trouble at work because I had a flashback with a  
29 patient and my charge nurse came out to see me and then  
30 I went for a walk and I told him, and that would have  
31 been late '80s, early '90s. He was the first person  
32 I'd ever told.

33 Q. And how did you feel having told someone?

1 A. I felt grateful that he listened and grateful that he  
2 understood how I reacted to this person. I felt  
3 grateful to him, for sure.

4 Q. So, you say you tried to tell your parents?

5 A. Yeah.

6 Q. And was it that you weren't able to tell them or was  
7 there a blockage in another direction?

8 A. So, I rang up that night. So, 1970s toll call, ring  
9 Fairlie, will you take the call kind of thing, and got  
10 Mum and I said, "Mum, something terrible has happened,  
11 I've been hauled" and she said, "I'll get your father".  
12 She got Dad and I said, "Dad, I've been hauled" and he  
13 didn't let me finish, he told me I needed to show an  
14 interest in sport and needed to try harder at maths and  
15 then I'd have more friends and that sort of thing  
16 wouldn't happen. But he died before I could ever have  
17 a conversation with him about that.

18 Q. So, I'm just going to move on to asking you about  
19 pursuing any redress for what happened.

20 A. Yep.

21 Q. It says in your statement that you did think about  
22 going to the Police. Around about when did you think  
23 about going to the Police first?

24 A. So, I didn't think of going to the Police seriously  
25 until I did my private submission to the Commission  
26 with Sir Anand and he recommended I go to the Police,  
27 but I didn't think the Police would be particularly  
28 interested.

29 Q. Did you discuss this with anyone, the possibility of  
30 doing it?

31 A. Not really, no.

32 Q. And what about contacting the school?

33 A. The main thing that was going on is I wanted to put it  
34 behind me and get on with my life, so I didn't do much  
35 but I did some therapy in maybe the late '90s/early

1 2000s through ACC and had a conversation with my  
2 therapist about this and she said that she would  
3 support me to do whatever I wanted but, in her  
4 experience, people who had approached Christ's College  
5 had been met with Queen's Counsel, were her words,  
6 yeah. So, the school would lawyer up and it would  
7 become a legal thing. She said that she would support  
8 me but that it would be difficult, so I decided not to.

9 Q. And if I can just get you to talk about the intervening  
10 period from school to the time that we're talking about  
11 now.

12 A. Yeah.

13 Q. And you can just tell the Commissioners, if you want  
14 to, I don't think you'll need to remind yourself of  
15 your own life but paragraph 5 in your statement, just  
16 in terms of what you chose to do with your life?

17 A. So, I did a year at university full-time and then I got  
18 a job. I have been a psychiatric nurse for 36 years  
19 and I left the hospital almost 2 years ago. I worked  
20 for the Canterbury Men's Centre and Male Survivors of  
21 Sexual Abuse Trust working with male abuse survivors as  
22 a peer supporter which I loved, but I don't do that  
23 now. I work for myself now, yeah.

24 Q. When you were working with the male survivors, how did  
25 that compare with your work as a psychiatric nurse?

26 A. So, I worked in forensic mental health for the last  
27 10 years of my career and you don't get in the forensic  
28 mental health voluntarily, you're sent there by the  
29 Court or the prison, so our guys didn't want to be  
30 there, yeah, but a huge amount of sexual abuse of those  
31 people. Whereas, when I was working with male  
32 survivors, they wanted to be there, they were  
33 volunteers, they could come and go as they wanted and  
34 it was wonderful work, I loved it, loved seeing people  
35 heal so quickly, yeah.

1 Q. You just said there when you were working in the  
2 forensic psychiatric field, you were saying that you  
3 thought there were many victims of sexual abuse that  
4 you were dealing with?

5 A. I would say all of them. From time to time, a couple  
6 of us would look at the bed board of the units we were  
7 in and I hope I'm not breaching anybody's  
8 confidentiality, but I would say all of them had  
9 experienced sexual abuse. You know, the boys, Epuni  
10 Boys' Home, that whole thing, plus at home, yeah, yeah.

11 Q. So, the know the three main people that did this to  
12 you?

13 A. I do.

14 Q. And you still know where they are?

15 A. Roughly, yes.

16 Q. So, you said that you talked to the former Chair, Sir  
17 Anand Satyanand?

18 A. Yes.

19 Q. And he advised you to go to the Police?

20 A. Yep, yep, yep.

21 Q. And so, is that something that you did?

22 A. So, I went to the Police with the aim, not of getting  
23 the perpetrators into Court, but actually meeting them  
24 to let them know my experience. And I was received  
25 very well by the Police, they took a full statement and  
26 they were very supportive, yeah. But because it's a  
27 historic case, you know, if there's an immediate sexual  
28 offence in Christchurch it goes to the back of the  
29 queue and they have to deal with that.

30 Q. In terms of the school, you say in your statement at  
31 paragraph 40, you talk about school. You might want to  
32 read that one out?

33 A. So, my brother knows the current headmaster, Principal  
34 actually, and he's talked to the Principal about this  
35 and the Principal said he wanted to meet me which

1       sounded positive. So, what I wrote was "but he hasn't  
2       been in touch and I am not surprised that the  
3       headmaster has not made contact. He is probably  
4       worried that it will be expensive for the school". The  
5       Principal put out a message in the Old Boys Association  
6       newsletter, and my brother told me, inviting people to  
7       contact him, so I did. And I met with him and the  
8       Chairperson of the board with a friend of mine, a  
9       support person, and they were lovely, they were  
10      absolutely genuine and concerned and supportive. So  
11      different from back in my day. You know, they were  
12      willing to hear as much as I wanted to talk to them  
13      about. They've invited me to work with them, with  
14      their boys now, around this sort of stuff, which I feel  
15      very privileged about. They were absolutely lovely.

16 Q. So, in that meeting that you had with them, did you  
17      discuss what sort of environment you would have needed  
18      back then to be able to talk not just about the sexual  
19      assault that happened to you but about the general  
20      culture?

21 A. The hauling and stuff, yeah, yeah, yeah.

22 Q. And what do you think would be important?

23 A. So, two things. Adults around all the time. Not  
24      adults sitting waiting in an office for a boy to come  
25      to the door, but adults in and out of studies and  
26      rooms, an adult presence all the time.

27      And the second thing is, in my day it was called  
28      pimping, so that's telling, going to tell someone. I  
29      would like to have it part of the school culture that  
30      if someone does something to you that's not okay, you  
31      just go and tell an adult.

32 Q. And do you think that something like peer support would  
33      be a part of that as well?

34 A. So, the school is working in my nursing world view  
35      positive psychology, positive education, so they're

1 wanting to create good men to go out into the world and  
2 peer support may have a role in that, yeah.

3 Q. So, the Police investigation at the moment, is it right  
4 that it hasn't gone all that far?

5 A. No. So, they've approached two of the - last I heard  
6 they'd approached two of the abusers and they both, one  
7 of them, they've both made statements that they weren't  
8 there, that they hadn't done anything, and the last I  
9 heard they hadn't gone to the third guy yet, yeah.

10 Q. But would you still be keen, if it were possible, to  
11 initiate a meeting?

12 A. Yep.

13 Q. A restorative justice?

14 A. Yep, along restorative justice lines, yeah, yeah.

15 Q. How would you see that playing out?

16 A. So, how it plays out is there's a victim, I think they  
17 call them victim specialist and a perpetrator  
18 specialist. So, someone would spend time with them and  
19 someone would spend time with me clarifying what I  
20 wanted, what the questions I had that I wanted asked,  
21 for example, answered for example, and then ideally  
22 there would be a meeting facilitated by another person  
23 and I could put my questions to them and they would  
24 answer them, yeah.

25 Q. Would this be a safe environment, do you think?

26 A. Yeah.

27 Q. For both parties?

28 A. I think so. I mean, my attitude is I'm not after them,  
29 but I would like them to know how their behaviour  
30 affected me.

31 Q. And would you be - would you want all three of them to  
32 do it or would you do it with even just one?

33 A. Well, it would be great if all three of them would be  
34 there but if one of them refused, I'd happily meet with  
35 the other two.

1 Q. You say in your statement that you weren't sure whether  
2 you wanted to participate in the hearing, and how do  
3 you feel now that you've -

4 A. It's hard telling my story. I'm not the sort of person  
5 who wants to go and tell it lots of times, but I feel  
6 privileged that I have had the opportunity. And I want  
7 other people to come forward, I want to hear other  
8 people's stories. That's so important. There's  
9 hundreds of thousands of people with stories, I want to  
10 hear them. So, if my story, telling my story  
11 encourages other people, then that's great.

12 Q. I am going to ask the Commissioners if they have any  
13 questions for you but before I do that, is there  
14 anything else that you want to say or that we haven't  
15 covered that you want to say?

16 A. No, thank you.

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**JIM GOODWIN**

**QUESTIONED BY COMMISSIONERS**

**COMMISSIONER STEENSON:** Tēnā koe, Jim, thanks for coming today. Just with regards to setting up a system for allowing students to safely speak about abuse. Do you see that as being something that would be independent, say a phone line, or would you see it as something within the school? I just want to flesh out your kind of thoughts on that?

A. I would say both.

**COMMISSIONER STEENSON:** Okay.

A. Yeah, I wouldn't confine it to just within the school. I would say both.

**COMMISSIONER STEENSON:** Okay. And were you aware of anything like that kind of already existing in the schools, any kind of complaints or support or anything?

A. Back then?

**COMMISSIONER STEENSON:** Yeah.

A. No.

**COMMISSIONER STEENSON:** Or even now?

A. Oh, there is now. I haven't talked to the school enough to know but I know this is very important to them now. But back then, no, there wasn't a way to do it.

**COMMISSIONER STEENSON:** Tēnā koe.

**COMMISSIONER ALOFIVAE:** Good afternoon, Jim. It's not about money, is it, redress?

A. No.

**COMMISSIONER ALOFIVAE:** There's a sense of closure that you're after and it's about the processes that they use to bring you that peace?

A. Yep, yep, yep.

1 **COMMISSIONER ALOFIVAE:** Thank you.

2 **COMMISSIONER ERUETI:** Kia ora, Jim. For some survivors  
3 money is important, right? I mean, we have to  
4 recognise that. We've heard that from some survivors  
5 in testimony over the last couple of weeks. I did  
6 wonder whether it seems with your experience with  
7 Christ's College that - could you answer for me, it  
8 seems that there is no formalised process at present to  
9 respond to historical abuse, to provide the form the  
10 restorative justice that you're seeking?

11 A. Can you - I got lost in your question.

12 **COMMISSIONER ERUETI:** Sorry, I'll repeat. In  
13 describing your meeting with the Principal of Christ's  
14 College, and I think it was the Chair of the Board,  
15 from your account and brief it does not appear that  
16 there is a formal process to address the concerns you  
17 have, in terms of restorative justice?

18 A. No, I didn't - I mean, these are two good men wanting  
19 to make things right but there was no - we didn't have  
20 an agenda, put it that way, of a process to follow,  
21 yeah. They may have in their mind, but I wasn't aware  
22 of that at that time.

23 **COMMISSIONER ERUETI:** Yes. So, at this point in time,  
24 it doesn't, well at least to your knowledge -

25 A. Yeah, yeah.

26 **COMMISSIONER ERUETI:** - a formal process that has been  
27 disclosed to the Old Boys and the public at large or a  
28 process, internal process, for complaints? Do you know  
29 whether there's something now?

30 A. So, in answer to your first question and the second  
31 thing, the school may have this but I don't know about  
32 it yet. Yeah, we've had one meeting and we're going to  
33 have more, so I don't know the process yet.

34 **COMMISSIONER ERUETI:** They may in fact have a  
35 historical process that could provide you with -

1 A. Yes, but I've not seen it yet.

2 **COMMISSIONER ERUETI:** Just on this issue of restorative  
3 justice, you talked about the possibility of a process  
4 of bringing the three together. Who would organise  
5 that process? Is it the Police that would organise it?

6 A. So, the first thing is the Police would. They have  
7 offered to do this if they can get these people to the  
8 table. The second option I have is to go get Project  
9 Restore, which is outside restorative justice through  
10 the Courts project, Project Restore is a charitable  
11 trust I think, get them to approach the  
12 offenders/abusers, whatever we want to call them, yeah.

13 **COMMISSIONER ERUETI:** Okay. And when answering my  
14 colleague's question about the independence issue, you  
15 said yes and no in a way. So, it seemed that you - are  
16 you saying there that there could be an immediate  
17 process for complaints happening today, say, that could  
18 in the first instance be addressed internally, perhaps  
19 your right of review?

20 A. At the school?

21 **COMMISSIONER ERUETI:** Mm.

22 A. Yeah, yeah.

23 **COMMISSIONER ERUETI:** But also an independent, what  
24 would the independent process be?

25 A. Well, the question was, I took the question as being  
26 what's a way for a boy who feels something is being  
27 done to him to tell people? So, is it internal in the  
28 school or is it someone outside? And I said they need  
29 to have access to both.

30 **COMMISSIONER ERUETI:** Yes, I understand, okay. Lastly,  
31 I'm just thinking of survivors who have been through  
32 that school and whether they might see they have  
33 several options. One might be say go to the Police.  
34 The other might be to go to the school. The other  
35 might be to go to the Church itself. Do you think

1 there could be an expectation there, irrespective of  
2 the formalities between the relationship between the  
3 Church and the school, the expectation that some  
4 survivors might want to go to the Anglican Church?

5 A. They might. I can't predict what they would or  
6 wouldn't do but my understanding is Christ's College is  
7 independent of the Church. It was setup by the Church  
8 but it's independent of, yeah. So, to go to the  
9 Church, from my point of view, is to bring in an extra  
10 layer of complexity with the thing.

11 **COMMISSIONER ERUETI:** Okay. Thank you, kia ora.

12 A. Thank you, kia ora.

13 **CHAIR:** Jim, I have no further questions for you  
14 because I think you've fulsomely told your story, but  
15 you did say that it was a privilege for you to come and  
16 give your evidence. I want to say it is a privilege to  
17 listen to you, as it is to all survivors who have the  
18 courage and gumption to sit there and bravely talk but  
19 also because you are a person who appears to be  
20 dedicated to making things better for the next  
21 generation and every survivor I think we speak to,  
22 whether it's in private sessions or here in the public,  
23 say we just want to make it better for people in the  
24 future, for children in the future, and your special  
25 talent is doing something proactively for that and we  
26 respect that and encourage it and encourage the  
27 institutions you're working with to glean something  
28 from your experience and your knowledge and your  
29 ability. I particularly like the focus on restorative  
30 justice process, it's one that can heal both survivor  
31 and perpetrator, and so that is not the only form of  
32 redress, but it is certainly a very important and  
33 fruitful line of inquiry for us which we're interested  
34 in.

