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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.

