

Scottish Child Abuse Inquiry

Witness Statement of

[REDACTED]

Support person present: No.

1. My full name is [REDACTED]. My date of birth is [REDACTED]/1933. My contact details are known to the Inquiry.

Background/Qualifications

2. I left school aged eighteen with three 'A' levels. I then did a degree at Kings College in London. I read [REDACTED] at university, followed by a PGCE (Post Graduate Certificate in Education) at Exeter University.
3. I then did my two years National Service. I was selected for officer training and spent my whole National Service working in Sierra Leone. During that time, I applied for jobs in either Scotland, Wales, Devon or the Lake District. I'm very passionate about mountains; I climbed a lot and I wanted to start my working life in one of those areas, which turned out to be Scotland.
4. I joined the staff at Edinburgh Academy in 195[REDACTED]. I held various responsibilities there before finally moving on in 198[REDACTED] to be [REDACTED] at Glasgow Academy.
5. At Edinburgh Academy I taught [REDACTED] and a bit of [REDACTED] switching to a full-time schedule of [REDACTED] after two years. I coached rugby (under 14's) in the winter and athletics in the summer. I also ran the [REDACTED], for 15 years, the [REDACTED] club, the [REDACTED] and the [REDACTED].

In 197█ I was asked to become the housemaster of Scott House, which at that time had 49 boarders.

6. I did about twelve years at Glasgow Academy. I retired from there, to Devon, in 199█ and I've lived here ever since.

Employment at Edinburgh Academy

7. It was while I was in Sierra Leone that I was applying for the post and quite a lot of them turned me down because I was not available for interview.
8. The only exception to that was Edinburgh Academy who actually said they liked the look of my application and that they were prepared to keep the post open until I returned. They provisionally offered me a teaching post subject to the interview. The interview went very well and I got the post.
9. I did have references for Edinburgh Academy but who they were, back in 195█, I just cannot remember. I remember who they were for the Glasgow Academy job but not Edinburgh. I think one might have been my headmaster when I was a boy, but I just can't remember.
10. There wasn't a probationary period. I did have to register with GTCS (General Teaching Council for Scotland) as I was employed by Edinburgh Academy.
11. I didn't have a line manager as such, it wasn't a term that was used back in 195█, and I don't think I ever used it at all. I was an ordinary master while I was in Edinburgh so the head of the department was the person I would turn to, but the term line manager wasn't used. Independent schools are very traditional in organisational matters.
12. In 197█ I become the █. The current housemaster was a brilliant █ but not so happy looking after the needs of 49 teenagers and the rector asked him and me to switch responsibilities.

Training/staff appraisal and evaluation

13. I didn't have any training as such, the independent sector is very strong on tradition and peer guidance. The Academy encouraged informal consultation with senior members of the Common Room.
14. There was no monitoring whatsoever and I don't recall there being any appraisal system, not for most of my time at Edinburgh Academy. I'm sure they were doing that by the time I came to retire.
15. There was absolutely no formal appraisal for anyone. The appraisal was really the results that your pupils got when they went for external exams and that sort of thing. If your pupils got a good set of Highers that was a good sign that you were doing the job properly. If your pupils didn't do so well, it was only picked up on to the extent of saying they weren't much good at [REDACTED]
16. As a member of staff you were pretty loyal to your colleagues and you knew who the good teachers were. If you knew, then the headmaster or the rector would know that as well. You also saw that in operation, just as I told you about the switch between myself and the [REDACTED]
17. There was very little hierarchy at Edinburgh Academy. I didn't have formal supervision as such, there was nothing in that way. It went mainly by seniority. When a head of department retired then if his number two was doing his post properly he would get the job of head of the department.
18. I didn't have any involvement in the recruitment of staff. I don't think Edinburgh Academy did any recruiting as such, apart from advertising the post and interviewing the applicants.

Policy

19. I wasn't involved in policy in relation to the care of children that were boarders. There wasn't a policy that operated at all. You were expected to do the job properly but there was no policy as such.
20. For example, a policy would be something like having to interview all the boys in the fifth year once a year. There was nothing like that, there was nothing that said what we had to do. However we did conduct certain things in the house, such as the time the boys had to do their homework. That was organised and officially governed by either the housemaster or the house tutor who would be present in the room while the boys were doing it.
21. There were no formal instructions or orders or policies that came down from above telling us to this and do that. There was no record keeping.
22. There were head of department meetings where all the heads got together and discussed school policy. I was [REDACTED] for two years and did attend those and I did manage the [REDACTED] teachers. I would discuss things with the rest of my department, and make sure they knew what text books should be used, what curriculum they should cover and basically making sure each boy was in the right set for his ability to deal with the subject. In other words all the bright [REDACTED] would be in the top set and those that struggled in the bottom set. It's no good having them all mixed. Although there are some subjects, like English Literature, where you wouldn't necessarily want a division by ability : in [REDACTED] its absolutely essential because you can move at the best speed for the pupils.

Strategic Planning

23. If there was a strategy or plan for something that impinged on how things were run in the house, then as housemaster of course I would be involved. If it involved something to do with art or physics or chemistry then I wouldn't.

24. An example might well be if the boarders were dissatisfied with the time they were allowed out on their own then I would need to get involved in discussing the matter with the rector and the other housemasters.

Living arrangements

25. At Edinburgh Academy the boarding houses and the playing field were about half a mile apart from the main school. The main school is at Henderson Row and the boarding houses were in Kinnear Road. There were four boarding houses, Scott, Jeffrey, McKenzie and Dundas, the names of eminent academics that were previously at Edinburgh Academy. I was housemaster for Scott House.
26. In each house, there was a housemaster and a house tutor. As housemaster I would be involved in selecting the house tutor. A housemaster tended to do a period of ten years although I only did seven and a bit, as I moved to Glasgow Academy.
27. I lived in the Trinity area of Edinburgh with my family from about 1964. I then went into the house as housemaster in 197█. I stayed with my family in the house until I left Edinburgh Academy to go to Glasgow Academy, in 198█.
28. My family and I lived in the house but in separate accommodation. There were communication doors at each level that led to the boy's side. It was the same arrangement for each of the four houses : four housemasters and four house tutors, eight members of staff living in Kinnear Road. In addition, each house had a matron, who was not a member of teaching staff but like the house tutor lived on the boy's side. She was responsible for the boy's physical and mental wellbeing; she answered to the housemaster's wife in the first place.
29. The house tutor lived on the boys side: he had two rooms which gave access to the corridors on the boys side. Senior boys would have a room to themselves and the junior boys would be in dormitories of four or six.

30. The housemaster and house tutor shared the work of supervision of the boys in the house. The housemaster relied on the house tutor for information about anything untoward. The house tutors in my time were CS Fraser (1975/76), ^{IP} [REDACTED] (197 [REDACTED] to 197 [REDACTED]), Richard Loudon (1979/80) and John Drew (1981 to 1983).
31. If one of my colleagues at school wanted to see me he wouldn't go into the boys' side he would come to my door and I would invite him in. There wasn't free access to the boys' side of the houses. The teachers would respect that rule as well. If I had happened to go into the boys' side and there was a member of staff there I would have asked him what he was doing, but that didn't happen, the boy's privacy was respected.
32. There were many more day pupils than boarders. Boarders were less than a quarter of the total pupils. There was a tremendous cohesion between the boarders, so that when we had inter-divisional games the boarders were one division and there were three other divisions, Carmichael, Cockburn and Kinross. Even though they were fewer in number the boarders still won rugby and cricket matches and athletics events. There was an *esprit de corps* amongst the boarders.
33. I don't think there was ever any concern surrounding how the boarders were treated by the day pupils. There was a competitiveness that the boarders themselves created but that wasn't universal as there were some boarders who hated being there and hated being boarders. For one or two that could be a problem, to try and console them.
34. Most of the boarders' parents lived abroad so they had nowhere to go when they had a day off. Some boarders formed a relationship with a day boy and that friendship made it easier for them to get out of the system on days off. I don't think that happened very often.

Culture within Edinburgh Academy

35. The culture for the whole school was clearly based on strict educational lines, in other words the main aim of everybody who was employed by the governors, was to teach and to teach well.
36. Most of us would teach about 90% of the time with the other 10% being preparation time. You would normally teach about four or five sets a year. In maths and English you saw a class every day, if you were a history teacher you might only see your pupils twice a week.
37. There was no fagging, there was nothing like that, we had 'ephors' who were the prefects, it's a Greek word for prefect. It's all part of classical education. The first-year group from the prep school up to the senior school were called 'geits'.
38. The culture, with 'ephors' administering punishments, was well known and understood, the pupils tended to keep out of trouble and didn't get involved with the 'ephors'.
39. You have told me that some people have told the Inquiry that Edinburgh Academy was inward looking, had a high opinion of itself and that the school's reputation was a primary concern, even over child protection. I think that's overstating, I don't think we were inward looking and whilst there may be some truth in it I'm not so sure that it was characteristic of the school.
40. Did the school have a high opinion of itself? As members of staff we didn't think the Academy was the 'be-all and end-all' of everything, there were failings in our system but I don't think we thought of it that way. I would say it's partially true to say the school's reputation was a primary concern.

Discipline and punishment

41. There wasn't any policy relating to discipline and punishment. The only action I took, which I felt was necessary to take, would be to call a boy to my study and give him a ticking off. That might mean a small punishment like telling him he was banned from going out on a Saturday afternoon, something like that.
42. The house tutor lived much closer to the boys, and he would be the first one to say there was some bullying going on, all that sort of thing. He was in a good position to judge all that.
43. The 'ephors' could punish although I think that had stopped by the time I left Edinburgh Academy. When I first went though, they punished pretty severely, they had free reign to do all sorts of things and they were sixteen and seventeen year old boys.
44. The boys had to wear a uniform which included a cap that had to be worn, you had to have your shirt tucked into your trousers and all those sorts of things and the 'ephors' were supposed to make sure that was happening. If they caught somebody who was breaking these rules then they would punish them.
45. The punishment was a bit crude to be quite honest, there was a game, particular to the Edinburgh Academy, called 'clacken' in which they used a hard stick and a hard ball. The hard long stick was called the 'clacken' and looked like a bat of some sort. The 'ephors' and some staff actually, would make people bend over and use the 'clacken' to wallop them on the bottom, as a punishment.
46. I remember one particular member of staff in my very early days who actually taught with his 'clacken'. He was a classics teacher and his class would be doing a recital of some Greek and if a pupil didn't get it right he would give them a wallop on their bottom.
47. 'Ephors' abused their powers at times and I think that's why it was phased out in the long run, but that took some time to do and when I left staff were still allowed to punish a boy by using a 'clacken'. I suppose it was the equivalent to the 'tawse' which was

used in Glasgow Academy when I went there [REDACTED] banned it in my first term there. I didn't like the idea of masters, members of staff or other boys, beating each other with a stick or belt, as a form of punishment.

48. There was no edict surrounding the stopping of corporal punishment at Edinburgh Academy, as [REDACTED] at Glasgow Academy when I went there. It was just phased out as people retired. The people retiring were beaters and the new people coming in were probably not beaters. I think Laurence Ellis may have stopped it after I left but I'm not sure.
49. I think that at Edinburgh Academy the 'ephors' would have been directed and controlled by the rector. They were all selected by the rector who might have consulted a senior master but basically it was his decision. I'm not aware of any training or guidance being given to the 'ephors' the use of the 'clacken' and giving out lines and other punishments was all entirely at their own discretion.
50. I think that over time, the rector would eventually have said to them that certain kinds of punishment were not permissible. Trying to recall these things fifty years on is quite difficult but I think that was how it was.
51. The use of physical punishment was quite a strong culture when I first went to Edinburgh Academy. Some staff would stand in front of their desks with a 'tawse' or 'clacken' on the desk ready to be used if necessary. I was only ever aware of those two forms of corporal punishment.
52. I only learnt that Hamish Dawson is alleged to have used some funny contraptions. I didn't ever see any of them, I only heard about them afterwards, it's too difficult to say now what they were. Corporal punishment varied considerably: there was no laid down policy or table of punishments for specific misdemeanours.
53. One other form of discipline would be to confine the boarders to Kinnear Road. That was a really tough punishment, stopping them from going up town. The 'ephors' also gave out lines and I think some members of staff did, but I didn't.

54. 'Ephors' had their own room, I remember that, and as a young member of staff when I first started, I would not dream of going up to an 'ephor' and telling him not to do something. That was me personally but I didn't feel comfortable with that, just as I wouldn't feel comfortable telling a member of staff that I disapproved of something they were doing. I don't think I ever referred a boy to the 'ephors' to deal with.
55. I remember we had a break in the morning and the whole school lined up in the yard to do physical training. It was like a little army camp at times, and that was all controlled by the 'ephors'. The head of PE supervised it but the 'ephors' called out all the exercises. If I wanted to cross that yard at that time, as a young member of staff, I wasn't sure what I had to do, I would creep around the sides. There were things going on that I knew were part of the tradition of the school and I wasn't going to upset the apple cart.
56. As members of staff came up for retirement they were replaced by a younger member of staff coming from a different culture, so over a period of time, things changed. By the time I left I would say corporal punishment had been phased out at Edinburgh Academy.

Day to day running of the school

57. The Rector was the head of the whole school, that is the upper school and the preparatory school. There was also a headmaster, who was the prep school headmaster only, there was no headmaster in the upper school. There was no official title as Deputy Rector but that role was filled by the senior master, the member of staff who had been there longest. He was the head of the common room, which is all the members of staff. He would usually be within two or three years of retiring. I think it became an official title after I left.
58. The ^{SNR} [REDACTED] at Edinburgh Academy during my time were, Mr ^{IZP} [REDACTED], who appointed me. He was the one who offered me the job subject to interview when I got back from

Sierra Leone. [REDACTED] was Mr [REDACTED], [REDACTED], who was appointed, I think, in 196 [REDACTED]. [REDACTED] was Laurence Ellis, who was there when I left.

59. I wouldn't say I had any involvement in the running of the school. We all knew what we had to do. There was no formal organised thing as there will be today. People went into the classroom, closed the door and taught as they would normally do. Very few teachers would teach with their doors open.
60. Teaching with the door closed can actually create some problems because you could have a dispute and one could tell one side of the story and one could tell another. If you have an open door that doesn't happen quite so much. A boy would be more likely to be uppity with a member of staff, and to cause trouble, if the door was closed.

Concerns about the school

61. I couldn't be confident that if a child was being abused or ill-treated that it would come to light almost immediately. There were so many places you could go. You could be out of sight around a corner and someone could punch you but I didn't ever see anything like that. I'm not saying it didn't or couldn't happen, it could have happened quite easily and may well have done.
62. I don't think there was ever a concern within the school or from any outside agency surrounding bullying or harassing as such. I think that if you were a member of staff who was being abusive with a 'tawse' or 'clacken' you wouldn't go around telling people you were doing that. You would surely keep that to yourself.
63. Looking back at it, and trying to gauge on it, I'd say at least 80% of staff at the Academy during the bulk of my time there, were not users of the 'tawse' or 'clacken'. One of the characteristics of teaching that is often said by staff is the throwing of chalk or of a duster, that sort of thing. I was guilty of that, I didn't think anything different about it, I felt lots of people were doing it and it was a quick way of getting a pupil's attention, to throw a bit of chalk at them.

64. I think it's all very much tied up with the character of the person involved. You knew full well who had control of a classroom without the use of whatever tool and you knew those who weren't very good teachers and would leave their doors open and perhaps use corporal punishment. I'm so conscious of the fact that this is some fifty years ago and matters of discipline are very different now.
65. With regards to whether I had any concerns about fellow teachers at Edinburgh Academy and how they treated pupils, I would have to say, of all the cases that I know of or, am aware of and know the reputations of, I suppose I did have some limited concerns. That is insomuch as, I disapproved of what they were doing. I wouldn't have put it as high as to go to the rector and tell him so or even to challenge them, I would just have shrugged my shoulders and said that they're not very good disciplinarians. I am basically talking about how they taught in class but it impinges on how they treated pupils, the two kind of go together.
66. Some teachers were not strict disciplinarians but neither were they good at teaching the work. We are talking about a staff of sixty people. I recall some strict disciplinarians but I can't think of having any concerns about any of them.
67. One member of staff who was there when I first went to the Academy, in 195█, was a strict disciplinarian who used the 'tawse' for misbehaviour but he got very good exam results. He wasn't the only one like that either.

Reporting of complaints/concerns

68. If a boarder wanted to complain about something, like bullying, they could bang on my door and I would deal with it seriously. It's very difficult to say there was no bullying, because you don't know what's going on all the time but in my seven years as a housemaster I had hardly any bullying to deal with.

69. You will get whispers and I feel it's important to win over the confidence of some senior pupils. One of them will come and tell you about something if it was going on. That happened and I then dealt with it.
70. I'm not aware of any boy being expelled because they bullied. I'm really sure of that, and I'm not aware of any boy being disciplined because he bullied. That's not to say bullying didn't go on because you can bully people and hide behind whatever you want to hide behind and get away with it.
71. I would say that we, as a common room of teachers, were not as diligent as we should have been in looking out for any form of bullying. I think there was a sense of going back to our own school days where you would just tough it out and not being in the habit of telling people if you were being bullied. I think that is true of most schools in those days but it's entirely different now.
72. When I was teaching at Edinburgh Academy I wasn't aware of any teacher or a head of department or the rector ever saying to me that a certain boy was being bullied and to keep an eye on them, or whatever it may be.
73. There was no process in place for a child to make a complaint or report a concern. With the case I'm involved in, the pupil just went to the rector, made a complaint and he dealt with it. I was involved so I know that happened.
74. It was exam time, so exams were on and [REDACTED], the [REDACTED] rector, had devised rules insisting that boarders who were not doing exams still had to come down to the school from the boarding houses, sit in classrooms and revise.
75. A timetable was drawn up during that time showing the classrooms where pupils not doing exams had to go and sit and be supervised. I was on duty in one of those classrooms and there were two or three pupils missing. I went outside to look for them and saw a group of pupils across the yard.

76. I went across to them and one was being quite arrogant while I was telling them to get across to the classroom. While doing so I grabbed some of his clothing and pushed him on. He then reported me to the rector at that time Laurence Ellis, saying I had punched him and beat him up, but none of that went on whatsoever. He glamourised the whole thing.
77. Laurence Ellis then called me in and I told him I did push the boy, I can't remember the exact detail, but I did not punch him and I certainly didn't beat him up. The rector listened to what I had to say and told me to phone the parents and make an apology because I shouldn't have handled the boy in the way I did. I was happy to do that and I then spoke to the father who made me feel that I had done the right thing. I thought that was it finished but obviously there are allegations now from that pupil, Nicky Campbell, claiming that I punched him and beat him up.
78. That incident was recorded by Laurence Ellis because two or three years later when I was applying to schools to be a [REDACTED] and I was getting so far and then being turned down. Laurence Ellis told me he thought it might be because he had recorded, and was telling them, about the altercation with the boy. He had put that in my reference and obviously a board of governors looking at that would say they weren't interested in me. Laurence Ellis did say to me that he felt I had suffered enough and that he wasn't going to include it in the reference any longer, then low and behold I got the next job I applied for. It definitely had an influence on me, I was punished.
79. I'm not aware of any parents making any complaints at Edinburgh Academy. I would have thought that those involved in a complaint, however many that was, would be the only ones to know about it. I think such a complaint would be taken seriously by the school.
80. You have mentioned a parent contacting the school and complaining about Ian Wares whereby she was told by the rector, [REDACTED], that making such a complaint would be unhelpful and that her son must have an over fertile imagination. Ian Wares worked in the prep school and the upper school and prep school were in separate areas. We in the upper school had very little knowledge as to what went on in the prep school. I

know nothing about that incident, but I'd hope the school would not respond by sweeping it under the carpet.

81. Laurence Ellis, as rector, was meticulous in how he dealt with parents over something like that. [REDACTED] would want to play it down. He would deal with the boy but wouldn't be so happy dealing with the parents. The parents all felt that they couldn't really get to know [REDACTED] very well. I did admire him, he was a very good rector but his relationship with parents wasn't great.

Trusted adult/confidante

82. There wasn't anybody who held the position of a counsellor or welfare officer, there was nothing like that at Edinburgh Academy. There was nobody other than the rector to receive complaints, such as the one made against me.
83. My two sons attended Edinburgh Academy, they lived with me and my wife in our accommodation when I was housemaster. My youngest came with me to Glasgow and started in the first year there, my eldest was at university when I went to Glasgow. They knew there was some problems in the school to do with sexual harassment. My eldest son was there when some of the stuff was going on. I spoke to him and he said he knew something fishy was going on but that's all, he didn't know exactly what it was. I don't know the identity of the person. I only knew about that subsequently, it wasn't at the time. Neither of them were bullied or made any comments to me about abuse. They were very guarded about that, but I only discussed their normal progress at school.

Abuse

84. I'm not aware of the school ever having a definition of abuse, not during my time there. There wasn't any guidance or instruction given to staff at Edinburgh Academy on how children who were in our care should be protected from abuse.

85. I wouldn't necessarily know about all cases of abuse or alleged abuse, I only know of the one I was involved in. Staff might have kept it to themselves if they'd been disciplined by the rector, I don't feel there's any way I would know what guidance might have been given to other staff who were perhaps involved in complaints of abuse.
86. There was quite a lot of autonomy and discretion given to staff in relation to administering punishments. Some taught with a 'clacken' in their hands, some threw a bit of chalk but there was verbal abuse too.
87. The allegations against me are grossly overstated but you do tend to raise your voice if pupils are messing around and doing things they shouldn't be doing. A bit of verbal abuse at that stage is better than physical abuse.

Child protection arrangements

88. There were no child protection arrangements in place in my time at Edinburgh Academy. The whole business of discipline, as far as the upper school was concerned was very much a matter of concern for the rector, the pupil involved and the member of staff involved. I can't speak for the prep school at all. There was no organisational way of dealing with abuse at all. Nothing was written down and there were no procedures. People were trusted to do what they needed to do.
89. I think that at Edinburgh Academy some members of staff might well approach the head of department and tell them they are having some trouble with a particular person. That would then get dealt with at that level.
90. There were occasions where people I knew were not coping very well and may very well have spoken to their head of department about it. The head of department would clearly lecture the pupil and warn them if it didn't stop it would be dealt with in a more severe way. The member of staff would feel more secure than they were before but not completely.

91. When I was [REDACTED] I didn't have any younger members of staff approach me about any children that were causing a concern. I only had the incident I've described to you already, when the pupil went to the rector.
92. We didn't have a series of steps to use if we suspected a pupil was being bullied or abused. We didn't have a scheme or policy of doing that and we should have.
93. If a member of staff or a teacher, was having a problem with a boarder, they would go to the boarding house and speak to the housemaster expecting them to act as the parent of that boy. It was an easy access for them to be treated differently from a day boy. If that happened I didn't mind, it didn't worry me. Some teachers would feel that was to their advantage and some would feel it wasn't to their advantage. It was an ad hoc arrangement and I think it worked quite well.
94. If a boarder was having problems I'm sure that between the housemaster and house tutor, you would become aware of that. You are living very close to each other.

External monitoring

95. I think there was one inspection in my time, but for some reason my classroom wasn't visited. A couple of inspectors would sit in on a class and the teachers would be given good warning. It was a very formal business. I presume the inspectors would discuss with the rector what they were planning to do and he would then tell the staff. I was never involved in any part of that as I don't think the inspection was when I was head of department.

Record-keeping

96. I have mentioned that details of the incident I was involved in were recorded but I don't remember records being kept as a result of an edict or principle or any decision to do so.

97. There was no requirement for any record keeping in my time at Edinburgh Academy and I don't think [REDACTED] anything like that when I went to Glasgow Academy either.
98. Of course there was record keeping by the teachers, in the recording of marks, performance and ability of children which would go back to the parents. That was purely recording the achievements of the pupils he was teaching. At the end of a term he could say who was first or second or down at the bottom of the class.

School investigations into abuse – personal involvement

99. I have had no personal involvement in any Edinburgh Academy investigations into any allegations of abuse or ill-treatment of children at the school by staff.

Reports of abuse and civil claims

100. I have never been involved in the handling of reports made against the school by former pupils concerning historical abuse. I have no knowledge of civil claims made against the school.
101. I have been informed that Nicholas Campbell and a [REDACTED] have submitted civil claims against Edinburgh Academy which includes a claim of physical abuse against me.
102. I have never heard of anyone by the name of [REDACTED] I can't deny that Nicky Campbell suffered a level of abuse when he was at the school and I know he is reporting that. My altercation with Nicky Campbell was over where he was supposed to be and he wasn't. That gave rise to his statement saying that I punched and kicked him and all these other things, which is totally false.

103. I have also been informed that Iain Glen made Edinburgh Academy aware that I had a violent temper. I remember Iain Glen. I am not a violent person and I strongly deny that I am a violent person. I do not accept that.

Police investigations/criminal proceedings

104. I had no awareness of any police investigations into the school until I read it in the papers many years later. I had no involvement in any police investigations connected to allegations of abuse at the school when I taught there, except the case below.
105. I did give a statement to the police around 2017 or 2018. They were following up on a member of staff, ^{IPT} [REDACTED], who was a [REDACTED] teacher and house tutor for me when I was a housemaster at Edinburgh Academy. He moved on to [REDACTED] School after I had gone. I think he served a short sentence in prison in relation to abuse at Edinburgh Academy. I didn't give evidence at the trial. I believe it happened when he was a house tutor for me which was a period of about two or three years.
106. The police were mostly concerned about the living arrangements and sleeping arrangements and what potential there was for somebody who wanted to sexually abuse a pupil. At no time when he was house tutor did I know what he was doing. I wasn't aware of anything of that nature and at no stage did any other member of the house come to me and say they had been sexually abused by him.

Convicted abusers

107. ^{IPT} [REDACTED] is the only convicted abuser I know, but as I've said I didn't know about him until many years later when I read it in the papers.

Knowledge of specific named alleged abusers at Edinburgh Academy

IPT

108. I've spoken about IPT. I think I must have been involved in his recruitment to work at the school. The school would have advertised for a teacher he would have replied. Funnily enough he was from this part of the world, what's extraordinary is that his father was my dentist.
109. He was a very secretive. He just gave you a feeling. Women are more intuitive than men and my wife was a little bit more concerned about him, she felt there was something wrong there.
110. There was no reporting from the boy's side at all and the last thing you want to do is to go and talk to the boys and ask about evidence of that kind of thing. They would just laugh and then create it. You've got to wait for an opportunity to pin things down and that never came. We moved off from Edinburgh Academy and left him in the house. He moved off after we'd gone. Rob Cowie took over from me as housemaster.
111. Of course, it concerns me that I worked with IPT at a time when he may have been abusing boys. As I've said there were no reports being made and there was no staff awareness. I'm not aware of any members of staff having any concerns about him, it wasn't an open discussion at that stage. I would like to think I'd have picked up on it had the boys been aware they were getting abused but probably not, it's a failing.
112. I don't think IPT had been accused of anything when he was at the Academy, it was when he was in that they caught up with him.
113. I'm not aware of IPT having any childcare qualifications or childcare training. I wasn't aware of any previous allegations of abuse concerning him.
114. I have been told that IPT left Edinburgh Academy in 197, which would obviously mean he left while I was still there. This is contrary to what I've just told you. I can only

put that down to a case of memory loss. I take your date as being accurate and can only say that I was totally unaware he was abusing people.

John Brownlee

115. I knew of John Brownlee who was a teacher at the prep school and a housemaster in the prep school. I didn't know him well, I had very little to do with him and I had no idea he was involved in this at all. I ought not to make any comment about him because he was prep school and I can't tell you anything about him.

Hamish Dawson

116. Hamish Dawson is dead now. He was in McKenzie House which was a junior house. Quite a lot of the boys in his house were still in the prep school, they were going through that transition from prep school to senior school. He had a very extraordinary relationships with the young boys. You couldn't pin it down to being sexual and yet there's enough evidence out there from people to show that it was.
117. I saw him as somebody who just enjoyed the company of very young people, where he was boss and he could poke fun and do all sorts of things to you. He ran outings up into the Highlands of Scotland and on the surface of it he seemed to be a jolly decent fellow and yet all this comes tumbling out afterwards. I don't think anybody at the Academy knew he was a paedophile until after he had been retired for a long time.
118. I didn't have any concerns about him at the time he was teaching, I don't think anybody at the school did. There was no question mark over his actions and behaviour until after he retired. I know he moved down to Cheltenham when he retired

IBP

119. I knew ^{IBP} He was involved in Hamish Dawson's little trips. He wasn't a very nice guy. He suffered from being very obese and was a bit of a slob.

120. The trips were in the Easter holidays or perhaps the early summer holidays. I think there was one or two day trips as well. ^{IBP} would go on a lot of those trips with Hamish. They would sometimes set up a camp in the Cairngorms with a group of the boys from the school. It was all with school approval and the parents all knew about it. It all looked very good and he was doing it all out of school time. I didn't ever go on any of the trips.

121. Hamish needed someone else to help him so he took ^{IBP} as well. I'm not quite sure how ^{IBP} coped with it all as they went on a canal boat once and that would be pretty tight living. There's not a lot of space.

122. ^{IBP} was a bit of a loner. He's younger than me and has passed on now.

Mrs ^{IJY}

123. Yes, I knew Mrs ^{IJY}. She was a house mistress of a junior school. I would have no concerns about her at all.

^{IGY}

124. That's going right back to when I started at the Academy. He was there when I started in 195[■]. He must be dead now.

^{IDQ}

125. I don't remember that name at all.

^{IGG}

126. ^{IGG} was ^{SNR}. I didn't have anything against him and didn't have any concerns about his behaviour.

Mr ^{IJX} [REDACTED]

127. I knew ^{IJX} [REDACTED]. There is nothing to be concerned about in relation to his behaviour, that I know of.

^{IBL} [REDACTED]

128. I knew ^{IBL} [REDACTED]. He's dead now, he committed suicide. He was thought to be a bit of a loner and I believe he was involved in taking boys away in trips when he was in the prep school. He was also thought to be a bit of a touchy-feely guy but I can't remember who told me that.

Mr ^{IKI} [REDACTED]

129. I knew him. There's nothing I know of that would give me concern about him.

Mr ^{IHE} [REDACTED]

130. I knew him. There's nothing I know of that would give me concern about him.

Mr ^{IHC} [REDACTED]

131. I knew him. There's nothing I know of that would give me concern about him.

^{IDO} [REDACTED]

132. I knew him. There's nothing I know of that would give me concern about him.

^{IDR} [REDACTED]

133. I knew ^{IDR} [REDACTED] very well, he was a great friend and I don't think he would be involved in anything abusive.

IJW

134. That name doesn't ring a bell.

ICR

135. I knew him. ICR became [REDACTED] at Kelvinside Academy. There's nothing I know of that would give me concern about him.

IFP

136. I knew him. There's nothing I know of that would give me concern about him.

IBW

137. I knew him. There's nothing I know of that would give me concern about him.

ICQ

138. I did know ICQ, he was a very senior [REDACTED] teacher. There's nothing I know of that would give me concern about him

ICA

139. I knew him. There's nothing I know of that would give me concern about him.

Mr IFS

140. I knew him. There's nothing I know of that would give me concern about him.

IHJ

141. I knew him. There's nothing I know of that would give me concern about him.

Mr ^{IDV} [REDACTED]

142. I knew him. He was [REDACTED]. There's nothing I know of that would give me concern about him.

^{IFO} [REDACTED]

143. That name means nothing to me.

^{IDP} [REDACTED]

144. I knew him. There's nothing I know of, that would give me concern about him.

^{ICP} [REDACTED]

145. Yes, she was the ^{SNR} [REDACTED]. She is dead now but there's nothing I know of, that would give me concern about her.

^{ICG} [REDACTED]

146. I knew him. he is dead now as well. There's nothing I know of, that would give me concern about him.

^{ICH} [REDACTED]

147. Yes, he was a rector at the Academy, he's dead too. There's nothing I know of, that would give me concern about him.

^{IGT} [REDACTED]

148. ^{IGT} [REDACTED] is dead. I knew ^{IGT} [REDACTED] and there's nothing I know of, that would give me concern about him.

ICF

149. I knew her and there's nothing I know of, that would give me concern about her.

IDZ

150. I knew ^{IDZ}, he was one of my great friends. He was a very strong disciplinarian. ^{IDZ} is dead now. There's nothing I know of, that would give me concern about him. I saw him shouting at boys but not administering corporal punishment. He would resort to lines and verbal abuse, as in shouting at the boys, not swearing at them, just going at them in that sort of sense.

151. I was once on a train journey with ^{IDZ}, we were going to Cultybraggan Camp in Crieff for TA training with a group of boys from the academy. ^{IDZ} saw some smoke going by and said it was a boy smoking. He got up out his seat and shot back through the train to catch a boy smoking. That's how strict a disciplinarian he was, I'm sure many a teacher would have just let that go by.

IFN

152. I knew him. There's nothing I know of, that would give me concern about him.

Mr ^{IGF}

153. I'm not sure I remember that name.

IFR

154. I knew ^{IFR}, he was a good guy and I wouldn't expect him to be involved in anything abusive towards children.

David Standley

155. I knew him and wouldn't expect him to be involved in anything abusive towards children.

^{IDX} [REDACTED] and ^{IDY} [REDACTED]

156. I knew them, they were a married couple and were the house parents at McKenzie House. ^{IDX} [REDACTED] is now dead. I wouldn't expect either of them to be involved in anything abusive towards children.

^{IJZ} [REDACTED]

157. That name doesn't ring a bell.

Mr ^{IKJ} [REDACTED]

158. I knew him and wouldn't expect him to be involved in anything abusive towards children.

Ian Wares

159. I don't know him but I've heard a lot about him.

^{ICL} [REDACTED]

160. I knew him and wouldn't expect him to be involved in anything abusive towards children. I find it very strange he's on a list like this.

161. I knew him he was a P.E. master. My own sons have told me that he liked to be in the shower area when the boys were all changing and showering. They told me that probably around the time all this started to surface, so a few years ago now.
162. I cannot believe there are allegations of abuse against every one of these people. I know most of the names you have read out to me. I knew some quite well and some not so well.
163. I can't think of anyone on that list that would give me any concern in relation to any form of abusive behaviour towards the children at Edinburgh Academy.
164. I didn't see anyone that I have been asked about involved in administering discipline on a pupil. I didn't see any of them abuse any children and I didn't hear of any of them ever abusing children when I was at the school. I have to be very careful though, because I didn't know everyone on the list. I didn't even know who ^{IHJ} was. I can say that of the people on the list that I know I didn't see or hear of anyone being abusive towards children.
165. I would have thought most of the people on that list are there because they held positions of authority. I would have thought the others are probably there because of one silly little incident or perhaps someone has a vendetta against them.
166. I see that list as being pretty clean, at least that's what I would have thought, with the exception of a very small number. I would be very surprised if there was a real allegation against them.

Allegations – from named pupils

IDL

167. I have been read the following quotation from the statement of IDL "Mr IDT taught me IDL in my fourth year in the Upper school. The one thing that happened absolutely frequently at Edinburgh Academy was teachers and staff getting angry. I remember some teachers would get incandescent with rage. They would be red faced, their eyes would be popping and they would be shouting, screaming and insulting you. Mr IDT, who was a IDL teacher, was one of those teachers. He would get so angry and I could never pin down why. He and others would throw wooden board rubbers at boys. Those board rubbers were not soft. They were hard wooden things like shoe brushes. They would whistle bast your ear and rattle into the corner of the room. If you were hit by one of them, you could have broken your head open"
168. I don't remember IDL. A lot of the things that have been said against me may well have a bit of truth in them but they are all grossly over the top. I did get cross, I'm not saying I didn't get cross in the classroom, but not to the extent that boy is saying.
169. Having read the allegations I have come to the conclusion that some of the things that were said about me are prompted by somebody else wanting someone to back up what they are saying. I think that is a gross overstatement and I am not agreeing to the fact that I threw a duster. A piece of chalk maybe but not a duster.
170. The passage of time has to have affected my memory. I could have thrown a bit of chalk and I could have raised my voice but not to the extent he's saying. I think somebody else, who uses virtually the same language in one of the other statements you sent me, has encouraged this person to back him up. He's repeating something that somebody else wants him to say.

171. I do accept it would have been abuse had it happened. Had the statement been true to every word yes, I think it would constitute abuse by today's standard, but not by the standards of the middle 1970's when beating was legal.

Nicholas Campbell

172. I have been read the following quotation from the statement of Nicholas Campbell ^{IDT} [REDACTED] one of my teachers in the Upper school, was [REDACTED] and he had a hair-trigger temper. He was an absolute nightmare of a man. He was a big guy. [REDACTED] was in my year and he was in the 1st XV rugby team. I recall a time that I felt unwell during one of ^{IDT} [REDACTED]'s classes. I had a terrible stomach ache and needed to go to the loo. I had these cramps, but ^{IDT} [REDACTED] wouldn't let me go. He was a horrible man and, as a result, I slightly soiled myself and felt awful for the rest of the lesson.

Since I've been reconnecting with people following my podcasts, several have mentioned ^{IDT} [REDACTED] and how he was. Quite a few of them have told me about ^{IDT} [REDACTED] attacking them as well. I was chatting to a friend [REDACTED] who is a writer and historian, recently. He and I both remember ^{IDT} [REDACTED] throwing a chalk duster and it going flying past his head. ^{IDT} [REDACTED] was renowned for that. I saw him throw one once. It could have hit you in the eye and seriously injured you.

I recall a guy in the year above us had been tied to a desk by some of his peers and the desk was pulled into the yard outside. This poor guy couldn't move, however when ^{IDT} [REDACTED] saw him he went over to him and started whacking him for being tied to the desk. He was a brutal physical abuser.

^{IDT} [REDACTED] beat me up once at exam time when I was about fourteen or fifteen. A number of my former classmates have mentioned it to me more recently. I had been with a friend and we didn't know what class to go to because everything was higgledy-piggledy due to the exams being on. We were in the yard outside, trying to work out where we should be from a timetable on the noticeboard, possibly five minutes after the bell had gone, when ^{IDT} [REDACTED] saw me. As soon as he did, he went for me. He never

said anything, he just came right up to me like a guided missile and started heaving me about, whacking me around the head with his fists, kicking me and pulling my hair. He was throwing me around like a rag doll and I might have fallen on the floor at one point, I'm not sure. He was demented.

Afterwards, when he had calmed down, the three of us sat in the sixth form common room and I was sobbing. My friend was crying too because although [REDACTED] hadn't touched him, like me he was clearly really shaken. I think [REDACTED] realised he had gone too far and I went on the front foot and told him that what he had done was illegal and that I could call the police. I could see him start to panic a bit at that"

173. That is grossly, grossly overstated, as I explained before and I do not accept his description of me at all. The point of contact was no more than me grabbing him by the shirt and telling him to get across to my classroom. I maybe put my hand on his back but I certainly didn't kick him or beat him up. Beating someone up is what? Several punches? Pummelling away at people on the ground? That is quite impossible and had it been true I would have been given the sack.
174. He says I didn't let him go to the toilet when he wasn't feeling well, well I never taught him so that can't be true. I never taught Nicky Campbell and the proof of that is in the roll book.
175. The roll book is the Upper School Roll Book which is distributed annually to all the staff and pupils at Edinburgh Academy. It contains a list of all the staff for that year, all the classes and all the pupils. It also has a list of the Upper School Rules. I have them for all the years I taught at the Academy. It shows Nicky Campbell was never in any set that I taught. The book shows the years he was at the school, the classes he was in, the [REDACTED] he was in and the teachers that taught those classes. His [REDACTED] teachers are [REDACTED]^{IJX}, [REDACTED]^{IBP}, Stuart Fowlie and [REDACTED]^{ICR}.
176. The incident with the duster, he says that happened in my classroom as well but he wasn't ever in my class. I feel most of Nicky Campbell's evidence is over the top and

any allegations he has made that he says happened in my classroom are false as he was never in any of my classes.

177. He also calls me a sadist in his statement, which is quite a damning comment, I'm nothing of the sort. The allegation he makes about me beating him in the yard, is untrue, I didn't beat him up in the yard. He was arrogantly looking at the notices to try and work out where he was supposed to be and he should have known that. I simply told him to get over to my classroom, it was nothing more than that.
178. The reason I remember it is because it ended up with him reporting it later that same day, as I explained earlier. That's why it's all firmly fixed in my mind. I'm not dreaming up anything here at all. I don't remember the other incidents because he wasn't in my class, I never taught him at all and they didn't happen.
179. I don't think the passage of time has affected my recollection. I think these things have been said as part of a vendetta Nicky Campbell has against me. He's got it in for me for one reason or another. I can't produce the reasons but I'm sure he has something against me.
180. If a child was treated in the way Nicky Campbell has described then I agree it would be abuse but I didn't treat him in that way.

[REDACTED]

181. I have been read the following quotation from the statement of [REDACTED] "Mr [REDACTED] taught [REDACTED]. He was a violent man, but he wasn't violent towards me. I was shielded from that because I used to live a hundred yards from his house. He used to give me a lift to swimming with his son. I used to go to his house. He used to beat people up. I saw him doing that when I was fifteen, sixteen and it didn't actually mean anything. It was less violent because we weren't so little. He would beat people with the clachan. He beat Nicky Campbell up really badly. He was wandering about the yards when he should have been at a lesson and [REDACTED] beat the hell out of him. Nicky Campbell was in the year above me. I didn't see that happen, but people saw things

and spoke about him being attacked. Mr ^{IDT} [REDACTED] left to go and be [REDACTED] at Glasgow Academy”

182. Once again we have someone repeating what I think Nicky Campbell told him to write. I think Nicky Campbell has got both these two pupils writing what he wants them to write.

183. I do remember ^{IKA} [REDACTED] but not a lot, I remember he lived quite close by. He says I beat people with a clacken, but I didn't have a clacken. I've never had a clacken in all the time I was at Edinburgh Academy. I didn't ever punish or sanction ^{IKA} [REDACTED] ^{IKA} [REDACTED] I can't remember teaching him and the roll book shows that I didn't.

184. The passage of time could have affected my memory. I can't explain why he's saying that, I think he's being prompted by Nicky Campbell. I don't recognise any of what he's saying, it's certainly not true, I deny what he says he saw me doing.

185. I've got to accept it would be abuse, if he's describing beating up people, but I deny that.

^{IOF} [REDACTED]

186. I have been read the following quotation from the statement of ^{IOF} [REDACTED] “*The other abusive behaviour in secondary school was the master throwing chalk dusters from the boards at pupils. They were heavy bits of wood and although I never got hit, it would undoubtedly cause some damage if it hit you on the head. One of the teachers I remember doing this was a guy nicknamed ^{IDT} [REDACTED], who was a teacher, Mr ^{IDT} [REDACTED]*”.

187. Frankly, the whole argument put by Nicky Campbell and his friends about throwing chalk and board dusters is grossly overstated. It was only an occasional thing that I might have thrown chalk at somebody at only in my very early stages back in the seventies. It was very infrequent, once every two months or something like that and yet you would think it was happening daily from what has been said.

188. I don't remember ^{IOF} [REDACTED] at all. I've now had four different people make these allegations. I was at Edinburgh Academy twenty five years and these four people were contemporaries of one another within one year, so this is a very isolated situation. Four people saying something very similar which I find offensive and they all occurred in the period of 1973 to 1975 or thereabouts.
189. My feeling is that these are people Nicky Campbell has contacted, because he knew them when they were at school together, and has asked them to write a report. The three accounts by ^{IDL} [REDACTED], ^{IKA} [REDACTED] and ^{IOF} [REDACTED] are all very similar but not quite so vociferous as Campbell.
190. I do think the passage of time has affected my recollection because I can't remember a boy called ^{IOF} [REDACTED] or throwing a piece of chalk at him. I don't remember anything like that. The people that are saying these things happened are garnering what occasionally happened and directing it at me. My memory of that time is of course very limited, very limited indeed.
191. I do accept throwing such items at a pupil would be abuse but the caveat for that is that we are talking about things that happened fifty years ago. Fifty years ago the standards of abusive behaviour were very different, people didn't even talk about abuse. It was just accepted that it was part and parcel of growing up in a school in Edinburgh. Now, of course I accept that would be abuse, but whether I would have thought that at the time is something I'm not too sure about. I do admit that I threw chalk but I don't remember ever throwing a duster.
192. I have never been the subject of any other complaint of abuse at Edinburgh Academy.

Leaving Edinburgh Academy

193. I left Edinburgh Academy on the [REDACTED] 198 [REDACTED]. I applied for and was accepted as [REDACTED] at Glasgow Academy. I remained there until I retired in 199 [REDACTED].

194. I'm not aware of what was said in the reference Edinburgh Academy gave to Glasgow Academy.

Helping the Inquiry

195. First of all there must be a proper code of conduct to which staff and all pupils apply, that should be introduced. Secondly I think they should ban all forms of corporal punishment. It should be reduced to written statements or lines, that kind of thing.

196. Pupils should also be encouraged to report anything which shows abuse, be it verbal abuse, corporal punishment whatever.

197. Staff should be trained to keep a watch out for abuse in the classroom and in the yard, places around the school, things, like that.

Closing comments

198. I have never used brute force in disciplining a pupil. I have never punched anyone, kicked anyone, "beaten up" anyone. I have manhandled pupils reluctant to move on my orders and I have thrown a piece of chalk at a pupil not paying attention. I have never used a tawse or a clacken, both legal at the time. On appointment to the [REDACTED] at Glasgow Academy I found the tawse was in use [REDACTED] banned it in my first term.

199. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed.....^{IDT} [REDACTED]

Dated..... 12 August 2023