

## Scottish Child Abuse Inquiry

Witness Statement of

[REDACTED]

Support person present: No

Edinburgh Academy representative present: No

1. My name is [REDACTED]. My date of birth is [REDACTED] 1953. My contact details are known to the Inquiry.

### Background

2. I have a degree in Natural Sciences which I obtained from a British University. After I completed my degree, I was employed by a research facility for a while. Then, I went on to obtain a Post Graduate Certificate in Education from Dundee College of Education between 1975 and 1976. Thereafter, I applied for a job at Edinburgh Academy.
3. I worked at Edinburgh Academy from 197[REDACTED] or 197[REDACTED] until 197[REDACTED]. I can't be sure of the dates off the top of my head, but I know I worked there for three years. [REDACTED]

4. In 201[REDACTED], I was informed by the headmaster of [REDACTED] that there were investigations ongoing in relation to my conduct at [REDACTED] School. We decided it was

easier if I took retirement at that point. I have not worked since then and spent some time in prison.

## **Employment with Edinburgh Academy**

### *My recruitment*

5. I was told about the job opening at Edinburgh Academy by someone who read about it in The Scotsman. I wrote a letter of application, gave references, and went for interview. My references were most likely from my manager at the research facility I was previously employed by and my university tutor.
  
6. The interview itself formed two parts on the same day. The first was with the headmaster at the time, [REDACTED], and the second was with the head of [REDACTED]. I can't recall his name. It might have been John. I have absolutely no idea how many applications the school received for the position, as I didn't see any other candidates at interview. I think by the time I went to see the head of the [REDACTED] department, it was sort of assumed I already had the job. I was certainly told that day that the job was mine.
  
7. [REDACTED] was the headmaster when I took up employment at The Academy and he remained the headmaster for the first couple of years. It then changed, but I can't remember the name of the new headmaster as I had much less to do with him. [REDACTED] [REDACTED] was actually inspirational whereas, the other chap was a bit of a non-entity. He didn't have the same charisma that Mr [REDACTED] had. [REDACTED] was a man who was always hugely enthusiastic about everything. He also had a history that was inspiring. He was involved in [REDACTED] and I believe he was awarded a military cross. He had a [REDACTED] and he was still very much on top of things as an older man. He was just a special chap.

*My role within Edinburgh Academy*

8. I was employed at The Academy as a teacher of ██████, some ██████, and assistant housemaster at Scott House. As a new teacher, I carried out my probationary period, which I think was three years, at The Academy. My teaching role was meant to be mostly ██████, but also a bit of ██████. It was probably a sixty forty split. I carried out my role as assistant housemaster from the beginning of my employment with the school. It was part of my contract effectively. Those roles didn't change during my time at the school.

*Scott Boarding House – living arrangements / My role as Assistant Housemaster*

9. During my employment at The Academy, I lived in Scott House on Kinnear Road. Scott House and the neighbouring boarding house, the name of which eludes me, were both old Victorian buildings. They had once been detached but had a modern block put in between them, to join them together, by the time I was there. They were both senior boarding houses.
10. The housemaster in Scott House was <sup>IDT</sup> ██████ who I got on well with. I had a reasonable amount of interaction with him and we would talk regularly. I suppose most of our interaction came because the boarding house was about a mile and a half from the school and we would walk up and down to the school together.
11. Within the boarding house, I had an office on the left, by the front door. There was a corridor along to the senior boys' studies, prep room and dining room. Although there was a dining room in the house, the boys generally ate in the prep school at Arboretum Road. The dining room in the boarding house was used for a late-afternoon tea after school had finished.
12. The junior boys' dormitories were up a set of stairs. You went up a different set of stairs to the modern section, in between the two houses, where I had a bedroom, shower room and toilet. The housemaster had a three-bed house within that section where he lived with his family. He had an office within his house and I think he had a

general-purpose room within the main boarding house section which he used as an office. The boys had access to my office, but not to my sleeping quarters. If a boy wanted to see me, they could just come into my office. It was an informal thing.

13. There was between thirty-five and forty boys in Scott House. My guess would be closer to forty, but it was a long time ago and I've worked in boarding houses at various places, at various times, and the numbers go up and down. The youngest boys would have come to Scott House in what would have been third form at the school, so from around thirteen and a half years old. The eldest boys in the house were eighteen, maybe even sometimes nineteen years old. The distinction between junior boys and senior boys in the house was to do with who slept in dormitories and who had their own studies. The younger boys, in third and fourth form, slept in one of two dormitories. The fifth, sixth and upper sixth boys were in study bedrooms, most of which were double occupancy.
14. I didn't receive any specific training for my role as assistant housemaster. Obviously, the housemaster and other house tutors gave me advice along the way. When I say house tutors, it means the same as assistant housemaster. The two terms were interchangeable, but the role was the same. Each house had a housemaster and assistant housemaster, or house tutor. The term 'tutor' didn't necessarily imply a teaching role in the context of the boarding house. If a boy asked you a question during prep, of course you helped them, but it wasn't a teaching role, it is a pastoral role. My duties primarily involved covering for the housemaster when he was away, checking up on prep and supervising bedtime and rising. I kept an eye on the boys and talked to them. I had general oversight of the house.
15. At weekends, I was expected to get involved in some sort of activity with the boys. That would be something like taking the school minibus to Hillend to go skiing on a Saturday night. I seem to remember driving the boys out to a dance at St George's one night. The activities were undertaken by the housemasters and house tutors on a rota basis and there would be two or three of us on an outing. On a Sunday, the housemaster generally took the boys to church, but if he wasn't available for any reason, that would be my job.

16. The only other member of staff who possibly lived in Scott House was the matron. We had the same matron throughout my time there, but I don't remember her name. I didn't have much to do with her as we came and went at different times. She was there to look after the boys bedding, clothing and any minor health problems. I suspect she had some sort of medical qualification. There were also a couple of domestic staff who came in occasionally to clean and cook.
  
17. I've been asked if other teachers had access to the boarding house. There was nothing to physically stop another teacher from coming in. However, my office was next to the front door. That was probably deliberate so I could see anyone coming in and they could see me. There was another door into Scott House from the playing fields. Someone could have come in that door, but I had no concerns about that.

*Policy*

18. I didn't have any involvement in making or implementing policy at the school.

*Strategic Planning*

19. I didn't have any involvement in strategic planning at the school.

*Recruitment of staff*

20. I wasn't involved in the recruitment of staff.

*Training of staff / Supervision / staff appraisal*

21. I don't recall receiving any formal induction training or ongoing training from the school. I seem to remember being shown something about the use of a Banda machine and being given some information about secretarial services by Paddy McIlwaine, the deputy rector, when I first started. I suppose that was a brief induction, but it wasn't a real induction in any sense. It was more 'here's how everything works, get on with it'.

22. In the boarding situation, I was answerable to the housemaster, [REDACTED]. In my teaching capacity, I was answerable to Dave Standley, who was the head of the physics department, and Rob Cowie, who was the head of the chemistry department. They were effectively my line managers. I had daily contact with both Dave Standley and Rob Cowie [REDACTED]. I'm not aware of any formal appraisal of my performance being carried out by them.
23. I wasn't responsible for any other staff members. There were technicians [REDACTED] [REDACTED] who I could give instruction to, but I wasn't responsible for them. I didn't have any involvement in the supervision or appraisal of other staff members.

*Culture within Edinburgh Academy*

24. The culture at The Academy was very much centred on excellence in academia and sporting ability. Both were highly valued. If a boy had neither ability, I would say they were still valued. The school would still try to get the best for them, but they didn't necessarily get the same kudos or focus. I did have some concerns about that, but not serious concerns. I sometimes saw boys who didn't fall into either of these categories and they appeared a little bit left out. If I noticed that happening, I would talk to the housemaster about it, but situations like that were really left to the head of house.
25. The head of house was the head boy in the house. He had a significant role in the day to day running of the house. Particularly the interpersonal relationships. He was supposed to keep an eye out for that sort of thing and deal with it in a way we perhaps couldn't. By that I mean, he was closer in age to the other boys and had more understanding of their situation. He could talk to them and apply peer pressure in a way we couldn't.
26. The head of house was chosen by the housemaster and would be a senior boy, normally also a school prefect or ephor as we called them. The head boy was chosen annually unless he had other commitments, such as exams, in which case he might be head of house for just a term. There were other house prefects chosen by the housemaster, three I think, who weren't necessarily school prefects. It was accepted

that it was their responsibility to look after the younger boys. That's certainly how I understood their role and how they understood it. I think that generally worked well.

27. Fagging didn't exist when I started my employment at The Academy. It had already been abolished some time before. I didn't witness any instances of formal fagging. That's not to say that the senior boys didn't occasionally ask junior boys to do jobs for them, but nothing that would cause me to be concerned.

28. I have been read the following quotation from the statement of Philip Woyka.  
*'From the very start there was a lot of peer abuse ... It was a hell hole ... some boys were in the year above me, but they were probably across all the years.'*  
I do remember Philip vaguely and I certainly wasn't aware that it was a hell hole for him. There was an awareness of him being a little bit of an outsider, but not significantly. I'm sure there will have been occasions where he and other boys were bullied to some extent, but no more than is constant in all schools. It's not something I really had any concerns about.

*My relationship with the pupils*

29. I tried to get on with all the boys in the boarding house and the boys I taught in the school. I worked hard to educate them, rather than teach them. As I see it, teaching is ramming things down someone's throat. There were some rather didactic teachers in the school. Rather than do that, I tried to help the boys fulfil their potential. I always tried to be positive and I think, in general terms, I had a good relationship with the boys.

30. I have been asked if I gave out sweets or money to the boys. I did occasionally give sweets, but not on a regular basis. If a boy did well, I might give him a mars bar to say well done. I felt that was entirely appropriate. It wasn't a case of favouritism, it was a reward for good performance, as a parent might do. If I bumped into one of the boys in town on a Saturday morning, I might say 'do you want to go for a coffee' or something like that.

*Discipline and punishment*

31. The standard method of punishment, within the school itself, was using what's called a clachan. It is a wooden spoon, about eighteen inches long, used for a racquets type game. I think technically, the ephors in the school were still allowed to carry out corporal punishment, but I don't recall any instances of that happening.
32. Within the school, the policy was that corporal punishment was to be carried out in the deputy rector's office, which was called the beating room, or in the changing rooms at the playing fields. I was told that was the policy by the deputy rector on my first day. I presume the children were aware of that policy, but I don't know for sure. There was one clachan in the deputy rector's room and one kept at the playing fields. I can't recall where at the playing fields, but my guess would be in the masters changing room. If a boy was disciplined at the playing fields, that would not be done in front of other boys. I think I do recall one instance where I witnessed someone being punished in front of other boys, but that wasn't generally the case. I can't remember the circumstances of that and it's not a certain memory.
33. There was a punishment log book kept in the deputy records office. You were expected to record the date, reason, person and how many strokes were given. If you did, for any reason, have to beat someone at the playing fields, that still had to be recorded in the log book. A beating would involve striking the boy with the clachan on the backside. I don't know if I was told that on my first day, or if that was just the expectation. There were no strict guidelines on how many strokes were to be given, but that information had to be recorded. You could see from the log book that in general terms, it was usually two or three, certainly not more than half a dozen. The log book was the responsibility of the deputy rector and I presume the purpose of keeping a log book was to allow him to check it.
34. I once had to punish a boy using corporal punishment at the school. That was towards the end of my time there. His name was [REDACTED] and he would have been around fifteen or sixteen at the time. In the [REDACTED], he had done something which was dangerous to himself and to other people. He plugged a wire into a mains socket

and turned it on, with other people around. It was potentially life threatening. The beating was carried out down at the playing fields, just because off the timings and the placings, but the details were entered into the log book by me.

35. In the boarding house, I believe IDT [REDACTED] tended to use a gym shoe. Discipline was basically IDT [REDACTED]'s responsibility as housemaster. In immediate terms, I suppose it was my responsibility on the spot, but any potential beating for instance was referred to IDT [REDACTED]. That said, I only ever recall one person being beating in the house by IDT [REDACTED] IDT [REDACTED]. I don't recall the circumstances. I didn't witness it, I only heard about it. I never beat anyone in the house.
  
36. I have been read the following quotation from the statement of IBZ [REDACTED]  
*'Teachers couldn't control the class so they used corporal punishment ... [they] disciplined you [with corporal punishment] for all the standard reasons, such as not doing your homework or not paying attention in class.'*
  
37. I don't agree with that statement. There was a system of lines as a lesser punishment. Corporal punishment would be used for a more serious infraction. Lines were more commonly given. A boy would be given lines or 'pink pages' as they were called. He would have to have the pink paper signed out by his housemaster. That allowed the housemasters to keep a record of who was getting punished and for what. Once the boy had completed his lines, he would have to return them within forty-eight hours or so. I believe at one stage the school used blue paper for bad behaviour and pink for bad work. They decided to make it all pink because the kids could get blue paper from somewhere else, without having to have it signed out by the housemaster, but pink wasn't available to them.
  
38. Other forms of punishment may have been running laps at the playing fields, probably imposed by whoever was refereeing the game, umpiring the match or looking after the changing rooms. I think that was more to deprive them of the time playing rather than necessarily to punish them. It was to take them out of the situation, for example, if they were playing rugby and got into a fight. I'm sure detention was also used. I never used

it, but I have a vague recollection of having to supervise a detention on a Saturday evening, but I may be getting that confused with another school. I can't be certain.

39. I have been told of instances of informal punishments being used by teachers. I remember being particularly appalled by one I was told of where a boy was apparently whipped on the backside with a fencing foil. I believe that was by IBU the PE master, but I don't know for sure. I remember the boy telling me that he had bled. I'm afraid I don't remember the boy's name. He didn't tell me anything else about the circumstances. I seem to remember he turned up unable to run at rugby and I perhaps asked him what the matter was and he told me. I didn't tell anyone because I was asked not to by the boy, but I believe I sent him off to see the matron. In retrospect, I possibly should have done more, but at that time, if a boy asked me not to say anything, I considered it confidential.
40. I was also aware that, in the junior boys' house, the housemaster was using all sorts of beating implements. The housemaster was Hamish Dawson. Again, the kids were quite open about it and told me. I remember one of the boys saying something about Hamish calling one of the implements his 'tickling stick'. There were tales from boys who came up through the houses that suggested it was a lot more strict in the prep school than it was in the senior school. My view was that it was up to them to manage things as they saw fit. It wasn't my responsibility or remit. I didn't have any involvement with the prep school.
41. I couldn't be confident that if a boy was being mistreated it would have come to light at the time. I was being told by the boys that things were happening, and I knew that these things weren't getting out or being dealt with. I'm not sure how the management of the housemasters was done. I'm not sure if they were managed or whether they were a law unto themselves.

*Discipline by senior pupils*

42. I suppose you could say that discipline by senior pupils was used to a significant extent. They were the ones monitoring the playgrounds to a large extent and they were

the ones monitoring what went on around the houses to some extent. Punishments imposed by senior pupils would have been overseen by the deputy rector, but not necessarily carried out in his presence. I vaguely remember some conversation where that came up. I might have been told that by some of the pupils, I don't know.

43. I always assumed the ephors were permitted to use exactly the same forms of punishment as the staff. I believe the head ephor was allowed to beat boys with the clachan. They certainly wouldn't have had to seek permission to impose punishment, they were able to act off their own regard, instantaneously. If it was anything really significant, they would be expected to pass it up the line. That was an informal expectation, rather than a formal expectation, as far as I know.

44. I have been read the following quotation from the statement of IBZ  
*'... School prefects were allowed to administer corporal punishment ... It was always six of the best ... I was invited to go to the prefects' room more than once to be administered six of the best on my behind.'*

I believe that is correct. If corporal punishment was administered by an ephor, it would have been carried out in the prefect room.

45. Pupil lead punishment was something that had been common in schools throughout the country but was gradually being phased out. I was a little bit surprised that, at The Academy, ephors were still allowed to beat the boys. I don't actually recall any instances of that happening, but I was surprised to hear it was allowed.

*Day to day running of the school*

46. I was not involved in the day to day running of the school.

*Concerns about the school*

47. I'm not aware of any concerns about The Academy or of the school being the concern of any external body or agency.

*Reporting of complaints / concerns*

48. I don't know if there was a reporting process for complaints or concerns.

*Trusted adult / confidante*

49. If a pupil needed to speak to someone or had concerns, they could have spoken to the senior pupils in their house or the housemaster himself. Outside of the boarding houses, there was a member of school staff the children could talk to. The school minister, Howard Haslett, was supposed to have some sort of pastoral role. I believe I was either told that when I started or Howard himself told me. He wasn't a mainstream teacher. He may have taught some divinity, but he didn't have an academic teaching role, so he was a little bit separate from the rest of the school staff, in a sense.
50. I believe the boys were aware that Howard was someone they could speak to. I seem to remember him saying something at an assembly along the lines of; if anyone had anything they wanted to talk about, he was always available and where to find him.
51. My understanding was that Howard's role was to listen to the children, take account of their concerns and take action if required. It probably didn't always work like that in practice though. Howard was a very kindly person and very approachable. I know of a few boys who did talk to him and came away feeling that their issues had been resolved. I can't remember enough about those situations to give an example. However, I also suspect that he was being told some things in confidence and as a minister, he wouldn't want to break that confidence and reveal those things.

**Abuse at Edinburgh Academy**

52. Edinburgh Academy did not have a definition of abuse that I was made aware of. There was no guidance given on how to respond to reports of abuse. Teachers had total autonomy on how to handle that. If a boy reported abuse to me, I think the

housemaster would have expected me to pass that information on to him. That's what I would have done, unless the abuse was reported to me in confidence.

*Child protection arrangements*

53. Child protection was not something the school raised formally with staff. I think there may have been a single lecture on the subject when I was studying, but that's as far as it went. It was something that was discussed informally between staff on occasion. I remember speaking to another house tutor in the pub, one Friday evening. His name was IFR and he told me about happenings in his house and how he wasn't happy about what was going on there. IFR was a teacher and house tutor in Hamish Dawsons boarding house.

54. I have been read the following quotation from the statement of IBZ.  
*'The school never told us what was avuncular, fatherly concern for young boys and what was inappropriate behaviour by teachers'*  
I would expect that's right. I don't remember the school saying anything to the pupils on that subject. It wasn't really something that concerned me at the time, but looking back now, I would have concerns about it.

*External monitoring*

55. There was one inspection at The Academy during my last term there. I'm not sure who carried out that inspection. I believe it was the Independent Schools Inspectorate. I remember the inspectors speaking to some of the boys. I'm not sure if that was individually or in groups.

56. The understanding I had of that inspection is that it was requested by The Academy because there had been a change of headmaster. We were aware that the inspection was to be carried out, but I couldn't say how much notice we were given.

57. The inspectors came into my classroom and boarding house. I can't remember any of the detail of my interaction with them. I know I didn't perform very well during the

inspection. The one beating I carried out during my employment at The Academy, of [REDACTED], was a result of events that occurred when the inspectors were in my [REDACTED] classroom. I think the boy was perhaps showing off in front of them. I certainly got very flustered when it happened. I don't believe the inspectors were there when I carried out the punishment, but they spoke to the head of the [REDACTED] department about what happened. I believe that was the real reason I was told my probation period would not be continued.

58. I don't recall being provided with any written copy of the findings of that inspection. There may well have been a report, but perhaps it wasn't available until after I left the school.

*Record-keeping*

59. I don't really know anything about what sort of records The Academy kept. There was the punishment book that I've already mentioned and I believe the deputy rector kept other records of some sort. Academic records, such as past reports, were certainly available to look at. I'm not in a position to comment on the historic record keeping of the school.
60. In the boarding house, I wasn't expected to record anything and I wasn't expected to know anything about record keeping in that context.

*Investigations into abuse – personal involvement*

61. I was not personally involved in any investigations into abuse.

*Reports of abuse and civil claims*

62. I was not personally involved in any reports of abuse or civil claims.

*Police investigations/ criminal proceedings*

- 63. I was not aware of any police investigation relating to Edinburgh Academy until sometime after I left the school. I have read and heard about allegations, the details of which I don't recall. Mainly, after Nicky Campbell started saying things.
- 64. I have personally been questioned by police about some pupils they claim I may have been involved with. I have not been questioned about anyone I worked with at The Academy and I have never given evidence in court concerning The Academy.

Convicted abusers

- 65. I don't know of any person who has been convicted of the abuse of a child whilst working at the school

**Specific alleged abusers**

IBP [REDACTED]

- 66. I don't remember IBP [REDACTED] at all.

IDQ [REDACTED]

- 67. I remember IDQ [REDACTED]. I think he taught [REDACTED] in the senior school. I can't be certain about that. If I remember correctly, he started a couple of years after me and was still there when I left. He was probably the same sort of age as I was, in his twenties.
- 68. I'm trying to remember if IDQ [REDACTED] had something to do with the other senior boys boarding house. I seem to remember having more to do with him in that respect. It might just be because we socialised together, not that we had a great deal of time for socialising.

69. I saw him with children in a classroom type situation. I got the impression that he got on well with the children. I never saw or heard of him disciplining or abusing children and I had no concerns about him.

*John Brownlee*

70. I think John Brownlee was involved with the prep school and might have been the housemaster of the most junior house. I know the name and have a vague recollection of talking to him, but I didn't really know him. Our roles were very separate and the prep school kept themselves very separate from the senior school. I think I only remember him because he was one of the teachers that dined in the dining hall at the same time as me. I believe he continued his employment at the school after I left.
71. I couldn't really comment on what John Brownlee was like. As I said, I didn't really know him as we had nothing in common. There were some kids who said things about him, but I don't recall the detail. I didn't have concerns about him from what I had seen, but from what I had been told, yes, that concerned me. My general recollection of John Brownlee is that he didn't sound like a very nice person to know and he was one to avoid if possible. Although I can't remember the detail of what I was told about his behaviour, I would consider it abuse.
72. I have been read the following quotation from the statement of IHA [REDACTED].  
*'Mr Brownlee ... was a teacher who never smiled ... When I was eleven or twelve years old, at various points in the year, I had to go out to the front of the class, get bent over his desk, and was kicked by Mr Brownlee ... I have a memory of another boy being kicked across the classroom so hard that his body left the ground, like a ragdoll'*  
I suspect that is of the same sort of ilk as what I had been told by some of the boys.
73. I have been read the following quotation from the statement of IBZ [REDACTED].  
*'... Mr Brownlee would grab a boy by his collar, force his head under the shelf [of the desk] and hold him there. He would hit the boy so that the boy jumped up and banged his head on the shelf ... Mr Brownlee seemed a very nasty man.'*  
That certainly doesn't surprise me.

74. I have been read the following quotation from the statement of IKA [REDACTED]  
*'Mr Brownlee ... was mental ... he was just a thug and a bully.'*  
I remember IKA [REDACTED] saying something like that. He used the word mental quite a lot. What he has said doesn't surprise me.

75. I don't know what impression the management within The Academy had of John Brownlee. From speaking to other teachers, I know they had a similar impression of him as I did. If it had been different times, I think I would have done something about his behaviour. The whole child protection scene has changed beyond all recognition. I suppose it was, not perhaps accepted, but more common at the time for there to be physical overzealousness. Amongst the other teachers who mentioned John Brownlee to me were teachers who had been there longer and had more experience. I assumed if it was worth mentioning, they would have mentioned it. I perhaps shouldn't have made that assumption.

IBL [REDACTED]

76. IBL [REDACTED] is a name I remember, but I couldn't tell you anything about him. I have been told he was a [REDACTED] teacher, but that doesn't jog my memory. The [REDACTED] department was down at one end of the school. We didn't often go to the staff common room for break time. We socialised amongst ourselves and had our cups of coffee in the [REDACTED] staff room.

*Hamish Dawson*

77. Hamish Dawson was a history teacher and I believe he was the senior housemaster. Technically, he was the one the other housemasters reported to. I, personally, found him to be friendly and personable. However, there was always a slight edge of something about him. It always felt as if he was sounding you out almost. I remember speaking to IFR [REDACTED] about him on one of our few social occasions. IFR [REDACTED] was his house tutor so knew more about him than anybody else. IFR [REDACTED] told me to steer clear of him and to make sure I was busy during the first week of the summer holidays, so I didn't get invited on Hamish's 'den of iniquity', as he called it. IFR [REDACTED] was referring to a

trip Hamish ran on a steam boat up the Caledonian Canal. The implication I took from IFR warning was that it was not all above board. I didn't ask any more about that. I didn't really want to know.

78. I saw Hamish regularly as he was living in the boarding house . If I was out in the playing fields in the evening, he was often in his house garden and we might chat across the fence. I'd sometimes chat to him as we walked up and down to school, so I knew him reasonably well in that sense. From what I saw, he was always joking and avuncular with the boys. The following quotation from the statement of IBZ IBZ certainly strikes a chord as we discuss Hamish Dawson.

*'The school never told us what was avuncular, fatherly concern for young boys and what was inappropriate behaviour by teachers'*

79. I never saw Hamish discipline or abuse a child, but the boys would often say things about him. Particularly after they had left his house and come to the senior house. They would often refer back to him as not a very nice man. The boys spoke of various types of beatings from Hamish, but I don't recall the details of those conversations. I believe the boys told me what they did in confidence and I seem to recall them saying they didn't want me telling anyone. I didn't formally report what I was told, but I did discuss it informally, without mentioning any of the boys names, with IFR .

80. I have been read the following excerpt from the statement of IHA .  
*'Mr Dawson ... theatricalised punishment ... He got four boys to spreadeagle me over a desk ... Mr Dawson then undid my trousers and pulled them down ... and tickled me up and down the whole of the front of my body.'*

That type of behaviour would fit with some of the things I was told.

81. As I previously mentioned, I heard that Hamish had various implements that he would use to beat boys. I never saw any of these implements and I don't know whether he kept them in his boarding house or classroom. I have been told that IKA refers to Hamish having a ball and chain and a baseball bat with nails in it. I remember hearing about the ball and chain because I had some antique weapons on my wall, including a mace and someone said, that's like the one Dawson has.

82. I have been asked if it would surprise me to learn that one or two individuals, who have come forward to The Inquiry, speak of Hamish Dawson coming into the showers to watch the boys. That is not behaviour that would be surprising to me. I did hear, while I was at the school, of him taking naked swims with boys. I thought that fitted with what I had heard about Hamish.

83. I have been read the following quote from the statement of Philip Woyka.  
*'Hamish Dawson was a man who appeared to be a ridiculous clown ... but underneath there was something particularly unpleasant about him.'*  
I think that actually matches quite well with what I said about always feeling there was an undercurrent or an edge to him, even when he was talking quite pleasantly. I felt that there was something not quite right about that, something not quite kosher.

Mr IFS

84. The name Mr IFS rings a bell. I think he was in charge of the pavilion and was at the school at the same time as me. I remember him being reasonably active, so I would guess he was probably in his mid-forties. I was involved in rugby and cricket so my only interaction with him was when I was passing through the pavilion. I seem to remember him being fairly brusque, verbally, with the boys. That was part of the role I suppose, to stop them getting into things they weren't supposed to. I didn't see or hear of him disciplining or abusing anyone. I don't remember anything else about him.

IDP

85. I don't know anything about IDP.

IFR

86. IFR was a teacher and house tutor in the younger boys boarding house. I socialised with him as much as anyone else at the school. If I had time, I might get a bite to eat with him and BXK IFR was very cheerful, pleasant and

personable. As I've mentioned, IFR did sometimes make comments about Hamish Dawson that would suggest things weren't altogether good between them.

87. I would say I knew IFR reasonably well. He was living next door, we were the same sort of age and we were doing similar jobs. He was good with the children, perhaps a little bit more abrupt than I would have been. I never saw or heard of him disciplining or abusing a child.

*David Standley*

88. David Standley was my head of department, head of physics. He didn't have any role in the boarding houses. He was there when I started and continued his employment after I left. He may have been thirty, but that's just a guess. He was certainly young to be head of department.
89. I got on with David fine. I think he thought I was little bit too easy going with the kids and perhaps my discipline wasn't what it should have been. There were a couple of times, early on, where he suggested that. As my line manager, that was his role.
90. I didn't see David discipline or abuse children at The Academy. I certainly heard of him disciplining children, but I didn't see it. I believe David talked to me about discipline and I seem to remember him saying 'I beat x because of Y'. I took that to mean a beating with the clachan.
91. It would surprise me to learn that The Inquiry have received allegations about him. The reason I say that is because I believe he was a former pupil of the school himself, so he had a good idea of how the school ran. He had risen up through the ranks very quickly to become head of department and he was the youngest head of department in the school, although there was a vague suggestion that was because his father was a professor at the university. He was also a keen and good sportsman.

IDT

92. I thought IDT did a good job as housemaster. He kept his distance from the point of view of not getting too close to the children, but at other times, he was able to communicate and relate to them. I thought he related to them well. His own son was at the school, so obviously he knew all of his son's friends.
93. As I previously mentioned, I was only aware of IDT disciplining a boy once. He had the nickname IDT and I vaguely remember a boy saying he was a bit of a pig, but I don't know in what respect or how that related to his behaviour. I never saw or heard of him abusing children in any way. It would very much surprise me to learn that The Inquiry had received allegations against him because he went on to be IDT at Glasgow Academy. He must have had a good record and a good report to do that.
94. I have been read the following quote from the statement of IKA.
- 'Mr IDT taught IDT. He was a violent man ... he used to beat people up. I saw him doing that when I was fifteen, sixteen ... He would beat people with the clachan. He beat one boy up really badly. He was wandering about the yards when he should have been at a lesson and IDT beat the hell out of him ... I didn't see that happen, but people saw things and spoke about him being attacked.'*
95. I am surprised at what IKA has said. He was certainly at the school during my time there. If something like that happened, I would have expected to hear about it myself, from the same sort of people. It's possible it happened after I left, but I seem to recall IKA being in my rugby team in my last year. If that's correct, he would have been at the top of the school, likely in his last or second to last year. IDT did have a little bit of a temper. He did rise quickly. I did see him sometimes blow a fuse. He would turn red in the face and shout, but he would also come down again quickly too. I never witnessed or heard of IDT behaving in the way IKA describes while I was at The Academy.

IBU

96. IBU was the head of games at The Academy. He was a fairly small man, maybe in his upper fifties when I was at the school. I had some involvement with him through rugby and cricket. He allocated you to teams and decided which teams you would be going out with that weekend. He also monitored how people were progressing under your direction. I also came across IBU in an external sense. He was involved in the Academicals Rugby Club, who I played for. He was one of the selectors there.
97. I got on with fine with IBU but he certainly did have a temper. I always thought he was talking about something else. You never quite knew what he was trying to say and there was a sense that there was something else, an undercurrent, to what he was saying. He always seemed a little bit denigrating towards the children, except for one or two. The one or two, who were his favourites and excelled at a particular sport, he would praise to the high heavens and the rest weren't up to par. IBU was always referring back to successful pupils, particularly, [REDACTED] and [REDACTED] for some reason.
98. I don't think I ever saw IBU discipline a child. As I mentioned, I was told by a boy that he had been whipped with a fencing foil by IBU which caused him to bleed. It did surprise me a little bit to hear that, but I knew IBU was one of the regular beaters of boys. I knew that from what boys told me, but also because of what IBU told me himself. He would say he had beaten a boy and I remember him saying things like "he needed a good beating". His name also came up in the discipline book more often than virtually anybody else. Although, I also believe it's true to say there was a separate book for the gym, which I never saw.
99. I have been read the following quote from the statement of IKA [REDACTED]  
IBU was the P.E. teacher at senior school ... he delighted in being in the changing rooms ... he always made a point of coming in and standing ... where he could see into the showers. He would watch everybody naked ... It was creepy. With hindsight, he was definitely up to no good.'

100. I would say he definitely made a habit of being in the changing rooms. That is something I witnessed. If you are running a sports site, you have to go in and out the changing rooms to make sure they are clear, the boys have all their kit and everything's alright. However, [IBU] tended to stay in the changing rooms and supervise. I suppose I did wonder if there was more to it than just supervision. I did have a suspicion that it was more. I didn't act on that suspicion because [IBU] was head of games and was responsible for what happened in the changing rooms. He could justify being in there.
101. I have been told that it has been suggested that [IBU] insisted that boys not wear underpants under their rugby shorts. I do remember being told something about boys not wearing pants, but I can't recall whether that related to rugby or something else. I can't be certain about that.

#### **Allegations made to the Inquiry in relation to me**

[IHA]

102. I have been read the following quote from the statement of [IHA]:  
*'The final teacher who was abusive to me was Mr [IPT] ... he taught me later on in my time at school, fourth or fifth year ... he attacked me in a class ... He grabbed me by the neck, had me off my stool, and had me pressed against one of the high [ ] benches ... my friend...who was a large guy had to come and get Mr [IPT]'s neck in a Nelson hold and pull him off me.'*  
*'... I was invited back at the end of the school day to be beaten ... I was bent over and hit with a 'Green flash' tennis shoe. I was hit six times ... The beating didn't feel right, it didn't feel appropriate'.*
103. I recognise the name [IHA], but I don't recall the individual. I have no memory of ever sanctioning him and I didn't abuse him. Firstly, the only instance I can think of where a tennis shoe was used was in the boarding house, not in the classroom, and not by me. Secondly, lifting someone up by the neck is very extreme and I certainly don't remember anybody ever laying hands on me. There were occasions where I

might pick someone up from a desk by grabbing their collar. That's as far as I would have gone.

104. What IHA [REDACTED] has said doesn't ring right in my memory at all and I don't think the passage of time has affected my recollection to that extent. It is possible I lost my temper with him. I may even have lifted him up, but not by the neck. There were a couple of occasions where I lost my temper with someone and Dave Standley, or somebody like that, took the boy out to beat him on my behalf. I don't remember the details of those occasions, but as I say, my discipline of the kids was always a bit weak. I do accept that what IHA [REDACTED] describes is abuse, but I have no memory that happening. If that allegation were true, there would be a very good witness; the boy who apparently grabbed me by the neck and dragged me off him.

IKA [REDACTED]

105. I have been read the following quote from the statement of IKA [REDACTED].  
*'I wasn't aware of him IPT [REDACTED] abusing boys when I was at school, but I became aware of it after I left ... I found out around 1995 that he had been given a reference to allow him to move on to another school after abusing boys at the Academy ... I know a former pupil who was abused by IPT [REDACTED]. He was quite a bit younger than me. It's a pending court case so I don't know the details. He went to Howard Haslett [the chaplain] and told him that he'd been sexually abused by IPT [REDACTED].'*

106. I'm not sure if the person I'm thinking of is the correct person. That is one of the problems with the passage of time. If he is the person I think, he was in my second fifteen rugby team. He was a forward and a good player. I thought I got on quite well with him. I don't know where he has come up with that information or any of the details. It's possible that it's one of these playground rumours that go around. I didn't abuse anybody at The Academy.

IBZ [REDACTED]

107. I have been read the following quotes from the statement of IBZ [REDACTED].

*'Towards the end of my time at school, I became aware of a serious incident which had occurred earlier in my time at school. The teacher involved was IPT [REDACTED] who was a trainee [REDACTED] teacher ... IPT [REDACTED] was a notorious toucher ... a boy ... revealed that he had been sexually assaulted by IPT [REDACTED] when he was eleven or twelve, quite badly. He had ended up naked in IPT [REDACTED]'s room in the boarding house'*

*'... a friend, told me he had been touched on the leg under the dining room table at lunch, he also told me that another boy had been involved in the same incident ... my friend told his mother about IPT [REDACTED] touching him ... she told the school. The school did nothing about it and said it was all made up.'*

*IPT [REDACTED] ... gave a Mars bar as a special prize to boys who had done well in class or in cricket ... I ... was invited by IPT [REDACTED] to come in the lunchbreak the next day to get my Mars bar ... I told a friend. [He] said he wouldn't do that if he was me because ... IPT [REDACTED] had attempted to touch him. As a consequence, I didn't go and get my Mars bar.'*

*'Out of a group of about ten school friends who I am in touch with, three of us have given evidence to the police about IPT [REDACTED] two with direct experiences of being touched by him...'*

108. I don't remember anything about IBZ [REDACTED]. I remember a couple of kids called [REDACTED], but I couldn't tell you if they were IBZ [REDACTED]. As he says, I did give mars bars to people who were good in class or on the sports field. Lots of rumours fly around schools all the time. He may have picked up on this, I don't know. I never heard any rumours about me, but it's not impossible there were. I have no reason to believe that what he saying is true. There was certainly never anybody that ended up naked in my room in the boarding house, ever. If what he describes was true, it would absolutely be abuse.

*Philip Woyka*

109. I have been read the following quote from the statement of Philip Woyka.  
*'... IPT [REDACTED] ... was a very young [REDACTED] teacher possibly straight from university ... I have worked out that it must have been around February or March 1978 ... I am not sure why, but he put me on special detention so I had to go to his classroom after school had finished ... he told me to sit down on a high stool and he sexually assaulted*

*me. He stood in front of me then separated my knees and moved his body between them. He made some comment about what he was going to do with me ... [he] was pressing his crotch into me. He was obviously aroused. He lifted my shirt out from the front of my trousers and ran his hand up my bare chest and started caressing me ... I must have been terrified beyond all description ...'*

110. I don't remember a great deal about Philip Woyka. I remember him chiefly because of his slightly unusual name and I recall that he was a little bit on the edge of his peer group. He wasn't fully integrated, not popular. I have no real memory of him beyond that.
111. I have no recollection of anything that could have even been misinterpreted as what he describes. Of course the passage of time can affect anybody's recollection. It could have just as easily have affected his recollection. I don't believe there was any such thing as special detention. The only reason I'd ever touch a pupil at all was if they didn't have their top button done up on their shirt, which was one of the school rules. If they didn't have it done up, and didn't do it when you told them to, I would go in and do it up for them.
112. I have no explanation for why he is saying these things. What he describes is abuse, but I fail to see how it could have occurred. After school, I went straight to the boarding house or the playing fields. I have no reason to suppose he is making it up, but equally I don't believe it's true. It may be mistaken identity.

### **Civil Claims raised against Edinburgh Academy**

113. During the course of this interview, I have been informed that Philip Woyka and IKA have raised civil claims against Edinburgh Academy which include allegations of sexual abuse by me. I have also been informed that IHA has raised a civil claim which includes an allegation of physical abuse by me. Edinburgh Academy have not contacted me to make me aware of any such civil claims.

## Leaving the school

114. I left my employment at Edinburgh Academy at the end of the academic year, on 12th July 197█. I was told by the rector, Laurence Ellis, that I was not being given a contract beyond the end of my probationary period, but no reason was explicitly stated. I didn't ask for an explanation as he was the rector and it was his prerogative not to continue my employment with the school. My head of department, Dave Standley, had preciously told me to look at finding somewhere else for a fresh start, somewhere that I wouldn't have the same discipline problems. My view, is that my employment was not continued as a result of the incident in my █ classroom, when the inspectors attended the school.
115. I have been read the following quote from the statement of IBZ █.  
*'There were a few incidents with IPT █ and he left mysteriously in the middle of my second year, in the middle of the summer term. Gossip had started about him and none of us were in any doubt as to why he'd been asked to leave ... it was because complaints against him had started to build up and he was moved on'.*  
That's just not true. I didn't leave in the middle of a term. I left at the end of the academic year and I was never once made aware of any complaints against me at Edinburgh Academy.
116. I believe Edinburgh Academy would have provided references to my subsequent employers. They would have come from the head of the █ department or the rector. I have no idea what they might have said as they were not open references.

## Convictions

117. I plead guilty at Glasgow High Court, in █, to five charges of lewd, indecent and libidinous practices relating to my time at █ School. I don't remember the technical details of the charges. I was sentenced to █ imprisonment.

118. I have been asked how I was able to commit such offences undetected at [REDACTED] School. It was a small school and understaffed. We all had too many responsibilities, resulting in there being no real oversight. The boarding situation meant there was far more contact with the children. At [REDACTED] in particular, that was near enough one hundred percent of the time. Being a small school, with a small staff and extensive grounds, there was lots of opportunity.
119. Edinburgh Academy was very different from [REDACTED] in many respects. It was better staffed, there were always more people around and there were clear lines of communication and responsibility. I suppose it would have been possible to commit such offences at The Academy as the pupils were not accounted for all of the time. For example, there was a sign in and out system at the boarding houses, but if a pupil said he was going to the playing fields, he didn't have to sign out. Some pupils just said they were going to the playing fields but didn't. There were certainly occasions in the boarding house when I went looking for boys who were meant to be at the playing fields, but they weren't to be found.
120. I believe other staff probably would have been aware of my behaviour at [REDACTED] School. At one time, the headmaster had an investigation into my behaviour, but nothing came of it. There was however, nothing to be found in that particular instance.
121. In pleading guilty, I accepted that the offences happened. I had not behaved like that in my employment previous to [REDACTED] School.

### **Helping the Inquiry**

122. I think that at least some of what can be done to protect children, has now been done. For instance, I believe there is now proper child protection training given on a regular basis. I think there are much clearer lines of reporting. When I was at [REDACTED], Childline was brought in. Prior to that, there had been nothing of that sort. Now, schools generally have policies to ensure clear lines of communication. I also think the working practices are generally safer now. As a young teacher, it was quite acceptable to be sent off with a minibus full of kids on your own, rather than have two of you there at all

times. I think attitudes have changed all together, so kids find it easier to report now than they would have done previously.

- 123. The whole ethos of child protection has changed. I remember one occasion at The Academy when I went down to the north of England to join the junior rugby tour. I arrived late because I had actually been playing rugby myself that afternoon. I arrived at the youth hostel where they were staying to be told I was being accommodated in the boys' dormitory. That would never happen now. Things like the outdoor education centre for The Academy, up at Glen Doll, would never be allowed to operate now, as it did then. There was a very lax approach to supervision there and the staffing levels were not what they would be now. I only went there once, so I don't recall much about the place. It was largely staffed by PE staff and those who had an interest in the outdoors. I think groups of children from each upper school year group went for a week at a time during the summer, possibly not those in exam years. I couldn't say whether the prep school used it. The facilities there were fairly basic. I think there was a small kitchen, dining room and a couple of dorms for around four or five boys in each. I can't recall where the staff slept. There must have been a couple of rooms for staff, or staff may have even slept outside in tents. I have been asked if they boys went swimming at Glen Doll. There were no swimming facilities, other than the river. I certainly didn't go swimming when I was there and neither did any of the children.

**Other information**

- 124. 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..... IPT [Redacted Signature] .....

Dated..... 04 August 2023 .....