

Scottish Child Abuse Inquiry

Witness Statement of

IBZ

Support person present: No

1. My name is IBZ. My date of birth is 1965. My contact details are known to the Inquiry.

Life before school

2. I was born in Edinburgh and lived in Edinburgh all the way through my childhood. I had a typical Edinburgh middle class upbringing and a stable family. I have an older and younger sister, and myself and my younger brother between. Both he and I went to Edinburgh Academy and my sisters went to an Edinburgh all-girls' school.
3. My father was born in Scotland. As relatively prosperous parents did at the time, he was sent away to a prep school when he was seven or eight. I don't think it was very pleasant for him. During the war he was sent home from school unwell and was diagnosed with malnutrition. He ended up at a public school in the Yorkshire moors and had what I think was an unhappy time there, before he found a more congenial life at University
4. My father said when he came to decide on schools for my brother and myself, the idea of sending us to a boarding school seemed completely mad. We were already at the Edinburgh Academy prep school. I don't think that was a difficult decision for my parents as my mother, who came from a Edinburgh working class background, would not have accepted the idea of sending their children away to school and the Academy was a good, private, school for boys just down the road.

Edinburgh Academy, Arboretum Road and Henderson Row, Edinburgh

5. I was five when I started at the Academy. I had a sort of talk or interview with somebody at school who checked I knew the basics of the alphabet and numbers. There wasn't a formal exam although people who came later had to sit formal exams, particularly when you joined the senior school. Quite a lot of people from my nursery school went to the Academy. It was a familiar community, particularly comprising Edinburgh lawyers at the time.

6. The school was divided into three parts. The reception school and prep school, or junior school, had years one to six. There were three classes in each year with just over twenty in each class, making about 65 boys in each. The reception school was for boys aged five and six and was down at Denham Green in Trinity. I was there for a half a year and then the school had a fire. We got shipped off to a building which the Academy borrowed from Fettes, for a couple of years.

7. The prep school was the junior school which was for boys aged seven to ten. I went there in the third year. It was at Arboretum Road next to Botanic Gardens and Inverleith Park. I was there until I was ten and then I went to the senior school in Henderson Row at the age of eleven. I was allowed to wear long trousers at senior school. It went up to four classes in each year in the senior school, so there were 85 to 90 boys. I stayed at the senior school until I was seventeen.

8. There were no girls at all until a few came in sixth form. This arrangement was because the Academy was one of the few Edinburgh schools that did A levels as opposed to Highers. That was important for getting into English universities at that time and particularly for getting into Oxbridge. In my sixth form there were three or four girls.

9. My school years were a continuum. I still have friends who I met on the first day I was at school and who were still there when I left thirteen years later. I never had the feeling I was going somewhere different and there was no big jump from one place to another. That helped create the impression that the school was completely normal because there were always normal things going on around me. I walked home from school and

my parents' friends were my friends' parents. School wasn't an extension of home life but it all moulded together. Although that's how it was for me, I believe it wasn't like that for the boarders.

10. Later, I became aware that you couldn't teach in a state school without a teaching qualification, but you could at a private school. I don't know if many of the teachers I had, had teaching qualifications. Training was on the job. I guess the attitude was these were good upstanding chaps who knew how to do maths, speak Latin and who decided to become school masters, and why wouldn't they be good teachers? It was that sort of thing.
11. Consequently, some of the teachers were very good but for some of the teachers, discipline and the structure of the teaching was poor, and occasionally abysmal. You assumed the teaching was to do with the personality of the teacher but, now I look back on it, some of the teachers probably had little idea what they were supposed to be doing. However, I would say the academic standard was generally good. I got to a top university but my experiences differed from subject to subject.

Pupils who boarded

12. We started to have boarders in the fifths in junior school at the age of nine. There were four boarding houses. I can't remember the names of all of them but one was specifically a junior school boarding house for boys of nine and ten. They were all in Kinnear Road, overseen by Mr Brownlee a junior school teacher, and it was the first one you came to on the right in Kinnear Rd. I think there was also one for eleven to fourteen olds who were the younger boys at the senior school. The other boarding houses for the senior school were called Jeffrey House and Scott House.
13. There were one or two boarders who came from places in Scotland but most had fathers serving in the army or were Commonwealth administrators. For example, there was a boy whose parents were in Zambia, and others whose fathers were serving in the British army in Germany. If I was going to characterise the boarders, that was

typical all the way through. Although we had a few far Eastern boarders in later years, I never had the impression people were sending their kids to board at the Academy because it was a prestigious Scottish public boarding school. It was because the Academy was a good school that had accommodation for boarders.

Ethos

14. The school had a Greek motto on the school caps. I am sure I would have been told what it meant but that never stuck in my mind. There's a school song in Latin of which I had a similar low awareness.
15. I wouldn't have recognised a school ethos at the time but there was no thought in my mind of questioning of the school during my early years. I don't recall my parents ever doubting how the school went about things. I think people of my parent's generation maybe took the view that if the school said something was that way it was and I never gave them much reason to question. I think they had more issues with my sisters' school so maybe they were just happy with the way the Academy was. Once you were at the school, it was the arbiter of good and bad and you didn't question the school.
16. For me there was a bit of a light shone on the school when some new boys arrived when they were thirteen or fourteen to do the English qualifications. I had been in the senior school for a couple of years. The new boys were incredulous at some of the things that went on in the school and that they couldn't understand. These were habits and cultures I'd grown up with. I never knew another school culture at all and I thought all schools were like that.
17. Particularly, the new boys asked why we put up with these bad teachers, the teachers using physical punishment, and the drunk teachers who'd been in the pub all lunchtime who slept through the afternoon classes.

18. The power of the prefects also seemed odd to the new people in the senior school. There were no prefects on the junior school. The prefects in the senior school were called "Ephors". They were named after a government official in ancient Sparta.
19. When you've been at the same school from the age of five, you go along with the way things are. The ethos was the school was everything and you were lucky to be there. It was natural to be there and why would you question anything? Things that were important were doing well academically and, amongst the boys and some teachers, being good at sport. It was an old fashioned approach.

Distinction between pupils who boarded and day pupils

20. There was a definite distinction between boys who were boarders and day pupils. I lived in walking distance of the school. School was an extension of my life and where I went during the day. I was very aware that some of the boarders were coming from South Asia or Africa. There were 24 hours of flights as an eight year old, on your own. You were a long way from home at a time when you couldn't just phone your parents. Boarders would have been lonely and we were aware of that.
21. There was much more of a communal spirit amongst the boarders than there was amongst the day boys. There was a bit of a division. We were friends with a lot of boarders but not as close friends as we were with the other day boys. What went on in the boarding houses was a bit of a mystery to me.

Edinburgh Academy Junior School

22. The junior school was a modern building at the time. It was either built in the late sixties or early seventies. It had that seventies architectural look with a flat roof and clean lines. Because the reception school building had burnt down, the junior school felt like the first permanent school I was at. Everything seemed modern and organised. There was a proper dining hall, a gym, a theatre, and classrooms. There were three classes per year all the way through junior school.

23. It was clear that the school had grown out of the building quickly. When I was seven and eight in the thirds and fourths, our classrooms were in the main school building. It was very much a primary school model. The class teachers were all ladies and you got most of your teaching from your class teacher. The only exceptions were that there was a science teacher who was the first male teacher I had and a proper gym teacher.
24. When you were nine going into the fifth year there was a big change. Your class teacher became a man. You moved around classrooms for different teachers and subjects, and they were all male teachers. Those subjects were, for example, geography, Latin, French, English, and maths. One or two subjects were taught by your class teacher.
25. If there was a cultural change at school then that was when it happened. It was a change from being a little boy who was looked after by a lady teacher, who was not always nice but was a motherly figure, to being a schoolboy taught by teachers who were known as masters.

Staff at Edinburgh Academy Junior School

26. Mr Brittain was the head teacher for the first year or two when I went to the junior school. He was replaced by a Mr Burnett. My class teacher when I was in the first year was Miss Baxter, who we all loved and she was lovely. When I was in the second year, my teacher was Mrs Landells who felt like a more severe and unpleasant woman. If your pencils weren't sharp then she'd snap them. Miss Atkinson was my teacher when I was in the thirds. I can't remember my teacher in the fourths.
27. In the fifths my teacher was ICG [REDACTED]. He was my first male teacher and was legend in the school. The older male teachers had fought in the war and he had played cricket, possibly for [REDACTED] and a county. He was a [REDACTED] teacher and brought souvenirs of things he'd picked up in Berlin in 1945, like a dagger with a swastika on it, to show us. For eight and nine year old boys it was incredible. In my last year in junior school my teacher was Mr ICA [REDACTED].

28. The gym teacher was [IDP]. He was a [redacted] from the [redacted]. He wore his [redacted] gym vest and had a military bearing to him. He had us doing boxing and we were nine year old boys. It was very old-fashioned.
29. Mr Sneddon was a science teacher. There was a [redacted] teacher called Mr [IBL] [redacted] New Zealand teacher called Mr Wicki. Mr Brownlie taught Latin, was the house master of the junior boarding school and sixth year class master. He was a physical bully and a nasty character. The [redacted] teachers were called Mr [IBW] and Mr [IHE] I think. There were various other teachers of musical instruments.

Discipline in the Junior School

30. Physical punishment didn't start until we got male teachers but was widespread between the ages of nine to ten. From the age of nine onwards there were two forms of punishment. One was doing lines and the other was beatings. You were whacked on your bottom. I don't remember being whacked on my hand. In the junior school I was beaten in front of the class reasonably regularly. Every week wouldn't be an exaggeration and sometimes more than once in a class.
31. The teachers all had their own, particular techniques. They had high desks with a shelf on either edge of the desk. The teacher sat in the middle. One teacher Mr Brownlie would grab a boy by the collar, force his head under the shelf and hold him there. He would hit the boy so that the boy jumped up and banged his head on the shelf. I can't give a definitive answer as to what he used to hit the boy. Mr Brownlie seemed a very nasty man.
32. Other teachers couldn't control the class so they used corporal punishment. Some teachers used it very sparingly, so you knew you were in trouble. I don't remember receiving corporal punishment off [ICG] I don't recall anybody receiving it, and I don't recall him ever having problems with discipline. Maybe that was because he had seen some horrific things in his life and wasn't in the game of beating boys. [ICG]

ICG kept control through respect and was the sort of person you wouldn't want to cross.

33. I recall when there was some bad behaviour in Mr Wicki's class, he said to us that if it went on, he might have to take stronger steps and did we know what corporal punishment was? He thought this was a massive escalation because of his background in New Zealand. We had no idea and wondered if he was going to hang us. The expression didn't exist because everyone got beaten. That's the way it was. It was only later that I realised he saw that as the ultimate sanction and not the normal, day to day way of controlling his class.

Discipline in the Senior School administered by teachers

34. In the senior school where I went when I was eleven, physical punishment had started to phase out and was just carried out by the odder teachers, for example Hamish Dawson. However, from the age of nine all the way through to twelve or thirteen, it was normal to have beatings. Some were mild, nothing was permanently or temporarily disfiguring but certainly uncomfortable. It was hard for teachers to beat boys who were fifteen or sixteen years old and who might turn around and punch them, I guess. Although I do recall one incident where the senior school gym teacher Mr IBU ended up trading punches with a boy called [REDACTED]. [REDACTED] was probably about sixteen at the time. Punishment was more writing lines and essays.
35. There was a game at the Academy called "hailes" which existed when the school was founded back in the early nineteenth century. It was a form of hockey where a ball was hit across the school grounds and goals were scored. It was played with a clachan that looks like a flat wooden spoon which is about eighteen inches long and quite substantial to hold. The head is about four inches across. It could be described as a small squash racket without strings. By the time I got to school, there was only one game of hailes a year. The sixth form leavers who were not prefects played a game against the prefects on the last day of school. Everyone got one of these items and you got all your friends to sign it. I still have mine.

36. It was normal for teachers to have one of those in their classroom and to use it for administering corporal punishment. Other teachers would use gym shoes and slippers. Teachers disciplined you for all the standard reasons, such as not doing your homework and not paying attention in class. I was perpetually interested in something out the window in the classroom and bored most of the time. That resulted in me being inattentive and cheeky so they were the two main reasons for me being punished. Boys would be punished for making noise, breaking stuff, fighting in the corridor, and disrupting class.
37. In the senior school the weird one was Hamish Dawson, the history teacher. Everyone knew he was weird. Mr Dawson had a box full of about ten or twenty sticks which he beat people with for different crimes, like talking back in class or getting a year wrong about the death of a king. The box sat on the right hand shelf facing the class. The sticks had different names, they were all different and all about eighteen inches long.
38. One of the sticks was a cane, some were bits of doweling, some were flatter like a clachan, and one was a ruler. One was called the "neb stick" which was the stick Mr Dawson used if he considered you to have been nosy in class, by sticking your nose into a conversation he was having with another boy. If you were called out to be punished then you had to take the correct stick out of the box and give it to Mr Dawson, so that he could hit you with it. Mr Dawson encouraged the boys to make him new sticks for different things.
39. The box of sticks is the sort of thing that boys who appeared at the school at the age of twelve and thirteen couldn't get their head around at all. They thought it was an odd culture. They were not prepared to put up with it and were much more vocal about it than we were. On the other hand, we had arrived as juniors in the senior school and were accepting in how things happened. It seemed normal to us. Mr Dawson was somebody who was both strange and slightly sinister but was loved by some boys. He organised annual canal boat trips and other trips. He was a good history teacher. He made his lessons interesting so was quite liked by the boys but was weird. Maybe Mr Dawson considered the box of sticks to be a quirky thing but when you look back on it now, it's not quirky at all.

40. There were some teachers, like Mr Brownlie in the junior school, who beat someone in almost every class and in front of the class. They were people with odd views of the world. I don't think they were getting pleasure from it but it wasn't normal, and they couldn't behave like that in any other profession. I don't think Mr Dawson beat anybody to hurt them. He wasn't the same as Mr Brownlie who was a nasty piece of work. The teachers had their own peculiarities of corporal punishment. It might be one, two or six times that you were hit.

Discipline in the Senior School administered by senior boys

41. In my first year in the senior school, the school prefects were allowed to administer corporal punishment. Again, friends of mine who came to school when they were thirteen or fourteen still laugh in amazement at that. It was always six of the best from the prefects. That was the expression.
42. The culture of the prefects being able to beat the junior boys ended quite early on in my time at the senior school. In my first year, when I was eleven, the headmaster, or Rector as he was known, [REDACTED], had been there for a long time. He was an old man and very traditional. He retired at the end of my first year and was replaced by [REDACTED] more modern and liberal. He probably stopped the practice of the prefects being able to administer corporal punishment.
43. I was invited to go to the prefects' room more than once to be administered six of the best on my behind by a prefect. That was normal corporal punishment administered by senior boys to junior boys and by teachers. One of them I do remember. I was just being cheeky. The head boy had a bad case of acne. His name was [REDACTED] and he was universally called '[REDACTED]'. I made the mistake of calling him that to his face which entitled me to be called to receive corporal punishment.
44. I don't know whether my parents knew about the punishments used at school. I would never have discussed it with them. I imagine they knew and accepted that culture. They wouldn't be horrified. It was the culture my father had been at school with.

Abuse at Edinburgh Academy

45. The punishments were generally in front of the class. You knew it was serious if somebody disappeared to be beaten. That happened to me once when I was ten years old and in my sixth year at the junior school. It's the only time I could suggest something improper happened. My repeated cheekiness or failure to do my homework resulted in me being taken to be beaten to a storeroom, by Mr ICA. The room was at the back of the hall in the junior school. You went down a few stairs and the room did not have any windows.
46. Mr ICA had a slipper. He made me take my trousers and pants down and put me over his knee. Mr ICA spanked me with his slipper. I don't know how many times. I was upset and crying. I don't know if I was crying because it was humiliating and upsetting. He was almost consoling me afterwards. He tucked my shirt back into my trousers and touched me on my genitals when he was doing that.
47. That's the only time I recall being taken to a room to be beaten privately and the only time I was smacked on my bare bottom. The whole thing was weird. Why would you do that and console the boy you had done it to? I had no idea if the touching was accidental or not. I can see from that experience how easy it would be to transform that into opportunities for sexual abuse.

Abuse of others / IPT

48. Towards the end of my time at school, I became aware of a serious incident which had occurred earlier on in my time at school. The teacher involved was IPT who was a trainee teacher, when I went up to the senior school at age eleven. I think he was a boarding house assistant at the boarding house for eleven to fourteen year olds. He came straight from Cambridge where he'd been studying. IPT was a notorious toucher.

49. There were a few incidents with him 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 wasn't because he was an incompetent teacher, which he was. It was because complaints against him had started to build up and he was moved on. Someone later dug up the generous comments made about him by the Rector [REDACTED], on his departure.
50. The incident I became aware of came up when I was in the sixth form and we had started going to the pub. I wasn't in the pub but found out about it on the Monday, in our [REDACTED] class. [REDACTED] had got a bit drunk and 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 and was very upset about it.
51. Everybody knew about this by Monday morning. We all rallied round and it was an unspoken thing that we would be supportive of [REDACTED] as a group of friends. I think we were reassured the school was looking at it, but I don't know what the conclusion of that was. It was never mentioned to us by a teacher. Other friends of mine recall it being talked about.
52. Another incident I was aware of was with a friend [REDACTED], who told me he had been touched on the leg under the dining room table at lunch, he also told me that [REDACTED] was involved in the same incident. [REDACTED] is still a close friend but [REDACTED] unfortunately died a few years ago.
53. IPT [REDACTED] taught some of our classes. He was known as very good rugby player. He was glamorous because he was blond, young, good-looking, and relatable. But sometimes when you tried to talk to him then he would go a bit strange. He wanted people to like him but then didn't know how to deal with it. When you try to get groups of eleven year old boys to like you then you lose discipline. IPT [REDACTED] was trying to balance that desire to be liked with his ability to teach, and how that would be seen as a trainee at the school.

54. IPT took the group I was in for sport in the summer term. He gave a Mars bar as a special prize to boys who had done well in class or in cricket. I had done some sporting feat and was invited by IPT to come in the lunchbreak the next day to get my Mars bar. You had to go to the common room where the teachers sat and marked stuff. It was a gallery room above the two and behind the school organ. I told a friend called . said he wouldn't do that if he was me because he had to run away when he went for his prize. I can't remember the details of it but said IPT attempted to touch him. As a consequence, I didn't go and get my Mars bar.
55. told his mother about IPT touching him under the table at lunch. His mother told the school. The school did nothing about it and said it was all made up.
56. It is difficult to remember the culture and how we would view somebody. We didn't have the same perception that somebody would have now of what a paedophile is at all. Rather shamefully, we didn't have a perception of the distinction between someone who is gay and someone who is a paedophile. There were a couple of old men who taught at the school who had almost certainly grown up as homosexuals at a time when homosexuality was illegal. We didn't understand the difference between someone like them and someone like IPT. The school never told us what was avuncular, fatherly concern for young boys and what was inappropriate behaviour by teachers. Maybe that wasn't understood by anybody at the time.
57. 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, two with direct experiences of being touched by him. It was common knowledge amongst people who had encountered him that he was a wrong 'un and you didn't want to go near him. So, thirty percent of my current friends' group from school know about specifics and remember this. I don't believe you get that situation and none of the teachers or school authorities knew about this as well. That's the bit that makes me angry.

Life after school

58. I went off and did an engineering degree after school. I would say I was still quite immature and the school didn't prepare you for life in any way and the freedom of going to university did set me back for a few years until I worked it out. Since then, I've worked as an engineer and manager both abroad and at home. Now I am the chief executive of an oil field engineering company.

Impact

59. I've never had much to do with the school since I left or with the Old Boys' Club. I was never that attached to the school when I was there. I didn't really buy into the ethos. I'm still close to a dozen friends of mine who I was at school with, but none of us would dream of going to a school reunion. The school is not a part of my life so a lot of these things have been pushed to the back of my mind. I didn't have any really traumatic experiences so it's never impacted on me.

Reporting of Abuse

60. My brother runs an organisation which has been involved with the Scottish Child Abuse Inquiry and happened to be sitting in the Inquiry the day IPT [REDACTED] gave evidence. IPT [REDACTED] gave evidence mainly about what he was convicted of at a school in [REDACTED] and not about the Academy or [REDACTED], the schools he was at before [REDACTED]. However, he happened to mention that he had been a teacher at the Academy.
61. My brother, who had been at the school after IPT [REDACTED] left so he never met him, was surprised that IPT [REDACTED] had been there and texted me to ask if I remembered him. My short impolite reply was, "Yes, he was a kiddy fiddler." So, my brother explained why he had asked. Subsequently my brother spoke to some police officers who were at the Inquiry that day and put them in touch with me. IPT [REDACTED] had left the school before my

brother was in senior school. When I told [REDACTED] and [REDACTED] what was going on then they volunteered to speak to the police. What myself and my friends were able to tell the police may help bring justice for IPT's victims. The police were responsive.

Edinburgh Academy's response to the allegations

62. The other way abuse at the school has come out has been through Nicky Campbell, a Scottish Radio presenter, who attended the school. I believe this has resulted in a lot of people coming forward to talk about their experiences. But it is this and, at a much smaller scale, the total coincidence of my brother hearing IPT give evidence, that has brought me and my friends, and Nicky Campbell's listeners forward.
63. There appears to have been total lack of proactive action by the school beyond a minimum. The school has no problem contacting me when they want me to give them money, but I've received nothing from them to tell me that an ex-teacher has been locked up for years for child abuse. Not even to say, if you know anything please contact the Child Abuse Inquiry or the police. I've received nothing to tell me about the evidence the school has given to the Inquiry or that the school is even involved in the Inquiry. I believe they have put links on their website but people who had a bad experience at a school are unlikely to be regular visitors to their website.
64. When I read the evidence given by the school to the Inquiry and I see their responses to the Nicky Campbell thing in the media, it's very much "it is a long time ago and everything's different now and we don't know about it." That makes me angry and is fundamentally untrue. There are former teachers who are still closely involved with the school. Tony Cook is the head of the Academicals Club. David Stanley has just written a history of the Club and was a physics teacher. Rob Cowie was a chemistry teacher and is the secretary of the Club. A former housemaster called Evans was a chemistry teacher and is still alive. These people are not so old they can reasonably have forgotten. They worked, sometimes closely, with IPT and they are actively

involved in the Academy culture. I don't believe that they didn't know. If they haven't come forward then I hope the police will go and ask them what they know.

65. The school can't trade on their history and culture, as they do, and ignore the bits of their history they don't want to look at. The school can't help the people who they let down to deal with it if they are not prepared to admit it. That is almost the worst. What happened to [REDACTED], for example, will undoubtedly have had a traumatic effect on his life and the school appear to be in denial about the extent of that.
66. Their reaction tells me they haven't accepted the consequences of the past and aren't trying to help that process. This is about people's lives and they have let down people badly. Is it bad luck that the Academy got two bad sex offenders at their school? I doubt it was.

Lessons to be Learned

67. I assume that schools have much better protection policies in place. I'm sure they do, and so they're in a position to deal with problems as they come up and not try and hide them. I'm sure they don't indulge in victim blaming and passing on teachers to other schools. However, I'd be surprised if this issue of not communicating has gone away. The institutional defence mechanism is still there, where they say it's not them and it's a long time ago.
68. The fact I'm talking to the Inquiry is entirely a coincidence because my brother was sitting in the Inquiry when [REDACTED] gave evidence. To my knowledge the school has at no time in the last ten years, actively communicated with its wider community and said they would like to understand if people had experiences that they wanted to share. They have not said to their old boy community that they employed [REDACTED] and 'Edgar', one of whom was in prison and another who has been named as an abuser by Nicky Campbell, and who they 'passed on' to Fettes. I'm assuming the school became aware of the allegations when Mr [REDACTED] got locked up

69. There are people from the school who were there when these things were happening. The school doesn't see any responsibility to put these people forward to the Inquiry. Maybe those people don't want to be put forward to the Inquiry. The school is disassociating itself from the past. By doing that, it's letting down its past pupils and the investigation into how things move forwards.
70. The lesson to be learned is that institutions can't behave like that. If they behave like this now then they'll be behaving like that in the future. If they are more worried about their reputation now then will they be open about things, if bad things happen in the next few years? What would be their reaction to a safeguarding issue? How would they deal with it and communicate it? It is generally accepted that processes that involve the righting of historic wrongs require people to be open and honest about their past before they can deal with the present. For people to believe you, you need to tell them everything. That's a key part of the facilitation and the school are not behaving like that.
71. I accept corporal punishment existed. I accept the culture of the time hid things. I struggle with the fact that the school, and other academic institutions, will not grasp the nettle of what happened. I struggle with the school not seeing their institutional responsibility for what it is, as opposed to saying, "That was a bad chap who just happened to work here a long time ago."

Other information

72. I hope some people found or will find closure or some reassurance of the terrible things that happened to them. I hope the fact it is being looked at will help some people. I hope that schools closed cultures will be more open as a consequence. I hope schools

can see why they need to be open, if not for themselves then for the people they are responsible for.

- 73. 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..... 

Dated..... 09 January 2023