

Scottish Child Abuse Inquiry

Witness Statement of

Angus Louis MacKay DUNN

1. My name is Angus Dunn. My date of birth is [REDACTED] 1965. My contact details are known to the Inquiry. My qualifications are 1987 - MA II (i) in French and Russian, University of Glasgow. 1988 – PGCE, University of York.

Background

2. From 1988 – 1992 I worked in Forest School, near Snaresbrook, London, E17 3PY. From 1992 – 2000 I worked in Keil School, Dumbarton, G82 4AL . From 2000 – March, 2001 I worked in St. Columba’s Roman Catholic Comprehensive, Clydebank. April, 2001 – 2009 I worked in Shrewsbury School, Shrewsbury, Shropshire, SY3 7AB and from 2009 – present I work in Strathallan School, Forgandenny, Perth, PH2 9EG.

Employment with the school

3. During my time working at Keil School, Dumbarton I was Head of Modern Languages from 1992 – 2000. I was also the Housemaster, Mason House from 1996 – 2000 which involved the pastoral care of a day house of perhaps forty boys and girls. There were two or three tutors. I was the Senior Master in charge of curriculum, timetable, SQA and ‘A’ Level, 5 - 14 development and internal examinations from 1999 – 2000.
4. “5 – 14” was a Scottish Education policy similar to Key Stages and the National Curriculum in England & Wales. It was designed to provide a framework within which there could be consistency in teaching between the ages of 5 and 14 and thus

ensure a smooth transition to and articulation between the primary and secondary sectors.

5. I applied by letter to an advertisement in the Times Educational Supplement in March, 1992, and provided two referees – Robert Ellison, my previous Head of Department, who was then Head of Modern Languages at Epsom College, and Colin Barker, the Director of the Senior School at Forest School.
6. There was no probationary period for the position, as far as I can remember, although the norm is for it to be a year, so there may have been one.
7. As the school was independent, registration with the GTCS was not a prerequisite nor was it mentioned. I applied for registration in 1993 and, as I had trained in England, I had to apply under 'exceptional circumstances' despite my Scottish education.
8. Keil was a very small school and, to the extent I had a line manager, I would say in each case they were: While I was Head of Modern Languages - 1992 – 2000 it would have been Depute Head (Tom Smith – 1992 – 1999) or SNR [REDACTED] (CGC [REDACTED]) (1992), John Cummings (1993 – 1999) and Tom Smith (1999 – 2000)). When I was Housemaster, Mason House - 1996 – 2000 my line manager was Depute Head (Tom Smith – 1992 – 1999) or SNR [REDACTED] (CGC [REDACTED]) (1992), John Cummings (1993 – 1999), Tom Smith (1999 – 2000)). As a Senior Master my line manager was Headmaster (Tom Smith – 1999 – 2000).
9. The school had no established monitoring or appraisal process and minimal review, even post exam. I would ask the Inquiry to appreciate that this was over twenty years ago and that I have no recollection of any liaison save that I could go to talk to people whenever I wanted. There was certainly no established Annual Review nor PRD (Professional Research and Development) such as we have now.
10. There was no training given to me and any training I undertook I had to seek myself from colleagues in organisations such as the West of Scotland Independent Schools' Modern Languages Panel or the Scottish Council for Independent Schools.

Policy

11. In my time at the school, I did not have any involvement in, or responsibility for, policy in relation to the care, including residential care, of children. In my opinion areas that may be of interest to the Inquiry might be training, recruitment of staff, child protection, requirement for qualifications, staff appraisal, complaints procedure, discipline and punishment of children, disciplinary process for dealing with complaints and allegations against staff, whistleblowing and record-keeping.

Strategic planning

12. I had no involvement in, or responsibility for, strategic planning in relation to the school and the potential for abuse did not feature.
13. The notion of 'strategic planning' strikes me as not a thing we would have done at Keil as we very much lived from day to day, trying to keep the place running and as attractive as possible. In writing this, I am reviewing my CV and can find no hint that I might have been so involved. We did have one two-day spell of forward planning as a whole staff and I was asked by the then Head, John Cummings, to chair a session. This may have been as a result of the letter mentioned in paragraph 17 below. In the event, Tom Smith took over chairing the meeting during it.
14. Keil was a small school. Looking back twenty years, I will do my best to demonstrate the extent to which it was in effect a one-man band.
15. The Depute Head for the majority of my time was a man called Thomas S Smith, who had been Rector of Arbroath Academy until, I think, 1990, and he had then joined Keil as Depute Head [REDACTED] CGC [REDACTED]. CGC [REDACTED] left in [REDACTED] 1992 to become SNR [REDACTED] of [REDACTED], and Tom became SNR [REDACTED] SNR [REDACTED] until John Cummings arrived from Wycliffe College, where he had been Head of Sixth Form, in April 1993.

16. Tom was a powerhouse who ran everything and knew how everything should be run. For example, in my current position, I attend Heads of Department meetings every three weeks and I have annual meetings with my line managers, of whom I have at least two, and such meetings are recorded. At Keil, in eight years, I attended two Heads of Department meetings – called Academic Board. Smith dismissed staff meetings as ‘griping sessions’, by which I mean opportunities to complain.
17. Relations between Smith and Cummings were not good. The key cause of conflict, in my view, was that Smith thought he knew how to run the school, could see the way the land was lying in terms of recruitment (the school took full advantage of the Assisted Places Scheme which made up 21% of its income), and felt that Cummings was not forceful enough in promoting it and managing it.
18. In 1998, Smith got a group of staff together and asked us to write to Cummings to express our concern at the way the school was running and at numbers and ask that something be done. Those in this group were OZC, IPT, QTW, QTW, Martin Coombs and I. This was, I believe, in an attempt to force Cummings’s resignation or bring about change in his management style. Since Cummings went on to become Headman of The Duke of York’s Royal Military School, I leave the Inquiry to draw their own conclusions.
19. As a housemaster of a day house, there were housemasters’ meetings, but these were in no way strategic, but simply a cascading of information. When living hand-to-mouth, as we were, there was no sense of strategy save ‘will we be able to open next year?’ I would say this became worse after 1995. I have no recollection of any pastoral training or guidance of any kind.

Other staff

20. In my capacity as Head of Modern Languages, I had one colleague, who was Adrienne Smith, the wife of the then Depute Head. She taught mainly German while I led the French. QTW taught some to his P7 class. We worked co-operatively with my signing off any decisions; I had a further colleague, Miss

Tanya Bramley, who left in June 1993 to take up a position in Ferney-Voltaire, Switzerland. From 1995, I also worked with Ms Suzanne Lynch who taught EAL (English as an Additional Language) and came under the English Department.

21. In terms of Mason House, I had tutors – Heather Stark and Marie Cormack – who took charge of specific year groups.

Recruitment of staff

22. The only way in which I was involved in the recruitment of staff at the school was that I once recruited a teacher of French who was not appointed by the Head in 1993 as he felt it inappropriate to have a single parent living in school accommodation. With regards to the school's recruitment policy and recruitment practices, I think all posts were advertised in the Times Educational Supplement, followed by the usual round of interview, reference and appointment.
23. I do not know what any reference expected to cover and the only referees who I know were actually spoken to were mine in 1992.

Training of staff

24. I was not involved in training and/or personal development of staff. I honestly do not think there was any training and/or personal development policies. I certainly never had any from the school, except that I encouraged staff to go to events and take part in training organised by SCEEB/SQA and SCIS.

Supervision/staff appraisal / staff evaluation

25. I was involved in supervision/staff appraisal/staff evaluation of Adrienne Smith but again there was no real appraisal system and certainly no annual review meetings or anything like that – the most really was a quick chat every August after exams, but

we did not have the flexibility to do anything about staff training save what I have said before – we were both fairly competent (Adrienne more so) and just got on with things. In terms of meetings, our classrooms were next door to each other and we talked after every lesson. I would hold a meeting every so often, but this was more to take stock.

26. In these days of GIRFEC (Getting it right for every child) and SHANARRI (wellbeing of children) it is hard to recall just how instinctual our behaviour was, how little guidance there was and how few records we had – or, at least, to how few I had access. I honestly do not know of any policies.

Living arrangements

27. I lived six miles away from the school in Old Kilpatrick. With regards to where other staff members resided in relation to the school and in relation to the children, what follows is based on my knowledge of the school's geography and occasional visits.
28. Junior Boys' Boarding was in Mason House, which was a separate building in the centre of a traffic island in the school with an upper and a lower dormitory, both of which could be accessed from the Housemaster's house which was joined to the north end of the building.
29. The Housemaster was John G Whyte, who later moved to Perth Academy. His Depute was Martin Coombs, who lived in one of the two bungalows on site. I think Mason House closed as a boarding house in 1996.
30. Islay Kerr House was a large villa separate from the main school grounds with a Housemaster's house as part of that. There was a tutor's flat within the house which, for most of my time there, was occupied by [REDACTED] IPT. The Housemaster was Tom Smith.
31. McKinnon House was a purpose-built boarding house with a separate Housemaster's house – a small villa to the east of the main house – and a tutor's flat

which was part of the boarding house with its own separate entrance. OZC
OZC lived within this flat for much of my time at Keil. The Housemaster was
OPR until 1998 (I may be a year out either way) followed by Sarah Guy. I
have a notion of IPT's becoming Housemaster of McKinnon in 199

32. The Girls' accommodation is more problematic. Girls' accommodation was within the main building of the school with a tutor's flat – in reality, a room opposite a classroom along a corridor. The Housemistress until 199 was Jan Clenaghan, who moved to Queenswood School, London. She was replaced by QTZ who came from . She, in turn, was replaced by Martin Coombs.
33. At this point I would say that I remember Martin Coombs saying that there had been accusations from girl pupils of inappropriate behaviour by QTZ The police asked me about this in October, 2015. I knew nothing apart from what Martin had said – he did not state what had happened, but just that she had been inappropriate followed by a raised eyebrow and a puffing of cheeks. The assistants were Roz Chawner followed by Suzanne Lynch.
34. A Matron – Mrs Evelyn Maclean – lived in the main building and was available for all pupils. There were two staff bungalows in the grounds slightly to the east of the main building.
35. Boarding staff, I imagine, and the school handyman, Sid Mansfield, had access to the children's residential areas. I cannot remember there being a cleaning squad.'

Culture within – Keil School, Dumbarton

36. In the main, it was a school run by the pupils. This was largely down to expediency – you don't need to pay boys and girls to Hoover, for example – and squads (so called) undertook cleaning duties, and I believe that this gave pupils a sense of responsibility and taught them important skills.

37. Children were uniformly open and polite and one felt immediately part of the body of the school as a keen, young, new Head of Department. That said, there was some shouting by staff, but I never saw or heard of any corporal punishment.
38. I was very happy there. I believed that the pupils were very happy, and that we lived and worked cooperatively for their benefit. This is why I find what followed so awful.
39. There was a system of Chiefs – senior pupils – who did such things as ensure cleaning and ironing were being done but other than that, I cannot imagine that there was fagging.

Discipline and punishment

40. For academic problems, there were detentions run in the evenings by, I think, the Depute Head. These sanctions were recorded in a file in the Staff Common Room.
41. For behavioural issues, there was a punishment known as NH (again, recorded in a file in the Staff Common Room) which stood for Natural History and involved tidying the grounds and sweeping leaves and so on. This could last for maybe two or three hours on either a Saturday or Sunday or both and was supervised by staff.
42. I am not aware of any attempt ever to get to the root cause of a pupil's misbehaviour nor to discuss the reason for awarding the punishment with the member of staff nor for any discussion of how the member of staff might have dealt with the situation better in order that a punishment might be avoided and the pupil properly guided and supported. This still rankles with me. What I mean by this is that it still causes me concern and enlightens my current practice. It was at odds with what I knew from my work in my school before Keil.
43. For failure to perform adequately at rugby, a punishment called The Hill could be awarded by staff in which a pupil or group of pupils would have to run up and down the raised beach outside the Staff Common Room for a number of times while being supervised. Again, the physical nature of this punishment still upsets me. I do not

think I raised my concerns at the time except to say that it was a lot of physical effort. That said, much rugby training involves regular and strenuous physical effort.

44. The extent to which staff were trained in the policies – if such existed - was minimal and left to best judgement, though I cannot recall a single occasion when someone's judgement was questioned, although I may have asked 'did you have to give so many hours to X?' At one point, I was accused by Tony Campbell, the Head of Rugby, of being more on the pupils' side than staff's.
45. I spoke to Tony outside the Geography room (opposite the Girls' House tutor's flat mentioned in Para 32), catching him in passing and asking if he had to issue such a severe punishment and he asked 'which side (I was) on?' I think he meant that I was not offering enough support to him in the pursuit of what was, to me, an unjust punishment and taking the pupils' side in cases where there was a dispute. In my current school, one of our policies states the need for 'rectification on both sides' when there is a dispute between a pupil and a teacher.
46. With regards to what extent discipline was the responsibility of senior pupils, and who supervised their behaviour, to the best of my knowledge, only insofar as cleaning squads were arranged it would be more a boarding matter, I think.

Day to day running of the school

47. I was involved in the day to day running of the school. In 1999 – 2000 I was involved in arranging cover, writing the timetable, exam entries and general supervision of pupils' attending lessons on time.
48. Looking back, I cannot say that I was confident that, if any child was being abused or ill-treated, it would have come to light at or around the time it was occurring. I say this because it did not come to light. This was proven in the case of ^{IP} [REDACTED] in [REDACTED]

49. As I said in my evidence to Police Scotland [REDACTED] I thought I was approachable, I thought that I had a good, healthy and easy relationship, not only with staff, but also with pupils. I thought that I would know.
50. I did not know. I ask myself daily how I did not know and what torture those children went through as they sat there knowing what was happening to them and what might – or, in fact, would – happen to them in the evening.

Concerns about the school

51. The school, to my knowledge, was never the subject of concern, in school or to any external body or agency, or any other person, because of the way in which children and young people in the school were treated.

Reporting of complaints/concerns

52. If any child (any person under 18) in the school, or another person on their behalf, wished to make a complaint or report a concern I do not know if there was a complaints or reporting process in place. The only complaint nevertheless received that I know of is mentioned later.
53. I do not know if complaints were recorded or where that would have been done.

Trusted adult/confidante

54. I do not know if there was any person in the school, or outside of it, that a child could speak to about any worries they had. This includes concerns about the conduct or behaviour of other children, staff or others, towards them. I do not think the practice changed over time nor do I know if children in practice raised concerns in this way.

Abuse

55. During my period of employment, I do not know if the school had a definition of “abuse” that it applied in relation to the treatment of children at the school.

Child protection arrangements

56. To the best of my knowledge staff, including managerial staff, were not given guidance and instruction on how children in their care at the school should be treated, cared for and protected against abuse, ill-treatment or inappropriate behaviour towards them. Whether from staff, other adults, or fellow pupils.
57. With regards to what guidance and instruction (if any) was given to staff on how to handle, and respond to, reports of abuse or ill-treatment of children by staff, other adults, or fellow pupils what I would say is that on the one occasion I relayed an accusation, I was told to leave it with the then Head.
58. I would say staff, including managerial staff, in relation to these matters were given full autonomy (including discretion), inasmuch as we had no guidance.
59. I am not aware of any child protection arrangements being in place to reduce the likelihood of abuse, ill-treatment, or inappropriate conduct by staff, or other adults, towards children at the school. If any were in place they plainly did not work.

External monitoring

60. Shortly before we closed, there was an inspection by the Care Inspectorate, or whatever name it went by then. The Lead Inspector was a Mr Black. They spoke with children, individually and in a group. I was not present during these but I cannot speak for other members of staff. I was spoken to as part of a group and a report on the inspection was published.

Record-keeping

61. With regards to record-keeping generally during my employment at the school, all I can say is that reports were written on Idem paper and there were piles of them in the Photocopy Room. As for anything else, I do not know.
62. I cannot comment on the historical position as regards record-keeping i.e. from what I saw on taking up employment. There were neither policies nor records. Maybe Matron had them, but I did not.

Investigations into abuse – personal involvement

63. The only time I was ever involved in any investigation on behalf of the school into allegations of abuse or ill-treatment of children at the school or into inappropriate behaviour by staff or others towards children was to the extent that I took a telephone call from a parent regarding inappropriate touching of her son by a colleague. I passed it to the Headmaster and was told to say nothing more. This would have been in May or June, 1999.
64. The following morning, Adrienne Smith, who was the wife of the Depute Head, came up to me in the department all excited and said "Oooh, X has been asked to see the Headmaster. I wonder what it is?" Given her position, I have to ask (a) whether she knew full well? (b) whether she was trying to get me to commit an indiscretion?
65. The member of staff was QTW and the allegation was that he had stroked a pupil's chest between the buttons of his shirt while marking his work at the teacher's desk. I do not know if any further action was taken.

Reports of abuse and civil claims

66. I was never involved in the handling of reports to, or civil claims made against the school by former pupils, concerning historical abuse.

Police investigations/ criminal proceedings

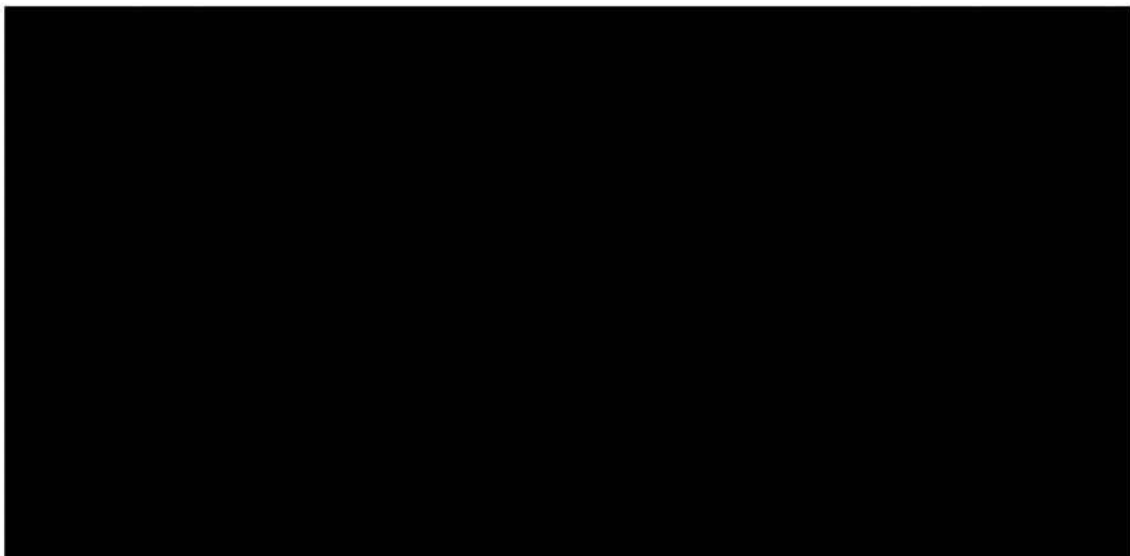
67. I received a telephone call from a male officer from Police Scotland asking if he could talk to me about allegations of abuse at [REDACTED]. I was interviewed in [REDACTED] by officers from Clydebank Police Station who told me that they were investigating [REDACTED].
68. There were pupils in my classes who had been abused by [REDACTED] – I am quite sure of this fact because I was approached by one of them long after the school had closed and it was after talking to me that he went to the police and started the process whereby [REDACTED] was arrested, charged and imprisoned. I am thankful that he changed his plea to guilty and that I was not required to give evidence.
69. I have no knowledge of the charges against [REDACTED] and all I know is what was reported in the press and by the former pupil mentioned below. This is how that came about.
70. Between 2012 and 2014, I was at a relative's house and was on Facebook on my laptop computer when I received a personal message from a pupil, [REDACTED] which said "BOO. How can you work at the same school as that man???" I asked who. "[REDACTED]". "Oh," I replied, "He's at [REDACTED]". The pupil contacted me the following day and told me that he had been abused by [REDACTED] at school – I do not know what happened to him – and I talked to him until he agreed to approach the police in the town in which he was then living.
71. This took some time, despite his sister being a police officer – maybe because of it, for all I know. He blamed [REDACTED] for many things in his life, including the breakdown of his marriage.

72. He approached me because I was the one kind teacher. (ipse dixit) He asked me if I had known. And I had not, but, and this is where things really grate, I am not convinced that others did not. When [IPT] was appointed to his final post, one colleague suggested I call the Warden of that School, whom I knew, to warn him about him. She said [IPT] got up to some really funny stuff. You know, really funny.' Not knowing what she was talking about, I did not call the Warden.
73. Now, I look back and wonder if she did and if the Warden did anything or knew anything else – this was some time before [IPT]’s arrest. The teacher was [REDACTED] and the Warden [REDACTED] was [REDACTED]. I have nothing to go on and I appreciate how difficult it is to move from whisper to action.
74. Why did it not come to light? I do not know. I was day staff and I left at about 4.30pm most days. One pupil, I cannot remember who, once said to me ‘this is a very different place after you leave, you know.’ [IPT] would be seen to hand out sweets to pupils and wink at them. This was felt by the majority of my colleagues to be friendliness. But what was it to the children? What happened to them?
75. Referring to my police statement, I recall a pupil having written in squiggly pen in the back of a jotter from a colleague’s class ‘did you hear that [IPT] (***) - I cannot remember the verb) [REDACTED] (again, I do not know). And I know I saw it. And I do not know why I did nothing.
76. Another incident involving [IPT] I was talking to a class about quizzes – I had been on Brain of Britain – and I said that [IPT] was very clever. I think that this was in 1998. A pupil called [REDACTED] said “Oh, don’t talk about him – he’s horrible.” I asked why she thought so. She said that he had been making scissor motions across the class to indicate that [REDACTED], since deceased, was circumcised. I did report this to Tom Smith. The girl who reported it was terrified to report it because of Smith and what he might say to her. However, she did so, and [IPT] to the best of my knowledge, was spoken to. I do not know if any further action was taken.
77. I gave a statement to the police/the Crown concerning alleged abuse of children cared for at the school in [REDACTED]. In it, I raised the following points:

78. I saw ^{IPT} hug a boy called [REDACTED] on the rugby pitches. [REDACTED] was maybe twelve years old at the time. He told ^{IPT} to 'get off' in the tone of someone telling him to stop teasing him. ^{IPT} said, 'I'm sorry, [REDACTED], it's because I love you so much.' I told ^{OPR} [REDACTED] This was about 1995.
79. As we were leaving rugby one day, I said to Tom Smith that I would accompany him up the hill (the raised beach mentioned before). He told me that he would stay 'to keep an eye on ^{IPT}'
80. Again at rugby, ^{IPT} would show obvious arousal.
81. [REDACTED] a pupil, asked me during a cricket session while I was removing stumps at the end of a practice session why it was that ^{IPT} lost interest in boys as they grew older.
82. There was a photograph of a pupil called [REDACTED] fully clothed in rugby kit, pulling on his socks in the changing rooms. This was on a notice board. John McMurtrie asked me what ^{IPT} was doing in a changing room. John McMurtrie was Housemaster of McNeill House, the other day house.
83. I also mentioned Mary Duncan as quoted above.

84.

85.



86. I had considerable personal dealings with him. He was a member of the common room so he was in there with the rest of us at break. I coached rugby so came across him there and also at cricket. He was a permanent fixture of the school. As John Whyte said when he left, among the many things you will never hear at Keil, one is [redacted] saying 'No, I'll just have a Sunday to myself.'
87. [redacted] had a Ph.D. but never used it. He had been a high level mountaineer and I believe had climbed with Graham Tiso on K2. He was eternally bouncing around, the perpetual adolescent. He could not keep discipline in his class. Occasionally socially inappropriate, and also given to making lewd comments accompanied by a giggle. He was certainly accused of making one such with regard to a female pupil.
88. He had a habit of agreeing with his current interlocutor which meant that one never knew what he thought. Yet I sat next to him on many many buses going to rugby matches at Murrayfield and Melrose and we chatted away merrily and he was pleasant enough company. He and I used to run quizzes at the end of the Spring Term, mainly as a way of giving other staff a day to tidy up.
89. I do not know how [redacted] was recruited by the school; I do not know what his child care qualifications, if any, were and I am not aware of any child care training before/during his period of employment. Similarly I do not know whether he was subject to supervision and/or monitoring.
90. I was interviewed for a position at Edinburgh Academy. I asked to look at the boarding tutor's flat. The Housemaster's wife told her husband to show me [redacted] [redacted] 's flat'. As it happened, I knew a [redacted], a heart surgeon in Glasgow, and I said so. 'Oh not this [redacted]. He had to leave.'
91. [redacted] social media said that he had been asked to leave [redacted] in Aberdeen, having been found in a shower with a thirteen-year-old boy. I do not know if this is true.

92. He lasted for a year at [REDACTED] in Derbyshire after [REDACTED] and then, when 'it was not going right' (ipse dixit), was appointed to [REDACTED] having known Ian Templeton, the then Warden, in a previous post at either Edinburgh Academy or [REDACTED]. I do not know if Templeton knew of [REDACTED]'s behaviour at either of his previous schools.

Specific alleged abusers

[REDACTED]
OZC

93. I remember [REDACTED] well and I was shocked when I heard that he had [REDACTED]. I immediately called Tom Smith who told me that accusations had been made – whether they involved male or female pupils, I do not know – and that [REDACTED] had been accommodated in an inn in the village near the school which was [REDACTED]. The Chaplain was visiting him. Then [REDACTED] disappeared and was found in the sea beneath the [REDACTED]. That is all I know about this.
94. I would describe [REDACTED] as cool, aloof, disdainful of many, yet also capable of enormous kindness. He had the occasional male visitor from South Africa, maybe Zimbabwe where he had grown up, who were said to be former pupils.
95. He reported his then housemaster, [REDACTED] for being drunk on duty, which he was, and for shouting at [REDACTED] in front of pupils, which apparently he had

Helping the Inquiry

96. I have worked in boarding all my life. If it is right for you, it is a magnificent way to work and, done well, can provide the richest, roundest and most fulfilling education for both pupils and staff. If it is wrong for you, because it is such an involving job, it is the worst job in the world, and I have known many colleagues who have suffered because of it.

97. I refute that this job 'will always attract certain types' and yet teaching, in whatever form, does attract the weak, the feckless, those who seek to control and those who 'know how it should be done,' those who have not succeeded and wish to impose power on others.
98. In seeking to find a solution to this, for all that one can threaten and punish and prosecute in an attempt to deter those who enter the profession for the purposes of sexual gratification, there will still be individuals who behave in this way.
99. I think that things are as good as they could be now in my school. There have to be resident adults in boarding houses and there are still times when they have to be in the pupils' side of the house in order to do their jobs. There is supervision and a culture of openness. However, we thought we had that at Keil, as I have said, and it still happened. Further, modern communications mean that alerts can be raised quickly.
100. That said, at Keil pupils did not speak about what was happening, and that is as good a way of communicating as any. Modern technology is often thought to make communication easier and more available. We did not have the technology and pupils were able to speak but did not. I only know where [redacted] committed his offences [redacted] and the classrooms and darkrooms mentioned (though less so in the latter case) will always be places where adults and pupils come into contact with each other and those determined to offend will do so.
101. The point that I cannot get past is that these pupils did not tell their parents. The one pupil of whom I know had parents who were highly educated and who held positions of, in one case, national responsibility as a Member of Parliament. Yet he did not tell them what was happening to him, as far as I know. In telling his parents, surely action would have been taken? Did he think he would not be believed?
102. That said, I have known cases in other schools where accusations were made and the colleague moved from a position where he could have had access to boarding pupils. Or given a clean reference on condition he move away, which is what would

seem to have happened with [IPT]. Moreover, for all that the Inquiry may recommend that this cease, I am sure that it will continue to happen for as long as human nature remains.

103. Remember that [IPT] is BA, Ph.D [REDACTED], rugby blue, [REDACTED] (very hard to find) etc., etc. In other words, a decent sort on paper with good qualifications – I think the undergraduate degree is a first class honours – and ticks all the right boxes. Having assured his then head that it would never happen again, [IPT] moved on... and on ... and on ...
104. I do not know if the incident mentioned in Para 87 is true, or that behaviour on which the Housemaster's wife commented in Para 88, but were they so, I wonder if he moved on with nary a mention of these alleged offences, or if reference was made to them and then an assurance that he had promised they would never happen again? He was a valuable commodity, and I wonder how he was able to be employed in five school before anything came to light?

Further Information

105. In December, [REDACTED], I suffered a seizure: this was as a result of the death of my mother after a long and distressing illness. A few days later, Tom Smith called me and asked after my health. Once he had ascertained that I was getting better, he then asked me 'what's all this I hear about you saying to the police that I knew about [IPT]? I didn't ...' and I passed the phone to my partner because I did not want to hear any more. As mentioned in Para 77, I said to the police in October, [REDACTED] that Smith had said that he 'had to keep an eye on' [IPT]. I reported this phone call to the police and heard nothing more.
106. In late 2016 or early 2017, some staff of [REDACTED] had a meal in Glasgow and a chance to catch up. The sole topic of conversation was [IPT]. Again and again, one would hear one's former colleagues denying any knowledge of what he did. Is it that they really knew nothing, or is it more that they are unwilling to admit that they knew nothing? Or, and I think that this is more likely to be the case, that they had a feeling of uneasiness and yet there was nothing on which they could pin anything

conclusively, accusations being difficult things to retract, especially against colleagues. My evidence to the police does not show any define

107. I previously mentioned an omertà about the situation, as if there is a sensitivity among us – I have no concrete proof of this apart from picking up a feeling from the way people think – that we had failed to do anything and do not wish to admit to anything being amiss. Not knowing what IPT did, it is hard to know what one would have done.

108. 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.....
DocuSigned by: [Redacted Signature]

Dated..... 16 November 2020