

Scottish Child Abuse Inquiry

Witness Statement of

Anthony Rayner DYER

Support person present: No

1. My name is Anthony Rayner Dyer. My date of birth is [REDACTED] 1940. My contact details are known to the Inquiry.

Background/Qualifications

2. I attended a preparatory school in Hampshire and then a public school called Mill Hill in London. I then went to Paris for the winter but did not gain any qualifications there.
3. I went to Oxford University for an interview but I was never really going to get in there. I then studied at St Andrews University where I got an Honors degree in French. I spent four years there. The reason I went to St Andrews was because my school had a Classics master who had a contact at St Andrews and he recommended me to try there. I'm so glad I did as I had a great time. I also met my future wife there.
4. I then went to Oxford for a year where I did a Diploma in Education.
5. I applied for a few positions while I was at Oxford. In addition, I joined the appointments board which meant I was sent envelopes every morning with vacancies. I'm not sure if I believe in fate but my mother certainly did. One morning I said to myself 'that one', meaning a specific envelope and it turned out it was for Edinburgh Academy. I applied, as I knew my future wife was going to be in Edinburgh that year.

6. [REDACTED] in the prep school in 196[REDACTED], along with three or four other new teachers. It so happened that the future headmaster was teaching at that time in Oxford. The Edinburgh Academy advised me that I was to have my interview with him, Mr Jim Britten, who happened to be only one street away from where I was studying. I had the interview with him in Oxford.
7. He told me that day I had the job but I believe he had to confirm the appointment with the Rector at the time who was ICH [REDACTED].
8. I was appointed to Edinburgh Academy junior school in September 1965 until my retirement in 2001.

Edinburgh Academy junior school

9. The prep school was in Arboretum Road. When I started there initially the Primary one and twos were in Denholm Green. The Primary three and fours at Arboretum Road along with Primary five and six. Primary sevens went to the senior school at Henderson Row.
10. Denholm Green had a fire and then eventually closed in the early seventies. Primary one and two then moved to Arboretum Road.
11. A little later a nursery classroom was also created and this was hugely successful and popular. It was run by two wonderful ladies.
12. Boarding houses were situated in Kinnear Road. Going east to west there was one on the right called Dundas House where the prep schoolboys were until it closed in 1982. Further down on the left was McKenzie house which housed the younger boys of the senior school. There were two other senior boarding houses beyond that as well. Over the years boarding became less popular and numbers came down to roughly thirty or forty boys compared with about one hundred and forty when I first joined.
13. In total the school had approximately two hundred and fifty to three hundred in the junior school. Over the two schools there were about six hundred to seven hundred

pupils, I think, but I am not at all sure if these numbers are accurate. Numbers did fluctuate over the years.

Employment with Edinburgh Academy Junior school

14. I was employed as a class master of primary five, C stream initially.
15. In 1969 I was appointed to run the first eleven cricket team for the seventeen and eighteen year olds at the upper school. In 1975/76 I was appointed to run the squash team for the upper school. In 1995 I was appointed to Deputy Head for the junior school.
16. As a class master in other schools, you would teach everything. However, Edinburgh Academy was different. I taught French, which was what my degree was in, Latin, Maths and English. Latin was dropped in the seventies.
17. I didn't have any probationary period when I started. Nor was I registered with GTCS (General Teaching Council Scotland). I believe I joined that later but I am unsure which year. I don't think I had a line manager, it was very disjointed in my view.
18. The year I started was a real period of change for the junior school. The Headmaster Jim Britten and I came up from Oxford. Two senior staff from the upper school, who had been there for years came down to teach at the junior school, so that was four new staff. There was another teacher from Oxford. Finally, another graduate from St Andrews University, Mr Jack was his name. That meant there were six new men in the school, none of whom were experienced in teaching that age group in Edinburgh. Two of whom and I include myself, had no teaching experience at all, nor training, in my case, apart from my diploma training.

Training of staff

19. There was no staff induction. No training. You were left to your own devices and you had to find your own way. There didn't seem to be much joined up working.
20. There was quite a change in the late eighties, 1987/1988 in particular. The Scottish 5-14 curriculum came in with its built in assessment processes. There was training, more forward planning for teachers and everything became more formal. Including more record keeping. When Mr Smith was the headteacher of the junior school from 1988 to 1993. I recall we had an 'in service day' around 1990 and it was about abuse in the home rather than in the school. I believe it was a Miss Hamilton who took it. During this it was about us being taught how to recognise signs of abuse in children during their school days. We were given warnings around us not asking questions of the children but to seek out help and let professionals take it forward.
21. To my knowledge there was nothing said about abuse at school. That was possibly naive of the school for them to think that abuse wouldn't happen at school when it turns out it was happening. That training was a complete eye opener to me, I was horrified. As I have been, reading the allegations which I have been sent by the Inquiry. I took no part in any other training.
22. As the years went on I wasn't involved in training any staff. I just don't think it happened. I am reluctant to say it was a definite no but not to my knowledge. Training later, yes, earlier, no.

Supervision/staff appraisal / staff evaluation

23. There were no staff appraisals until 1988/89 or even early 1990's. I certainly had no knowledge of any system before that. It coincided with the arrival of a new head, Mr Smith arriving in 1987. I don't think the previous head, Mr Burnett instigated any appraisal system, but I might be wrong there.
24. We were all becoming far more accountable around that time, putting more information down on paper. I think there was possibly pressure from the Inspectorate, the rector and management at the senior school.

25. As deputy head I was not involved in staff appraisals. I was also doing a full teaching timetable at that time and I was coaching the squash at the senior school. I was not involved directly with the management of any staff. More so because I had hardly any spare time. I could manage everything but I suspect the people who suffered most were my late wife and my family as I would go home very tired. The headmaster at one point said to me I needed to timetable myself more free time, which I did.
26. In all my time at the junior school, thirty-six years, I only ever had two people come into my classroom to watch me teach. On both occasions [REDACTED] SNR [REDACTED] from the senior school. The first time it was 1965/66 or 67 when ICH [REDACTED] came down to see me teach French, as French was his subject. Mr INU [REDACTED] came around the early nineties and I think he wanted to check the teachers were competent. ICH [REDACTED] did give me feedback suggesting I try something else but there was no further comment. On no other occasion did I have anyone else. That reinforces the fact that we were left to our own resources. It is incredible when you think what happens nowadays.
27. Although I never had visits in my room, towards the late 1980's in the more junior part of the school, primary's one to three there was far more interchange with people in the classrooms. The head of early years went in a lot to her teachers' classrooms and helped them significantly.

Policy

28. I had no involvement in policy until I became Deputy Head. Then there were far more meetings. My management team met every week. Policies were written down for such things as bullying and injuries.
29. At those meetings there would be the head of the junior school Mr Paterson, myself and the head of the early years, Mrs Becher. Those meetings dealt with what had been going on the previous week and what was happening in the following week.
30. My job around that time as deputy head was to deal with the day to day running of the school. I dealt with the timetable, made it work, if staff were absent I organised

cover for those classes. If it was a short-term absence other staff would cover. If it was a long-term absence I had to get in staff who we knew was willing to be a supply teacher for possibly weeks or months.

31. Often those teachers had been in before or taught before at the school and helped out.
32. There were no year group managers then. If it did happen in the early years, it was by default and based on seniority. It was then assumed you were the leader and you weren't appointed as such.

Strategic planning

33. I had no involvement with strategic planning of the school. I ask myself if there was a five-year plan in the early years. I don't think so, it wasn't evident if there was.
34. In later years there was strategic planning and I think I may have been involved in the periphery.
35. Around 1988 there was more joined up working with the management of the junior and senior schools. I believe there was some pressure from the senior school management towards the junior school management to get things sorted out. It was Mr Smith who came from a school near High Wycombe that made the most significant changes.
36. That said, it was the head of the junior school who would be involved in these types of meetings. In addition, I wasn't the deputy head then either.

Other staff

37. In terms of SNR of the senior school I recall a Mr Ellis. He was there around the late eighties, early nineties. Mr Ellis never came to the junior school classrooms to

see what was going on. A Mr INU then came around 199/199 and he came down to the prep school quite a bit and into the classrooms.

Recruitment of staff

38. I was involved in the recruitment of staff. My job was to take the interviewees around the school before the interview and then join the discussion with the headmaster and head of early years afterwards.
39. If I was involved in the process I would see any references for the prospective staff. I am unsure if references were contacted, I assume they were and can't believe they wouldn't be.

Living arrangements

40. In my first year at the school in 1965 I lived in a room in I got married at the end of that year and then moved into a flat in and I have been in ever since, albeit a different house.
41. I stayed for two weeks on the private side of Mackenzie house while I waited on my room.
42. The headmaster lived in the grounds of the school. All of the other staff except those who were house tutors lived out. Even some house tutors lived out and just went into help out in the boarding houses.

Culture within Edinburgh Academy junior school

43. The school aimed for good manners, good behaviour, not to get too pleased with success and encouraged hard work in order to get the best possible results, Aim high in everything you do.
44. In the classroom it was quite competitive and academic. The academic subjects were varied with maths, English, science, nature, geography, history, Latin and

French. It was competitive as there were class orders every half term. A pupil's marks were totted up and an order for each subject, in terms of success was published on a noticeboard.

45. It meant some poor mite was 24th. To my mind that could be difficult for some. You may be top of the class but just coasting along and you could have another child bottom of the list but trying their very best within their own ability and limits. I can see that might have been very uncomfortable for some pupils.
46. There was streaming at that time as well. Where pupils were streamed into ability. I started in C stream and I would have parents very concerned about the streaming.
47. That changed and I wonder if it changed on the back of an inspection we had around 1979. We changed to setting and made it more inclusive. The class stayed together for every subject except maths and English. This had to have been better for the pupils.
48. Outside of the classroom the school really wanted to give pupils an open door to other aspects of life. There was a lot on offer. Huge opportunities for music. All pupils in Primary three had a chance to learn the recorder. There was a school orchestra and both violin and recorder ensembles as well. Whole year groups would put on a show whether you were good at drama or not. There was art and PE in the timetable. People came in to take judo, fencing and golf. I took hockey and squash. There was cross country running with the main sports being cricket and rugby, these two were written into the timetable with matches on Saturday mornings. Although in the classroom it was ultra-competitive, there was masses of opportunity for them to enjoy themselves.

Discipline and punishment

49. In the early years as I said you had to find your own way with the type of discipline or punishment you could use as a teacher. There was no way I could find out what was acceptable in the school except from asking the staff who were already there. There was no formal policy.

50. I discovered early on that there was one class that I took was playing me up. I felt that I needed a little bit more than lines or staying in. The clacken was used in the school but I did not want to use that. I thought that was over the top. I saw another member of staff use the side of their foot on a bent over backside and I thought that would suit my purpose. I saw it happening and I thought the school must accept that.
51. The first I knew of any change was when I was told in 1987 to stop using the side of my foot towards children, which I did.
52. Corporal punishment was very much accepted at the school. It wasn't just amongst the staff. The parents expected it. The parents wanted their children taught in a calm, quiet environment.
53. I had one parent come to me early on in my career insisting I beat his boy for getting his spelling wrong. I refused to do it but that was the thought process at that time.
54. I know before I got to the school senior pupils were able to give corporal punishment but I am not aware of senior pupils being involved with discipline in the junior school when I was there.

Day to day running of the school

55. When I was deputy head, if something came up during the day, say a visiting lecture or anything required organisation I was responsible for that. Apart from that it was the headmaster.
56. I cannot be confident that if abuse was happening that it would come to light at any time or when it was happening.

Concerns about the school

57. I don't know if the school was subject of concern to anyone or under investigation by any external body. There was the Iain Wares situation but I don't know if an external

body was dealing with that. Wares was at the prep school from 1968 until 1973. There weren't concerns about him that I am aware of at that time.

- 58. I don't even know when it all came to light with Wares. I am unsure if he was already at Fettes or not.
- 59. The thing was, there was never anytime I would have gone into a room or situation where he was, so that is why I was not aware of anything.

Reporting of complaints/concerns

- 60. If a child wanted to report anything there was not any formal mechanism for them to do that in the junior school. I am unsure about the senior school. Neither am I aware of any complaints being made by any child that I know of.
- 61. When I got the paperwork from the Inquiry I looked at the paragraphs indicated and then I read the rest of the statements and I was horrified, it was really horrendous. I had absolutely no idea what was happening at the school. I don't think other people had any idea either.
- 62. What was striking was that the pupils didn't tell anyone. Who would they have told? Did we have a guardian angel type person at the school? I don't think we did. If there was a problem with health they would go to the secretary. Would they have gone to her about abuse? Possibly. More than likely once we got a nurse. That again was quite late. Late eighties, nineties. You would hope they would have told their class teachers but they obviously didn't. I take the point it may be their class teachers doing the abuse.
- 63. As a class teacher you would notice a boy was being bullied you would recognise it and do something about it. I didn't use the clacken very often but one of the few times I did it was when I saw one pupil bullying and making light of somebody else or doing damage to another person's property.

64. If I found out bullying I would also point it out to the other teachers so they could keep an eye. It didn't happen all that often. I'm not totally sure if anyone else did that, but I suspect they did.

Trusted adult/confidante

65. There was no one the children could go to.

Abuse

66. I do not remember if there was ever any definition of abuse when I was at the school. I am also not aware of there being any instruction or guidance as to what teachers should do if someone came forward to them about abuse or ill treatment at the school. If you were aware of something you would report it. I would have hoped others would do the same.

Child protection arrangements

67. I am not aware of any direction given to staff around child protection arrangements. I think it would have come out if someone had noticed it but there was no process. It was all a bit woolly.
68. There was this 'In service day' which I have explained. Afterwards, everybody became much more aware of what was going on in the modern world. Whilst it was about what was potentially going on in the home the ideas carry over.

External monitoring

69. The first inspection at the school by the Inspectorate was in 1979. We had prior knowledge the inspection was happening. There was then another one ten years later and again we had prior knowledge.

70. By that time, ten years later, I think the inspection process had become far more demanding. It seemed far more demanding on the management and I remember them having to get reams of paperwork sorted out for them coming.
71. I believe the inspectors spoke to the children but I am not sure if that was individually or in a group. I remember one inspector who wasn't inspecting the educational side. I think his title was pastoral inspector. He was more about inspecting if the children were coping and if they had any concerns. He would speak to them individually and in groups and he would also speak to parents. I didn't speak to him but I did speak with the other inspectors as they came into the classroom to see the teaching. The whole school was given feedback and areas for improvement on both inspections.
72. I wonder if we changed from streaming to settings after the 1979 inspection, I'm not sure, but it was possible. All of the class orders had also gone prior to the second inspection but again I'm not sure what year.

Record-keeping

73. The only record keeping that I was aware of, was when you wrote up the blue book of each pupil in your class. In this you put, how this boy had done and anything which would be helpful for the next teacher to know about. Those blue books were available for teachers to read at the start of each academic year.
74. The books were held in the headmaster's secretary's office, not for open inspection but as a teacher you could ask to have a look. Pupils did not get to see them and nor was there any input from them. There was no signing of them in and out as far as I remember.
75. The books did not contain a record of punishment unless there was a big issue involved. It was all about the academic side and what they found difficult. It would contain health issues, extracurricular activities and anything that a teacher may be aware of that was going on at home.

76. I don't know if there was a record of punishment and discipline of pupils in the earlier years. Latterly though we did start to keep records. Those were kept in the headmasters' files.
77. In terms of other record keeping. Latterly, I think school reports for the boys were photocopied and a record kept but this did not happen initially.

Investigations into abuse – personal involvement

78. I was never involved in any investigations into abuse while I was at the school.

Reports of abuse and civil claims

79. Again, I was never involved in any such matters.

Police investigations/ criminal proceedings

80. If we go back to Iain Wares, it seeped out while he was at Fettes. I was not aware any criminal enquiries about anyone at the school.

Convicted abusers

81. I don't know anyone who was convicted of abuse.

Knowledge of specific alleged abusers at Edinburgh Academy

IBP

82. I knew him but don't have anything to offer the Inquiry about him.

William Bain

83. I didn't know him but I was interviewed by the police last year about Bill Bain. I didn't know him so it was a wasted journey for them. I understand they were visiting a lot of teachers around that time.

IJX

84. I knew of him but he was senior school and didn't really know him.

85. [REDACTED] was a pleasant man. I worked with him for seven or eight years. I was at his house on several occasions for social events. Was he a good [REDACTED]? In certain ways, yes. He was very supportive of creative material, stage work. I think his downfall in some ways was he said yes to everybody. I don't think you can do that in a school. If you asked him he would say yes. I cannot think of any specific examples. As [REDACTED] I think you have to be tougher. He certainly didn't come round and say do this, do that or don't do that. I think he left the school around 1973.

John Brownlee

86. I was friendly with Mr Brownlee through cricket, rugby and golf, once again I had no idea about the things that have been alleged about him. I was never in his classroom nor boarding house. During the time I knew him I never had any concerns about him. Yes, he was a disciplinarian but I didn't see him do anything untoward.
87. It was him that I noticed using his foot all those years ago. I thought it was acceptable to the school and that prompted me to do the same.

88. In terms of Brownlee's recruitment to the school I am aware Brownlee started off as a student coming into the senior school to help out with rugby. From there he was appointed to the prep school as a teacher. I know he went to Edinburgh University but I don't know if he did teacher training at Moray House. I recall he may have taught at Kirkcaldy as well.
89. I was never aware of any allegations of abuse about him while I was at the school.

Hamish Dawson

90. I've heard a lot about him, he was a housemaster. I didn't really know him; I occasionally came across him but I never saw him do anything untoward.

Norman Jack

91. He was the other student from St Andrews who joined the school at the same time as me. I never saw him doing anything untoward but I heard about him possibly using the clacken.

ICG

92. He was housemaster in McKenzie house. He looked after the junior boys from the senior school, the eleven and twelve year olds. He was also a teacher of primary six. When I joined the school he told me corporal punishment was acceptable. He told me in the boarding house he used a slipper on the children as punishment.
93. I never saw him interact with the children.

IDT

94. He was a senior school housemaster, I never had contact with him in the working environment.

IQA

95. I have never heard of him.

Iain Wares

96. I thought I knew Iain Wares well, as he was a member of the hockey club I played in. He was a reasonable sportsman, he played a bit of squash and golf as did I. I had no idea at all what he was up to.
97. It wasn't until I met an ex-academy cricket captain, [REDACTED], a few years ago, who left the school in 197[REDACTED]. I met him at the cricket club over a beer. He said something to me about Iain Wares. He told me he had a good friend, [REDACTED], who would happily see Iain Wares far enough. I thought I knew Wares but obviously I was totally wrong. Its worrying.
98. I have no idea how Wares was recruited to the school.

IBU

99. I knew him well as he was a sportsman. He was also head of PE in the senior school. He would often help organise the squash when I was coaching that. He was a disciplinarian, I know that from word of mouth from ex pupils after they had left. I never saw him doing anything. He did quite a lot of rugby and latterly was an international referee.
100. There were none of these individuals who gave me cause for concern. Probably because I was not in their presence when they were disciplining children.
101. In addition, I never heard of those individuals or any other teachers abusing children over my time at the school.

Allegations from named pupils

102. I have been read the following quotation from the statement of KAO: *'A teacher called Mr Dyer could give you the boot. I can't remember what he taught. Plenty of people got the boot. It was a punishment that he gave pupils. You'd have to bend over and he'd just kick you. It was a full kick. It was painful. This was in the classroom. He would call you up to his desk. I saw it happen to other boys. I can't remember who they were. It was just his method of punishment for the usual things, like your homework wasn't good enough. It happened to me, maybe three times. I was bending over when he did it.'*
103. I can't remember him, I can't remember everyone I taught. I estimate, from his date of birth I would have been teaching him around 1961. That was early on in my career.
104. Nor can I remember sanctioning or punishing him. As I have said, I felt I needed a halfway house punishment. I saw someone doing it, the side kick to the bottom and thought it was acceptable.
105. I don't feel it is right that he says it was for not doing homework, I never punished people for work it was always behaviour.
106. Its quite possible he misbehaved in class and that was the discipline I used, but not for work.
107. The passage of time has maybe affected me, I can't remember him and I can't remember what he did to merit it.
108. In the modern context where you are not allowed to have corporal punishment it doesn't read well. In the context of the 1960's where there was an expectancy that corporal punishment would happen from both the staff and parents then I don't really accept that it was abuse.

109. I have been read the following quotation from the statement of [IPJ] :

'Another teacher at prep school was Mr Dyer, Dyer by name and dyer by nature. He was a very violent man. I can't remember what he taught me. I can't actually remember what a lot of them taught me. I don't remember any other teachers.'

Mr Dyer was my teacher at Arboretum Road prep school. He was a very violent man. He would get you up in the classroom, get you to bend over and then he would boot you up the backside with the point of his brogue shoe, as hard as he could. Like he was going to take a touch kick at rugby. He would do it every time. Not always to me but to someone in the class, but it happened to me many times. He would take a run and kick at you, I'm not exaggerating. That could be for talking in class, going over to your mate, giggling, just things kids do. My anus bled once. I found out when I went to the toilet, there was blood in my underpants. We used to put books down the back of our shorts which of course he saw and would remove. When you watched another boy being kicked by Dyer, the boy would lift off the floor with the force of it.'

Dyer was my form master and I think my last one before I left prep school. He had dark hair and looked Italian. Although he wasn't. He was quite young then. He would be roughly the same age as Wares. He could still be alive in his 80's. I don't remember what he taught me. I never told anyone about him otherwise there would have been something done about it. I think in your own little mind at that age, you don't want to get into trouble again by telling anyone. My father wasn't a violent man and he would never have hit me but I think there was just something in my head, I didn't want to tell anyone about it. I can't explain it, I do have a hard job explaining why I didn't tell my father that he kicked me so hard I bled.

110. I can't recall this person. I honestly don't think I did that. It just doesn't seem to be me. I never set out in punishment to harm anybody. The thought I might have harmed him in this way fills me with horror. If I did harm anybody then I am truly, truly sorry.

111. I don't recognise this scenario. To start with I have never worn brogues in my life. I certainly wouldn't have kicked with my toe. If you're a sportsman you will know you don't kick with your toe, it's with the side of the foot.

112. I don't think it happened. The passage of time obviously has affected my memory as I don't remember him or KAO. It just seems so out with anything I was trying to do. That said, I can't explain why these things would be being said.
113. I accept if a child was being treated in that way, a toe kick going in with brogues would be abuse.

IDL

114. I have been read the following quotation from the statement of IDL 'as far as I am aware all the teachers had clackens and most would threaten boys with the use of them. Not everyone used them though. Some even gave them names. I remember that Mr IHE who ran the lessons, named his 'satchmo'. He was always flailing it around threatening people with dire action, but I don't ever remember him using it on anybody. There were three individuals in particular who were seen to be free with the clacken and actually used it. These individuals were Mr Brownlee, Iain Wares and Mr Dyer.'

I can't tell you how many beating I saw by teachers with clackens. It was just a common occurrence. I would say weekly in my 6th year of prep school. Someone would do a misdemeanour, they would then be called out in front of the class, given a few beats and then sent back to their desk. Looking back, I would say it was all down to that little group of class masters, Mr Brownlee, Mr Dyer and Iain Wares. They had a technique. You could actually count the pause. It was about two or three seconds between each strike. Your backside was stinging with pain and then 'whack' there was another stroke. Of the standards of punishment of its time it was just pure sadism. They were causing the maximum pain without actually physically damaging somebody so that they had to go to hospital.'

When I was ill, I was sent outside the art room for talking. It was something minor like that. It was a long corridor, you could hear footsteps echoing from miles away. I was terrified a male teacher would pass me. I was particularly fearful that Mr Brownlee, Mr Dyer or Iain Wares would find me standing there. We all knew they were the teachers who would lay it on heavy. In the end it was Iain Wares who came

along. He asked me why I was in the corridor. I told him whatever the reason was. Iain Wares then dragged me off to his classroom and beat me six times with a clacken. He aimed at, and hit me on the back of my thighs, not my backside. Just the way he did that to me has stuck in my mind ever since. It was just sadism of the highest order. It was extremely painful and left red marks on the back of the legs. I was wearing shorts, so he was effectively hitting the skin at the top of the back of my legs as I was bent over. It was so painful. I was then delivered back into the classroom after the beating.'

115. I remember him and his brother. I didn't use the clacken a lot. I feel I am being lumped in with Brownlee and Wares a lot here. My reputation as a disciplinarian, its assumed that I was acting in the same way that they did. But I didn't use the clacken a lot. This business of standing outside the art room I think that came out during the Public Inquiry and Lady Smith asked IDL whether I had ever found anyone in the corridor and he answered no,
116. I can't remember punishing IDL or sanctioning him. It says in the pack it happened in his Primary 6 year but I wasn't a P6 teacher.
117. I did not abuse IDL.
118. I think its hearsay. I've been lumped in with two other gentlemen. I don't think the passage of time has affected my memory in this case.
119. I want to be clear in that, yes I used the clacken but when I used it I only used it by giving one stroke, possibly two, once. The thought of someone getting six is not good.

IKA

120. I have been read the following quotation from the statement of IKA
'When we were beaten with the clacken it made a banging noise when it struck us. It would reverberate and the classrooms downstairs would have heard it. When I was in 5B the teacher in 5A was Tony Dyer. He played squash for Scotland. He was quite

a vicious clackener. - he hurt boys badly. I never saw it because it took place in their classroom with the door shut. I heard it because my classroom was next door. Ironically, he's been Mr Brownlee's best friend for the last thirty years and they play golf together. They live twenty yards from each other so it all seems very cosy. Although I never saw Mr Dyer hit anybody, I've heard that when he used the clacken he would hit boys like a squash ball. That's just beyond comprehension. You would hear the noise of the clacken and screaming or people saying 'don't', 'stop', 'no', 'please', they were begging'.

121. I do remember that person, I remember his family as well. As he suggests we all lived in the same area but not as close to Mr Brownlee as he suggests. His father used to play golf at the same club as Mr Brownlee and me. I remember IKA and I am really, really sad about what happened to the poor guy. He has had a really miserable time of it in his life.
122. The other thing I would say about this is the walls in the school by my classroom were really thick and I don't think you could hear through the walls. I don't think that was possible. Some classrooms, in other parts of the school were less well soundproofed. If he did hear things there's no guarantee it would have been me in the classroom either because other people came into the classroom to take classes.
123. I don't think I punished IKA, nor did I abuse him.
124. My response to the allegation is that I just don't recognise the scenario. People in my room begging for mercy, no.
125. I don't think that the passage of time has affected my recollection. I just don't believe it ever happened. Hitting like a squash ball, no. Saying that, I cannot explain why he said that.
126. I would like to add that I have read the full statement of IKA and I am of the opinion that he is vehemently against Mr Brownlee and that he is lumping me in with him. I feel that the passage of time has affected his memory and may have affected his recollection of events regarding my involvement and his allegations regarding me.

127. As I said in all of the times I delivered the side of the foot to the backside I don't ever remember a boy in tears.
128. If IKA [REDACTED] was treated in the way that was described, then if it had happened I agree it was abuse.

Neil Douglas

129. I have been read the following quotation from the statement of Neil Douglas
'Violence happened openly from teachers and it was a violent environment. Looking at the Roll book of teachers for the prep school, I run down the list of ICG [REDACTED] Brownlee, IBL [REDACTED] Jack, Dyer and Wares and feel vague repulsion for each of them. Then you've got Benson who was ok. I have a vague, happy memory of Miss Urquhart and Miss Kerr.
130. I don't think there is much to say here, I am included in a list.
131. I don't remember him, I think I remember [REDACTED] more than him. Someone I know and play golf with met his mother the other day and she told my friend that Neil had apparently gone out to South Africa to confront Iain Wares. Apparently she had said to him that I was alright.
132. I can't recall sanctioning him.
133. My response to the allegation about being in a list of others who he states were violent. I say it goes back to having a reputation of strict discipline.
134. I don't believe my recollection is affected due to the passage of time.
135. He isn't really accusing me of anything I don't think.

Nicky Campbell

136. I have been read the following quotation from the statement of Nicky Campbell
'Another man prone to gratuitous violence was Tony Dyer who used to kick boys

hard up the backside for no reason. A lot of people have been in contact with me about him. Although I do not recall experiencing that myself from him, I do recall the fear of seeing him coming down the corridor.'

137. I didn't really know Nicky Campbell and never taught him. I don't think he came into my sphere at all therefore I did not sanction or punish him at all.
138. My response to the allegation is that I wouldn't kick someone for no reason.
139. If a child was treated in that way I would say it was corporal punishment. If it was for no reason I would say it was abuse. It strikes me that he has collected a load of emails and letters from other people and they have said this and that happened and he has reported on it.

IKM

140. I have been read the following quotation from the statement of IKM 'Mr Dyer taught either French or English in prep 5 when I was a day pupil. Instead of giving you a verbal admonishment, which would have been acceptable at that time, or properly applied corporal punishment, he kicked you. He didn't kick you hard it was more out of his frustration. I was kicked as I left the room to go to the loo. He kicked you with the side of his foot and never toe poked you.'
141. I remember IKM. I don't remember kicking him as he went to the loo. I suspect as he was leaving the classroom he may have interfered with another pupil, said something or mucked about with somebody's' property. I wouldn't just have kicked him as he left the room.
142. I don't remember sanctioning or punishing him as I don't remember specific instances. It is quite likely, as he remembers me doing what I have described all along and what I thought was corporal punishment. The side kick to the backside. He confirms the side kick.
143. I did not abuse him.

144. I believe it to be a misremembered incident.

145. As to why he would say that he probably did receive corporal punishment from me but not in that way.

Giles Moffat

146. I have been read the following quotation from the statement of Giles Moffat *'In prep school there was a teacher called Tony Dyer who is still around and his trick was to drop kick kids basically. He was quite a small chap and he would grab you by the hair and boot you up the arse.'*

147. I recall Giles Moffat. I don't remember sanctioning or punishing him. Nor did I abuse him.

148. In response to the allegation, I certainly wouldn't have grabbed anyone by the hair, picked them up and drop kicked them. That's comical writing. It's a bit similar to later on in his statement when he talks about me in the French class. He grew up in France and I would ask him to come out to the front of the class and do some pronunciation for us all. In his statement he talks about him teaching the class, while I read the paper. I may have done that as a joke, the reading the paper bit, that would fit in with my idea of classroom management: 'firm, fair, fun'.

149. I may have given him corporal punishment but not in the way described.

150. The passage of time has not affected my recollection.

151. If what he describes happened, then yes, I would agree that would be abuse.

152. I cannot explain why he would say what he has said. I think it may be him writing in a slightly lighter vein in amongst some very serious allegations.

153. I have been read the following quotation from the statement of IQR [REDACTED] 'I remember being exposed to a few other teachers in primary 5. There was a primary 5 teacher called Mr Dyer. I remember we heard stories about him losing his temper and using the clacken but I don't remember witnessing that from him but he wasn't a teacher you would try the patience of. I think Mr Dyer taught me French and I have a memory of being in his class but it's not the same memory I have of being in Mr Brownlee's class.

There were no other teachers in junior school who punished me although I saw people being punished. Mr Dyer, in various guises, would punish people, even in the playground he would clip people around the ear. You felt when Mr Dyer lost his temper you knew he was going to lash out at someone, but it tended to be the more troublesome boys that he would get a hold of, whereas I genuinely didn't feel like I was a troublemaker.'

154. I remember IQR [REDACTED]. I don't think I sanctioned or punished him. It is quite possible I punished troublemakers but I would not be lashing out. I can't remember clipping anyone around the ear. I think it would be unlikely as my mother was a nurse and she was always going on at me to not ever do anything to the head and therefore I didn't.
155. The passage of time I don't think has affected my memory.
156. I possibly did discipline somebody in the playground but not as he describes.
157. If a child was treated in the way as described as someone lashing out at them, then yes, it would be abuse.

Robert Cowie

158. I have been read the following quotation from the statement of Robert Cowie 'I knew Tony Dyer quite well. He was a general subject's teacher in the prep school from 1965 – 1999. He also coached the first 11 cricket team and squash team. I think he was a bit strict. [REDACTED] was in his class and told me that he could be strict

and slightly frightening. I thought he was a good guy. I didn't see him interact with children or disciplining them.'

159. I don't really think that's an allegation.

Anthony Cook

160. I have been read the following quotation from the statement of Anthony Cook '*Nicky Campbell was a bit of a rogue, but I didn't actually teach him. I think he had a tough time in the junior school. There was somehow more physicality there. There was a group of two or three teachers who were strong disciplinarians. It was widely known amongst the teaching staff. Whilst I knew that some junior schoolteachers were strict disciplinarians, I wasn't aware of the detail of it at the time. A tough disciplinarian can mean different things to different people. The teachers who had that reputation were John Brownlee and Tony Dyer.'*

Recently, I was writing an obituary for a chap who was around my age. His son met me to discuss his father's obituary. He then started talking about how unfortunate things were at the Academy, where he had also been a pupil. He mentioned John Brownlee and Tony Dyer.

161. Again, I don't think that's an allegation.

Convictions

162. I have never been convicted of anything to do with the school and abuse. I also have never been subject to any complaint involving abuse at the school.

Leaving the school

163. I left the school in 2001, that was my retirement age. You were encouraged to leave at sixty years old and I was quite happy to do that. I felt I had done my stint.

164. I spent a long time at the school and I firmly believe I could not have had such a job anywhere else. Teaching the age of the children I wanted to teach and then doing the reasonably serious sport at the top of the school. It was a combination made in heaven for me.

165. I did not seek any employment thereafter.

Helping the Inquiry

166. I don't know what systems boarding schools have now. I presume they have systems. You need to have a suspicion of abuse before you can tell somebody. Are those abuses now found more readily than they used to be? If not what could you do to get them found?

167. I think you need to speak to all the staff to make it absolutely clear that they need to be reporting if they suspect anything.

168. I wouldn't recognise the school I taught at now as I think everything must be vastly different.

169. 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.....7th November 2023.....