

Issue No

**To all authorities responsible for the care of young
people in schools and institutions**

**REPORT REGARDING THE
ABUSE AND BULLYING OF
CHILDREN AT THE MOD
QUEEN VICTORIA SCHOOL,
DUNBLANE,
SCOTLAND.**

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AND TEACHER AT QUEEN VICTORIA
SCHOOL.**

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PLEASE CIRCULATE

**COPIES TO:- SOED, GTC, various regional education
councils, Scottish Parent / Teacher Council and many
other groups and organisations concerned with the
care of children.**

WHAT IS IT ALL ABOUT ?

The contents of this report should be of interest to parents, teachers, educationalists, legislators and all groups and organisations concerned with the care of children and adults.

It is a story about a teacher who dared to complain within a rigid, autonomous system and the attitude of that system towards him.

It is about the rights of children, parents and teachers in our schools and institutions *to complain and be heard.*

The story raises some very serious issues that should be of concern to the European Community as a whole and should not be ignored

Are the complaints procedures within a school or institution clearly structured and defined for ALL ? Stating clearly :-

That all persons have a right to complain about unfair treatment.

The school's policy on complaints procedure.

Who can complain.

How to complain.

And answers to questions:-

Are complaints taken seriously and acted upon promptly ?

Are professionals trained to deal with different kinds of complaints ?

How are those who complain treated ?

What is our attitude toward those who feel the need to complain ?

Glenn Harrison

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QVS REPORT

A report concerning the conditions and circumstances at the Queen Victoria School, a Boarding school for the sons of Scottish servicemen and women.

Issue: the care of children in schools and boarding schools.

Place: The Queen Victoria School (QVS), Dunblane, M.O.D. establishment, 1902 UNTIL April 1992.

Time period: August 1989 to December 1991

Headmaster: Mr. Julian Hankinson

address: The Queen Victoria School, Dunblane, Scotland, FK15 0JY

Chief Commissioner: IAN LANG MP, Secretary of State for Scotland,

Commissioners: Several men composed the body of appointed Commissioners - Her Majesty's Commissioners (from various professional backgrounds, some ex-teachers/heads, headmasters and ex-HMIs. Some of them held similar positions in other schools in Scotland).

Since leaving the school and the publication of the HMI's first report I have endeavored to work through official channels for my case to be heard. My MP, Mr J Wallace, has taken the matter to the Ombudsman (Parliamentary Commissioner, [PC]) and I took the case to the European Parliament (petition 232/93) in March 1993; the results of these enquiry, are unsatisfactory to say the least. (enclosed)

I shall explain clearly and as concisely as possible what happened leading up to my final departure from QVS on the 12.12.91; these are brief details.

REASON TO COMPLAIN

1. I was appointed as teacher to QVS in the summer of 1989 to teach physics and set up electronics for S5 and S6; in the November of that year I was appointed as housemaster of Cunningham House caring for about 60 boys between 11 and 15; I had worked in a boys boarding school for five years before this and had some substantial experience. As time went by I became increasingly unhappy about the emotional and psychological welfare of the boys and the general conditions in the school. I thought the MOD would offer the best care of all but it slowly dawned on me that I was sadly mistaken. I had complained along with other staff about certain incidents and conditions, both verbally and in hand-writing to the headmaster; the complaints took the form of notes, type-written letters or simply verbal communications. The complaints were so frequent they seem to become the order of the day - and no one seemed alarmed anymore. There were many personal notes to the headmaster. The atmosphere was not that of a happy establishment: boys afraid to walk along the school corridor, clinging, petrified to the walls; children living in fear everyday and afraid of being ridiculed for cowardice; boys attacked in their beds while sleeping by older boys who came 'to punish them'; not just bullying but protection rackets, a regime which some boys and some staff called "TRADITION" and quite normal; used, filled condoms found in the toilets at 02:20, after an older boy and a younger boy scuttled away down the corridor [x2 occasions]; I placed the condoms in an envelope and put it on the head's desk first thing next morning - no response etc etc. An exaggeration? I am

talking about serious bullying, serious bruising and who knows how much deep emotional damage done especially to the young primary children.

REALISATION OF DEEPER UNDERLYING PROBLEMS

2. I spent much time in the House office in the early hours of the morning when boys felt free to come to me with their problems and fears. I have four children of my own (and two grand daughters) and I have had experience in counselling adolescents but I was unprepared to deal with this, I felt inadequate. I found it hard to interpret what the boys were trying to tell me, the para-language, but something was very wrong indeed - I started to feel afraid myself, mainly because I was responsible and had no one to turn to for help and advice. The voice of my experience and intuition told me 'all was not well !' and something must be done.

ATTITUDE OF OTHER STAFF

3. (see the 1st and 2nd reports)
Some staff knew little of other schools and conditions, their experience was limited. I had been around and I could compare standards. One member of staff told me that QVS was 'normal and healthy' for a boys school and if I told anyone about the conditions in the school he would sue me personally; he also said I would breach the Official Secrets Act and be liable to prison and prosecution ! (Sadly this member of staff died of a heart attack and subsequent head injury, after a fall from a ladder December 1993). Reports available from the SOED.

TELL THE SCHOOL BOARD, THE PTA | WHAT SCHOOL BOARD ? WHAT PTA ?

4. I contacted one of the parents and suggested she form an active PTA to help, but no response. Parents were afraid even to come and speak to me; on several occasions I had to cajole parents to come up to the House office for a cup of tea and a chat; some were often very nervous. Some of the parents were on secret missions (SAS) and I could understand the need for security, but I felt the atmosphere provided cover for other clandestine actions as well ! I once asked a worker in the administration what the headmaster did with all the notes from housemasters. I was told he files them all away. As I was walking out of the door the administrator shouted "in the bin !". So most of the complaints will be denied, no doubt. The reader will no doubt get a different story from the school (if you write and get a reply !) and which story you believe is your choice of course.

There was no real mechanism for change and update. This shows what can happen when parents are excluded from schools, either directly or indirectly for whatever reason.

GRAND DAY - THE DAY I RESIGNED (19,6,91)

5. On the final day of the summer term, Grand Day, (after a sleepless busy night): Prince Andrew was the guest speaker and this was a very important occasion. To cut a long story short I was unable to make it to lunch because I was delayed doing my work and this displeased the bursar, Brigadier Tweedy, who became publically very loud and rude towards me; I had my job to do and had genuinely delayed, what with glenn garrys.

uniforms and kilts to ensure the boys were smart and ready for the parade, but it was one of those days. I replied with equal vehemence to the Brigadier; but this was not the cause of my resignation as some believe; the underlying reasons were far more serious and profound. I was unhappy with the whole pastoral set up; the incident with the brigadier could be said to have tipped the balance and I wrote a rather rushed over polite resignation not having much time to think.

I WAS ABSENT FROM THE LUNCH AND THE GRAND TOUR OF THE SCHOOL WITH PRINCE ANDREW - MANAGEMENT'S REACTION

6. My resignation was accepted without question and the headmaster suggested I leave the school AS SOON AS POSSIBLE, my wife thought we had until the end of the next term and she was more devastated than I was, she was in shock, and I had to hold her all night. There was no sympathy - it totally unprofessional and unnecessary to treat us in this way. If the headmaster had listened with a sympathetic ear and taken SERIOUS note of my complaints, throughout my period as housemaster, the whole matter could have been diffused and change could have been implemented in an equal but less dramatic way - being heard was a problem all staff shared. My contract stated quite clearly that as a housemaster I must give at least one terms notice and I would not break my side of the bargain; before this the headmaster strongly and seriously suggested that I get out of the flat by August (six weeks), (all verbal). I explained that my contract stated quite clearly 'one term's notice' at least; the headmaster then said that October was the end of term (actually half term break, not the end of term at all). He played with ideas and called them *scenarios*, one idea was for me to leave as soon as possible and I would be paid until the end of September - then out completely ! But it was some days later when the headmaster acknowledged the conditions of my contract.

My wife and I felt we were unnecessarily bullied !

7. I had committed it seems the unforgivable sin - what was that ? Assaulted a child ? Stole the house accounts ? Assaulted a member of staff ? None of these - the 'crime' was to insult the PR of the school by failing to turn up at the lunch with the VIP on that day. One is tempted to ask what sort of values the management embraced. Maybe it was a good excuse to get rid of this complaining member of staff ? I was never rude to the headmaster, honest perhaps - maybe I should have been rude ?

PERSONAL GRUDGES ?

8. It would seem from this that I was at odds with the Brigadier Tweedy and the headmaster - that was not the case at all ! The Brigadier and the headmaster were usually very kind and sympathetic colleagues and I had/nothing personal against them. I had never done anything, (as far as I know) to offend them before and always worked in harmony with their wishes; the headmaster's testimonial given to me seven days before I departed is evidence of this; but I offended them most seriously and they were most unsympathetic to me. (copy of testimonial enclosed)

SELF ANALYSIS AND TIME TO THINK

9. Over the summer holidays that followed I had time to think and evaluate my real underlying reasons for resigning and graphed out what I thought should be done in order to improve the school; maybe I would have had chance to voice my views to one of the appointed Commissioners as soon as I returned in August, but I was never approached - that never happened. I had a whole term to face and in that time to get another job and indeed somewhere to live. I could have just left and said nothing but I had read the Child Act of 1989 among other things and realised that I could not leave without doing something to make the school a better place for the boys knowing that a so-called formal complaint would be soon forgotten and lost. I asked myself: who am I really accountable to? I am a parent and I thought I would like to know how my son was treated.

ULTIMATELY WE ARE AS TEACHERS ACTING IN LOCO-PARENTIS, ACCOUNTABLE TO PARENTS AND PUPILS.

10. I saw those boys from the moment they got up in the morning to the last thing at night; so I know what went on in the school! Not merely the outward typical PR image as pictured in the BBC2 programme 40-MINUTES about QVS school (1991), but the real hidden circumstances.

It slowly dawned on me that in order to make real permanent changes in the school I had to bring in the parents!

IN ORDER TO BRING ABOUT A REAL CHANGE I DECIDED TO WRITE TO PARENTS AND INFORM THEM OF WHAT WAS HAPPENING TO THEIR SONS.

I would go out with a bang but ultimately I would bring real, wholesome beneficial change. I was not the only member of staff that was unhappy with the treatment of the children; many complaints from all staff were largely ignored and getting a private audience with one of Her Majesty's Commissioners was like seeing a Swiss Red Cross representative in a Nazi prison camp; they were shadowed so closely by the headmaster and the Brigadier.

THE DANGER OF COMPLACENCY - WARNINGS

11. The HMI warn teachers about the dangers of complacency regarding complaints of bullying (*Action on Bullying*, issued to schools by the SOED), and now I accuse the SOED of being complacent themselves. The letter to parents only quoted examples of the kind of bullying and abuse that went on, not the full story; serious bullying and abuse had been going on for years, (in the 1950s, although it is doubtful if there is access to a file on this!) and as far as I know parents as a whole have not had a chance to speak out about my letter, some may never have seen it!

THE FINAL DECISION

12. One of the last communications I had from the headmaster came on the morning of the 9th of December: the headmaster called to me across the school courtyard: "No more notes, please!!". The complaints system had effectively closed down. After the rather heated discussion with a fellow

housemaster who threatened to sue me if spoke out about the conditions in the school, I made my final decision to post the letter to parents I had thought of weeks before. I posted the personal letter to parents, (at my own expense), on the 11,12,91; the letter arrived to some of the parents on the 13,12,91.

THE.....HITS THE FAN !

13. On the day I knew that some of the letters were to arrive, I set up an incident desk in the flat. I had two phonecalls from outraged distressed parents before I was cut off.

14. *Not all parents received the letters; those parents in the UK, perhaps but those addressed to Germany and abroad were probably intercepted and never arrived; I suspect that parents were commanded by superior officers not to read them; possibly an OS ACT threat.*

BREAKDOWN OF TIME AND INCIDENTS - FRIDAY THE 13th OF DECEMBER 1991

15. I was serving my notice to the end of December and was resident teacher and housemaster, having tenancy of the flat until the 31st of December 1991; the term was due to end on the following monday and I, as housemaster, should have been there until each boy from Cunningham House had safely departed, last boy would go on the Tuesday lunch time the 17th. As housemaster it was my responsibility to ensure all arrangements for travel were made and that boys received cash, passports, railtickets and air tickets to travel safely home for the Christmas period. The house accounts, passports and tickets were my responsibility rather than my property, as I was still housemaster. My wife and my family had moved to our house in Banffshire at precisely 07-30 that morning of the 13,10,91 and I was hoping to stay behind to complete my duties according to my contract. On that crucial day when the letter arrived I was not teaching; about 13-15hrs I received a strange internal phonecall, which sounded like a bear growling, which got louder and louder; there were other strange calls also; I was quite afraid; a stone hit my flat window with some force but as far as I know nothing was broken and I was not sure which window it was, but I felt afraid.

16. At about 13-35hrs I phoned the porter to tell him that I would be going out of the buildings, because I felt threatened, and that I would return after tea when it became dark. An interview with porter who took the call will confirm this. I made no comment whatsoever about relinquishing my duties, surrendering keys or whatever, but simply that I was leaving because I felt threatened and that I would return to tend to my duties in the house after tea, which was part of the normal routine. I did return as I said I would at this time.

17. I drove my car out of my parking space, so staff would know I was not in, and went straight to the police station in Dunblane informing the duty constable briefly what had happened. I told him I felt threatened and that

I had informed the porter I was going out. I then informed the policeman that I was going into Stirling and would return to the school about 17-30; he made a note of this; at this point I begged off and went to Stirling.

18. I did not contact the school from Stirling, I walked around Stirling for some time and then returned to the school around 17-20hrs, only to find THE POLICE BASHED THE DOOR OF MY HOME DOWN ! The atmosphere was one of fear and threat not just for me but for the management too ! They were afraid too but of what in particular, to cause them to react so ?

19. The allegations made by the headmaster that I offered to voluntarily relinquish my position as housemaster and hand over keys etc., was supported by a an UNSIGNED STATEMENT FROM THE SCHOOL LOG and has no foundation in truth. I believe this is a fabricated lie. But if I did say such things then why was it necessary to break down my door ? Using the key would have been more simple and less expensive ! Maybe the headmaster had much to worry about and over-reacted under stress ? Or was the decision of the police, who strange as it seems, have no comments to make about the break in, and all documentation is strangely unavailable.

20. When I went to my flat I observed that the door had been forced open and it was hanging like the hinge was broken; all the account money and passports had gone. I was concerned and afraid to go in but immediately went to see the porters to demand an explanation! I was still a tenant there; it was my home and the house accounts, passports and personal property etc. were still there as far as I knew. all counted correct and in order/up to date, were they still there? I was annoyed at the breaking down of my door and the safety of the accounts etc. I found out later there was a letter behind the broken door removing me from my post as housemaster (on what grounds ? I only had four days left before I left !)

SACKED AS HOUSEMASTER ! WHY ? CONTRACT BROKEN - NO ANSWERS OR EXPLANATIONS

21. the porter told me to go to the Headmaster's office and so I did, finding the headmaster with the new bursar Colonel Tapp, ready to receive me; I felt afraid to say the least, not because of the letter I had written to parents. I was sure I had told the truth and acted correctly under the circumstances.

22. The HM asked me questions and the bursar, Colonel Tapp, carefully wrote down what I said in answer. I asked him the where-abouts of the accounts and other documents, he replied and said they were safe; the headmaster then asked who else I had told or written to and under the circumstances would I like to leave now. Because I felt so threatened I said I would like to leave soon, since my door had no lock on it, (and as you may guess I felt very threatened); he then asked me if I had received the letter from him written on that day, it was behind the door. I replied and said, NO, I had not. (The letter was relieving me of my duties, copy available).

23. Colonel Tapp then agreed to accompany me to the flat and help me load my car with my belongings; as we walked across the parade ground to the apartment, a policeman appeared and politely asked my name; he then asked me to accompany him to the police station when I had loaded my possessions into the car. I was shadowed by a large policeman all the time, what would

have happened to me if I had refused to go I know not but I felt like I was being arrested. How would the reader feel if your door had been bashed down with a sledge hammer BY THE POLICE and you were asked to help them with their enquiries ? WHAT ON EARTH HAD THE HEADMASTER TOLD THE POLICE I HAD DONE IN ORDER FOR THEM TO ACT SO DRASTICALLY ?

24. When we got to the flat, I found the headmaster's letter behind the broken door. Colonel Tapp was very kind and helped me to carry my things from the two storey apartment; while I was packing the policemen followed close by. To this day I have not had any answer as why this was done ! (police report on school, strangely unaccessible). I believe the headmaster overreacted and made a big mistake.

25. My car was hurriedly loaded up with my things. (I could hardly change gear!); then the policeman asked me to follow him down to the police station. I felt this was a polite arrest.

26. There, I waited for about 15 minutes until an inspector came from Stirling. I was then invited to go to the interview room, and for the next hour or so I was questioned by the police. The policemen on the reading a copy of the letter I had written to parents, seemed surprised, relaxed their manner and started to show some concern for me. When I asked them if I had committed a crime they replied and said, 'no sir, you have not', (what on earth they had been told about me God Knows). They suggested I stay over-night in a hotel before making the journey home, but I decided I would drive straight to Banffshire that night and arrived home at about 03-30 hrs on the 14/12/91, exhausted.

27. I know it was a very serious letter to write to parents, and I believe I had good reason to complain in THIS WAY, but I was shocked at the treatment meted out to me. The M.D.D said that the Headmaster and police had acted to protect myself and my family (letter available), but it was well known by all that my family were not there; a large removal van outside the flat, earlier that day of which the porters knew of. They also broke my door down when they knew I was not in the school grounds. THE PORTERS AND POLICE KNEW WHERE I WAS, AND THAT I WOULD RETURN AFTER DARK, 17-30hrs.

THE BEST I COULD HOPE FOR

28. What I reported in my letter to parents was the honest truth, not an exaggeration ! I believe there were other abuses taking place in the school; I hoped that the professionals at the Scottish office in cooperation with social services and the parents would sort this out, I was wrong ! I assumed the whole truth would come out in an army investigation or HMI's meetings with the whole body of parents(?) which never happened as far as I know; but the closing of their ranks proved to very effective.

OPERATION 'COVER UP' - 'THE OLD SCHOOL TIE'

29. One cannot be blamed for thinking that the swift action of the SOED in January 1992 was largely to cover over their own maladministration and lack of clear policies for ALL educational institutions in its audit area.

Recent research on bullying in schools has revealed that one of the main problems in schools is that bullying and abuse is often PLAYED DOWN; for instance the use of the word 'alleged' bullying in the HMI report, which strongly suggests that the bullying did not really exist and that its all a wild exaggeration, NOT SO even in the slightest sense, I strongly believe that the situation at QVS was 'played down' (see first report of May 6 1992 §2.2) by the HMI, and believe there is a touch of 'the old school tie' and a deliberate silence to cover maladministration on the part of the SOED and the MDD and possibly other agencies involved. But looking after and caring for children in the 1990s is not a matter to be taken lightly, nor can we hide child abuse behind the Official Secrets Act or any form of officialdom - this is surely a very dangerous thing to do ! THE HMI NEVER INVESTIGATED THE BULLYING OR SOUGHT THE OPINION OF THE KEY PARTNERS - THE PARENTS; perhaps they were/are, afraid - of the truth ! Was this a 'thorough' investigation ? *The motives for a cover up are well founded !*

30. I was never sent a copy of the H.M.I's report, even after phoning the office twice (they seem to be quite rare); eventually a friend, living on Unst, Shetland managed to get a copy sent to her after phoning the Scottish Office twice. A friend in England phoned twice and eventually recieved a copy. The HMI report of May 6th 1992 and the follow up report of March 1993 recommended sweeping changes and in September 1992 a new AHT was appointed, an experienced guidance teacher, in charge of pastoral care. Training for all staff with regard to guidance and care arranged; committees and working parties were set up to formulate new policies for the shool - and LO AND BEHOLD - THE INCLUSION AND INVOLVEMENT OF PARENTS ! Many other changes have taken place but its difficult to know precisely - maybe it is still a closed system ?

Rather big expensive changes considering my supposed 'exaggerations', (ref §2.2, HMI first report) ?

31. I registered as unemployed the following monday and was told, eventually, that the grounds for my resignation form QVS were unjustified and that I was not eligible for unemployment benefit; this decision was based on comments from my former employer, QVS. eight weeks later I acquired a temporary teaching position in Shetland wher I am now permanently employed.

REFLECTIONS - WHAT I EXPECTED TO HAPPEN

32. To be honest I thought this treatment was apalling. I expected to be called into the colours room and face a group of Commissioners or some officials and defend my action; I DID NOT WANT TO 'HIT AND RUN'; but I was never interviewed ! And what is more from that day to this I have not heard a word from any parents, staff or anyone connected with the school---the silence is deafening and very suspicious !

ANY REGRETS ?

33. In my time at QVS I reached the pinnacle of my career, as housemaster and teacher of physics and electronics; I worked hard to do a good job and I must say, despite the circumstances that arose, I enjoyed my work

otherwise (see testimonials given to me a few days before I left); but you cannot teach unhappy children ! I gave it all up and brought considerable hardship on myself and my family who understand, and we have no regrets; my oldest daughter at home has finished her Standard Grades now and is now attending Anderson High in Lerwick doing her highers (weekly boarder), and the youngest daughter has started her Standard Grades at Baltasound Junior High School where I teach maths and science. The standards of care in Shetland are in my view, excellent.

34. Disappointment though in the Scottish Office - I will find it hard to swallow anything they say in the future; my responsibility is to the parents and pupils and what I do/did, is for them, and hopefully what I did will help to formulate or update new policies to prevent the QVS situation arising again - no regrets, what-so-ever.

LESSONS TO BE LEARNED FOR ALL

35. But the issue raised by the QVS affair is much wider and should be of interest to all the educational communities across Europe and all those interested in standards of care in boarding and other institutions. The complaints procedure in the school was ineffective, inefficient and inadequate. There was no active PTA or impartial body of elected body of governors NO SPECIFICALLY TRAINED GUIDANCE TEACHERS, I did not even have a job description ! There was no other way to get something done fast; internal complaints were absorbed and lost as so many have over the years. (several of the staff in the school read my letter to parents before I posted it off, and approved; sadly, not one member of staff stood by me, as far as I know, and I have had no communication whatsoever from that day to this.

36. I know we live in a tough world and children need an grow up in an environment of discipline, but there is a time to be tough and discipline can take many forms - the aim is to promote self discipline in the end not the sort where older boys are allowed to punish and bully younger boys because it just happens to be the 'tradition'. Those who are bullied become bullies, (and teachers often turning a blind eye because they were victims of bullying themselves); it is the old eternal circle. Children must be allowed to grow up in an atmosphere of learning and family love, to understand and be tolerant of the differences of others, whether it be culture, race, intellect, athletic prowess, big nose, large ears or otherwise. Statistics show that boarding pupil rolls are falling - could it be that boarding education needs a face lift and the *Tom Brown Schooldays* Image still lingers ? We must view the QVS affair as a lesson for all.

WAITING FOR THE SYSTEM TO WORK

37. After the publication of the first report I wrote MPs Magaret Ewing and James Wallace in early June 1992; there has been an exchange of letters and months of waiting in between. In September 1993 after extensive correspondence Mr J Wallace MP, took my case, at my request to the Ombudsman, the PC; the PC declared not to have the power to look into M.O.D or police files but if all is well there should be nothing to hide and everything should be upfront and honest. In March 1993 I wrote to the European Court and subsequently to the EC of Human Rights (the answer to

my petition and related letters are enclosed along with my reactions). It seems that they think that the longer they leave me and ignore the issues I have raised, the faster they just will just go away. Not so ! I cannot accept that this matter is closed ! I suspect someone or office is being protected, but who protects the children ? And what about the abused teacher ?

38. When abuse of children in institutions of care takes place (which can take many forms) and is exposed, sometimes unreported for many years, the public ask how can this happen for so long and go unreported ? A case about two years ago comes to mind where the head of the institution himself was abusing children in various ways and the staff knew about it ! Why did they not report the situation ? Answer fear, Fear of losing their job, pensions and future career prospects. But when someone does stands up and speaks out what happens ? How far do these so-called closed ranks extend ? And who is being protected ? Should we not be concerned about protecting children and national/European standards ?

39. If I was wrong about the conditions and 'alleged' bullying then surely as a professional I should be chastised/disciplined; why have so many changes taken place and so rapidly ?

MORE AMAZING FACTS

THE FEES PER PUPIL AT QVS EXCEEDED THE FEES FOR ETON; PARENTS PAID A NOMINAL FEE OF £100-00 PER YEAR, the rest subsidised by public money; THE SCHOOL RUNNING COST ARE estimated £13 Million a year ! Why is it they could not provide adequate pastoral care for those sons of Scottish service men ? When I was housemaster I received a bill for furniture broken over one month for over £800-00 FOR MY HOUSE ALONE; what went on in the other houses. is similar; in one weekend a liberal low estimate of £20,000-00 of damage was done ! Supervision did not seem a priority in the school. Inadequate supervision was mentioned in the HMI report.... And more than this....no wonder the MOD do not want to open their files up !

40. to summarise my objections:

- (a) How is it that the substandard unacceptable standards at QVS could be allowed to exist in a school in the audit area of the Scottish Office ?
- (b) How independent is a an independent school ? Should standards not be consistent in this very sensitive area of care ?
- (c) Should there not be a clear, well defined policy for complaining about sub-standard conditions in schools, a fixed agreed format of procedure ?
- (d) Education is a partnership and parents are "key partners" in that partnership (according to the message given out by the SOED). Should not parents be included in formulating school policies that involve the care of their children ?
- (e) (In the letter I asked parents to sit their children down and tell their parents themselves what sort of treatment they received or phone CHILDLINE number, NOT ON DISPLAY ANYWHERE ELSE IN THE SCHOOL. What is the response to this ? I KNOW there are many angry parents who either, know little of what really happened or know the facts but are afraid to speak

out against their employee and fearful official groups. ALL PARENTS OF QVS pupils should be allowed to respond, without fear, in the spirit of true democracy, and not just a 'selected' few ! I would like the boys and their responsible parents to tell their own story to alleviate any psychological damage that has been inflicted which may emerge in future years as they grow up to help to avoid such a situation re-occurring again.)

(f) If education is a partnership, can parents complain and object to the treatment of their children should it not conform to modern standards ? After I resigned in June 1991 the headmaster and the Brigadier (the complaints system) were more concerned about getting me out of the flat and school buildings within six weeks rather than discover the deeper underlying reasons for my wanting to leave.) What kind of values should the management of a school cultivate ?

(g) When I resigned in June no clear explanation was sought as to the real underlying reasons for my resignation. Surely someone in such a sensitive position in the care of young people should be encouraged to be specific as to the reasons for his/her resignation ?

(h) to whom is a teacher ultimately accountable to apart from pupils ?

(i) If my original resignation had been handled professionally and skilfully by the management team with correct order of priorities, and complaints listened to and taken seriously, changes could have taken place and the whole business of having to write to parents could have been avoided, diffused.

41. The principle here is not simply a personal one but is in the interest to the nation as a whole and the public ought to know what happened in Queen Victoria School, Dunblane in the time prior to and including December 1991 and circumstances of my resignation, to ensure and consolidate a need for high standards and professionalism in the care of the young in our schools and teachers and parents should be given a fair hearing.

42. Before a child can learn she/he must be happy; this surely is the ultimate right of every child. Some may say that this is a lot of sentimental fuddy-duddy - I think not; give a child a good start and a balanced disciplined environment and you set him/her up for life - those formative years are vital ! No child should have to run the gauntlet of the bully and suffer abuse of any kind. I know as a trained professional that when a child is seriously subjected to persistent bullying something dies inside him only to emerge in adult life as self hate or aggression and deep rooted psychological / behavioural problems.

43. Her Majestys Inspectorate of Schools must be seen to be carrying out their own recommendations to PROTECT CHILDREN. They must be without reproach when they come under the public magnifying glass if they are to retain any credibility. I strongly suspect there is something very wrong here, a serious blunder that is causing so much embarrassment they are just hoping it will all just go away. Maybe the real truth of what happened will never be truly known, but justice has its own voice and speaks in its own time.

Changes, however, have been made within the school; but no comments or explanations have been presented explaining how those conditions came to exist for so long in the first place in the audit area of the SOED.

Is The QVS an example of how the government care for children in schools ?
If so then is it any wonder that parents and pupils are 'silent' or have been silenced in some way.

I have said and done enough about the QVS affair, its now up to those responsible people and groups to see the matter through using all-round, fair and correct procedure.

What follows is a selection of letters from a number of many varied correspondences and exchanges regarding the conditions at QVS and the treatment meted out to me by the school management, SOED and MOD over a period of two and half years.

The first letter being a copy of the original letter written and posted to 57 parents of Cunningham House. In hindsight I now consider this to be a rather mild description of life at QVS, but nevertheless sufficient to alert any caring teacher or parent to unsatisfactory conditions in a school of the 1990s, containing, I believe, a serious undercurrent of words unspoken or unwritten - a story that only the pupils through their parents could corroborate.

Note: There are four houses

Wavel. (primary), Trenchard

and Cunningham. (11 to 15)

Haig house is S5 and S6



CUNNINGHAM HOUSE
QUEEN VICTORIA SCHOOL
DUNBLANE FK15 0JY
TEL. 0786 - 822288

G. HARRISON
HOUSEMASTER EX. 5636

DATE 17/12/91

Dear parent,

As you well know I have resigned as Cunningham house master and will leave QVS on the 17/12/91. I thought you have a right to know the real reason why I resigned and what is going on at QVS. You have a right to know how your sons are being treated here, and the state of the school. I have taught for 7½ years in boarding schools and I have never seen anything quite like this. Education takes a very low priority and the pastoral supervision is seriously short staffed.

I am appalled at the bullying and abuse of boys by other boys; Many reports from staff are just brushed under the carpet, and nothing is done about it, bullying is ASSAULT, a criminal offence and these boys should be expelled. This is my last chance to do something for the boys. As a caring teacher and housemaster, I have done my utmost to ensure the emotional and psychological welfare of your son. It could be a good school if the management got their act together, but it seems they are a law unto themselves.

As a parent myself, I believe you have a right to know and demand an explanation.

In the last week I have investigated yet more reported incidents of bullying of younger boys by Haig boys. The three first years interviewed together, were petrified that I would reveal their names to you and others in the school for fear of reprisals. I shall call them X, Y and Z.

The boys named eight Haig boys: they said there were others but they did not know their names. The boy X, began to relate: "well sir, it works like this; as we walk by the Haig study area at the bottom of the staircase, a Haig boy would shout, 'Eh, come here you', those who went in were treated in various ways that varied from day to day, sometimes a DA, (painful thump in the arm), other times WWF moves, (wrestling backbreaker, where boys are thrown against the wall, quite violently, sir); winders, where a Haig boy will place his hand across a first year's mouth and hold him as shown in fig. 1, then another boy would punch him in the stomach to wind him. Arm benders or more like arm breakers, are also a favourite, they really hurt you sir! The boy Y said that this had gone on since the beginning of term and he dare not tell. He said he had learned not to answer them when they called but ran as fast as he could, afraid to look behind. All boys agreed that first years were punched and kicked around, ridiculed for crying and threatened with more for telling. All three verified that some boys had had shampoo squirted down their throats, while their noses were held, and some boys were prevented, deliberately from breathing."



fig. 1

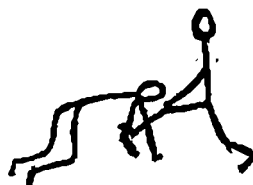


fig. 2

One boy was named by all three as having a specialism: drumstick; in which he is very skilled. In prep he would rap their knuckles very hard. This is a serious assault! If a teacher did this he could be



dismissed and convicted! Boy X said the drumstick expert once hit him on the head with a drum stick so hard that his head was really sore for about two weeks.

The boys X and Y said boy Z was hit everyday in chapel because he was big. Incidentally all three boys are very good responsible boys; the kind of boy you would want at QV.

Other boys tell me that a lot of bullying takes place at the CCF, where older boys play sergeants and officers; a kick between the legs is common. To complain betrays the tough guy image, and the complaints are often ignored, the boys tell me. Haig boys were praised as protectors: Jamie Baird and Craig McKenzie.

It is not just first years, but second and third years are subjected to this. I related the case of David McMillan, recently; he was called in because he missed his 'day', and told to get down on all fours, (fig 2); as he did this, a Haig boy kicked him so hard in the ribs, David said he passed out for about 15 seconds. He then felt he must go to hospital and told sister he had fallen. I wonder how many 'falls', are really accidental falls? I usually leave the boys to wash and shower in private, but on seeing the many bruises, I often wondered if they were, as they said, just sports injuries.

It is so difficult to get the truth out of boys, what is going on that is unreported!?

These Haig boys regularly put boys on 'days' and they are not prefects. They bully first years because they are small and cannot hit back!! The classical BULLY. Is this one of those proverbial 'Haig Privileges', chiselled on tablets of stone? Its been going on for a long time.

When the boys were telling me this I thought of the BBC 2, '40 minute programme', on QV school, and that IN REALITY the school is more of echoes of 'Tom Brown's School Days'. Last year when I was in the process of sorting out a serious case of bullying, a third year boy in the house

said: "Sir, you do not understand; there is a special way at QVS of dealing with boys; we sort them out among ourselves; we have our methods. This is a long tradition and its been going on for years; bullying is good and keeps the boys in order, because staff can't use the strap anymore". A third year, alleged to 'beat the grub' out of boys, (hitting them so hard that they relinquish their tuck), said: but sir, this is the way things are done here; I got it in Wavell and now its my turn. Weaklings go under and the tough stay on top".

There is something very wrong about this attitude, which seems to be the root cause of so much bullying. I am ashamed I have not spoken up earlier; like the management I feel I was blinded by the pomp, vanity and pride, the swaying kilt and sound of the pipes, the 75% shop front which is so misleading to the newcomer.

So, from this, it appears that the boys consider bullying as a norm; this is why parents are not told when the boys go home because the boys live with it all the time and know no other way!



These Haig boys should be expelled! IT IS WRONG TO KEEP BOYS AT THE SCHOOL JUST TO KEEP THE NUMBERS UP, TO GIVE THE APPEARANCE THAT BOYS WILL BE BOYS AND REALLY ALL IS WELL: ALL IS FAR FROM WELL.

(Theiving in the school is endemic and in my view, out of control, so many boys are getting away with it and supervision is so thin on the ground the boys are able to choose their moment. Locks are frequently broken open, so providing lockers is not the answer, the answer is to expell the boys, and certainly NOT allow them to return just to keep the school numbers up.)

I suspect that someone on the management team or a commissioner, with a boarding school background, have this ridiculus 19th century notion that bullying and being bullied, is character building! Because it seems to me that a lot of these reports are just swept under the carpet. I heard a Haig boy say the other day, that they are taking the boys in hand to improve the discipline in the school.

(I would like to say a word on behalf of the commissioners who come frequently to see the school, and sit patiently and kindly listening to the staff; but sadly they do not see the school as it really is. They are victims of shopfrontry!)

All this is not new; the management know it is going on; several members of staff have reported similar incidents too; especially the housemasters in the school and the particularly the deputy headmaster.

Ask your son to open up without fear, and tell you himself. In our society, abuse should not be classified information anymore; it is wrong that your son should have to endure these conditions. Maybe he is one of the lucky ones and has got away with it up until now. Needless to say your son is not a member of the British armed forces. ONE WAY OR THE OTHER, THIS AGE OLD QV TRADITION HAS GOT TO STOP! Your son has a right to be happy and enjoy the best years of his life, as Prince Andrew said on Grand day.

If he is being bullied and is afraid of reprisal, and does not get help from the school he should tell YOU, or if he finds it difficult to talk to anyone about it, he can phone:

C H I L D L I N E ON FREEPHONE 008 1111.

Most schools have this on the school notice board. This number is available to every boy on the Cunninham house notice board, as from this month. The police inform me that bullying is a criminal offence and that if a child reported being bullied, they would be only too happy to come up to QVS and investigate. One of the worst forms of bullying is NAME-CALLING, this mental torment and common in the school.

There will be those that will say I am writing this letter out of malice and bitterness; they could not be more wrong. I have a genuine concern for these boys; I write this letter with a clean conscience and an honest heart.



Between 1939 and 1945, 55 million people gave their lives so we can be free and happy, our children and our children's children. Many more have died since, including those recently in the Gulf war, ridding the world of the international bully, Saddam Hussein. The sons of Scottish Servicemen deserve the best treatment and education in this war memorial school.

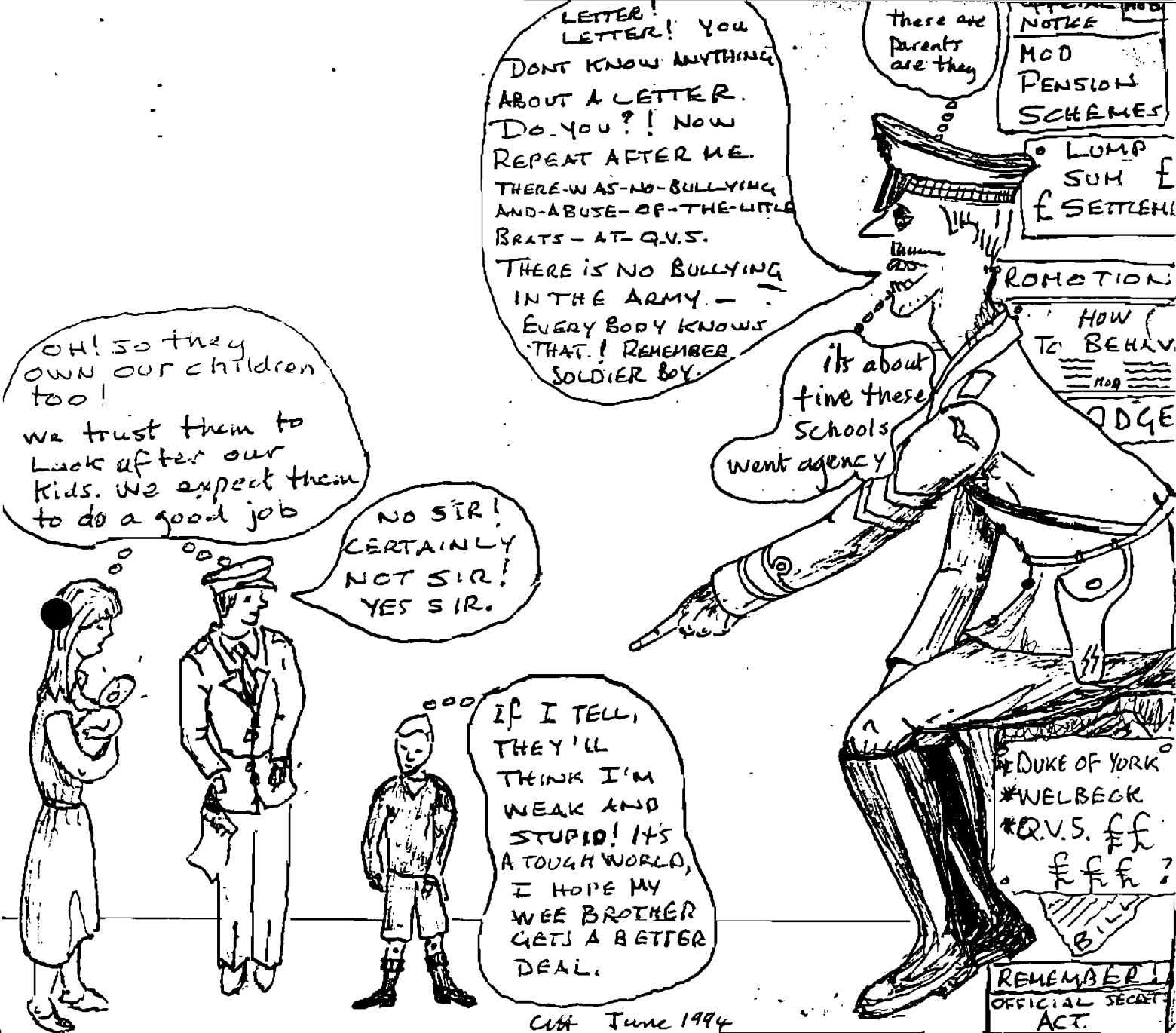
I have striven to be a loyal and caring member of staff at QVS; what I have said reflects my true thoughts and underlying main reason for my resignation.

Yours faithfully,

G. Harrison

Cunningham housemaster

G. Harrison





THE SCOTTISH OFFICE

From the Minister for Education and Housing
James Douglas-Hamilton MA LLB MP

St. Andrew's House
Edinburgh EH1 3DG

Telephone 031-556 8400

Jim Wallace Esq MP
House of Commons
LONDON
SW1A 0AA

29 November 1993

Dear Jim,

Thank you for your letters of 17 September and 17 November about representations from your constituent Mr Glenn Harrison, The School House, Uyeasound, Unst, Shetland regarding the circumstances of his departure as a House Master and teacher at the Queen Victoria School, Dunblane and his views about the inspection undertaken by Her Majesty's Inspectors of Schools. I think that I can best respond by explaining the background to and the nature of the Inspectors' investigations.

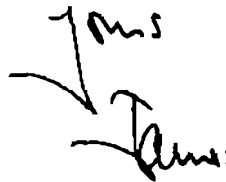
In December 1991, following receipt of a letter from Mr Harrison, Mr Michael Forsyth - then the Minister for Education - asked HM Senior Chief Inspector of Schools to arrange for the school to be inspected. HM Inspectors (HMI) enquired into the provision which the school made for the pastoral care and supervision of pupils, and the associated management arrangements. (The police enquired into the specific allegations of bullying.) The HMI enquiry resulted in a report which was published in May 1992. I enclose a copy of that report.

The Inspectors' investigation was conducted in line with normal procedures and the scope and nature of their activities are outlined on the first page of the published report. They did not find it necessary to interview Mr Harrison personally. He was no longer a member of staff at the time of the inspection in January 1992 having already left to live in the North of Scotland and, in any case, his views were extensively expressed in his correspondence with the school. Furthermore, Mr Harrison's letter of 8 February 1992 to HMI (which you enclosed with your letter of 17 November) was taken into account by the Inspectors. In reply he was assured that the points he raised had been thoroughly investigated. Throughout their enquiry the primary concern of HMI was to investigate the situation in the school in relation to pastoral care and pupil supervision rather than to investigate specific allegations of bullying.

After detailed discussion with HMI, the Board of Commissioners and the Headmaster accepted the conclusions and recommendations in the HMI report. In March 1992, they provided HMI with a plan of action for overtaking the recommendations and in January 1993, the Chairman of the Board of Commissioners wrote to HMI reporting on the progress made. In

February 1993, HMI revisited the school and concluded that, overall, good progress had been made towards implementing the recommendations. Their detailed evaluation of the situation was set out in the form of a letter to the Chairman of the Board of Commissioners which was published in April 1993. I attach a copy of that letter. In view of the progress made it is considered that HMI do not require to make a further visit to the school regarding the report although, of course, it remains liable to inspection as part of HM Inspectors' national audit of the overall quality of education in Scotland.

I hope that this explanation is helpful. I note that you have referred Mr Harrison's complaints to the Parliamentary Ombudsman.

A handwritten signature in black ink, appearing to read 'James Douglas-Hamilton', with a stylized flourish at the end.

JAMES DOUGLAS-HAMILTON



Parliamentary Commissioner
for Administration
Church House Great Smith Street
London SW1P 3BW

From the Commissioner
W K Reid CB

071-276 2010/2040

Your Ref: JW/DM
Our Ref: C.750/93

Jim Wallace Esq MP
House of Commons
London SW1A 0AA

16 December 1993

Dear Mr Wallace

Thank you for your letters of 17 September, 17 November, and 1 December, each enclosing papers relating to the complaint against the Ministry of Defence (MOD) and others which your constituent, Mr Glen Harrison of The School House, Uyeasound, Unst, Shetland ZE2 9DL makes in connection with his departure as a teacher from the Queen Victoria school at Dunblane in December 1991. I am sorry you have not had a substantive response until now but it has taken some time to consider Mr Harrison's complaint in full in the light of the many papers sent to me.

As I understand matters, some time after Mr Harrison had notified the school's headmaster of his intention to resign from 31 December 1991 he wrote to the parents of boys at the school warning them that bullying was taking place. On 13 December 1991 he was relieved of his duties as housemaster by the headmaster. The police who were called to his flat at the school the same day broke down its door. His charges of bullying were investigated by the police but the Procurator Fiscal subsequently decided to take no further action. An inspection of the school was also undertaken by the Scottish Office's Chief Inspector of Schools after Mr Harrison had drawn his concerns to their attention. In the light of their report, published in May 1992, changes have been made to this MOD-run school's procedures. Mr Harrison complains about the way he has been treated and seeks compensation for it.

I have carefully considered the papers sent to me but, for reasons given below, I see no basis for an investigation by me.

In so far as Mr Harrison's complaint may be directed at the actions of the police on 13 December 1991 I cannot help. My sole remit is to investigate complaints of maladministration on the part of those central government departments and other public sector bodies which are listed in Schedule 2 to the Parliamentary Commissioner Act 1967 as within my jurisdiction. The police are not so listed and it follows that I have no power to investigate complaints against them. The same is true of the Procurator Fiscal.

I can, in principle, investigate the administrative actions of MOD and the Scottish Office (including HM Inspectorate of Schools). However, under paragraph 10(1) of Schedule 3 to the 1967 Act I am expressly precluded from investigating any action taken in respect of appointments or removals, pay, discipline, superannuation or other personnel matters in relation to service in any office or employment, or under any contract for services, in respect of which power to take action, or to determine or approve the action to be taken, in such matters is vested in Her Majesty, any Minister of the Crown or any authority within my jurisdiction. Mr Harrison's own complaint against the school (and by



extension) MOD, relating as it does to his employment as a teacher, is caught by this exclusion which Parliament has put upon my jurisdiction.

Before I could begin an investigation into a complaint against HM Inspectorate of Schools - assuming that Mr Harrison intends one - I would need to be shown some evidence of administrative fault on their part as a result of which Mr Harrison might reasonably claim to have sustained some unremedied injustice. I would also need to be satisfied that there is some reasonable prospect of such an investigation by me producing a worthwhile outcome. I do not see these requirements as met by the papers sent to me - though the one document that was missing from them was HM Inspectorate's own report of the inspection. However it is clear that Mr Harrison's concerns were not ignored, with HM Inspectors conducting an inspection of their own and producing a report as a consequence. Mr Harrison is concerned that he was not interviewed in the course of that inspection, but that was a matter for the Inspectorate's discretion, as was the contents of their own report. Under section 12(3) of the 1967 Act I am expressly debarred from questioning the merits of a Department's discretionary decision taken in the absence of maladministration. Any reservations Mr Harrison may have about the contents of the report published in May 1992 are not therefore matters which I can investigate, though if it had appeared that Mr Harrison's representations had been ignored matters might have been different. I note, however, that Mr Harrison wrote to the Chief Inspector at the Scottish Office on 8 February 1992 setting out his reasons for leaving the school and that that letter was acknowledged by the Senior Chief Inspector on 12 February who assured Mr Harrison that the points he had raised would be thoroughly investigated. In the event the report published in May 1992 is said to have concluded that "There was no evidence of widespread systematic bullying at the school, but some incidents had occurred". Mr Harrison has expressed his concern that the inspection might have been biased and that there might have been a cover up, but there is no evidence in the papers sent to me to support that view. It is clear from them that the report contained a number of recommendations for changes at the school. It is clear too that HM Inspectors carried out a follow-up inspection in February 1993, so no evidence of fault on their part has been shown. That being so I have no grounds on which to question their actions.

I am sorry if this disappoints Mr Harrison. Since I cannot intervene as he asks I return the papers which you sent, as you requested.

*Yours sincerely,
William Reid*

Enc : 1

THE SCHOOLHOUSE
UYEASOUND
UNST
SHETLAND ISLANDS
ZE 2 9DL
DATE 19, 12, 93

MR J WALLACE MP
THE HOUSE OF COMMONS
LONDON

Dear Sir,

Re your letter of the 13, 12, 93, QVS, Dunblane

1
4

The leaflet, 'The Parliamentary Ombudsman - Can the Parliamentary Ombudsman help you?' describes the kinds of Complaint the PC can pursue: "Bad administrations can take many forms.....discoutesy or harrassment, failing to follow correct procedures.....Provided the actions given rise to your grievence are administrative actions..." (section 3)

" The Ombudsman has the power to inspect all official government files and papers and can summon anyone even Government ministers to give evedience in an investigation" (section 5).

(BA = bad administration)

I am amazed, to say the least, that no mention in the PS's letter is made of:

** I had no job description has a housemaster - I wrote my own (BA)

** No clear explanation was sought as to the underlying reasons for my resignation in June 1991; (anyone in such a sensitive position resigning must surely be made clear as why he resigned - for the record ?) (BA)

** No reponse to the harrassment and treatment on the day I left, 13, 12, 91; no chance to be interviewed by the school administration to explain why I wrote the letter (BA)

** On what grounds was I relieved as housemaster ? What 'crime' had I committed ? No mention ! (BA)

** the lack of an efficient, effective complaints system, other than the Headmaster himself. (BA)

** that sub-standard conditions were allowed to exist for so long, (BA) and why so many sweeping changes in the pastoral care in the school only took place AFTER I wrote the letter to parents.

** That the HMI failed to consider the parent's response to such serious allegations of bullying in my letter to parents, and completely ignored me after I had left the school, as a registered and practicing Scottish teacher.

** that the Headmaster alleged that I made a phone call to the school relinquishing my position as housemaster and offering to hand over keys etc.. This was 'supported' by an unsigned, alleged statement from the school log; this was a direct lie, I never made such a phonecall to the school, only an internal call to the porter, procedure, to inform the porter I was going out because I felt threatened, and would return after dark to continue my duties in the house - I did return, only to find my door of my home broken down.

Please pass this letter to the Ombudsman, for the record.

Thankyou again for your help.

G. Harrison

copies to:

G. Harrison

MORE INTRIGUE:

The Cook Report enquiring about QUS on my behalf were told the school is now closed !

IS IT CLOSED ?



De Europæiske Fællesskaber
EUROPA-PARLAMENTET
Europäische Gemeinschaften
EUROPÄISCHES PARLAMENT
Ευρωπαϊκές Κοινότητες
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΟΒΟΥΛΙΟ

European Communities
EUROPEAN PARLIAMENT
Comunidades Europeas
PARLAMENTO EUROPEO
Communautés Européennes
PARLEMENT EUROPÉEN

Comunità Europee
PARLAMENTO EUROPEO
Europese Gemeenschappen
EUROPEES PARLEMENT
Comunidades Europeias
PARLAMENTO EUROPEU

Commissione per le petizioni

La Presidente

Luxembourg
jak 019554 14.VI.1994

Mr Glenn HARRISON
The Schoolhouse
Uyeasound
UNST
GB - Shetland Islands ZE2 9DL

Subject: Petition No. 232/93

Dear Mr Harrison,

I would like to inform you that the Committee on Petitions continued its examination of your petition at its meeting of 7 and 8 April 1994, taking due account of the oral information provided by the European Parliament's Human Rights Unit.

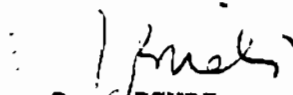
Moreover, the committee noted that following your complaints in December 1991 of widespread bullying at Queen Victoria School an independent investigation was immediately carried out by Her Majesty's Inspectors of Schools in January 1992. The recommendations made in this report were taken forward by the school authorities and an action plan was prepared. When HMI returned one year later to evaluate progress at the school, they were reasonably satisfied that steps had been taken to implement the recommendations contained in the report, although some of the recommendations were of a long-term nature and would need to be monitored. You are obviously aware of the aforementioned since you state in your letter of 8 February 1994 that you have received both reports.

On the basis of this information, the Committee on Petitions considered that your complaints had been taken extremely seriously and investigated by the Chairman of the Board of Commissioners and the Education Department of the Scottish Office and all serious efforts had been made to implement the recommendations put forward in the first report.

The committee considered, however, that it could not further investigate other specific complaints raised in your petition, particularly concerning the timely consultation of parents and your being informed by the appropriate authorities.

In the light of this the committee therefore decided to conclude its examination of your petition.

Yours sincerely,



ROSY BINDI
Chairman

Committee on Petitions

THE SCHOOL HOUSE
UYEASOUND
UNST
SHETLAND ISLANDS
ZE2 9DL
DATE: 20,6,94

ROSY BINDI
CHAIRMAN OF THE COMMITTEE ON PETITIONS
EUROPEAN PARLIAMENT
LUXENBOURG.

Dear Chairperson,

with regard to petition 232/93 and your letter of the
14.6.94.

My complaints are basically:

- 1) Of maladministration of the school and their behaviour and reaction toward me on the day the letter arrived to parents (13,12,91)
- 2) The failure of the HMI (SOED, Scottish Office Education Department) and other responsible agents to consult parents either directly or indirectly, as part of the original inspection conducted in January of 1992, to ensure the inspection was conducted "thoroughly".

I would like to answer your letter on all counts and present various questions which, as yet remain unanswered. This letter presents my objections as a whole.

(I refer to three letters (1) from the ombudsman or Parliamentary Commissioner (PC), (2) from the minister for education J Douglas-Hamilton SOED and (3) my letter, in part, of reply to the PC through my MP Mr J Wallace)

taking paragraph 2.2, page 1 from the HMI first report of May 6 1992:
" There was no evidence of widespread, systematic bullying in the school but some incidents had occurred. The allegations made about the school in December 1991 had exaggerated the situation "

What body of 'evidence' were the HMI referring to ?

SOED letter from the Minister for Education, paragraph 3: " Throughout the enquiry the primary concern of the HMI was to investigate the situation in the school in relation to pastoral care and pupil supervision rather than investigate specific allegations of bullying "

The HMI it appears, never investigated the bullying allegations.

So were the bullying allegations investigated ? Yes, paragraph 2: " The police enquired into specific allegations of bullying ". Letter from Parliamentary Commissioner (PC) paragraph 2: " His charges of bullying were investigated by the police but the Procurator Fiscal subsequently decided to take no further action. "

Were the parents interviewed by the police ?

Were parents interviewed by the HMI ?

The SOED consider parents as "key partners" in the educational process:

" Parents now have new roles as customers and managers of schools. They can exercise influence through parental choice of school and through parental voice in school boards and governing bodies.....They want their children to have a happy and enjoyable time at school.....Parents and teachers are key partners in children's education "

(see SOED publication ACTION ON DISCIPLINE IN THE SECONDARY SCHOOL, support pack, 1993, Pamela Munn and Co., page 10, paragraphs 1 & 2).

Why then no record of a consultation with parents ? Where is the "voice" of the parents, school board or other governing body ? The key role of parents as partners in the educational process is NOT a recent or new idea !

Where is the report from the MOD, those responsible for the school ?

Indeed, did the MOD conduct an enquiry of their own or did they leave it in the 'safe hands' of the SOED and the police ?

Where then is the police report into the allegations of bullying ?

I would also like an answer to why the police thought it necessary to bash down the door of my home with a sledge hammer on the day the letter was received by parents, December 13 1991 !

Letter from the PC, paragraph 4: *" In so far as Mr Harrison's complaint may be directed at the actions of the police on December 13 1991 I cannot help....I have no power to investigate complaints against them. The same is true of the Procurator Fiscal. "*

AS REGARDS MY COMPAINTS AGAINST THE SCHOOL ADMINISTRATION'S ACTIONS AND MY DISMISSAL AS HOUSEMASTER ON FRIDAY DECEMBER 13 1991: The PC's letter continues:

" I can, in principle, investigate the administrative actions of the MOD and the Scottish Office (including HM Inspectorate of Schools). However under paragraph 10(1) of schedule 3 to the 1967 Act I am expressly precluded from any action taken in respect of appointments or removals, pay, discipline, superannuation or other personnel matters in relation to service in any office or employment, or under any contract of services, in respect of which power to take action, or to determine or approve the action to be taken, in such matters is vested in Her Majesty, any minister of the Crown or any authority within the jurisdiction. Mr Harrison's own complaint against the school (and by extension) MOD, relating as it does to his employment as a teacher, is caught by this exclusion which Parliament has put upon my jurisdiction "

Paragraph 6 of the letter: *" I would need to be shown some evidence of administrative fault on their part as a result of which Mr Harrison might reasonably claim to have sustained some unremedied injustice "*. All roads are closed it appears. See letter to Mr J Wallace 19,12,93. (relevant part of the letter enclosed).

It seems that the whole incident was played down by labelling the complaints as an "exaggeration", but serious actions were taken however, by the SOED and pastoral changes have taken place as a RESULT of my letter. As regards other matters I believe I have been ignored.

With reference to paragraph 2 of YOUR letter, regarding the HMI's inspections:

It could be reasonably charged that the Inspection of QVS in January 1992 'closed the door after the horse had bolted', making recommendations for change in the pastoral and other arrangements for the school, AFTER my letter was received by parents. How did these conditions come to exist in the first place in the audit area of the Scottish Office ?

REGARDING THE ABSENCE OF COMMENTS FROM PARENTS AND PUPILS FROM THE ENQUIRY.

The European Parliament's letter 019554, 14,6,94: "...taking due account oral information provided by the European Parliament's Human Rights unit". How were the 'oral' arguments presented ? How am I to know that my case was represented thoroughly and accurately ? The letter concludes: " The committee considered, however, that it could not further investigate other specific complaints raised in your petition, particularly concerning the timely consultation of parents and your being informed by the appropriate authorities ".

There is no clear, logical explanation as to WHY the European Parliament "... could not further investigate... particularly concerning... parents ".

Why was I never questioned by the European Parliament ? For example: why did I think it necessary to write to parents direct ? And, Would it not have been possible to bring about changes in the school in other more discreet ways ?

It seems that the European Parliament offers a service to its citizens and then finds clauses within the law, as it suits, to withdraw the service.

The whole matter could be resolved simply by inviting ALL parents of QVS pupils in and before December 1991, to openly comment about their reaction to my letter of the 11.12.91 in which I asked the parents to " Ask your son to open up without fear, and tell you himself ". (paragraph 16)

Would any caring parent or teacher, seeing or receiving a letter like this, about their son (you have a copy), not be concerned about the seriousness of the allegations ? The letter merely gave some examples of physical abuse that had gone on for years long before I arrived and certainly did not represent the whole story; It was my hope that professionals, trained to counsel abused children would have the perception to realise the underlying message in the letter. What was the response of the children and response of the parents ?

There is no evidence from any reports seen, either from comments of parents as a whole or pupils, that my allegations were unfounded, 'exaggerated' or a malicious lie !

Why is it that reports and/or comments from either pupils or parents, including the police reports are inaccessible ? Why this reluctance to consult parents by the SOED, the PC, the MOD and the European Court ? Parents and pupil's comments are the only source of historical truth as opposed to narrative truth, and they are strangely absent from the whole enquiry - silent.

THE EXCLUSION OF PUPIL'S COMMENTS AND PARENT'S REACTION - WHY ?

(The MOD who were responsible for the QVS until April 1992 are completely silent about the whole matter, pastoral recommendations however, have been made in other MOD schools eg Duke of York, Dover (House of Commons October 1992).)

Answers:

(a) The parents, most of them employees of the MOD, are told 'not to make waves' and threatened (as I was; a colleague at QVS) by the Official Secrets Act and the loss of security through their of employment and prospects of promotion, pensions etc.

(b) Open, honest comments from pupils and parents would reveal years of maladministration; unreported sexual, physical and deep emotional abuse.

The motive for 'a cover up' is well founded.

The Official Secrets Act is there to defend the security of a nation and must not be abused or misused eg hide child abuse or maladministration in schools and institutions where children are cared for.

I would like you to know that this matter is not closed and I am far from satisfied by the considerations of your committee which seem to evade the real issue here - the rights of parents, pupils and teachers to complain. There are many parents that are infuriated by the treatment of their children at QVS, in and before December 1991, but afraid to speak out.

It seems to me from this and other letters I have received that the European Court is no more than a convenience to conceal the actions of maladministrations of various government offices, a 'kangaroo court' similar to those found in the old Soviet Union prior to Glasnost. If the European court cannot defend the rights of children and their parent/teachers against maladministration, then perhaps the Court/Parliament should consult its original charter and the freedom of the rights of individuals. Child abuse is a very serious matter (Children Act 1989) and policies regarding standards and complaint procedures in this area must be consistent, clear and well defined across the European Community. Presenting the wall of bureaucracy and officialdom is no excuse, and in fact quite deplorable ! I look forward to hearing from you with regard to my questions in the near future.

Yours sincerely,

G. Harrison

enclosed: * Letter from the Parliamentary Commissioner 10,12,93.
* Letter sent by me to Mr J Wallace to be forwarded to the PC in answer to his letter.
* Letter from J.D. Hamilton, Minister for education. SOED.
* A copy of your letter of the 14,6,94 addressed to me.

copies to: Euro MP, The General teaching Council for Scotland and many various official groups and organisations within the community.

G. Harrison



'VICTORY AT QVS' DANCE

THIRD ANNIVERSARY 13 DEC 1994

THE ANNUAL POLICE SLEDGEHAMMER

BALL

COMPETITION!

How MANY TEACHERS
DOORS CAN YOU
BASH DOWN IN
TEN MINUTES?
PRIZES! PRIZES!

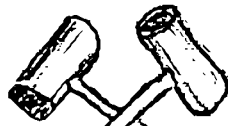
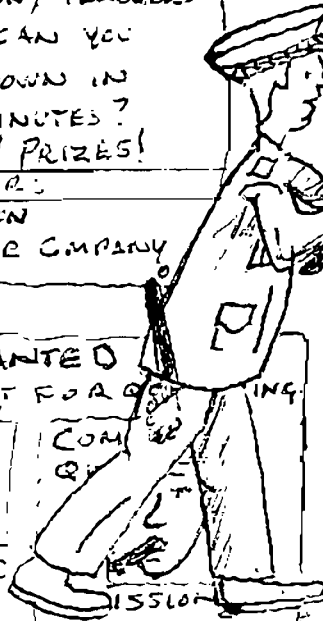
SPONSORS:

F. MASON
HAMMER COMPANY

WANTED

BUT NOT FOR A GOOD REASON

MISSION
HAVE YOU
SEEN THIS MAN?



IF I HAD A
HAMMER ---



ACTION
AGAINST
COMPLAINING
TEACHERS

After you
have bashed
in their
doors ---
IGNORE THEM!

POLICE
ADVISORY SERVICE

POLICE COURSE

HAMMER
TECHNIQUES
PREPARE FOR EXAMS

POLICE ACADEMY

ALL TAKINGS GO TO
CHARITY

① CHILDREN IN NEED

- CHILDLINE
- CHILDREN'S LEGAL CENTRE
- NSPCC
- A. ANOTHER

- Life Line
- CHILDREN IN WANT

OR -

② we could
buy more
hammers

Please
tick Box

1.

2.

• Hey-
diddle-de-de
A COMMISSIONER'S
Lifeform.

WANT AN
APPOINTMENT?

SEE YOU KNOW WHO,
WINK, WINK ---

THE CHIEF WILL BE THERE!
Don't worry, he won't say a word.

Bullying allegations are rejected by inspectorate

ALLEGATIONS OF widespread and systematic bullying at a Perthshire boarding school for the sons of servicemen are rejected in a report by HM Schools Inspectorate, published yesterday.

The HMI report says that the allegations, made public in December by former housemaster Glen Harrison, exaggerated the situation at the 263 pupil Queen Victoria School in Dunblane, but confirms that "persistent problems caused by a small minority of boys" do exist.

When all other options are exhausted, the school may have to expel regular or serious misbehavers, the report adds.

Mr Harrison, who resigned last summer, wrote to parents claiming that younger boys had been kicked between the legs, punched in the stomach while their mouths were held closed, forced to eat shower gel and hit so hard that their noses were

broken. In one case, said Mr Harrison, a boy was kicked so hard he blacked out.

The report by inspectors, brought in at the instigation of the school's commissioners, calls for the school to carry out a thorough review of its "rigid and unwieldy" discipline policy within a wider review of "pastoral care."

In what appears to be a partial vindication of Mr Harrison, who said the school's management seemed to be "a law unto themselves," the report stresses, "For real progress to be made there will have to be changes in management style and in the attitudes of some members of staff."

The report refers to "divisions and tensions" between teachers, and teachers and management, and says a significant number of staff regretted the abolition of corporal punishment, and looked for some

other kind of sharp and summary deterrent.

But with many parents living at a distance, the option of suspension as a punishment was constrained, while among the boys themselves there was a feeling that punishments such as detention and "gating" were ineffective.

The inspectors refer to "an unrealistic expectation" among some staff that swift and summary sanctions would work with problem pupils.

The inspectors add that senior school prefects and monitors had too much of a supervisory and disciplinary role with regard to younger boys, and contrast the ease with which a pupil could be disciplined for a very minor misdemeanour with the lack of any co-ordinated reaction to patterns of offending.

Headmaster Julian Hankinson acknowledged the reports findings that the number of adults involved in

"pastoral care" at particular times might have to be increased.

"The school is a very old building, largely built as a barracks, and geographically it is difficult for staff to supervise unless the numbers are increased," he said. "But by no means whatsoever has discipline broken down.

"What the report does indicate is that there are some boys who do have social and behavioural problems."

Mr Hankinson said that teachers all over the country had found it difficult to find alternative sanctions following the abolition of corporal punishment, and the problem was awkward in a boarding school for service children where pupils could not be easily expelled or suspended.

"This is a problem that we have been wrestling with for the last two years, and hope with the aid of this report to be able to solve," he added.

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THE SCOTTISH OFFICE

Education Department

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Edinburgh EH1 3TG

Telephone 031-244
Fax 031-244 4785

5148

G Harrison Esq
The School House
Uyeasound
UNST
Shetland
ZE2 9DL

24 June 1994

Dear Mr Harrison

Thank you for your letter of 13 June addressed to Lord James Douglas-Hamilton, Minister for Education, about your serious allegations of bullying at Queen Victoria School, Dunblane and subsequent events.

I should first point out that HM Inspectors of Schools did not in fact carry out an investigation into the allegations made by you in December 1991. The specific allegations of bullying were the subject of direct investigation by the police. The then Minister for Education, Mr Michael Forsyth, following receipt of a copy of your allegations instructed HM Inspectors of Schools to conduct an enquiry into the provision which the school made for the pastoral care and supervision of the pupils and associated management arrangements. The conduct of the police enquiry, the report of that enquiry and the results were not a matter in which the Minister of Education could intervene. Indeed, the Minister has not seen a copy of the police report of their enquiry, nor would it be appropriate for him to do so.

The Minister, although aware of the referral of your complaint to the Parliamentary Commissioner by Mr Jim Wallace MP, is not aware of the results of that referral. Nor does he require to be made so aware since the Parliamentary Commissioner appears to have considered that no further action is necessary by him.

The question on whether the Minister of Defence, as founders of the school, should have launched their own enquiry into your allegations is entirely a matter for the Secretary of State for Defence.

I can assure you that the Minister for Education is satisfied that the school have complied with the recommendations made following inspections carried out by Her Majesty's Inspectors of Schools.

I cannot help you further.

Yours sincerely

ALAN McPHERSON
Registrar of Independent Schools

ABL03443.064

But chief, you can't get involved - Think what it will do to the Party!

WE HMI LIKE TO STAY ALLOOF. WE ARE ALWAYS RIGHT - ANYWAY, NEVER MAKE MISTAKES Hm Hm. MAYBE - - - NO CANT BE

BULLYING & ABUSE AT Q.V.S! - NOW YOU BELIEVE OR - DO YOU WANT A KNUCKLE SANDWICH BOY!?

DOES HE MEAN THE COMMISSIONERS PARTY?

I'M NOT SAYING ANYTHING - SO THERE

KEEP THE PARENTS OUT OF THIS ONE - FOR GODS SAKE

PARENTS WHO THE HELL ARE PARENTS

BUT CARING FOR CHILDREN IS A TEACHER'S BUSINESS ????

DAMN TEACHERS WHY CANT THEY MIND THEIR OWN BUSINESS

Your secrets are safe with me.

REMAIN PRICES FOR LEDGER HA...

RECORDS USEFUL IN SCHOOLS FREE M... STAMPS...

MEETING AT THE LODGE FOR LAM...

OK CHIEF!

INVITATION COMMISSIONERS LUNCH AT Q.V.S

ALL FREE FREE! BRING A FR PIPES, BOYS DANCING! SOO THE TEACHERS!



HMI GUARDIANS OF PUPILS, PARENTS & TEACHERS OF SCOTLAND

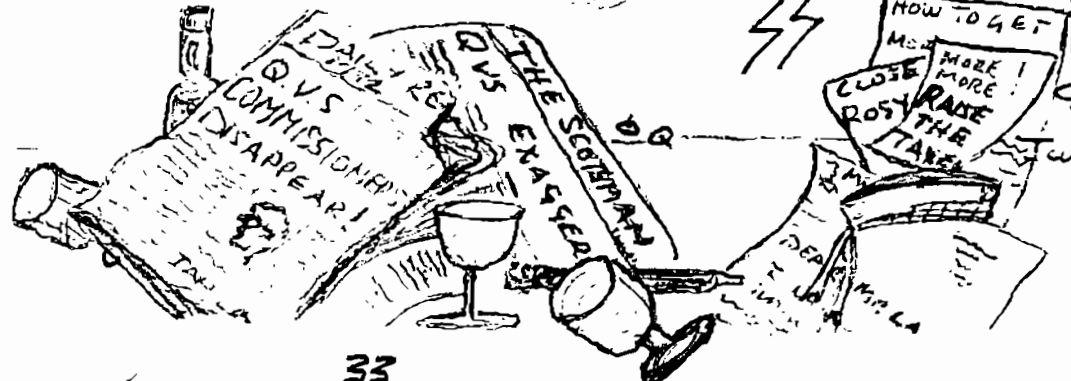
ME AT THE LODGE BILL £20,000

THE CHIEF... REMINDER! O.S. Act!

PROCURATOR FISCAL [POLICE]

SAVE THE REGIMENTS M.O.D

⚡



QVS REPORT REVISION WORD PUZZLE

1 K N R E N O I S S I M M O C F T Q R X E T
 2 W G F T H J D T N B A B A Z C B V A S C N
 3 T P L M H N D I S K F N E A S U S N N C E
 4 S O E D M O D P O L I C E H A L R K O H M
 5 Q L T H H H R P H H E T X E Z L E S S I E
 6 H I H A S Q V O H H E D L S N Y P Q A L G
 7 P C S R L G U R U R W F G R W I O B M D A
 8 U Y K S B I F E C G W C D E G N R T E R N
 9 R E C L E S T E H I H A R T H G T W E E A
 10 E G A I Y P S O F F I C I A L A Z P R N M
 11 V D S P E D F F R P A R E N T S M I F A D
 12 O F A U R T G R F I T C E T O R P M P C A
 13 C O M P L A I N T M A D S I O T E R E T B
 14 X A N G A R O O I O Y N J G S W R T Y R X

- 1) Working together as a team - teamwork ? (3 groups together).
- 2) You have to do this sometimes to change things.
- 3) What some official groups do when they've made a mistake.
- 4) The police use these to break down teacher's doors.
- 5) A law to protect children in institutions and schools.
- 6) Like a Swiss Red Cross visitor, non-parent, appointed not elected.
- 7) Key partners in the education process.
- 8) A law to defend the security of the nation, sometimes misused to hide other things. (a bit of a cheat this one)
- 9) CLEAR + experts with hammers with no 'e' and a 'y' on the end.
- 10) A 'down under' court trial where the key-witnesses are missing.
- 11) The real VIPs in a school - no connection with a prince !
- 12) A common problem in army institutions often ignored: B----
- 13) What the HMI call a _____ investigation.
- 14) A political state where the Police and the army have total control, people ignored and files are inaccessible to the public. Can you see the mistake ?
- 15) 'Closed _____ ' mums the word, SHHHHH !
- 16) QVS policy: "...when a housemaster writes to parents you _____ him'?
- 17) Another term for maladministration.
- 18) An HMI document that 'closed the gate when the horse had bolted'
- 19) Get the strength of the brotherhood around you !
- 20) Fitting slogan: "The SOED, working to _____ childrens', parents and teachers rights !" ???

totalitarian, ranks, kangaroo, bad management, sack, parents, pupils, complain, protect, policy, bullying, justice, sledgehammer, Children Act, speeded police, freemasons, thorough, cover up, QVS report, Official Secrets Act, Commissioner,

ANSWERS:

A FINAL NOTE TO PARENTS AND GUARDIANS

Bullying and abuse can take many forms, sexual, physical and emotional. All forms of abuse can cause deep emotional and psychological harm. Some believe that because its a tough world children have to learn to be tough and take abuse in all its forms. The problem with this philosophy is knowing how far to go, knowing the limits - children and some adults cannot judge this.

There is a time and a place to be tough and *other ways* and means of developing the toughness and resilience to succeed. Recent research has revealed that bullying and abuse can result in deep emotional problems which may remain concealed for many years only to emerge in adulthood as serious psychological problems and behavioural habits. It is believed that victims of abuse and bullying often become bullies themselves, wifebashers and even worse.

One of the major problems is encouraging the child to be free to complain, should the need arise. Encourage your child to speak openly about what happens at school and listen very carefully to what is said (and often what is not said). Remember education is a partnership and is a continuum from the school to the home and home to school. To complain respectfully about justified maltreatment is not a weakness, neither is it foolish.

One of the problems in military schools, for example, is that children think they have to prove they are tough and 'complaining' often comes over as a weakness and 'not complaining' as extra tough, an attitude sometimes conveyed by their parents and teachers.

Assure your child he/she has a right to complain without fear or appearing foolish to others. It is NOT normal to live in an atmosphere of intimidation - no child or adult for that matter should have to run the gauntlet of the bully !

PREVENTATIVE MEASURES

Your child's school brochure may already contain advice about how to complain and be heard, should the need arise. If you are not sure, go and see (or write to) the headteacher, especially if your child is placed in a boarding school. A caring headteacher will not take offence at your request and should be glad to supply you with details of the pastoral arrangements and complaints procedures. Do not however take it for granted; ensure that school policy is being implemented and **CLEARLY DEFINED in the school brochure. Are the guidelines clear to the child for instance? Most local education authorities are very caring and just as concerned as you are that your child gets a fair deal, and will be glad to help you with any enquiries you have to make.**

Julian D. Hankinson, M.A.
Headmaster



QUEEN VICTORIA SCHOOL,
DUNBLANE,
PERTSHIRE,
FK15 0JY.

FAX: 031-310-2519 or
Edinburgh Mil 2519

Tel. Dunblane (0786) 822288
Dunblane Military

17 March 1993

Mr G Harrison
The School House
Uyeasound
Unst
Shetland Islands
ZE2 90L

I did not phone the school at 14-25 stating I wished to hand over keys etc.. If that was so what need would there be to bash down my door ?

The Letter lay behind the broken door of my home and I did not get a chance to read it properly until I had left QVS.

Dear Mr Harrison

Your letter of 28 February 1993 to the Ministry of Defence has been passed to me for reply.

The following facts are pertinent to points you write of. On 20 June 1991 you formally gave a Term's notice as Housemaster and Teacher at QVS. On 13 December, 1991, I wrote to you requiring you to relinquish your role as Housemaster in keeping with the terms of my letter to you of 28 June 1991. Although you did not read my letter, you telephoned the School on that afternoon at 1425 hrs and, among other things, stated that you wished to hand-over your Housemaster's duties. Later that afternoon, in my study, you told the Bursar and me that you wished to "go at once". We agreed to your request. In short you chose to leave QVS when you did and were paid up until 31 December 1991, the date of termination of your notice.

May I also reiterate that it was Central Region Police and not the School who decided to break down the door of your home.

Oh yes ! But why ?

With regard to other points you raise in your letter to the Minister, I comment as follows. The police carried out their enquiries and subsequently concluded that no further action was necessary.

but what about the abuse ?

An independent enquiry was initiated by the GOC and was conducted by Her Majesty's Inspectors of Schools. Her Majesty's Inspectors are a highly respected force who provide an independent audit of educational provision throughout Scotland. Your comments about bias are at odds with our experience of the enquiry which was undertaken in a thorough and objective manner resulting in a number of recommendations for action by the School. As part of that Inspection, every parent received a letter from the Chief Inspector asking them to comment on any matter concerning the pastoral care and supervision of pupils. The Army did not carry out an investigation: that was done by the police and HMI.

As a result of the HMI Inspection in 1992, the School has implemented their recommendations. HMI have recently re-visited the School to evaluate our response to their recommendations and their findings will be published in the near future.

Thorough ? Where are the key witnesses and key partners ?

closed ranks and fear of losing pensions, promotions, OS Act and all who dares to complain ?

CONCLUSION

This report contains only brief details of what really happened at QVS in the time I was housemaster and teacher from August 1989 to December 1991; but the full story would require the best part of a substantial book. When the public saw QVS, they saw an imposing grey building, plaids blowing in the breeze and the sway of the kilt; a little army marching to the sound of the pipes, sending shivers of pride down the spine. What they did not see is the sadness behind the painted smile of little soldiers, and the fear. Not all boys, however have been unhappy ! Especially the bullies. And not all boys will tell their parents what happened to them or indeed what they did to other boys; but for the sake of those unhappy boys, AND THOSE YET TO COME IN OTHER SIMILAR SCHOOLS, I did what I had to do as a responsible parent and teacher.

Perhaps you too, the reader, may be curious and want some straight answers to ensure that this situation never happens again and ask yourself: If this was allowed to happen in Scotland, in a government institution, then is it happening right now in many other schools and institutions across Britain and Europe ?

There is a clear need for a statutory body to formulate and implement fair agreed policies regarding the treatment of pupils, parents and teachers, in ALL schools, producing complaints procedures that are clearly defined across the European Community.

If you are concerned about the treatment of pupils, parents and teachers you may as an individual or a group like to write to the SOED, MOD or the headmaster of the school. Perhaps you will succeed where I failed and get some satisfactory answers; or face a wall of silence as I have for over two and a half years. Have courage - they are only faceless names and anonymous committees, but OUR children are the seeds of tomorrow, the adults and professionals of the future, our greatest resource. They are not pawns to fill school - roll quotas ! They have a right to be happy in a disciplined and caring environment.

Whether you believe the contents of this report to be the truth, an exaggeration or tall story is up to you as the reader to decide, but just remember: that this happened in a school in Scotland in this decade in the audit area of the SOED. Maybe it is easier for you to just ignore it and pretend it never really happened, living under the delusion that those skilled professionals we look to for guidance with respect and confidence are incapable of such errors. It is indeed sad to realise that those we often trust most implicitly fail to uphold their own standards that we strive daily to maintain. You may even be afraid, like so many groups and authorities I have dealt with over the last two and half years, and do not want to 'rock the boat'; but sometimes we have to 'rock the boat' in order to bring change and positive growth.

There is indeed a lesson to be learned for all here. As we approach a new century and look back over the years and decades of the past, we will perceive the painful mechanism of change and the need for 'men and women of vision' to allow space and growth and guide the direction of that growth and change:

"Where there is no vision, the people perish"

Solomon

Queen Victoria School was an anachronism, a 'prehistoric' relic of a bygone age and living proof of Solomon's wisdom, and who knows how long the system would have persisted had I not acted and taken the appropriate steps to ensure forward, positive change and growth.

GLENN HARRISON JUNE 1994

*And the woman who held her babe against her bosom said: Speak to us of
Children,*

And he (the prophet) said:

Your children are not your children,

They are the sons and daughters of Life's longing for itself,

They come through you but not from you,

And though they are with you yet they belong not to you,

You may give them your love but not your thoughts,

For they have their own thoughts,

You may house their bodies but not their souls,

For their souls dwell in the house of to-morrow,

which you cannot visit, not even in your dreams,

You may strive to be like them, but seek not to make them like you,

For life goes not backward nor tarries with yesterday,

You are the bows from which your children as living arrows are sent forth,

*The archer sees the mark upon the path of the infinite, and He bends you
with His might that His arrows may go swift and far.*

Let your bending in the Archer's hand be for gladness;

*For even as He loves the arrow that flies, so He loves also the bow that is
stable,*

from *THE PROPHET* by Kahlil Gibran

Lessons of Dunblane tragedy will be ignored at our peril

IT WAS good of C Martin McGibbon (grand secretary of the Grand Lodge of Scotland) to write to your paper confirming that Dunblane killer Thomas Hamilton was never a member of his organisation (Letters, August 23). However, William Burns (Letters, 16 August) is correct in stating that many people were flabbergasted that the Cullen Inquiry seemed to ignore Hamilton's Masonic affiliation. It is a question that has never been addressed, which is why the issue of Freemasonry cannot be disregarded.

While William Paul's article (Spectrum, August 9) was very moving - referring to "the wanton ending of so many unsullied young lives" - his analysis was simplistic and lacking. To describe Hamilton as "a previously harmless loner" is to ignore the weight of evidence in the Cullen Report that demonstrates very clearly that he was not regarded as a harmless loner, not even by the police.

According to The Scotsman (March 22, 1996), a senior Scottish Freemason told the paper that Hamilton had been a Mason for a number of years and had visited functions at

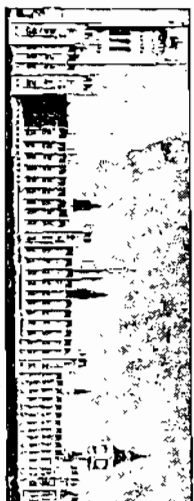
different lodges. Given the evidence we now have about the numbers of senior police officers who are themselves Freemasons, the link between Freemasonry and Hamilton's actions, both prior to March 13, 1996, and on that day, must be examined if we are ever to find the "satisfactory answer to the question why" that William Paul believes we will never know.

Whether Hamilton was a Freemason or an ex-Freemason (thus presumably anti-masonry), the lack of any exploration of this issue and the total unaccountability of Central Scotland Police (bar one resignation), leaves a festering wound over the already massive scar of Dunblane.

To simply describe Hamilton as a "warped human being" doesn't do justice to the complexity of an individual's relationship with certain organisations, be it the police, local government or the Masonic lodge.

The pernicious influence of Freemasonry on all our public bodies - and potentially on the new Scottish parliament - is ignored at our peril.

Sandra Uttley
Dunblane



PARLIAMENT: Government asked for inquiry

COOK'S QUESTIONS

This House notes that Thomas Hamilton, the perpetrator of the hideously distressing slaughter committed in Dunblane on the 13th March, 1996, had enrolled in Lodge number 1417 of the Masonic Order at Garrow Hill in 1977, had been granted his firearms certificate in 1979 and had stopped attending Lodge meetings in 1986.

That the immediate resignation of a very senior police officer on publication of the Cullen Report raises the question of that officer's Masonic membership.

That such a senior officer of a provincial force would be unlikely not to be a Freemason, that the apparent deletion of all computer reference to Hamilton in the databanks of Central Scotland Police files for the period both before and after the incident demands clear explanation. That police confiscation of the membership records of gun clubs that had disowned Hamilton in dispute of his false claims requires justification.

That their continued retention is both unwarranted and inexcusable.

That in view of all the foregoing, the range and character of the relationship between Thomas Hamilton and the police officer concerned would appear potentially suspect.

Consequently requires Her Majesty's Government to institute at the earliest date the most urgent, independent and exhaustive inquiry into these matters to ensure the open publication of the fullest report possible.



COOK: seeks answers

Addendum to Q.V.S. Complaint Document

- The ex-housemaster's synopsis of events as related to a journalist in 2003.

Personal and in confidence to Davy

QVS “I am convinced it was a mason conspiracy, MOD, HMI, HMCs, military top brass and others. The matter was a covered up to protect people in high Office In Government.” I know nothing of the conditions inside the school as it is now. I can only describe to you my beliefs and feelings about the school as it was 12 years ago. I have had reporters and journalists time and time again. I have had enough. All they want is a story, ‘here to day and gone tomorrow’. There is nothing new here, this is not a revelation, I do not have videos, written statements or lists of names or secret documents. Everything I know is here printed below.

I cannot tell you everything, it would take too long and I am trying to forget it now. Until Robbie phoned about six weeks ago and introduced me to Tom Minogue it was all gone and past. All of the letters/literature I wrote is lost now; I had to give it up; my wife pleaded with me to forget the past and just get on with life. I am lucky to have a job at all.

The background

In order to get a true picture of QVS we need to go back to the 19th century, the old colonial days of Gordon, Kitchener, Rhodes and Baden Powell. Where Eton and Harrow were templates of all good schools that bred young men fit to rule an empire. Where bullying and survival of the fittest was the order of the day -Tom Brown eat your heart out!

QVS begins in the later days of the colonisation of Africa. 1899 saw the Boer war and if you look on any war memorial for that war the bulk of the names are Scottish. Most of the soldiers killed were Scottish and in 1900 there were so many orphans in Scotland a petition was sent to the Queen. As a result she set up a Royal charter for the school, to care for the sons of Scottish Servicemen – it was indeed a noble cause. In 1902 the building started and the school officially opened in 1908. There is also a sister school in Dover called the Duke of York and both schools operated on the same lines. In WW2 both schools operated together in Dunblane where it was safe from bombs. But originally QVS was not a school, it was an orphanage, and boys were taught trades and raised as prospective soldiers for future wars or military conflicts; boys who would become men, ‘young men fit to rule or serve an empire’.

Here a young man would have a golden opportunity of being provided for by the state. Imagine a poor boy from the poor areas of Glasgow (in the Edwardian times) being financed through private military school! There were many applicants and long waiting lists. In 1990 it costs almost twice as much to send a pupil through QVS as Eton! Each boy would have standard issue, boy-size clothes. In 1990 a single kilt alone cost over £350-00 each. From socks to vests and underpants and full military dress boy-size uniforms, English redcoat-red. They would be able to follow in the footsteps of his father, learn a trade, basic literacy and learn the pipes, drums or both. It was a school for the sons of squaddies, not officers, but always to strive for the same standards on the sports field and military fetes. He would learn how to lead, be tough, strong, how to use and

assemble weaponry of all kinds, and most of all be trusted with secrets. But there was something else – going to QVS meant joining a brotherhood that spans decades, and old boys association and was/is very strong. QVS was/is a regiment in its own right, with its own colours and traditions, and each boy wears his father’s regimental insignia on his uniform and pipes. The sound of the pipes would send shivers down the spine, little soldiers in bright red tunics with hunting Stuart kilts would march in perfect formation, their Glenn Garry tassels blowing in the wind and their shoes so polished you use them as a mirror.

What could be more perfect? Much of the school business was shrouded in secrecy and was protected behind the OSA. Even the finances was often hidden and many of the traditions were unwritten and rituals were common, trials of strength and stamina run by the older boys who endured suffering themselves as young boys and felt duty bound to continue the tradition. Fagging was common, young boys treated brutally by older boys which was tolerated by the staff. Bullying is good for you! Teachers would teach boys and boys teach other boys and so adfinitum.

The sound of boots marching and sergeant majors screaming commands and boys obeying, ‘Yes, Sa!’ ‘No, Sa!’ Black cars with official Insignia arrived and Officers with Sam brown and stick under their arms visited the school, saluting and almost goose-stepping around the place, were held in great reverence. Boys saluted saying ‘Sa!’ . On Parent’s day and parades, the parents were almost afraid of the staff and very submissive, especially the mothers. The children were taught not to complain, **never to tell** because this was weakness and who knows you might break down under **interrogation by the enemy one day**, so do not tell anything ‘we are training you up for this’ how easy it is to fool young boys.

Father: How are you son?
son: Fine...but dad they.....:
Father: stand up straight son
Son: But dad they...they...?
Father: never complain son, a real man doesn’t complain, never complain
Son: yes dad, OK
Father: A good man doesn’t complain son, right! That’s life son, that’s the way it goes
Mother: and your father may be promoted to major soon and think of the pension when he retires!’
Son:well....errrr.....well I guess I must be OK then.

The parents rarely knew of the secret horrors that awaited their sons, broken bones which happened when they fell down the steps or an ‘accident’ in rugby – rugby! haaa there’s an excuse! A bully’s paradise and the teachers just turned a blind eye – part of school tradition, we must not interfere, they have to learn to be tough”. Several staff were ex-Navy sub-mariners and commanders. Boys had no one to speak to, to pour their hearts out to. I was approached in the early hours of the morning by boys. I was horrified and afraid of what they told me. There were no guidance teachers, advisors. Matrons were

just skivvies and trained to get on with their work and keep their mouths shut. **It was like stepping back in time!** QVS was/is an anachronism. **I was to learn that many teachers were masons**, as was the head teacher and another housemasters, and of course, the man who ran the show, The Brigadier. Boys were told that women were there to obey and behave or be beaten by bigger, stronger men. Women Full time teachers only came in after 1992. Housemaster and teachers having signed OSA were loath to discuss personal problems, pensions were at stake, promotions and futures. We had to write reports and 99% of complaints were filed in the bin. Parents, usually serving military were loath to complain lest their promotion or pension prospects were endangered. Dealings were mainly through their COs.

Housemasters used to be army majors but then they brought Civvies in, in the 70s to cope with increasing academic challenges. When I was originally interviewed for the job I told the head teacher that nothing stands still or it stagnates, that my intention was to keep abreast of modern education developments to bring the school out of the 19th Century and into the 90s and prepare for a new 21st Century. He seemed to like that and I got the job based on my experience after five years previously working in a boarding school in Shropshire.

I was in for a shock! Older boys were allowed to use younger boys as slaves. Naughty boys were given to older boys to punish (fagging) - I was told this was traditional – an unwritten code and I would not understand their ways because this was Scotland and I was English. I strongly objected and started to question the older boys, to write reports objecting to these *traditions*. As time went by more and more boys opened up and told the most dreadful and appalling stories. I fell into disrepute among staff. The Brigadier and military contingencies (the real rulers of the school) wanted me out. (Headteacher gave me an excellent reference before I left, by the way!)

I was in for a shock! One of the main problems was who do you complain to? There was no clear complaints procedure. There were official looking bodies of people called HMCs who spoke with posh, authoritative English accents **who would pretend to be considering your written complaints, in mock complaints meetings**, who took months to answer a single letter with no real answer at all! They even posed as a committee representative to appear sympathetic and take notes as you spoke, then when you had gone tear it all up and throw in the bin. I was told this had gone on for years! Meanwhile I would be fooled into thinking the procedures were being followed, but never a word came back.. I found out later the reports were never filed and recorded at all and the HMCs mysteriously gone, non-existent.

It all started when I refused to go to tea with a prince. “You fool” other staff said, “you have ruined a great career and a good pension!” I was alarmed at the brutality and if it was the last thing I did I would stop it once and for all – job or no job. I was naïve to think it would be all so easy. My wife and I refused to go to our places by the side of Prince Andrew at the mess meal table, in protest at the many unheard voices and suffering of young boys. I told the brigadier to stop playing soldiers and “get his act together”. No one had ever spoken like that to him before. Some of the stories the boys

told me were horrifying and **I found myself fighting for the child's right to complain and be heard, and be happy**, to grow up in a caring, family atmosphere of trust I recalled the poet's words:

“for we can house their bodies but not their souls – for their souls dwell in the house of tomorrow where you cannot come, not even in your dreams” (Children from *The Prophet* Khalil Gibran).

I said on several occasions that some day, I believe, one of these boys will pick up a machine gun, which he was trained to use at QVS, and murder innocent people in a shopping Mal or public place, because he was abused and deeply disturbed as a child at QVS. “When?” they ask: I don't know, it's time bomb, that the results of secret organisations and people are allowed to act with impunity. We all have an accounting and a responsibility to these lads! They do not belong to the Ministry of Defence **they are our responsibility**, they are the seeds of tomorrow and they have a right to be happy and grow up in a disciplined and caring environment, whether its Scotland or anywhere else on earth.

I told the police, the social service, child-line, Esther Rantzen and others NSPCC, and **dozens of agencies**; all of them ignored me. I eventually wrote to parents and told them that their children did not belong to the MOD, but to them, and the children's welfare was all that mattered; that their children have a right to be here and be happy. That joining the army is not the only career and its OK if they like poetry and literature and hate Rugby, because we are all different; that there are many battles in life and not all of them are won with guns and brutality. I told the head teacher this was no way to run a school in the 90s and that the MOD were not genuinely concerned with the educational process or care of the young. But alas! The powers were above him, he was more of a figurehead, a puppet ruler under command of the brigadier.

There was confusion between the culture of secrecy and genuine confidences which are in place to protect the innocent.

As housemaster I saw myself acting in *Loco Parentis* and I wanted to know where the boys were, what they were doing and whether they were happy or otherwise. Boys would go away on weekend military camps and with the brigadier to his home or homes of top brass or HMC or High society Perthshire people, Fiscals Sheriffs, Police Officials. They had to take their kilts and clean underwear and I was not given a contact address. What went on at these parties was secret but some boys were very disturbed. Older boys with younger boys. I became disturbed too, screams in the dorm at night, empty beds, rituals in dark places and used warm, filled, condoms hurriedly abandoned; fear throughout every age group. And the teachers knew about it. I complained but was ignored.

I was advised to get out. What was I supposed to do? I had no pastoral training, and no one to talk to. I told the Police and social Services but to no avail. The staff cut me off, missiles thrown at my window, and I was warned to keep my mouth shut. I was living dangerously in a Mason stronghold. I picked the phone up one day and I was growled at,

like a bear was on the other end. I was fuming mad to say the least!! Eventually the Police came and bashed down the door of home and took House cash and House records, then arrested me, took me to Dunblane Police station where I was interviewed for over an hour by special detectives brought from Edinburgh. Never from that day to this have I had any explanation for that action. In 1993/94 I *took the sword* again and found I was totally blocked and alone. They owe me a lot more than an explanation.

I wrote to Andrew Mellor in 1992/3, Scotland's guidance advisor at the time and he was appalled and showed a determination to help me. Then suddenly out of the blue **he was promoted to Chief Bullying Officer** and the communicating stopped.

Hamilton's friend, fellow housemaster and primary teacher Ben Philip, (Mason), died aged 44 in some freak accident in the school hall in December 1993 (!?) I think that Philip's death was suspicious to say the least; I think he was a man with a conscience and about to crackand a brother mason surgeon filled in the death certificate with an appropriate bogus cause of death. If I had have stayed at QVS I would have been dead too. Jim Wallace helped me as my MP, but said he hit a brick wall. The MOD threw the OSA at me, the HMI virtually ignored me, shame on them! But Wallace forced them (94) to send me a progress report to show the details of changes that had been brought in the school since I left a female AHT has been appointed, and the introduction of individual rooms instead of dorms, and last but not least, girl pupils!

So here we have the stage set which led to 16 children and teacher lying needlessly dead in a Dunblane graveyard. What possible connection is there? Two dead men, a gun club, vulnerable little boys and a nest of masons. These deceitful men have been hiding behind a screen of apparent respectability for decades, centuries even, high-ranking respectable persons preying on young boys who were conditioned to remain silent, thinking they were heroes by not telling. **Not all boys were abused** and these were often the abusers and bullies themselves, and will be in a hurry to defend the honour of the school.

In the HMI's report I was accused of exaggerating, but they never interviewed me or spoke with me at all, not did they send me a report. It was as if I did not exist.

There were serious reports of abuse in the fifties that never made it out of the QVS gates! Paedophilia is not new, it was and is today a huge problem, a cancer in society. All hidden behind the OSA! Even Dickens tried to expose it and we can see some the characters like Oliver Twist and the Beadle. Dickens was told that he would not have sold his books if he told too much. This is what I firmly believe but cannot prove, try as I will: QVS was a perfect cover for institutional physical and sexual abuse, at first, orphan boys and, on and off, over decades QVS has supplied children (with sealed lips) for abuse, **"Where the carcass is, there the eagles gather"**. They were accessible to 'eagles' like top brass military, politicians, Police Officials, Sheriffs, Fiscals and successful business people in Perthshire, and fools like me could be squashed, swallowed up or sent to some island somewhere. They all gather at the water hole. Outrageous you say? There are similar stories from Wellbeck college and Duke of York, where names of the famous are

well known associations including famous Statesmen. The link is **masons**, masters of secrecy and deception, which is where Hamilton comes in to the story, **the weak link in the powerful chain of abusers**. Here we have a perfect situation where boys, sworn to secrecy and parents under orders to keep quiet, helpless to complain. **Hamilton was unbalanced and had power by knowledge**. This is why he was allowed to have guns. He was **in on the secret** and knew names of those other paedophilic members.

If those names get out even now after 12 years there will be a riot and the press will have a field day! Lives and careers will be ruined! Is this why Hamilton's file went missing only hours after the Killings? Is this why Lord Cullen who I believe was a QVS Commissioner, was appointed to preside over the Hamilton investigations? This is how Masons operate, they control everything and their allegiance is to each other. No wonder they want a 100-year embargo on the Hamilton case!

HMC were *invited* into Office not appointed by interview, and included head teachers, Police, top military Brass (retired), Fiscals and generally rich, high Society people. Iain Laing was chief Commissioner of QVS in 1990/91. After I complained in 1991 these HMCs suddenly disappeared into thin air. But I got nowhere. I am just a foolish teacher, Mr nobody, who they squashed like a fly, the proverbial fool on the Hill, "the man with a thousand voices talking perfectly loud...but nobody ever hears him...they know he's just a fool" (Beatles 1967).

And I spoke out long before Hamilton committed his crime. The Police knew this man had an unhealthy interest in little boys and guns and that he was a friend of the Police and QVS a frequent visitor to the shooting range. I saw him but I had no idea who he was at the time. I was never a member of any gun club, just a teacher doing my job caring for boys.

I am most angry at the HMI. I confided in them with details. My allegations were never investigated except by the Police **and their file remains closed to all including Wallace, my MP**. But the HMI betrayed a teacher. They never interviewed me – no one ever did – I did not exist! They interviewed pupils and parents who were briefed by the MOD and known to be loyal to the QVS management. QVS was under their auspices. They failed the community and destroyed their own credibility. The English HMI were frozen into disbelief when I copied the material to them in London in 1994, and the GTC, of which I am a registered member, were equally helpless. In 2000 at the inspection of Baltasound Junior High School, I called them to a private meeting; the HMI were positively uneasy with me and 'bit my head off' when I referred to the QVS.

I did some research some years ago and found that masons are not only an anachronism but are powerfully implicated in nearly all cases of institutional abuse of orphan children going back over years in England, Wales and Scotland, Dickens's Beadle lives! Even if they are not direct perpetrators of abuse, they hide or disappear vital files that prevent the matter from going to court, appoint bogus fellow mason investigators like Lord Cullen - and all to protect their brethren and their own reputations. Biblical language is the only

way I can think of aptly describing masons: “this brood of serpents”, “these whitewashed graves full of dead men’s bones”? Secret societies bring shame to Scotland.

Circles and windmills

Why don't *old boys*, now men, complain? Because they are invited into the 'care' of 'the mason fold' with all its privileges - wheels within wheels, windmills and circles? This is the way secret societies perpetuate themselves. Would you want people to know how you were treated at QVS if you had a young wife and a family? The old boys association is very, very strong and mason controlled. Not all boys were abused, **maybe only a relatively small percentage**. Expect hundreds to rally to the defence of QVS! who will say how wonderful were their days at QVS.

The most precious resource is people! How can we raise up a new nation, as part of a cancerous system based secret societies? Scotland is a new nation full of talent and tremendous natural resources. The young are the seeds of tomorrow, our scientists, lawyers, all kinds of professionals, a responsible electorate - the young people – the Scotland of tomorrow? Somebody has got to stop masons!

My wife once described me as a general going into battle - with no army. Yes, I would like justice to be done and masons discredited, but I have done my bit. Maybe some day someone will have the courage (and good luck) to tear down that barrier and expose that secret societies who hide behind respectability and use their fellow human beings to satisfy their own gratification and desire – and then further abuse their power to cover it all over for 100 years, when they are safe, long gone from the scene and not accountable any more. Is it any wonder they want their membership of the lodge to be a secret!

They may say: who is this man who says such terrible things? Let him stand in a Court of Law and prove it! I can't, not now. I am just an ordinary teacher, not even promoted. Who am I to stand up against the might of the MOD who have sent countless men to their deaths in war, or tell the proud Cullen that he is corrupt and shames his countrymen?

If I had had help all those years ago and responsible agencies had seen the proverbial 'red light for danger', AND INVESTIGATED MY ALLEGATIONS THOROUGHLY, then maybe Thomas Hamilton could have been stopped, blacklisted and disarmed by a responsible Central Police Force.

And maybe, just maybe, those wee graves in a cold Dunblane graveyard would be green grass. Maybe there would be still another dedicated teacher like Gwen who died so bravely, and maybe, just maybe another 16, twelve year olds, like the pride of Scotland's youth, paused ready to be launched into their lives as a new nation is born!

I have climbed the great mountain and crossed the wide river, I have put my job and life on the line - I can do no more. I've had enough and my family have suffered too; now I

want to *go home* to myself. For my sins, I have settled in my exile on this most northerly Isle; I have fought the battle and lost, and now I want to tend my oysters in peace. Let others fight the battle, I've had enough. I cannot answer any more question, give names or details, videos. If you want answers to the Hamilton killings then QVS is the place to go and DIG. I would like to be left in peace, I can do no more now.

GH