

Scottish Child Abuse Inquiry

Witness Statement of

GFH

Support person present: No

1. My name is GFH. My date of birth is 1967. My contact details are known to the Inquiry.

Life before boarding school

2. I was born in Edinburgh. My father's name is was in the military at the time. My mother's name is I have one younger sibling called who is three years younger than me. Due to the fact that my father was in the military I moved around a bit when I was young. Some of the schools I was in were definitely in Germany but they would have been the British Forces schools. My last school prior to going to Morrison's Academy was one just outside Aldershot.
3. My parents made the decision to send me to boarding school for stability. I started there in primary five. The military at that time did give a boarding school allowance which covered a fair amount of the costs of the education. Prior to that I had been to seven or eight schools so there had been a fair amount of movement in my father's life.
4. My father was in the He moved around attached to various units rather than moving with them. When I went to school he was with the Paratroop Regiment, then he was with Engineers in Germany, and by the time I left school he was with the Gurkha's. It wasn't unusual for me to leave a house and go off to school at the start of

term and at the end of term come home to not only a different house but to a different country. That was another reason for choosing a boarding school.

5. I had always found it difficult to make friends because of constantly uprooting and moving on. There were issues going from one school to another because at that stage you're still learning to write and it could cause a bit of confusion. You went to learn one thing and then moved school and moved on to a different way of learning. It was a bit of a mixture of things, there was no consistency.

6. Because my family is Scottish they wanted a school in Scotland. There was some research done by my parents visiting schools. I seem to recall we looked at a couple of schools, I recall being taken round a couple of schools. We did go to Queen Victoria School in Dunblane which is specifically for military children but I think that was discounted because you had to wear the kilt all the time, also my father didn't want me going into a regimented army system. I can't remember if I visited Morrison's Academy. There was Morrison's and I think we went to another one, it might have been Dollar Academy. One of them had wooden dormitories separate from the main school. I think the other one had peacocks in the grounds and I don't like peacocks.

7. They decided on Morrison's in the end as being in the middle in terms of costs and was affordable with the boarding school allowance. It wasn't in the Strathallan or Glenalmond bracket. My parents were staying in Aldershot when I went to Morrison's but they were due to be moving to Germany. [REDACTED] had just started primary school.

Morrison's Academy, Crieff, Perthshire 1976 to 1985

Location / Layout / Staffing

8. Morrison's Academy is in Crieff, in its own grounds. At that point there were a number of different boarding houses around the school. There were three boys' boarding houses which were called Glenearn, Academy, and Dalmore. The school itself was

not a homogenous school. There was Morrison's Academy primary school, Morrison's Academy, and Morrison's Academy for girls.

9. You could go to Morrison's from primary four, I went in primary four, when I was nine years old. I was there until secondary six, when I was 18 years old.
10. The primary school was its own building. There were two main other buildings. The John Adam's building was for the boys' secondary school and the girls' school was also on the site but in a slightly different area. Most of the classes in primary school were in the primary school building although for art and music you went up into the secondary school. They had various facilities such as a gym and a swimming pool. The sports grounds were down at the riverside. There were separate rugby and cricket areas, and a running track.
11. When I started there, the primary school was all boys. Morrison's Academy for girls was both the primary and the secondary schools. I was in about the last year before it became co-educational. Up until secondary three I was in an all boys' class, I was there just at the cusp of the integration between Morrison's Academy for girls and Morrison's Academy.
12. The primary school had its own headmaster when I arrived, Mr McLaughlin and then by the time I got into secondary school there was one headmaster for the whole school and that was Harry Ashmall. I think there must have been a headmaster for the girls' school but I don't know who. That would have been out-with what I was dealing with at the time. Plus, it is a long time ago.
13. I can't remember exactly how many pupils there were at Morrison's but including the primary school and the girls' school it was about 1000. In secondary school there were three or four classes per school year.
14. There were day pupils as well as boarders. There were day pupils local to Crieff and those that were bussed in from the surrounding area. The distinction was shown on snow days, when the bus pupils would get to go home early. I wasn't aware of any

pupils boarding from Monday to Friday and then going home at weekends. If you were a boarder, you were there from the start of term and went home at the end of term. You might have a weekend out now and again but that was pretty rare.

15. We had a housemaster in the boarding house. The first couple of years I was there it was Mr Turner who I think was also an English teacher at the school as well as being housemaster. After him, it was a dedicated housemaster called Harry Beattie. The housemaster's wife was involved as well, usually as sort of a matron type figure. There was an assistant housemaster. Initially it was a lady called Mrs Brown who was a secretary at the school and latterly it was a physics teacher at the school who I think was called Mr Dyer. So there were three adults who were looking after my boarding houses. I imagine the other boarding houses had their own housemasters and matron.
16. The housemaster and his wife stayed on the premises. The housemaster had offices downstairs. The deputy housemaster had a room on the mezzanine floor of the junior house. It was slightly complicated because Mr Beattie did have a house next door to the boarding house. I know that Mrs Beattie stayed there but I think Mr Beattie sometimes stayed in the housemaster's flat. We weren't always made aware of who was where.
17. We had a mixture of people in the boarding house. We had people from the military. We had a few whose parents worked in oil and health in Saudi Arabia, that sort of thing. We had people from places like Malawi, people from Hong Kong, and people whose parents worked in copper mines. It was that sort of mixture of middle class expatriots who were sending their children back to the UK for schooling.
18. There was no system for assigning which boarding house you went into. Siblings were placed with siblings but that was about the height of it. It just depended where space was. When my brother [REDACTED] was old enough, he attended Morrison's Academy as well. He was in the same boarding house as me.
19. There were about fifty-six boys in Glenearn boarding house. By the time you take that through the different year groups from primary four to secondary six there's not a huge

number of people in your own age group but you would buddy up with someone roughly the same age as you.

20. The boarding house was two large Victorian houses. One side was the junior house and the other side was the senior house. Within those houses were a number of dormitories that had a number of beds in them. The eight bedder had eight beds, the twelve bedder had twelve beds. It was that sort of nomenclature that was fairly simplistic.
21. In between the two houses was a long corridor called the prep room where you did your homework at night. The other side of the corridor was sort of a prefects room with four rooms off the back of that where prefects lived.
22. Scattered in amongst the dormitories almost on each floor was another room for prefects so they weren't completely isolated. So for example if I recall correctly on the top floor of the junior side there was a two bedder on the right, two rooms on the left, and there was a prefect's room in-between. So you had four on the top floor. That's where I went to first. There was one other primary five pupil with me at that time. We were put together in a room with two beds. There were no primary four pupils in the boarding house at that point.
23. They put similar age groups in the same rooms where they could. I suppose for simplicity and parity. For peer-bonding, that sort of thing. Myself and this one boy were in one room. I suppose that gave us isolation, protection for want of a better word.
24. I changed room each year because in secondary one there were five of us about the same age in Glen Earn house. Eventually you went from the junior boarding house to the senior boarding house. That was about secondary two or secondary three.
25. I can remember events. I can remember the names of some people in the boarding house with me but I couldn't say that I could match up names with events.

Routine at Morrison's Academy

First day

26. I was nine years old when I went to Morrison's Academy, in Primary five. I have not thought about a lot of my time at Morrison's Academy for a lot of years.
27. I don't really recall my first day. I suppose it was a wee bit traumatic at the time. I think I would have been pretty miserable to begin with, there would have been a few tears. I suppose because my father was in the military we had a few times where he was away to Northern Ireland for four months at a time, or away on exercises. It wasn't unknown for my father not to be there for months at a time but I suppose I had never been away from my mother before going to boarding school.
28. When you arrived, you had a uniform list that had been bought beforehand. I remember being fitted for a blazer in Edinburgh. Most of the stuff was bought in Crieff itself or there was a shop in Edinburgh that would provide it. You arrived with a trunk that was unpacked. Everything you had went in your lockers. You had a bedside locker. There was a laundry room where clothes and spare clothes were put. Then you had another locker in the locker room. There was a room that was a boot room called the Black Hole. It was all sort of wooden lined. That's where all of the rugby kit and boots were stored.
29. The first day and a half would have been sorting out all your kit, your uniform, and putting it into the right places. You would probably be helped at that. There were a fair number of new boys being shown where to put things. New boys came at all different age groups. I was the only new pupil in my primary five year, but there were three new starts in my primary six year. With different ages came different classmates.

Mornings and bedtime

30. You would get up about 7.30 am. The boys were responsible for getting themselves up. There was a gong that went downstairs and a designated junior boy would have

to go round and wake up older pupils at designated times. If those in fifth or sixth year went back to sleep and didn't get up, the junior pupil would get blamed for that but if you were too insistent in trying to wake an older pupil up, you could get blamed for that. It was a delicate balance.

31. You had some breakfast, and there was a set of chores to do. The junior side of the boarding house was split into shifts. I can't remember if there were two or three groups but within those groups pupils would do the same tasks each time. Someone would have the shower room, someone would have the locker room, and someone would have the boot room. They would all be swept, have their bins emptied, and things like that.
32. Before we got to go to school there would be an inspection of the rooms. They would all be checked to make sure they had been cleaned satisfactorily. It would be one of the prefects checking and depending who was on and whether it was cleaned satisfactorily they would either let everybody go or they would keep everyone back. If your room had not passed and the prefect kept everyone back, you would be less than popular as everyone was trying to get to school. That was an incentive to do it right. Some of the prefects would keep one person back and let everyone else go.
33. Night times were usually fairly quiet. There were set bed times depending on age group. Bedtime was about 8.00 pm for primary school pupils, and about 10.00 pm by the time you were in secondary three. For night time supervision the housemaster or deputy housemaster might have a walk through but most of the supervision would be left to the prefects. They would generally have a room on each floor. They might be doing their own homework and they would check everyone was in their room when they came upstairs.
34. There was a lack of adult supervision. You might not see the prefects around for a couple of days, they might have exams coming up. The housemaster and deputy housemaster were not patrolling around, so you didn't see them either.

Mealtimes/Food

35. When I first went to Morrison's Academy the boarding house still had its own dining room. Soon after that it did change to a central refectory where everyone went to eat rather than eating in their own boarding houses. When we did eat in the boarding house there was a little bit more time at meals.
36. We had breakfast at the boarding house, until they made a central refectory. At the refectory we all had to stand lined up on the pavement outside in reverse age order, so the eldest boys were at the front and the youngest boys were at the back. The reasoning for that being that by the time they reached the refectory, the oldest boys would be at the front of the queue anyway. The refectory was in a semi-central location. You had to get up, get dressed, walk to the refectory, eat, walk back to the boarding house, get everything packed up, and walk back in to school. It was extra exercise. It was cold in the winter, especially as you were wearing shorts and long socks. It left your knees exposed.
37. You walked along as a crocodile but you walked back individually after you finished your meal. You ate in the refectory. There were specific tables set aside for each boarding house. Again, that went on age group. The youngest pupils would be at one table. There were several tables with increasing ages and you pretty much stayed at the same table for the whole school year. You gradually moved along the tables in each subsequent school year. We got our own food. There was a queue and you went up, lined up along the wall, and went to the hatch.
38. It was fairly standard sort of cereal during the week for breakfast. I don't think there were cooked breakfast as such, there might have been occasionally at the weekend. There were two choices for lunch and two choices for dinner. It was edible. It was mass produced food. Some of it was better than others. Pie beans and chips was a particular favourite of the boys. Other things were not so welcomed but generally it was fairly institutionalised food prepared by chefs on the premises. The pies were bought in but mostly the food was made there in big industrial size trivets of fish pie or cottage pie. It was a balanced diet with a mixture of foods. There was more choice at

lunchtime because the day pupils who had bought lunches would be there as well. If you didn't like the food, you learned to like it.

39. We had dinner about 5.00 pm. There was a supper as well, that got brought through on a trolley into the boarding house. That was at around 7.30 pm or 8.00 pm.

Washing/bathing

40. Showering when I first went to Morrison's Academy was twice a week. After that, you would head up to bed.
41. On the junior side there was a shower room, with two showers in it. There was a towelling type shower screen, so you had privacy. On the senior side there was another shower room.
42. Shower times were stipulated and staggered throughout the week. It was just to ensure there was enough room I suppose. When I started in primary five, the shower room was also the senior smoking room, they were allowed to smoke at that time.

Clothing/uniform

43. You had to wear your school uniform in school all the time. You wore school uniform all day during the week, right up until bedtime. On Saturday morning you wore uniform but in the afternoon you could wear your civilian clothes like jeans and a sweatshirt. There was a change in the uniform when you went from secondary two to secondary three. It was a minor change. Secondary two and below wore shorts and red socks. Secondary three and above had long trousers. That was about the only difference. Black shoes, black trousers or navy shorts. Red socks grey shirt and a blazer and tie.
44. There was a laundry in the boarding house that washed the uniform. Shoes were done by ourselves, as was some of the cleaning in the rooms of the boarding house.

Leisure time

45. There wasn't much to do during the week. There was no television. There was a rumpus room which was just a brick lined room with a wooden floor. You could kick a ball about. They called it Wally and there was a set of rules for that. If there were just two of you, you could play end to end. Other games were played as well.
46. There was another game called sliders. You always wore slippers and on the floor of the room there was a pile of slippers just in from each corner creating a track. You ran round the track while people slid into you, with the aim of knocking you down. This wasn't a voluntary game, everyone had to play it. The senior boys would call everyone into the rumpus room to play. There were a few bumps and bruises from playing that game.
47. There was a book shelf in the prep room that had some books in it but there wasn't a library in the boarding house. There was a library in the school, but not in the boarding house. If you had finished your prep and had it checked, not checked for correctness but to check that you had done it, then you could ask to read a book for the rest of the time allocated to prep. You weren't allowed to leave the room. It wasn't something that was encouraged or discouraged.
48. We were segregated from the girls to begin with and started to integrate with them in secondary three or secondary four. Up until that point we had a disco once a term or once a year at the junior and the senior boarding houses. You would send an invitation out to a girl at the girls' boarding house and she may or may not attend. There was dancing and that sort of stuff but that was the extent of our interaction with girls up until the age of about fifteen. It wasn't great but that was the school at that time.
49. There was a grass area you could play on outside. You could play a bit of football, or run around playing general kids games. You might have a Frisbee, or play British bulldogs. You weren't allowed to leave the school grounds apart from at weekends, and they had a signing up sheet for all activities such as going for a walk, so that they

knew where everyone was. The walks were mainly for the older boys. Much later on, not as a primary school pupil, you could go out for a run.

50. Weekends were slightly different. Saturdays would involve playing rugby, or if you weren't playing, going to watch rugby. That was fairly compulsory. You went down to the sports ground to watch and that would take up the morning. In the afternoon there could be some free time and you could ask to go and walk down the high street or to go and walk in the hills.
51. You could go to the cinema on Saturday afternoon, if you had the money for it. There was a fund that your parents could deposit money in at the start of term and you could withdraw money during the term to pay for the cinema or more likely sweets.
52. Sunday was a slightly more relaxed day. You didn't wear school uniform but you wore your kilt. On a Sunday morning the boarding house was split. The Catholics went to mass and the others were split into two groups. One group went to church and one group stayed behind and did a deep clean of the rooms.
53. You would have Sunday lunch and then Sunday afternoon, still in kilts, have an organised walk. You would be split into groups of seven or eight with a mix of age groups and walk down to the river or up to the Knock, the hill near the school. That would be an organised outdoor thing if you weren't involved in hillwalking on a Sunday. That was the weekly structure.
54. There were a fair amount of extra-curricular activities. Cadets was after school, scouts was on a Friday night, and other activities were at the weekend. We did hill climbing, orienteering, those type of outdoor pursuits. I seem to recall that latterly there were things such as drama but there wasn't as much emphasis on the arts side of things.
55. There was a lot of emphasis on self-reliance. They had scouts and the cadets. There was kind of an expectation that you were going to go on and do something in public life rather than the more mundane things in life.

Trips and holidays

56. I went home at the end of main terms, but for half term I went to my grand-parents' house just outside Glasgow. There were three half term holidays, just a long weekend. I only went home for the summer.
57. There were a few day trips to places. I know we definitely went to Bannockburn and we went to the Royal Highland Show in primary school. There weren't a lot of day trips that I can recall.
58. As far as trips away are concerned, we had trips away with the Cadets and with the Scouts. We didn't to the Duke of Edinburgh award scheme, there didn't seem to be any commitment to that.
59. We went on some overnight camping with the scouts. That was about it. The popular one nowadays with schools is skiing trips but I didn't have any skiing trips. There might have been trips on but it wasn't something I signed up to.
60. We went away with the Cadets. Cadets was for the older pupils, fourth, fifth, and sixth years. It could be one night or up to a week but more commonly it was for a couple of nights. We went as far as Cultybraggan which was about five miles down the road. We did go to Germany one time with the Cadets. We went to Warcop as well, which was another military training area. It was technically all the armed forces in the Cadets but it was mainly army. We were affiliated to the Black Watch.
61. There was an armoury in the school which was underneath the swimming pool. They had their own weapons. They had a selection of rifles, mainly World War 2 vintage rifles, what would be called a Lee Enfield 303 type. There were some older rifles in there too. The kit was all military vintage as well, which was standard for Cadet Groups across the United Kingdom at the time. They had webbing dating back to 1937. From a historical point of view, our cap badges had Morrison's Academy OTC on them.

Schooling

62. The school ethos was about an all-round education. You had a fair degree of academia with a full range of lessons. I suppose they were preparing you to go to university and to pass exams. In the primary school we were sitting end of term exams and being graded. At the end of each term we had exams in each subject so by the time fourth or fifth year came along you were used to sitting exams. Things like the O'Grades and the Highers, you were well practiced at. You generally achieved quite good grades because there was no fear of exams.
63. We walked to school. We started school at 9.00 am. We had our lessons and school finished at 3.30 pm. If you weren't going down to rugby you came back to the boarding house and had a bit of a play around.
64. We had prep after dinner. We started prep at 6.00 pm. That was in the large prep room. There was a series of individual desks. There were enough for nearly everybody. The younger ones sat at the front, the older ones sat at the back. The assistant housemaster would sit at the front and you would do your homework. It would be checked to make sure you had done it and the next day at school the teacher would check if it was correct. You handed in your homework jotter from prep and did your classwork in your class jotter. There was no prep on a Friday or Saturday night but there was prep again on a Sunday night, so any homework you were given on Friday you did on the Sunday night.
65. You would be kept for a certain length of time, the primary school children for at least an hour. Then there would be a staggered release with the youngest pupils going out first to give them a little time to play. Then there would be bedtime and again that would be staggered.
66. There was a speech day at the end of term, with presentation of awards and prizes. The speeches were by the headmaster, heads of department and other dignitaries. The prizes were mainly for academia but there were some sporting colours. At the end

of the academic year, the school walked along to one of the churches and the pipe band played. The names of the dux and the medal winners would be read out and prizes given.

67. I got four A's and a C at Higher level and even before I went I had five unconditional offers from university so I would say that the quality of the education suited me. It definitely gave me the results that I needed to make it very easy to get into university. I think the academic education was very good. Whether I was emotionally educated is probably doubtful. I struggled then with inter-personal relationships, I still struggle with them now. I recognise when people are trying to bully me. I have a huge amount of difficulty dealing with them because I want to retreat from them, not to have any interactions with them however that is not always feasible in modern working. From a sporting and physical point of view I came out with experience of rugby, orienteering, athletics, cross-country running, and all those sorts of things.
68. It was a fairly rounded education. I think if there had been more emphasis on rugby we might have won more often than we did. We knew the schools that were concentrating on rugby because we lost to them every time. Other schools, we were on more of a parity with.

Sporting activities

69. Rugby and cricket were the main sporting activities. The sporting ethos was rugby in the wintertime and cricket in the summer with a bit of athletics. It was the traditional independent public school sports. There would be a fixture list for each age group. The school would be putting out six or seven rugby teams every weekend. There was one dedicated sporting afternoon, when you left the class to go to the sports ground during the last period in the afternoon. On other days, sports training would begin after the last period of school. You would get down and do rugby training but there were other afternoons where there was other training. You would have to go down and participate in that, it was not voluntary.

70. If you weren't in the rugby team, you still had to attend because the rugby team needed someone to practice against. There was a first team for every age group but by the time you were in secondary four, five, and six you were competing for a first team place.
71. I wasn't overly good at cricket but I found I could do the scoring which was a way of avoiding it.

Healthcare

72. I had an accident in primary five where I was crossing the playground at the school and was hit in the head by a cricket ball, which broke my glasses and put glass in my eye. I was taken initially to the cottage hospital and from there I ended up in Ninewells hospital in Dundee for four or five days where they removed the glass from my eye. There was no lasting damage to my eye, but it kind of gave me a slight aversion to cricket balls. My parents were in Germany at the time. I recently found some old bills from the school and there was a bill for the costs of the housemaster coming to visit me in Ninewells.
73. I was in the eye ward, not the children's ward, so I was alone as a child in a ward full of adults. However being separated from your parents at that time was not unusual in hospital care, it was not like it is nowadays. They used to think that parents coming in would upset the children, and upset their routine. It was not a great time for me, but I suppose that is the way health care was at the time. It is not something that overly bothers me. I have no idea if they had an accident book to fill out about the incident as I was nine at the time. I would imagine there must have been something along those lines. If anyone was hurt in the boarding house, we didn't have anything to fill out.
74. That injury from the cricket ball was an unusual incident. There were sporting injuries, there were boys walking round with their arms in slings or on crutches. At the beginning of secondary four or five I had my arm in a sling. I had a cut on my elbow which got infected but it was mainly sporting injuries rather than a lack of care in the playground.

It was a robust sporting school and if you are going to play rugby, there are going to be injuries.

75. There was a matron in the boarding house who was in charge of healthcare for the junior and the senior pupils. If you were seriously ill you would go to hospital but if you just had a bit of a temperature there was a small isolation room called the sick bay with a couple of beds. In an encouragement to return to normal, the diet was toast and water. If you were well enough to eat, you were well enough to go to school.
76. The matron when I started, Mrs Turner, had a preference for TCP gargles to encourage well-being. If you were ill they wanted to isolate you in sick bay. If anything was potentially contagious, they didn't want it running through a boarding house.
77. For dental care, you went down to a local dentist. You had your check-up and came back.
78. We would occasionally go down to the doctors and I seem to remember a doctor coming to the school on a couple of occasions. I remember one time when I was in primary five or primary six we were in the recreation room lined up around the table-tennis table off with our shirts off. The doctor was checking ears, looking in ears and he had a thermometer. I remember my arm was black and blue from being punched repeatedly. It was bruises on top of bruises. The doctor noticed and looked a bit aghast. He asked me what had happened. Before I could say anything, one of the other older boys said my injury was from rugby. The doctor seemed to accept that, and that was it.
79. We did get various vaccinations, we must have got the flu jab every year. That was with a pneumatic injector, a big vial of vaccine on top of an air gun. We were all lined up and given the injection. It may not have been the flu jab.

Religious instruction

80. Morrison's Academy was an independent fee paying school. There was a strong Church of Scotland element to it but it wasn't a religious school as such. Many of the independent schools at the time had a Christian background, a link to a local church, and a local minister that was involved. It was always the same church for speech days and that sort of stuff.
81. At that time they only viewed there to be two religious groups, Catholic or Protestant. Some of the children were from the Middle East. They were coming along with us to church because they weren't Catholic.

Work

82. On Sundays if you were cleaning rather than going to church it would be the same type of cleaning that you did in the morning but making sure you got into all the corners. I think there were a few more rooms to be done and all of the dormitories had to be swept. It was the older boys who decided who went to church and who stayed to clean and the older boys took it in turn to go to church so it would be different older pupils in the boarding house each week deciding who they wanted to get rid of and who they wanted to do the cleaning. You could make a request but it was up to them.
83. On the week days to save time we didn't do all the dormitories on the upper floor because there were so many and they were so big, so we did them on Sunday. We would be doing all the things like the common rooms, they weren't done every day. It was a mixture of age groups to do the cleaning.
84. Generally the older boys would do the senior side and the younger pupils the junior side but it would be the secondary two pupils and below who would get the more dirty jobs. The older boys would take the easier jobs. The Black Hole, the room with all the rugby and other sports kit, was where people would be brushing dirt off boots and it would always be a dirty room so that would be one for the more junior boys.

Somewhere that needed a bin emptied and maybe a brush gone over a small floor area would be one for a more senior boy.

85. There was a fagging system within the boarding house. I'm not sure how the other two boarding houses ran it, but within Glen Earn it was reasonably standardised across the board.
86. I think I fagged for three years, from primary five to primary seven. The first two years was for the same senior pupil and the third year was for a different one.
87. The secondary five and six pupils would have somebody from the primary school age children in the boarding house who would be a fag for them. They would be responsible for cleaning their shoes, taking their school bag to school, taking their rugby kit down to the sports ground, picking it up afterwards, and ensuring the kit was hung up to dry. This was recompensed, there was a payment system. It wasn't expected to be done for free. There was also a degree of protection involved as well.
88. The secondary fives and sixes had their own room and if it was available there would be the opportunity for a fag to go and sit quietly in that room and escape the hustle and bustle of the boarding house. A fagmaster as they were called, might be fairly lenient and didn't expect much. Others were stricter and wanted more things carried. It varied from person to person.
89. By the time you were in primary five or six, nine or ten years old, you've got your own schoolbag, but you're then expected to carry all the books of a sixth year, their rugby kit, and put it in the right place. It could be a bit onerous in the time scales involved as well as the other duties you had in the boarding house.
90. If you didn't carry out your duties there were consequences. Money might be withheld. I suppose there could have been physical punishment as well. It was a two way system, which was how it was set up. Generally there was supposed to be an ethos of reward for good work rather than punishing you for not doing things properly. It didn't always work that way and that wasn't everyone's ethos.

91. When I was a fag for an older boy the wages I got were about 15p or 20p per week, which was the going rate. I think a bottle of Irn Bru cost 25p so you were about half way towards that cost. It sounds unreasonable now but at the time it was a reasonable amount of money. If you consider that a bag of crisps cost about 5p at the time and now a bag of crisps costs about 70p, the current equivalent would be about three or four pounds per week.
92. The general duties were to tidy up their room, or their bed space if they were still in the dormitory. You would make up their bed in the morning as well as your own bed. You collected their schoolbag and took it to school for them. For the prefect I dealt with latterly it was fairly easy. I just threw his duvet up onto his bed, picked up his bag which he would have packed and his sports kit if it was there, and take it to the school.
93. If they had gone straight to the dining room or the refectory then you would pick up his kit from there and take it back to the boarding house. You put his school bag in his room. You took his sports kit and if it was dirty it went you took it to the laundry room, or it was hung up to dry if it was going to get worn again as it didn't get washed every day. The boots got hung up to dry too. That would be almost as much as you were expected to do. There wasn't a lot of fetching and carrying within the boarding house.
94. The first older pupil I fagged for was called [REDACTED] and I can't remember who the other one was. It is strange that I can't remember the other pupil's name considering how much time I spent running backwards and forwards for him.
95. The one that I was with for two years, [REDACTED] was fairly relaxed as long as his kit was everywhere it was supposed to be. There was a jar of money in his bedside locker from which I was to take my wages so there was a trust element there. There wasn't a huge amount of protection by him from other things happening. He was a sportsman so there was a lot of sports kit to carry back and forward but he was fair enough. He just treated me like a fag I suppose. He expected me to get his kit everywhere. I can't remember not getting his kit somewhere but he could have withheld wages if I did.

96. The second senior was a prefect with his own room. He was fine enough as well I suppose. A lot of these people on an individual basis were fine. You had to go through the prefects' room to get to his room which could be daunting but you could sit there quietly. If you timed it right you could get through the prefects' room and sit there for a bit of respite for a while. Obviously you then had to go back out. It was part of the school system at the time, part of the house system at the time.
97. Looking back on it I wouldn't say there was abuse of the system as such. It was fairly standardised across the board what was expected of fags and what the payment was so it was a fairly relaxed way of doing it. As there might be consequences if you didn't do it right, you tried to get it right first time.

Birthdays and Christmas

98. You could have a birthday party if you wanted. There was a room off the kitchen that was available. You could have a small birthday party if you wanted with a number of your peer group and a small cake. That would be about it, there was no huge celebration. I had a party a few times but you might not have a sufficient number of people who you mixed with available to warrant a party.

Personal possessions

99. I mainly just had a few books. I may have taken a few toys with me the first time but they got broken or taken away so I stopped taking things quite quickly after that.
100. There was the system that allowed my parents to deposit money into an account for me at the start of term and that was then dished out in small amounts. There was also a tuck shop system where you could bring certain foodstuffs and it was held for you in a tuck room for you. That might be people bringing particular sauces or sweets that they liked from home. People from Germany might bring salami. If you were lucky enough you might get to eat it yourself but there was a small degree of sharing.

101. Pocket money was held centrally and if you wanted it or needed it you would request a certain amount. The housemaster kept a book with a page per pupil and kept a record of what you took out. You would have to almost justify what you were going to spend it on such as pencils or shoelaces and then you would go down the street and buy sweets and Irn Bru.

Bed Wetting

102. I don't recall anyone bedwetting, or if there was, there wasn't an issue made of it. I think it would have been mercilessly mentioned to someone if it had happened.

Visitors

103. There wasn't an official visitors' day. There was a facility where pupils could go on a weekend out of the boarding house. Someone could arrive on a Friday morning and take people away and bring them back on Sunday afternoon. For me it happened very occasionally if my parents were back in the UK but it wasn't a common occurrence. Some people would do it more than others but I don't recall having too many of them.
104. My grandparents did visit but they didn't drive so they would have to rely on an uncle or an aunt to bring them but more often it was a relative coming to collect me and take me to my grandparents. I went to my grandparents at half term. There was no provision for staying in the boarding house during half term break. You left the majority of your stuff at the boarding house and just took a small bag with you, the same as at Christmas. When your trunk arrived at the beginning of the academic year it stayed there until the end of the academic year.

Review of care

105. I think that contact between the school and my parents was minimal. Although my parents have my old report cards and some old bills, there is no sign of any letters from the school.

106. I cannot remember the housemaster or deputy housemaster ever sitting me down and asking me how I was getting on or if everything was OK.

External Inspections

107. I don't remember any external inspections at the school. I don't even remember people from the main school coming to the boarding house.

Family contact

108. On a Sunday, after breakfast and before church, everyone went into the prep room and we would write letters home. Parents would write to us and I think parents were able to write to the housemaster. Our incoming mail was not screened and with our letter to our parents, you just had to show that you had written enough but the letters weren't read and screened.
109. There wasn't a phone in the boarding house that you could phone out from. People could phone the boarding house but it wasn't that common. There was a public phone at the refectory so you could phone from there using coins or reverse charges. This was in the days before mobile phones. It was a different time.
110. Some of the times when we came back it was a case of coming on a bus or a train. There was another family who my father knew and they had a boy who was in my boarding house. His father was also down south in the military. I remember once when I was nine years old and I was put on a bus in London with my bag, with this other boy, and his two older brothers. One was in secondary six so he was quite mature. That was us on a bus all the way up to Scotland. Then we must have got a bus or a lift from Edinburgh through to Crieff.
111. Occasionally I would say goodbye to my parents in Germany and get on a plane as what was called an Unaccompanied Minor, and I was put in the charge of an air stewardess. I was met at the other end and driven straight to the boarding house. That was not unusual for a lot of pupils to come back that way, and it was the same when

we were leaving the school. You would be away in relative's cars or taxis to bus stations or airports to go back to various ports of call. It was quite daunting to begin with but I have no fear of foreign travel now so it is another example of the school preparing you for life.

Sibling Contact

112. My brother [REDACTED] came to Morrison's Academy three years after me. He started in primary four. We had occasional contact. We were in the same boarding house but we had different peer groups.

Prefects / senior pupils

113. There were two prefect systems. The boarding houses would have their prefects running the boarding house and the school had a school prefect system. Some people could overlap. You could be a prefect in both but some might be a prefect in one but not the other. Generally house prefects would have authority over pupils from their boarding house whether they were at the boarding house or at school. The school prefects would have authority over all the pupils in the school. There was a head boy and head girl system in the school as well, but not in the boarding house as such.
114. When I was a prefect there wasn't a lot of respect for my authority which I suppose made it difficult for me. When I was in secondary six, boys in secondary three or four had known me for several years. I possibly wasn't the most effective boarding house prefect. I was fine as a school prefect because the people there didn't know me from the boarding house but in the boarding house I didn't have the confidence, I didn't have the physicality myself. In a regime that is based on physicality it is difficult to impose your authority if you don't want to hit people.

Discipline

115. The school was still using the belt at that stage, as were most schools in Scotland. The belt was banned in local authority schools before it was banned in independent

schools. It wasn't used liberally, but it was used. I think I got belted five times in the first two years, so about once per term. This was for various offences. Not knowing my spelling was one. Letting another boy copy my homework was another which was a shame, I had a good deal with that.

116. The music class is in the main building. We were coming down in the stairs in primary seven and we were a bit loud but by the time the teacher got to the door and opened the door, the noise makers were down the stairs so she grabbed the last people that were coming out and myself and another got belted on that occasion.
117. There were other occasions later on in the school where I got belted. I think I was in secondary three and I got belted for reading a book in class. I was ahead of the class in maths. I had finished my maths work and started reading a novel, I can't remember what. Mrs Gray was the teacher who belted me. I think that was the last time I ever got belted.
118. There was the occasional use of the belt by teachers. Looking back on it, it wasn't overly used. It was used where the teacher thought appropriate. Different teachers used different methods, some hit longitudinally, some hit across the palm of your hand. Some put a duster on your wrist to prevent injury if the belt landed too high up. Some teachers had you hold one hand out, others got you to use your other hand to brace your hand. I suppose it was the common practice at the time.
119. Different teachers would give you a different number of strokes of the belt. The primary school teacher in primary five and primary six was a man called Mr Gonella. He was also a fiddle teacher of some renown. He was one who gave me the belt and one from him and your hand would sting and you couldn't write for a period of time. However the time in primary seven when I was coming down the stairs and got belted by one of the secondary school teachers, by the time I was out the door it had no effect. There was different physicality amongst the teachers, which was probably reflected in the number of blows that they gave. I don't think there was a standard, I think it depended on the offence. That's how education was at that time.

120. I can only once remember a housemaster being involved in discipline in the boarding house. There was a very small music room that had a piano in it. I was a young lad at the time and there was a light fitting in the music room that didn't have a bulb in it. I was made to take a carbon fishing rod and put it into the light fitting to see what would happen. There was loud bang and the fishing rod was ruined. I think the fuses were blown in the boarding house. The housemaster came to investigate and the culprits were found. I was given the slipper by the housemaster but he wasn't particularly enthusiastic because I think he realised my part in it wasn't voluntary in any way. The two main older boys who perpetrated it were slippered in a more disciplinary manner. I can't remember their names.
121. The discipline in the boarding house was predominantly carried out by the prefects. The housemaster didn't supervise the discipline that was handed out by the prefects. In the boarding house there was the use of the slipper on the backside as a physical punishment which was done by prefects. There were also lines given by prefects. Those were the formal disciplinary procedures from prefects but the housemaster might occasionally have to slipper somebody.
122. The majority of the discipline was done in the prefects' room, in front of other prefects. If there has been continual victimisation of the same boy over and over again there would have been peer pressure to inquire why. That is my analysis on reflection.
123. There wasn't a set amount of times you would be slippered for something. Six was the usual amount. It was done over the clothing. I can't recall how many times I got slippered. It was occasional but it wasn't every week. That side of things wasn't overly frequent. There were a multitude of people in the boarding house for the prefects to spread their enthusiasm for such things about. They were wanting a quiet life and to have a boarding house running as smoothly as they wanted because I suppose they could be held accountable by the housemaster if things weren't clean and tidy.
124. I was aware of others being punished with the slipper. There would occasionally be shoe inspections. You would all be lined up holding your shoes up. Those that failed would be taken to the prefects' room together and punished together so you saw it

happening to others. However if a boy was being punished on his own, the prefect wouldn't call other boys in to watch.

125. There were some prefects who would give out different punishments to different people. I remember one occasion when I got what is now a huge amount of lines when other people for the same offence didn't get the same punishment. Lines were given out with two numbers. The first number was the number of repetitions and the second number was the number of words to be in each line. A common one would be 10 10's which was ten words written out ten times, or 20 10's which was ten words written out twenty times.
126. The punishment I felt was unfair was when a particular individual gave me 150 50's which was a huge amount of lines and I had five days to do it. It meant I was getting up early and writing. I was writing the entire time between the end of school and dinner time. I was writing at lunch time. I did manage to do it. I think he was disappointed that I managed to do it. That was for the offence of allegedly having dirty shoes. Some others with dirty shoes at the same time as me got 50 50's and some others got something else. I think the prefect was just having a bad day and trying to exert themselves.
127. You could get slippered for having dirty shoes, not cleaning the room properly, being loud, not being in bed on time, if the prefect discovered you were out of bed when they came up to check, or talking after lights out. I never saw anything that was written regarding the rules for this discipline. There was a letter sent out to parents with boarding house rules but I don't remember seeing anything myself.
128. By the time I became a prefect, physical punishment had pretty much gone. You were encouraged to use other methods to get the best out of the younger boys, far more carrot than stick. However being punished by the prefects in that way was not what I remember most about that stage of my life.
129. There was no punishment book as such, to write down who got slippered or how often.

Abuse at Morrison's Academy

130. The times of day where things happened to you were the periods after school but before dinner and after prep. It would be life in a Lord of the flies type manner. There was no adult supervision around at that time. There were boys who were bored and looking for entertainment or scores to be settled. You were meant to be cleaning shoes, or getting kit ready for the next day. There were a lot of after school activities, especially when you were older, so you weren't always back at the boarding house between 3.30 pm and 5.00 pm. If you avoided the boarding house at that time, you avoided being abused.
131. Common physical abuse from older boys would be that usually your left arm would be held and it would be twisted. It would be punched from the side, almost from the underside but it would be the twisting of your arm that meant you couldn't go away. The bruising would be on the underside of your upper arm. If there was any punching or hitting to be done, that was the general way of doing it. This was done by older boys to younger boys. It happened frequently when I was younger. I was very passive, I didn't resist much. I would run away but there are only so many places you can hide in a boarding house.
132. As I became older, because of my passivity they would get younger boys to hit me, just to see what my breaking point was I suppose. Then the older boys would hit you if you hit back. It became a Catch 22 situation, you were going to get hit whatever either way, so was it better to have a younger boy hitting you or an older boy hitting you? I suppose it was a dominance thing. There were two of us at the bottom of the pecking order when I started in primary five but the other boy had two older brothers so he had that element of protection. That made me the bottom of the pecking order, and that's how it continued.
133. Once one has that reputation, the victim mentality doesn't go away. I would leave at the end of term in the summer and hope that it would be better when I returned the next year but it wouldn't be. That was what it was like through a lot of the junior years.

It was that sort of dominance with mainly physical hitting and various other things that I was made to do.

134. I remember that as well as the prefects common room there was a big common room for everybody. Then there was another smaller common room for secondary four and those above who weren't prefects. I remember being called in there and for someone's amusement being made to hit myself in the face with a book, a big encyclopaedia type book. I wasn't allowed to leave until I had made my nose bleed with the book. It was for no reason other than I had been the one walking past the door when they had looked out. That was as horrific as it sounds. There were several older boys in the room. One was the main instigator and the others were trying to tell him to stop and for me to go, but the instigator wanted me to stay and to get it done. It is not something I look back on happily.
135. The abuse was mainly physical but some psychological abuse. If you had some toy it would be taken and then put back, broken. So you didn't take anything precious or that you really cared about because the chances of it surviving would be slim.
136. It has hard to know how to describe this but I was made to rub the tip of my penis on a door handle and then to lick the door handle. This was done by peers, people two or three years older than me. The difficulty as a small boy was that I couldn't reach the door handle, I was having to stand on tip-toes. That was just humiliation, it was psychological there was nothing physical about it. It wasn't sexual abuse I don't think. It was just pure and simple for humiliation purposes. It was incredibly humiliating.
137. The abuse that I suffered was very frequent when I was very young. Probably on a daily basis there was physicality against me. Mainly kicks, that sort of thing. There was almost permanent bruising on my arm. It was just a time in which there was a lot of physical pain but also the psychological fear of wondering when it was going to happen. However when it was happening all the time, there was no fear of when it was going to happen because it was going to happen.

138. I would try and avoid areas or situations where you thought things would happen, like the common room. There was a table there where they played card games and you would be called to play a card game. There was one card game called Slaps. Everyone got dealt four cards. You had to pass a card round the table. When someone got four matching cards the others had to put their cards down or they would get slapped on the knuckles with the pack of cards. It would be rigged. You would have older boys on one side and younger boys on the other. When one of the older boys got matching cards they would give a signal to the other older boys who would put their cards down so it would always be a younger boy left still holding his cards. He would be the loser and therefore would receive slaps to the back of his knuckles. You would avoid going into the common room because you would get called into games like that.
139. You would be very careful if you went into the Rumpus room to see who was there. It would probably come in peaks and troughs depending on how other people were feeling. It was fairly frequent at that stage. As I got older there were more younger boys around for people to do things to but I was still targeted on occasion, when someone for their own amusement got the younger boys to hit me, or because they wanted to continue to be in that dominant position.
140. The abuse was usually carried out by older boys who didn't have full power yet. The prefects were generally in their own common room or the four rooms there. They weren't roaming around the corridors. It was far more that you were expected to get on with things yourself. It was possibly because of a lack of things to do, no television. There were only so many people who could fit into the rumpus room and if two people from secondary four decided to play football in there, there would be nowhere else for secondary three and below to go to. A lack of things to do, a lack of opportunities for things to do resulted in what I suppose you would call displacement activities. If there are no activities people get bored and they start to invent their own entertainment.
141. When we went for a walk on a Sunday the older boys played games. One was called Hunt the punk. One person would be nominated as the punk and you would have about ten seconds to get away and everyone would run after you. If the other boys

caught you, you would get a little bit of a kicking. You would be hit and punched. It improved your cross-country running but that's the sort of thing that happened.

142. You weren't even safe on a walk in the countryside. The only supervision on these walks was the older boys supervising the younger boys, there was no adult supervision. It would be these older boys who would instigate these games. Their idea was why just go for a walk when you can have some fun? It's a step up from little boys playing tig. It's Lord of the Flies really. I was frequently the prey in a lot of these games. It didn't help that I wasn't overly fast at that point. If you are a nine year old and you have a twelve or thirteen year old chasing you down on the hills you are not going to get away.
143. The visible injuries I had from abuse was bruising. It was all over my body, it wasn't just my arms. It must have been noticeable. We had swimming once a week, it must have been noticeable there but nothing was said by the gym teachers. I never had any broken bones, it was never that severe. I was occasionally hit by objects but it was just bruises. I don't recall having black eyes so they must have been careful not to hit you on the face. Plus, they don't want to hit you on the head which is hard, they want to hit you on the arm, that sort of thing.
144. They used a technique called rabbit punching where one knuckle is sticking out rather than hitting with a flat fist. It was deliberate to cause maximum pain. I didn't ever receive medical treatment for injuries from bullying and I don't recall anyone else receiving medical treatment for it either.
145. When my brother [REDACTED] arrived at the school he saw the abuse and was quite open about it. He suffered more from separation from our mother. I don't know what level of physicality he endured, I may have been in my own little bubble by then. I know that I was definitely getting punished for his misdemeanours, I was held to account for them. There wasn't always a lot of contact between myself and [REDACTED] I was in primary seven, he was in primary four. We had different peer groups. He may feel I abandoned him a bit, I don't know. I think I was just on a self-survival mode.

146. I mentioned that one of my peer group had older brothers and so he felt protected but with my younger brother he didn't need to be protected. My brother wasn't particularly picked on too much because it was seen that I was instructing him, so I was held at fault for his sins. If you are a victim then there will be ways and means of ensuring that you remain a victim. Whether my brother's experience was less physical, more psychological and emotional than mine I don't know but there was a lot of physicality aimed towards me because of his failure to keep his shoes clean or being late for something.
147. The physical abuse I suffered stopped when I was about fourteen or fifteen years old but there were still the occasional sly digs. There would still be psychological and emotional abuse like vicious name calling and that sort of stuff. I suppose I was not overly confident at that stage. There was the lack of a girlfriend, I was not particularly boyfriend material as such. It wasn't something that I was particularly lucky in.
148. Because I didn't have a girlfriend I was open to accusations and these days you would call it homophobic abuse. That was the style of the abuse but I suppose that is the attitude of boys in general at that age. There was still name calling of various descriptions. I was glad to be away from school. It took a lot of years for me to recover confidence in myself.
149. I must have seen others being abused but most of the time if I was around, it was happening to me. I was fairly insular when I was younger. When I got a wee bit older I don't recall seeing anyone else being abused but things had changed. There was a turning away from corporal punishment in the late 1980's, which was for the better. There was no longer the belt and you no longer had the slipper in the boarding house. But no doubt there was still violence going on and a downward trend. By that stage, I was across in the senior side of the house so I was not in the junior side. I didn't go looking for it to stop it, but I didn't necessarily see it either.
150. I cannot distinctly remember the names of the boys who did these things. I remember the incidents and I remember names but I couldn't say with any certainty who did what.

I can remember the name of the person responsible for the incident where I had to hit myself in the face with a book until my nose bled but I do not want to name him.

151. I don't hold any animosity towards any of my bullies. I feel that their behaviour was a product of the system that they had gone through themselves. Some people resisted it and some people got into it. I don't know if that's right or wrong. Also, to pull someone up for something they did wrong when I don't know what else went on in their life. It may have been a pattern of behaviour that continued elsewhere, it may not have been. I didn't repeat that behaviour when I got older even though I had been through that in the system.

Reporting of abuse at Morrison's Academy

152. I can't remember if I mentioned any ill-treatment in my letters to my parents. I don't think I did, it would have upset my mother and would have shown an inability to look after myself. I think I just wrote about the weather and what I had learned at school that week.
153. When I went back home at the end of the first year I told my parents that I didn't like it at Morrison's Academy and I didn't want to go back. However my parents move to Germany meant that I did go back. I don't remember if I told them about the abuse I was suffering. I may have mentioned about being hit, but I may have fudged the issue.
154. The abuse went on right up until the last day of term. It didn't stop two weeks before the end of term so there would have been bruising on me that was visible when I went home. Somebody must have known at half term or in the holidays that there was a level of violence being meted out against me.
155. I don't recall making any formal report about the abuse to anyone when I was at school. I may have mentioned it in the first couple of terms but as I was then sent back it became apparent that that wasn't going to change anything. I don't recall saying anything as such. When you're nine or ten years old and you don't know any different

that's what life is. That's what you got used to and that's what you accepted because there wasn't a knowledge of anything different. It definitely wasn't the Enid Blyton view of boarding schools.

156. It was a harsh environment, it was intended to produce self-reliance. I would say life without parents rather than self-reliance was what you got used to. You definitely became quite insular quite quickly. I suppose that is self-reliance because nobody else is going to help you but it is probably too young for that degree of self-reliance, that lack of adult supervision in your life.
157. I don't see how the school could not have been aware that something was happening. To put fifty boys in a house together with eight boys in charge, it would be a huge level of naivety to think it would not be run by physical means. Corporal punishment was still being used in school, the housemaster and the prefects were allowed to use corporal punishment. I don't think there is a school in the land that doesn't have bullies of some description in it.
158. These days the bullying has moved more from physical bullying to cyber-bullying. If you look at reports on cyber bullying one of the things that is said is that you can't get away from the bullies. In my situation I was living in the same house, sometimes the same room, as the bully. Sometimes in the same house for a year, or three years. When you ask a set of boys to impose discipline on a set of younger boys there will be consequences of that and the consequences will be physicality rather than a reasoned approach. There will not be debates over whether people will do things, people will be made to do things.

Leaving Morrison's Academy

159. I suppose I was happy about leaving. I had sat my exams and I knew I was going off to university. It was a good feeling. There was a culture at the school of keeping people on at the school to do sixth year. I had my unconditional offers from universities by the March before I sat my sixth year exams. If I had applied in fifth year, as I might have

done if I had been in another school, I would have had conditional offers and I wouldn't have needed to do sixth year but I think at that point in time there was definitely a culture at the school that you stayed and did sixth year, and applied for university in sixth year. There wasn't a streaming out of pupils they thought could have coped or got the exams results. There was encouragement to stay on to sixth year and get even better results in sixth year. I suppose it was all about producing top quality people with the best exam results.

160. There was definitely a feeling of happiness leaving school, going on to a new start at university. I have absolutely no contact with anyone from my school days. When Friends Reunited started up about fifteen years ago one person got in touch. I replied but we never quite managed to meet up but that was it. I have made no effort to get in touch with anyone else from my school days. I don't know how many people do keep up with people from their school fellows but I left school, the gates shut behind me, and they have remained shut. I have driven past the boarding house on holiday in Crieff, to show my wife where I grew up. We didn't stop, we didn't go in. I have driven past the school to show her where I went to school but we didn't stop and we didn't go in. It is a past part of my life.

Life after Morrison's Academy

161. I went to Dundee University after I left school in 1985. I qualified at Christmas in 1989. At that time you could do your degree in four and a half years or five and a half years. I did four and a half years. I got the first year off for good results in my Highers.
162. I had always wanted to join the military myself, so I did. I was an army dentist. I did six years in the military, seven and a half if you count the time I spent as a cadet. I was married by that stage, when I was 23 years old.
163. By then I was having knee problems. The knee problem was such that I had a knee operation but I was finding it difficult keeping physically fit and getting the running times

in the military was becoming difficult. My wife didn't like the military so I left and I went to Orkney.

164. The marriage to my first wife was an abusive one. She may have recognised the victim mentality in me. She had been through fostering as a looked after child herself. She wasn't overly revealing about it but there were elements of abuse in her background. Perhaps there was an element of learned behaviour that then brought something out in her. It wasn't something I recognised when we were getting together, it was something that came out afterwards. There was a lot of emotional control. There was this slow cutting off from family and financial things. I was in isolation in the household.
165. During a period when I was depressed, at my wife's instigation, I was sent to see a therapist. I went to see the therapist about depression and I got to feel happier. She didn't like that and she threw me out. I didn't leave her, she threw me out but I think I was meant to go back and I didn't go back.
166. Separating from her allowed me to reconcile with my own family and get back in touch with other people I hadn't seen for a while. Unless you have been through that type of relationship you don't realise how insidious it is. You always think that if you placate them it will get better, but in actual fact it doesn't. They have got that far and they want to push it a bit more. You placate them again, and it continues. It was just like in the boarding house. It can start off quite small but before you know it you can be trapped in an environment that you don't know how to get out of.
167. I worked in Orkney in an independent practice as a partner but I found that being a business owner wasn't quite in my style. I preferred the structured approach of the military and the nearest thing I could get to that was being salaried working for the Health Board.
168. I re-married in 2003 and my first child had gone off to university and we had two more that were going to be going. The travel on and off Orkney was becoming cumbersome. We were on and off the island three times every two months and that could be

disrupted by weather so we decided to move. I took up a post in public health and I have been here since 2009.

169. I have done various other things. I spent ten years as a foster carer. I have never had children of my own. I have three step children and one adopted child. I would possibly send a child to boarding school. I would discuss it on a child by child basis. The adopted child we have is seven years old and has additional needs so it would never be appropriate to send her to boarding school.
170. My middle step child was actually quite keen to go to boarding school, not when she was young, when she was fifteen or sixteen years old. I think she had got a certain impression of 'jolly hockey sticks' based on her books. We did have a discussion about it but my wife was not so keen, possibly based on my experiences.
171. We were aware that a boarding school in the 2010's would be quite different from a boarding school in the 1970's. Consideration was made on the educational side of things but we decided against it in the long run. We discounted it on the grounds of the emotional side of it. I don't think she would have been at any risk of any sort of physical abuse but we were against separating a child from its parents at that stage in life, when she would be going through some of her most turbulent times, when support is beneficial.
172. With the training I have been through relating to my foster caring, training in child protection and adult protection, there is a lot of information that has been available to me on the varying different aspects of abuse and the ramifications in the long term and in the short term. We have had foster children come through who have suffered various levels of abuse. I won't say it's a frequent topic of conversation in the household but it is something we have addressed.

Impact

173. When growing up you model your behaviour on role models around you, parents and other adults. If there is a lack of adults, there is a lack of modelling for you and it affects how you develop psychologically and emotionally. It leaves an impact.
174. I was in the military myself and I found no difficulty going into that because I had been brought up in a regimented regime. As somebody said, having survived boarding school the military was easy. My timetable going into university was a little bit falling apart but life was basically scripted for me, except that emotionally, in my personal life, I was not set up as well as I could have been for the future. I wasn't taught about cooking, sewing, and things like that but I was taught about how to survive a night in the woods with nothing more than what you are carrying. It prepared me for life in certain circumstances. It prepared me for life in the military and for my working life which is very regimented as to the use of time. My working week is timetabled in advance from 08.30 am to 4.00 pm. Boarding school has very much prepared me for that side of things.
175. I would say that my work life is a success. Latterly I have been lucky enough to meet a wonderful women to whom I have been married for eighteen years. Before that, because I was quite emotionally naïve, I was in an abusive relationship, where I was abused. There was a lot of emotional and psychological abuse. If I had been better prepared, I wouldn't have entered into that relationship.
176. I value the education that I got, I think it gave me a great start in life. Whether I would have got the exam results that I needed if I had continued to move from school to school I do not know. I doubt it. Would I have been a happier person throughout my schooling? Most definitely. It's the long term consequences of what happened then and the effect it is still having on me now. I am still fairly insular. I still tend to do things on my own, I don't tend to ask for help. That may well have been my personality anyway, how I developed, even if I had still been at home, but that is definitely how I am now.

177. I have mixed feelings about my time at Morrison's Academy. It's not something I ignore but it's not something I dwell on. Educationally it set me up for life but it was not an overly happy time. It is not something I go back to often. I still have my school reports, I have them sitting in a drawer but there is not much else. There are probably the obligatory rugby photographs but I don't know where they are. I look back at that time very occasionally. You think how you might have done things differently, with the knowledge you have now, but I was nine years old at the time and subject to the rules of the time.
178. The whole process of speaking to the Inquiry is a reflective process for me. Other than the last few days pulling together my thoughts, my time at school doesn't impact on me much on a day to day basis. It probably has had a deep psychological impact on me. It probably has had various effects on the way that I think and my patterns of behaviour. I suppose probably for the same reasons I wasn't hitting out at people back then, I'm not going to do so now. I just suppose that some of those people didn't continue to do these things in later life.

Treatment/support

179. My brother and I have at times touched upon the subject of our time at Morrison's Academy. My brother's philosophy is that it was in the past and nothing was going to change that. When I mentioned to him that my session with the Scottish Child Abuse Inquiry was coming up he said that it was in the past and he wanted nothing to do with it. He just wants to move on and put it behind him. As a result of his education, my brother now home-schools his children.

Reporting of Abuse

180. In adult life, the only person I have spoken to about the abuse is my wife but not about the specifics. She knows I was hit and beaten but she doesn't know about the book

incident for instance. She recognises some aspects of my demeanour that would come across as presenting with a victim mentality. She is a teacher in a primary school so she is aware of some of the traits in those who are going to be bullied in a school.

181. I am aware of bullying and abuse and the multiple types that there are, and how it occurs. There has been a bullying culture within the organisation I now work for and I have been on the outskirts of some of that. I have recognised bullying behaviour but because of the small number of workers in my geographical area it has not been something that has overly affected us, but I am aware of the ramifications of it in other areas.
182. I was very lucky with my second wife who noticed that I was damaged, and by her own admission had put a lot of work into me. My wife is very supportive. She has been neutral on me speaking to the Inquiry. She has neither forced me into doing it nor has she told me not to do it. She recognises that it will probably be a cathartic event. I have told the Inquiry about things I have never told another person about. I don't know if it will make any difference, but I would like to think it will make a difference.
183. I have followed the Inquiry briefly on the news. I know there has been some controversy over what the scope of the Inquiry should be regarding sporting groups, or organisations like the scouts, and religious groups. It is a chance to talk about one's experiences and to be listened to and not be judged.

Records

184. I had no interest in applying for any records Morrison's Academy may have on me until the issue was raised in the course of giving this statement to the Inquiry. I emailed Morrison's Academy and was told that they had no records of my time at the school other than details of when I enrolled. I was told that my records were destroyed at the start of the millennium in order to comply with data protection legislation. Without access to my personal records the school were unable to state if they were aware of

the bullying I suffered as any such incidents would normally be recorded in a pupil's file.

Lessons to be learned

185. There has to be a place for boarding schools. There are still families who work abroad, people who get move around in the military. However I think there are fewer and fewer boarding schools. There are various allegations of disparity in education, the attainment gap. The attainment of pupils at private schools does seem to be far greater, they have a higher percentage going off to university. You get what you pay for and it will always be thus. If you have people who can afford a better education for their children then they are going to send their children to either a boarding school or an independent school.
186. I think there has to be supervision of children in boarding schools. It can't just be left to run internally. There has to be more parental care, perhaps some sort of foster parent type thing, but not what was ostensibly three adults, the housemaster and the assistant housemaster and the matron to parent 56 children. That is nearly 20 children each. They just don't have the time to listen to them all. By the time you get two or three children in a room there is competition for your attention.
187. There will always be levels of emotional and educational support needed for children. A ratio of 1 to 20 children was not enough. I think there has to be a checking in system or a reporting system that the children can access confidentially, without fear of reprisal.
188. What was lacking in my instance was any way of feeding back to those that were in charge what was happening to me. Whether I would have or not, I don't know but I think one of the things that abusers will instil in you quite quickly is that nobody will believe you and that you will receive a worse punishment if you do tell.

Hopes for the Inquiry

- 189. I would hope that it will expose the worst excesses of past abuse, and the abusers if they are identified, to prevent these things happening in the future. I hope the Inquiry will identify patterns that were there but were not recognised, identify people who were a risk to children whether that be in peers or adults who were allowed to continue to abuse. It's where they have been allowed to move from one area to another without any checks and balances on what they are doing or why they are moving that has allowed them to continue in abusive activities.

- 190. The Inquiry will do nothing to correct what happened in the past. It may give some people a sense of closure. It may explain why some things happened, it may give reasons for it and I think for people who don't quite understand why certain things happened to them when they were that age, it will hopefully give that reasoning behind why things happened and prevent anything similar happening in the future.

- 191. If we are still going to have boarding schools, if we are still going to have residential care then it has to be safe for the children. It has to be a suitable for them. It has to be a good safe environment for them to thrive in and reach their full potential in all aspects not just to succeed in academia and sports but to be woefully lacking in emotional development and emotional literacy.

Other information

- 192. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed.....
 DocuSigned by:
 GFH
 84B13A350F7B486...

Dated..... 25 May 2021