

## Scottish Child Abuse Inquiry

Witness Statement of

ICN

Support person present: No

1. My name is ICN. My date of birth is 1954. My contact details are known to the Inquiry.

### Life before boarding school

2. I was born and brought up in Edinburgh. My father was a lawyer and I suppose a lot of lawyer's children ended up at The Edinburgh Academy. It was seen to have a link to that profession. He had been educated at another private school, so I don't know why my parents chose the Academy over the school my father attended.
3. I have two sisters. At that time, the Academy was not co-ed and they went to another private school in Edinburgh. It was never co-ed when I was there. I went to St Mungo's in Currie for pre-school. The first proper school I went to was Buckingham House which closed some time ago.

**The Edinburgh Academy – Denham Green Junior School and Arboretum Road Preparatory School, Edinburgh**

4. I didn't get into Edinburgh Academy at the first attempt. It was something to do with the association of colours and I was supposed to say black but I said dark green. If there was an entrance exam I think it was oral as I have no recollection otherwise.
5. I started in the primary part of the Academy in 196█ which was Denham Green. I then moved to Arboretum Road in 196█ which is the preparatory school. It was from there that I moved to Edinburgh Academy upper school at Henderson Row, Edinburgh in 196█. From memory, Denham Green was fine.
6. Arboretum Road was different. There were a lot of elderly spinsters employed as teachers. Miss ICF█ for instance certainly wasn't guilty of any abuse but she was quite frightening to primary children. Miss ICP█ was SNR█ and I thought she was terrifying to be quite honest. I was quite lucky as I had Miss Urquhart in the final year and she was much more sympathetic.
7. Miss ICP█ is dead now and the school named █ after her. Some people thought she was wonderful and she was probably a good teacher. However, some of the punishments she used although legal then would not be allowed nowadays.

#### *Abuse*

8. In 1966, Miss ICP█ tawsed a boy called █ for pushing another boy off a muddy path. I remember seeing his arms with weals all the way up them. I didn't see him being tawsed but I saw his arms when he came out. As pupils, we would be between eleven and a half and twelve. The punishment was legal but I have children of my own and the very idea that you would do this to a twelve year old is just ridiculous. I don't know what the rules for tawsing were whether it had to be over the hand or elsewhere. A lot of these people, for better or worse, were not married and they were maybe reacting to what was happening in the 1960s. The idea that society was falling apart with promiscuity or whatever. I think they felt they were instilling discipline into these children. I was never beaten by her or anything like that. I wasn't in her class but I thought she was terrifying.

9. I was crossing the yards in the summer of 1966 with a boy called [REDACTED] who had the same birthday as me. A teacher called Mr Brownlee called [REDACTED] back and said, 'Come on my room, it's your birthday'. [REDACTED] pointed at me and said 'It's his birthday as well' to which Brownlee replied 'Yes but I like you'. I remember thinking that was really odd and I subsequently asked [REDACTED] what it was about. He told me that Brownlee gave 'birthday beatings' to the boys he liked. I wasn't one of the boys he liked so escaped these attentions. I have always thought this incident was particularly bizarre and I don't imagine that these beatings were particularly painful. I suspect there was probably a sexual element in it.

### **The Edinburgh Academy, Senior School, Henderson Row, Edinburgh**

10. I joined the senior school in spring 196[REDACTED] as a day pupil. I was in class [REDACTED] with Hamish Dawson as the class master. I remained at the school until 197[REDACTED]. My father would normally drop my sisters and me off at our respective schools and even in secondary school this would happen as my father worked in the centre of Edinburgh.
11. I am not altogether sure of the school roll when I started. From the Upper School Roll Book, I can confirm that in September 1970 there were 592 boys attending the Academy upper school. The years were split up fairly equally as it wasn't school policy to take in a whole load of additional people in fifth year.
12. The Academy then was very a, b, c, and d stream. This was based on so-called academic ability. The a-d streaming more or less continued throughout but became more complicated when it got to the sixth and sevenths. Once you got older it split between people who were doing Highers, those who had the ability to do A Levels and those potentially attempting the Oxford entrance exam. Pupils in 1a would be expected to achieve better results than those in 1b-d.
13. Every pupil was issued with an Upper School Roll book annually and this would tell you who was in what class. I haven't kept them all but I have three from my time at the school.

14. The school motto was 'Always Excel' but it was in Greek. If there was a school ethos then I am not party to it.
15. Boarders and day pupils were in classes together. The only time that was different was for sport because the Academy allocated people into four houses. I was in Kinross which was for day pupils. The boarding houses were situated on Kinnear Road but the Academy sold all these ages ago and they are now up-market flats. The boarders would walk from there to the school every morning.
16. [REDACTED] was the headmaster and I would say he was a nice man but a poor headmaster. He had some out of touch ideas believing that bullying amongst the pupils would sort itself out, which was just not the case. He had lived quite a tough life. He had been awarded the Military Cross and I think his fiancée had died in a skiing accident. He taught me for French later on and I quite liked him as a person.

### **Routine at The Edinburgh Academy, Senior School, Henderson Row, Edinburgh**

#### *First day*

17. I remember being moved up to [REDACTED] in senior school and we were still in short trousers. Most children moving up to senior school will suddenly be aware that they are small and around boys who are twice their height.

#### *Routine for day pupils*

18. I would be dropped off in the morning in time for school starting at 9:00 am and we were not allowed to leave the school grounds during the day. We attended classes during the day and there would be a break for lunch. At the end of the day you would go home probably around 4 pm, later on games days. Bus travel to where we lived in Edinburgh was actually a bit awkward so I had to get two buses taking at least an hour.

Your school day didn't end there though because you were given work to do at home. They tended to enforce whether you had done it or not.

19. Each day started with prayers at morning assembly. On occasions, the headmaster would say that we will now sing the 'Floreat' in Latin which was the school song.
20. The mixing of day pupils and boarders was just integral and I wouldn't have thought about it then. It was just how it was. Everyone was treated just the same but the boarders would have supervised prep when they got back to their boarding houses. Day pupils did prep at home.
21. I was never in any of the boarding houses so I can't really comment on what was going on in them.

#### *Mealtimes/Food*

22. It was very difficult to be exempted from school lunches but some people managed it and brought their own sandwiches. If that was the case you would be seated in a separate area.
23. You had to eat what was put in front of you so I have a lifelong aversion to butterbeans, tapioca and a few other things as well. There was no choice of food. Waitresses would bring food to the table and there would be a master sitting at the end of each table who dished the food out. It was pretty well obligatory to eat it whether you liked it or not. It was a different era and I don't think I could have said no.

#### *Clothing/uniform*

24. By second year, it changed to long trousers from the shorts we had been wearing. The school still had compulsory caps but it was widely disobeyed as soon as you got outside the school perimeter. It was an era when Fettes boys would get beaten up when they went out to Stockbridge because they were made to wear uniform to look like young gentlemen kind of thing. You were not allowed to eat out in public.

25. Strictly speaking you were meant to wear your uniform out in public at the weekend but few obeyed the rule. I didn't. Even from quite a young age, with the cap by the time I got on the bus I would not be wearing it.
26. It was a blue jacket in the summer and a tweed type jacket for winter. I think the blue jacket is still much the same nowadays.

*Schooling/Teachers*

27. The Academy saw itself as quite an academic school with an emphasis on classics. If there was a classicist there with the same level of good grades as someone studying non-classics he would automatically be dux of the school. [REDACTED] who I knew quite well was dux of the school not because his A Levels were better than say [REDACTED] who also got straight A's but because he was studying classics. [REDACTED] would be dux for the same reason. He was obviously very clever but he did classics as well.
28. In my first year at the upper school, Hamish Dawson taught me English, Mr Cooke taught history. [REDACTED] was Mr IFP, [REDACTED] was Mr IDZ, French was Mr Macilwaine, [REDACTED] was Mr IBP and physics was Mr Foulds.
29. Class masters were allocated on an annual basis and the class master's room would be where your desk was and that would be your classroom essentially. When I was in [REDACTED] the class master responsible for the room was Hamish Dawson. In [REDACTED] my class master was Mr Boyce, in [REDACTED] Mr ICL, and [REDACTED] Mr IFN. In fourth year all the classes were in the same block which wasn't a good idea, to put it mildly as there was no supervision of the block whatsoever during break times. In [REDACTED] it was Mr IDX who was also my [REDACTED] teacher. He moved me to fifth classical modern where the class master was Mr Lister. In seventh modern, it was Mr IFN. Classical modern meant I was studying subjects like English, history and French. As pupils we moved about to each different class depending on where the classroom was.

30. ICQ ██████ taught me in second year and he taught at the school from 193█-7█. He died in 197█. Hamish Dawson taught at the Academy from 1953-1984. This information comes from my copy of the list of past and present pupils and staff published by the Edinburgh Academical Club. It lists all staff and pupils at the Academy from 1824-1995, and includes details of addresses and the names of all the Rectors too. I don't believe they could produce this book any longer as they wouldn't be allowed to under data protection rules.
31. I think most of the teachers of the time relied on fear and intimidation but there were exceptions. It is very important to note that there were exceptions and IDX ██████ who taught ██████ was definitely one. I owe a great deal to him. Mr Lister was another. They were more than good teachers, they had a style of teaching that was different to the norm. ██████ wrote this as one of the obituaries for Mr IDX ██████ *'When I first came across IDX ██████ in the mid-sixties The Edinburgh Academy had retained remnants of the old guard. Masters who relied on intimidation to exert control and to impart knowledge. IDX ██████ could not have been more different he was the epitome of the new order, his relaxed and informal style made learning fun'*. I would completely endorse this view.
32. When I think back about the quality of teaching, speaking generally, the school's method of streaming was not necessarily the right way to do it. For instance, those in the 'd' stream would often have Mr IBP ██████ for ██████. He couldn't keep order so that wasn't really a great idea for learning. We had a teacher called Mr Longson who used to take snuff in class. I have never seen this before or after and he couldn't keep order either. He would be given the weakest sets in Latin.
33. The Academy was quite an academic school so if you are going to compare against a peer group such as Loretto the Academy would say its results in that era were far better than Loretto's. If you are monitoring results by 'A' Grades, returns to university and Oxford entrance they did well. The school did have some very capable teachers.

### *Sporting activities*

34. Games were a big thing for the school. The games fields were up on Kinnear Road where the boarding houses were situated.
35. Rugby was compulsory and it didn't matter if you were short sighted or asthmatic you had to play it. [REDACTED] was older than me but he ran for Great Britain in the [REDACTED] [REDACTED] when he was still at the Edinburgh Academy. That was the beginning of the end for compulsory rugby because the school had sent him to be seen by Scottish Athletics. He was a natural runner and was beating all school records. When Scottish Athletics discovered he was being forced to play rugby they absolutely threw a wobbly as one injury could have ruled him out. He was very good and competed in the Olympics and other high profile sporting competitions. I think he still holds the Scottish [REDACTED] record.
36. We also played cricket in the summer but it wasn't absolutely compulsory. There was an athletics and hockey option in the summer. Football was not allowed.
37. People who excelled at sport were treated differently. Another of [REDACTED] [REDACTED] very out of date ideas was that to be a prefect you had to be in the first fifteen or first eleven in rugby and cricket respectively. It was a ludicrous idea. Some of the guys in the first fifteen were undoubtedly bullies. This policy may have changed by the time [REDACTED] [REDACTED] became a prefect, around 1970, because there was pressure on [REDACTED] [REDACTED] from directors at various stages to move with the times.

### *Home Life*

38. My home situation was very difficult when I was in senior school. My father was an alcoholic and he could be violent on occasion. My younger sister is four years younger than me and she can't remember a time when he wasn't drinking. My father lost his driving licence three times and he eventually had to give up work.



39. My mother was a keen member of the Christian Science Church founded by Mary Baker Eddy. It was a religion that reviles the flesh and thinks matters like illness are a type of sin or wrongful thinking.
40. I remember telling [IDX] that my father had beaten me up for saying Hardy was a better writer than Scott. I joked to Mr [IDX] it was scarcely even arguable. He didn't seem to understand that humour was used to help me during difficult situations in life and it always has.
41. When I look back to these times, I question why I didn't go for help but where could I have gone? I don't know, but certainly not to my parents. This is all long before Esther Rantzen and Childline. It wasn't an ideal home situation. [IDX] knew about some of these issues because around the time of fourth year I kind of opened up to him about what was happening at home. He told me it wasn't my problem but to me it was.

*Extracurricular Activities*

42. I was involved in debating at school. I am quite a visual person and was the only non-mathematician in the school chess team. I was [redacted] the Edinburgh Chess Club Youth Team for a while.

[redacted]

43. [ECG] would sometimes attend [redacted]. He was [redacted] both at the Academy and Fettes. Mr [ICH] as headmaster, would be on the other side of the platform. What is now said about [ECG], who was a [redacted] was that he was paying 'rent boys' behind the scenes. Goodness knows if he had exposure to any of the boys in the boarding houses. I can say as far as the Academy was concerned he had no exposure to day boys.
44. Other than the school service every morning we had scripture lessons but they weren't taught by ministers or people who were trained in spiritual matters.

*Discipline*

45. I don't think the school's discipline rules were themselves the problem. The problem was particular teachers. There were two things going on. Firstly, there was the sexual abuse and then there was the probability that some of the staff were slightly sadistic.
46. Mr Maurice Cooke arguably was a tough old bird and taught history. He had been decorated during the war, was unmarried and possibly resented youngsters to some extent. He left teaching at the school in 1969. When I was in first year, I saw him tawse much older boys. They had been mucking around and possibly being slightly disrespectful to a couple of the waitresses. Mr Cooke was incensed about something they had said or done. He made them stand by the dinner table for about twenty minutes at least. They came back to the classroom and we were all seated then he made the boys hold out their hands. With real aggression he smashed the tawse down on their hands. One of them pulled his hands away and I would have done the same instinctively to be honest. Mr Cooke went ballistic and it is hard to say if that is abuse or not. He did tawse their hands unlike Miss ICP [REDACTED] It was within the rules of corporal punishment but Mr Cooke had an element of nastiness in him to my mind.

*Prefects / senior pupils*

47. Prefects were called Ephors. A culture of intimidation and fear was very strong and this was apparent from the start of first year. It meant that a senior boy who was twice my size actually had the right to beat me. This never happened to me but was a very scary idea. At the time, prefects had to be in the first fifteen or eleven so you have this double whammy of boys beating boys and I am not sure that all those guys were the right people to be prefects. Mr ICH [REDACTED] as headmaster, was out of touch and these ideas belonged to a different era.
48. I remember one incident with bullying where I had taken refuge in the library and a group came to get at me and we were all told to leave by a prefect. I refused because I was being bullied by these boys and he just smirked at me rather than taking any action to protect me.

49. Prefects didn't have sole responsibility to manage discipline and I do believe the situation improved greatly in my final years at the school. I think their power to give beatings was removed by the time I was in third year. They could still give lines. I remember having to write the school rules out for cutting the corner going to games across Inverleith Park which always struck me as a bit oppressive. The punishment was not from a master but from a prefect and I would be at least sixteen. I remember a guy turning to me saying I should just refuse to do them but it is not as simple as that. The school had all kinds of sanctions and I still had to do my exams.
50. I never saw any of the beatings done by the Ephors because it would be done in their common room. A guy called [REDACTED] (surname) who was a few years older than me, together with a group of boys were caught doing something seriously wrong. They were beaten by the Ephors and I remember they were busy trying to put blotting paper down their trousers.
51. There were stories about these beatings. Reportedly you were made to put your hands above the table with your head under it and the Ephors would take a run up and belt you with a clacken. Hailes, was an Academy game with a clacken which was a bit of wood with a round end.
52. [REDACTED] was quite popular, I can't remember his first name but he was years older than me. I suspect when he was beaten he wouldn't have been beaten as badly or as hard as some other pupils might have been. The whole idea to my mind was pretty frightening actually. All you needed was a combination of 'I don't like this guy' and the 'wrong types' administering it. Also, the way they were doing it, if true, is quite dangerous because your head will come up and hit the table.
53. The Academy didn't have a habit of announcing things, like the end of Ephors being allowed to beat other children. I did understand when I was in third year it was stopped and it was maybe a class teacher who told us. I do not believe that any record was kept of any discipline but if it was then it might have been by the prefects.

54. As far as I know, there was no fagging at the school. I understand it to be an English boarding school activity. It certainly didn't happen to day pupils and I don't think it happened to boarders either.

### **Bullying**

55. Mr JCH's idea about bullying was to leave things to sort themselves out. It was another of his wildly out of touch ideas. Bullying was rife and in fourth year I spent much time seeking refuge in the toilets or the library, not always successfully. I have memories of bullying at the Academy that I will never fully leave behind. My schoolwork became massively affected. Bullying came from my peer group but also from boys in the year above me. The bullying from my peer group was an entirely separate thing to the bullying from the older boys. I think having all the 4<sup>th</sup> year classes in the one building block, which was relatively unsupervised, did not help the situation and neither did the age of the boys, as it was just before that age where girls would have come on the scene.
56. The bullying from the boys in my year group was just as difficult to deal with. Some of the incidents I recall, was being reduced to tears in the library where I had sought refuge from [REDACTED] and others who had come to get me. Their laughter and lack of support from a prefect just made the situation far worse. Going first to the toilets to await the morning bell rather than enter the class in the classroom block where bullying awaited. Being pursued while within the toilets by [REDACTED] who was aggressive and violent and who I thought had broken my nose in an earlier incident. A year or two later he said to me that it was all over and forgotten about and I told him for him yes but not for me. In another incident, there was a jeering mob shouting 'run rabbit run' led by [REDACTED] banging the desk lids and taunting me mercilessly. Also, [REDACTED] hitting me repeatedly in front of others before the chemistry teacher arrived for the class.
57. As far as the bullying from the older boys was concerned Mr IDX told me in fifth year that something from the past had followed me to the school but he wouldn't say what, only that the answer was in the record office. Certainly, I seemed to be targeted

by boys in the year above me. One boy called ██████ said to me that my father had ruined his aunt's life and that he couldn't possibly be my real father anyway. ██████ left the Academy suddenly in 196█ but his friends remained, notably ██████ who subjected me to constant threats and bullying. He even said he was doing it for someone else. ██████ said he could tell me something about my family that would shut me up forever.

58. Some of the examples of bullying I experienced, which were nearly all in fourth year of the senior school, included being hit repeatedly before and after rugby practice by ██████. He kept saying for me to strike the first blow so he could get a free shot at it as that is what he was waiting for.
59. The worst single incident was in the summer of 1970 when I was participating in the athletics option at Arboretum Road. IBU ██████ the PE Master was away on that day and he left a prefect in charge. A group led by ██████ and ██████ knowing Mr IBU ██████ was to be away, had brought in a castrating knife which they planned to use on me. They got up and I heard them say 'let's do it' and moved slowly. My survival instincts kicked in. I fled amongst shouts of 'stop him'. I outran people I normally couldn't have. The next day one of them told me about what they planned, perhaps to frighten me, which it did. They reckoned being expelled or a week in Borstal would have been worth it. The culprits were mainly in the school's 'd' stream. They were in the year above me and I barely knew any of them. I never went back to athletics.
60. Perhaps this incident with the knife was only to frighten me and it did. It stayed with me for a very long time and I have never forgotten running like that. I never actually saw the knife but I believe they had it. ██████ was a son of a farmer and could easily have had such a knife. Apparently, it was planned which made it seem worse. I do believe in instincts and my instincts were warning me that day. I think being in a place like the Academy helped develop survival instincts.
61. The answer to the past following me as Mr IDX ██████ said, was indeed in the record office but not publicly available. However, I did find it years later by searching ██████

archives. My father had married a teacher called [REDACTED] in 1945 but it was annulled for non-consummation and she married someone called [REDACTED] years later. I have not included her surname to protect my identity. I have already explained that my father was an alcoholic while my mother followed Christian Science and believed in a religion that reviled the flesh and thought any kind of illness was due to wrong thinking or sin. As a child I had nowhere to go for help.

62. Actually, [REDACTED] was quite wrong that he could shut me up forever. Our home situation was not good so it wouldn't have had such impact, had I known my father had been married before. My father would have been better if he had been honest about it. The relationship didn't work and this marriage was never consummated. Clearly that is possibly unusual, and this lady felt her life had been ruined. To understand you have got to go back to a different era and the stigma then was actually very real.
63. It is hard to know if you can blame the school for the incident with the knife. You can't blame Mr <sup>IBU</sup>[REDACTED] because he was away and had put a prefect of doubtful credibility in charge. The boys involved, the school had identified as not being strong academically and with few prospects. They may understandably have become resentful. I had nothing to do with the excuse [REDACTED] made for me being a target. I also don't know why he left the school suddenly. Obviously, Mr <sup>IDX</sup>[REDACTED] had picked up something because he told me something from the past had followed me. I tried to press him but he refused to tell me what it was, probably rightly.
64. All in all, in these kinds of incidents I felt paralysed by fear and it left me lacking confidence and self-esteem. I realise the school is a very different place now and I think having girls at the school will have helped with some of the problems I experienced in fourth year.
65. Some of the boys grew out of bullying. As soon as they started going out with girls things improved. The average age in the fourth year was fifteen and it was a very bad year for bullying.

### **Abuse at The Edinburgh Academy, Senior School, Henderson Row, Edinburgh**

66. Mr Dawson used to put us across his knee. It was a very regular occurrence and would happen on the slightest pretext. He used to rest his hands on your backside for an unnatural period of time. On occasions, he would tickle and fondle you often to class laughter. Any excuse would do for this. Queuing in a line of boys for this punishment I would notice he was clearly sexually aroused when being pulled across his knee. I am not sure we really understood what being felt up meant. We were still very young with the average age being twelve and still in shorts.
67. Mr Dawson had this perverted world of rewards and punishments based on Jelly Babies or being put across his knee to be spanked. It wasn't a case of being spanked and then being given a Jelly Baby. It was one or the other. Spanked as a punishment or given a Jelly Baby as a reward. He used to line people up in the class and you would be made to spell things. If you got more than a few wrong you might be put over his knee and that would almost be like a joke and he might start tickling you. All of the boys in [REDACTED] at that time were subjected to this behaviour. From memory I would not say the spankings he dished out were particularly painful.
68. Mr Dawson had appointed a class prefect called [REDACTED] and when Dawson would go out of the room [REDACTED] would report anyone for even mumbling or speaking. I think Mr Dawson would deliberately leave the class, to give him a subsequent excuse to put you over his knee and smack you. My memories of Mr Dawson were that his prime drives were not heterosexual and he lived in an era where anything else would have been very difficult for him professionally.
69. There were all kinds of stories circulating about Dawson in the houses watching boys walking along the corridor naked to showers and things. You could argue that he did it to ensure that they were supervised but I would think it's debateable. I suspect that his sexual orientation was an attraction to young males. There were a lot of stories about Dawson in the boarding houses but I cannot really accurately say anything about any of them as I wasn't there.

70. I was in class [REDACTED], when the [REDACTED] teacher [IBP [REDACTED]] pulled [REDACTED] [REDACTED]'s shorts down, put him across his knee and smacked him across the bare bottom in front of the whole class. It is hard to say there isn't a sexual aspect to that. I think it was for talking or something equally ridiculous. [IBP [REDACTED]] couldn't keep order and he may have felt he had to resort to such extreme behaviour. I am pretty sure [REDACTED] will not come forward to speak of this. He is now a successful businessman and there are so many people who will just think they are not going back to school days. I don't think this was normal behaviour. I wouldn't even say it was a regular occurrence for Mr [IBP [REDACTED]] to behave like this to be fair to him. However, he was an odd man who was massively overweight and wasn't married. He died in 199[REDACTED].
71. In my [REDACTED] year of school, aged thirteen, [ICQ [REDACTED]] took the [REDACTED] class for [REDACTED] from winter 1967 to summer 1968. Mr [ICQ [REDACTED]] would leave his desk and come to where I sat. He would say 'Shift along' and sit beside me. He would then while ostensibly still teaching the class slide his hand along my upper leg and fondle and stroke my genitals, probably trying to arouse me. On other occasions, he would put his hand under my seated buttocks. I believe he had singled me out in particular and was trying to groom me. He would talk of the Greeks and how they viewed the role of boys before adulthood. He would smirk and praise the Greek's idea of pederasty, a way of self-justifying because he never felt guilty. I tried moving my seat before the start of the summer term from where I was seated against a wall. I was seated on a chair as you came into the classroom and his hand was less visible there, but he made us return to our previous seats so there was no escape. This abuse was absolutely regular and other people must have been aware of what was going on.
72. [REDACTED] who was a classmate, managed to fend Mr [ICQ [REDACTED]] off because when he tried to do the same thing to him he stopped his hand and said, 'No sir I will tell my mum'. I don't know why I couldn't do this too but my home situation wasn't good at the time and certainly [ICQ [REDACTED]] damaged me more than Dawson. At thirteen, you might think I should be able to do more to resist these unwelcome advances. I know classmates noticed because years later I had it put to me in mixed company that I must have enjoyed it.



73. Mr [ICQ] seemed to have singled me out and perhaps he realised I wouldn't go for help. He was right. It has been quite reassuring to me to learn through my original contact with journalist Alex Renton that other people have come forward about Mr [ICQ]. He was the [REDACTED] at the school and he was nicknamed '[ICQ] [ICQ]' but I suspect he was a serial abuser of young boys. He was married and had a son of his own. He was a very clever man as well. He was one of these guys who could do The Times cryptic crossword and he entered related competitions. He left me with a lifelong aversion to [REDACTED]
74. Mr [IDZ] would occasionally smack you with a board duster but not aggressively. Again, I would think this was within the rules and I don't think he was a sadist. He made boys bend over and he would give them six strokes on the backside with it. This did happen to me because he caught me doing my prep for another subject in his class. It wasn't as sore as all that, it was more the indignity of it. He obviously preferred to use a wooden duster thing rather than his hand. I don't think it was sexual, the aim of it was punishment.
75. When I was about fifteen, Mr Dawson made me strip naked after rugby practice. He wasn't the games master but he came into the changing room and said I still had mud on my legs. He said I needed to have a shower and that I wouldn't need my towel. On the way there, he grabbed a shoe to beat me with. These people were in authority over us and I seemed unable to stop him. I was really aware of Mr Dawson's whole focus on my naked body. It did feel like being violated and I was mortified. There were other boys in the changing room and it was a boy [REDACTED]'s shoe he picked up. He actually asked for his shoe back whilst Dawson was busy beating me so it probably didn't go on for as long as it might have. I think I was struck four or five times and it was painful but I wasn't injured. To be honest, the embarrassment was worse. After he had gone, quite a few of the boys said I should have just refused but it didn't seem as easy as that. There was nothing the other boys could really have done and they weren't laughing.

76. Mr ICR was a teacher at the school who left in 196 and he would beat boys with a broken hockey stick. To my mind he had clear sadistic tendencies.

**Reporting of abuse at The Edinburgh Academy, Senior School, Henderson Row, Edinburgh**

77. I believe some of the teaching staff suspected there was abuse going on at the school. Mr IDX knew I had been bullied badly in fourth year and he moved me from the class I was in to a more academic class, and the effects of this were dramatic. I went from being bottom in history where the class master had told me that my progress was set to remain limited, and within two years I had gained open school prizes.
78. I gained A grades in both Highers and O Levels. You can understand I owe him a huge amount. Before he moved me, I said to him that I expected to be vindicated for what had happened at the school. He asked me if I was talking about bullying to which I replied that I was not and was talking about something else, something I hope he didn't know anything about. He obviously did and replied that he had an inkling of what I was talking about but the problem was proof. I think of all the teachers if anyone had gone for help about abuse they would have gone to him. I don't know if he did anything as a result of our conversation and him having an inkling of an abuse problem at the school. I suspect more must have been known by other members of staff.
79. To my mind, it must have been very obvious that I was being bullied in fourth year if only from my academic record then compared to where I ended up.
80. ICR was my teacher in fifth classical modern when I was sixteen. He didn't abuse me but may have planned to. The point here is the reaction of another teacher Mr Lister. Mr ICR was telling me and another boy off for skipping a part of our cross country run, which he'd supervised. He told us to wait outside and he would call us in individually. I said to as we were standing outside that he was planning to beat us whereupon said, 'Oh no' and walked off and I followed him. When ICR appeared at the door and called on to come back.

He said he had to go and meet his parents and walked on. I then said I had to meet my parents as well. Even though [REDACTED] was actually a bully, his actions on that day saved me from a sadistic beating.

81. The next day Mr Lister, who was my class master, told me Mr ICR [REDACTED] had spoken to him and said he had planned to thrash me and make a fool of me in a way that Mr Lister said he hoped I wouldn't have participated in and which made him wonder if Mr ICR [REDACTED] was fit to be a teacher at the school. Now this was a staggering thing for a class teacher to say to a sixteen year old boy at the school. It also made me realise that Mr Lister was another teacher at the school who was different from the norm.
82. I think Mr Lister made it clear to Mr ICR [REDACTED] that he was questioning his behaviour and made Mr ICR [REDACTED] think twice about his actions. I have always thought Mr Lister saved me from an awful experience.
83. I did tell ICR [REDACTED], the [REDACTED] teacher who at the time took [REDACTED] practice, about the bullying by [REDACTED] but he just smiled and effectively did nothing.
84. In seventh modern, [REDACTED] told IFN [REDACTED] the [REDACTED] teacher that abuse was going on at the Academy. Mr IFN [REDACTED] was shocked to be fair to him. He immediately concluded it was someone who wasn't married and was clearly thinking towards a rather effeminate geography teacher as being the most likely person. I was in the class and you could say that I should have stood up and said yes it had happened to me. The problem was all I could think of at that stage was getting away from the Academy to be honest. I just didn't want to speak about what had happened to me.
85. It is a problem because if you ask how abuse could have been stopped it needed boys to speak up. I didn't like Mr IFN [REDACTED] as a teacher but to be fair he certainly didn't know and was genuinely shocked by the information. I don't know if anything happened as a result of [REDACTED] disclosure because it was in my final term. Mr IFN [REDACTED] was on the wrong tack when he presumed the person was unmarried. Classmates did speak up and tell him not to presume that. The danger there was

someone would be identified who would be completely innocent. Both Mr [ICQ] and Mr Dawson were married as was John Brownlee.

### **Leaving The Edinburgh Academy, Senior School, Henderson Row, Edinburgh**

86. Mr [IDX] told me that I had vindicated the decision to move me to a more academic class as there had been some opposition. Perhaps not surprising given I was marked bottom in history. I thanked him and said it might help others in similar situations. He said he didn't want there to be others. He had a clear awareness of the impact of being bullied. I'd also told him about the home situation when I was in [ ] and he said it wasn't my problem but it didn't feel like that to me. If you ask any child who is living at home with an alcoholic father who could be violent and could go off without any warning if that causes them problems, then of course it does.
87. There was an incident in The Thistle Street Bar when I was eighteen. There were some girls and some of the guys who had been at the Academy and some from Glenalmond. [ ] and [ ] were amongst those gathered and it felt like they were trying to destroy me mentally. They questioned why I didn't do something to stop the abuse and suggested I had liked what [ICQ] had done. I was lured there by them on a pretext and it was planned, which made it worse too. I didn't even know them all and I couldn't deny it had happened. I remember saying to one of the Glenalmond boys that sort of thing didn't happen at your school and he said he was afraid it did but he didn't go into details.

### **Life after being in care**

88. I went on to university. However, I had a nervous breakdown in my third year of my degree. Some of that would be down to my school experience and some to my family experience. I found myself back in Edinburgh living with my parents and things were absolutely hellish. Ultimately, I got a job in the financial industry before going back to university to finish my degree.

89. After university, I was at a stage in my life where I didn't really know what direction I wanted to go in and was very fortunate to get a job in the financial industry doing something completely different. I ultimately led a team and had a fulfilling career until being made redundant years later. This was a difficult thing to cope with as it was important for me to keep working. I did get another job and continued to work in various positions within the financial sector.
90. In 1982, I went to a church building and spoke to a Franciscan priest. I just knocked on the door and asked to speak to someone so I suppose it was impulsive. For whatever reason, things were weighing on my mind. People could say talking helped because it was the first time I had spoken about abuse. I felt, for my part, that for the first time I was in the presence of someone who could actually help me. I am not a member of the Catholic Church so you could argue he shouldn't have seen me at all. I had a series of meetings with him and they had a big effect on me.
91. At the time I hadn't told anyone about the abuse at school, not even my wife. I told him when I was younger I'd found myself in a situation that wasn't survivable. He made me finish the sentence. I said, 'And I didn't survive it'. I meant as a person I hadn't survived it and that brought the trauma out. I think I had overcome Dawson but I hadn't overcome [ICQ]. It was only then that I managed to deal with what was lying as an unresolved and significant trauma.
92. Speaking to the priest unlocked this trauma and I hadn't even realised how much I was suffering from it. It is probably why when I had a breakdown, I didn't really speak of the Academy much. I think trauma is meant to be like that and it can be suppressed. It really helped and opened a mental door I'd previously kept firmly locked. I went there because I could be 100 percent sure anything I said would remain completely confidential. I look back on that day and see it as a big turning point for me. If anything, I put the trauma of [ICQ] behind me then although I know it can still bring back bad memories.

93. I follow my faith and am involved more deeply with the church I belong to. I certainly don't believe religious faith came from my experiences at school. It is more likely the other way round and that I probably felt angry with what happened to me at school until I really worked it out and thought if I am angry, my anger should be directed at the school and not against God.
94. I retired from paid work in 2020 but continue working on a voluntary basis.

### **Impact**

95. I do not keep in touch with the school and the Academy will have noticed quite a lot of people from my era do not, even the ones who did very well subsequently. I remember speaking to [REDACTED] who was a QC and had been [REDACTED] at the school. He said he would never go back there.
96. The only time I have felt I ever wanted to go back to the school was for Mr [REDACTED] funeral in 200[REDACTED]. I was working in Edinburgh but I just couldn't face it and just couldn't go back there. I felt guilty that I didn't because I owe a great deal to him. One of the reasons I couldn't go was predominately the abuse I suffered from [REDACTED] ICQ [REDACTED], which definitely impacted me far more than the abuse I suffered from Hamish Dawson. Something I hadn't actually understood was how much it had affected me until I had managed to talk about it. It followed me in the sense other boys had seen what he was doing in the class and it was put to me later that I must have enjoyed it. I was only thirteen when it happened and one part of me is saying knock his hand away kind of thing, I want to be a man and I don't want this. The other part is he is an authority over us so I am left with this 'I should have done more' but I don't know what I could have done scenario. Even now, I am still left questioning myself if I could have knocked his hand away.
97. I wouldn't dream of going to a school reunion, yet I know they have regular reunion events.

98. The abuse, particularly from [ICQ], made trusting others difficult and ruined relationships. It left me afraid to ask girls out as I thought there was something wrong with me. After I left the Academy and went to university, I had trouble establishing relationships.
99. When I think about impact, I remember two conversations nearing the end of my time at the Academy. [REDACTED] saying, 'Go and show the world' because obviously I had done quite well academically to which I replied, 'Because of what has happened here I won't be able to'. Another was with [REDACTED] who already knew he was called to be a priest suggesting I might be interested in this route. I replied that I would have to resolve some issues first because of what I had experienced at school. I did apply to the Ministry in 1989 but I was not accepted as they thought I would struggle to cope with it.
100. In short, my time at the Academy paralysed my potential and destroyed my dreams. To quote my daughter, now a secondary school teacher "To be a good school it first needs to be safe" and Edinburgh Academy wasn't safe. The bullying and in particular the incident with the castration knife were traumatic, I have children of my own and I cannot help but think what would have happened if I had not escaped. Maybe they were just trying to scare me but the memory still haunts me. I still remember fleeing across the playing field looking back at two guys following who could have caught me. Feeling that level of fear alone and unsupported has left its mark.
101. I think the bullying has had just as big an effect as the abuse itself. It has a big impact on confidence and self-esteem some of which I have managed to resolve. As an example, when I first went to university, I had made a decision that whatever happened I would rather die than go through what I had gone through at the Academy in the sense of being paralysed by fear because of the actions of others. A big factor in coming to terms with this was I joined a martial arts club. This didn't teach me, in any way, that I would win fights but it did allow me to regain control of myself. I wasn't a natural person to be doing martial arts and it was very tough. This, as well as my religion, has made me a different person than I was then. Fear will never paralyse me like it did before.

102. Faith has also helped me to cope although it hasn't always seemed that way. There is an argument that Christ was the original wounded healer and if you have had wounds in some ways you are better able to deal with people or speak to people who have suffered. There is some truth in the idea. You can relate to people more in a way other people can't. If every door you have ever knocked on has sprung open you will find it difficult to relate to people who have struggled in life.
103. I have a good work ethic, which might have come from my time at the Edinburgh Academy. The idea of doing nothing just does not entertain me at all.
104. I think I ended up doing the wrong subject at university which possibly led to me being even unhappier at the time.
105. Academically I got away from school trauma, and in life I am married and have children. At various stages in my career, I was relatively senior. However, the childhood memories are still there. I have found as I have got older that memories come back at you. I am very visual and I can see these guys following me just as they were then. I can wake up at night haunted by the nightmare of reliving it.

### **Treatment/support**

106. When I had the nervous breakdown in 1976, I saw psychiatrists and they were quite helpful. They said the situation with my father being an alcoholic and a mother who believed in a religion that reviles the flesh suggested a marital relationship with sexual problems. I tried to raise my experiences at the Academy but it was like they thought it wasn't relevant now and I don't even know if they believed me. I saw more than one psychiatrist and some were more helpful than others. They instilled in me that I needed to see my parents as people with problems and that was just how it was.
107. I have heard someone explain that at the time of a breakdown they were ill and before this they were unhappy and I think for me that is how it was. There was a combination



of factors and some of them would be deficiencies in the way I coped with things. In particular an inability to go for help which seems to be completely absent for most of my life.

108. I have not had any other counselling and I don't think I need it. I am not the person I once was, so to some extent I did overcome the bullying and sexual abuse of my childhood.

### **Reporting of Abuse**

109. I have no particular interest in speaking to the police because the teachers who abused me are dead. If they wanted my evidence on someone who is still alive, I would be willing to give it.
110. That is not to say I do not want my abusers and any other abusers named and shamed. ICQ [REDACTED] had a son called [REDACTED] who might be quite upset if his father was named as an abuser but at the same time a lot of people who suffered at the hands of his father have been quite upset too. It is a bit of a trade-off actually. I would in no way blame the son for the behaviour of his father any more than I should have been blamed for my own father's actions.

### **Records**

111. I wouldn't have access to school records on teachers and personally I wouldn't have any interest in obtaining them. I suspect if there are problematic records of ICQ [REDACTED] and of Dawson especially, they will have been shredded. A well-known journalist is trying to encourage people to sue the school which I have no plans to do. Legally, if it came out that the school was aware there was an abuse problem then their legal defence of a lack of training is blown apart.

### **Lessons to be Learned**

112. I think Childline did great work in helping children speak about abuse. In my view, single sex schools tended to encourage guys who were looking to abuse to gain work there. They were in an environment where they were in authority over children who were unable to effectively protect themselves.
113. I wholeheartedly agree with my daughter when she said, "to be a good school it first needs to be safe". I believe you can help prevent bullying when children are adequately supervised and have somewhere to go to speak up if something is not right. Whether it was deliberate or not, the Academy teachers all went off to what was called the Master's Lodge at break times where they sat on armchairs, smoked and read the papers. Most schools you would have thought would have been aware that if they are going to have that number of 4<sup>th</sup> year boys in a small block then it needs adult supervision. I was not the only boy who would have been bullied in fourth year.
114. I think children do have far more avenues now as how to go for help and if they did report a problem they would get a response. Schools are more likely to investigate things nowadays and not just pretend nothing has happened, especially when you have situations where a full class has witnessed it. The more difficult ones are when it is one to one, and the victim remains silent.
115. I think there has to be a clear distinction made between adults and minors. At nineteen, to my mind the situation is completely different to the situations that twelve or thirteen year olds can find themselves in.

### **Other information**


116. I am aware the Edinburgh Academy nowadays is an entirely different entity and has moved on. However, when Mr [ICQ] left the school, they gave him a glowing write up in the school magazine and I certainly wasn't happy about this. It was the same for Mr Dawson. It begs the question how much did the school know. It seems unconceivable that they didn't know anything was amiss. I think Mr [IDX] must have had an idea about which teachers were abusing boys, Hamish Dawson in particular. The abuse

problem spanned generations. My mother's godson was at the Academy (196█-198█) and was also a boarder for a bit and the first person he named as an abuser there was Mr Dawson. I spoke with him and his classmate and they were both unequivocal that Dawson should have been jailed. They didn't mention Mr ICQ █ because he'd left the school by 197█

117. I do not wish to say anything adverse about Mr IDX █ because I owe him a huge amount in my own life but he definitely suspected one or more teachers were sexually abusing boys. He was right the problem was and is proof. If you put it another way, would I have been willing to tell about the abuse suffered. I might have been in a world post Esther Rantzen where there was somewhere to go. Even in seventh modern, when █ got up and told Mr IFN █ that there was abuse happening at the school and he was horrified, I could have stood up and said I was one of the people who suffered from it but I didn't. I often wonder what would have happened had I spoke out and I genuinely believe, not much.
118. I do think anything the Abuse Inquiry can draw out that would make it easier for people to ask for help would be good. Some of that might be procedural. These situations still do arise and it isn't always easy. The situation where people are not willing to give evidence, for whatever reason, can completely bind the outcome of any inquiry.
119. In my case all this happened quite a long time ago so you could ask 'why bother?' I think it needs to be said, which is one of the things that brought me forward. Whatever happens, I will go to my grave knowing I was abused sexually at the Edinburgh Academy when aged 12-13, and bullied mercilessly there when aged 15. In the Academy's case I just don't feel they have done enough to acknowledge what happened. I don't need an apology to me personally. I wouldn't mind ICQ █ being named in the way Mr Dawson has but it's obviously a more problematic issue.
120. I got an email from Alex Renton saying they were desperate to get this guy he calls 'Edgar' back from South Africa and he thought the criminal case would feature the whole culture of the Academy. I didn't respond to this notion but it would never happen. 'Edgar', now identified as Ian Wares taught at the preparatory school from 1968-1973

and anything that happened at the upper school has no bearing on him whatsoever. His lawyer would absolutely refute it in a criminal case.

- 121. I have already indicated that I am not the same person as I once was. Nonetheless, just because I am not languishing in the trauma of the abuse doesn't mean it was excusable. I am quite relieved to have been able to say something about it and actually pleased the school might see what I am reporting. I don't really want to go to my grave thinking that this was like a locked up secret trauma that I never told anyone about.
  
- 122. I have no objection to my witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed..........

Dated..... 25 January 2023 .....