

Scottish Child Abuse Inquiry

Witness Statement of

RMU

Support person present: No

1. My name is RMU. That was the name that I was known as when I went to school. My date of birth is 1966. My contact details are known to the Inquiry.

Life before going to Edinburgh Academy

2. I was born in Edinburgh and lived in West Lothian with my parents and four siblings. My mother's name was and my father's name was. I am the youngest of my siblings. My sister, is the oldest, then there is and.
3. My father attended Edinburgh Academy, as did my two older brothers. My sisters attended Lansdowne House School, which merged with St George's School for Girls in 1976. There is a significant age gap between my brothers and I, so their experience of The Academy is from the 1960s. They had left the school by the time I started in 197. I attended Edinburgh Academy, as a day pupil, until 198.

Entrance exam / travelling to Edinburgh Academy for the first time

4. I went to kindergarten at Edinburgh Academy when I was four or five years old. That was the first year you could attend The Academy. Prior to my first day at school, I attended for an entrance assessment. The only thing I remember of it was putting

blocks into the appropriate shaped holes, demonstrating some sort of visual and spatial awareness and fine motor skills.

Edinburgh Academy – Kindergarten / Junior School

5. Kindergarten and the first two years of junior school, year one and two, were taught at Denham Green. Although, the year I started, there had been a fire, so Denham Green was housed at Fettes College for the initial period. The entire junior school was decamped to Fettes. Denham Green was a detached Victorian building, set in its own grounds. There was a headmistress, but I don't recall her name but I think it could have been Miss West. The school was exclusively boys throughout all of my junior education. It was only when I went to senior school there were girls in their last two years of school.
6. Kindergarten and my early junior school years were fairly strict. We wore sandals, long socks, grey or blue shorts and a blue blazer and cap. We would have to line up in silence to move around throughout the day, but there was also the opportunity to draw, play with plasticine and things of that nature. At that stage, knowledge of the rest of the school was fairly limited. The only time I visited the prep school was when the Queen visited for the anniversary. That was a big thing, and we were all marched over to the prep school at Inverleith from Denham Green.
7. I found the early years of my education quite intimidating. We were only known by our surnames, right from the start. We even referred to each other by our surnames. Then, you would have a close group of friends who called each other by their first name. We were allocated divisions, which were a bit like houses, from the outset. I was given a green badge which was Carmichael. Even in kindergarten, you participated in things, like sports day, which would win points for your division. I also recall quite a strong early emphasis on basic skills such as maths puzzles, handwriting and reading.
8. I have no particular memories of any disciplinary problems or unusual discipline practices in the early years at all. I really only remember getting in trouble once when

I was perceived to be loud in the queue, waiting to go in. Mrs West took me to stand underneath the stairs before the others were allowed to enter the building and I was devastated.

Edinburgh Academy – Preparatory School

9. At eight years old I transitioned to the preparatory school for what would have been year three. I spent four years there in total. The prep school, at Arboretum Road, was a different set of 1960s buildings which were near to the boarding houses and recreational pitches. James Burnett was the headmaster of the prep school at that time. He was a very visible, hands-on headmaster and lived at the school with his family. I was quite friendly with his son and stayed overnight with them a few times. I recall attending Sunday service with them at a local Church of Scotland, with the boarders after staying the night. Preparatory school is the first I recall being aware of boarders at The Academy because they would use our cafeteria for some of their meals.

Academic years and classes

10. My first impressions of the prep school were that it was somewhat intimidating and a stark difference from the junior school. It was a much bigger affair. Largely, you did everything with your own class. Each class consisted of a number of pupils, not exceeding the low twenties. There were four classes in each year group. Streaming was introduced at the start of prep school, in year three, and we started having specialist teachers for specialist subjects, which is something that increased as you moved through the school. We were made aware, from a very young age, who the smart children were. I struggled with dyslexia which kept my grades down. It wasn't identified until I was in senior school, by Mr ^{KKB} who was an teacher.

Staff and other adults

11. We were taught by women up until primary five. Thereafter, we were predominantly taught by men.
12. The teachers I recall from prep are Mr Sneddon, who was my class master in primary five and designated science teacher. He was a kind older man with a beard. Mr Dyer, the French teacher, who I was slightly more scared of because I could never manage the task he set for homework. He would have us memorise a paragraph in French and transcribe it. We had dedicated music and art staff, which was fun. I took piano lessons with Mrs Hamilton and Mrs Jamieson was the art leader. I came across Mr Jack, but I don't think he ever taught me.
13. We had some eccentric teachers such as Mr ICG and Mr IBL. I think they were perhaps on the cusp of retirement or had retired and were helping to fill in. One of them had a 'goose corner' where you had to bow to a goose. You also had to be proficient in the names of different type of geese. It was just hugely eccentric.
14. There were a number of ex-military teachers at The Academy, and they tended to keep, and be addressed by, their titles. Major Ramsay, who taught maths, was one of them. He was very keen on mental arithmetic challenges and debate, which I took part in. IDP was another and was the gym master, but gym was not something I was keen on. I remember we could not wear underwear under our gym shorts. The boys were lined up and inspected by IDP to ascertain whether we had underwear on, or not. Our gym shorts were elasticated, and he would pull the front of your shorts open to check. It was explained to us as a hygiene related issue. There was no private place to change.

Daily routine

15. I was always a day boy attendee of the school and had a fairly lengthy commute, so they were long days. In junior school and up to the middle of prep, I travelled to and

from The Academy by car, often car sharing with two neighbouring families. From the middle of prep, and throughout senior school, I got public buses to and from school.

16. The school routine at the prep school was that in the morning, we had registration followed by a compulsory assembly. There was always a religious element to the assemblies with hymns and prayers. After assembly, we started our classes. School concluded at around 3:00 p.m. or 4:00 p.m.
17. Sport was something that was introduced right from the start of prep, but within the school day. From primary five, I believe it was two afternoons a week. We played rugby in the autumn and spring terms, cricket in the summer term.

Mealtimes / food

18. The prep school had a separate refectory building which we attended for lunch. You sat in classes and were served a fairly traditional meal. You didn't go to a hatch, the food was served to the tables and lunch consisted of soup, a main course and a pudding. Each table had a teacher at the end and the teacher was in charge of who got seconds.

Clothing / uniform

19. As we did in the junior school, we continued to wear long socks, grey or blue shorts and a blue blazer in the prep school. I can't recall whether we had outgrown the sandals by that stage, but the caps stopped being worn quite so commonly.

Pastoral care

20. If you required pastoral care, you would go to your teacher. We didn't have a chaplain in prep school and there wasn't a guidance teacher as such. There was no mentor system or anything like that. I do not recall any contact with the senior school while in the prep. Before going to Henderson Row, I'd never actually stepped foot inside the senior school building.

Healthcare

21. In kindergarten, we had a matron who dealt with you if you soiled yourself, scratched your knee, something of that sort. She was known to us personally because she was a family member of a school friend of my father. In prep, there was no such matron. It was the headmaster's secretary who looked after us.

Discipline

22. There were no prefects or culture of older boys having domain over younger boys in the prep school, nor did I witness any corporal punishment. I do recall IDP IDP had a great big boxing glove that he used to cuff people with, but it never seemed to be with any great force, more for show. I'm aware corporal punishment had been part of my brothers' school lives, but not mine. We had moved to a different stage where that was seen as anachronistic.
23. I don't actually ever recall being subject to a punishment at the prep school, but the variations of punishment that were available were lines, and detention, but that was something used more frequently in the senior school. Collective punishment was common throughout the junior and senior school. If a class misbehaved, the whole class would be kept back, or not allowed to spend breaktime outside.
24. I don't recall any incident which gave me cause for concern in the prep school. That said, I do not recall coming across certain teachers such as Mr Brownlee.

Edinburgh Academy – Senior School

25. At The Academy, you transitioned to the senior school in primary seven and were referred to as 'Geits'. I entered my Geits year when I was twelve years old, in autumn 1971, which was the same year Edinburgh Academy IDP IDP. Mr Ellis was the headmaster throughout my time in the senior school. If you began your schooling at The Academy in kindergarten, there was no further assessment for

progression to senior school. That meant that, unless you were a new attendee, there was no entrance exam to progress to senior school. I remember the feeling of intimidation well. We were small prepubertal boys and some of the seniors looked like huge men.

Academic years and classes

26. Your experiences and perception of school could be very different depending on what academic set you were in. The lower sets tended to have more disciplinary problems whereas, the higher sets, did not. I was quite unusual in that I straddled both the low and high sets and moved between the two.

Teachers

27. I came across a large number of teachers at various different times. There weren't any that spring to mind in terms of their conduct causing any particular concern. Some were very good teachers, some were very poor teachers, most were somewhere in the middle.

Daily routine

28. The day-to-day routine in the senior school was not dissimilar to that of the prep school, although the senior school ran a six-day timetable which meant that you had one of six different sets of classes each day of the week. We began the school day with registration and morning assembly, followed by three classes a short break, one lesson before the first lunch sitting and one after, then a long break, two final classes and then games or other activities. The school day concluded at around 4:00 p.m. or 5:00 p.m.
29. The senior school itself was divided, by year group, into juniors and seniors, for the purposes of the timetable. The junior years took first lunch, and the senior years took second lunch. The juniors had games on a Monday and Wednesday afternoon, while the seniors had games on a Tuesday and Thursday afternoon. On Monday afternoon

for the seniors there was the Combined Cadet Force. On an afternoon there wasn't sport there was a reading period. On a Friday afternoon we took part in pursuits, which were more hobby-like activities from stamp collecting to a model railway club. There were also all sorts of societies run by senior boys, for example the scientific or mathematic society, which had Friday evening meetings.

30. There were a number of weekend activities laid on by the school, both sporting and otherwise. I would go on a Saturday morning to join the bird watching group. I was never into playing competitive sports, but it was unusual if I wasn't doing something with the school through the whole weekend. Sundays would be drama rehearsals for whatever production was on that year. Additionally, there were activities and holidays during the school holidays. I would usually go on some sort of school residential school trip during the Easter and summer holidays.

Shower Room

31. The day boys were required to shower after games, and you would shower at school after gym unless you had games later. The showers were communal and there would be boys of various stages of pubescent, showering at the same time. Mr IBU, the PE teacher and first aider, was a presence in the shower room. I'm aware that his presence made some feel uncomfortable. It didn't make me uncomfortable as it meant there were no misbehaviour in the showers. He was usually there encouraging people to get ready quickly. I had an interesting relationship with Mr IBU because I wasn't sporty at all, but he was always very decent towards me. I spent quite a bit of time with Mr IBU in his sickbay as I suffered from migraines and latterly, diabetes.

Healthcare

32. In senior school, I was aware of more significant injuries occurring while playing rugby and the like, but that's not something I witnessed myself, so I'm not sure how it was dealt with. In VIths on one occasion I required an ambulance to the Western General Hospital after becoming unconscious following a hypoglycaemic episode.

33. I remember that there was a visiting school doctor who I think was Dr Bassat. She was available for people to go to and I had some contact with her. I recall there were inoculations but largely anyone with a health problem during the school day went to Mr IBU.

Academia / Sport

34. I think the important thing at Edinburgh Academy was, it helped if you were good at something. If it wasn't academia, sports could get you through. If it wasn't academia or sports then, if you found your niche in something else, whether it was music, drama or art, that could get you through. It was pretty miserable if you didn't have something. The stars of the school were good at all of these things. I was hopeless at sport and average academically, but I had other enthusiasms. I also got some additional support for English after my Geits year and the identification of dyslexia. I received support from a specialist teacher, Mrs Petrie and I began to get into the higher sets for various subjects.

Combined Cadet Force (CCF)

35. Participation in the Combined Cadet Force was compulsory and the school had a bit of a military tradition. My father had served in World War II and so had some of the older teachers. The army was the default section you were allotted to. If you wanted to get into the RAF or Royal Navy sections, you had to write an essay. I wrote my essay and went into the RAF section, largely because the uniform was nicer and I was interested in flying.
36. The CCF was predominantly run by older boys who were the NCOs (non-commissioned officers). There was a lot of shouting and marching up and down. I can't say I enjoyed it. It was something to be endured. I am aware that it has been reported in the press after I had left school that there were some rather unpleasant initiation practices on camp. We had nothing of that sort. There was parade ground shouting and press ups, but that was the extent of my experience. We were trained in basic

competency to maintain a rifle and demonstrate basic marksmanship shooting a rifle at the school shooting range in the basement.

37. We attended military camps at military establishments with service personnel. We were exposed to self-loading rifles at camp, which I found utterly terrifying. It was not an environment where you would wish to play the fool. We had firearms training, both at school and at the camps, and had to pass a test in firing, cleaning and dismantling a rifle. On CCF days, you would attend school in your military uniform and were awarded badges for your achievements. It was not unlike achieving badges with the boy scouts. It was not something that interested me.

Clothing / Uniform

38. In our Geits year, we substituted shorts for long trousers. In the autumn and spring term we wore a Harris Tweed jacket but continued to wear a blue blazer in the summer term. Clothing seemed to have enormous importance at The Academy and was used to distinguish achievements and what year you were in. In the junior years you wore a grey shirt and in the senior years you wore a white shirt. The ephors, who were the prefects, wore a particular tie. You could also win sporting colours. If you were in the first fifteen rugby team or the first eleven cricket team, you could add blue stripes to your pullover to show that you had colours, but in addition, you had a colours scarf. By the time I was in the senior years people could also gain colours through music, drama or other activities, not just sports.
39. There was no uniform for the girls, but they adopted clothing guidelines which included a skirt.

Boarders

40. I was more aware of the boarders when I was in the senior school. I had the impression that their numbers overall were dwindling. I felt sorry for them. I don't think they had a very happy time at all. None of them seemed to enjoy their time at the school. I was only in the boarding houses on a couple of occasions because I was friends with the

son of one of the housemasters. I got the impression that there was a lot of bullying and unpleasantness. There was certainly no sense that the boarders were somehow in a privileged position. Quite the reverse.

Inspections

41. I don't recall any inspections, as such, but student teachers from Moray House were frequently present. On occasion, they would have assessors who would sit in the back of the class, so there was that degree of externality.

Discipline

42. The most serious form of discipline I ever had in the senior school was being made to write lines for horseplay, following rugby. I was asked by Mr Jarman to write out the school rules. It wasn't an excessive punishment. In fact, I think I got off pretty lightly. The punishment system extended to writing lines on red line paper. The distinction there was that your parents had to sign the red line paper. You could be asked to do other tasks on red line paper as well, but it was that involvement of the parents that set it apart.
43. Detention was a more serious form of discipline imposed by the teachers. It always took place on a Saturday morning, and you had to attend in uniform. Then, from there, there was suspension and expulsion. Suspension was most commonly used, during my time at the school, for those caught smoking. There were also boys who were expelled. You would find out as news would travel round the school, but it didn't necessarily mean you knew who the person was.

Ephors

44. I encountered ephors for the first time in the senior school. Ephors were what we called prefects and the word translated from Greek means magistrate. Ephors tended to be those who excelled in something, whether that be sport, academia, music or drama.

We had a mixture of elected and appointed ephors. Those in VIs were elected by their peer group and those in VIIs were appointed by the rector. Each performed slightly different duties. I was appointed as a junior ephor at the beginning of my final year and was promoted to senior ephor after a term. Ephors received some kind of induction, but it was fairly rudimentary.

45. I knew from older family members that pupils could be subject to corporal punishment, at the hands of the ephors, when they attended The Academy. That wasn't my experience, but we were quite aware of the history of the school, and how it had changed. Ephors were still able to give out lines and kept a book. They would issue lines and document it in the book. When the miscreant came back with the completed lines, he could give it to any ephor to tick it off in the book. I don't recall ephors issuing anything more elaborate than simple repetitive lines.

Corporal punishment

46. With the exception of Hamish Dawson, there was very little corporal punishment used. However, I do remember very clearly an episode with Mr IDZ [REDACTED], who we gave the nickname 'IDZ [REDACTED]'. He was an irascible [REDACTED] teacher. I actually got on rather well with him. There was a boy in my IVth [REDACTED] class called [REDACTED] who was playing up. Mr IDZ [REDACTED] took him outside, and I didn't witness it, but he was hit on the bottom with a gym shoe. [REDACTED] told us afterwards. [REDACTED] was usually cocky, but when he came back into the classroom, he just looked completely ashen. That had a sobering effect. It stood out because it was not the norm. One of my older brothers later told me he had received severe corporal punishment from Mr IDZ [REDACTED] in the 1960s.
47. There was a lot of chalk and duster throwing. Occasionally that would hit somebody, but I never thought that was the intention of the throw. If you were chattering at the back of the class, you might expect a duster to be thrown across the room. I was in fear of Mr Blair, a Latin teacher, who was adept at throwing things. I remember being so intimidated I spelled my name wrong on a Latin test and was publicly mocked by him for spelling my own name wrong.

48. You would know which teachers were strict and managed to get the class on their side without such harsh measures. Some were just hopeless disciplinarians, particularly in the lower sets which could be absolutely chaotic. My lowest set was French, and it was appalling being in those classes. It was disruptive because the teacher couldn't control the class. It made me wonder if there was a group of teachers who never managed the transition from corporal punishment to the non-corporal punishment age. Almost as if, without the use of corporal punishment, they had no control.
49. I think your experience of the school could be quite different between spending time in the higher and lower sets, almost as though there were two different sorts of school experience. In the higher sets classroom disruption was rare but in the lower sets' disruption was very common.

Corporal punishment - Hamish Dawson

50. I had a lot of dealings with Mr Dawson. He was my history teacher when I was in Geits, IIIrds and IVths. I also went on a canal boat holiday with him in 198█ I think that was the last canal boat holiday that he organised. He was a really authoritative, popular teacher who students were eager to please. If you heard he was going to be your teacher you thought, 'Fabulous, I'm going to have a good time'. He was a charismatic, fun teacher and his was a class you looked forward to. He was eccentric and looked eccentric with his great big mutton chop facial hair.
51. Mr Dawson had his 'instruments of correction'. Twenty or thirty of them of various shapes and sizes, each for a particular offence. These would be to the side of his desk in full view of the class. At the time it appeared to be pure pantomime, and it was good fun. He used them constantly until we were in IVths, our O-level year. On the first lesson of that year, he declared it was a serious year as there would be public exams and there would be no clowning around. I do not recall him using his instruments of correction during that year. He would also give out Jellybeans to the more junior classes for answering a question correctly.

52. I remember very distinctly, there was a boy in my Geits class called [REDACTED]. He was given the nickname '[REDACTED]' by Hamish Dawson and was one of his favourites. The boys had nicknames for all of the teachers, but I only recall Mr Dawson having nicknames for certain boys and these tended to be his favourites.
53. I recall [REDACTED] asking a question in class which people laughed at. As was Dawson's way, he had an instrument of correction which he used for this specific scenario. Mr Dawson invited all those who laughed to come up to the front of the class and I went up. There was a line of about six of us. We were bent over and whacked with this instrument of correction on the bottom. I cannot recall what form that instrument took, but I remember I was properly whacked. I was really surprised. Normally, it was just a sort of symbolic tap. The irony was, I hadn't laughed at the boy. I had just gone up because I thought it was good fun. I thought it was part of the pantomime. I misinterpreted the situation. It's likely that I was whacked on other occasions for other things, as everyone was, but none of those occasions stand out. This particular occasion stands out, firstly, because I hadn't done the thing and, secondly, because I was hit hard.
54. After I had left school in the early 2000s, I attended an Academy performance of The Mikado. The school had invited old boys who had been in previous productions. I think John Light was the rector at that time. He took me to one side and asked me about Hamish Dawson because there had been a complaint. I actually told him about that episode. I reflected that I thought there was a sort of 'confusion of tongues' in terms of what you thought, as a boy, was going on and what was going on for him. They were maybe two different things.
55. When I spoke to Mr Light, I didn't see Hamish Dawson's actions as anything more than eccentricity and pantomime. Even then I thought such actions were open to misinterpretation and shared that view with Mr Light. However, I now suspect after looking at some of the evidence submitted to the Inquiry and published that his motivations on occasion were very different. At the time we thought it was all fun, but perhaps, sometimes, it wasn't.

56. As evidence from the Inquiry is made known, it makes you look back on other occasions and scenarios. Hamish Dawson was heavily involved in the Steamboat Navigation Club which was essentially canal holidays. As I said, I went on one of these canal holidays Easter 198█. I believe I was thirteen years old. I remember being disappointed as I was allocated to the boat of Mr Marsh. I was disappointed because I was not on Mr Dawson's boat. That was perceived to be the fun boat. Most school trips involved a wide age demographic but, unusually, Mr Dawson's trips only involved younger boys and he had clearly chosen his favourites to be on his boat. Whether that is significant or not, I don't know, but with the unfolding of events, you question everything.
57. I had quite a lot of one-on-one time with Mr Dawson as we both played █ in the school orchestra. I was however older by then, maybe fourteen or fifteen. Mr Dawson had his favourites in the younger years. Tickling was a feature as well. I can't remember the particular context as to how that happened, but there seemed to be quite a bit of touching inside the classroom. It seemed to be particular people who were subject to those particular actions, and I wasn't one of them. His behaviour to older, post-pubertal children was very different to that of younger boys. That was something I noticed at the time, but I was not concerned at the time.
58. In the summer term of 198█ I was present at the auction of Hamish Dawson's instruments of correction. The auction was organised by him to raise money for the school charity. I wanted one of his clachans because the clachan was the symbol of the school. It was a very important thing. I think I paid the most money out of anybody present for this clachan. Up until the evidence from this Inquiry began to unfold, it was displayed on my bookcase. It was the 'clachan for clypes' because clyping wasn't an encouraged activity. It was really that object that led me to come forward to speak to the Inquiry, because it tells a story. I have provided the clachan to The Scottish Child Abuse Inquiry, and I can affirm that it is Hamish Dawson's writing on it.

Abuse at Edinburgh Academy - bullying

59. There was a lot of peer bullying at Edinburgh Academy, particularly in IInds, IIIrds, IVths. I recall a lot of groping and grabbing of your private parts, which could be fairly unpleasant. One particular incident which had a profound impact on me occurred when I was in my first term of Geits. The main school toilet was in the basement of the science laboratory. It was accessed by going down a path and boys used the expression 'going down the hill' to mean going to those toilets. Older boys went to those particular urinals to smoke and they were territorial about the use of those toilets. They became no-go areas for the teachers, partly because the sanction for smoking was so high.
60. I went to this particular toilet to pee. It had been snowing outside. As I was urinating, three or four larger boys came in. Two or three held me by the arms while the other shoved snow down my trousers and over my genitals. I couldn't stop peeing. I found that very traumatic. I didn't tell anyone about it and couldn't identify any of my assailants.
61. Following that incident, I avoided school toilets. I generally avoided going to the toilet at school and trained myself to never need to use a sit-down toilet while there. Shortly afterwards, the incident led to me losing continence during a gym class. It was hugely embarrassing, but no one asked why. I remember Mr **IBU** getting a mop and bucket to clear up the pee. We weren't due to shower that day because we had games later, but I had a shower as my gym kit was wet. Although occasionally boys would lose continence in the prep or junior prep mine was the only incident that I am aware of someone peeing themselves at the upper school. By the time I went to university, I suffered from haemorrhoids as a result of stopping myself from going to the toilet at school.

Abuse at Edinburgh Academy – recollections of incidents involving peer on peer abuse

62. There was a considerable amount of quite violent horseplay between some of the boys, particularly in Ilrds, when I was fourteen. I recall a boy in my year being quite seriously assaulted. As a result, I believe he had a torted testicle. The police were involved, I believe it was reported in the newspapers, and the perpetrators were ultimately excluded from the school. The injured boy ended up being moved to a different school. It was after that, that Mr Evans was made deputy rector in charge of discipline.

Reporting of abuse whilst at Edinburgh Academy

63. The symbol of Edinburgh Academy is the clachan and for Hamish Dawson's clachan to be designated by him for clyping, is telling. I had the impression that if you were to report bullying or a similar incident then you would not necessarily be believed by the teachers. I had the impression that the boys were considered as having the predisposition of 'telling stories' that might not be true. My impression was that any reports to a teacher was taken with a 'pinch of salt'. Even if you were to give an account, you would assume that the listener would think it was exaggerated or may not have occurred at all.
64. I don't think I ever formally reported bullying or abuse. I would talk to teachers informally in my senior years, particularly about individuals who were being bullied. It was always a bit of a mystery as to what happened if you raised something. There was an atmosphere that something would be done, but perhaps behind closed doors. There was an opacity about how concerns were managed.

Leaving Edinburgh Academy

65. In VIths, I did six highers and in my VIIths, I sat A-levels. Whatever educational disadvantage I had early on, I had either found work arounds or had the right support to be able to address the issues. I left Edinburgh Academy when I was eighteen years old in 198■.

Life after being at Edinburgh Academy

66. I attended university and read medicine. I also undertook an intercalated psychology degree. I qualified in medicine in 1990. After house jobs, I trained in psychiatry and got an opportunity to do a PhD in criminology. Thereafter, I became a clinical lecturer and subsequently a consultant psychiatrist.

Impact

67. Overall, my school experience was very positive. I developed skills and it set me up for what was to come. I felt very positively disposed towards the school, so much so, I sent my own children to Edinburgh Academy. As a result, I have been visiting the school regularly since 2000. I also keep in contact with a group of friends I had at the school, albeit fairly loosely.
68. It will be for her Ladyship to make findings in fact, but when a number of people are coming out with the same sorts of stories over a protracted period of time, it can be very persuasive. The emerging evidence makes you question everything that went before. Now, I feel betrayed by Hamish Dawson. It makes me wonder whether, what I had perceived as either good fun or benign, was perhaps giving him sexual gratification.

Records

69. I have all my school reports as my father kept them. Every Wednesday a newsletter would be published within the school. I had a complete copy of all the newsletters from my time there. I gave my collection to the school as they did not have a complete copy. There was also the school chronical which at that time was published three times a year and documented various activities including residential holidays.

Lessons to be Learned

70. There is something to be learnt about the control of individuals and the control of spaces. Things are much better now in terms of the control of individuals. In my professional practice, I've come across people who have paedophile interests who have been moved on from a school because of activity. They find another school placement, and they repeat the offending behaviour. I think that has probably been addressed through better regulation and Disclosure Scotland. I do however wonder if Disclosure Scotland sometimes gives a false sense of security. I think it also puts people off engaging in various worthwhile activities with young people.
71. I think the Inquiry would fail in its duties if it only concentrated on certain bad individuals. How do we, as a society, deal with peer-on-peer bullying and violence? As an adult you must satisfy the requirements of Disclosure Scotland if working with children or vulnerable adults, but older school children over sixteen may have substantial responsibility for younger children in the absence of similar scrutiny.
72. I think the Inquiry should also address those locations within a school, or other institution, where abuse is more likely to occur. If you have an unsupervised space, such as toilets or communal showers in an institution, that is where abuse or bullying is likely to occur. I don't offer a solution, but I think that simply because these things are difficult to get right, it shouldn't stop people highlighting that these things need a solution.

Hopes for the Inquiry

73. My hope is that children feel safer in institutions. School should be a safe place where people can thrive. They should be places where, if something is not right, there should be clear ways of correcting the things that are wrong.

74. 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.....RMU.....

Dated.....24.7.24.....