

Scottish Child Abuse Inquiry

Witness Statement of

ICV

Support person present: Yes

1. My name is ICV. My date of birth is 1969. My contact details are known to the Inquiry.

Life before boarding school

2. I was born in Edinburgh and both my parents are from Edinburgh. My mother and father's names are and . I have one sister called who is four years younger than me. My father was a soldier, so after my first few years we moved around until I went to boarding school. I believe our itinerant lifestyle was actually one of the reasons I ended up in boarding school.
3. We lived in what was West Germany at the time. My father was an intelligence officer and served six tours in Northern Ireland from 1969 through the seventies. For much of that time he was being posted out from his regiment in West Germany and was travelling back and forth.
4. As a family we moved house every ten months to two years and I would end up at a different school every time we moved. In West Germany those schools were British Forces schools and they could be patchy in standard. I think at a certain point my mother thought my education was going down the tubes.
5. My mother didn't work. An army officer's wife was a job in itself, she was tasked with looking after the wives of the soldiers. She also had to do lots of entertaining.

6. By the late seventies and as a result of his army duties, my father was suffering from PTSD. I don't think my parent's marriage was in good order and my education was suffering. Both my parents had mothers living in Edinburgh and my mother thought their best option was to send me to a school in Edinburgh where at least there were other members of the family around. The army would also subsidise the school fees. For my parents it seemed like the best option and a way to get me a good education and possibly some advantages in life.
7. There was no discussion with me. I was never asked for my thoughts on being sent to boarding school in Edinburgh.

Edinburgh Academy, Dundas Boarding House

8. I arrived in Dundas House a few weeks before my ninth birthday. I have no memory of having visited the boarding house or the school prior to starting. I imagine my mother must have done so.
9. The housemaster in Dundas House was Mr Brownlee. Back then he would have been in his forties. I remember him as a big powerful man however some years later, an ex-Edinburgh Academy pupil told me that he had seen Brownlee in a rugby club and he was tiny. I think my estimation of what Brownlee looked like is probably incredibly inaccurate. To me he seemed huge, strong and terrifying.

Routine at Edinburgh Academy, Dundas Boarding House

First day

10. I'm sure if you spoke to anyone being deposited at boarding school, they would say it feels like an abandonment. At eight or nine years old you have no idea why you are

being sent and left there. I have a very clear memory of this. My parents were living in West Germany at the time.

11. We were at my grandmothers and my parents drove me over to Dundas House. I remember it was night time and they dropped me off with a trunk and my school kit and I waved them goodbye from there.
12. I have been back to Dundas House so do have a perspective on this but at that age, it seemed to me like a gothic mansion. Dundas House is a large detached stone built Georgian, Victorian Villa. Perhaps because it was night time it just looked like a big scary house from a horror film.
13. I think after waving goodbye to my parents I went and got settled in. There were enormous high ceiling rooms and I think there was eight beds in the dormitory I was going into. I remember it was freezing, I'm not even sure they had the heating turned on. My overwhelming memory is of always being freezing. There were municipal iron beds with horsehair mattresses with large sumps in them. Those mattresses had been on those beds for thirty or forty years. You got in them and would sink to the bottom.
14. I don't have a detailed memory of it but I would have been introduced to some of the other boys, everyone blinking into their new reality. It was all boys in two school year groups so there would have been around twenty boys boarding there in total. The age range at Dundas House was between eight and ten.
15. I think there were four dormitories in Dundas House. There were bigger rooms on the first floor for the younger boys and I think eight boys in each of these rooms. Upstairs had smaller rooms. I remember there were five of us in the room I eventually moved in to. I remember I had a wardrobe to hang some clothes in.
16. Mr Brownlee lived in a private part of Dundas House with his wife and two boys.

17. Mackenzie House was the boarding house I moved into after Dundas. The older boy's houses were Scott and Jeffrey House but I wasn't boarding by the time I reached the age to go to these houses.
18. Dundas House boys all attended the preparatory school nearby. There would have been around three hundred boys at the preparatory school.

Mornings and bedtime

19. Dundas House was very regimented. We got out of bed around 7:00 am and washed in a communal shower area. After getting dressed we would go downstairs and assemble in a line to be inspected by the housemaster, Mr Brownlee. That was similar to a military inspection, he made sure you were smart, your tie was tied, hair was combed.
20. We would then go across to the dining hall which was actually part of the preparatory school complex and only a few hundred metres away on the other side of Arboretum Road. We would have our breakfast and then go back to the house to pick up our books and things before going to school.
21. We would do the school day and have lunch in the dining hall at school. After school we would go back to the house and they would often send us out to do games. There were playing fields in front of Dundas House and a changing block there so we would be sent there for an hour or so. That was generally alright although not so good in the winter because it was all open plan and became very unpleasant. We would do that and then go across to the dining hall in the school where we would have dinner. We then went back to the house and had prep for an hour and a half. We then had some free time to watch television before bedtime, which was around 8:00 pm.
22. There was also a matron at Dundas House. She didn't reside there but she was responsible for the day to day running of the place. Brownlee was there as the manager and he deployed discipline.

Mealtimes/Food

23. All meals were served in the dining hall within the preparatory school on Arboretum Road. The food was really poor, lowest common denominator stuff like 'spam' fritters and corn beef stovies. There wasn't any option if you didn't like what was served. In fact you had to eat what you were given or you would get lines as a punishment. Brownlee was occasionally there and he would punish you if you misbehaved, if you weren't eating your food or were caught talking.
24. I do recall being hungry, not starved but hungry. I would just eat what they gave me. There was a thing where your parents could send you a tuck box. That was kept under lock and key but there was time after you arrived back from school and before you went for dinner where you were allowed to open your tuck box.
25. When you returned to the school after your holiday your tuck box was pretty healthy with decent bits of fruit cake and other things in there. But of course that was all gone fairly quickly. Once your tuck was gone you had to rely on school meals which were basic and unsubstantial. We were famous for trying to get our hands on snacks the day pupils had. They were able to bring in daily supplies from home and always seemed to have crisps and sweets at breaktimes. Once our tuck was finished we basically had nothing to eat between meals.
26. There was a tuck shop in the upper school. Day pupils would queue up to buy juice, crisps and sweets but we never had any money for that.

Washing/bathing

27. The washing facilities were communal and like any municipal facilities of that time, like a hospital. There was a row of sinks, a couple of baths but I'm not sure how clean they were and I did end up with a few skin problems. Washing wasn't supervised but was very regimented. We had a time for washing in the morning and that was it, it really was like a military situation.

Clothing/uniform

28. We did wear a uniform which was crazy expensive. There was only one shop that you could buy it from. That was Aitken & Niven on George Street. You had to go and buy it from there. The school gave my parents a long list. It was a struggle for them to send me to the school at all and then the uniform cost thousands of pounds. We had a summer uniform which had a blue woollen blazer and then a winter uniform that had a Harris tweed green jacket. In the boarding houses you had to have either a suit or Highland Dress to go to church on a Sunday morning. We had to get all of that from Aitken & Niven. I remember being horrified at the cost of it all, even back then.
29. Every garment we owned had to have a name tag stitched into it. Lots of things went missing. I remember my mother being very upset about a big woollen travel rug she had sent me. We were cold in bed so she had sent the travel rug to go on top of my bed to keep me warm but that disappeared as well. That was the only thing my mother ever wrote to the boarding houses about. She was most upset about the loss of the travel rug.

Leisure time

30. After our homework we had some free time. There was a television in there. There was also a bookcase although I don't think anyone ever looked at any of those books. There weren't any toys or anything like that. As I remember we just sat and watched the telly. We just didn't have much time for things like that.

Trips and holidays

31. Very occasionally a teacher called Mr ^{IBL} would come and take us out. He seemed to have volunteered to do this. He would take us to the Borders walking or hiking. I think he took us to the cinema once or twice too. That was good and I remember going to see the film Jaws.

32. The Academy had a place called Blair House in Glendoll in Angus. I'm not sure if I went there in my first year maybe second year. They would get a minibus and drive up to this place. It was a farm in the middle of the Cairngorms. We would go climbing in the mountains there. That was probably the best thing about those few years.

Schooling

33. I had quite a bit of experience with education because I had been to eight or ten primary schools across the UK and Germany. Edinburgh Academy was very different from the education I'd had before. My education in Germany was not great according to my mother's estimation of what forces schools were like. I don't remember it being bad and it was fundamentally compassionate in comparison to the education at the academy. I do however think the education at the academy was good.
34. I particularly remember Mr IBL [REDACTED] was a very good teacher. He had been all over the world and he had turned his own journeys into lessons. He was quite an old man even back then and an unusual character to say the very least. He had spent time on a sheep farm in New Zealand and constructed his lesson plans from all of this and built the curriculum around really engaging material that he had self-created.
35. It was a very formal education which I wasn't used to but it was reasonably good and I felt quite tested. Mr Ramsay was a mathematics teacher. He would put you under quite a lot of pressure but you would rise to the pressure. My education definitely got better. I felt like I had to raise my game when I arrived there.
36. I recall some of the teachers at preparatory school, Mr IBL [REDACTED], Mr IDP [REDACTED] and Mr De Jong. I can see some of the others but can't remember their names. I don't recall the name of the headmaster of the preparatory school however Mr Ellis was the headmaster of the whole school, preparatory and upper schools.
37. After school we had to do prep work. That was an hour or hour and a half of silent homework. Brownlee or the tutor they employed, Mr IDQ [REDACTED], would sit in Dundas

House with us. You had to sit quietly and do your homework. Once it was done you would be released.

38. I suspect Mr [REDACTED] was in his early twenties. We were all terrified of him. I think they got graduate students from Heriot Watt to come and do this tutor role. Much like being a housemaster, there were lots of advantages to doing it such as free accommodation, a salary and free heating. Brownlee and the families made the most of that financial arrangement. I often wonder if that had something to do with the disappearance of school uniform, everybody losing things but that's just sheer speculation on my part.

Sporting activities

39. Every Saturday morning we would play rugby with the school. We had some time in the afternoons at the playing fields but that's all I can remember.

Healthcare

40. I'm not sure how clean the washing facilities were in Dundas House. I ended up with a skin condition, impetigo. I remember also getting athlete's foot which didn't get treated at all for a long period of time. Untreated athlete's foot turns into a very nasty thing called foot rot. I do remember trying to get it treated through the matron. I don't remember her name or the details of that exchange with her but I do remember trying to get it treated and asking for help.
41. I remember my grandmother bought me some foot powder but by that stage I wasn't able to treat it with powder.
42. My mother was horrified when I went home. We went to the doctor and got some cream which tidied it up within a week. It was just an infection so was quite easy to treat.

43. I don't remember ever going to the dentist. That would have probably been left to our parents during holiday time. I don't actually remember anyone ever going to see a doctor or a dentist during my time there.

Religious instruction

44. Every Sunday morning at 8:00 am we had to go to the Church of Scotland up in Trinity. Other than that we took religious education as a subject at school. We had a very interesting R.E teacher in preparatory school. He went way off curriculum because he was very interested in Oriental religions.

Birthdays and Christmas

45. I really don't remember if birthdays were celebrated. We would get a three week break at Christmas so everyone would be at home then.

Personal possessions

46. We had some personal things but not very much. Anything we had would have to go into our trunks. Our trunks were under our beds and anything belonging to you would go in there.

Bed Wetting

47. I didn't have issues with bed wetting but there were some other boys who did. The house matron would have probably dealt with that. Brownlee himself would not have had time to deal with that. He wouldn't have dealt with it well. I do have an echo of something about that but I don't have a clear memory of what happened.
48. If a boy wet the bed during the night, he would have perhaps informed Mr [REDACTED] or Mr Brownlee about it but neither would have involved themselves in cleaning that up. The boy would have been made to do it himself.

49. Boys would be told to remove their bed sheets and sleep on the bare mattress until morning. The matron would deal with the sheets when she arrived. We would have been at school by then so I'm not exactly sure what happened.
50. Many times the boys didn't inform IDQ or Brownlee because they feared them and also felt ashamed of having wet the bed.

External Inspections

51. I don't recall there ever being any visitors carrying out formal inspections at the school.

Family contact

52. There was an advantage in having two grandmothers living in the town. There was an arrangement that once a month I could go to my grandmothers for a day out and then the next month I could go for the weekend. So I had that respite where I could go and literally spend a weekend with one of my grandmothers. I think without that my time there would have been a lot less bearable. I could get a decent feed and sleep in a comfortable bed. My parents didn't visit often because they were in Germany, maybe once or twice.
53. During school holidays I would go home to Germany. That was great, we were all desperate to get away. I've looked at some photographs of the time and I'm skinny, pale and not well. I often went home with a chest infection or with problems with my feet, often I wasn't in a great state. I was really keen for some comfort, not just physical comfort but the comfort from being around people who actually cared about you rather than think everything you do is fundamentally wrong and something to be punished for. Just a nuisance.
54. I remember every Sunday we had letter writing. We could write to family and friends. The exercise was educational. I specifically recall Brownlee looking over our shoulders and telling us that we were not to write anything negative about him or the boarding house. I remember he spoke about a negative letter he had received from a

parent. He had taken that as a personal insult and clearly didn't want any of us writing negatively about him or his boarding house. I don't remember putting my letter into an envelope and sealing it so I'm not sure if Brownlee read over the letters once we had finished writing them.

Discipline

55. I do remember on one occasion as a punishment we had to do Mr Brownlee's garden. If you didn't eat your food in the dining hall you would get lines, as in writing the same sentence over and over. Other than that I don't really remember. All the meals were taken in the dining hall at the preparatory school and there were dinner ladies who did all the work. In the houses all our clothes were washed for us.

Running Away

56. I think someone did try and run away at Dundas House but I don't remember who it was or how it was dealt with.

Abuse at Edinburgh Academy

57. Mr Brownlee would occasionally be in the dining hall at meal times. We would wear our shirts which were buttoned up along with a tie. If he caught you misbehaving, talking or not eating your food he had a thing which he would do very commonly. He would get the knuckle of his forefinger and hook it into the back of your collar and grind his knuckle against your top vertebra. He used to do that all the time and not just in the dining room, he would do it anywhere, even in the boarding house. Anybody in the house would remember that because he was at it all the time. If your uniform or appearance wasn't right when lining up for Brownlee in the morning, you might have got a bit of the knuckling in the back of your neck before being sent back to sort whatever it was, comb your hair, brush your shoes or whatever.

58. Brownlee had an isolation room at the top of the boarding house, in the converted roof area. If you were caught talking after lights out he would put you in this room at the top of the house. We had been told this very weird story that this room had belonged to an African boy who had had a terrible skin disease and that nobody had ever changed the sheets up there. To what extent that story had been embellished in the telling I can't say but this was the received story we had. I was up there twice. Brownlee would take you out of your room and take you upstairs. The bed had sheets and a blanket and he would tuck you in very tightly and say that he would know if you had been out of bed because the sheets would be disturbed. Then you would have to spend the night in there.
59. I didn't think about this for years but looking back at it now as an adult, it's easy to think that it wasn't that bad until I remind myself that I was only nine years old at the time. I remember being scared about that, really terrified. If anyone had ever done that to one of my kids when they were nine, there would have been all hell to pay.
60. Brownlee once discovered that some of the pages within his collection of Encyclopaedia Britannicas which he kept in a bookcase in Dundas House had been torn. Brownlee instituted an investigation into what had happened. I was told by another boy that they had seen one of Brownlee's own children tearing these pages from the book. Brownlee held individual interviews with all of us to try and find out what had happened. I was in one of these interviews with Brownlee and said that it could have been anyone. I told him that I had heard that it was one of his boys. He was absolutely incensed that I had made that suggestion and said these books would be passed down to his boys.
61. He beat me in front of everybody with the clachan which was a weapon used by teachers within the Academy. The clachan was an inch thick oak paddle. I remember I was with another boy and I don't think either of us had anything to do with it but we were beaten together in front of everybody in the boarding house. The beating consisted of bending over and getting hit six times on the bottom. I wasn't permanently injured by it but could feel it for a couple of days after. I remember being particularly confused by that.

62. Mr IDQ the tutor in Dundas House was frightening because he drank. I think sherry was his thing. He would rage sometimes in the night and we would hear him shouting. There was a strong boy in the boarding school called . used to wear a bootlace necklace. There was a means of surviving in places like Dundas House without getting beaten and without getting disciplined. It was to keep your head down, to hide in plain sight. didn't do that and if he saw something that he didn't like he would say so and that would get some of the teacher's backs up.
63. On one occasion IDQ took hold of the bootlace round the back of 's neck and twisted it until he was strangling the boy and almost lifting him off his feet by it. We were there and I remember that clearly. I think I remember that he then hung from a hook by his underpants or jacket in an area where we all hung our coats.
64. The trouble with that memory is that this act was common practice amongst the older boys against the younger boys. It was like the Lord of the Flies in there. Any management was actually quite light management. The interventions were severe but not consistent. I wonder whether the hanging up part of that memory comes from that happening with older boys. I do know that IDQ throttled with the bootlace and then seemed to try and lift him up by it. We were all then shewed out. Shortly afterwards, IDQ disappeared and apparently went to a school in New Zealand. I think left the school shortly after this. There was a big problem about it. This was probably the most shocking thing I saw at the school.
65. In fact what was mainly going on was older boys predated on younger boys. Some of the practices they used were bog washing, where the older boys would get whomever they had decided to get and stick their head down the toilet and then flush the toilet.
66. I do recall seeing an older boy bog washing a younger boy in Dundas House. I can see the young boys face but I'm not certain of his name.

67. There was the famous wedgie were you would get your pants pulled up the back of your trousers. You would then get hung up on a hook by the back of your pants or by the collar of your jacket.
68. I couldn't name any of the boys carrying out these acts with any certainty. The boys doing this would have been ten and eleven years old. In a way, I don't think they bear any responsibility for what happened. I think the duty of care fell to the school to ensure that that sort of thing didn't happen under their roof.
69. Some of the older boys were rough and some of them were fine. The environment itself was like that, it was quite brutal and you had to develop certain tools to be able to survive within it. Those tools were either those of keeping your head down or becoming strong enough that you couldn't be harmed by that situation. It was quite a binary thing, some of the boys would become bullies and others would keep their head down. Some would go along to get along but I lay all of that at the door of the school and not any individual boys.
70. These acts didn't happen daily but there was a drum beat of that happening, a constant threat of it happening. I got bog washed a couple of times and hung up a couple of times. I definitely did see this happen to another boy. You spent so much time imagining it when young that it's difficult to separate your imagination from your actual memories.
71. We did get the occasional bashing from the teachers at Edinburgh Academy. You would get skelped and caned. Skelping was a cuff round the ear. I didn't get too much of that, I was quite good at keeping my head down. I did see others getting caned. You wouldn't always see it because people would be held back from class or would have to go somewhere specific in order to be caned. Others would do it in class and the boarding houses would do it publicly as a kind of deterrent to other boys from doing anything wrong. It was just a very physical environment.
72. There was one teacher called Mr IDP. He was the gym teacher and was a difficult guy. At the time he seemed to me to be an old man, perhaps in his early sixties.

IDP was very tough. He would humiliate boys who were weak or boys who were overweight. He used to make us do something called 'milling'. I've only ever seen that take place in the parachute regiment. We would form a circle and one boy had to wear these heavy boxing gloves. You had to punch another boy until you either knocked them down or knocked them out of the circle. I would describe these gloves as 1930s old-fashioned boxing gloves and weighing thirteen ounces.

73. Mr IDP would use these heavy gloves to discipline the boys as well. If you weren't going fast enough, you couldn't climb the rope or weren't climbing the bars, he would come after you and hit you with the thirteen ounce glove. Nobody looked forward to the P.E. classes.
74. It's difficult to remember because some teachers would get you to take your trousers down to beat you and with others they would stay up. I would have to be completely certain to say who wanted trousers down and I'm not certain. I never understood why the trousers had to come down. Maybe it was to increase the blow but I can't be certain if my trousers were up or down when being beaten.
75. There was no camaraderie in punishment. You would feel ashamed especially if you had been upset. The only honourable way to take punishment was stoically.
76. I recall one night I heard one of the boys in the dorm being sick on the floor next to his bed. I remember that either Brownlee or IDQ came into the room and switched the lights on. The boy was made to clean it up himself. He was handed a bucket and mop and told to clean it up. The lights stayed on until he was finished. I don't remember if the boy said anything, I doubt it.

Reporting of abuse at Edinburgh Academy Dundas House

77. I would get halfway through my holidays from school and the clock would start ticking. The few days before going back to school were hell. The night before I left to go back I remember always being in a terrible state. That drives a terrible wedge into families.

I can never understand why a parent would ever abdicate responsibility for their children to strangers in any setting. Maybe that's cultural, maybe that's about the deference of the time that you thought that these private schools, which were expensive with a smart neo-classical headquarters, were going to look after your kids. But they didn't.

78. The most difficult thing is because you have that relentless moment in these holidays where you were expressing how awful it is, you're in tears and you don't want to be sent back. But you do keep being sent back. I've never managed to get to the bottom of why my parents kept sending me back. I did try to tell them how awful it was but I didn't really have the vocabulary for it, certainly when I was very young.
79. You were told you were privileged to be there and that it was making a man of you, character building. You felt like you were supposed to suck it up. If you were a strong wee man you were supposed to get in there and deal with it and not complain.

Edinburgh Academy, Mackenzie House

80. Mackenzie house was really big. In fact three of the older houses were big mansion houses. I think there were more of us in Mackenzie house, there must have been thirty or forty kids. Mackenzie House had big dormitories. As you got older you would go into smaller dormitories. In my first year in Mackenzie I was in a big dormitory with eight to ten boys. In my second year I remember I was in a dormitory with only three other boys which was a relief because you felt as if you had more privacy.
81. I remember we were all quite scared moving up to Mackenzie house because of all the stories. It was a scary place because it was so unmanaged and because the older boys ruled the place. There was an ineffectual matron and a pretty ineffectual tutor whose name I can't remember but I do think they were in a relationship.
82. There was a housemaster who we never saw who presided over complete chaos. I don't remember his name but he did beat me with a cane. I don't remember how many

times he beat me although it was often three strikes. He moved on towards the end of my first year in Mackenzie House. Mr [REDACTED] took over from him and began to improve things for us.

83. There was lots of fighting between the older boys. They had their own common room where they had gin stills and there was all sorts of things going on.
84. The youngest in that house was the lowest of the low. We had started going to the upper school as well. We were called the 'geits' which was the school name for the first year pupils of the upper school.
85. Mackenzie House held boys between the ages of eleven to fifteen. It was that period where in some cases you were physically very capable and in other cases not morally evolved. It was completely unmanaged, a true Lord of the Flies environment. Because we were a bit older in Mackenzie house, we had some more resources to be able to cope with it. Some of the incidents that happened in Mackenzie House were quite alarming. What was most formative and difficult for me however was what happened in Dundas House because we were so young, powerless, frightened and the fact you had been left there against your will.
86. What became apparent was that there was a two tier system in the Academy. If you were a day pupil, then you were probably part of that Edinburgh set, New Town lawyers, accountants with their kids coming down to the smart school. The boarders were treated differently because we were a different kind of people. There were forces kids, oil executive kids, international students and I think the school regarded boarders as second class citizens. There was just a bit of contempt around boarders. We probably did look a bit like that, we got a bit tattier as time went on and less well fed. That became more apparent in the upper school.
87. I don't know why but most of the boarders were put into the same class in first year which was '1D', Hamish Dawson's class.

Routine at Edinburgh Academy Mackenzie House

88. Mackenzie House was less regimented than Dundas. We didn't get inspected but were still expected to come home from school and go out to do games. You had a bit more licence around your own time when you weren't at school.
89. It was however very similar to Dundas House as far as routines went. The time we got up in the morning and washing routines were the same and we ate in the same dining hall in the preparatory school.

Leisure time

90. Leisure time was watching TV or something involving the playing fields out the front of the boarding houses.

Schooling

91. We walked to the upper school which was a bit further away, about a mile away from the boarding houses. We walked along a place called the 'Rocheid Path', which was along by the river at the Dean Village which led up to the back of the school.
92. It was always like running the gauntlet because the boys from Broughton High would be down there waiting for us. There were some pretty savage battles down there normally with the academy boys coming off the worst.

Religious instruction

93. I don't remember having to go to church when in the upper school and Mackenzie House.

Family contact

94. I still visited my grandmothers at the weekend . This was on a monthly basis when I was in Mackenzie House.

Running Away

95. There was some running away from Mackenzie House. I remember one guy who ran away but I don't think anything happened to him. He was just brought back and was very quiet for a couple of days. It's difficult to paint a picture of how unpleasant a situation it was to be in. Especially for the younger boys. Some of the young boys were very visibly homesick and very often upset.
96. It was often the boys whose parents had elected to send them and didn't live that far away. There was a boy whose parents were in Hawick, another had parents in Linlithgow. I don't know why they had sent their sons to this school. I think because those boys felt that they could potentially get home that they would be the ones who would try and get away. The rest of us with parents in Indonesia or in my case, West Germany, there was nowhere to go.

Abuse at Edinburgh Academy Upper School

97. One of the teachers in the upper school was Hamish Dawson. He would have been in his mid to late fifties. He was quite a weird guy. He had what he called his instruments of flagellation. He had a group of things which I've only seen in fiction. They were S&M toys basically, switches, riding crops, paddles or bats with which he would discipline the boys in his class. He would generally get the boys to bend over and he would hit us on the backside. I think he had these instruments hanging on his classroom wall. I remember he had a miniature 'Cat-o-nine-tails' he was very proud of.

98. Dawson had a very strange energy about him which I recognised in the images of Jimmy Saville because what he would do was make a joke about everything. In making a joke about things he makes everyone complicit in what he's doing. You couldn't be serious about it because you would be being a bad sport. He would use his switches and crops for discipline but also sometimes for almost a funny game. He would take the opportunity to have a good feel of your bottom or your genitals while he was doing that. That would be over your clothes. None of this was hidden, it was done in front of the whole class, they all knew what Dawson was like.
99. I would be very surprised if the school didn't know because it was so talked about between the boys. Boys must have talked to other boys who must have talked to their parents. I always found it very curious why they put most the boarders in there with this very strange teacher.
100. That happened to me on two or three occasions with Dawson during that first year in upper school. Everybody in that class was probably subjected to that treatment and all in that weird joking way although sometimes he would turn the table. It would be a joke but then suddenly it would become extremely serious like you were being punished before it became a joke again. We were very off balance with him. I think he was a very strange man. I wouldn't be surprised if there was more to him as an individual but he was as controlled as he could be in the school setting.
101. I was in that class for my first year in upper school and we were called the geits. There was another teacher there called Mr ^{IBP} [REDACTED]. He would also have been in his mid-fifties, or maybe younger. He was known to us as ^{IBP} [REDACTED] and he was the [REDACTED] teacher. He was very famous for guddling around in boys trousers. He didn't do that to me but he did keep me back after school.
102. This happened to me on a couple of occasions. He would hold you back if you had passed a note or had been talking in class. He would get very very close to you so his body was rubbing up against you and his face right in front of yours. It was clear that he was getting some kind of strange satisfaction from what he was doing that wasn't related to the punishment. It felt like an abstract experience because it didn't

seen associated with what had happened. You didn't feel as if you were being disciplined but that something else was going on entirely. Now I can extrapolate what that was while he was rubbing himself against me. That was in the first and second year of the upper school at the academy.

103. There wasn't much discipline from the initial housemaster at Mackenzie House. The housemaster was remote. I think I was caned by him once. A lot of the discipline was meted out by the older boys. That was the same sort of thing, you might get bog washed, or wedged, that sort of order. I remember just being really frightened of the older boys. I think that would be common for every generation of boys going through that system.
104. Anyone who is being honest about this experience would see that there was a fine line between being a victim and being involved in situations in which you could be regarded as a bully. I always thought I had been a victim throughout that whole process however when I was about twenty years old I bumped into a boy in a pub in the New Town. He told me that he had been terrified of me at school. I couldn't believe what he was saying. He said he had been afraid of me. I couldn't work that out. I must have been presenting that strong, tough, don't mess with me and being forceful as well. Within that system that's what you do, how you are. That's not how I felt back then and it isn't how I feel now about that situation. That was one of those tools that people developed.
105. The ante of the violence was upped because the strength of the boys was much greater in Mackenzie House. You could get badly hurt, there would be blood involved. You really had to develop tools to avoid getting in the way of that. To hide in plain sight, keep your head down, stay beneath the parapet and don't get noticed one way or another. Don't be cheeky, opinionated, just be one of the quiet grey ones that nobody notices and therefore doesn't come in for a kicking.
106. If you did find yourself in a corner and couldn't get out, then you had to hit hard and fast and get away as soon as possible. I do remember a slim boy, he wasn't a violent lad at all but he had learned that. He punched his aggressor so hard that he shattered

his nose. There was blood everywhere. I remember the boy was taken away in an ambulance but I don't remember there being any punishment, possibly because he had been the aggressor. I think it would have started over nothing, name calling or something equally meaningless.

107. Once you got a bit older, inappropriate behaviour largely stopped. I think because you became more physically capable of defending yourself, likely to be more aware of what was happening, more likely to say something so it dwindled off then. Then I was taken out of the boarding houses.

Reporting Abuse at Edinburgh Academy Mackenzie House

108. The sexual abuse wasn't happening in Dundas House, that was in the upper school. It was like a joke between the boys. People would say you better watch out for Dawson as he would feel you up or watch out for **IBP**, don't get kept behind with him. It was normalised. It was part of school for all of us.

Leaving Edinburgh Academy Mackenzie House

109. When I was thirteen I was taken out of the boarding houses thankfully. I believe things got very rough in some of the older houses. I became aware of lots of stories of things happening in there. There was very physically capable people, some of them brought up in a brutalising system who were then probably a bit out of control. Other than stories I wouldn't really know what happened after I was taken out.

Life after being in care

Day pupil, Edinburgh Academy

110. Being a day pupil is very interesting to me. Maybe it was about the fact I was a bit older but as soon as you were a day pupil there was a very different attitude towards you. That speaks to what I regard as a two-tier system in the school and a bit of contention towards boarders and the boarding houses. It was assumed as a day pupil you were part of the proper school community and therefore maybe a part of the privileged set that send their kids to that school.
111. That wasn't the case for me. My dad had left the army and moved to Edinburgh which is why I was taken out. I don't think anything of note happened after that. In fact it was peculiarly benign and I tried to slot back into family life.
112. By that time I had changed quite profoundly. When I went into the boarding school system, I know I was a very sensitive wee boy, almost like a mummies boy, not big into sports, I was just not that kind of boy.
113. Some of the boys who survived well or got through that experience were less emotionally sensitive and more physical. The school fostered that individual, someone who was robust physically, academically good but not necessarily creative, artistic or sensitive in that sort of way.
114. A lot of that had been repressed in me by the time I was done. I had developed all those tools of survival. I have described it in the past as having your emotions cauterised. If you were upset in boarding school, there would be no means of resolving that situation. What you had to do was find a way to suppress all of those emotions.
115. Coming back into family life was quite difficult because you were supposed to be an emotional member of the family unit. But you were no longer a member of the family unit. I didn't really accept any kind of authority over me and had become simultaneously anti-authoritarian because authority in the boarding houses meant brutality. I had become withdrawn and abnormally independent.
116. I think the most lasting emotional impact of that experience and something that probably took me forty years to really begin to unpick is that cauterisation. You had

armoured yourself by the time you were thirteen years old. It's not that difficult to get a child to armour themselves but really difficult to remove that afterwards. It needs chipping away and that's taken me a very long time to even understand and begin to do.

117. I believe that was what these private schools were fundamentally for at a certain point, training future 'Captains of Industry' and army officers. I don't think it had changed by the 1970s, so many things hadn't changed by that point. I don't want to be too discursive but economically speaking the whole nation hadn't changed. We had only just joined the European Union and we were still the nicotine stained United Kingdom, squaddies on trains with six packs of McEwan's Export. That's what it was like back then and I don't think that school had changed.

118. When I am asked what it was like being in a boarding school back then, I always say it was like being in a Victorian children's prison. It really was what I would imagine that would be like, very regimented, cold, poor food, no time to yourself, no privacy and systematised punishment.

Life After School

119. This process is interesting to me because after I left school I put it all behind me, in the rear view mirror. I didn't contact anybody from school ever again. In the last couple of weeks all the boys faces have come back to me along with their names, which I thought I had completely forgotten.

120. In more prosaic terms, I went to Glasgow University. My family then moved down South, to London. It was the recession and I didn't know anybody down there so ended up working in Oddbins for a few years. I then taught English in Spain for a year. When I came back I did some writing and as a result of meeting a few people and them reading some of the work I was doing, I got hired into the BBC on a short term contract to write documents for them to present to people who funded them.

121. I very quickly progressed and ended up doing some senior roles within the BBC. I became [REDACTED] of BBC documentaries and history.
122. I then left the BBC and worked for Elizabeth Murdoch as the [REDACTED]
[REDACTED]
123. I then moved on to the [REDACTED] Newspaper where I was the [REDACTED] of most of their video content, their documentaries and features.
124. The [REDACTED] offered a healthy redundancy package to all staff and by that time I had managed to generate some post-traumatic stress disorder. I had worked on Iraq and Afghanistan for ten years and I was running multiple film crews in many countries simultaneously including dangerous contexts. I was responsible for people's lives and was reviewing thousands of hours of footage of things that couldn't be broadcast, often some really nasty stuff. I had just had enough of that. It was a bit like the proverbial frog in the water that's getting heated up. You don't notice you're cooked until it's too late.
125. I witnessed it happening to other people but hadn't really noticed it was happening to me. The first thing that goes is your sense of humour then things just get grimmer and grimmer.

Impact

126. I went to university in Glasgow but I was in a terrible state. I think what had happened was that I had accumulated trauma in school along with a couple of things which happened to me afterwards which are not related. I wasn't really in a fit state to do university. I didn't have the tools. I fell apart then trundled through a few things.
127. It's interesting to say that my boarding school experience might have given me resilience to do the work I did. I would say that it didn't give me resilience to do the work but it created the proclivity, almost compulsion to do that kind of work. In fact

you are probably the wrong person to do that sort of work. You would be better to have come from a very emotionally stable background with a very strong set of boundaries around yourself to be able to do that kind of work and not to suffer some of the ill effects of it.

128. I ask myself now with hindsight what had led me to do that kind of work, which was often going to a great extent to speak on behalf of the powerless and going up against authority, whether it was the government or the military.
129. I came out the other end of that experience after a little bit of counselling the [REDACTED] offered and paid for. I then moved my family out of London to the countryside, I just got out of that whole scene. I suppose I have been recovering and reassessing what life means and the impact of the past and the extent to which I can integrate it and move on.
130. People maybe think that after speaking to the Inquiry I can put my experiences behind me but I don't think that's the way it works. It's more, can you confront it, integrate it and then move forward as somebody who has come to terms with that experience? That's what I'm currently doing.
131. I know there is interest in the physical and sexual abuse side of this but actually the more long lasting effects of it are the isolation, abandonment and fear, being aware of how dark and alone one can be in life. I think if you do that to a child so young, it's like shooting them with a harpoon, wounding them. What I did was run away as fast as I could from what had happened. Then I had nothing to do with the school and didn't ever talk to anyone from the school environment again. I went as far away as I could but there is only so far you can run with the line before it pulls you up short. I see this process as a means of detaching that and maybe ending up with a scar and not an open wound.
132. My relationships speak to that cauterisation process that happens when you are young. Until I got married and up until I was about thirty, I was continuously looking for something and completely incapable of having that relationship. In the last 20

years it has been my wife and children, trying to be a good husband and father that continues to teach me what it means to give and to receive love.

133. There is a natural course of the growth of a child, which I can see in my daughters. Another thing that propels an assessment of my life is seeing their lives and my wife's life which is having being brought up in a normal family, a normal human being with healthy responses and emotional stability and boundaries, none of which I have. I've got myself into terrible situations and ended up working for nutcases. Then tried to prove that I could outlast the nutcase. Just doing all kinds of crazy stuff.

134. You can easily see where these pervasive responses come from because I had been trained to do that sort of thing. My daughters have a happy, healthy, unselfconscious way of being. I cannot remember ever being like that. I've always been watchful, it's a combination of being vulnerable and aggressive in the same space. I've had people say I am arrogant or they're frightened of me. I've never understood why but I'm doing something which belies what's happening inside. I'm not necessarily aware of the damage that I've done because I've been made slightly unconscious of how I'm acting, it's that armour, that cladding which is of no use to anybody.

135. I think it probably drove a rift and caused a problem in my family that never got solved and I don't think it ever will get solved. It's a very difficult thing for parents to face the responsibility of what happened as a result of their decision. I haven't given them a very hard time about it but they know. It's actually quite simple but it has to come from them, you can't prompt them. They have to empathise with you, or apologise for what happened. That has driven a lot of conflict over the years.

Treatment/support

136. At the end of my time with the [REDACTED] Newspaper I received some counselling. That was six sessions of statutory counselling which was paid for by the [REDACTED]. It was very expensive and I didn't continue with it.

Reporting of Abuse

137. I spoke to people after my school experience. It never really occurred to me to go back and seek some sort of redress because first of all we were continually told we were privileged and privileged boys who had a bit of a bad time at school really had nothing to complain about. It was also so normalised and just a part of life. The things you read about in the newspaper, the most severe forms of child abuse, makes you think you just don't qualify. The things that happened to me were just so normalised, just a private school in the seventies.

138. I never spoke to the police because I would never had thought it was prosecutable.

Records

139. I haven't made efforts to get hold of my records, I would be surprised if there was much in the way of records.

Lessons to be Learned

140. I remember the Academy released a statement after the Nicky Campbell publicity saying that they were sorry about any difficulties that boys had encountered but that things had changed since the 1970s. As if there was a commonly accepted culture in the 1970s which was across the board. I have reflected on that statement because it's easy to think that everything was the same everywhere. What gives the lie to that is that most of the teachers were not beaters and didn't use those instruments. There were lots of great teachers at the academy who weren't violent. Some of the teachers were just violent people and used that as a tool of control. There was a tiny minority who were either sadistic or borderline paedophiles.

141. Most teachers at the academy were early fifties to mid-sixties. I've reflected on that and thought these were people who came through a very different system. Some of those men would have served in the war or certainly lived through the war years and maybe some think there is some sort of excuse for their behaviour. The trouble is that not all of them were like that. One guy who I know came through the war was the chemistry teacher, Mr Cass Evans who was a great guy. He led the mountaineering club and used to take us mountaineering. He was a great teacher, a fantastic man who was not overly solicitous with the kids. He was like a taciturn grandfather.
142. There was a younger generation at the school who were completely different. There was a great pottery teacher and a fantastic couple who ran the art block for a couple of years called the Chevertons who brought a complete breath of fresh air into the school.
143. There were just a few of these dangerous guys who were themselves hiding in plain sight. I just wouldn't believe the other teachers at the time if they said they had no idea what was going on.
144. That generic statement from the academy means nothing at all. Not all teachers were difficult and everything was visible. I think they should be held accountable for a system they presided over and within which they enriched themselves.
145. The lessons are obvious. If children are going to be in any care setting, then it has to do what it says on the tin, it has to be care and that care is physical and psychological. If it's the opposite of that then beware what you are doing to a child.
146. I'm a journalist and you come across lots of people who have been through the system and they're damaged and often that's not just damage to themselves and their relationships and their life, its physical damage to other people, real damage. Something about being in that setting does give you an affinity with people like that. Not sympathy for people who commit terrible acts but an understanding of the place they have come from, a place of desolation, loneliness and fear. If there's a lesson to

be learned, don't put children in a place like that because the outcome is never good for anyone.

147. Personally I'm trying to confront and therefore integrate that experience so that it becomes front of mind. It becomes conscious and I stop supressing it and do remember the other boys faces, their names and the place I was at for five years and I come to terms with it. I don't think there will never be a rear view mirror experience with it.

Hopes for the Inquiry

148. I think the lack of regulation around private school is really dangerous. I hope that nothing like that is going on anymore, that anybody who finds themselves in those situations again is properly looked after under the care I would hope to see in any care setting.

Other information

149. 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.....ICV.....

Dated.....26 January 2023.....