

Scottish Child Abuse Inquiry

Witness Statement of

IOF

Support person present: No

1. My name is IOF. My date of birth is 1962. My contact details are known to the Inquiry.

Life before boarding school

2. I was born in Edinburgh and stayed in the Ravelston area with my father, my mother and, at the time of the first sexual abuse, I had two elder sisters.
3. Before I went to Edinburgh Academy life was good, I was happy, we lived in Edinburgh and I had no issues. It was just normal growing up but I don't remember much before the age of five.
4. I don't think I had to do an entrance exam of any sort to get in and for the secondary school I think if you had done okay at prep school you got in automatically.
5. I was five when I went to Edinburgh Academy. My grandfather had been there for four or five years when he was younger and aside from that I don't actually know why the Edinburgh Academy was chosen. On my entry form it said the intention of my father was that I was to go to Edinburgh Academy and then onto a Boarding School in the north of England which is where my father had gone.

Edinburgh Academy

6. I went to the Academy as a day pupil. The primary school was a bit further away from home than the secondary school. To go to primary, I would get a number 19 bus and would walk the rest of the way from the bus stop that was closest to the school. When I was in secondary there was a bus that I could get part of the way again but I could walk to school from our house in about half an hour.
7. The primary school, boarding houses and Newfield playing fields which were used by both the primary and secondary pupils were down near Inverleith Park.
8. The primary school was situated on Arboretum Road and the secondary school was in Henderson Row, both in Edinburgh.
9. The primary was on the right-hand side as you went up Arboretum Road. When you went into the school there were bushes on the right and through on the other side there was a small playing field. The building where we were all taught was on the left-hand side. I remember it feeling like quite a functional type building. It didn't feel like an old building.
10. As you went into the school there was a hallway and a stair up to the left and then to the right. The classrooms had quite a lot of glass on the front which all looked out onto the grass and the road in. There was a bit of grass further along where we went and sat outside to do our classes as a treat if it was a nice day. It was great being outside and I remember feeling like we were skiving basically, outside was a happy learning environment.
11. Going up Arboretum Road from Inverleith Park the boarding houses with the playing fields and changing rooms in front of them were on a road off to the left. The playing fields had room for about four or five rugby pitches and more up at the Newfield end which bordered East Fettes Avenue.

12. The secondary school was in Henderson Row, Edinburgh. There was a double gate for cars and two pedestrian gates leading into the big yard. There was a Rector's house or office on the right-hand side. In front of you in the middle of the main building was this big grand entrance into the main hall with classrooms on either wing of it. Down both sides of the yard were classrooms and a library.
13. There was also a big yard round the back of the main hall and at the far end of that there was a gym and a lunch hall. There were a couple of classrooms in that yard, one of which was for woodwork. There was an indoor rifle range underneath the dining hall. At the back of the yard down the hill there were toilets. Beyond them, on the perimeter wall, there was a blue gate that led you onto Glenogle Road and on to the colonies at Stockbridge and from there you could walk up to Arboretum and Newfield playing fields.
14. I don't know how many children were in the primary school. I think there were around twenty or twenty-two in each class and there were maybe three or four classes in each year. At that time, I would say roughly 10% of pupils were boarders. The boarding houses I remember were Mackenzie, Dundas and something else.
15. In secondary there felt like there were many more pupils because there were so many more classrooms and of course everyone was in the main assembly hall each morning..
16. The four schoolhouses for sport and games were Kinross, Carmichael and Cockburn which I was in. I think the other one was simply called Houses and consisted of the boarders.
17. SNR [REDACTED] at the time was Mr IGG [REDACTED]. The names that I remember most are the class master Iain Wares who taught us English and maths and this is because he was the one who abused me at primary school. Hamish Dawson was a teacher at secondary school who also abused me.
18. The other teachers names I remember from primary are Miss West who was my class mistress at one point. She was very kind and I think she taught English. I don't know

if there was much female presence in the school. I think maybe there was a French teacher as well but that could've been Miss West as well.

Daily Routine at Edinburgh Academy

19. Every day you would come in and go to assembly where there would be a prayer and you would sing a couple of hymns. You would then go to classes. I remember we got a milk break and I distinctly remember the small cartons of milk. It was then more classes until lunch where the boarders and day pupils would all eat together. We then went back for more classes before finishing up about 3:00 pm.
20. I think there were two days a week that there were after school sports. The house masters took the sports. In the winter you would do rugby and in the summer term it would be cricket. There was a small running track in Denham Green that I only remember being used for sports day. It may have been used at other times but I remember we always went across the road to these old brick changing rooms at Newfield and that was where we would do rugby, cricket or cross country.

Schooling

21. I struggle to get my head around the fact that I have very few good memories of primary school and have very few memories at all of primary and early secondary school.
22. I know from my school records and reports that my mum had kept and given me a few years ago that in the early years we just had one teacher for all subjects before we started moving around teachers and classrooms in year five. This was the year I was abused by Iain Wares.
23. There were other teachers and masters that were good and they encouraged me. It was in these classes that I did well. Primary school is, in many parts, a blur. I remember

everything that we did outdoors like games and that is pretty much a theme throughout school that I enjoyed anything that was outside the classroom.

24. I looked forward to sports days and looked forward to CCF (Combined Cadet Force). I was in the army section and was a member of the indoor and outdoor shooting team which I enjoyed.
25. It was a very sport orientated school with the main sports being rugby and cricket. We never played hockey and never played football apart from maybe in the yard which was frowned upon. Frozen pitches in the winter meant cross country running mainly around Inverleith park and the Newfield pitches.
26. If you weren't so good at sports then you felt like you were different which came from the way the sports teachers tried to coach us. It certainly felt like at times there was more recognition for sport than academic achievements. The first fifteen rugby team were lauded and it was always encouraged that everybody should be more like them. You were kind of in awe of them as they were set up on this pedestal as the finest example of what the school could produce which, by inference, meant anyone not so good at sports was somehow 'inferior'.
27. This maybe started in prep school as one of my reports when I was ten said "IOF was an outstanding three-quarter in the third fifteen and a very good tackler." Throughout school I spent my whole time on the rugby pitch tackling as hard as I could and I think that was because somebody had given me that encouragement when I was nine or ten years old. I was always only in the third or fourth fifteen but I took great pride in hitting people hard in the tackle and I was the person that everyone had to get past in any tackling practice. Amazing what a bit of positive encouragement can do, we all needed more of this.
28. Every time somebody gave me a bit of encouragement whether it was sport, maths or shooting it was the same in that I did well. I was a good shot and I ended up winning prizes for shooting. I was also a good piper and won a junior piping

competition one year because of the positive encouragement from the tutor.

29. My exam results at secondary were not good. I got a few 'O' levels and a couple of Highers in English and French that I scraped through with 'C' grades. I still occasionally have nightmares about waking up in the morning on exam day because I knew I hadn't absorbed enough information to get it down on paper.
30. At one stage I wanted to do Marine Biology but a career advisor said because I was good at French I should take German. German was taught at the same time of day as biology so I had to drop biology. I hated German and soon regretted dropping biology as the other thing I was becoming interested in was being a vet.
31. Back then I had no real idea of what I wanted to do as a career. There was always the option of perhaps going into the drinks industry as generations had done before but I didn't particularly want to do that at the time and my father said I was to do whatever I wanted to do.

Clothing/uniform

32. We had to wear blue shorts throughout the whole of primary school. We also had to wear a blue jacket and a blue cap with silver braiding and the EA crest on the front of it. This was just a target for pupils at other schools to grab it off your head on your way home. Quite often you would take it off and put it in your bag but if you were seen by a master you were picked up and punished for hiding your cap. It was like Victorian times which was extraordinary.
33. In secondary school we wore tweed jackets in the winter terms, black and white striped ties and I don't remember wearing a cap. It wasn't until second year that we started wearing long trousers and I felt like I was grown up as the ' 'Geits', the EA name for first year pupils in the secondary school, were all still in shorts.

Sex education

34. I can't remember ever getting any sex education or formal discussion about body awareness at school. I think we would have benefitted from that as what you did find out was just through typical classroom chitter chatter and it was all a taboo subject.

School trips

35. In April 1975 when I was twelve, I went on a five-day school trip. We were on a chartered boat called 'The Auld Reekie' on the west coast. It was an old-style puffer boat like the one from a TV series Para Handy.
36. There were about ten boys and three masters on the trip. There was a skipper on the boat but Hamish Dawson was the lead master on the trip and in charge of the school party. We slept in bunks but I'm not sure if the masters were separate from us or not. Dawson took every opportunity to touch you on the trip. Saying that, horrible and uncomfortable as that was, I have some positive memories of the trip as it was a new experience and it was generally good fun. The other masters were IBP [REDACTED] who taught [REDACTED], IFR [REDACTED] and IBU [REDACTED]. I don't know if they were aware of what Dawson was doing to us on the trip This was the year after I had been abused by Dawson when he taught me history in my first year in Henderson Row.
37. We also went to Blair House, owned by the school, for a week for a field trip. There was a mixture of day pupils and boarders. I think we had a couple of teachers with us but I can't remember for definite which ones were there. I don't think Dawson was one of them.

External Inspections

38. I was never aware of any external inspections taking place appraising masters or the school.

Discipline

39. Other than corporal punishment we got lines as a form of discipline in both primary and secondary. I don't think I ever got them in primary but I did in secondary and if it was for something deemed really bad you had to do the lines in red which meant your parents had to sign them in order to make them aware you'd been given them. You would get them for minor things like talking in class.
40. You were expected to do the lines overnight and hand them in the next morning. Discipline went lines, red lines and then detention in that order. Again, I never got detention in primary but I did in secondary, quite a lot. Corporal punishment was used by some masters for seemingly random misdemeanours or sometimes for no reason at all.
41. I may have got lines from Wares but I cannot remember. All I can remember is the sexual abuse and corporal punishments he subjected me to. I don't remember Dawson giving out corporal punishment. There is something in my head that makes me wonder if he did because I have this sick feeling every time I see his face. It is similar to what is in my head with Wares but less so with Dawson.
42. I don't know if this was because of what happened with Dawson happened after what happened with Wares and Dawson's reputation at school was such that it may have happened. I couldn't say for definite that he beat me. I haven't opened that box and I think he probably did but I can't say for sure.
43. The other punishment you would get would be that you were called into see the Rector. The rector was ICH [REDACTED] initially and latterly Mr Ellis. The rector suspended me when I was about fifteen when I got caught smoking.
44. I don't know if they ever kept a record of what punishments were handed out. I do know that I can't remember seeing anything in my records about me getting suspended for smoking though. It's bizarre because I remember having to go home and shaking like a leaf because I had to tell my parents why I had been suspended..

Prefects/senior pupils

45. The prefects were referred to as Ephors. If you were really good at rugby or cricket, chances were high that you would become an Ephor (or so it seemed). Everybody kind of looked up to them but equally treated them with a bit of disdain as if they were working for 'the other side'.
46. Some of the Ephors were our pals but they had the unenviable task of trying to calm things down if the master came in. I've got a feeling they could give you lines but nothing more than that and I don't think I ever got lines from any of them.

Abuse at Edinburgh Academy

47. The abuse that I experienced and that I remember most vividly happened at primary school and in the changing rooms at the playing fields. It carried on in secondary but I have blanked out an awful lot. I have few memories and I don't have that many good memories of secondary school at all. This box, as I call it, that I eventually opened mentally almost happened by chance. I had to make a decision about whether I went into this box or not because there was a particular key that kind of opened it and now I don't know how many more mental 'boxes' from that period I want to open.
48. My most vivid memory from this box relates to primary school.
49. I've got a very vivid memory of the classroom where the abuse happened. The rest of the school is really vague. My memory of the classroom was that the glass area looked down to the driveway and Iain Wares would sit up at his desk with the windows to his right-hand side and we would be looking up at him. I say looking up at him, and this

might be totally wrong, but I seem to remember his desk being on a raised platform or step. Perhaps that is a subconscious image due to the fact that we knew what was likely to happen when we were called 'up' to his desk.

50. He would ask you up to his desk to go over your work. He had this horrible smile and he would just pull you in tight beside him. It was done in a really sickening kind of way with him saying something like "come in, I need to show you this."
51. We all wore shorts then and he would pull you in beside him and put his hand on your thigh. He put his hand up higher and inside your shorts and his hand would play around the front and the back.
52. I remember looking out to the class and all I could see was a classroom of heads looking down towards their desks. We all knew what was going on but we daren't look up and catch his eye because we knew we would then get beaten or some other punishment.
53. He was talking about your work whilst he was fondling you. He would have your workbook open in front of him but I just blanked him and had no idea what he was saying because of what he was doing to me. I was just wishing that this was all over, that I could go back to my desk, get my head down and move on.
54. He was trying to be genial and like your pal but then he would sometimes switch from that into a rage. I don't know what these triggers were that put him in such a rage.
55. I think it was probably that you were up there for perhaps five minutes or so but it felt a hell of a lot longer and then he would just say 'off you go back to your desk'.
56. When I gave a statement to the police, they asked me what he was doing with his other hand but I have no idea as I was just staring at the desk and hoping it would be over.

57. My parents and family never knew this was happening. Many of my pals at school would have known what was going on as it was happening to them as well.
58. There was a significant amount of the class, maybe a quarter of a class of over twenty that regularly got called up to go over our work. I don't know how he picked who was coming up to his desk or if it was based on certain types of personality or other characteristics. It would be conjecture for me to guess on that.
59. You didn't see him fondling the others because you were scared to look up and we didn't discuss it but you just knew it was happening. We never spoke about what he was doing to us other than maybe to call him weird.
60. I was very close, almost like brothers, with a boy I went right through school with. We started and finished on the same day and we were in Wares' classes together. Even although he was also one of the boys that got asked up to his desk we never talked about it.
61. You would never ask anybody else whether he was putting his hand up their shorts, you just knew it was happening and kept your head down. Why we never spoke about it I don't know but I was nine years old, corporal punishment was rife and you just thought, at that age, that this was perhaps just a weird extension of corporal punishment. You simply don't understand it at that age and I couldn't even say the words sexual abuse relating to my own experiences until two months after I decided to open this box up.
62. The sexual abuse happened regularly enough that I couldn't give you a number of times because he was my English and maths teacher as well as my class master when I was nine.
63. I don't remember there being any other pretext other than going up to discuss your work so it always felt as if it was during or at the end of a class. He taught us English and maths in the same classroom and I think that was exclusively his room for that year.

64. He was quite an angry man so we did get corporal punishment from him. I think the corporal punishment at primary school was pretty widespread by most of the teachers. It was commonplace in those times but, for me, it was Wares that was the worst.
65. I have no idea what kinds of behaviour would merit this kind of punishment but we all suspected some was caused by us happening to look up and see what was happening to another pupil although I simply cannot remember that in any detail. . We were all just very, very scared.
66. It was maybe if we questioned something if he was in one of these moods that day. At times it was just because he was in an angry mood. You would be called up to his desk and punished there. I remember being hit with the tawse which was a leather strap with two or three flanges on the end of it. He would hit you on the inside of your wrist or the back of your thigh. I distinctly remember it seemed to be the wrist he was aiming at because he would hold your hand out and come down across your wrist instead of him standing straight on in front of you and aiming for your palm.
67. He would also hit you with the clachan (a wooden bat) or a ruler on the back of your bare thigh below your shorts as opposed to on your bottom and it was bloody sore. I don't actually remember them but I must have had physical marks from the corporal punishment as it was so sore particularly on the inside of your wrist. I don't remember my parents asking how I got them but whether I went in and changed quickly so they wouldn't see them, I simply don't remember.
68. This abuse went on for the whole year I was in his class and only stopped when I moved up a year and no longer had him as a teacher.
69. I can't remember the headmaster or any of the other teachers ever popping into his classroom to see how things were.

70. Wares used to hang around at sports but I don't remember him ever teaching me rugby. I think he was involved somehow in it though as I remember him hanging about the big communal showers in the changing rooms at Newfield.
71. I remember hearing the sound of the studs on the brick floor going into the really austere building and I wouldn't like to ever go in there again. It was austere in that it was a cold harsh building with brick walls. When you went in you were into a big communal changing room with the communal showers right next to it.
72. From memory when I was in the showers it was boys our own age as the other years did games on different days or at different times. There were no cubicles, it was just shower heads and to this day I get embarrassed and can't go into a communal shower as back then Wares would just hang around.
73. At secondary school there was a sports master IBU who did similar. I'm not sure if he had been there in the showers when I was in primary but was definitely there in secondary.
74. When I was 11 in 1973/74 I moved up to 'Geits' which is the first year in secondary school. A master called Hamish Dawson, a history teacher, carried on doing what had happened to me with Wares. It was not as badly nor as often as Wares and my memories are vaguer of him and what he did.
75. Perhaps four or five times in first year Dawson did what Wares had done, in asking you up to his desk to go over work. He would actually get you sitting on his knees and his hands would explore. I don't remember it as much as I do with Wares and I couldn't tell you if his hands went up and underneath your shorts or touched the skin. He was just creepy and made loads of excuses to touch you quite a lot. I don't remember what he would be saying as he did this.
76. He did this with other boys in the classes but my memory is he was less prolific than Wares in respect of the number of boys he did it to.

77. The chartered boat trip was fun but on it, Dawson was always touching you or making an excuse to touch you. He wasn't angry like Wares but made it out like it was a bit of fun. There wasn't much privacy on the boat and you were quite hemmed in so it was kind of like every chance he got when he was passing or squeezing past you in the corridor you would feel a hand on you but it was almost like a fleeting touch.
78. The other abusive behaviour in secondary school was the master throwing the chalk dusters from the boards at pupils. They were heavy bits of wood and although I never got hit, it would undoubtedly cause some damage if it hit you on the head. The teachers I remember doing this were a guy nicknamed IDT who was a teacher Mr IDT and a guy Brownlee who was renowned for it. I don't know what Brownlee taught and I don't believe I ever had him.

Reporting of abuse at Edinburgh Academy

79. I couldn't have had that conversation with my parents. There was no way I could have said to them what had happened. I wouldn't be here today if they were still alive. I couldn't open that box whilst they were alive as they would have been so very upset if they'd known what had happened.
80. I didn't have any sort of guidance teacher that I could go and speak to if I had an issue.
81. I don't think I would've felt comfortable speaking to anybody at the school about what I had been subjected to as I didn't really understand what was happening at the time myself other than it was a really horrible feeling..

Leaving Edinburgh Academy

82. I left school at the end of sixth year.

Life after being at Edinburgh Academy

83. When I left school, I joined the army because I had enjoyed the CCF. I joined The Queens Own Highlander's as a raw recruit based at Glencorse Barracks in Penicuik just outside Edinburgh. I went through basic training, qualified and passed out as a soldier. I then went to Westbury to sit the regulars commission board exam because I was going to do a short service commission to become an officer.
84. They told me I was too immature but said I could stay on as a regular soldier or go away and come back to them in a year. I was quite immature I think at eighteen, most likely because of my experience at school. Surely you should leave school with self-confidence and full of ambition, instead I left with self-doubt and lack of trust in the elder generation
85. So, I spent three years travelling about trying to avoid going into further education. I worked in [REDACTED] in Edinburgh for a few months before I decided I wanted out of Edinburgh and went to South Africa where I got a job selling pens for small company based out of Johannesburg. It was a commission only job so was hard work but good fun. After about four months I came back to Scotland and went up to Aberdeen to try and get a job on the rigs. I couldn't get one so I started working at Kentucky Fried Chicken where I worked my way up to managing a shop. I got good management training there but decided again to move on.
86. I went over to work in a poolside bar in France for a while and then decided I better get some qualifications. I applied to and got into Bristol polytechnic where I got an HND in International Business and French.
87. I didn't really keep in touch with school pals. I had once come back to Edinburgh and gone to a bar where I knew some would be and it was as if they were all still sitting in the same seat, telling the same old stories, and that just wasn't for me. Very few groups of friends kept in touch after school.

88. After I finished at Bristol Polytechnic and despite initially trying to find a career away from drinks, that is the industry I joined. The focus on the Poly course was International Marketing and French and the opportunity came up to be a brand manager in the drinks trade. I applied for that role and was successful. I then went into the sales side and spent my career in both domestic and then international sales.
89. I struggled to have long term relationships. I had a few relationships where I couldn't make commitment. I suppose I had trust issues but then I met [REDACTED] in the mid-nineties and she stuck by me. We got married in 2000 and we had two children, [REDACTED] and [REDACTED]. We are still together and a very happy family.
90. I made a conscious decision not to send my children to boarding school. We decided to move up north from Edinburgh and they went to the local primary school in [REDACTED]. It was very small with only about twenty pupils.
91. In late July 2022, I got an email from my sister. She sent me a link to a BBC report that was discussing Nicky Campbell talking about the Academy and referring back to a podcast that he had listened to by Alex Renton. [REDACTED] had sent me the excerpt just for interest.
92. I started listening to a podcast that Nicky had done under a new series called 'Different.' The episode was called 'Edgar' I hadn't spoken to Nicky since we had been at school. I could only listen to half of the episode as that was the key to the mental box that I have been talking about and it was upsetting me. I knew something was opening up and I didn't know whether I wanted to go any further or not. I decided I wanted to open the box and emailed BBC five live that day asking for Nicky to contact me and then I actually tweeted him directly and asked him to get in touch. Nicky kindly agreed he would call later.
93. I had two names, Iain Wares and Hamish Dawson, written on a bit of paper. Nicky phoned me that afternoon. I said to him that I had the two names written down and I needed to know who Edgar was as in the podcast it was confirmed that 'Edgar' was still alive. He said the name Iain Wares and I did exactly what I am doing now, crying

and swearing and I could hear Nicky then got very emotional as well on hearing my reaction. It was an incredibly powerful moment for both of us.

- 94. Until that moment everything had been locked away and I'll never forget that moment. It was almost as if someone had plugged the phone line into the mains socket such was the energy of the moment and I could hear Nicky also having 'moments'. I was crying a lot and that was the box finally open. I didn't know how powerful that locked away memory was until that moment and it was almost like somebody punching me in the guts when Nicky confirmed the name that I had written down as my abuser.
- 95. That validation I got from Nicky telling me his name and opening that box has helped me enormously and that's why I am here today.
- 96. I listened to the rest of Nicky's podcast and then about a week later, when I felt strong enough to do so, I listened to Alex Renton's 'In Dark Corners' podcast.
- 97. I spoke to my wife [REDACTED] about it the same evening I spoke to Nicky and that was the first time I had spoken to her about what had happened. Literally nobody knew.
- 98. I then spoke to my sisters about a week later. I said to [REDACTED] that I had to tell the kids and I did so but I didn't go into graphic details. Once I finally got round to saying the words 'sexual abuse' it helped. I had just buried it so deep it was like that I didn't want to admit it had happened, I felt ashamed for some reason. The family and my sisters have been great.

99.



Impact

100. I didn't realise how scared I was of Iain Wares at the time. I was very scared but it is hard to think back to how you felt as a nine-year-old.
101. Two or three months ago I saw a clip of him walking back towards the camera during his appearance in the court room in South Africa. I physically started shaking and I honestly felt like a nine-year-old again. I realised then how much of an impact he had made.
102. What Iain Wares did to me did affect how I interacted with masters thereafter but I don't know the full extent of that as I have buried it for so long.
103. I was due to go to boarding school in England after prep school so during the transition period between prep school and secondary my parents asked me whether I wanted to go to boarding school and I said no. They asked why not and I told them I was quite happy at the academy. Even up until five or ten years ago the question would still come up about why I never went to boarding school and I kept saying because I was quite happy at the academy. That was because I couldn't ever tell them the real reason why which was because I just assumed abuse at that school would be worse because it was 100% boarding. At least at the academy I got home in the evenings.
104. There was a long family history with the boarding school I didn't go to in the end but I just couldn't tell them why I didn't want to go. I lived that lie all of my parents lives and it still upsets me. I just assumed the boarding school would be ten times worse than the Edinburgh Academy because it would be all boarding and there would be no respite. I have no reason at all to believe that it was like that so maybe in hindsight I should've gone.
105. When I went to secondary school, I became quite rebellious and I put this down to what Wares had done to me and how it had affected me. I am not a rebellious person by nature, far from it, but I started to embrace the punk movement, not being nice to my parents I was underage drinking and I was self-harming and that is simply not me.

106. I was mid-teens when I first self-harmed. I wasn't self-harming with a [REDACTED] or anything but I remember [REDACTED] as I was walking home. I remember doing it deliberately and it was always the same bit of wall as I walked home.
107. I don't know why and until now I've never told anybody. I was just very angry, cross and mixed up. On paper I was being given every opportunity and there was no other reason I can think of why I would do that other than I had been let down by two or three masters. It doesn't make any sense.
108. My parents did ask me what had happened. I told them I got beaten up or got into a fight but I almost wanted them to ask me what was happening at school because I wanted to have the conversation but I couldn't take it any further than them asking 'Are you okay?' and me saying I was fine. Nobody at school ever asked any questions about the injuries.
109. A lot of kids rebel going through teenage years but I left school and did everything I could to avoid going into further education. Again, I just assumed it would be more of the same. I certainly didn't achieve the exam grades I should've and I don't know how much of that is down to the distrust I had in teachers. It is hard to say but I really didn't enjoy many aspects of school.
110. I think my lack of good exam results had an effect on the choices I had for a career. I did ultimately end up in the drinks industry and I do love it but the fact is what happened to me at school and how it affected me, impacted my exam results and therefore my career choices. I don't think I would be doing that now if I had got better grades and gone onto university. I only went to Bristol Polytechnic as I was struggling to get a job and needed a paper qualification. It turned out to be great fun in Bristol though. I think I did most of my growing up there.
111. I found it difficult to trust people but now I love having a long-term relationship and I can't understand why I didn't commit to one earlier. I was thirty-eight when I got married. I just felt more than a bit lost when I left school.

112. The experiences I was subjected to probably impacted on the way we parented in that we just wanted the children with us and this was probably one of the subconscious reasons we moved up north.
113. I have never been comfortable with the likes of board meetings where there is an established hierarchy. Confrontation is too strong a word but I don't like speaking up in environments like that even although latterly I was heading up a sales team for the UK and I was on the executive board for the company. I tended to be quite quiet at these meetings and I would come in at the end of any discussion with my point of view. Whether that is down to school and not being encouraged to speak up I don't know. I now love sales and getting to know people by building that relationship but I have never been comfortable with people in a position of power.
114. When I went through the school gates for a non-school related event a few years ago, it was the first time I had been in the secondary school since I left and it was really hard. Walking into the hall with the 'Geits' balcony round the top and then the room I was in was one of the school rooms I had been in and it was difficult.
115. Since opening this box I've been trying to question how much the sexual and physical abuse impacted me and I think it is more than I have actually attributed but I can't say what percentage is down to school.
116. Having opened up that box it actually explains an awful lot about what came later in school and what came later in life to some extent. It doesn't explain everything but it sets a few things right in my mind as to why certain things maybe happened and why I didn't do very well at secondary school.
117. Since things came out last year, I think about the abuse and its impact quite a lot but I do take time out from thinking about it as there is obviously an element of stress and mental anguish involved and my focus has to be my family now.

Treatment/support

118. There is a group of ex-pupils who are all abuse victims and we support each other. There are a few from my class and after school we kind of all just dispersed. I've since met up with a couple of old friends and it was really nice. We all probably should've kept in touch but we didn't and that was probably because once we'd left, we all wanted to go our own ways and leave what had happened behind. It is good to be back in touch despite the circumstances, it is helpful and we are there for each other when we need help.
119. We have the group chat and I only go in and look at the messages when it suits me. I am quite conscious that I don't want to get too drawn into it all the time so I manage that access time carefully myself.
120. It is strange because you park it, you suppress it and everything is fine but it all changed when I got the email with the news story. Nicky has spoken about this and asked if I was glad that I found this out and I am very glad indeed. I am glad the box is open now and I can process it at my own pace. I can also finally talk about it with family which really does help .
121. I had been to see a couple of counsellors before I opened up the box. There were a couple of things I was struggling to get my head round. It was nothing major but ██████ said 'Why don't you go and speak to someone' as I don't really open up that much at home. I never really got on well with either counsellor. I think if you can find somebody you can relate to then that would make it easier.
122. I've not had any counselling since I opened the box and I usually think I'm okay and don't need to but sometimes on days like today when I'm speaking about it, I think I maybe have to make sure the box is empty and totally processed before I discount going to see a counsellor. I still get very emotional when talking about it.
123. I don't want to be opening any other mental boxes from school days at the moment as our children need both of us there to support them now, that's my key focus in life. I

love where we stay and the family life with the dogs. It is a happy place to be and I don't want to taint that. I don't want to risk upsetting that but I should possibly go and speak to somebody to make sure the box is empty.

124. I have since met with the senior team at the school and this was actually very helpful. They confirmed we had been wronged and, whilst they wished the abuse had never happened, they had to acknowledge that it had and never forget that fact. They also apologised for the abuse committed by Wares and Dawson and that meant a lot. There is more for them to do but I felt they had the best intentions to help us as former abused pupils.

Reporting of Abuse

125. About a week after speaking to Nicky Campbell I reported what had happened to the police. I contacted them and said that I wanted to make a statement. I wanted to speak to them before I got too deep into it because I knew that there were potentially papers that I could access and I wanted to speak to them with my memories alone.
126. I knew that I had blanked out so much and I didn't want to be filling in those blanks with something that I read. If it goes to trial, I can then stand up with my hand on my heart that my statement is totally my own memories.
127. It was DC Martin who interviewed me and although he said he could come to the house I said I would go down to Perth Police Station. After I gave the statement, he gave me a reference number but I have not heard back from the police since.
128. I got an email update on 27 March 2023 from Linda McGregor the Victim Information Advice officer at COPFS Scottish Child Abuse review team. It is basically saying that the extradition case that was due on 17 March 2023 had been postponed because of a legal issue regarding Wares being admitted to bail after he was initially found

extraditable in 2020. It states that the case is likely to be heard in October 2023. It is quite frankly incomprehensible and very upsetting to note how little feedback or support we are getting from COPFS. They really don't seem to have the appetite to have Iain Wares extradited quickly which is difficult to comprehend given the weight of accusations against him now. This also leads us to wonder if we are being ignored yet again, where is the justice?

Compensation

129. I have spoken to lawyers about a civil action and have yet to decide how to progress this. The school had a duty of care to protect us whilst giving us an education and they failed in that with lifelong impacts.

Records

130. The school reports and records that I talked about before, confirmed that Mr Wares was my class master and teacher and even just seeing his signature when I saw the records again started me off crying.
131. In his comments on his last report about me he said [IOF] *should not allow himself to come eighteenth in geography.* That wasn't a way to encourage me. It then said, "But apart from this he has worked hard to finish fourth behind three newcomers." He did say on the report though that I was a very pleasant and likeable boy. So, for my parents to read that they would obviously think [IOF] is doing fine. However, when you put the filter on this that he was sexually and physically abusing us at the time, it takes on a whole new sick meaning.
132. At the bottom of the report Mr [GG] has signed it and remarked "this is good." You would get the odd red tick if you came first and that was about it.
133. I had my school reports from my mum and about a month or six weeks ago I asked the school for what records they had. They sent me a summary with what appears to

be a line for each year I was there but it seems to run out at 1976/77. It details my classes and what I did or didn't get in exam results and then there are indecipherable handwritten comments.

134. There is a record of what position you finish in your class compared to your peers.
135. When I went to secondary, I was sixteenth in history with Hamish Dawson teaching, and abusing, me and then the next year when I had Mr Harris, I went up to fourth place. I attribute this to the way the teacher was with me.
136. It was no coincidence that the classes I did well in English and French, were the classes I got on well with the teachers and they actually did what school teachers are meant to do and encourage you.
137. The record also shows the things I did well. I was a staff sergeant in the CCF, I won a junior piping competition, I was very good at shooting and went down to the annual Bisley competition three times.
138. There wasn't really any information I did not already know. It is bizarre and the only thing I didn't know and found out was that I had two grandfathers who had been to Edinburgh Academy. My mother's father and my dad's father were also there for three years.
139. There is a part on this that says in 1967 my father signed an acceptance form for me to go to Edinburgh Academy but then I would in theory be going to a boarding school in 1975 when I was thirteen. That was when I realised why they had asked me then if I had wanted to go to this boarding school.
140. At the end of the summary, I can see the writing is in my handwriting. It is as if I have written my own record on the day before it was my birthday in the year I was leaving in 198█. It shows what my name is, my initials, date of birth, when I started and left, what house I was in, how I did, school activities and teams.

141. There was no place on the record for me to give any feedback when I was leaving but I don't know if I would have put anything down on a form anyway.
142. There is also mention on the record that I was offered a place at Bristol Polytechnic and that is marked up in 198█, so somebody has updated the information after I left school. There are then further listings of my career and who I have worked for. They keep a lot of information on pupils' achievements on their digital archives. I think they must have sought an update from me for their academic records. I don't remember doing that but the information can only have come from me.

Lessons to be Learned

143. It wasn't any choice of ours but we were very privileged to be at a fee-paying school which was supposed to give us an amazing education and I don't take that lightly but that school had a responsibility to look after us and they failed in that respect.
144. When you are nine years old you can't go and talk to your parents about that sort of thing. We simply didn't understand what was happening nor did we have the language to discuss it.
145. It would have been good if there had been a safe place to go to and talk to somebody who wasn't judgemental about what was happening and would help you but there just wasn't that. It was very much an expectation that you matched up to the grade or you kind of fell by the wayside. There wasn't really a two way discussion, you were being told what to do.
146. There was a lack of guidance and nobody that you could go and talk to. I am sure that would have made a difference. There were some good teachers there but there wasn't an avenue to talk to somebody without being judged and without it being recorded.

There was no discussion or talks in confidence. Also who could we trust? We were so young when abused, how can you talk to an 'adult' when they do that to you?

147. I have positive memories of the good teachers who encouraged me later in my schooling and if they were still alive, I would quite happily go and have a chat with them as they were really nice people.

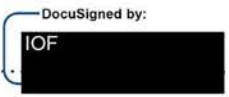
Hopes for the Inquiry

148. I would like to see reporting of abuse by any school or establishment become mandatory. It should be referred to some investigative authority and they should be held absolutely accountable for their practices.
149. There must have been collusion back in those days. We can say that it doesn't go on now but we need to be totally sure this isn't the case at all establishments where children are in the care of adults. .
150. I know from personal experience with the scouts that there are better background checks these days but there definitely needs to be more scrutiny as kids simply can't be expected to protect themselves.
151. Also, the more it is talked about and is out in the open, the more people will feel empowered to find someone to talk to because it is dangerous to keep such experiences buried. I think I am doing okay but I buried it so deep for so long. There are some people who I know that have not been able to cope with what happened with disastrous consequences.
152. Thankfully it is being talked about more, so hopefully people will find an avenue to talk about it themselves or report it. We need to encourage this and give any child suffering abuse as many avenues as possible to be able to start talking about it.
153. I would like any teacher still alive and accused of abuse at the Edinburgh Academy, in my case Iain Wares, to be held accountable and face trial. They took a large part of

our childhoods away from us and they have never been held accountable for that. They abused us when we were at our most vulnerable and when we should have been developing self-confidence and life skills and their abuse left many of us with lifelong mental scars. They quite literally changed, for the worse, the course of our lives.

Other information

- 154. 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..... 03 July 2023