

## Scottish Child Abuse Inquiry

Witness Statement of

[REDACTED]

Support person present: No

1. My name is [REDACTED]. At Edinburgh Academy I was known as [REDACTED]. My date of birth is [REDACTED] 1965. My contact details are known to the Inquiry.

### Life before boarding school

2. I was born in Zambia. My parents met in Africa when my father [REDACTED] was serving with the [REDACTED]. He was a jungle warfare expert and met my mum, [REDACTED] when she went out there to teach. She taught a bit of everything but mainly languages and geography.
3. After independence my dad was offered a position on the Australian army but having a family he didn't want to go there as he knew he would end up in Vietnam. Instead he chose to join the British Army and 1967 when I was about two we left Africa and moved to a place called Hildesheim in Germany.
4. We were back in the UK in Northampton by 1970 when my sister [REDACTED] was born. I went to a theatre pre-school. We then moved to Glasgow where my father went to Strathclyde University to do a two year degree in Human Resources. I went to a proper primary school in Kelvinside which I think was called Kelvindale or Kelvinside Academy. It was quite near the apartments on The Great Western Road that the

army were using. I have memories from playing there in abandoned allotments and broken down greenhouses.

5. I think it was in 1972 that we went back to Germany to Rheindahlen which was at that time the British Army Headquarters for Germany. It was massive and was almost a town in its own right.
6. I went into the education system as it was, which for me was a disaster and led to why I ended up at the Edinburgh Academy. The way they taught was very bizarre. It was some 1970's style where children were left to do what they wanted and find their own path through work and so on. It didn't work for me.
7. When I left there and went to the Academy this was a landmark moment for me because I knew something changed for me, in the child and the adult that I became. There is a photograph of me in my Edinburgh Academy uniform that was taken just before I started. Whenever I see or think about that photograph, it is my landmark because I remember the year prior to that as being happy, doing theatre, a lot of art work and I didn't have a problem expressing myself properly with the world. I was always an explorer, going off to the allotments or going miles away on my bicycle. Most children's lives are probably quite good at that age.
8. Before I went to the Academy I wasn't the easiest child and was difficult to control. I think my parents found me quite hard as an individual. We went to Finland with a tent on the shores of the Baltic Sea when I was about two or three years old. My mum has told me they couldn't get me to go to bed as there was no night time so she tied me to her and they blockaded the whole front of the tent with furniture. She woke up at three in the morning, found I had gone and when they did find me I was helping the cleaner in the toilets.
9. In Germany in the shop C&A, I asked my mum what the stop button was on the escalator and before she could answer I had pushed it. In Rheindahlen, the painters and decorators had been painting the house, so very early in the morning I thought it would be a cool idea to go and help them when they weren't there. I managed to get

a big pot of green gloss paint and I painted the hall stairs landing carpet and the floor.

10. My sister always did as she was told but not me. In Northampton I got off the bus in the middle of town and the girls getting off at the proper stop would tell my mum I had got off to go shopping. So going to the Academy when that happened, probably felt to me like I was going on an adventure.
11. Looking at it from my parent's side they also realised that they would be moving every two years because of my father's job. They would be aware that the disruption of changing so often can be survived but it probably wasn't going to work for me as an individual. The army also paid a substantial amount of money for school fees as they knew that to keep officers in the army they had to make sure that they got the opportunity to do their job. There was an exodus of children from military backgrounds going to boarding schools.
12. Having made the decision I was going to boarding school we came back over to Scotland, visited my grandparents and we went to look at Fettes, Gordonstoun and Edinburgh Academy.
13. At Easter 197█ I remember doing an entrance exam at Edinburgh Academy for the September intake and that is possibly because I can even probably still smell the preparatory school building. I went with my father but my mother wasn't there. I can't remember getting shown around the school and all I can remember is the entrance steps and the Headmaster's office.
14. I certainly remember the interview processes even although I wasn't told what they were about. I can still remember now, doing the written test and I can even picture the headmaster's office that I was left in to do the test whilst my father was shown around the school. I had to write an essay and answer a few simple questions.
15. We went back to my grandparents and I found out later from my sister that she remembers my parents having a huge fight. My mother says she threw crockery and

anything else she could find in the kitchen at my father. I have a feeling that the discussions about me being sent away was the trigger because it seems to fit to the story.

16. I don't know what passing the entrance exam was all about but I was given a German train set, which are still expensive today, as a reward. I have realised that in the end that train set has been part of my coping mechanisms through my journey. It was something that connected me to my father and home life albeit I didn't know that at the time.
17. We had been staying at my grandparents prior to me going to the Academy and that was the last time that we lived together as a family. The whole time I was at the Academy my family never stayed in the UK. They stayed in the big army bases in Germany because my father was in charge of the German workforce and the logistics process. If there had been a war it was his signature that commandeered all the ferries to bring troops from the UK to Germany.
18. My parents didn't explain to me why I was getting sent to the Academy. There was no debate or discussion at all. In the summer we went to a specialist outfitters to get my uniform, shoes, gym, cricket and rugby outfits. We had stupid caps but I never wore them. It was all put in a big black trunk and it may even have been delivered to the school for me starting but I can't remember for definite how it got there.

### **Edinburgh Academy, Edinburgh**

19. The system at the school was that there was three levels of boarding houses. There was Dundas House where the little boys started and I went there for a year. I don't know for definite the number of boys in there but I think it was less than ten. I can't remember anybody being younger than me so I think the age range would be about eight and a half, to nine and a half years old.

20. The housemaster at Dundas House when I was there was Mr Brownlee but I can't remember his first name. He and his wife lived in the building and I have in my head that he had two small kids who were maybe a bit younger than us.
21. I think Brownlee was the deputy head of the preparatory school at the time and he must have followed the previous housemaster Hamish Dawson into Dundas House before Dawson moved to Mackenzie House.
22. The staffing in Dundas was very limited. Maybe because the house came along with the job at Dundas and he had a wife of that age, she would have done the job of matron. The care of the boys in there was solely down to the Brownlee's.
23. I certainly don't recall there being a matron at Dundas House but there was one at Mackenzie House when I went there. In the other houses they tended to have one of the junior teachers who might have come to the school but didn't know Edinburgh and they would get a job with a room and a bed in a boarding house as a sort of assistant.
24. The building was dark oak wood with a big staircase. There was a library area at the back on the right-hand side as you went through the front door.
25. We were in a dormitory which overlooked Kinnear Road and was up on the top left-hand side of Dundas House if you looked at it from the front of the building.
26. There were four boys in the room. The beds were close together with a chair next to each and then a small gap to the next one. Three of us were from military backgrounds. The boy in the bed next to me, his father was a royal navy jet fighter pilot. There was another chap whose father was with the Saudi Military and the other boy came from a farming family. I always thought it was very strange as he had sisters who were a lot older than him and his father farmed just outside Edinburgh. It didn't make sense to me why he boarded, as three of us had parents all around the world and his were just down the road. I wondered what that was about.

27. To get to the junior school you walked through the garden, down the steps and turned left. I knew the housemaster drove a horrible olive green coloured Morris Oxford that was always parked outside on the street.
28. The main building of the junior school was typical 1970's architecture. The gym was in the middle of the school and there were some prefabricated classrooms.
29. After a year I went to Mackenzie House where Mr Hamish Dawson was the housemaster and I was there from 1975 and left in the summer of 1978.
30. There were another two members of staff, a matron and a younger teacher. There were cleaners plus a structure of senior boys so it was a very different organisation.
31. Mr Dawson left at the end of that first year at Mackenzie House and we got Mr Lister as our new Housemaster.
32. There were two senior houses and I went to Jeffrey House when I was thirteen. Mr Evans was the housemaster the whole time I was there.

### **Routine at Edinburgh Academy**

#### *First day*

33. I remember very little about my first day.

#### *Daily Routine*

34. Somebody had to ring a bell at seven in the morning to wake us up.



*Mealtimes/Food*

35. The meals for all the boarders were made and served in the junior school. We all sat on communal benches with long tables in a very big hall and if you can imagine an 'H' shape the younger kids went on one side and on the other side was the older kids.
36. I remember the lady who ran the catering but I don't know her name. The catering staff were all very nice and chatty. They were aware that many of us were from all over the place and didn't go home much.
37. We served ourselves breakfast and it was typical fayre for the time. There was porridge, huge boxes of cereal and the usual type of English breakfast food was available. I was one of the few who drank coffee so I would get a small pot of it.

*Washing/bathing*

38. The washing area was all communal for us at Dundas House. The washrooms and toilets were on the first floor next to the two dormitories and the room was painted with a light green gloss colour. I remember Mackenzie House being a sort of factory set up. It had a room with about eight baths in it and there was a shower block, urinals and toilets in stalls just like a school toilet.

*Schooling*

39. [ICG] was my first class master. He was quite a flamboyant character and full of enthusiasm. First thing in the morning you would gather in his class then you would go to the main hall for assembly then after that you had a timetable where you would go across the school. He taught [ ] but you would go to other classes for mathematics or whatever subject it was.
40. That first year at Dundas House was a very difficult year for me. [ICG] knew how to push the boys and nothing abusive happened with him but his comments on my

reports for that year were that I found it difficult to concentrate and was easily distracted.

41. My closest friend and I were both appalling at English, almost illiterate as far as the Academy were concerned. I'm not sure what it would be like compared to other schools though. He and I ended up in the school library in special sessions with a lady called Mrs Petrie. We read Asterix and Tintin books and I responded to her. When I look in my records about what she wrote about me it was one of the few spaces where I felt care in this strange world. I always look at her with gratitude. I really feel that I never had the chance to thank her and I am sad that I never did, as she was about the only one who seemed to care.
42. Mrs Petrie in the middle of the year thankfully commented on my report that I had 'good intelligence and imagination but his effort is sporadic.' When I came to the end of the year what I found interesting was ICG as my class master noted that I had become more friendly and co-operative, so I was looking down to him and defiantly so. This behaviour came through at work in later life as well. Anybody who employed me would recognise this.
43. From that early age you got three sets of homework. There was always a prep session which seemed to go on for an inordinate length of time but was probably an hour. I think there was at least thirty minutes worth of work for the three topics given each day and you would also get extra over the weekend. Prep was done in the library type room. It had a lot of space where we all sat round a big table. I don't think it was directly supervised but the house was of a size and structure that if we had kicked off they would have known.
44. When Mr Evans was my housemaster I always felt I was about a year behind with my schooling. We did 'O' levels when I was fifteen, then we did 'O' grades in line with the age in Scotland, then we did Highers and then we did 'A' levels. The idea was that you did them all a year early so that if there was any issue at any stage you could go back a year and still be with the general population.



45. In the 'O' level year, academically I got the exams but also what was interesting, was that I actually began to get far more connection with the teaching staff. At the end of the year I did a set of science 'O' levels and got straight A's. I then enjoyed the Higher year which for me I knew was a free year as I knew I was leaving at the end of it. That set me up for doing 'A' levels which I did outside of the Academy.
46. Jeffrey House is where my bad behaviour started to end and fell off. From my school reports in the last couple of years I can see that I had a great time. I had found a group of friends that I could get on with. These were the kind of guys that were always on the edge of the crowd. The ones that were loners, were hyper intelligent, you could call them geeks or whatever but they were not part of the 'in crowd.' We had a good couple of years and I think that masked what had happened before because there was a kind of transition.
47. So when I was thirteen, that is the sort of the back end of my trouble period and then for the last couple of years you can see from the reports that I was probably coming out of that. There are comments about me having a serious face but there are also comments about me establishing friendships. There is mention of a marked growth in self-reliance and organisation and most happily I was now a dependable young man.
48. These are the years I kind of understood, enjoyed and got benefit from but still with a background of how to deal with things in life if things get bad.
49. The milestone that I link to that is that when people asked me about boarding school I was quite categorical that I would never send my children to boarding school. That was never unless they went at the 'O' or 'A' level slots because the ability to concentrate in a community where everybody is concentrating was better and along with the support you got in classes of less than twenty pupils made a difference.
50. I wanted to do History as a degree but twists of fate never let me do that. I was in a history class of four, so you got incredible support. By then the housemaster had changed to a chap called C.E. Evans and it feels and reads in my reports like I was in a safe space. The coping mechanisms that I seemed to have put in place early on

began to take effect. I was beginning to move away from my world of problems and I must have found some stability. You can see it in my reports and those of other teachers which is not the case earlier on.

*Religious instruction*

51. On a Sunday we all had to wear school uniform and go to church. You couldn't make a choice so we were going to the Church of Scotland one, which was just a bore. Two hours of someone ranting and raving at you and then you went for lunch.

*Leisure time*

52. We got some free time but not a lot because of all the homework to do at prep time. You had to prepare for the following day and you would have a bit of time to do that before prep. After prep there would be a bit of time before it was time for baths and getting ready for bed.

*Sporting activities*

53. We played rugby on a Wednesday afternoon and a Saturday morning.
54. We also got to go sailing which gave me a chance to escape because it was another thing that not a lot of boys did. We were given the keys for the boats they had and we could just go, get the boats out, put them on the River Forth and for me it was the most incredible escape.
55. Hamish Dawson was the one that introduced me to sailing. For me that is a very sad thing that the person who gave me that escape and some great joy in life came out as an individual who was as poisoned as he was. Now I know more about what he has done it has kind of sullied something for me, that I have always looked back on as a positive.

*Prefects/senior pupils*

56. There were no prefects or ephors in Dundas House. In the other houses you had senior boys appointed as ephors who were appointed to do certain things.

*Work*

57. In Dundas house there was a shoe room where we had to polish shoes for the next day. It was a semi military regime without people being able to be sarcastic.
58. In the senior houses there were rotas for cleaning bathrooms and stuff and we were responsible for our own houses.

*School culture/bullying*

59. Bullying went on as it does everywhere, even today and I suppose boarders had no escape. Day boys got bullied but they could go home. If you are in a boarding house, the bullying and confrontational flashpoints are twenty-four hours a day, seven days a week. There is no escape.
60. They called me 'creature' at one point. Of course, if you demonstrate behaviour that you don't want to be part of the gang or the cool guys you got bullied. I was a loner but that's not to say I didn't have friends and I was always a bit prickly. I had a lot of fights with people who I had been friends with first and then the relationships turned toxic.
61. Those were very difficult because as an example during the first year in Jeffrey House the dormitories were smaller. I shared a dormitory with three people. I fell out with somebody as I lost my own space. The guy was new and had become a bit of a cling on to me. I had shown him around, shown him where everything was and helped him. Then because I had this need to be on my own it began to change the relationship dynamics and he then got involved with the cool guys. It sort of became a thing to

goad me. I came back one evening to the dormitory and there was a guy hiding in the wardrobe and that was another fight. You couldn't escape from that environment.

62. I don't know if I got singled out but looking back they were maybe thinking who is this weirdo? For a while I became somebody who they could easily pick on. There were a lot of Americans coming in and they always tried to be cool.
63. I used to hate when we were taken to the girls' schools for social occasions, they were horrible. I just dropped off, I didn't want to be there and hated it.
64. I was bullied and it also probably links back to me pushing back and exploding as well.

#### *Running Away*

65. I was a flight risk and I suppose on a lot of occasions my running away was me going to my safe space. Again it is very common with me if I have a stressful situation or have issues that need to be dealt with, I will find that I can go somewhere quietly on my own and just reset.
66. This dinner hall at the prep school was a safe place. They left all these buildings open and later on I used to go to find sanctuary there at certain times. I had no real understanding of why then, but I spent a lot of time on my own. I knew nobody else would be going there and it meant I could go there and kill time for a couple of hours when I was being bullied and to get away from the fights.
67. There was a period where I was trying to get out the house. What I found fascinating about this one particular occasion was it was the first real time that I desperately wanted to get out of the boarding house and the building.
68. Towards the end of my time in Mackenzie House I got in a very nasty fight with somebody and I just wanted to get away. I was in a split area where we did prep and there was a library area where there weren't many doors. There was one door that I

could get to quite quickly and as I began to run to get out, I was aware that all the boys moved very quickly to block the exits.

69. The boys wouldn't do that, certainly not the senior boys but I think I heard voices saying stop him. If you sense no-one knew or thought I was a flight risk or was going to run away I could have probably got out that building and gone. As I spent so much time on my own it wouldn't have been a fear to be outside. Being away from the building was freedom, a happy space.
70. I tried every door but at every one I had two of the senior boys standing there in front of me. I think now, how did that happen if they didn't know, as it was an instant response that they were blocking the exits? To me it felt like it was too much of an organised response. It was like somebody had pressed the emergency button and all the shutters came down.
71. This was another milestone moment and I remember it because I wanted out. I didn't know where I was going to go but that didn't matter.

*Family contact*

72. I only ever went home to Germany for Christmas and in the summer holidays. I never called my parents. We had to write home on a Sunday, and we all hated that. It was like trying to get kids to do thank you letters. The letters had to be left unsealed and went to the housemaster to arrange for them to be sent so the option was there for them to check them.
73. I used to go to my grandparents for the Easter holidays and for half term. The Academy was a joke with that, as half term was only from Friday afternoon and back on the Tuesday.
74. They played an important part in my life over the years. I ended up having a good relationship with them. My grandmother was the harder one, she was a very hard individual indeed and my grandfather was kind of the softer one of the two. He



understood me as I had some difficult times whilst I was at school and I had a lot of fun with them.

75. They had a massive back garden with a hedge that would take three days to cut. At Easter I was given a pair of hand shears and tenaciously cut the whole thing whereas most children would be saying I'm not doing that. I can feel it now as being an escape. His garden was another sanctuary where I would go and play.
76. I was very lucky in some respects as I had two uncles who were Edinburgh based. They were around but I didn't get much access. We did get one or two days during a term where we could go out of the school to see them but letters had to be exchanged to arrange this so I was out maybe once or twice but I think I only went out with my uncle one day.
77. On one occasion I went out to one of the boys farm and stayed with his parents for a weekend and once went to see my best friends grandparents for the day but escaping from the school was few and far between.

### **Abuse at Edinburgh Academy**

78. I have always had a lot of imagination and I have also been quite happy to stand up and be counted, optimistic and I like story telling. The first term in Dundas House lights out was ridiculously early on. You had three quite high pro-active boys and one quiet one all on this new adventure.
79. After lights out they had this thing where they would say "Tell us a story." I can't remember how the characters came up but there were three or four items put on the table and I told a story. It probably created loud laughter as we were just kids. This had started on night one and because we were just finding out about each other it sort of became an episode thing. So, after lights out the routine would be, we had a chat about the day and what happened and then we would do the next episode.

80. I don't know how long it was, but I have a horrible feeling that it was within a couple of weeks of being at the school that Mr Brownlee came into the room, and he was not happy. The house was dark, and he must have been standing outside the door. He took me out the room and I was taken to his study with no explanation whatsoever. I was asked what a 'Clacken' was. I didn't know what it was at the time although I had heard the word as part of a game the seniors played at school.
81. He basically bent me over the desk with my pyjamas off and beat the shit out of me with this 'Clacken.' I can't remember whether he took my pyjamas off or he made me take them off, they were just off. It was very, very painful on my bare skin. It was a sustained thing and it felt like it went on for hours. However long it was it went on beyond where you might have thought it was vaguely reasonable. It wasn't controlled. It was somebody with pent up anger just unleashing it. I went back to my room and the boys never asked me what happened, I just went back to bed.
82. It was my first beating and it just kind of did a lot of things. It began a process around trust. I didn't understand. That was the first time and then it is a sort of blank after that. I don't know what it put in my brain, but I sort of began a process of withdrawing.
83. I don't remember telling any stories after that and I'd be interested to see if any of my friends at the time remember because I don't think they asked me to either. In my head I find it difficult to tie everything back to specific things, but I think it probably made me think twice about being as open or to explore my imagination or share stuff.
84. I think this ties in with going back to what I said about Mrs Petrie. Having a look at the report from just after Christmas that first year she says [redacted] has good intelligence, but his effort is sporadic. She was the only one where you could be imaginative and have free thought. It was almost like Brownlee thought this small child is precocious and needs to be put back in line and it shouldn't be like this.
85. The next vivid memory I have of him beating me again is when we went to the school's outward bound centre for the weekend. I think it is called Blair House in Glen Doll and

I think it was the next term in Dundas as they wouldn't have taken a group of young boys there in a dangerous winter period.

86. Mr Brownlee and one other member of staff took us. I don't know who it was, but his wife didn't come with us. We were in the school's rubbish old minibus. It was a long journey there and back and we were sitting at the back of the bus, and I remember we were telling jokes and laughing a lot.
87. Once again, I was drawn off and it was a repeat performance. He was livid again. I suppose he had his vision of how children should behave, and he has one child that doesn't tow the line.
88. At first I thought the event happened when we arrived at the centre, but I may have this in reverse and that it was on the way back that I was telling stories and then finding myself in the same situation when we got back to Dundas House. The logical side of me thinks that it must have been when we got back as there were no private enough rooms where he could have taken me in the outward bound centre.
89. At the centre there was also a little library and I remember when the other kids were downstairs in the more communal areas I would just go and sit in the library. It was a tiny little room with one of these rough carpets and lots of wildlife books. I can still smell that room now.
90. I definitely remember the event happened that weekend. I was sitting at the back telling jokes and I remember sitting on my own in the library. It is difficult to remember exactly where, as for me the first time it happened was the killer punch.
91. On that trip we went on long walks into the wilderness to tire us out. There was another boy whose name I can't remember but I remember talking to him at the back of the little group. He was in desperate need of a toilet break. This is another milestone that I have never worked out in my brain. I couldn't work out why he didn't ask for a stop. It went on for a long time and he finally defecated himself.

92. I don't know if Brownlee did what he did to me to the other boys but what I couldn't work out was why this boy would be so frightened just to say sorry and ask for a toilet break.
93. It feels now that I might not have been the only one, or was it that the boy was just scared of what Brownlee might do. I don't know what other boys had talked about as to what Mr Brownlee could do. Maybe they did say be careful because he could be a real bastard and that it was only me he beat. In some respects, I hope it was only me but I can't help feeling why did he do it to me.
94. We were only nine or ten years old so why should a child that age fear him? That boy was in fear, you could tell when we were walking along. He defecated himself and walked for another mile in that state. It wasn't discovered by the teaching staff until we got back to the lodge, and it was obvious that something had happened. He was singled out by them and they had to clean him up. That has been a vivid memory all my life.
95. I can still remember that walk, the path, I can remember wearing horrible red kagouls, that made you sweat and that it was drizzly rain. That is how vivid my memory of this is and even now if I walk in the rain in Scotland it takes me back to that. I can still also visualise us joking in the back seats of the minibus.
96. The final time Mr Brownlee beat me was in school itself. during the summer term. He had one of the prefabricated classrooms and one of the boys told me he wanted to see me in his class at lunch break. Again, I got the 'clacken' and that was the last time.
97. On no occasion for any of these events involving Mr Brownlee was I given any explanation or told why I was being beaten. I have applied the fact that yes, we were being a bit loud after lights out and on the bus to or from the centre and I have placed that on it. On that last event at school, I think what was the reason? I have no idea whatsoever. I knew we were at the end of the term and knew we were leaving the house that summer. I think these things combined, put you in a position to make sure you never did anything to be singled out again.

98. I knew that I would survive quite happily and I have done a lot of escape and evasion exercises where all of this is put to the test and you can see why you can survive because you have the ability to shut down and say yes, I can work on this and get through it. In my life I have been through some real crap and maybe I wouldn't have got through if I hadn't had this experience because I know how to withdraw and I know how to be patient.
99. I remember feeling very, very sore on every occasion he beat me, but I did not have injuries where he drew blood.
100. I never witnessed any other boys being beaten by him and none of them ever spoke to me about him beating them.
101. We all knew from times gone by, like my mother talking about the belt that there were these kind of punishments where pain would be inflicted, so we knew not to do things that would annoy people.
102. Nobody ever talked about what happened in Mackenzie House either. That's what sort of started this process. When I first looked at it, I saw the names of the teachers, the events that happened and the other stories that have come out since, I felt 'oh my god' and thought I might have been a witness to all this but then realised I was more than just a witness.
103. In my first term in Mackenzie House we were faced with a new housemaster who we didn't know anything about but we were very quick to pick up that something wasn't right. I don't know how we did that and it is not that easy to explain. Hamish Dawson was in the dormitories a lot and I remember almost from the start that he was around a lot at lights out time.
104. From the off he would come in as part of the lights out process at night time. I have struggled looking back with what that felt like, but it felt like a routine with Ken Dodd and we were his Diddymen. We knew something wasn't right. There was a lot of tickling, he was targeting one of the quieter individuals in the dormitory.



105. I remember him coming into the dormitory and using our school ties to tie up arms and things like that in a sort of gamified way. He would pick up one of the boy's ties and use it and to me it felt like what we would call grooming these days. New boys had arrived, and I felt he was testing how receptive we were to him. We didn't know anything else that happened but when you look at it within context and his reaction to our reaction to him, to me now it feels like he was coming round to test the waters with us. How do they respond if I do a bit of tickling? How do they respond if I tell them they are naughty and tie their hands like a toy handcuff or something or respond to doing errands for treats?
106. He always asked us to do tasks, little things for jelly bean rewards. We very quickly recognised that they weren't great things to have, albeit they were for encouragement it wasn't a good thing.
107. This now brings another milestone for me which I have never ever understood. For many years, probably up until my late forties, I had a pathological hatred for the colours purple, mauve or pink. It was very strong in my late teens and it is totally irrational.
108. I had only ever had one visit to Hamish Dawson's quarters. I know that I had been asked to go and do something and go to his study in his private quarters for a jelly bean reward. The corridor was painted in a purply mauve colour and the theme in that building from my memory was a lot of pinks and purples.
109. We never met his wife, and I don't recognise her from pictures I have seen online. As I walked down the corridor, I passed someone who for years I thought was his wife but now realise it was his daughter, walking the other way.
110. I can't remember what I went into that building for or what the task was. The time that I went to his apartment is all blank. As I said I have a complete blank about what happened when I went to his quarters, but I have a feeling from his comments in his reports that I was keeping my distance from him saying 'He is always willing and co-operative, and as yet I don't feel I have penetrated his reserve and met the real [REDACTED]!' Maybe this left him feeling that it was quite sort of dangerous to push things.

111. My burning image is of walking down that corridor seeing that woman going the other way and the colours. I can't remember having anything against these colours before this but after this, I didn't want anything to do with pink or purple as they were always dangerous colours but dangerous in this kind of irrational way.
112. None of the events that have been described by others, happened to me in Mackenzie House. I think this it is probably because we mocked it. We mocked him and I remember doing some camp regime with my mates saying "ooh jelly beans, skip, skip, skip."
113. Apart from the jelly bean treats and getting me to go to his apartment that once, and I'm sure it was only once or once that I remember well, he gave up on it. I watched from the end of the room as he went a bit further with the quieter boy. He might have come close to us in the early days but for some reason to me now, it feels like he thought 'ah this lot are not damaged goods, but they are dangerous to me.' I'm not sure what was going on in his brain, but I am pretty sure that if you were doing that, you do not want boys who were likely to trigger someone else to think why are you behaving like this around him? You maybe want the quieter ones that aren't going to say anything.
114. I got the feeling that we picked up on it really quickly, and Dawson's visits to the dormitory were not as many as they were in the first term. Certainly, after term one and into term two it stopped. I don't recall him coming to the dorm after that. It was coming to the end of the year at the house and he disappeared not long after.
115. Mr Dawson used to check to make sure you were not wearing underpants when you were playing rugby.
116. I don't remember him coaching rugby or being out on the pitch but the school fielded twelve or fifteen rugby teams so he could well have had something to do with the younger ones. By that time I'm not sure what age he would have been.

117. That first term in Mackenzie House, Mr Dawson was checking front and back to make sure that we weren't wearing underwear when we went out to play rugby. Generally, there would be a line of boys either in the changing room or the shower area and Hamish Dawson would go down the back, pull the shorts back and make sure there was nothing on underneath. We were just little boys wanting to go and play rugby and we didn't think about it.
118. It is hard to say how often this happened as he was not always there when we were getting ready. I remember it happening but can't say how often as it became normalised because we were checked for everything. They checked whether your rugby shirt was clean and tucked in and if your boots were clean. We were lined up ready to go on the playing field and when the opportunity came, we were checked.
119. The majority of the time you would go with your team, including the day boys and get changed in the changing rooms at the playing fields. The only time we changed in the boarding house was if we had a match on the playing field behind the houses. We sometimes played out there if the senior teams were on the main playing fields. I suspect that would be when the opportunities for Hamish Dawson to do the underpants check were.
120. There was never any explanation as to why we weren't allowed underwear beneath our rugby shorts.
121. When the second housemaster was on, he would have been involved in getting us out but he never did this kind of checking.
122. Another milestone for me is I did play a lot of rugby at a senior level up until my early twenties. I was shocked that people wore underwear underneath their rugby shorts. I thought it was normal not to wear anything. So, when I was a nineteen year old playing club rugby I couldn't understand why are they all wearing something underneath.
123. I look back now and think this is someone who I did not trust. I had no idea who he was or what an impact he would have on our lives. We were in a new house and there

was all these sort of bizarre things going on. I am totally unaware of the things that are now being reported about that may have happened in these latter years.

### **Reporting of abuse at Edinburgh Academy**

124. I never reported what had happened to me to anybody at the school. I never told my parents and I never considered telling my grandparents or my uncles. We weren't encouraged to talk like that with adults. I wasn't close with my uncles. My granny was pretty hard, and it felt like there was nothing I could do.
125. I think for most of us, school wasn't quite prison, but it felt like there was nothing you could do about it and what could your parents do. I think that would have been the battle my parents would have had. What would they do? They would just have to send me to another boarding school.
126. We had learned how to avoid trouble and that is why I say it was very strange what happened in Mackenzie House and why it is easier to talk about.
127. No-one at school ever did anything or ever sat down and discussed my bad behaviour with me. They didn't know and I don't think they understood anything like a welfare audit. There wasn't that level of care. Did people get trained in that time for this stuff?
128. Why did it take so long for so many boys to come forward and start telling their story about what happened? Some of them went through horrendous things and didn't tell anybody. Society probably thought it was just stories they make up or they get the belt occasionally for being naughty or whatever it might be.
129. My parents trusted the school and believed the bullshit that was in the leaflets about providing a caring community for your child to grow. That is why I spoke to my mother recently and asked her how she as a mother, or a parent could send a child to a boarding school having without believing they would be cared for.

130. It wasn't like the Academy was a boarding school. It was a school that took boarders and I don't think they had a clue about welfare and how to check it independently.
131. In the senior houses it would have been more difficult for the housemaster to control things in theory. I don't know if I would have had the words to understand it as a child. We wouldn't have talked about it I don't think. By that stage if somebody had sat down and asked me questions, I would have thought why are you asking me these questions, do you want control over me once you know the information I've got?
132. I was certainly not having that conversation with my parents. I think they would have found it very difficult. I don't know what kind of arguments they might have had. That was all done in the background. My sister doesn't talk about it either. They probably realised that they were stuck whilst my father had a career in the military moving around, so what options did they have. It's sad because I don't know if I would have been able to talk to my mum.

### **Leaving Edinburgh Academy**

133. In the summer of 198█ my parents came back to Hampshire, I came out of boarding school and my sister went to boarding school.

### **Life after being at Edinburgh Academy**

134. I went to sixth form college to do three science 'A' levels. I had no real idea of what I wanted to do but I now know my father expected me to go into the army and that would have been a sort of logical progression.
135. At seventeen and a half I joined the Territorial Army as a drummer boy in unit that was part of █ which was the brigade that went to the Falklands. I didn't go as I was far too young.



136. I started doing cross channel sailing and was selected for the [REDACTED] Tall Ships Race so I took a year out not knowing what to do but I never talked about this with my parents.
137. I did go through selection for officer training with the Regular Army, but at the back of my head I always had this thing that I didn't want to do what my father did. Not because the army wasn't something I wasn't interested in, I spent twenty years as a reservist. I just didn't want to repeat what happened to me and if I was going to have children I wanted them to be with me and share their world and everything else.
138. I chose my own degree in Hotel and Catering and set off to London. I did four years there from High Street restaurants to high end banqueting. Between 1988 and 1993 I did various jobs including lots of consultancy within the business, recovering contracts that were failing.
139. I still ran my second job with the territorial army. After being commissioned, and due to a change in work circumstances, I joined a unit in which I felt at home. This was because it was not your classic view of an army unit, it was about free thought and it was about convincing everybody that what you wanted to do, was what they, wanted to do. Basically, it was quite relaxed as long as the task you were working on was completed you could work quite independently. Serving as a junior officer at this time was a fantastic experience.
140. I then changed my career completely. I think one thing the Academy experience gave me was the ability to say if I wasn't happy, I could re-invent myself. I got out of catering and hospitality because it didn't pay well and got into the world of transport management which was completely different.
141. I was in operations for a large company operating at a major international airport and then I was very lucky that a new start up business came along in the late 1990s. I was a customer at first and I was asked by the managing director if I would come and work with them to help build the business.

142. The managing director recognised something with me and let me do what I wanted to do. In all the companies I had worked in previously, I have felt it was very difficult working with people who have power over me. I hate it, I never wanted to owe anyone anything and I really hate it when people say you got the job because of them or wouldn't have got as far if it hadn't been for them. He told me just to do my thing and we built a business that went from taking four million in a year to forty plus million in 15 years. We dominated the market place, he let me have freewill and just do whatever I felt we needed to do for the business and we did.
143. We built it up and then sold it to a big family business and they gave me a job that allowed me to continue in the same way. I haven't done the same thing for about fifteen years and every year has been different. That has suited me as it has gone back to my coping mechanism, it is where I am happy. I hated managing staff back in the 1990s and was pleased I got rid of staff. People kept giving me teams of people and my reaction was, no, leave me alone, I don't want them anywhere near me.
144. I have been very lucky and I think that has come from me having the confidence to say no I don't have to behold to anybody. It is something that I have control over. I can run teams and have run successful teams and have done a lot of mentoring within industry as well.

**██████████ Interview**

145. Earlier this year I spoke to a reporter from ██████████. I thought as I had to do at some time as an army officer in that you have to step up and stand to the front. The only way to do that sometimes is that you have to put your name out there. If you hide it under anonymity so much, it just becomes hearsay. So, for me to put a real name to a real face I sort of hoped that more people might come forward and feel strongly enough to speak out.
146. I really feel this was me meeting the boy again as I saw it, going through that front door of the Academy and then coming out a very, very different person.

147. After the [REDACTED] article, my best friend from those early days reached out and wrote to the journalist and said that he wanted to be the friend to me that I had been to him in those early days in the Academy. I found it quite hard that the photograph and story had affected him. I dropped him a line and he came back saying he had read the story and he said he realised he could no longer be a bystander. He said he had also contacted the inquiry.
148. I had thought at times that all these things that had happened in that first year was maybe something that I had made up, but this sort of presented me with the awful truth. When I came back that night, we never talked about it but the impact is that he must have sat and thought something changed. They didn't know what happened and they didn't talk to me about it, we just got on with our day to day stuff.
149. I haven't spoken to him as I didn't want it to colour my evidence to the Inquiry but I probably will afterwards to understand the impact on bystanders who didn't understand what was happening. It must have affected him. So much so, that fifty years later he saw my picture, knew exactly that it was me and this triggered his own memories.
150. Speaking to the journalist he told me about a book that had been written about the parents being victims. My journey to here, that I wanted to tell anyway, is basically when Nicky Campbell did his podcast it was the first thing my mother asked me. She had listened to it and followed it. Just before Christmas of 2022 she asked me again and this time she was asking about the article in The Times about the Academy. I was having personal problems so I let it pass.
151. My mother has been very ill and since I have been coming to help her in January she has been putting newspaper articles out for me about the Academy case and the extradition of the teacher. She knew everything about it. That is why I looked at the article on line. I read the first two or three lines and then that was when it hit me. I spent about three or four days just going 'what'? It really hit me and I was in bits. I spoke to the journalist and he spoke about the parents being hurt by it as well.

152. Then I realised that I needed to talk to my mother. I cooked a meal and she asked me again. She said to me if anything happened, it was time I spoke. I knew she wasn't well and I was thinking, what was she thinking and what is in her head? She had followed the story, so God knows what was in there.
153. We had a long conversation. She asked why I hadn't told them. I told her that when we had to write home on a Sunday the letters had to be left unsealed and if I had written anything down it would never have got out the house.
154. If it had been about a junior teacher who was just twenty-one and just out school they might have read that and said 'oh that is not right.' However since Brownlee was head of the house and deputy headmaster of the preparatory school he had total control of what was coming out.
155. Sadly due to her illness my mum isn't in a position to talk to me about it anymore.

## **Impact**

### *Impact on school life and behaviour*

156. I can split my time at the school into two parts and the second part is when I became more independent as a person and by then I enjoyed that part of the Academy.
157. There are milestones in my world that didn't make sense to me then but looking back they do now. Dundas House was the worst and then when I got to Jeffrey House that is where I started to put coping mechanisms in.
158. What Mr Brownlee did to me leads back to me refusing to go back to the house on a Sunday after being at church. In the summer terms I used to go to the playing field instead of going back to the house. I would go down the track that leads to the changing rooms and showers and there was an area round the back where they would pile the cut grass where I would just go and sit for hours. I still remember the smell of

that cut grass and the privet hedge next to that area. I remember one Sunday one of the senior boys saw me and came and spoke to me for a bit. We talked for about twenty minutes and then he left. I just remember thinking that he had come out of his way to speak to me.

159. I had also read Jack London's book 'Call of the Wild' and I now feel that this was where as a small boy I began to put a coping mechanism in place to deal with life. I haven't read the book again, but it is in my head very clearly and I was sat there thinking I had no trust at all in men who have control over my life.
160. That has been with me my whole life and through my whole work life. I have awful relationships with men who are in senior positions above me, and this has never made sense. I have mistrust about their intentions and find it very difficult to work with them. The boss I had who gave me the most freedom did say to me that he would like me to go and work for him because he thought he could manage me as an individual. He recognised me as a little bit strange.
161. It is also a place I withdraw to if I have difficulties in relationships. I go back, maybe not to the same place but I lockdown and withdraw. I go back to being that little boy avoiding going back to the house so I am not at risk. I am taking that control, where all the other boys went back but I wouldn't. On a Sunday we had like an afternoon tea but I wouldn't go back.
162. I also think now, oddly enough, that my ability to lockdown and withdraw is what might have saved me going into Mackenzie House. It feels like what happened to me in Dundas House protected me when I got there. I suspect that, as well as going with the same group of boys helped. They were there but they left shortly after.
163. For me it's almost that we dealt with the issue of Hamish Dawson in our own way and he left us alone.
164. That first year in 1975 at Mackenzie House I got through without too much trouble. This was also Hamish Dawson's last year and then he disappeared. There was no



real reason but I kind of vaguely remember some discussion or rumours the following term from the older boys about pornography and briefcases.

165. I find it quite interesting in Hamish Dawson's report about me that maybe, he also realised that something was there. If he or someone else had been trained, they might have asked the question. His quote about me was "He is always willing and co-operative but as yet I don't feel I have penetrated his reserve and met the real [REDACTED]" He was already picking up something and he was the first one that does, that there's a wall sort of generated. Again that might have shaped that, because later in the year he talks about me opening out more and revealing a very interesting and happy character. So clearly there was a reserve in my relationship with him.
166. This was also a period where I began to really withdraw. Going back to when I was at theatre school there are lots of pictures of me being on stage and I loved all of that. Once I was at the Academy I withdrew from all of it. Later on they did a production of Midsummer's Night Dream and I signed up to do the sets for it but that was in the latter stages when I was coming out of it. I kind of withdrew from all of that and that is why it is fascinating for me see what happened at Mackenzie House and read the reports particularly when Hamish Dawson leaves and Mr Lister came in. When I read these reports now, I think there was that withdrawal and he recognised this.
167. In the next year it was at this point where I started to get a coping mechanism. Before this I was going to the back of the fields and kind of just avoiding everything.
168. Once I was in Mackenzie House, every opportunity we got we did not stay in the house. In 1976 a bus fare was 12 pence to go anywhere in Edinburgh. We could just go and say can I have 12 pence for the fare. For me this was the beginning of fixing things. I would get my 12 pence, get on the bus and visit every single museum in Edinburgh. I was eleven years old and on a Saturday I was at the National Portrait Gallery, the museums and had total freedom to go anywhere in Edinburgh as long as we were home at a certain time. On a Sunday as soon as I could get out the house I would walk down to the Botanical Gardens that were nearby. I would spend all day there apart from going back for lunch.

169. There was a glasshouse area that had the tropical plants and I spent quite a lot of time there. There was also a pond there that I spend the whole day in front of just watching the world go by. I actually took my first girlfriend there as well. Water has always been a place of tranquillity for me. I also spent a lot of time in Inverleith Park next to the Botanical Gardens.
170. It was at Mackenzie House where I started getting involved in lots of fights. It usually happened when somebody was being bullied by someone else. As a child today this would be labelled as massive anger issues. They were flash things, I could just be sitting there and I could detect somebody was being put under pressure by the older boys for some thing or situation. It didn't matter the size of the boy, I would just start a fight straight away, targeting the boy that was bullying the younger one. It is possible that when if you look at it retrospectively, quite often that wasn't happening but I perceived it like this.
171. It wasn't a case of me saying stop it or else, it was a physical fight with no messing. It was just an explosion of anger which I came to understand and control through my military service.
172. I've always run and I feel I know when that point comes. I've been there and have the ability to control that. I have worked out how to deal with it and that has come from other sources but I recognise it myself even today. It's not mentioned in my reports but I do remember it.
173. I began to step back and this is what comes from Mackenzie House from interacting with the other boys. They would often go off and do things together and I was always on my own. This would be when I returned to the school dining room on a Saturday evening. I would just sit on the stairs of the dining hall so as not to be involved.
174. It was interesting looking back through my school records that no-one is talking about the withdrawal or the disinterest in what was going on and it was severe because I had no interest in what was going on at school or in the house.

175. School life changed and the reports are scary. They show there was some very sporadic behaviour where some lessons I was fine and others where I am not. It reads that I am completely different people in the different lessons.
176. I think when Mr Lister started, this was maybe the point that they spoke to my mum because he is the first one that writes down anything that indicates my withdrawal. This was the time I was going off into Edinburgh.
177. In the first term when I was twelve, he wrote that I had the initiative to organise activities off my own back but partly because I did not find it easy to get on with my contemporaries. He says that I had a fondness for board games, drawing maps, designs and for local museums, that I was always busily occupied and had no need for any organised groups or activities at the weekend. I kind of read that and thought that he is the first one that has come in and identified that in this twelve year old there is a disconnect.
178. Nothing abusive happened whilst Mr Lister was my housemaster. It was a shame that we didn't get on as it feels like he was somebody that was quite genuine. He had a wife who appeared to be a bit younger than him and had two young children. I don't know where he came from but for me, he was the first one that would have triggered any thought process that said things are not right. What there was, what to do about it and who to tell, I can't imagine the school had the systems in place to deal with it.
179. I think for me that was the beginning of a crossover period. Later in the year he ended on a friendly cheerful note in my report and said that previously he had encountered many examples of my almost sullenly reluctance to be informative when asked about quite harmless matters. He says I did a good job cheerfully at the house fete, but I can be very prickly in response to requests and orders.
180. I read that and if you ask anybody that has ever employed me, that is me. I am happy on my own, you will get the results you want but please do not come asking stupid questions or I will get very defensive.

181. That was how I was behaving before, and Mr Lister is the only one that recognised this. I feel that the matron that was there at the time was the person that spoke to my mother. I cannot remember what her name was or if she came at the same time Mr Lister arrived. She had her own little office and I remember I did talk to her a lot. It makes sense, the housemaster may have asked her about me, and she would have then contacted my mother. This is the only time that anybody ever raised anything.
182. My behaviour was obviously recognised but it was still not over. It definitely feels like there was a bridge. There was a period where I said okay, that's thirteen, the age of thirteen stops and you move on. There was still a lot of emotional mess and you have now all the normal teenage rubbish sitting on top of what I was carrying anyway. By this stage most of the friends that I had started with had left. I don't know why they had left but they were gone. I've no idea if they went home to their parents and said they were not happy so could they leave.
183. I felt I was lost and there is mention in a report from the rector saying "he needs to remember there are people here to support him."
184. I went to Jeffrey House when I was thirteen and that was when there was a transition. It was the beginning of a new step, it was this kind of re-invention cycle that I have gone through in life.
185. In my reports at this stage it picks up and comments on lost bits about my uncertainty, my ability to learn and that my attention was poor. I had plenty determination but when things got on top of me I just gave up.
186. That was the first year in the senior house with a new housemaster, new relationships with people but a complete disaster within the school environment. In every lesson I was a very different person.
187. This was the year I almost got expelled and the reports say I was 'too busy messing around and disturbing other people. In general this term his attitude has left a lot to be desired. Every now and then he goes badly off the rails. He always gives the

impression of existing close to the hooligan fringe of society.' The rector then continued saying that if that continued I was out. This would be the end of my anger coming through about something.

188. One massive impact on my life after the experiences I was subjected to, has been that I have always struggled to sleep since I was first subjected to that abuse at the Academy. After lights out I always tried to be the last person to go to sleep so that I felt safer and that nothing was going to happen to me. I was never able to settle. I had a small transistor radio with an earphone and I used to listen to radio four until I fell asleep.
189. This has continued throughout my life and sleep has always been difficult. Radio 4 ends the day with 'Sailing By', I could only get to sleep after I had listened to that. In later years the only time I could sleep right through was if I was on my boat.
190. Now that I have had the opportunity to speak to my counsellor and you at the Inquiry, I am actually sleeping much better. I can now go to bed and sleep right through the night instead of not getting to sleep until two o'clock every morning.
191. When I went home from school I would be asked if I wanted to go and meet with other kids from the Academy who were living nearby. I didn't want to and I didn't want anything to do with anybody.
192. I spent the weeks of the summer holidays in my bedroom with my trainset, doing model railway scenery and doing different schemes for the model railway. I was in that place again as if I was back at the dining area just sitting on these stairs. Yes there was remedial work I had to do that the school had assigned but I really just began to want to be on my own and again that is something that has stayed with me all my life.
193. It was a period where some of the boys from the Academy were living in the same town as me in Germany and they cycled all the way to come to see me and I reluctantly went out for the day. We cycled back to their house and when I was at their house I sat in the attic doing my own thing. I didn't want anything to do with anyone.

194. I had horrible tantrums like a two year old. At thirteen I used to hide behind beds and the only person that could get me out was my grandfather. I remember my dad was taking me to a holiday camp and I was adamant I did not want to go. He told me just to get out the car and get on with it. Instead, I started to throw stones at my father's car and lost it completely in a public space.
195. I think if I had a child that behaved like I did when I was at home I would have thought this is not right. If I looked at that, if it was my daughters or somebody else's children I would have thought there was something wrong with this child and wondered why.
196. The house reports talk about things, where, if that was today somebody who was in a care situation or was coming in from outside to oversee, would say something.
197. It also gets onto the journey to where I am now. A few years ago my mother did say the school had called and talked to her. They said they had concerns about me. She never went into specifics, it was just dropped as a comment at some time in the last ten years.
198. I think my time at the Academy saw my changing years and how I began to put in coping mechanisms that I was going to rely on later on in life and have done. I also had an understanding that there was that chain where I was a very different person from the one that started at the junior school. Then that next part coming through the period where the coping mechanisms began to make sense. I began to become at one with myself and have the ability to not allow what had happened have a negative impact on me.

*Impact on Life after Boarding School*

199. However it has had a negative impact on my life and I have never understood it. I have been successful, I have done a lot of things and I have done a lot of running away as well.



200. I mentioned conforming earlier and one way you can conform is by basically just stepping back into the background which again is something that I am aware I do. I have always been very good in support roles and have done very senior support role jobs in industry and as an Army officer. I found roles that I could use the knowledge I had and I was confident about but didn't have to be the one at the front.
201. The mentoring at work started a couple of years ago and I began to really start thinking about life and what it is. That in a strange way has kind of led to this conversation with the Inquiry today. I would not have been able to do this a year or two years ago. I have been looking and trying to understand who I am and to come to terms with it because it annoys a lot of people.
202. I have been married twice with one long-term relationship in-between. On more than one occasion I have been referred to as "an emotional fuckwit" and I didn't know why. There are just things that I have no emotional connection to and particularly relationships. It's hard to form trust and in the end it comes down to trust.
203. I cannot share stuff with partners. There are some things that I can't do because it has in the past meant revealing things about me that I am not comfortable with, and I would rather hide them. That has created a lot of tension. Partners have told me they never really understood me. They couldn't understand why I behaved the way I did or why I did things the way I did and why I wouldn't talk.
204. I have a block, hopefully not so much in the future as this is part of unburdening the experience and God knows what it would have been like to go through some of the stuff the other kids went through.
205. That is also down to my time at school. I remember sharing something with somebody then finding it came back to me immediately as a bullying activity. Why would you tell anybody about the abuse you suffered because that is a biggie, to talk about it publicly?

206. The Academy gave you incredible freedoms and as soon as those freedoms came, I started a process that drove me to get out of the child world. I wanted into the real world where I could make choices of my own and I could see that coming through from the reports when I was at Mackenzie House.
207. It has also been part of my difficulties. I am scared of sharing stuff other than cooking which my grandparents taught me. That is where I feel comfortable and I will cook a meal for lots of people but I can't paint a picture, read a book or write a story for them.
208. I think it was in 1997 that I wrote my first piece, and it was a horrendous experience. That year we took the veterans who were part of the regiment that took Pegasus Bridge, back to Normandy. I convinced a close friend that we should right this story which I did and then it was distributed to everyone.
209. I then had a horrible feeling when one of the junior officers told me that one of the platoon commanders who landed in Normandy wanted to chat to me. I thought he was coming to criticise me, and I really didn't want anything at all to do with it. I was quite happy to write the story but wrap it up and put it in somebody else's name. It was my perception that automatically had the default position of thinking it was going to be a negative opinion. In the end he never criticised my piece and was very complimentary about it in a letter he sent to me later.
210. Thinking about these kind of negative thoughts or perceptions, there has to be a connection to what happened to me especially at such a young age and the impact of the severe punishment for doing something that was quite normal. What harm were we doing, we were talking after somebody put the lights out and I got badly beaten just for doing something that is normal.
211. I buried what Mr Brownlee did to me for a long time. Recently I became involved with supporting a refugee family who have a child about the same age I was when I went to school. I have found it very difficult to spend time with them and not look back at what happened when I was their age. How could anyone treat a child the way they did? What was all that about?

212. I look back and I have layers around me, massive layers and I recognise that. I protect myself completely and with more and more layers making it as difficult as possible to penetrate me as a person.
213. This is useful in business as people never know what you are thinking and people have commented on that. To me that all begins to make sense, knowing to shut down and lock out and knowing to show emotion can be dangerous.
214. Having got involved in so many fights, arguments are something I am not good at. I can't understand why people argue over stuff. I can't express myself in an argument especially with someone who has control over me as an employer. It is as if walls start to come up and it becomes very difficult, so I back off.
215. It hasn't held me back. Would I have done different things and would I have been different? These are dangerous questions. I think I might have been. There are things I enjoy and things that I would have enjoyed.
216. I think that also comes out of getting those 'A's and Mrs Petrie, where if I am in an environment where I am getting encouragement and I am working with someone and I feel trust then I get much better results. If I don't get that trust and encouragement then I kind of withdraw from it.
217. When I was supposed to get feedback on a course and didn't get it even although I was performing perfectly well, I began to withdraw because I wasn't getting that feedback. At the end of the course they said here are all your weak points and I felt, yes, that is because I was expecting re-enforcement and a response but didn't get it.
218. I think that is also down to finding out what other people are thinking about me and how I push back a lot which is all a bit of a mess really.
219. When one of my children was in their teens they told their mother that they wanted to come and live with me. Apparently, my former partner told them that if they came to me, I would just send them to boarding school. I found this very hard emotionally and

I didn't understand why they would say this. I was very angry because that was never something that I had ever said that I would do.

220. It shouldn't have annoyed me but it did because it was just something based on the principles that I had set out at a very young age that my children would never go to boarding school. It now felt like it was being used as a weapon so that they wouldn't come and live with me.
221. I have realised that I have compartmentalised a lot of my life. It is, that is my safe space, this is what I enjoy, I am at home, safe playing trains and not at school. Then I am at school, I am in a boarding house and that's very clear even now I am at work and when I come home I don't talk about work. I have sailing, I have a private life but they are in boxes and mentally I have to divide them up like that.
222. I think that comes from when I went to school, you knew you had a school term, knew you weren't going to see your parents until the summer so you had to put that in one box and that was like okay I might be being bullied but this will be over.
223. You can't tell what life would've been like if these things did not happen on that journey. I don't have lots of complaints but there are somethings where I get frustrated with myself. I now see what happens, it has contributed to who I am today and it feels like now I am getting the chance to go back. I was asked by the [REDACTED] reporter what I would say to that little boy if I met him and now it feels that I am actually sitting next to him outside the door of Dundas house on his first day.
224. I think I have gone out not to save people but for some reason I have an affinity with younger children especially eight and nine year olds. I have been told several times I would be very good at teaching at the primary level. The more I have spent with young children the more I see their vulnerabilities, their total trust in the adults around them and how they are treated can impact and hurt them.
225. I don't see myself as a nine year old, I see myself as a middle aged person saying you can brush this off but I realised that I can't until this process is finished.

## **Treatment/support**

226. I have had counselling and it has benefitted me but not because it provided answers. Although the sessions weren't about dealing with my early years to start with, during the one-to-one sessions I began to try and understand why my mother had started to ask so many questions about my experience at school.
227. I have never experienced counselling before but one to ones helped me to relax a lot more because the counsellor wasn't emotionally connected to me. When I underplayed what happened and said the things, I went through were nothing compared to what these other people went through. They would say if these incidents have left such strong memories, then something did happen.
228. The counsellor started to ask about school and was listening to what I was talking about. It kind of fell apart after that so it was probably a very neutral space to talk about stuff and then trying to put things together, it was like here are thousands of pieces of your life floating around you and for now you just had to take stock of them. I began to think about school life a lot more and I was trying to pick up some of these pieces to make sense of why these milestones were in my head.
229. It really helped after I had read the articles that my mother had left out for me. There were times when I thought, is this important and did this happen, or is it just part of normal life for people? Is it physical abuse?, is it sexual abuse? It was all these sort of things and for me, it was very hard to place it because I know when you read the stories you always get the extreme end of things. We talked about them and it has helped. I see them as phases and if I hadn't had taken one phase I wouldn't have had the strength to take the next or talk to the [REDACTED] or talk to the Inquiry team.
230. I suppose it is a bit like unwrapping birthday presents in front of you. I could not have gone from where I was at the beginning of the year to this interview in a sensible and coherent way. I see this today as part of that journey. I wouldn't have reported it I don't think, I wouldn't have considered it as it was just like it was a completely different world.

## **Reporting of Abuse**

231. I have reported what happened to the police earlier this year. After going online and reading these first sentences of the on-line articles I contacted the school. They have a good website and there is an information page and I think it recommended you contacted the police and the Inquiry.
232. I think I may have gone on the Inquiry website and read what the steps were that needed to be done. I think I made my application to the Inquiry and reported it to the police around the same time.
233. The police never took a statement. I think it was West Lothian Police and there was a form I had to fill in. It was not very clear what the process was but there was a web form to be filled in. I did get a phone call back and they left a message on my phone with a mobile number to contact. Unfortunately, by the time I went to do anything about it the message had gone from my phone and they never came back to me by phone or email.

## **Records**

234. All the records that I have and referred to are the reports that were sent to my parents by the school. They came in different forms. Some were just bundles of individual teaching reports, others were lists of all subjects where somebody had put a comment in each one and then housemaster, class master and rector comments.
235. There are no records of any punishments in the houses and the comments from the housemaster are that everything is fine and there is nothing to worry about. Both Brownlee and Hamish Dawson's comments are very non-committal. It was kind of like there is nothing wrong with this child and nothing to see.
236. It is very easy now when I have all the reports and start to put everything together. These are the copies my parents received and got three a year. This is why I think my



mother was so affected by the Nicky Campbell thing because she has continually been asking about it since the program was aired.

237. A strange twist that I have found when looking through my records is that we had photographs taken every year of the kids in the house with the housemaster. The [REDACTED] asked for pictures and I said I had some and then I realised I don't have any of Dundas or the first year at Mackenzie House. They had been removed from the big box of stuff I had about the school. I do have pictures from after that though and I think that is weird. The first picture I have is with Mr Lister. I definitely remember a photo with Hamish Dawson and definitely one outside Dundas House but they have one.

### **Lessons to be Learned**

238. I suppose the question is how do you manage safeguarding? The reason that I was quite happy to speak to the [REDACTED] is why should any victim be the one who continues to suffer whereas the perpetrators kind of have all the cards. If more people were happy to stand up and say enough publicly, perpetrators or people thinking about doing it would need to know that there is a big chance that they will be caught.
239. The reporter asked this same question for the [REDACTED] and I said I think it would be good for the Academy to put in a very prominent place a plaque to apologise. It is difficult for them to acknowledge this, but it should be in a place where students passing it know that people will be caught and know that there is somebody out there listening. Teachers or anybody who has the opportunity, walking past will be careful and think twice. This will also make sure that the boys who suffered these experiences are not forgotten about and their voices are not lost and forgotten in time.
240. For me things happen to you as adults but what continues to shock me about it is when kids are so young how small things can really finish them and how much of an impact it has on their life. I listen to my mother talking about German bombers going over her

home town to bomb Glasgow and how her brother is still terrified of the sound of low flying aircraft.

241. I cannot get into my head at all what went on in the Academy but how do you prevent it. You can have people cross checking and checking but these events happen all the time. How many times do we hear the government saying enough is enough and we will stop this happening in our care systems. Then a year later you find out something else has happened. It's hard but we have to keep trying.
242. People that speak up and in particular children need to have confidence and somewhere comfortable to go to where they can trust someone. I think if there was somebody that was in charge of welfare, that was independent of the school, who had the opportunity to speak to students in a safe place it would give people confidence to have these conversations and work out whether or not children are manipulating it because many teachers live in fear of being maliciously accused. They won't see a child on their own and always must have someone else there just in case they are accused of something. So, there must be a balance.
243. It just hits me every time I see schoolchildren and I think how could people do that? They are innocent, they don't know, it's human conditioning when they normalise things, they lock things away, they find out ways of getting through.
244. I think it would help if there was something that encouraged people to come forward earlier as adults. So often the average age of people coming forward on these things or for the Academy is sixty year olds or those in their late fifties. Even if they came forward whilst the perpetrators were still alive then people could get some sort of justice. All too often people wake up and realise that they have got away with it.

### **Hopes for the Inquiry**

245. The reason I came forward was because this is the first burden I could no longer carry and ignore. I was very keen firstly to understand why I have these difficulties with trust, why I find it hard to give everything in a relationship and that is kind of where I started.
246. To do that you have to understand what it is and how it has affected you so that you can recognise it. Then when you start a relationship you can say okay, I can explain that this is me and this is why, in the hopes they are okay with it. If not, it doesn't matter as it is better to start that way than anything else.
247. So for me this is an opportunity for this part to put that burden down and to say I can come to peace with this.
248. It wasn't just about me because it would have been very easy for me to say I can wrap this up in my head, I can understand it, I can put it in its place. This may sound stupid but it almost connects me with my younger self and maybe it gives that little boy a chance to share whatever life I have left. It gives them a chance to be who they wanted to be because that has been suppressed. I have lived my life in a way that I have been able to control it. Now maybe I get the chance to put my arm around that little boy, welcome them back and tell them that they are safe and it is going to be okay. I think it is a burden you can only take so far in the world and to be at one with it means I can move on.
249. That was the selfish part and then I thought there must be others. The reporter told me he has spoken to eighty other Academy boys and most have been anonymous. I thought back to that lad that had defecated himself, thought about not just the kids I was at school with and I thought if I have the strength to stand up and speak up, I can get closure for my mum as it was good to talk it through with her but also to give strength to anybody else out there. I hope that they will come forward and put their part of the story in because for me they have had to carry the same burden.

250. That was what was so emotionally powerful about my school friend getting back in touch after all these years. Just him seeing my face and reading the story. I don't think he got involved but maybe he did. He said he couldn't be a bystander anymore and said he wanted to speak up.
251. If you like, it is a kind of reaching out to anybody that is out there to say you can do this and it is okay. It is not saying that it is something to be proud of and that is probably another stupid statement because it is not the victim's fault. However, if more people knew that a child could stand up and say no, enough is enough I would say that would be another outcome to encourage people to come forward from whatever school it is and stand strong together.
252. We will never stop it if we keep hiding. The reporter and I talked about this a lot and he asked about all the people who would know it was me but I felt I had a duty and an obligation to speak. I was shocked it got to the front page and I was shocked at the response it got. In the end it has unexpectedly re-united me with a very special friend after so many years.
253. It is about being able to unburden some things. It allows me to be free of it, I think and I feel free. It is not hidden anymore. I can talk to you about it and I have talked to my best friend and his wife about it. I have been able to talk to my mother about it and to try and start to come to terms with it.
254. I don't really want to keep talking about it as every time I do I begin to worry about whether it is real, but I do now feel more confident that I will find relief and happiness after passing through this experience. It feels like everything is together and maybe I can shred some stuff now. I can just re-invent the next twenty to twenty five years or whatever I've got left of my life without regret as I think I would have regretted not following this path.

**Other information**

255. 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. 07 July 2023 .....