

Scottish Child Abuse Inquiry

Witness Statement of

IGN
[REDACTED]

Support person present: No

1. My name is IGN [REDACTED]. That was the name that I was known by when I went to boarding school. My date of birth is [REDACTED] 1975. My contact details are known to the Inquiry.

Life before going into care

2. My father's name was [REDACTED]. He was born in Kirkcaldy in Fife. He has sadly passed away. He was a publisher of educational books for schools. The books were used in the United Kingdom but also quite extensively in other developing countries and in Africa. My mother's name was [REDACTED] during the time I was at Edinburgh Academy. She now refers to herself by her maiden name, [REDACTED]. She was born in Galashiels and raised in the Borders. She is still alive. My mother was a primary school teacher.
3. My parents moved to London before I was born in order to find work. I was born in Chertsey in Surrey in the Southeast of England. I was the first of three children. There is quite an age gap between all of us. My brother, [REDACTED], was born in [REDACTED] 1984. My sister, [REDACTED], was born in [REDACTED] 1987. I would have started at the school where my mother was already teaching. I was there approximately between the ages of four and five. I remember at one point being in one of my mother's classes which was a bit embarrassing. When I was about five, we moved house and I started school at a place called Pyrford, Surrey. I attended primary and middle school there right up until the age of about eleven years old.

4. Looking back at that early part of my life, we weren't a wealthy family by any means. Working in education isn't a particularly financially rewarding place to be. However, my parents were hard working and I would say that we were comfortable. Those early years were probably the best years of my childhood in terms of stability, life at home and my own personal social life when it came to friends. I am still in contact with many of the friends I had back then. That whole period of time was a really good part of my life.

Entrance exam and lead up to attending Edinburgh Academy

5. Initially the hope was that I would attend a local fee paying school for secondary school. I remember sitting some entrance exams for non-boarding schools around where we lived which, unfortunately, I didn't pass. My academic standard wasn't high enough for those particular schools. It's possible that if I had passed those exams I would have stayed with my parents.
6. There were a couple of factors that led to the decision to ultimately send me to boarding school. The first factor was that my parents were keen for me to have a good education. Some of the state senior schools in the area we were living at that time had their challenges. My parents were happy to work hard so that I could get a decent senior school education. The second factor was that my parents were starting to get worried that they were reaching a stage in their careers where they needed to start moving around. The economy was beginning to turn and they were beginning to think that they may need to move around and travel a lot because of business. There was a general feeling that they might have to move and it would help my education if I was consistently in one single place.
7. I don't remember the detail of what was discussed with my parents, but I do remember them talking with me about going to boarding school. I understood from our discussions that my parents genuinely felt that they might have to move because of work commitments and, because of that, boarding school did make sense to me. I

genuinely felt that going to boarding school might be good and it would be a worthwhile thing to do. I felt that it was something which I would get a good outcome from.

8. I ultimately took the entrance exams for George Watsons College and Edinburgh Academy just before the summer holidays of 198█. My father had actually gone to Watsons. After passing both entrance exams I had a choice of which school I would like to go to. I was very much involved in a discussion surrounding where to go. In the end, after visiting both the boarding houses at Watsons and Edinburgh Academy there was something that left me feeling that things were a bit more welcoming at Edinburgh Academy.
9. Both those tours of the boarding houses were a bit of a lottery. Anything could have been happening at the moment in time when I was being shown around both schools. It just so happened that, although everything felt fine in terms of facilities at both the schools, there was nobody around when I was given my tour of the boarding house at Watsons. I just didn't get a feel for the people. When I went to Edinburgh Academy's boarding house it was in the evening and all the boys were around. I was shown a room where they kept pets. That all just left me feeling that Edinburgh Academy might just be an ok place to be. During the summer holidays we prepared all the gear that was needed for going to the school. Looking back, although I felt everything was alright, I didn't really know what I was letting myself in for. I suppose I was just hoping for the best and not really considering the enormity of it all.

Edinburgh Academy, 42 Henderson Row, Edinburgh

10. Edinburgh Academy was a fee paying school that accepted both day and boarding pupils. I started at Edinburgh Academy in August 198█ when I was eleven years old. I ultimately left when I was seventeen in the summer of 199█.
11. I was a full fee paying pupil at the school. I am aware that there were other pupils who received reduced fees and bursaries but that wasn't the case with me. It would appear from the paperwork I have reviewed that fees would be paid every term up front. There

would be a further monthly or termly invoice for other expenses on top of that. That would be for things like exam board fees or things that accrued as expenses in the boarding houses.

Academic years and classes

12. There were seven academic years at Edinburgh Academy. First Year would be for children who ordinarily would have been in their final year of Primary School or Prep School. A number of boys joined in Second Year because they would finish off their time at their Primary School or Prep Year first. Your Second and Third Year at the school were your more generic years where you were taught a number of subjects. Fourth Year was your foundational year ahead of your GCSEs. Fifth Year was when you actually took your GCSEs.
13. There were two further years, Sixth and Seventh Year. Seventh Year was optional. Over those years you would sit either A Levels or Highers. You could, if you wish, do your Highers and A Levels over the course of either one or two years. There was a lot of discussion with your teachers surrounding what route you would take in Sixth and Seventh Year with much of it depending on what levels you were at in particular subjects.
14. The way the subjects were taught was that it was streamed into sets. Because of that you wouldn't necessarily have the same set of pupils around you as you went from lesson to lesson. You would be in the same class with whoever was at the same academic level as you were in the particular subject you were doing. I think what set you were in was determined by your end of year test results. That was problematic because you could be doing very well over the course of the year, but you might just have bad results in the end of year exam. I presume the ultimate decision was made by the head of the respective department.

Staff who were present at Edinburgh Academy

Staff structure

15. There was a Court of Directors who oversaw the governance of the school. When I was at Edinburgh Academy several of the Directors had been there a long time. There were Directors who had been on the Court since the sixties. That would have meant that they had been there twenty or thirty years. Evidently, there was no diversity or healthy turnover amongst the Directors. Looking back, given my knowledge of other institutions, that wasn't a healthy thing. To me, that may have been why the school was still living many of the challenges it had faced in the past.
16. There was a Housemaster attached to each boarding house. Housemasters were probably the staff members who would get to know you the most if you were a boarder. Those were the people you had most contact with. You were living in the same house with them in the evenings and the weekends so there was more interaction there than with your Class Master or any other staff member.
17. There was a matron attached to each boarding house. I recall them but couldn't name any of them. The role of the matron evolved over the time I was at the school to one that was quite important. There was a little bit of a maternal aspect attached to their role. They would have a role in caring for boarders in the boarding house and generally making sure everything ran properly. They would tour around and make sure that we weren't doing the wrong things. I have memories in particular of the matron in Jeffrey House making sure we were all ok. That wasn't necessarily through directly asking us how we were but more keeping a general eye on us all.
18. Every year you had a different Class Master. The Class Master's role was to look after a cross section of boys from the academic year you were in and to keep an eye on how you were progressing across the individual subjects you were being taught. I guess the hope was that if you had a consistent class then you would make some friends from that. Looking back, it was quite difficult for Class Masters to gain a thorough understanding of what was going on with each particular child because they weren't thoroughly exposed to what was going across all the classes. The only classes

they would have seen their pupils in would be the class in which they were teaching them a subject themselves.

19. The majority of staff members had arrived from an earlier time. There were more than ten staff members who had arrived in the fifties, sixties and seventies when I was at the school. I think that left a legacy of teachers who had been at the school throughout the period prior to me starting when I understand there were all sorts of terrible instances of abuse. However, over the time I was at Edinburgh Academy there were new staff members who came in with new ideas. That did improve things to a certain degree.

Staff

20. Lawrence Ellis was the Rector of Edinburgh Academy throughout my time there.
21. Brigadier Richard Rothery was the school bursar. I understand that he passed away in 2021. Mr Mackay was the fee clerk who worked in the school's fees office.
22. Mr [IDX] was my first Housemaster in Mackenzie House for the first couple of years I was at the school. I know that his first initials were [IDX] but I can't remember what his first name was. He was also the [REDACTED] at Edinburgh Academy.
23. Dr Blackmore was my second Housemaster in Mackenzie House. He was my Housemaster for one year. He was also a Chemistry teacher. He was a very nice guy.
24. Peter Wilmshurst became my Housemaster when I moved to Jeffrey House. He was my Housemaster up until I left the school. He joined the school in January 1966. He took more of a worldly view of the boys in the house. His wife, Jill Wilmshurst, would occasionally become involved with looking after the boys in the house.
25. Mr Zambellas was my Class Master when I was about thirteen years old. He also taught me Religious Education.

26. **IBU** was my PE teacher and Sports Master. He would have been roughly in his forties or fifties when I was at the school. I know that he joined Edinburgh Academy in January 196█ because I have records showing that. When I was there, he would have been one of the longest serving teachers at the school. He was there throughout the whole time I was at the school. I think he left the school the year after I left. He was stocky and about five and a half feet tall. He would have been a similar height to me by the time I was thirteen years old. He was certainly one of the shorter teachers around the school. He was balding and had shaved hair.
27. Madame Anne Kennedy taught French. She was the only native French speaker amongst the language teachers. She was by far and away the best French teacher at the school.
28. Tony Cook taught science. I am pretty sure he taught me biology at some point. He was a good teacher and a genuinely nice person.

The children at Edinburgh Academy

29. There was a mixture of day and boarding pupils at Edinburgh Academy. The composition of the pupils was one of the interesting dynamics at the school. The new joiners to the boarding house, Mackenzie House, in the first year at aged eleven generally didn't know each other. A lot of the day pupils in the first year of the senior school, however, did know each other from the Prep school. That could lead to you feeling as a bit of an outsider when you went to the school during the day when mixing with the day pupils. I remember feeling relieved to be returning back to the boarding house at the end of the day because of that.
30. I am aware of some people describing that there is a hierarchy amongst pupils at boarding schools. I've seen it described that some pupils are regarded as 'first division' and 'second division' amongst staff. Those who are first division are the ones who are good at sport and academia with the rest being regarded as second division.

From my experience, it is a lot more granular than that. It was any detail that made you vulnerable in such a setting, such as your social standing or what your parents did, physical appearance, whether you were introvert or extrovert, your accent, every feature that stood out was potentially a weak spot. I think your social standing was crucial in Edinburgh Academy. Whether you were part of a family of wealth or whether your parents were influential was key. I think it made a difference if your parents knew someone who was part of the Court of Directors and so on. Some boys were from families who were part of royal families and governments abroad. All of those things fed into how vulnerable you were.

31. Unfortunately for me, I didn't tick many of those boxes when it came to social standing. There was an incident that I think speaks to the differing ways in which staff spoke to you and your parents depending on your background. There was either a parent's evening or parent's day sometime early on during my time in the school. My father and my maternal grandmother had come to the school. The Rector, Lawrence Ellis, came up to us to say hello in the yard. I suppose my father in that moment was excited and proud to show his mother that I was at Edinburgh Academy. Lawrence Ellis had barely said hello when he literally, mid-sentence, cut off talking and walked off to speak to another set of parents. Both my father and grandmother were completely speechless as Lawrence Ellis clung to this other set of parents right across the yard. He had completely bizarre body language as if he was almost bowing down to these other parents. I think it was at that point it started dawning on us all that I was just there to be making up the numbers.

Routine at Edinburgh Academy

Early memories of being at Edinburgh Academy

32. I remember being dropped off by my father at Mackenzie House. I was a big bag of emotions because I had left my mother. I was frightened because I had never spent any significant time away from my parents up until that point. The reputation, and even the architecture of the school, was quite imposing. It was a place that was totally

different to anywhere I had experienced before. I can't remember anything along the lines of who welcomed us or spoke to us on our first day. I can't say that they weren't welcoming. Neither can I pinpoint any memories surrounding there being a concerted effort to make sure new arrivals or First Years were put through some sort of process to make sure they were welcomed or to make sure any concerns were addressed.

33. When you are a new boarder at the school in the first year you have two key things to be concerned about. The first is following the routine and rules of the boarding house and making sure you're on time and following the rules. The second is the routine and rules of your time in the school buildings and making sure you are on time and following the rules there. I remember that Edinburgh Academy was a difficult place to find your way around when you first started. You had a map but you would pretty much have to find everything on your own. I'd often be running from one class to another because I was late and had got lost. One of the first big challenges was walking from the boarding house to the school. We would walk from Inverleith, down Arboretum Place then either down the Water of Leith or along the roads in Canonmills before turning back on ourselves. The pathway down the side of the Water of Leith was a much quicker way to go, albeit it was quite dark and secluded.
34. You quickly realised that if you were in your uniform, and you were on your own, you were a bit of a target for boys from other schools. You quickly learnt that you needed friends around you and to be in a big group in order to ward off any potential issues. I was made aware that there were fights between boys from Edinburgh Academy and Broughton High. Typically, the issues surrounded one boy from Broughton High that consistently targeted Edinburgh Academy pupils on their way to school.
35. I remember that during my early time at the school I was desperately trying not to break any of the rules or do the wrong thing. I just hoped that I would, through the process of osmosis, eventually work out how things worked. I vividly remember an occasion on my second or third day when I got lost on my way to an English class. As I was running towards the Donaldson Building there were quite a lot of people coming towards me in the opposite direction on the footpath. I momentarily stepped onto the grass so as I could get around them and carry on running. After doing that I was pulled

aside by a teacher and given quite a telling off for running on the grass. My heart was beating a thousand miles an hour. I just thought to myself "oh my God, is this what it is really like?" I couldn't believe it and hadn't ever experienced that sort of discipline before.

36. Looking back, I spent the opening weeks and months at the school just doing everything I could to get through each day and get from one thing to the next. I adhered to all the rules and followed the routines but would think throughout a lot of the days at the school "I just want to get back home to the boarding house."

Sleeping arrangements

37. Mackenzie House was the boarding house where pupils in First, Second and Third Year boarded. I think somewhere between twenty and thirty pupils boarded in Mackenzie House at any one time. There were three dorms of between six and eight pupils within the boarding house. Jeffrey House was the boarding house where pupils boarded from Fourth Year onwards. From records I have seen, there were approximately twenty seven pupils boarding there at any one time. In terms of dorms and bedrooms there were approximately four or five dorms and then approximately between six and eight single rooms for boys in the more senior years.

Mealtimes / food

38. Meals were had in the Prep school. All three boarding houses would go to the Prep school for breakfast and dinner. For supper we would have toast and tea or something like that in our boarding houses. Nothing remarkable happened during mealtimes. Mealtimes were places of general safety and togetherness amongst the boarders.

Washing / bathing

39. When I first joined the boarding houses, we typically washed in one big room with seven or eight baths in it. You would try to time your run for when there was no one

else there or when other boys who might annoy you might not be there. There was no supervision of those bath times, and I don't remember any staff being near us.

40. At some point in Jeffrey House the baths were replaced with showers. There again was no supervision by staff. You had a shower and that was it. My experiences in the boarding houses contrasted to the showering times after sports and PE where the master, IBU, would for whatever reason be watching us. That felt unusual when compared to our experiences elsewhere in the school.

Clothing / uniform

41. There is a big section on dress regulations within one of the two books everybody was presented with before starting at the school. That section sets out exactly the types of dress you had to buy and have with you in order to attend the school. You wore different types of uniform depending on the time of the year. You wore a tweed jacket in the winter and a summer jacket in the summer. I remember that was much to the disappointment of my parents who felt that it was all too much expense.

Schooling

42. There were many areas where the quality of the education at Edinburgh Academy was good. My main observation was that it was important to get into the right level of class or set. It was also important to get into the set where there was the right teacher. A lot of it did come down to which teacher you had and the class environment you were in rather than the overall approach. An example of that was French. I was for a year moved out of Madame Anne Kennedy's set to a lower set and my French deteriorated because of that. Madame Anne Kennedy ended up demanding that I be returned to her set after that. She came to the classroom to demand that the teacher allowed me to leave and re-join her top set class. She just didn't accept the school's decision to place me into the lower set and made sure that I was in her one. Ultimately, Madame Anne Kennedy was right because I achieved an A in GCSE French. That was a positive example of a teacher disagreeing with a system at the school and looking out for my best interests.

43. At the end of Fifth Year, you could decide to either do Highers or A Levels. I remember that around the time I was in Fourth Year the Maths department seemed to be entering a period of complete disarray. I'm not sure what exactly what was going on but there was a definite sense that the school had lost grip on the whole situation. It seems that a number of pupils in the year after my year had underperformed in Higher Maths. Somehow the teachers hadn't organised themselves well enough to get results for that year. That resulted in a number of boys in the year above needing to resit their Higher Maths exams. That impacted on what resources the school had when teaching Higher Maths in Sixth Year for the following years.
44. Maths was fundamentally important to me because I was also doing Higher Physics. Ordinarily, Higher Maths could be done in one year in Sixth Year or two years over the course of Seventh Year as well. Because of my family's financial situation, they couldn't afford for me to attend both Sixth and Seventh Year so I had to achieve results in one year instead. Unfortunately, even though the school was aware of the situation they still put me into the two year slower moving Higher Maths set. That resulted in protests by my father and me. Even with those protests the school still refused to do anything about it because the one year set for Higher Maths was full. My Housemaster, Peter Wilmshurst, did admit in correspondence with my father, which I still have, that it was a debacle. You sense from that correspondence that there was nothing he could do about it. I hold a long rambling letter from the Head of the Maths department explaining what seemed to be going on. That letter wasn't even written until February 199█. By that time, I was already five or six months into my final year at the school.
45. Looking back, it is extraordinary that the school didn't provide the assistance that was needed for me to do Higher Maths given how important it was for my education at that time. The irony is that, given what later happened, had my parents known about the situation regarding Higher Maths I likely would have not been sent to Edinburgh Academy for that final year and my parents would have saved themselves the fees. Ultimately the solution, which I find extraordinary given all of the circumstances, was that my parents enrolled me for extra Higher Maths lessons at Tynecastle High School.

I would have to commute there once or twice a week in evenings and do an hour to an hour and half of extra Maths.

46. I found the teaching and atmosphere at Tynecastle High School really warm, positive and enthusiastic. I was struck by just how nice everyone was when compared to some of the people and circumstances I had been experiencing at Edinburgh Academy over the years. Unfortunately, the extra teaching didn't help me with my Higher Maths, but it did allow me, at least, to get a C in Higher Physics.

Leisure time / trips

47. The school did a great deal in terms of events and things to do which was good. Some things were arranged for all pupils and others were arranged for groups of pupils. There were things arranged by the Housemaster and the Housemaster's wife just for the boarders. Most of the activities were optional. You began to realise that if you picked the ones you were interested in you would probably have a good time. It was another way you could settle into the school. Your participation in activities was seen by the school as a big thing. It was viewed very negatively if you weren't participating in anything at all. A lot of the things were good fun and created good memories. I remember things like visiting places of interest around Edinburgh or going to Murrayfield Ice Arena to watch Murrayfield Racers play ice hockey with our Housemaster. I remember going to climb Munros with the school.

Sport and athletics

48. Saturdays were a big part of school life. A schedule for what happened on Saturdays is set out in one of the two books we received when we started the school. In the winter and springtime we would play rugby. In the summer we would play cricket and do athletics. There would be lots of fixtures against other schools. Your parents were discouraged from taking you out on particular Saturdays because of those commitments.

49. You would be regarded as very strange if you didn't play rugby or cricket. There were a range of other things you could do but only a tiny fraction of boys did them. That was partly because there weren't many teachers available to expand those activities. The teachers that were available mostly focussed on sporting activities. Fortunately for me, although I was pretty useless at cricket, I had played rugby for a number of years prior to starting at the school. That really helped me. Looking back, had I not been a boy who got involved in the rugby I would have been a boy who would have been even more on the fringes of school. I would have likely found things much more difficult.

Letters / telephone

50. Contact with my parents was minimal because they lived so far away. There were no mobile phones but there were pay phones available if you had money to use them. I think contact mostly came through letter writing at the weekends. An hour was designated each week for all the boys in the boarding houses to sit together and write to their parents, friends or wider family. I would receive letters back from my parents. I do think I had enough access to my parents but not perhaps the immediate access I might have liked because of the practicalities involved. That said nothing can replace going back to your parents' house at the end of each day. Being a day pupil is a totally different set up in that respect.

Visitors

51. Your parents could take you out once a month for the weekend. The timing of those weekends was encouraged away from certain sporting commitments and events. On the whole I can't think of an occasion where my parents requested to take me out of the school and that request was denied. In general, the school was quite flexible surrounding all of that.

Inspections

52. I'm sure I do remember at least one inspection at the school. That was of the school in general rather than the boarding houses. I can't remember any of the detail

surrounding that. I just have a feeling that we were told to behave when someone or other came in. There might have been the odd inspector sitting in the classes. I don't remember anyone speaking to me during those inspections. I don't remember inspections happening regularly. I can say for certain that I have no memories of inspectors coming into the boarding houses or there being regular inspections of the school in general.

Pastoral care

53. There wasn't anything formally in place when it came to pastoral care. There wasn't a guidance teacher or someone like that. I don't remember anyone being specifically assigned to me. You could, should you wish, speak to your Housemaster or your Class Master but there wasn't a formal system or structure surrounding that. The onus very much was on the child seeking someone out to speak to.

54. There was a chaplain attached to the school but there wasn't a great deal of contact with him. You might come across him in Religious Education, or during morning assemblies, but there wasn't any one-to-one time with him on a pre-arranged basis. I never did it, but I suppose some boys may have found speaking to the chaplain at the school as one way to be able to open up about some of their problems in a safe place. I can imagine the chaplain would have been a nice guy to go and speak to. If boys had done that the times when they could have spoken to him would have been at the end of lessons or perhaps catching his attention in the yard during break time.

Healthcare

55. There were matrons available if something happened in the boarding houses. If something happened and you were injured, or you needed immediate attention, they were on call and available. If you were generally poorly, they would ask you questions to ascertain whether you needed to see a doctor. I remember them being pretty good when it came to referring you to seeing a doctor. There was a sick bay in the boarding houses where you would be sent if you had a fever or needed to be isolated from the rest of the boys in the house.

56. At the school there was someone you could go to, but I don't recall what they were called. Interestingly, I note from records that the [REDACTED] in the school was [REDACTED] [REDACTED] [REDACTED]. I can see that there were various other staff members assigned various roles surrounding health and safety. I don't remember going to see [REDACTED] [REDACTED] with any ailment. Looking back, I would never have gone to him were I to be ill or injured.

Discipline

57. You were issued a book that listed all the rules you were expected to adhere by when you began at the school. That book was called "Notes for the Information of Parents, Geits, and New Boys and Girls". There are rules surrounding how you should behave at school and how you should behave going to and from the school. It contained quite an extensive list of regulations. Reading some of the stuff that featured in that book at the age of eleven years old could be really quite intimidating. Coming from the background I had, a lot of what was contained in the book was quite alien to me. Reading through the stuff now I appreciate just how serious it all was. The whole framework of it, the language used and the quite cold way the rules were communicated spoke to the system. It was all quite daunting.
58. Nobody really talked you through what the various forms of punishment entailed or how they would be applied when you started at the school. That certainly wasn't the case when you were applying for the school. When you applied for the school everything was glowing and full of positivity about just how great the place was. The existence of various forms of discipline only became apparent by the time the book arrived. I don't remember anyone ever saying, for example, "this is what red lines are" or "this would be where informal corporal punishment would be used." Even by the end of First Year you weren't familiar with all of the rules that the book contained.
59. In my first few years I was generally fairly fearful of getting into trouble so I did my utmost to make sure I wasn't in a position where I might have to face discipline. After I was assaulted, I started to feel angry at the school. I think that led to me thinking

about doing things more contrary to the school's rules. My perception of the school was irrevocably changed. I can now see on reflection that I must have felt incredibly unsafe after the assault. Subconsciously I think I wanted to be around older boys or boys who teachers were more wary of, especially in groups. Over the years after the assault I would get into more trouble.

The varying use of discipline by staff

60. Nice teachers would ask if anything was wrong but a lot of them would proceed straight to some form of punishment. There were varying approaches amongst the Housemasters towards discipline. On the whole Peter Wilmshurst, my Housemaster in Jeffrey House, was fair, balanced and took everything into account. He would put everything else aside to support boys rather than taking the side of the system or the school. If you ever got into trouble, he made an effort to see things from your point of view. I'm not sure whether that perspective was always the case amongst all the Housemasters. I think that some took a more disciplinarian approach to the boys and were guided more by the school rule book. Those Housemasters took a more binary approach to the rules. They would inflict whatever punishment was due irrespective of the circumstances of the perceived misdemeanour.

61. I can't pinpoint specific examples but there were times when the way in which a boy was disciplined by staff was affected by the background or social standing of the particular boy who had misbehaved. I didn't directly see that happening, but you did sense those things were going on in the background. There were times where boys had transgressed and miraculously the punishment would be minimal or non-existent. Sometimes that might be because a punishment might affect whether a boy would get a certain thing or get on a particular class. The boy would appear doing something you couldn't do were you to have misbehaved in similar circumstances. You would question why they were allowed to be doing whatever they were doing.

Red lines

62. The warning shot for pupils who were behaving badly was doing work on 'red lines.' Red lines were pieces of paper with red lines on them which you had to write on by way of punishment. I don't know whether the school chose the colour red because it was the colour of danger. Red lines might be issued for things like repeatedly not handing homework in on time or minor things in class like talking or being disruptive. I think the original intention was that you would have to write an essay on those pieces of paper as a punishment. However, quite regularly the more vindictive teachers amongst the staff would make boys write out lines on the paper instead. That could be up to two hundred lines at a time.

Corporal punishment

63. There is a line in the rule book which states "*Informal corporal punishment will be used but rarely by Masters only and in all cases it is reported to the Rector.*" I don't know what informal corporal punishment means or how it was distinguished from formal corporate punishment. My impression was that things were just beginning to move away from corporal punishment as a general practice around the time I began at the school.
64. I remember that in First Year there were instances where friends in the boarding house told me that they had been hit with a slipper by the Housemaster, Mr [REDACTED]. I more specifically recall an example of one boy saying that the next time it happened he would put a comic book down the back of his pyjamas to help lessen the pain of the slipper. I never saw Mr [REDACTED] administering the slipper nor was that something I experienced myself. I only saw boys coming back after receiving that punishment. I don't think the use of corporal punishment in the boarding houses was something that happened a great deal. It wasn't something that appeared to be administered to boarders regularly. However, there were boys in other rooms I might not have necessarily been aware of that happening to. Dr Blackmore replaced Mr [REDACTED] during my time in Mackenzie House. I have no recollection of Dr Blackmore using corporal punishment. I would never imagine that he was the sort of Housemaster who would have used that as a punishment.

Hard labour

65. There is a line in the rule book which states "*The second Master may impose hard labour and there is also a system of daily reporting to Class Masters.*" Hard labour generally consisted of work around the school. It entailed things like picking up litter in the grounds or cleaning parts of the school. The job was invariably something physical along those lines where you had to do stuff with your hands. You would see boys who were issued hard labour. It was something that was very visible. I don't know whether that aspect was something that was done deliberately by the staff.
66. I can't think of specific boys who were given hard labour, but it was issued quite a lot. It was generally known amongst the pupils when someone was given hard labour. Word would get around that 'such and such' had been given it. I think that was partly because pupils were trying to get a sense of what sorts of things were getting punished and what was the level of threat at a particular time in the school. Unfortunately, pupils who were issued hard labour, would be the target of name calling from other pupils. It could be a pretty lonely place to be when you were undertaking that particular punishment.
67. Hard labour was something that I experienced on at least one occasion. I seem to remember there was something happened in the boarding house where Peter Wilmshurst was not happy with us for whatever reason. I can't remember the specifics of what had happened, but the entire boarding house was asked to do something. Looking back, I think that particular incident was probably all handled quite well.

Detention, suspension and expulsion

68. Within the book it states "*discipline is maintained by all Masters. Masters may impose lunchtime detention or, in more serious cases, Saturday morning detention. Before a boy will normally be put in detention they should be given red line paper.*" If you got into further trouble after red lines had been issued that may then lead to the boy who was getting disciplined receiving detention on a Saturday. Detention would only come

in where there were more major things happening. Often the incident would involve groups of boys and would be for things that were more serious. It could be things like getting caught smoking and so on. Beyond detention there was suspension and expulsion used in particularly extreme situations.

Bullying and rituals in the boarding houses

69. From time to time there was bullying and things happening amongst the pupils. When I first arrived, there were various rituals amongst pupils but I can't remember the detail of those. I think there was one where there was a bath filled with cold water and several boys would be forced to get into the bath.. I think if you didn't win a particular competition then you had to go up and take the cold bath. My impression was that as the new Housemasters came in there was more of a focus on identifying these things and making sure that they weren't happening. As far as I recall the new Housemasters were generally successful in removing those traditions.

Abuse at Edinburgh Academy

70. Having read into Edinburgh Academy, and some of the abuse that historically occurred there, I feel fortunate that I didn't suffer anything further at the school. However, I think the challenge for me was that the single big incident that happened to me had such a big impact. Being assaulted by a teacher in the manner I was really did have a big effect on me.

Unnamed teacher

71. I can't remember which teacher it was but they would occasionally throw board rubbers across the classroom at boys who weren't paying attention. I saw instances of that over the years.

72. IBU was a PE and Sports Master at Edinburgh Academy. He had this constant aura around him. You would be constantly on edge around him because of the way that he handled certain situations. You were constantly in fear of what he might do next because he was quite unpredictable. He would regularly stop a class to single out something a boy had done. He would do that in quite a dramatic fashion. All the other pupils would stop what they were doing to watch and think "here we go" and "what is going to happen to this boy now." You would be sitting there hoping that you wouldn't be drawn into what was going on. It would be the more vulnerable boys who tended to be singled out. If you were one of his top rugby players you would never be one of the boys who was singled out.
73. I remember one occasion where I was the boy singled out. We were in a PE class playing basketball. I can't remember whether it was before or after March or April 1989. A basketball came in towards me from quite a high height. I caught the ball into my chest as if it were a rugby ball. Seemingly that wasn't to IBU's taste because he stopped the class. He said to me something along the lines of "what the hell do you think you are doing?" It felt like a disciplinary moment even though it was something minor I had done wrong from a sporting point of view. I think I said to him something like "I suppose sir I was trying to catch it like a rugby ball." That just made the situation worse because, as far as he was concerned, that wasn't how you caught a rugby ball either. The incident didn't end in anything further like physical contact, but it did end with me being completely humiliated in front of my fellow classmates. I felt like I was absolutely nothing and had my confidence knocked.
74. I think in either March or April in 1989 in IBU I somewhat on a whim enrolled myself in an 800 metre running race for Sports Day. I would have been about thirteen years old at that point. I put my name down on the list of all the sporting events that had been placed up on the noticeboard outside of the gym. As sometimes happens when you enrol yourself in things like that, I started questioning why I put myself forward. Having changed my mind about competing in the event I later crossed off my name on the list that had been placed on the noticeboard. I knew that the right course

of action would have been to discuss my change of heart with IBU [REDACTED], but I didn't because I was scared of him. I just didn't have the courage to do that.

75. Sometime later I was sat in a French class in the main school buildings. It was a classroom above the canteen and dining area of the school. The teacher taking the class was Madame Anne Kennedy. Suddenly there was a knock at the door. Everybody in the class stopped what they were doing because they were wondering what was happening. At the door was IBU [REDACTED] and he said that he wanted to see me. He had taken the time to figure out what class I was sitting in at that time. He would have had to look up my lesson schedule to find me and made the decision to interrupt the class to summon me out. Being taken out of class was unusual so my heart was beating a thousand miles per hour. Knowing how IBU [REDACTED] was I just knew that whatever was going to happen wouldn't be good.

76. I left the classroom and IBU [REDACTED] closed the door. Outside the classroom door we were standing at the top of the stairs. I was standing with my back to the classroom door with IBU [REDACTED] in front of me, the stairwell to my left, and not much room to my right. There was no one around because it was the middle of lesson time. I think he knew that there wasn't going to be anyone around where we were standing. I remember standing in front of him and seeing pure anger in his eyes and facial expression. He then said something along the lines of "who the hell do you think you are crossing your name off the list?" That was the sort of way that he would talk to pupils. From the perspective of discipline, when thinking about the other things you could get into trouble for at the school, crossing my name off a list probably wasn't the biggest transgression in the world. The only thing I remember after being told off is IBU [REDACTED] punching me in the face. He punched me once to the side of my face. It was quite hard. I remember being really scared.

77. I then walked back into class with a very clear red mark on the side of my face. The impression I got was that my other classmates thought I had been hit in the face. I remember them looking at me with their own eyes of fear thinking something had happened outside. I just sat down at my desk. I remember I was sitting at the front of the class because it was one of the subjects I really enjoyed. I did everything I could

to stop the tears and my emotion coming out. That was my instinctive reaction to what had happened and that's how I continued to feel for the rest of the day. I didn't want to show any weakness. I was basically in fight or flight mode.

78. I can't remember whether Madame Anne Kennedy asked me anything after I returned back to her classroom after the incident. I do remember that she wasn't happy about me being taken out of the class. She was a very proud lady and I think she was offended at her class being interrupted by [IBU]. I must have caught some sort of facial expression on her part to be thinking that now.
79. After the incident I don't think [IBU]'s attitude changed towards me. I don't remember anything of any great significance. However, more generally it did sort of feel that I was back to square one within myself. I began to see the school in a completely different light. I was away from home and I no longer felt safe. All the efforts I had made to settle into what I felt were scary surroundings were all unwound in that one moment. I suddenly didn't know who I could trust or who might hit me next. It just completely changed my view of the school.
80. I never saw [IBU] be physical towards anyone else. I can't think of any situations where I saw that happen. I don't recall any other boys reporting being physically assaulted by him. However, there were rumours around [IBU] being sexually inappropriate with boys. There was one rumour surrounding an incident with one boy, but I don't remember the specifics surrounding that. I can't remember the name of the boy who told me that, but I recall he said the incident had occurred years previously. I don't remember any further detail than that. I didn't see any sexual abuse happening nor did I experience anything directly myself.
81. [IBU] did hang around the showers in a way that was quite odd. That was a topic that was regularly discussed amongst the boys and was something that I experienced. It was pretty universally discussed amongst the boys. He would stand watching us getting undressed and going into the showers. He would be fully dressed and he would be hovering. He wouldn't necessarily be there all the time but he would pass by, look in and stand around watching. Sometimes he would be there watching

for longer periods. Looking back, I don't understand why we couldn't have got undressed and washed ourselves in the showers without having him standing there watching us.

Reporting of abuse whilst at Edinburgh Academy

82. I don't remember who, but I almost certainly told one or more of my classmates what had happened after being physically assaulted by [BU]. I didn't report what had happened to any staff members. Looking back, me not reporting what happened speaks to the environment of the place in general. I just didn't feel confident that there wouldn't be unintended consequences if I reported it. There was no one available at the school who you could readily and easily speak to. The main people that you could have gone to speak to were your Class Master or your Housemaster but I chose not to speak to them. My Housemaster at that time, Peter Wilmshurst, and his wife, Jill Wilmshurst, were both incredibly caring people and I would say that looking back at my reports they were trying to understand what was wrong. However, one way or another, I just didn't feel confident enough to raise with them what had happened.
83. I didn't speak about the assault with my parents. Looking at the access we had to communicating with our parents there was no ready quick way in which we could contact our parents if something happened at the school. If you felt comfortable reporting something to them in the heat of the moment, then that opportunity would be lost because of the practicalities of quickly doing that. There would inevitably be a period of time where emotions would subside and you would decide that you didn't want to worry your parents with whatever the thing was. I think that was what happened with me.

Edinburgh Academy's pursuit of outstanding fees whilst I was that the school

84. By the time I was in Fifth Year things were hard economically in the UK. The country had entered into a recession and interest rates had peaked at around about 15%.

Many people, including my father, lost work. Things were hard but my parents had enough funds to cover the fees for my Fifth Year. That year I went walking with my father and one of his friends in Glencoe. I witnessed my father fall several hundred feet down a mountain. That was a tough moment because I saw him bouncing off rocks on the way down before coming to a standstill at the bottom. I saw him lying there motionless. I had to get down the mountain to join him without falling myself. When I got to my father I discovered he was talking. My father was then hospitalised. Unfortunately, he was left after treatment with a kind of palsy in his left arm. He was left-handed so he basically lost the ability to write. In those days, because there wasn't the technology that would come later on, being able to write was seen as very important. That left it very difficult for my father to get jobs and to build up his business.

85. When it came the time to consider whether I would stay at Edinburgh Academy for Sixth Year my parents had to make a decision whether I would stay on. By that time my mother was [REDACTED] at a local school in Argyll. My father was still trying to run his publishing business and had applied for a number of grants from local government. My family was also running a Bed and Breakfast at home. All of this resulted in my parents feeling they could cover my fees.
86. It was probably only by the time I was in the second term, in about February 199[REDACTED] of my Sixth Year that it really became apparent to me that my parents were struggling to pay the fees. That's when things became extremely difficult. That time coincided with the time when the school informed my parents that they weren't able to provide the teaching I needed for my Higher Maths. Unfortunately, by that time it was too late for me to change schools. We were all in on Sixth Year and I needed to complete my studies.
87. At this juncture the school decided to aggressively pursue, sanctioned by the bursar Brigadier Richard Rothery and with the clear support of the Court of Directors, a relentless, ceaseless and vicious campaign of debt recovery against my father. It almost became an obsession for them. For whatever reason they came to the decision that we were expendable. At that moment it became us versus the school. As far as we were concerned, we were all a team fighting a system that refused to help us.

88. My father plead for financial assistance from the school. He alerted them that he was aware that there were other boys at the school who were there on reduced fees or bursaries. All of that was completely ignored. I can see from the correspondence between the lawyers, the school and my family that there then was a period of lots of phone calls being made. I remember that happening because when I went home for school holidays, where I would spend most of my time working in the B&B to help my family raise the money needed for my fees, I would pick up the phone and discover that it was the school chasing their fees. I remember the phone practically ringing off the hook every day. Those phone calls were primarily from the bursar, Brigadier Richard Rothery. They were relentless and just went on and on.
89. Within not a great deal of time the school threatened legal proceedings against my father. I can see from the correspondence to my father that that the school were in a quandary and working out how to get their money. They were aware that if they applied for sequestration against my father then there was a very strong likelihood that they weren't going to get anything back because they would have to line up behind other creditors. In the end Edinburgh Academy held off applying for sequestration but decided instead to use me as leverage so as they could get their money.
90. There is clear correspondence showing that Edinburgh Academy started threatening to have me removed from the school. By way of example of the sort of things that were being said there is one letter from the school's lawyers, Murray Beith and Murray, in March 1992 to my father's lawyer which ends *"your client should be advised it is extremely important for him to adhere to the payment programme as this is a crucial time in his son's education. Should his son be required to leave the school at short notice this might jeopardise his chances of enrolling in another establishment in time to sit his Higher examinations."* Occasionally there are letters from the Rector, Lawrence Ellis. I note in one letter dated April 1992 he states, *"believe me we want to do what we can for IGN"* and *"if you can get your pension fund managers to write in confidence to our solicitors it may yet be possible to avoid the outcomes that neither of us want."* Taking the correspondence as a whole I would say that it was the bursar, Brigadier Richard Rothery, and his office who were orchestrating the aggressive and

vicious campaign. I can't say how aware the Rector was of the campaign that the bursar was pursuing. Nonetheless looking at that correspondence it is clear to me that removing me is a threat that was being used by the school in order to get their money.

91. My father laid out the situation to the school. He explained that he had had an accident, lost the power of his left hand and had lost work. He told the school that the family had run out of money. In the end, my father realised that he could apply to his pension fund, because of his disability, for early release of funds so that my fees could be paid off. He informed the school of the position regarding his pension funds. He made them aware that obtaining those funds might take some time as he needed to appeal to the pension provider. Even though the school was told this they continued with their relentless campaign of letters and phone calls. It seemed a never-ending pursuit by the school.
92. I can see a letter from May 1992 from Brigadier Richard Rothery where he says, "*I can assure you that I do not like to write [sic] you like this but I must look after the interests of the Academy.*" For me that is a damning statement because there is no reference to the interests of the pupil for whom they have a duty of care to in their care. Looking back, albeit my father's declaration that he was attempting to draw down funds from his pension did not stop the school's campaign, I do believe that his application to those funds was what resulted in me being able to remain at the school to complete my studies.
93. There was some discussion between my father and the school surrounding a structured payment plan but the offer that Edinburgh Academy made was unmanageable. The sort of funds proposed were akin to £5,000 by one date with a further £5,000 at a later date. Those were big numbers for our family. The numbers needed to be a lot lower than that for our family to manage.
94. Neither the Rector, Lawrence Ellis, nor any of the teachers ever spoke to me about my parents' financial difficulties. I simply don't know how aware the teachers were of what was going on. I do think that my Housemaster and his wife, Peter and Jill

Wilmshurst, were aware and made attempts to contextualise some of the struggles I was having throughout my final year at the school. That began in January 199█. I did get the sense that they tried to put their arm around me. I remember them constantly asking me whether I was ok and trying to support me in my studies. I remember one moment when I was really upset about something, probably to do with everything that was going on, when Jill Wilmshurst was there for me. I was in another boy's room in tears and she was there to help me through it. The pair of them did their best in the circumstances as far as they could.

Leaving Edinburgh Academy

95. I ultimately managed to complete my studies at the school with the ongoing harassment going on in the background. I knew that my remaining time at the school was my last shot. I knew that I needed to do my best in order to avoid repeating Sixth Year at another school or missing out on going to university. Incredibly my final report isn't all that bad and shows that, throughout all that was going on, I was still making a real effort. In the end I sat Higher Maths, Higher French, Higher English, Higher Economics and Higher Physics. That final year was sheer hell. My mother and father were on their knees. However, even with that I am proud that I still managed to finish my education with the school.

Life after being at Edinburgh Academy

96. After sitting my exams, I went back to the family home. By that time, they had been living just south of Oban on the west coast of Scotland for about three years. I remember praying that I would get a good set of results. In early to mid-July 199█, I received my results in the post on a slip of paper in advance of my real certificates. I achieved a B in Higher French, a C in Higher Physics, a C in Higher English and a C in Higher Economics. I am proud that I achieved those results in the circumstances.
97. Right through that summer the school maintained its relentless pursuit on my parents. Approximately four or five days after I received my Higher results, we woke up to find

that my father was very emotional. He left the house that morning saying to my mother that he was going to take his own life. We didn't believe him. Unfortunately, he went for a walk and didn't come back. I remember my mother and I standing waiting for him in the dark that evening. We realised that something wasn't right and we were frozen to the spot. We called the police and I tried to search in the woods with a neighbour. I remember us shouting out my father's name.

98. The next morning a police helicopter landed next to the house and there were two hundred police with dogs searching all around the local area. I went out in my dinghy along the coast to see whether I could find my father. When I came back our neighbour was standing there. He said to me something like "I'm really sorry but your dad has been found dead on the hill behind the house." I then had to go into the house. I found my mother who was very emotional. I had to sit down my brother and sister, who were four or five and seven or eight, and try to explain to them that our father wasn't coming back. The aftermath of my father's suicide was extraordinarily painful. A lot of my memories are fuzzy because it was a really traumatic time.
99. I was suffering from PTSD but I still had a tough decision to make. I had my exam results in front of me and offers from universities. I had to decide whether I moved abroad with my mother, who had found a new teaching position in Belgium, to grieve together and help support my siblings or whether I went to university. At the back of my mind was the feeling that all we had gone through as a family over the previous year had been in vain were I not to go to university. One of the offers I had was for Manchester Polytechnic to study European Business and French. Unfortunately, I was one grade short. I can't remember whether Peter Wilmshurst got in contact with me, or I got in contact with him, but he helped me through putting a word in with Manchester Polytechnic. He explained to them what had happened. Incredibly, Manchester Polytechnic agreed to let me in. They phoned me to say that they had received a letter from Peter Wilmshurst and that they were going to allow me to come. Getting into university was a consolation prize because I would rather have had my father.

100. What followed was incredibly tough because I had to leave my mother and siblings when they went abroad. There I was six weeks after my father's death, seventeen years old and alone in Manchester. I had an incredibly tough time at university. My backstop had been to always work hard and focus on my studies. That, in a way, became my form of escapism. I did find my time at university challenging and probably did drink too much and went out with friends a lot. I was trying to put what happened out of my mind. I was trying to forget about things. I spent the third year of my course away in France which was fantastic. However, over the course of the four years I was incredibly vulnerable. For various reasons I wasn't able to stay in halls of residence which meant I had to stay in my own places. There were times when I was walking home at night in Manchester and I was attacked. On a couple of occasions I was robbed and on another I was sexually assaulted. Manchester was going through its tough patches at that time. I was on my own, had a little bit too much drink and was preyed on because of that. Luckily by that time I had a really good group of friends who helped look after me in my darkest moments.
101. Amazingly I came away from Manchester Polytechnic with an upper second class degree. I then moved down to London. I got a job with a trust bank in 1996. I initially was with that bank for ten years. After a stint with some other places around the time of the banking crisis I returned back to the bank I started with in about 2012. I am still with them today. It is a company which has a fantastic culture and looks after its staff. In many ways it does a lot of the things that Edinburgh Academy didn't do when it comes to looking after the people who are there. Managers step in if they see anyone is struggling. That has been the case with me.
102. It took me a number of years in therapy before I was able to trust a partner. I had a number of relationships but because of the place I found myself mentally I found it difficult to maintain them. Fortunately, I was able to overcome my trust issues through the fantastic help of a therapist. I am now married and have two children aged five and four.

Edinburgh Academy's continued pursuit of fees after my father's death

103. I think my father tried to protect my mother from the actions of the school when he was alive through primarily being the point of contact for the school. He was also the parent I saw the most of in my latter years at Edinburgh Academy. By that point he had pretty much become my best friend. All that allowed my mother the space to hold things together at home with my two younger siblings alongside her teaching commitments.

104. Before my father's death, my mother suffered from depression and contemplated committing suicide. I remember her talking about wanting to walk into the sea and not come back. Sadly, my mother also had to deal with all the financial fallout following my father's death. There were a number of creditors pursuing my father's estate trying to get their money back. Edinburgh Academy continued their pursuit of my father's estate for their outstanding fees. My father's estate was sequestered and, as part of that process, a meeting of the creditors was called. All creditors are allowed to attend that meeting and view what assets and liabilities are left in the estate. Ultimately, there were twenty creditors who were owed money. A large number of them were small creditors, for example the local library, who just happened to be owed small amounts of money at the time of my father's death. The biggest creditors were the banks, Edinburgh Academy and one or two other organisations.

105. Edinburgh Academy was the only organisation who turned up to the sequestration meeting at an office in Glasgow in early 1994. Mr Mackay, who was a fee clerk for Edinburgh Academy, appeared on behalf of the school's fee office. The school had had plenty of time to appropriately think about their actions following my father's death yet they still saw that as an appropriate thing to do. During that meeting Mr Mackay threatened my mother through her lawyer. He made it clear that they were going to continue to pursue her personally for the fees. There my mother was, a widow with three dependents, two of whom were small children, who was battling to get things right and the school still chose to threaten her. That was a completely contrary approach to the one taken by the banks who had moved from a position of being unhappy to being patient and compassionate. Looking at the correspondence I still

hold, banks such as RBS were so compassionate that they were almost telling my mother not to pay.

106. Following that meeting my mother was left extremely anxious as she was aware that the might of the school, with all their legal support, were going to continue to pursue her personally for the outstanding fees. I believe that by the time I left the school the amount outstanding was roughly £9,000 but they were charging an annual interest rate of 24% on top of that. The final statement I have seen suggests the final amount outstanding was around £11,200. In the end, the threat made in the meeting towards my mother through her legal representative was the last our family heard from the school. They saw sense and decided not to take any further action. Nonetheless, that didn't stop the continued anguish, anxiety and suffering that my mother felt before we concluded that the school had dropped its pursuit of my father's estate.
107. One tragic aspect of all of this was that if Edinburgh Academy had given my parents the space to find funds in an orderly fashion it would have allowed them to find work elsewhere and to sell the family home. That sale would have covered a lot of the liabilities and allowed Edinburgh Academy to recoup their outstanding fees. Tragically, the school's relentless harassment just took my father over the edge. Because of that the sale of the house didn't become an orderly process. My mother took time to get the house on the market due to her grief. The house remained unoccupied for quite some time and that led to its value decreasing. The money that could have been recouped just wasn't ultimately achieved.

Impact

108. When I look back on the time when my parents decided to send me to boarding school I think that, in hindsight, I should have probably sat my parents down and told them to do something different. Reflecting back, I was probably quite a sensitive boy. I was naturally quite introverted but quite thoughtful. I was quite shy and was generally quite afraid of being involved in big group activities or performing in front of an audience. That was what my personality profile was when I began at the school.

109. I think the physical abuse I suffered had a significant impact on my education. In terms of qualifications, I obtained an A in GCSE French, a B in GCSE English Literature and a B in GCSE English Language. I got Cs in everything else bar GCSE Chemistry where I got a D. I was a little bit on the back foot when I went into my Highers. The momentum, particularly when it came to Maths, just wasn't maintained. It isn't a bad set of results in the circumstances. However, I do think had I not experienced what I had at the school in terms of the incident with IBU [REDACTED], the management of the school and the way the school was surrounding the situation regarding fees I would have done much better.
110. For years following leaving the school and my father's death I suffered anxiety, panic attacks and depression. That was as a consequence of what had gone on during my childhood. I was left feeling for a great deal of time that my father's suicide was all my fault. I felt that it all came about because of my education. My brother and sister were deprived of their father because our parents tried their best to put me through a good school. I went through a period of suffering really bad panic and anxiety attacks. I would find myself standing up or sitting in meetings and shaking so badly that I couldn't lift a glass to my lips to take a drink. Sometimes I was shaking so much during presentations that I would have to stop what I was doing and walk off. Fortunately, I had a manager who really looked out for me and picked me up off of the floor.
111. When I was younger I struggled with relationships. I found that I wouldn't get along with partners because I wasn't able to trust them. It wasn't until I finished my therapy that I was able to meet the woman who later became my wife. That's why I am a forty seven year old with quite young children. The trauma of everything that happened led to us, as a family, being far apart for a very long time. We kept in contact, but I don't think it is a coincidence that geographically we were so far apart from one another for so long. I think that was because of just how tough it was for all of us. We all suffered distress in a really significant way. We probably, in those early years, found it difficult when spending time together not to think that we needed time to ourselves again. That was just because the subject matter was so hard and difficult to get through.

112. During the time when my family encountered financial difficulties I became interested in money because I couldn't understand why we were in the situation we were in. I wanted to understand how money and the banks worked. I opened lots of bank accounts and bought books about banking. I was curious and wanted to know how things all came together. Ultimately, I was doing all of that because I was trying to do all I could to keep the family secure. I was the next generation trying to figure things out so that, if I got the chance, I could find a way to help. That interest continued when I was older. I did my thesis at university on how banks work and ended up working in the financial sector. I realise now that all of that was because my family was suffering financial difficulties in my childhood.
113. The tough question that I have been trying to address throughout my life is "had I not gone to Edinburgh Academy would my father still be alive?" I appreciate that that is the second part to my story, but I do think it is linked to the abuse I suffered at the school. I do feel that the overriding themes of my experiences at the school are connected to the experiences of others I am aware of. I do believe that Edinburgh Academy's relentless pursuit of my father for their fees had a huge contribution to my father's death. If you send your child to a fee paying school then cash flow is a major problem regardless of your financial situation. It's quite a big outlay that really only comes after your mortgage. My father was hamstrung because it was too late for me to change schools and my own future was at play. Edinburgh Academy were by far and away the most aggressive creditor pursuing funds from my father.

Treatment and support

114. I tried to reach out for help after I started at Manchester Polytechnic. Unfortunately, during the counselling session I did finally attend I felt that the lady who was seeing me didn't believe my story. It was a very negative meeting. There was a hint that the counsellor thought I was attending the session to make my way through to the second session where an assistance grant may be awarded.

115. I didn't seek any support for years. Fortunately, around the time that my panic and anxiety attacks got really bad I had a good manager. She pointed me in the direction of some really good self-help books. That was the first time since university that I tried to look into what was going on. I ultimately got some Cognitive Behavioural Therapy. That helped solve the anxiety attacks but didn't really get to the heart of the challenges I was having. In particular it didn't solve the issues I was having in my relationships.
116. In 2009 I was going through another cycle of depression and I managed to find a therapist. I wanted to fix myself, have relationships and a family. I wanted to get to a point where I was loving myself and life again. It had been fifteen years since my father passed away and that was the first time when I really started to sit down and deal with what was going on. I would go on to regularly see that therapist for a period of nine years. Starting that therapy felt like having the world taken off of my shoulders. I was finally getting to share what I experienced with someone who was trying to help me understand what had happened.
117. My therapist, over the years, picked apart every single detail from the bottom up. She was an incredibly smart lady who helped me find myself. She resolved all the neural pathways of consideration that were there. She really helped me to understand what had happened. She helped me understand that my reaction, and the impact to what had happened, was actually quite normal. She basically helped me come to terms with my father passing away. I was rewarded by all those years of self-discovery. I came to terms with things and addressed them. I guess I learnt to love myself again after many years of thinking that I was the one who was at fault.
118. I stopped attending therapy in about 2018. I think there comes a point in therapy when you are going round in circles a little bit. After you have dealt with your core issues therapy can be a little bit like having stabilisers on your bicycle. It just got to the point where I needed to make a go at life without my therapist being there. By that time, I'd already reduced the frequency to once every two months. I have had my moments since leaving therapy, but I would categorise them more in terms of more normal reactions to situations. I feel they are just the highs and lows of someone who hasn't been through significant trauma.

119. I now, through the therapy I have had, have the ability to deal with those moments. So much so that I take pleasure in trying to help other people who find themselves suffering from suicidal ideation or depression. I am the first there to lend a hand or listen. I have the tools to do that because, albeit it was something I didn't plan, it has been my life's work.

Reporting of abuse after leaving Edinburgh Academy

120. I randomly chanced upon the Inquiry on the internet. That, combined with Nicky Campbell coming out with saying what he experienced at the school, was the final bit where I realised I really had to tell my story. It was then that it dawned on me that my story tied in with the culture, the duty of care and the governance at the school. All that came together and gave me the confidence to say something.
121. Following contacting the Inquiry I was contacted by the police. I can't remember how exactly that came about. I was interviewed on 31st March 2023. The interview was as expected and I signed a statement at the end of that. They focussed on the assault with **IBU**.

Contact with Edinburgh Academy and former pupils since leaving

122. In the early years I did attend one or two of the London Alumni club dinners. I think at that stage I didn't have any specific anger towards the school because I had just not processed everything yet. I haven't had any direct contact with the school. Contacting the school has crossed my mind a few times but it hasn't been a priority in amongst trying to fix myself through therapy and beyond. I have wondered how I would handle the school were that to happen. I have for many years wanted to find a way in which I could communicate my story to them in a way that might have the best impact for others in terms of helping them in the future. One thing I've thought about is going to

the school and offering to give a talk or a lecture. I would be open to doing that in the future.

Records

123. Everyone was given two small books before they began at the school. They were called "Notes for the Information of Parents, Geits, and New Boys and Girls" and that year's "Roll Book". Those books were intended for both parents and pupils alike to read. I still have them to this day. Those books list all the teachers, the Court of Directors and all of the pupils that were enrolled at the school. They also contain the schedule for Saturdays and the dress codes. There are further big, long lists of all of the rules in the school.

124. I still have a great deal of the correspondence between Edinburgh Academy, my father and the legal representatives of the school. It was only two or three years ago when I started to process all that paperwork. I rescued it from a family home where it had been kept in a box and never looked at. Reviewing the correspondence has allowed me to form a clear picture of what was going on surrounding the school's aggressive pursuit of outstanding fees from my father. It's allowed me to revise some of the facts in my mind and to look at everything in the cold light of day. I have been able to look beyond my grieving. I've been able to tie things back to my actual experiences at the school and all the things that were going on in and around that. Suddenly it all became clear as to exactly what happened.

125. I still hold a set of my school reports. Reports were firstly compiled with each individual subject teacher placing in a grade and a comment. After that your Class Master and Housemaster would read all of those entries prior to making their own comments within your report. The Housemaster and Class Master comments effectively provide a summary of what everybody was thinking was happening to the pupil at that moment in time. It's been really instructive for me to read over my school reports. Looking at them now through the lens of the things that were happening to me which were so negative and the more traumatic events at the school, I find them completely

enlightening. They have allowed me to see what was going on and understand what the impact was when incidents did occur.

126. The reports from First Year tell the story of a boy who is quiet, withdrawn, reserved, tense and anxious. There are comments like *"concerned he is not participating in class."* Some of the teachers are quite neutral about how I was presenting but others are more frustrated about it. The latter teachers are saying that they don't understand why I am so quiet and wishing that I participated more. All of that just tells me that I was a boy who was frightened and wasn't in a place where I felt safe. The way I was then wasn't because anyone had done anything. It was more the environment, the atmosphere, the discipline and the framework of the school that was having an impact. An interesting thing that I also noted was that I was performing badly academically which I hadn't felt before reading back the reports. I have to give my last two Housemasters credit. I can tell from their comments in my later reports that they tried to focus and thread things together. However, there wasn't any kind of follow up during First Year. I don't recall any Housemaster or Class Master sitting me down and asking me why I was so quiet and defensive.
127. I can see from my reports for Second Year that I am clearly starting to settle into the school. The reports are showing some promise in terms of my work. It can be seen from the comments that I am making a real effort. There are still some comments surrounding me being quiet and reserved but many of the teachers are quite optimistic about my future. I can see my Housemaster noting that I have become a prefect in Mackenzie House and notes that I have become one of the most effective leaders in the house. The Rector, Lawrence Ellis, ends my last Second Year report with *"Well done. Going nicely all round."*
128. My Third Year's reports are glowing. There are lots of use of the word 'excellent.' I'm noted as working hard and a pleasure to have around. My academic performance is quite strong. I'm doing well in Maths and sciences and the Housemaster reports that I am reliable and good company. I think those reports show that I have clearly come out of my shell and was someone who had become confident in their surroundings. That is all positive, however, what is really important to highlight is that it took me three

years to get to that position. I think what my Second and Third Year reports reflect is that I was determined and made a huge effort to settle in. They evidence just how much hard work from an emotional developmental perspective was required to settle into such a tough environment.

129. Every confidence step in a teenager's development generally is hard fought. However, going ten steps backwards can happen in a heartbeat. I think that change is reflected in my reports subsequent to the incident with IBU [REDACTED] and into the remaining years of my time at the school. That was towards the end of Third Year and into Fourth Year in 1989. My Class Master, Mr Zambellas notes in a subsequent report "*he had hitherto been very quiet.*" Another report refers to me "*taking a back seat.*" My Housemaster, Peter Wilmshurst, sums up the change by saying "*I also think IGN [REDACTED] is passing through somewhat of a difficult phase. It is difficult to analyse it but it manifests itself in a somewhat surly response to any form of criticism.*" Notably, academically my reports deteriorate as well. This is particularly so when it comes to Maths where I had previously had no issues and done quite well. Taking the reports at face value alone they evidence that I have suddenly withdrawn from the school process. I have become defensive, I am seeing the school in a different light, I'm fighting the system and I haven't found a way of telling anyone about what had happened.

Lessons to be Learned

130. There are multiple comments in my reports from teachers commenting on how quiet and withdrawn I was. Observations would be made in reports, but nothing really further was done. None of those teachers ever sat me down and attempted to get to the bottom of why I was the way I was. There was no real follow up. None of them called for any investigation surrounding why these things were happening. The comments in my reports are left hanging in the air as if it was quite normal for them to remain a mystery. Looking back, the school weren't very good when it came to interpreting why you weren't doing something or why you were on the fringes. There wasn't really a good system present to question why a pupil wouldn't be performing well, not getting involved in activities or becoming withdrawn.

131. There shouldn't be anything at stake when you are trying to report something that has gone wrong. The whole environment of Edinburgh Academy didn't lend itself to being a place where things could be reported. You just didn't have any confidence that you would be believed, and you worried about any potential repercussions. There was just too much at stake. From what I have seen reported in the media I wasn't the only one who was too scared to say something. There should be a mechanism that addresses boys who are in distress and tries to identify situations where they may have been harmed at school. I would hope that now far more time is spent with individual pupils in really safe places. It should be a safe place where children can say things in the knowledge that there will be no repercussions.
132. I think many of the teachers felt alone. It didn't feel like they felt that they were part of a team, a system or a cohesive framework. It just didn't appear that the teachers and the school were acting together as a really strong team. I remember in particular supportive teachers who I was very close to being very critical about certain things that were either going on at the school or things other teachers had done. My sense was that those supportive teachers didn't have any way of overcoming or solving those things. That isn't to say that teachers didn't collaborate with one another. I remember all the teachers in each department being close and collaborating with one another. However, I don't remember there being a more cohesive approach across the organisation as a whole. I would say that the debacle in the Maths department and me needlessly being dropped down a lower set in French are examples of what was going on in that respect.
133. The composition of the Court of Directors and their disconnect from the rest of the school, in my view, had an impact on the overall governance and culture at the school. It was as if it was a mysterious body that nobody knew anything about. If I work my way down the list of members from my time at the school there are Brigadiers, Major Generals, Lords and Ladies. I don't know whether or not they were former teachers or pupils, however, we're talking about people in high and prominent positions. To me, it would be more sensible to have persons with experience in teaching and running schools on the Court of Directors rather than people from military backgrounds. I think

the composition of the Court of Directors did lead to there being a more military approach to things in the school in terms of discipline, the decision making at the school and the more regimented way they went after fees.

134. Boarding schools need to have a governance structure that is transparent and displays a visible connection to the school. It should be laid bare for everybody to see what they are doing. That allows schools to be open to critical challenge from parents and anybody else. Transparency allows people to form their own views on how the school is being run and the decisions that are being made. It enables parents, and anyone else, to make their own judgements about whether the school does have its pupils' best interests at heart and are following their duty of care.
135. Boarding schools should publish in totality all of the contents of their minutes like other organisations who are charitable or public bodies are obliged to do. I think that Edinburgh Academy, even now, isn't being transparent enough about its activities. I don't think that is necessarily a sinister thing but more something that is just good practise. There's a point about ten years ago where everything seems to stop in terms of their archives. I can see from their website that they aren't keeping their digital archives up to date. I can further see that all of Edinburgh Academy's posts on social media have disappeared. Why they have done that I do not know.
136. There are so many independent schools in Scotland today and I assume most of them hold charitable status. Edinburgh Academy was and is a charitable organisation. They relentlessly and aggressively pursued my father for outstanding fees even though prior fees had been paid promptly for the first five years. My parents had got themselves into difficulty and there was nothing that they could do. They were on their knees begging for help. Were Edinburgh Academy to have placed my father in sequestration we would have been rendered homeless. They harassed us and made our lives a living hell all the way up until I left the school. All that came during a time when Edinburgh Academy were investing heavily in the school. New buildings were being built and they were undertaking a load of renovations. I think that Edinburgh Academy were generally in a decent financial position. They didn't need the £9,000 that they were pursuing from us. I have seen correspondence from the banks which

shows they weren't pursuing my father as aggressively as Edinburgh Academy were in their pursuit of their funds. Banks are profit making organisations whereas Edinburgh Academy was, and is, a charitable organisation.

137. At the time of providing this statement the UK economy is about to enter a period of recession and there has been an ongoing cost of living crisis. I fear that parents getting into financial difficulties with school fees, and that impact on their children, is still an area where there is a huge amount of risk. Fee paying schools have to learn from my family's example. I have no doubt there will be other parents who place their children in fee paying schools in good faith expecting that they will be able to pay their fees over the course of their children's time at a particular school. However, that isn't to say that circumstances don't change. If independent schools are going to maintain charitable status, then they need to have a process to manage parents whose means and circumstances have changed. I believe that should be a condition of the school being able to keep their charitable status.

138. There should be an obligation upon schools where parental circumstances change to be more compassionate. There should be a financial obligation to make schools help parents whose circumstances change. There are plenty of ways to establish whether parents are, or aren't, in a difficult financial situation. Cases should be reviewed on an individual basis. There should be a framework available for ensuring that the pupil's completion of their studies isn't affected and that it doesn't end in a situation where the family feel they are almost metaphorically being held at gunpoint. Looking at Edinburgh Academy's website now I cannot see any evidence that they have those processes in place now. They do discuss bursaries and the potential for reduced fees before parents apply, however, there is nothing to discuss that sort of support for parents whose circumstances change after their child has started at the school.

Hopes for the Inquiry

139. I can't quantify or actively relate to all the experiences of other pupils who attended the school. However, I can quantify and discuss my own story. I think it is interesting

to explore who governed the school, how the school was being governed and the overriding culture at the school. I would hope that through looking into those aspects the links between my story and the experiences of others would become apparent to the Inquiry.

140. When you tell a story such as my own, and focus on specific incidents and experiences, it can leave people with the impression that everything was terrible. I don't want my story to detract from the achievements of the other pupils or my huge appreciation for those teachers who supported me during my time at the school. There were teachers present at the school who tried to help me. There were a small handful of teachers, particularly towards the end of my time at the school, who I couldn't be more grateful for. They were all the types of individuals who supported me regardless of what the school was doing and irrespective of my behaviour. They were just there for me. However, leaving that aside my experiences were that the boarding school I attended made a choice to protect their own interests over and above me as a pupil. They chose to effectively override the duty of care they held for a child in their care. I hope that that set of circumstances doesn't continue into the future for children at fee paying schools.
141. It is only since applying to the Inquiry that, as a family, we have been able to talk about the impact of Edinburgh Academy's actions on my father and the family as a whole. I am so grateful for the opportunity to provide a statement to the Inquiry. The opportunity to tell my story to a relevant public inquiry is a huge moment in my life.
142. I do feel that but for Edinburgh Academy's actions my father would still be alive today. They quite literally drove him into the ground. I have felt anger in the past but it's difficult to feel anger now. Brigadier Richard Rothery passed away in 2021 and it's hard to feel any anger towards him because of that. If I think about it now, I more feel angry for what happened to my brother and sister. They were deprived of their father at a point when they were so young. However, the higher priority and hope in my mind is that Edinburgh Academy, the Scottish Government and the authorities that govern boarding schools learn from my story.

143. 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... 31 / 3 / 23