

## Scottish Child Abuse Inquiry

Witness Statement of

IHA [REDACTED]

Support person present: No

1. My name is IHA [REDACTED]. My date of birth is [REDACTED] 1961. My contact details are known to the Inquiry.

### Life before boarding school

2. I was born in Ellon, Aberdeenshire. My mum's name was [REDACTED] and my dad's name was [REDACTED]. I have two older sisters, [REDACTED] who is four or five years older, and [REDACTED] who is two or three years older than me.
3. We probably only lived in Ellon for a couple of years before we moved down to Kilmacolm on the outskirts of Glasgow until I was about five or six years old. Then we moved to Lasswade on the outskirts of Edinburgh until I was about nine years old. Then we moved to Cramond until I was about sixteen years old. After my dad died, my mum and I moved to Newhaven.
4. My sisters went to St George's school. I went to Edinburgh Academy pretty much all the way through my education. My great, great, great grandfather had gone to Edinburgh Academy in the 1820's but everyone in my family for generations after that had gone to sea.
5. I went to a nursery school. I was at one called Grange Home. Then in 196[REDACTED] or 196[REDACTED] I went to the Edinburgh Academy Prep school called Denholm Green. Denholm Green

was somewhere near Trinity. Then I went to the Edinburgh Academy junior school at Arboretum Road, followed by the senior school at Henderson Row. I am a bit unsure about the use of the terms Prep and Junior schools.

6. I didn't board at the prep school or the junior school. I only boarded for a short period of time at the senior school when my father had a brain tumour. I was sixteen years old, and my mother felt that I was too much to cope with at home.

**Edinburgh Academy junior school, Arboretum Road, Edinburgh 196█ to 197█**

7. The junior school had a big flat front. The playground was at the back, on the left. The playing fields were in front of the school. When you went into the school the dining room was on the left. The dining room was also used for showing films and for performances, so it had a stage.
8. To the back of the dining room and up some stairs were some individual classrooms. That's where Mr Wares was. Then you went into another block. I don't remember if that was a separate block or part of the main building but there was another block to the right and there were classes upstairs and downstairs. Upstairs was where Mr Brownlee was.
9. The pupils at Edinburgh Academy have always mainly been day pupils. There were a small number of boarding houses. There were a number of kids whose parents were abroad and sent them back. There was also that slightly weird thing at the time where posh, rich people sent their children away from home. For me, my reason to be sent to board was due to my level of disruption at home.

## **Routine**

### *Schooling*

10. My memory of the junior school is all quite blurry. I presume we started school about 8.30 or 9.00 am. I suspect we had two lessons and then a break where we got to run around in the playground at the back of the school. We had lunch and a couple of lessons after lunch with another break. We finished school about 3.30 pm. We moved around to different classrooms. I'm not sure if your form teacher taught a number of subjects but there were individual teachers for specialised subjects.
11. We were streamed for our subjects. I don't know if the streaming started in the prep school or if it was later on. I was good at English and the arts. I failed my maths three times. I couldn't, and still can't, make things add up. Certain people have a certain type of brain. The O' grade was more arithmetic based whereas the Higher was more theory based and I did better in that.
12. You had different teachers for different subjects. I presume there was a Headmaster, but I don't remember anything about him. My memory is that I can remember different teachers and whether or not they were okay rather than what they taught.
13. Mr <sup>IBL</sup> [REDACTED] was the [REDACTED] teacher. He used to show us his muscles. He sadly committed suicide. I don't know why. The [REDACTED] teacher, Mr <sup>ICG</sup> [REDACTED] used to do really good tests and he would give away sweets at the end. Mr <sup>IHE</sup> [REDACTED] [REDACTED] [REDACTED] Then there were Mr Wares and Mr Brownlee. I don't remember many other teachers.

### *Discipline*

14. The discipline in the lower school would depend on the teacher. Some teachers might hit you with a hand, some might hit you with a shoe or something. There were different ways for different teachers.

### **Abuse at Edinburgh Academy junior school**

15. Things started to happen to me at the junior school when I was about ten or eleven years old. It then carried on into the senior school. In the junior school it was all to do with the behaviour of two particular teachers, Mr Brownlee and Mr Wares.

#### *Mr Brownlee*

16. Mr Brownlee had a very grim face. He was a teacher who never smiled. He was tall, thin, with slightly wavy dark hair. I would say that he would have been between 30 and 40 years old. My main memory of him was that he ran a particular test. I struggle to remember which subject it was. There was quite a lot of fear associated with the test. He would read the names of the pupils from the top down. If you were in the bottom three, you were physically punished. If you were in the bottom three, it was almost like Mr Brownlee took it as a personal insult. If you went from third bottom down to bottom of the class, the punishment got worse. There was no record of these punishments kept by Mr Brownlee.
17. When I was ten or eleven years old, at various points in the year I had to go out to the front of the class, get bent over his desk, and was kicked by Mr Brownlee. He had these heavy brogue shoes. I remember being kicked so hard that I banged into the side of his desk. I had bruise marks on my upper thighs and buttocks. I have a memory of another boy, [REDACTED] being kicked across the classroom so hard that his body left the ground, like a ragdoll. I would describe Mr Brownlee as having a controlled, cold fury.
18. I remember these moments of Mr Brownlee occurred periodically. It wasn't in every class, but they were throughout the year. Mr Brownlee was an incredibly frightening man. That threat of violence was always there. You didn't associate going into the class with being taught. I don't have a single memory of anything he taught me, I just have a memory of being on the receiving end of his violence and witnessing the

violence towards other pupils. Looking back, I was almost as upset witnessing what he did to others as what he did to me.

19. Mr Brownlee is still alive and there is an active case against him. I presume the police are gathering a large body of evidence against him.

*Mr Wares*

20. Mr Wares was the other abusive teacher in the lower school. Mr Wares was in a classroom up the steps, in a low unit, not part of the main block. I can't remember what he taught, I think it was maths. He had blonde hair.
21. Mr Wares was called Weirido. That wasn't a name made up by my school year, that name was passed on to us by older boys. You absolutely knew what you were getting with him. What happened to me was two-fold.
22. The first part was being invited out to Mr Wares' desk to go over a sum because you had done it wrong. You would be sat to the right-hand side of him and then you would feel his left hand going up the inside of your shorts and your genitalia would be touched for a period of time until you were sent back. His right forearm was used to shield the action as he leant forward towards you.
23. You couldn't be seen by the rest of the class while Mr Wares was abusing you. Your jotter would be in front of Mr Wares, and you would be sat or stood on his right, and you would have to lean in. You would be obscured from the rest of the class by the desk.
24. That was a fairly continuous stream. It was like a conveyor belt of behaviour. You knew and acknowledged that other people were being pulled up into the situation you had been in. I presume it wasn't done to all of the class, but it was done to a number of us. I think Mr Wares was angling for it to happen as much as possible, but he couldn't make it happen all the time. I don't know what the methodology was, I just remember it happening, and staring down, not taking anything in anything that he was saying.

25. Because I was beginning to get a bit more naughty, I was made to go back at the end of the school day, about 2.30 or 3.00 pm. That was a moment of absolute dread because I was on my own. Mr Wares would pull my shorts and pants down and lay me over his knees and hit me on the backside with his hands. I don't think there was anything more penetrative. I think there was fondling or touching of my genitalia on those occasions, before the beating. My memory of that is clearer since speaking to the Inquiry. If I was asked if touching of my genitalia probably did happen, I would say yes. My memory is not that the punishment was too sore, but that it went on for too long.
26. I can't be certain how many times Mr Wares did that, but it was certainly two or three times throughout the year. My main memory is of standing up after he had finished spanking me and the look on Mr Wares' face was horrible. He went very red, and he had slightly bulging eyes. He had a horrible expression that I couldn't read. At that age, you don't know what an aroused adult looks like, or one who is suppressing a desire to do much more. It wasn't the face of someone who had just performed a normal punishment. In retrospect, I can say that Mr Wares was clearly aroused by the act of punishing you in this way.
27. The touching from the front was done much more because you had clothes on because he could more easily take his hand away if someone came into the classroom. Even with the beating on your bare backside, that was part of the culture of the school at the time. You could argue that if someone came into the room, that was within accepted behaviour.
28. The knowledge of Mr Wares' behaviour was incredibly widespread. It was just part of school life. I don't know if other teachers were aware of it. I know that the parents of a very close friend of mine, [REDACTED], wrote to the school to let them know about Mr Wares' behaviour. [REDACTED]'s parents were [REDACTED] and [REDACTED], but they are both dead now. I only found out in 2023 about that letter being written, I wasn't aware of it at the time.

29. Shortly after that letter of complaint was submitted Mr Wares was given a recommendation by the school and went to Fettes college to carry on his abuse. I can't understand whoever the headmaster was making that decision. Was it in the hope that he would mend his ways? Or do they just pretend it hasn't happened?

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

30. The abuse by Mr Wares wasn't discussed between the boys at the time. At that age, you buried it because it was awkward. You didn't want that in public conversation because you could be ridiculed or bullied because of it.
31. There was a culture among the boys that we didn't take anything back to our parents. I haven't figured out why. When something is done to you by an adult who is in a position of authority over you, you don't really have anything to compare it to apart from the other adults who have authority over you but are not abusive. At no point did I consider going to my parents to ask if this was acceptable.

### **Edinburgh Academy senior school, Henderson Row, Edinburgh 197█ to 197█**

32. The upper school was a big neo-classical building. It was low fronted. There were classrooms with big windows either side of a colonnaded atrium. There was a beautiful oval hall in the centre.
33. The sixth-year common room was to the left and there was a rifle range and the room where they taught music. I played the French horn for years, I loved it. The music teacher, Kevin Anderson, was my favourite teacher in the whole school. There were courts to play Fives, which is like squash that you play with your hands. There was a toilet block at the back, and you could go down to Glenogle Road, to the colony houses, where I used to escape to.



34. There was a separate house to the right-hand side of the big yard. There was a prefect's room and above that was the senior common room and the head teacher's office. There were steps down to the administrative office and the careers office.
35. There was a library in a separate neo-classical building. Next to that was where there was an open bit with all the notices for the sports teams. There was a janitor's office. There were chemistry and physics rooms. On the left-hand side were the arts units which were new built. There were two or three rooms for biology. There was another separate building which had woodwork on the lower floor and a gym upstairs.
36. Then there was another block with a dining room downstairs and classrooms upstairs for maths and Latin. There were more classrooms on the left-hand side for French, English, and Latin. Then there was a gap that took you through to Donaldson's school next door where I think they taught the seventh form smart kids who were going on to do A levels or were going to Oxbridge.

#### **Routine at Edinburgh Academy senior school**

37. I boarded for about five or six months when I was sixteen years old. I started boarding part of the way through the year when my dad was ill, and I don't know when I stopped boarding. When my dad died, it was a bit of a blur.
38. I think there were four boarding houses. The boarding houses were off Ferry Road, up at the sports pitches, by the arboretum. There was McKenzie House, Scott House, Jeffrey House, where I was, and I think there was one other.
39. When you were boarding you were constrained as to when you could go in and out. You had to be back at the boarding house at a certain time. You would do homework then have a meal. It was often teachers from the school who were in the boarding houses. Mr Evans the chemistry teacher was in my boarding house and his wife Mrs Evans was a really nice woman. Mr BXXK was the Housemaster, and he was



responsible for day-to-day discipline. He was a tough rugby type. I think there was a matron.

#### *Mornings and bedtime*

40. I'm pretty sure we were in dormitories of five or six. I got in trouble a lot because I would sneak out at night. I would climb down the drainpipe. One night I was drinking very heavily and got alcohol poisoning. I was deposited back in the doorway of the boarding house at 8.30 am. As a result, I was gated, I wasn't allowed out. It was all pretty messy. Looking back, I was pretty lucky that the Evans' were the people who were there. Mr Evans was a very quiet man and Mrs Evans was a very motherly figure. I think she got a lot of boys through emotionally difficult times.
41. I presume bedtime was between 9.00 and 10.00 pm. We got ourselves to bed at that age, but I can't remember if anyone checked us and put the lights out. The boarding bit wasn't significant for me. The whole period was such a weird time in my life. The whole period is a blur. I suppose I have blanked it because I didn't want to be there. The familial circumstances leading up to me boarding made it feel like a punishment.

#### *Mealtimes/Food*

42. We had to be back at a certain time for meals. It was a walk of about 15 to 20 minutes between the dining hall and the grounds. I don't have many memories of the mealtimes or other aspects of the boarding house. I was sneaking away as much as possible. I was going out at lunchtime as well.

#### *Leisure time*

43. We had some free time after homework, and I played guitar at that time. There was a period of pitched battles with boys from Broughton as we were seen as being from a posh school, but I ended up becoming a punk and went to concerts with boys from Broughton.

### *Schooling*

44. My family got help from relatives to pay my school fees. Luckily, one of the reasons I wasn't boarding all the time was that my parents couldn't afford it.
45. I'm pretty sure there was a certain time for homework, and I remember the snack we got at the end which was usually toasted cheese on a Morton's roll.

### *Family contact*

46. My dad was in hospital round the corner from the school, so I was able to go and see him. I was able to go home as well. My mum was a nurse, so she looked after him until he had to go into a hospice. She was amazing. I can't remember if I was able to stay over or if I was just there on day leave. When my dad went into St Columba's hospice I was able to go on walks with him around Cramond. I had plenty of home access and I wasn't dissociated from my dad in the last six months of his life.
47. I remember being sat down and being told that my dad had died. Mr BXX then got some beer and poured us both a glass, which was really good. It was the right thing to do. He was attempting to be human and not be a teacher in that moment. That is a very strong memory. But most of the rest of my time was working out ways to try and sneak out. I was very devious.

### **Abuse at Edinburgh Academy senior school**

48. All of the abuse that I suffered was while I was a day pupil. It occurred before I was boarding. The fact that I boarded at the school was an incidental part of my time there, rather than something central to how I was living for several years.

49. Most of the physical abuse that took place was by teachers who had lost control. That is the very clear definition of abuse for me. I could list any number of times I was hit in the context of being told to bend over and being hit six times. The times I would list as abuse it was very clear by the look on the teacher's face and by the way they were hitting you, that they had lost control. There were also instances of them hitting you in a very intentional way and whether there was gratification or pleasure in their physical interactions.
50. There was a thing called a Clachan and you could still be hit with it at that time. The Clachan was like a paddle, about 50 cm long. It had a round head which was about the size of a saucer. Some teachers used the Clachan. There was one [REDACTED] teacher called Mr [IHC] [REDACTED] who was quite a dour character and was reputed to hit very hard. His Clachan was reputed to have dried blood on it because he had hit a boy so hard that it burst a blood vessel.
51. There are four teachers to mention regarding abuse I suffered in the upper school, Mr [IDZ] [REDACTED] Mr Dawson, Mr [IBP] [REDACTED] and Mr [IPT] [REDACTED].
- Mr [IDZ] [REDACTED]*
52. Mr [IDZ] [REDACTED] was my form teacher in what was called The Gytes. He was the [REDACTED] teacher. He was quite a disciplinarian, old school type of teacher. He was about 40 years old and wore dark trousers, a tweed jacket, violet shirt, and a dark tie. He had receding hair and a long face and a long nose. His nickname was [IDZ] [REDACTED].
53. By the time Mr [IDZ] [REDACTED] was my form teacher, I was starting to exhibit more rebellious behaviour. I was starting to get a reputation for answering back.
54. Mr [IDZ] [REDACTED] response to me was in two parts. Firstly, he went for me with a wooden chalk duster. It was about six or seven inches long with felt on the front and wood on the back. He started hitting me with the duster to the extent that he didn't stop, and I was fending him off. I ended up crawling under the gap below the chalkboard at the front of the class. It wasn't so much the severity of him hitting me, it was the fact that

he was clearly out of control. It certainly didn't feel like normal behaviour, or normal punishment.

55. That assault with the chalkboard duster was a one off, when I was in first years of the senior school, about twelve years old. From that point on Mr IDZ made me sit in the front of the class opposite his desk. He had a long ruler to use on the board. When he was writing on the board and his back was to the class, if he heard any noise he would turn round and hit me with the ruler. He would say, "It was probably you IHA" I didn't have any visible injuries as a result of this, I had a jacket on. I wouldn't describe it as a prosecutable offence, it was more indicative of the wider culture within the school.
56. I hated Mr IDZ and he obviously hated me. It was at this period I was having difficulties at home, and it set my mould for how I was going to behave for the next few years.
57. This behaviour by Mr IDZ was indicative of the general culture within the school. There was absolutely a sense that Mr IDZ was completely within his rights to behave that way. I certainly think that in his mind I deserved it, and he was teaching me a lesson, and also making a point to the rest of the class because these assaults happened in front of the rest of the class. It was like a ritualised, symbolic punishment.
58. It was the beginning of my distrust of other teachers. Even if they were good teachers I began to reject what they were saying, I began to not listen. I was a smart kid, but I began to fail academically in a way that was a direct result of that type of teaching, of teaching through force. You can't beat knowledge into someone.

*Mr Dawson*

59. Mr Dawson was a very weird person. He had half-moon glasses and wispy sideburns. He had a purple shirt, purple tie, and a flouncy teacher's jacket. I would say he was about 40 years old. I want to reference two incidents with him. He theatricalised

punishment. He made everything feel as if it was a joking humorous play that masked all sorts of behaviour.

60. The first incident that sticks out in my mind was done in front of the class where I must have done something wrong. He got four boys to spreadeagle me over a desk, with one boy holding each limb. Mr Dawson then undid my trousers and pulled them down. I had 1970's nylon pants with the American stars and stripes pattern. Mr Dawson exclaimed, "Ooh! Stars and stripes!" and tickled me up and down the whole of the front of my body. It was excruciating. It went on for about thirty seconds, but it felt like an hour.
61. Thinking about my whole time at school, that was the most embarrassing moment of all. At that age, your sense of self is very private, and I was completely exposed. Plus, he was co-opting other boys into the punishment. That was unbearable looking back. I can remember it with crystal clarity.
62. That was typical of Mr Dawson's behaviour. He created a hysterical atmosphere. All the other boys were laughing because it wasn't them being subjected to this punishment. It was like they were all ringed around, looking in on me. It was awful.
63. There was another incident with Mr Dawson where I had to go back after lunch, and I was hit with a three inch by two-inch stick. It was about one metre long. You had to bend over, and you were hit on the backside. It was definitely painful, you were being properly hit. After it was over, you had to sign and date the stick. There was a long list of names on the stick. The space where I had to sign was about two-thirds of the way down the stick. It was like a roll of dishonour.
64. Mr Dawson ran one of the boarding houses and there was chat about him in the showers. I didn't have any experience of that because I wasn't boarding at that time, I wasn't in the showers with him. But when I look back at the incident where he took my trousers down he was clearly enjoying it. There was gratification involved. It was like a public violation and a huge embarrassment in front of the other boys, but he was lively, and he could make other people laugh.



65. Mr Dawson's behaviour was very predatory. All his abusive behaviour was masked in a notion of care and fun. He was a very odd person. I have no doubt that certain other teachers or the rector, the head teacher, would have had Mr Dawson's behaviour brought to their attention. He was so up front with his perverse and sadistic patterns, like the reverse of Mr Wares. He didn't even attempt to hide it. He viewed the school as his fiefdom and that he could do what he wanted.

Mr <sup>IBP</sup> [REDACTED]

66. Mr <sup>IBP</sup> [REDACTED] had the nickname <sup>IBP</sup> [REDACTED]. He was a [REDACTED] teacher, he is dead now. The time I was interacting with him would have been when I was thirteen or fourteen years old. Mr <sup>IBP</sup> [REDACTED] was very large and slovenly. You could expect to see him with his flies undone or with dribble marks on the front of his jersey. He lived with his mother. I suspect he had quite a repressed sexuality. He was quite a gentle soul, but a number of things happened.

67. In terms of punishment, I would often be asked back after school by Mr <sup>IBP</sup> [REDACTED]. He would press himself against you. He wouldn't do anything beyond that, he would just press. It was inappropriate.

68. We had an outward bounds centre at school called Blair House. Mr <sup>IBP</sup> [REDACTED] came up along with several other teachers. Mr <sup>IBP</sup> [REDACTED] would shower naked with the boys.

69. Mr <sup>IBP</sup> [REDACTED] took me and two other boys to walk the Pennine Way, during the holidays, over two years. The other boys were [REDACTED] and [REDACTED]. We stayed in youth hostels and walked between eight and twenty miles per day. The other boys and I knew Mr <sup>IBP</sup> [REDACTED] as a mildly predatory homosexual by this stage. The main thing we did was not to get caught with <sup>IBP</sup> [REDACTED] as we described it. All of us walked as a group ahead of Mr <sup>IBP</sup> [REDACTED].

70. On these walking trips Mr <sup>IBP</sup> [REDACTED] would pay us to undress and jump into rivers. We would stop at a river, and he would say, "I'll bet you 50p you won't jump in the



water. We would strip off, jump in, and take the money. Mr <sup>IBP</sup> would lie on the bank and watch us. He would be gratified by watching us.

71. At night we would have our meal in these little youth hostels. Mr <sup>IBP</sup> would always go to bed first in the dormitory. We would go to bed as late as possible. We would get undressed, and Mr <sup>IBP</sup> would be masturbating under a light white sheet as we got undressed. This was a regular occurrence. Mr <sup>IBP</sup> didn't say anything, it all went unsaid.
72. You might well ask if this was happening in the first year of the walking trip, then why go back for the second year? The answer is that by the age of thirteen or fourteen so much of this type of stuff was happening and had happened, I can only describe it as normalised behaviour. That was the culture we were in. Our complicit behaviour, in not complaining, was an acceptance that these things were just what happened. I find that quite amazing looking back. I'm not scared to say we almost felt sorry for Mr <sup>IBP</sup>. He was a sad old man. We looked on him with pity but in truth he was the adult, and we were in his care. He had been given permission by the school and our parents to do this walking trip.
73. You have to ask if the school had known about Mr <sup>IBP</sup>'s behaviour. Could they really be that blind? I think it's correct to say they took the view that the institution of the school came first. Whatever happened to us was irrelevant, what mattered was that the school's reputation survived. They would put up with many forms of behaviour as long as they felt they could get away with it and nothing could be proved.

Mr <sup>IPT</sup>

74. The final teacher who was abusive to me was Mr <sup>IPT</sup>. I found out in early 2023 that he is now a convicted paedophile. I encountered him as a young  teacher. He was young when he came to the school and he taught me later on in my time at school, fourth or fifth year, when I was becoming rebellious and unmanageable. I answered him back and he attacked me in a class. I made him so angry that he lost control.

75. He grabbed me by the neck, had me off my stool, and had me pressed against one of the high [REDACTED] benches. He was red faced. It was like an attack, it was very quick and very sudden, to such an extent that my friend <sup>FNC</sup> [REDACTED] who was a large guy had to come and get Mr <sup>IPT</sup> [REDACTED]'s neck in a Nelson hold and pull him off me.
76. Looking back that was really interesting because it wasn't under the guise of punishment, it was under the guise of a teacher who had absolutely lost control. His behaviour was in the realm of an instinctive attack of some form. I think it was probably quite shocking to witness. Another friend of mine, [REDACTED] witnessed it. When I referenced the event subsequently he said, "Oh, when <sup>IPT</sup> [REDACTED] tried to kill you." I don't think Mr <sup>IPT</sup> [REDACTED] was trying to kill me, but he was clearly out of control. Whatever the level of provocation, you do not behave like that in front of other children.
77. The end result of that incident with Mr <sup>IPT</sup> [REDACTED] was that I was invited back at the end of the school day to be beaten, because of my behaviour in answering him back.
78. When I was brought back to Mr <sup>IPT</sup> [REDACTED]'s classroom I was bent over and hit with a Green Flash tennis shoe. I was hit six times. I stood up, turned round, and looked at Mr <sup>IPT</sup> [REDACTED]. He was once again red in the face. It wasn't normal human behaviour, it had a different quality to it. Mr <sup>IPT</sup> [REDACTED] was part of a new draft of younger teachers. They were younger than the generation of Mr Dawson or Mr <sup>IDZ</sup> [REDACTED] but none the less, this was a younger teacher behaving like that older generation.
79. The beating didn't feel right, it didn't feel appropriate. The difference to the earlier beatings was that by that stage I felt stronger in my own mind and more confrontational about it. I remember looking in his face and he was only about ten years older than me. I can't remember if I said it or just thought, "What the fuck are you doing?"
80. There were decent people and good teachers at Edinburgh Academy, but I can number them on one hand. Thankfully there were a few people I could relate to, who could see your potential and brought out the better side of you.

81. Mine is just a snapshot which I suspect could be replicated by a hundred other boys from that period but when you take those experiences as a totality, as a culture, it feels quite extreme.
82. There was no abuse in my boarding house. I was pretty untouchable at that time. I was angry, rebellious, and didn't take shit from anybody. I was aware that the other boarding houses were not necessarily like my one. We had prior knowledge about everything that was going on. The only way I can describe it is that it became completely normalised.
83. Tam Paton, the manager of the Bay City Rollers, would regularly come to my bus stop on Ferry Road and chat to boys. We would say, "There's Tam the paedo." There was no sense of going back to your parents to report that there was a paedophile at the bus stop. There was so much that all became normalised. It became part of your daily routine.
84. In those days you were either the type of kid who views themselves as fairly robust, which I was, or as I am discovering now, there were those who were extremely vulnerable and have remained vulnerable all their lives. You were either a survivor or you were one of those other kids. The worst thing was that those other kids were then bullied because the culture extended down from the adults to the children. That upsets me, how those cultures are sustained.
85. When I think about the kids who were abused by adults and were bullied by the ones who felt stronger, it appals me. It was learned behaviour but that doesn't excuse it. I wasn't a terrible bully, but I did go through a stage where I buoyed myself up by being verbally abusive rather than physically abusive.
86. I got pulled into the edges of a paedophile ring in Edinburgh. I ended up working with [REDACTED] the hypnotist. His manager [REDACTED] was someone I met at a party and the circumstances leading to that show how vulnerable I was at that time.

87. I got picked up on the streets by a guy called [REDACTED] who said he had a record shop in Amsterdam. My friend [REDACTED] and I were going to go and work there for the summer. It sounded like the best job ever. I went to a party with [REDACTED] where I met [REDACTED]. Various things happened at that party. [REDACTED] asked me how I came to be at the party, and I told him I had come with [REDACTED] and was going to work in his record shop in Amsterdam for the summer. [REDACTED] told me that was all very interesting, but [REDACTED] had just come out of Saughton prison and that he was a convicted paedophile. I had been completely suckered. I must have displayed vulnerable behaviour and this man [REDACTED] had sussed me out in my school uniform at a bus stop. He had befriended me, and I had fallen for it completely. I don't know how he did it. I was very vulnerable because my dad had just died which changed my relationship with older men because I had lost that big part of my life.
88. Abusers often recognise the vulnerable people. Why did I end up in those circumstances? It was a combination of vulnerability and need. You lack that self-protection, and they sense it, and they know how to exploit it. That is why some kids get picked on and others seem to sail through untouched, and easily able to ignore what is going on around them.

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

89. I didn't report the abuse at the time when I was still at Edinburgh Academy. We kept it to ourselves. Occasionally amongst friends we might have said something, but we never had a collective conversation until aspects of the abuse at Edinburgh Academy started coming out.
90. I felt I had control over what had happened to me, so I didn't want to go to the police at the time but of course I was trying to protect myself from the way that talking about these things makes you feel. It makes you feel vulnerable.



91. Punishments I received from Mr IDZ and Mr IBP were referenced to the Rector and were written into my school reports. These were references to being hit by the teacher, not being spreadeagled by four other pupils.
92. Could a board of governors, a rector, or other teachers live and work in an environment where these types of things were happening and not have any knowledge of it?

### **Leaving Edinburgh Academy**

93. I was asked to leave Edinburgh Academy. I had become fairly unteachable. I was self-medicating, and I was very alienated in the last twelve-to-eighteen-month period. I left a few months after the final beating by Mr IPT.
94. The incident with Mr IPT happened during six months of the year when lots of good things happened as well but it's the one incident I tend to remember. It would be wrong to suggest that it didn't have an impact on the choices I made at the time. I made choices that weren't necessarily good for me psychologically or emotionally. It was definitely part of a catalogue of abuse over the years that affected my home life. I was dealing with violence on all fronts. I was a spinning top. It wasn't until I was in my late twenties that I felt I had truly become an adult, someone who was secure and confident in the life decisions I was making.

### **Life after boarding school**

95. I had some pretty mad experiences in my teenage years after school, during the period between leaving school and leaving my family home.
96. These things are always complex, it's not like B following A but you can see a shape to someone's life. A whole lot of decisions in that period that I felt I was making as a controlled, cool, romantic, rebellious version of myself but in reality they were the

classic actions of someone who has been quite severely damaged by the actions of the adults around him.

97. I went to college after Edinburgh Academy, and I did manage to get a couple of A levels I had my first art teacher on my own. He used to take LSD and come in and tell me about his acid trips. He then took drugs with me in the class. My uncle ended up putting in a complaint against him. I ended up with a very good art teacher, she was very disciplined. We did an A level course in six months, and I got an A. She was someone who righted the ship and treated me as an adult. I was just mature enough to think that art may be a way out of this mess, and I went to Goldsmith's University in London. While there I was in a band and stayed in the band for nine years. We toured extensively in Europe, behind the iron curtain, and in North America.
98. I moved back to Scotland in 1990 and continued to work in the arts. It has been a good journey post Edinburgh Academy and into a very creative life. I am married with a family.
99. I am still close friends with a group of pupils from the school, male and female. We were a bit alternative in our lifestyle and our music. The girls were from St George's school. We have kept in touch over the span of 52 years. We stay in touch all the time, which is quite a rare thing. That peer to peer support feels quite important.

### **Impact**

100. When I was five or six years of age I would describe my home life as happy and stable. I was a happy, bouncy, confident little kid but that changed. My mother had gone through a very particular experience with her alcoholic mother. My mother was very damaged by that experience. As I began to answer back to her, fought, and became more disturbed myself, we ended up in an extremely unstable home environment throughout my early teenage years. We reconciled before my mother died, but the home environment changed for everyone in the family as I became more angry,



alienated, and rebellious. That period coincided with the abuse that I suffered at school.

101. You have a vision of yourself as a child, as a teenager, and as a young adult. The further on you go through life, the more you get to know yourself better. I had a clear image of myself at that period of time, but that image did not acknowledge abuse within it. I created a construct of myself to get through. It was only after opening up after suppressing things for a long time that I was able to see what had actually happened.
102. I was much more vulnerable, damaged, and affected by the various things that happened than I thought, and that propelled me to a less happy, more alienated version of myself than might have been. I went from being top of the class to bottom of the class.
103. I wasn't really blaming school for my changing behaviour, I was just getting through it. You don't have any sense at that time that you are in care of adults and that you are a child. So many of those boundaries were blurred because so many of the teachers were clearly damaged themselves. At Edinburgh Academy there was either a general culture of acceptance, or the turning of a blind eye, or there was just a lack of empathy and sensitivity to what was being done. When different forms of physical and sexual abuse are tacitly sanctioned, these kinds of questions don't even get asked.

#### **Treatment/support**

104. My worsening academic record reflected what was going on with the abuse. My academic record only recovered after I left Edinburgh Academy. Looking at things like that I would say that what was going on at school definitely had an impact on my home life. It exacerbated a situation which may have still been difficult, but it didn't need to reach the level of extremity that it did. In the end my mother and I were referred by my uncle for psychiatric help, which helped.

## **Reporting of Abuse**

105. I and the good friends I made at school, and kept in touch with, did reference the abuse at school in our discussions but none of us defined ourselves by our school days. When it was discussed it was done in a very dismissive way for many years. I now see that we were doing that as a form of self-protection.
106. The police got in touch with me because my name was referenced by some of the people that they had spoken to. When I contacted them, they were surprised that they hadn't taken a statement from me already because I was described as being a person of interest. They contacted me again subsequently asking if I had any memories of another teacher, Mr [REDACTED], but I didn't remember the incident they were asking about.
107. One of the powerful things that reporting the abuse does is that it forces you to readdress the version of yourself that you have created as a type of armour to get through life. Acknowledging what really happened and your vulnerability is part of becoming emotionally stronger.

## **Records**

108. I found out later that my parents had written to the school when I was in my mid-teenage years to see if I could board. It is ironic that they were considering putting me further into the place that was causing the shift in my behaviour. I found that out when I got my records with all the headmaster's reports.

## **Lessons to be learned**

109. You have to separate the physical abuse from the sexual abuse because often the perpetrators are motivated by different things. The sexual abuse tended to be hidden whereas the physical abuse was in plain sight because it was accepted at that time.

The toxicity of Edinburgh Academy is that it was both. In the period that I was there we were unfortunate to have a number of abusers there at the same time.

110. What people pay for when they pay for a child to go to public school is to make that child feel confident that they can do anything they want with their life, the sense of privilege that the world is yours. Clearly this was not the case for many of the kids who suffered abuse there over the years.
111. If I was asked if it would be a bad thing if Edinburgh Academy was closed down as a result of the abuse, I would say no. You only need to look at the Westminster politicians of the last ten years to see the grotesque effects of an Eton education. I have no doubt that the public school system has affected their personalities and their view of the world. All that matters is getting their own way, and being seen to succeed.
112. Along with that sense of privilege from the public school system is the very dysfunctional reality that has affected a large number of people who have come through that system, mostly in a way that could lead to further abuse and more inequalities. These institutions must be held to account. They must take responsibility for allowing it.
113. There should be recognition that just because someone is dead or that it happened a long time ago the consequences are still being lived out in our lives. There are still those who would say, "That's just the way things were then and that because it was so long ago and it was normalised, we should just get on with it." They might think that the general historical trend is that abuse might have happened just as much in my time as much as it did two or three hundred years ago, but those victims didn't get a chance to be heard. It wasn't written about. It wasn't brought into due legal process.
114. This is the first generation where there is a chance to properly uncover and have a proper reckoning of what took place, therefore future abusers know that their time will come, they won't get away with it, and it will not be normalised. That will be a start.

115. It's a really important process and I think it's one of the better things that the Scottish government is doing.

**Hopes for the Inquiry**

116. The question for the Inquiry is what sanctions or, enables those who abuse, feel that they can do it with impunity and get away with it. Unfortunately, abusive behaviour is something that in human history has probably always been there and probably always will be there. Only if those who think or are driven to behave that way feel that there is some cost or have the knowledge that there is a chance they will be held to account can that type of behaviour be reduced. It is inbuilt into the human character that these weaknesses will happen but if people know they can get away with it then they will indulge in that behaviour. That is why Edinburgh Academy must be fully held to account for enabling such a range of predatory behaviour over so many years. It is worth dragging these things out from fifty years ago, despite the unpleasant feeling from describing it all.

117. I don't believe abuse is going to go away, it is inherent in human nature. All that we can do is ensure that the full weight of the legal system can be brought to bear where it has taken place and if possible to limit it in the future.

**Other information**

118. 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..... IHA [Redacted Signature] .....

Dated..... 5<sup>th</sup> May 2023 .....