

Scottish Child Abuse Inquiry

Witness Statement of

IBO

1. My name is IBO and my date of birth is 1960. My contact details are known to the Inquiry.

Life before Edinburgh Academy, Edinburgh

2. I was born in Edinburgh. As well as my parents, I have sisters and I am the youngest.
3. My parents were both English and moved up to Scotland in the 1950's. Dad got a job in Edinburgh and that's what took them up there. My father worked away quite a bit and did fairly long hours.
4. My mum went back to part time work when I was about eight years old. When mum went back to work my sisters looked after me quite a bit when mum wasn't at home..
5. I don't have a lot of memories before school but I was looked after, fed and there was nothing that I was left wanting for. I do remember we had a lot of connection with my grandparents who were down in England and had frequent holidays there and they would visit us.
6. Edinburgh Academy was my first and only school. My father had a strong sense that he wanted a boy to carry on the family name and be successful. He wanted me to go to a good school and get good grades. In his family he was one of two and his sister was denied a college education so he could gain qualifications. In those days, especially on my father's side, the boy was given preferential treatment around education. That was the case too in my family. My sisters all went to a corporation

school, while I was sent to Edinburgh Academy. The reasons my mother gave for me not going to the corporation school was that she saw the abolition of selection happening while my sisters were there and that perhaps the pupils who would be going to that school would not be good company for me. I think they were quite snobby. I can't fault that they wanted to get me the best education and best qualifications. They didn't understand though what went on later on and what went wrong.

7. My sisters resented that I went to a private school. It's only recently since the revelations have come out that they have all realised that it was a hellish experience for me. They now understand what I was trying to tell them all along and they just didn't believe me then.
8. In terms of the selection process, I went to the Edinburgh Academy kindergarten in Denholm Green from 196█. As far as I recall there wasn't any process for that.
9. For prep school I seem to recall my parents took me to George Heriots for a test of some kind. I wasn't able to get in there as I had some issues with counting sticks and they identified I wasn't very good at that so I didn't get into Heriots. My parents therefore continued on with the Academy idea, making sure I went into prep and then on to the upper school.

Edinburgh Academy, Arboretum Road and Henderson Row, Edinburgh

10. Prior to meeting with the Inquiry I looked out some school reports which I had which have helped me recollect names and dates during my time at the school. I have provided the Inquiry with copies of half term report 1970, Christmas report 1970, Spring term report 1971 and summer term report 1971. These reports give my teachers thoughts on my performance in the 1970/1971 school year. I have also researched the chronicles of the school which are online and again these have helped trigger my memory. My recollections are from my memory and assisted by both of those reports and chronicles.

11. My recollection of kindergarten at the Academy was that it was situated in Clark Road, in Trinity and it was called Denham Green. I remember my teacher was Miss Johnson and I recall I was very good with maps at that young age. There were some very early satellite maps of the world and I was able to recognise the horn of Ethiopia. I think the teacher was astonished, but then I used to study maps. I was quite geeky in that respect. I also remember the gardens at the nursery and having fun playing in them.

12. I went to kindergarten at aged five and a half, in 196█ for two years. Then prep school where I remained there for four years. The prep school was situated in Arboretum Road. It was a fairly grand building compared with the kindergarten. It had a big driveway and a large area in the front of the house which was later made into a play area. It had big steps into the building and most of the classrooms were on the ground floor. It had a large hall there as well. There was a large grassed area in the front of the house where we played. On the right of the drive was a large sports field. The headmaster of the prep school was Mr Jim Britten, I think there were about two hundred pupils in the junior school, the majority of which were day pupils like me.

13. I don't think I was aware of the boarding houses situated close by, probably because it didn't affect me. By upper school I knew there were boarders but not before that. I don't think I was ever in the boarding houses at all.

14. The upper school at Henderson Row was built in about 1820 when the school was established. It was a neo classical, symmetrical building in Georgian style with columns. There was a large oval assembly hall in the middle of the school. The ground floor was predominantly classrooms. When you got to year six you got to sit on the upper level of the assembly hall. I think there were about five hundred pupils in the senior school, again the majority were day pupils. I seem to recall boarders made up about twenty percent of the school. The headmaster of the upper school, also known as the rector, was Mr █ ICH █ I cannot recall his first name.

15. In terms of teachers at the prep school I remember Mr Weir although I now know his name is Wares. Mr ^{DO} Mr Kim Needle and Mr ^{BL} were all teachers there too. ^{BL} was my teacher in the year when I was taught maths by Mr Wares.

Routine at Edinburgh Academy

First day

16. I don't have any memory of my first day at the prep school. I imagine my mum took me because I did walk to the school when I was older but it was quite far.

School routine

17. I imagine school started at 9.00 am. There was a Christian based assembly every day at both prep and upper school. I think we were finished school by 4.00 pm. After I got home from school I think I went to a friend's house for a while as my mum wasn't back from her work by then. As I got older I could go to the house on my own.
18. At lunch time I had my lunch at school. It was a two course meal, a main course and sweet. We all sat in the dining hall at refectory tables. This happened in junior and upper school. In the upper school the master of the class would get the big tray of food and serve it to the boys and it would be passed down the table. The food was quite good. All of the meals were supervised by a master either at the table or around about. I'm sure it was a fixed menu and there was no punishment if you did not eat your food.
19. After lunch there was time for play. At prep we played around the buildings but at the upper school I tended to hide indoors and not be in the playground as I was bullied. Prep was far more enjoyable as upper school was full of fear for me.
20. In the senior school each lesson was about an hour and then we would break for lunch. The afternoon was much the same. It was all timetabled and routine.

21. We had cross country running or cricket on some Saturday mornings where we would go to another school. We also occasionally did charity walks at the weekend.

Clothing

22. We wore school uniform. At prep school it was a blue blazer and grey or blue shorts, shirt and tie. We also wore a cap. For gym we wore blue shorts and t shirt. I think in upper school, which was from eleven, you could wear long trousers. I remember you got your uniform at Aitken and Niven on George Street.

Schooling

Junior school

23. There were about twenty to twenty two children in my class, it was all boys. I mostly stayed with those boys throughout my schooling in the junior school. My memory is I was always quite chatty at junior school and had a number of friends at the school.
24. You had a main teacher in junior school but you also went to teachers and other classrooms for specific subjects. Sometimes your class teacher was your teacher for those certain subjects.
25. I was very minded to certain things at school, visual or artistic things. I hated history and maths was a problem. Initially I was alright at maths but it dropped when I was taught by Mr Wares. My class position was 6 then went to 22. After I went to upper school I still didn't like maths and it was a big struggle for me.
26. Some of the teachers were far more critical of my problems at school than others. Some of the phrases in my school reports suggest that I was clearly having problems concentrating, that I was talkative and I wouldn't listen to instruction. Reflecting back on it and I don't have a formal diagnosis, I probably had ADHD then and that made it quite difficult for the school to educate me as they didn't have an awareness then of how to manage children who required to be taught differently. It probably also made

me stand out because I would be very talkative and disruptive. I know I would ask questions if I got to the slightest problem. I got described as a fuss pot.

27. At prep school we started to do rugby and cricket. I was a little bit young compared with my peers. I was three months younger than the average. I was small and slight to the extent I struggled to engage with a sport like rugby. I'd be stuck on the right wing or full back and nowhere near the scrum. They said in my school report I enjoyed cricket but later on when I got hay fever I think cricket became the bane of my life. I would never describe myself as sporty at all. I never enjoyed those damp carbolic smelling changing rooms with the pink soap.
28. I used to get migraine headaches. My illnesses started in the sixth year of prep school. I was off for about two weeks in total that year according to school reports.

Upper school

29. I moved to the upper school at eleven, around 197█. I went into Mr IFF█'s class. I remember in the summer holidays not looking forward to going back to school.
30. I found the boldness of the environment and the learning difficult. I was a small child even at the upper school. I was also not maturing at the same age as the other boys and that made me a target by the other boys and teachers. I started getting bullied there and it became a much harsher environment. The building itself and the grounds were all very institutional.
31. I was in the lowest sets of classes when I went to the upper school. My feeling was we were regarded as dregs and they didn't know what to do with us or how to support us and they left us to squander. My parents were still happy to pay for the education. My feeling is I think that some teachers had contempt for the pupils and that the parents had more money than sense.

32. I did enjoy art, geography and reading. I found languages difficult and I had issues with creative writing. There was no extra support provided to me despite my challenges.
33. The only adjustment the school made was that they changed my set in maths in upper school and put me in a higher group in the hope of improving my learning.
34. Combined Cadet Force was compulsory in the upper school. You had to choose one of the forces to be part of. We did one afternoon per week where we would be marched around the square. The night before you had to prepare your army kit, put blanco on your gaiters and make sure the brass on your belt was all shiny. You also had to iron your uniform the night before. It was a taste of what life in the armed forces was like. To me it was a recruiting exercise.
35. My parents did go to parent's evenings but I don't remember going with them.
36. It was noted in my reports I didn't go out to play at school very much either. I was much happier inside.
37. I was diagnosed with asthma in my thirties but I used to take coughs and colds quite badly. One teacher in upper school did pick up on my absences. It was 1974/75 and I think it was Mr Marks. At crisis periods I found a way out through sickness. I'm sure most of my sickness in upper school was malingering. My sickness went on until I was fifteen. A lot of that latterly was because of not wanting to be at school.
38. In the upper school I experienced toxic masculinity for the first time and realised I didn't like sport because it tended to be aggressive and intimidating. If you were slight, a bit camp, because I realised I was gay by then, I got bullied for all of that. It was just awful. I needed to stay away from the sporty types as it wasn't good for my mental health.
39. We did O levels and Highers at the school and there was an opportunity for some to do a seventh year where the boys could study A levels or Oxbridge entrance exams.

I restricted my Highers to five because I was struggling academically. The comments on my school reports were 'needs to try harder at home.' There was never any extra support provided at the school. If I missed lessons because of sickness it was very difficult for me to catch up. My parents were concerned when I got to exam time that I wasn't working hard enough and they did put quite a lot of pressure on me. An awful lot of what we learnt at school we just had to remember. We were fed stuff and had to regurgitate it at exams.

40. By then my parents knew I was being bullied but I have no evidence that my parents spoke to the school about bullying because it continued. I know my parents met with the teachers because my dad was concerned about exams and plus he had paid out all this money for my education and he must have wanted the best out of it. I don't know if he got the answers he was looking for.
41. I passed biology, physics, chemistry and English. I failed my maths. I left with very poor educational attainment and I know that was a result of how unhappy I was at school. I do think if I had been offered educational support I would have done better. It was the lack of feeling safe and the fact the school didn't deal with the bullying. It was also the fact that my trust in adults was at rock bottom. Educational attainment needs psychological safety and if I didn't feel safe in class so how could I concentrate on learning? You don't, you're thinking about survival.
42. The only teacher I connected with was Rob Cowie. He would give me extra projects to do and was the only one really who supported my education.

Trips and holidays

43. We went a number of places with the school. The school owned Blair house in Glendoll, Angus and I remember going to stay there. I remember cooking breakfast for the boys and then going for a walk. Because it involved maps I probably engaged with it and I remember I enjoyed it.

44. With sport we had to play other schools at times and so would travel there. I played cricket so I remember going to Glenalmond College. We also went to Bamborough Castle once in a minibus.
45. I went to CCF (Combined Cadet Force) camp in summer in the 1970's. That was the longest I had been away from my family. To me it felt like ten days but I have since seen in the chronicle that it was only seven days. I think that was one of the most difficult times in my schooling at that camp.
46. I remember we stayed in Nissen huts. There were lots of events organised. When we were on a walk one of the air force personnel flew in on a helicopter. We each got shots in the helicopter for five/ten minutes. Other things that happened there was shooting at targets with a 0.303 rifle with live rounds. Because I had been sick a lot from school by that time I had missed out a lot of the training so didn't know how to shoot the weapon. I remember this major strutting about shouting orders about the shooting and I was busy asking the boy next to me how to use the rifle.
47. We had one event where we were doing night stalking and we got back to camp at 1.30 am, it was midsummer. It was light by then. I was thinking what is this all about? The whole thing was scary and horrible and just an alien environment to me.
48. I read in the chronicle about a 1981 review of a camp at Cultybraggan and the comments from the camp was 'the unfortunate accident of the 4 tonner which injured three of the cadets was not allowed to tarnish the memory of a very successful camp.' It doesn't sound to me like we were looked after at all at camp.

Healthcare

49. I think they had a nurse at the school but I don't recall any specific time I had to see her.

Religious instruction

50. We did scripture at assembly which was every day in junior and upper school. There was no other involvement with religion. We probably went to church at Christmas and Easter.

Christmas and birthdays

51. The roll book, which was accessible to all pupils, had everybody's birthday in it. To my mind that wasn't necessary. I have bad memories of birthdays as it wasn't dumps you got it was how far they could throw you. Unfortunately, your birthday was one you couldn't hide from. I don't think every boy was treated that way. I was singled out.

Visits/inspections

52. The queen came to the school on a visit and this has been subject of an emotional flashback for me and used to trouble me right up until I was in my fifties. I was at the end of a lab bench in chemistry. We were all dressed in our kilts because it was a special event. She walked in with the rector and two of the ephors were following. She stopped and asked me a question and I got tongue tied. I could not for the life of me get anything out of my mouth. I stuttered and I stuttered. It was just awful and maybe eventually I said something and she moved away.
53. One of the ephors came up to me after the visit and said, 'you stupid boy'. That single event traumatised me, one of the many things that traumatised me and it was me being stupid. I had the one chance to impress Her Majesty the Queen and I completely blew it. It was ultimately tainted by that horrible aggressive ephor that criticised me it as well.
54. I don't recall any external inspections of the school.

Discipline

55. Discipline was managed on the spot. You would be brought up to the front of the class and there would be a ruler or clachan used to punish you. Generally, any implement used would be across the hand and in front of the whole class for maximum humiliation.
56. A clachan was a large piece of wood like a wooden spoon with a rounded end which was used to hit a ball in a game. For a small hand it was a big piece of wood to come down on it. There was also the tawse that was used. It was the ruler that was most common. All of the teachers used some form of corporal punishment and some more than others. There were some that used it as a ritual humiliation. Mr Dawson in history did that and he turned into a theatrical event.
57. I think their use of the items was the way of discipline at the time. However, for some, the opportunity to use it, was abusive. I thought the school was very disciplinarian. I felt some of it was used inappropriately and there was a low threshold. My impression was for relatively minor transgressions you were made an example of. This was mostly in the upper school.
58. I do not recall discipline in quite the same way at prep school. That said, I think it was shouting in prep. My real problem is men shouting, I am so triggered by that. I know by the time I got to upper school I was already in fear, fight or flight mode when I heard shouting so it makes me think something happened in prep
59. I never had any permanent physical damage from any of the punishments meted out.
60. There were also lines and detention as a form of discipline.

**Abuse at Edinburgh Academy
Teacher**

61. We did a play once, 'Puritans and Ultimorons' Mr Britten the Headmaster at prep school wrote it, it was about space, I think it was called the Last Shore. I found this in the chronicle. We got divided tribally. It's very interesting. My memory is I got lumped in with the ultimorons. In the chronicles it's written up as the cast description as ultimorans. I wonder if they changed the spelling to not upset the parents. When we were in the play we were ultimorons and when Mr Britten bumped into me at the lobby at prep school and asked me what part I was playing and I said I was an ultimoron, he replied back 'how appropriate'. My impression was he thought I was stupid.

62. The head of [REDACTED] at the upper school, Mr [REDACTED] used to call me fish face, it was very personal. If they found something, the teachers would poke fun at you. It's not the done thing nowadays, but then it was. There were a few unsavoury things said. If you had problems with self-esteem or self-image then those remarks can be damaging and they were.

63. In 1970/1971 I had a math's teacher, he was blonde and a rather dashing smart teacher. He was young and different from the other teachers, he was from South Africa. I remember him as Mr Weir but I have since learned his name was Ian Wares. I only became aware of that recently due to radio broadcasts. It makes sense to me getting it wrong as Weir is very similar to Wares. I also now have my school reports and can see the signature. What I believe happened with him was you would be called up to his desk and he would want to see what you had put in your jotter after him previously giving you some kind of exercise. My memory is being asked to stand behind the desk next to him. He would then reach out with his hand on the inside of your leg and pull you into him. He would then start to put his hand further up inside your shorts and up to your underpants. His finger would go up a bit higher and under the elastic of your underpants. I remember the first time it happened and it's the only time I remember. I looked out to the sea of faces in the classroom and some were looking down but others were laughing and giggling. I would have been blushing because I know I was embarrassed. The sense I had was that they knew what was happening to me behind the desk.

64. I felt so uncomfortable because no man had ever done that to me and at ten years of age you don't know that adult men might find that sexually interesting or exciting. I was naive.
65. Because the height of the desk prevented him from being seen, I wonder if he used the desk as a shield so the other boys didn't see? I only have that one memory of it happening and it's so vivid. I do think it happened to me more than once. Maybe after that I maybe expected it and therefore it didn't affect me as much.
66. His behaviour became normalised in the upper school and Mr Wares was known as having wandering hands. In the 1970's we didn't think anything of it. I do think at that stage my trust of adult men suffered at that point. I know my maths suffered and I started being sick off school then. That year I had lots of sickness.
67. I am unsure what came first, was it the sickness absence that affected my marks or was it what happened in the class with Wares that influenced my illness? I don't know. It's difficult to say.
68. I did see other boys being summoned up to his desk on a regular basis and I suspect what he did to me was happening to them and I may well have been one of the boys giggling. That laughing was not a fun thing but an emotion of being uncomfortable.
69. I had a PE teacher called Mr [REDACTED] IBU. He shouted at me once and I urinated myself. There was a mat in Henderson Row gym which had barbells on it. One day I was having a laugh and joke and I walked over to the mat with the intention of picking one of them up when [REDACTED] IBU, maybe thinking I was going to injure myself, shouted so loudly at me that I got such a shock and I wet myself. This was in front of all of the boys. My memory is then that he came over to me and hit me with his hand on my bottom. This was obviously to discipline me but realised I had wet myself and then sent all of the boys back down to the changing rooms while he dealt with me. I don't know if I was made to clean up. I do know I had to get changed. The whole experience was so humiliating. I think I was in first year of upper school so it happened around 197[REDACTED]. I would have been eleven years old.

70. A couple of years later it was sport's day at Arboretum playing fields. I had lost my gym kit, I thought I had left it at the changing rooms at Arboretum but couldn't find it. It was ten minutes before the relay race and I was running for Kinross division. I had to go and speak to Mr ^{IBU} on the field. He was standing there with his megaphone. There was a big stand overlooking the track with hundreds of parents in it. I walked over to him and told him I didn't have my kit and he absolutely blew up. In his anger he took his megaphone and thrust it into my stomach. Whether he meant to hurt me I don't know but he winded me and I collapsed onto the ground. He was shouting at me to get up but I couldn't. I was on the ground for ten to fifteen seconds and he walked away. I got up and walked off the field in tears.
71. I phoned my mother to come and collect me. She came and I told her what had happened. She was so alarmed at what had happened and told me she was going to speak to him. I told her I didn't want that as it would only make it worse. It wasn't so much I was worried about teacher's revenge it was more about the other boys seeing my mother doing that and then making fun of me and bullying me because of her complaining. By that time every adult in my life couldn't protect me and I was in survival mode. I had to be self-sufficient. I didn't want further humiliation and embarrassment by my mother. I don't know if she ever spoke to the school about it. It was one of the most awful incidents, especially in front of all those people, boys and parents who all saw me on the ground.
72. Mr Dawson was my history teacher. He was a loud and aggressive man. He had a very low threshold for discipline. He would throw chalk or the duster about very close to boy's heads. His desk in the classroom was on a raised dais, a couple of steps up. If you were to be disciplined he would be sat at his desk and he would tell you to come up and he would put you over his knee. There was a lot of theatre about his discipline, fussing around and words spoken. He would be about to hit you and then there would be a bit of touching, like a bit of a rummage over your clothes. His hand would touch your buttocks or leg. I have a vague memory of him pulling my shorts down a bit but I'm not sure if that was possible. I do remember having to bend over his knee and getting slapped on the bottom. Because I remember the shorts it must

have happened in first or second year of upper school. My impression is you were up there a lot longer than was necessary for the punishment. There was also bit of humiliation and laughter. There was definitely an intimacy which was not commensurate with the punishment being meted out.

Peer abuse

73. Bullying started for me in the upper school. My sense is that it came from the boarders. I was homophobically bullied. I couldn't fight back and therefore appeared to be an easy target.
74. Some of the ephors who were in the last couple of years of the school were bullies, but so were a few of the other boys. The ephors were nominated by the school and generally excelled in sport or education. I do think there was some external influence as well as to who became an ephor. What I mean by that, is parents.
75. Having reflected on it recently I realise the boarders may have had a much tougher time at school, being exposed to abusive teachers for longer. I wonder in some ways if they then had to toughen up and they saw the day pupils as a soft target. I was a soft target. I had an English surname, parents who were English. I was small for my age, a bit effeminate. I was everything they weren't.
76. They would call me by my nickname and that morphed into a gay slur, that then went into homophobic bullying. I experienced physical and emotional bullying for the next six years. Those were the worst years of my life.
77. There were so many of them, maybe seven or eight in my year that abused me. I do not want to name them. It would be indiscriminate casual violence. Maybe I would get hit from behind, punched or jostled or shouted at and called names.
78. I'm sure the teachers knew what was going on. My class teachers would see the behaviour of the boys. They would have been aware of the shouting and the homophobic abuse. It would have been overheard by them in the classroom or

playground and then I would have thought they would have seen my behaviour change. Teachers were perceptive.

79. My French teacher, whose name I can't recall, makes comment on a report in the 1970's 'hides away as best he can but when lured out of his concealment he can produce some praiseworthy work.' That was the year of considerable absences. He then goes on to comment 'missed an exam, quiet and retiring, hampered by absences.' It changed my personality completely. I was this bubbly chatty child in prep school but by the time I got to 1970's in upper school I was hiding. The teacher identified I didn't want to be there, didn't want to exist.
80. I remember it was my birthday and I was manhandled in the lobby by a group of boys and thrown full length across the floor into a wall. I picked myself up and Mr Harris, a teacher, walked in and turned a complete blind eye to it. The whole class stood around and watched. I wasn't injured but was bruised.
81. There was one boy in my class who I was close with. I think they thought I was having a relationship with him. It became something of another humiliating episode as it was about betrayal. Confidences shared with other boys which were turned against me. I couldn't talk to my parents about the bullying because it was about homophobia and me discovering my sexuality. There was no support around that at that time. It wasn't even legal in Scotland then. It was a very difficult time because I felt shame, I didn't want to be who I was. I wanted to be different and I couldn't be.
82. I used to come home and make [REDACTED] and put [REDACTED] over my head and imagine what it would be like to snuff my life out. I probably didn't plan it but I was experimenting and ideating about suicide. I never told anyone about it. I was off sick quite a lot too.
83. There are too many instances of bullying to mention, it was constant. Each time it was like a blade had been sunk into me. I knew I was probably gay by then and the shame of it was just terrible.

Reporting of abuse whilst at Edinburgh Academy

84. I did tell my parents early on I was being bullied but they just told me to fight back. One of my sister's knew most. I think at one point she petitioned that I be moved school and she was the one that asked why I couldn't go to their school. My parents wouldn't have any of it and told me I had to complete my Academy education. I'm sure I probably would have told them the reason I wanted to move was more on the academic side rather than the bullying side. I tried to sell it to them it was about the teaching. It was very difficult for me to talk to them about the nature of the bullying. It felt like I was locked in and in prison. The survival mode just had to continue for a few more years.
85. I don't ever remember talking to any teacher about the bullying.
86. I did tell my mum about the incident with IBU.
87. My mum passed away in the 1990's and my dad passed away in his eighties, in early 2000's. We never really spoke about what went on at the school even when I was older.

Life after Edinburgh Academy

88. I left school at 17. I completed 6 years at upper school. I went to Napier College to do an HND, my grades from the school were not good enough for University.
89. For the next seven years I had low paid jobs and I was still living at home then.
90. I discovered I had two years of funding left so I applied to University and got into the second year of a Bachelor of science degree, this was around the mid-eighties and I was able to do a profession. That turned my life around because I was then able to do a profession. Academically I was more mature then and had seven years of work experience behind me. It's when I went to college and was around people who didn't

have an agenda, that didn't seem to want to bully me, I could see a way to live. I left university with a first class honours degree. I got work in the NHS and then did a part time master's degree, graduating with distinction. I then moved to England taking up a specialist role there. I felt that I had to look after people that were less fortunate and that's been something that I have always found helpful. I have worked in the NHS all my career. Especially my work with HIV and I'm still working in HIV after thirty years. It's been a wonderful career giving me a sense of purpose.

91. I came out as gay in the 1980's. Around that time HIV became a thing. I lived in fear at school and then through the 1980's and 1990's I lived in fear of HIV. The Conservative Government at the time were homophobic so there was fear walking the streets and hate crimes were common.
92. I met my partner in London and we have been together for twenty years. We married in 2010.
93. Throughout my working career I have perceived bullying and harassment from managers that has always been there and has been a real problem which I have had to stand up to. So much so that a restructure in the NHS, singled me out and left me without a role. They made me redundant but they wouldn't pay out. I had to take them to the High Court, I won and they did pay eventually.
94. I have had no contact with the school except from an email around 2012 I received from them requesting the thoughts of ex-pupils on going co-educational. I replied saying I was astounded that they weren't co-educational yet. I further commented to them I thought an all boys school was the absolute worst start for anyone's education. I did not go into any more detail. I think if I had been educated amongst girls I would have got on much better emotionally and educationally as I would have felt a lot safer.
95. I have met up with a previous teacher from the school, Rob Cowie. I told him I had a dreadful schooling and that I was bullied. Since then, I believe, he has heard about

Wares and the accusations. He was one of the only teachers I had a connection with.

96. There are two school friends who got in touch when we turned sixty and it's incredible because they deny these reports and seem to deny it happened. That may be because they were not exposed to it or because they are not allowing themselves to realise that actually these things happened, it's very odd. I've no doubt Mr Wares put his hand up their shorts. It's astonishing how many boys now would choose to live with it. I believe everyone who came out of that school had one issue or another.
97. I am part of a WhatsApp group that I was invited to join when all of this came to the surface. I had to mute it due to the number of messages and I found it quite triggering due to the language that was being used on it as there are a lot of angry people on it. I am still part of the group.

Reporting of abuse

98. I contacted the Police about the abuse and subsequently discussed it with them. One of the things that has put me off going any further is giving a statement and the thought of being doorstepped by journalists. I don't feel strong enough for that, it's the shame thing again.

Impact

99. The impact of the school on me was immediate and happened while I was still there. I had no self-esteem. I had suicidal ideation which started at the school. Maybe I didn't know it as depression but I believe I was in a very serious way during school years and was practically catatonic, not wanting to do anything but wanting to be at home in my bed and feeling safe there. A lot of the time I was off school I was in my bed, even though I was probably well enough to be out and about. My trauma, a distrust in teachers and sexual abuse may have been a part of that. The physical

bullying and verbal bullying definitely played a large part. I think the largest part that affected me was the bullying from peers.

100. My opinion is my childhood development was stunted and I lacked maturity from my time at the school. My experience has made it difficult for me to be around children or schools, it's triggering for me being near a playground or hearing loud voices and screams.
101. School didn't support me around my sexuality nor did they nurture me and I feel that there are bits of me that haven't developed. I put it down to the school for not protecting me from the abuses that I suffered. I now know that CPTSD is a thing and my emotional dysregulation triggers responses to being shouted at, bullied, harassed and abused. All of that comes from my time at the school .
102. I do think educationally I suffered a great deal and so did my grades. That was because of a lack of trust in the teaching staff and a lack of safety amongst the other boys.
103. After the events of the twelve years at the school I banished any happy memories of my childhood. It's been such a struggle to re connect with that young child as I felt terrible shame and thought it was all my fault the way I was treated. It's like it was two different worlds. There were good things that happened but I can't let myself believe that, it just felt like pain.
104. My feelings of shame stemmed from my feelings I felt at school because of my sexuality and the abuse I got because of it. When a boy is homophobically abused over seven years, as that person you are going to feel ashamed. You become internally homophobic. You hate yourself. I shared accommodation with a Baptist while working in the summer around 1980 and he told me I had a devil within me that he had to cast out. He performed a spiritual conversion. That's further shame. Now God was involved and didn't intend me to be this way. It took me two years to see that spiritual conversion does not change your sexuality.

105. I do have emotional flashbacks nearly every day, and I know what they are. It may be something that has been said or I hear on the radio or a thought comes into my mind. I might be standing in the kitchen, I will go quiet and my partner will ask me if I am okay. I know how to deal with it now. To breathe and learn how to control that moment. I get quite emotional thinking about the things that happened and so I have to remind myself I'm safe, I'm not at risk now.
106. I suffer panic attacks under stress at work, once a month when pressure in the NHS is overwhelming. This happens due to my inability to regulate my emotions. Its triggering due to my emotional dysregulation.
107. An impact of the Queens visit where I got tongue tied is that I always like to be prepared. That's why I am doing all of these notes from my school reports. I don't like to be caught on the hop.
108. I wouldn't describe myself as an alcoholic but it's very difficult for me to come home from work and to not have a drink at the moment. That was brought on by the covid pandemic. Covid has allowed me to think a lot about why I was still feeling a lot of anxiety. I then started to link my anxiety and fear to childhood trauma. In some way it gave me a space to recognise what was going on.
109. At the start of this year, I recognised that I probably have CPTSD, complex post-traumatic stress disorder. The symptoms being from what happened at school. CPTSD is quite a new thing and my GP had no issue in referring me for trauma counselling but I was required to go private. I do not have a formal diagnosis but my counsellor does not disagree with my diagnosis.
110. This realisation in turn has made me really reflect back on those years a lot. I've been trying to understand how it all went so badly wrong. So much so, I have been in touch with relatives in England who my parents may have spoken to about my education and they have told me all my father wanted was for me to be follow his profession and play golf. There was nothing else they could offer about any concerns about my bullying or any concerns my parents may have had about my education.

111. I've had a trauma counsellor now since May 2022 which I pay for privately. I keep asking her when I am going to feel better. I realise it's not an overnight process and you need to tease apart all of the bits that trigger reactions.
112. I've had lots of counselling over the years, before this most recent one. Mainly for depression and anxiety. I've had periods on antidepressants from my GP.
113. It's really a wonder I never took my own life in my twenties, I do think my profession was my salvation. There are still aspects I feel bad about myself. Not being what I was meant to be and could have been much better, more confident.
114. I've always been risk averse as well, living in fear of HIV and using abstinence as a way of managing that. During covid, because I am older and suffer from asthma, I resigned from my work due to fear of dying. I have returned now but I am one of only a few staff who wears the FFP3 mask, even in offices. I tell people my life has been marked by bad schools and viruses. It's been fear that has dominated me throughout all of my life. Living in fear, hiding and surviving.
115. The school for me represented the old boys' network and I do not support that. The system of privilege and the fact my father wanted me to be associated to the school so I could have connections and that I would use the school as a springboard to success. Because of my low self-esteem and lack of belief in myself, when I left school I was determined to do everything for myself. So much so I rejected an offer of a job on leaving which my father had organised. I didn't want anything to do with the school or anyone from it. I blocked off all contact and was determined to make my own life.

Records

116. I have not applied for my records from the school but it is something I may do. I am particularly interested in the interaction or not they had with my parents. It may help me to recover if I knew how much my parents might have tried to help. I did have a

quite a lot of anger towards my parents because I felt they had to some extent abandoned me to the school.

Lessons to be learned

117. When I think back, it was twelve years of my life and I think 'why did that happen' and there's nothing that can be done about it. I know the people that are at the school now have nothing to do with what happened then, but if we don't make a stand and stop this kind of thing happening, then other children are going to go through what I went through. Living a life of depression, anxiety and suicidal ideation which I had all of my life and I still get it. That's not right and I get very angry about it.
118. The harm that the school caused is persistent, it never leaves. They need to know that the behaviour of teachers and pupils is about everyone's welfare and education.

Hopes for the Inquiry

119. I was prompted to speak out after hearing Nikki Campbell's podcast. I think I became aware of the podcast through the BBC news. It mentioned him and I always knew he was at my school, though didn't know him. He described having witnessed these things and mentioned 'Edgar' and that's how I realised my memories were real and relevant. I knew I had to deal with it and face up to it.
120. Justice is a very strong thing for me. It pains me to see networks and connections to avoid being accountable and responsible and that's one of the reasons I have come forward to the Inquiry because there's a man living that needs to be held to account and face justice. We can only improve society if we bring people to account for their misdemeanours. I hope justice is achieved against any teacher living who has carried out abuse to any child in care.
121. I don't think any apology from the school would help me at all. I think it may hurt more. One gets the sense to maintain their reputational position they are not willing

to admit to actual individual cases and that they have failed us. I don't want to go through court to seek compensation having been there before.

122. What would help me was knowing that the school had external supervision. That they weren't allowed to have teachers who abused boys in the way that happened in the past. I think you have to have an independent authority that sits apart from school boards that can review reports coming in from parents or boys and investigate allegations and make sanctions. The reports could be submitted in an anonymous way and there would need to be an assurance of confidentiality. That board would then have the power to bring the school to task and have an influence over if whether that teacher is allowed to practice anywhere else. The impression I got was that the school enabled Ian Wares to move to another school knowing full well what parents had said had happened to their children.
123. It would have been lovely to have been interviewed by an external board of investigators who asked, 'has a teacher ever put their hand on your leg'. We would have all said yes. They would then get the evidence from the boys, write a report and withdraw their right to work as a teacher ever again in the United Kingdom.
124. These teachers need to be ejected before they can do any further harm. It's similar with health professionals we have to be validated each year by our professional body. Patients can send in reports to my professional regulatory body and an investigation would take place. We are subject to external investigation, not our employer. Why not teachers? There needs to be an independent review body of their performance. I think there may be something in England along those lines now.
125. It's a safeguarding issue as well. There are trained professionals who could go in and speak to children if abuse is suspected. It's a skill that's needed and they could be used. These people know how to find out if a child has been abused or not. If a child feels safe with an adult they will talk. The worst thing is the fear the child may have if they speak out and what the school might do to them. Providing a safe place for children to speak out is really important.

126. I know of one school friend who subsequently committed suicide. He was in a different class in my year. He was troubled by depression and I heard he was bullied at school. I would be keen to know what the suicide rate is of boys who were at Edinburgh Academy.

Other information

127. 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..... IBO [Redacted Signature]

Dated..... 19 December 2022