

Scottish Child Abuse Inquiry

Witness Statement of

ICI

Support person present: No

1. My name is ICI. My date of birth is ICI 1959. My contact details are known to the Inquiry.

Life before boarding school

2. I was born in Galashiels and am the only child to ICI and ICI. My father was born in Edinburgh and my mother was born in South Africa although her parents were Scottish. Both my parents have passed away. We moved to Edinburgh when I was about three or four years old. I initially went to a private junior school called Grange Loan for a couple of years then went to East London Street primary school which was the local primary.
3. In 196I, at the age of ten I went to Edinburgh Academy junior school as a day pupil. I know that my father wanted the best for me and decided that a private school was the best option. He tried various schools and after sitting exams and interviews at Edinburgh Academy they accepted me. It was a very formal structure. Before I started, I remember there was a big list of uniform and equipment to buy.
4. There was no history or experience of boarding or private schools in my family and my father was an ordinary working man so there was some prestige involved and it was a step up for him and my family to be sending me to a private school. My father paid the fees which I know was a bit of a struggle at times but he managed right up until I left school at eighteen.

5. I didn't really have any feelings about going to Edinburgh Academy. For me one school was much the same as another. I started in the last year of the prep school which was also called the junior school, before I went to secondary school.

Edinburgh Academy

6. The junior school building itself was relatively modern. It was a purpose-built school. Compared to my previous school it was nice and clean and it had large windows so there was a lot of daylight. It was surrounded by greenery outside and overall it just seemed very pleasant and quite impressive. The junior school was one storey. When you walked in the front door there were a few steps leading into a large open area. This led to the dining area and corridors which took you round to the two or three classrooms at the rear of the building. These had windows on both sides. The larger rooms which were the dining room and the sports facility were spacious. The facilities were good. The boarding houses were in walking distance of the prep school.
7. When I went to the senior school it was quite different. That was in Henderson Row and it was a much older traditional looking building and all the classrooms were much darker inside. There was no grass or greenery around it either. There was the main building which was almost, but not quite, in the shape of a crucifix. The classrooms were all in the main building and out to one side was the science block. At the back was the dining room and the gym which were both in separate buildings. There was another complex, which had previously been a residential corner, but the school had acquired it at some point, and it had become classrooms for the pupils in their final year. The boarding houses were quite a distance away but it was walkable. I was never in the boarding houses at any point.
8. The headmaster of the prep school was a Mr Brittan who I believe also taught French. He probably had a deputy but I cannot remember who that was. The head of the whole school, also called the rector, was Mr [redacted] I believe one of those [redacted] stood for [redacted]. Below [redacted] were all my class masters who were basically the teachers. There were some teachers who were female. One was Ms Reid and she was my main

maths teacher. She was either on training or ill for a period of time and as a result Iain Wares also taught me maths.

9. Some of my first teachers in senior school were Mr [REDACTED], French was possibly Mr Wilcock, geography was Mr Ford, history was Mr Dawson, physics was Mr Standley, and biology was Mr Turvey. All the teachers were male in the senior school.
10. All the time I was at the school it was all boys who were from all over the world. Some were from Edinburgh but there were also boys from all over Scotland, England and some from overseas. Some boys disappeared to go down south to high flight English public school. It was almost like Edinburgh Academy was being used as a launchpad. There were other boys who got into trouble in places like Eton and ended up at Edinburgh Academy. It changed in my last year at school in respect that two girls were parachuted into our class.

Pre visits

11. I visited the school before I started but this wasn't even half a day, probably just a few hours. This meant my first day wasn't completely strange for me.

Routine at Edinburgh Academy

First day

12. I don't actually remember anything from my first day at Edinburgh Academy. I remember the first week or two were fine and there seemed a pleasant atmosphere in the school. I got the bus when I was at the junior school but when I moved to secondary at Henderson Row it was within walking distance.

Meals/food

13. Being a day pupil, I was only ever there for my lunch. At the top of every long table there was a place for a teacher. They made sure that we behaved. The food in general was standard, nothing special but nothing grim. I never saw any issues at mealtimes. No one was ever forced to eat food and it was all fairly civilized.

Uniform

14. There were two uniforms, one for the summer and one for the winter, and there were specific sports clothes. I had to wear shorts in the summer all year in the junior school and in the senior school they were only worn in the first summer but not for long after that. We then started wearing long trousers. The summer uniform was blue blazer, grey shirt and school tie, thick blue shorts, black shoes and a cap.

Trips/excursions

15. I went on two school trips in my time at the Academy. Both were to Switzerland for seven days on a skiing holiday. There were other camps through the army cadet force. I went to Cultybraggan in Perthshire once when I was sixteen. We had to do one camp in the three years as a cadet. I didn't consider it to be safe and it was quite brutal. Kids were left to manage themselves and teachers didn't monitor what was going on. A professional soldier who maybe shouldn't have been was given charge of twenty or thirty schoolkids between the ages of fourteen and sixteen. He wasn't a teacher and not trained to deal with children. We were using firearms with live ammunition on the ranges and not everyone was fully attentive to the rules of using firearms. I was always alert as to what was going on around me all the time I was there.
16. We had training exercises to do when we were at this camp like negotiating an assault training course and passing through obstacles. Targets would pop up which you had to shoot at, albeit with blank ammunition. There was a stream you had to cross where an observing soldier would appear and push you in so you got wet. We only had blank ammunition but overall I just didn't think it was all that safe.

17. Some of the schoolboys were given ranks like sergeant and they were in charge of other privates. They could put the privates on a charge for something they did or didn't do. Punishment could be a cold shower. It was all very insidious and there was never a record made of such punishment. The teachers from the school, in my opinion, weren't paying any attention to what was going on.

Schooling

18. We had assembly to start with and then the classes would start straight after that. Each day the timetable of classes would be different. At the time I was there I am sure there were more day pupils than boarding pupils and the classes were mixed with both. At junior school we stayed in the same classroom and the different teachers came to us whereas in the senior school we moved from class to class. We broke for lunch then had more classes in the afternoon unless it was a sports day in which case we did sport. At the end of the school day I would leave school and either get the bus or walk home.
19. Junior school for me was an environment which was academically orientated towards producing something out of the children that they required or aimed for. If you were able to work within that system then it would probably be thought of as a good school. You would feel rewarded because you would see yourself making progress. If you didn't do that then you could just form friendships with others in your class and not take things too seriously and have a good time. If you liked sport then the school was good for you because the sports facilities were extremely good. In that sense it was a relatively normal school.
20. Things didn't go well for me academically at secondary school. I was still having trouble with Latin and by then having serious trouble with maths and anything to do with science. Other subjects like French, English, history and geography were okay and I had made my peace with myself and realised that I was never going to be a mathematician. I accepted my position and concentrated on the subjects that interested me.

21. At one level certain aspects of the school were okay but very soon in junior school things changed and it wasn't okay. After things started to happen at school I personally disconnected.

Transition to Secondary school

22. There was a different atmosphere once I moved on to the secondary school. Most of the boys who had been in my class moved on to secondary but the classes were mixed again, and streamed, so there were new boys in my class but there were some familiar faces. There were exams at the end of every year and each year they were becoming more serious.
23. The general routine was much the same for me apart from I was able to walk to school. There was an assembly before 9:00 am and the lessons started around 9:00 am. Academically the pressure grew every year as we got closer to exams. There was a break around 11:00 am then a break for lunch then finished at 3:30 pm. There was sport twice a week and after the age of twelve we had cadets. This would take the school day up to 5:00 pm.

Parents nights

24. Before parent's night the class master would go through everyone in the class to find out what our parents did for a living. It was obvious there was a pecking order for the parents and probably was an indication as to how long the teacher spent with each set of parents.

Relationship with boarding pupils

25. Becoming friends with boarding pupils was difficult because they were removed from your sphere. I never visited any of the boarders out-with school time and only associated with them in the classroom because we all sat together and were mixed. We ate together in the dining room too to have our lunch. It is only thinking back now that I realise how isolated the boarders were. Their points of reference within the

school were so distinct compared to mine. I was never told by them what it was like to be a boarder and I didn't get any particular impression as to what it was like. They might have complained about the food or the time that they had to go to bed but it was fairly normal stuff.

Clubs /organisations

26. I was in the army cadets. I wasn't given a choice of which force I wanted to go to. I didn't enjoy it and thought it was absurd. We dressed in the army surplus uniform from 1944 and drill was in the school yards. We were instructed by teachers who also dressed in army uniform or occasionally by real soldiers. It all stemmed from the history of the school, and the training of military officers. There were a number of military children at the Academy whose parents were based in Germany.

27. Once or twice a year there were field trips or exercises. In my final year I was in, what was laughingly called, the artillery section. This involved a field gun being brought from Edinburgh castle on Mondays and we were taught how to fire it. The idea of firing it in real life was terrifying. At one point we went up into the Pentland Hills to fire blanks. The school was assembled to watch this exercise but when it was fired, nothing happened. There was a great anti-climax. For me this underlined the futility of the whole cadet experience. I am not militarily orientated in any way and I found it difficult to experience and play along.

Sporting activities

28. Sport was very important in the school but so was academia. Looking back through the school chronicles the word 'elitist' is used often and a very positive spin was put on that word. Children were encouraged to be competitive and to be prepared to tell others what to do but not in the school. I wasn't particularly sporty at school but did get a lot of enjoyment out of running.

Religious instruction

29. We had religious education classes as part of the timetable probably once a week. These carried on throughout my schooling at the Academy.

External Inspections

30. I am not aware of there ever being any inspections throughout the time I was at the school.

Discipline

31. Bad behaviour may have resulted in 'lines' being given, where you had to write the same sentence over and over so many times or depending on the severity of the misdemeanour may result in detention and ultimately suspension from the school. This was more in secondary school as it was a more gentle approach at the prep school. I was introduced to physical corporal punishment when I was at the prep school. Physical punishment was administered and very much part of the secondary school. I didn't see or experience any physical punishment which I considered, for that time, to be excessive.
32. The teachers generally used a belt and I think all of the teachers had one. It was part of their equipment and sometimes they had them lying on display on their desks and some had them visible under the lid of their desk. I was once belted because at break time I exited the classroom by climbing out the window. I wasn't the only one and we all got the belt. The belt was administered in the classroom by Mr Benson who was a class master. He was a perfectly decent chap and there was nothing wrong with him. I am not sure how many strokes we got but they were all on the hand. This was the only time I got the belt in prep school and I never got belted at secondary school. My parents were never told about this incident and was never mentioned in any school report. There was nothing recorded about this incident as far as I am aware but I dare say there would be a different process for any habitual offender.

Prefects / senior pupils

33. The prefects, also called 'Ephors', were entitled to hand out lines and to organise detention for any of the boys. They would also physically punish any boy if they thought it was necessary. This involved a 'clacken' which was like a large wooden spoon. I can only assume it was made in the school by a woodwork teacher. It was used by the prefects over the backsides, on top of clothes, of the offending boys. They would usually take you in to their common room and do it there. It never happened to me but I heard about it. The use of the 'clacken' was part of the Academy tradition and was accepted and promoted by everyone there. It was very unlikely that these punishments would be recorded.
34. Prefects would punish you if they caught you smoking or swearing, things like that. The prefects were senior pupils in the secondary school, aged fifteen up to eighteen. I don't know how they were chosen but presumably by the teachers. I was never a prefect. There weren't prefects in the prep school. The teachers dealt with discipline at the prep school.

Abuse at Edinburgh Academy

35. There were two levels of what I would consider to be abuse at Edinburgh Academy. One was the syllabus and the other was because I had problems with one particular individual, a teacher. The problems were initially because I came from a state school into the Academy's academic streaming system, I was suddenly confronted by things like Latin and two or three other subjects which I had great difficulty with. I found these subjects problematic, particularly Latin. If you didn't do well at Latin you were deemed not to be very good at anything. There was a disconnect academically because of this although I did get some private tuition at the weekend to try and give me a boost and to catch up.
36. Most of the other boys had come from a private school background and very few came from a state school like I did. I started off at school on the back foot almost as soon as

I had arrived. None of my teachers were able to identify this issue so it was no surprise that I slipped to the bottom of the class. Looking back it appears that I was just left to sink or swim. As a ten-year-old I thought it was all just normal. There was a subsequent further disconnect because of my experiences with one particular teacher.

Iain Wares

37. Within a week of starting at the prep school I had a maths class and the teacher who joined us to take the class was Iain George Dallas Wares. He was tall, about thirty, blond, very fit, and would probably be regarded as a good looking male. He was South African, and I know this because his accent was just like my grandfather. This was unfortunate because I associated the accent with someone who was pleasant to me. Because of this I was probably quite open with him for that first day or two. Iain Wares was definitely not nice to me so this was confusing for me. I am not sure what his exact role was at the Academy, but he taught both maths and rugby.
38. His maths class was about forty-five minutes long. Either at this first class or the very next time he took the class he sexually assaulted and abused boys. He called the children to the front of the class and in full view of all the other children he would fondle and touch that child's genitals in an attempt to stimulate the child. On occasion he touched the child from behind and put his hand round and touched the genitals on top of the shorts. More often generally he put his hand up the shorts and inside the underwear so it was direct contact and flesh on flesh.
39. He did it to me on that first or second time that he taught us. I cannot tell you how many times after that he did this to me in the class, probably at least four or five times in that year. I saw him doing it to other boys in the class but he didn't do it to everybody. He had his favourites. Once he had you at his desk there was no getting away from him. He was strong and athletic and if you tried to get away he could easily hold you with one hand. He would physically hold you until he was finished with you. I was completely defenceless. I have no idea how long it lasted, maybe five minutes. He would talk about banalities when he was touching me, usually about my maths. I knew what he was doing was wrong but it was beyond me to know how to deal with what he

was doing. The obvious thing would have been to tell a member of staff but even now I don't know if that would have changed anything.

40. I remember standing beside his desk one time and he was sexually assaulting me. It was a small classroom and there were rows of boys in front of me looking everywhere and anywhere rather than at me. I thought it was better and was glad in a way that they weren't looking at me. I hoped that if they didn't look then maybe it would make it go away.
41. I remember going back to my seat and feeling so confused then five minutes later another child would be up there being subjected to the same thing. I would then do what everyone else did when I was up there and try and not look at the boy. I saw it happen to many other boys and it was a regular thing in his class. I didn't have any issues with any of the other teachers at the prep school and in fact any memories I have of them are actually positive.
42. Iain Wares also took rugby lessons when I was at the senior school. It is all a little bit confusing in my head, and, I am not sure, but I am fairly certain that I was in my first year at senior school by this point. I would have been eleven or twelve and I remember I was at Arboretum at one of the weekly sports afternoons where you were obliged to play rugby. It must have been winter because it was dark outside the changing rooms.
43. After the rugby I was naked in the changing room showers and Iain Wares caught me and assaulted me. He again touched my private parts but this time, unlike the classroom, there was no clothing to impede him. There were other boys in the changing room but they had changed quickly to get out of there and had escaped. There was no one there by the time he assaulted me so I was alone and there were no witnesses. He remained fully clothed throughout, probably wearing sports clothes.
44. When he was doing this to me in the showers, I felt it was significantly more dangerous than anything he had ever done to me before. I thought that he was capable of causing much more damage to me than he did and I was lucky to get away. I must have wriggled or done something to make it as difficult as I could for him and he got bored

and gave up. I don't remember if he was saying anything to me. I am not sure if he left or stayed in the shower but I managed to get dressed

45. Afterwards I remember walking home and just felt so glad to get out without suffering anything worse than his normal behaviour. This was the last abusive contact I had with Iain Wares. It was quite possible this was the only time he took rugby because there were other teachers who did it on rotation.

Mr ^{ICL} [REDACTED]

46. There were other incidents in the senior school which did not involve Iain Wares. I was physically assaulted by a teacher probably when I was thirteen. He was Mr ^{ICL} [REDACTED] and it was in a [REDACTED] class which wasn't one of my worst subjects. He was probably in his forties. He was often an angry man and would shout a lot at the pupils. His nickname among the pupils was 'Hitler'.
47. This day I was sitting at the front of a row of desks. The chair was attached to the desk, it was quite old fashioned. Mr ^{ICL} [REDACTED] was behind me and asked me a question. I couldn't answer his question because I wasn't tuned into what he was saying and was just really listening to his voice and looking at the door, my exit.
48. Mr ^{ICL} [REDACTED] came running down the aisle behind me and hit me with the side of his clenched fist on the back of my head. It was an incredibly violent blow. This had the effect of pushing me forward and the desk crashed to the ground. My glasses were knocked off and the lid of my desk flew open and the books went everywhere. In that moment as I fell to the floor all I could see was white lights.
49. When I was lying on the floor, I expected the other children to be laughing because that is what normally happened if there were incidents in the classroom. I think this was so serious there was deadly silence and nobody said anything. Mr ^{ICL} [REDACTED] looked at me and didn't say anything either but picked me up, then the desk and sat me physically on the chair. He gave me my books back and handed me my glasses and carried on with the lesson. I was physically shaking and must have been genuinely in

shock. Afterwards some of other boys commented on how Mr ^{ICL} had 'lost it' in the class.

50. It wasn't unusual to see him belt other boys and sometimes he even hit them with his hands. He would hit the boys around the head if they were slow in answering. The way he hit me was the worst incident I was ever aware of with Mr ^{ICL}. This incident was a reminder to me that I wasn't safe in that environment and that I had to be careful all the time.

Mr Standley

51. In the physics class we had a Van der Graaff generator which consists of a big metal ball which is plugged in and it generates static electricity and when you put your hands on it your hair stands on end. If someone touches you when you are touching it there is a big bang and you pull the static off them and get a shock. and I got an electric shock. It was very unpleasant.

Mr Dawson

52. Mr Dawson was my teacher for history in the senior school. He would call boys up to the front of the class, to his desk. He would but them over his knee then tickle them on the backs and legs and close to the buttocks, whether or not they were wearing shorts. His hands would wander. It happened to me and I saw it happen to other boys. It happened often in class.

The school

53. Right at the end of my school career I sat A' levels. I was in the common room sitting with my feet on a desk waiting to do an exam in an hour's time. Another boy was pouring water from the kettle into his cup and poured the water over my left foot and scalded me. I don't know why he did it but I would rather not name him. I went to the washroom to cool my foot down which by this time had a big blister on it and someone

summoned a teacher. When the teacher saw me he offered me an aspirin and encouraged me to sit the exam.

54. I was put in a room on my own and unsupervised, and tried to do the exam but I was in significant pain. After an hour or so I gave up. It was only at that point, probably two and a half hours after it happened, was I taken to the Western General Hospital by the teachers. The staff at the hospital said I should have been taken there straight after it happened. The teachers offered to tell my mother about the incident but they arranged a lift for me home and I told them I would tell her. I am not sure if this was recorded at the school.
55. Despite the picture I have painted of it being a not particularly nice school I have to say that there were a number of teachers who were good and were genuine warm individuals. They did their best for me academically, explaining things as best as they could. Unfortunately, this wasn't enough for me to connect with the school in a positive way. When I was in these classes it was like a break where I could relax and feel safe for a short while.
56. My escape mechanism was to wish the hours away at school. The bell at the end of the day was my escape to my own world where everything was under control and I felt safe. I felt lucky in a way because the boarders didn't have that final bell and were stuck there.

Reporting of abuse at Edinburgh Academy

57. Looking back there might have been someone I could have trusted to tell but at the time I probably thought that it wouldn't have gone anywhere and may even have made it worse for me. I had no confidence in being able to go to anybody and tell them. It is strange but I never talked about what Iain Wares was doing to me with any of the other boys, not even the other boys who I saw it happening to. Sometimes people very obliquely would mention Iain Wares as being a bit odd but it was never discussed any further. He might have had a nickname but I can't remember.

58. It would have been in 1972 when I told my mother what Iain Wares had done to me. It may have been because she noticed a change in me and asked me. I would have been about thirteen. Sometime later she went to the school and complained to ICH [REDACTED] the rector and my class master Mr IHJ [REDACTED]. They told her that it was not in my interests to take it any further and that it was probably the result of an over fertile imagination. They basically brushed her off and told her to go home.
59. I never told anybody at the time about the incident with Mr ICL [REDACTED] when he hit me on the head and knocked me to the floor.
60. When I told my mum about the incident where I was scalded with the boiling water she rang the school and named the boy who did it. His parents subsequently called my mother and there were a few calls back and forward as to what to do. Nothing ultimately happened and this summed up for me the casual negligence of the Academy. Within this casual negligence there was lots of rotten stuff going on. The fact that the school knew about the things that were going on and it was all tolerated is shocking. It is difficult to understand why the people, who were in charge and supposed to be protecting me, allowed it to go on. The reporting mechanism to my mind was non-existent.

Leaving Edinburgh Academy

61. I would have loved to have left school early but I probably didn't ask because my father would have been incredibly disappointed, especially because of the sacrifices he and my mother had made. After the incident where my foot was scalded, I didn't go back to school apart from to sit my exams. Part of the reason I didn't go back was because the pain in my foot made it too painful to walk. I never wore the uniform again either.

Life after being in school

62. I managed to scrape together enough qualifications I needed to go to university. I left school in 1971 when I was eighteen. After the summer holidays I started at university in London. I went there partly because I wanted to get away from Edinburgh for a while and because I knew people in London. I qualified with a degree in history and got a job with London Transport as part of the train crew. I subsequently went to South America for a year where I learned Spanish and happened to meet people from Berlin. I then moved back to Britain then on to Berlin where I have been ever since. In Berlin I worked on German railways then got into journalism.

Impact

63. After Iain Wares started sexually abusing me it was such a negative experience and I couldn't stop him from doing it. I could no longer pay attention in class and I switched off. My coping mechanism was to sit and keep my eye on the clock and think about what I was going to do after school and about all the good things out of school as I was no longer interested in that place. I could not learn in that atmosphere. I also made sure I knew how to get out the class when it was over.
64. What Iain Wares was doing to me had a serious knock-on effect with my teachers in all my other classes even though they weren't guilty of doing anything to me. I couldn't listen to or concentrate on what they were saying. It was almost like something went seriously wrong with the education system at that precise moment.
65. I am fairly certain that my mother would have noticed a change in my behaviour after the sexual abuse started. My father wasn't on the scene by this time as they had separated although I still saw him regularly but doubt he would have noticed. Irritatingly my father used to see Wares regularly near the school and he would tell me what a great guy and sportsman Mr Wares was. After he said that I just let the abuse go and I learned to dissimulate at that level and hid it from my father.

66. About six years ago I had a minor bicycle accident in Berlin. I went to hospital and was in an emergency room where my head was x-rayed. I was told that everything was fine and was allowed to leave. They did however say that I had a bleed on the brain from a long time ago right at the back of my head. At the time I couldn't think when this could have happened but then remembered the incident when Mr ^{ICL} hit me on the back of my head and knocked me off my desk. Where I was told the bleed had been was where Mr ^{ICL} had hit me.
67. My time at Edinburgh Academy has without doubt had an impact on my later life. I am overly cautious with people and it takes me a long time before I can trust anyone. I have confidence issues and I know at times I lack confidence. I have in the past had issues with anger. I used to get angry very quickly about issues if I felt that I wasn't being taken seriously. This would trigger my anger. Some of those, what I would consider to be deficits, don't go away.
68. My current job, working in a newsroom, can at times be a very stressful environment. I probably put up with a lot more than I should. I put it down to bad behaviour and I'm too tolerant of it.
69. Most of the time I manage to squash any thoughts or memories I have about the Academy. Sometimes however the school does come into my mind and it becomes quite present and can affect me. I have never revisited the Academy but I may soon. If I do I will just have a look through the school gates to see how it makes me feel.

Treatment/support

70. I have never sought nor felt the need for any kind of mental health support or treatment. I am of the age where men tend not to accept such help although I am coming round to the idea that once things settle down I may participate in some counselling.

Reporting of Abuse

71. In 2015 I reported the abuse I suffered at Edinburgh Academy to the police. I rang them when I was in Germany and made an appointment and they came to see me in Kelso. It was a PC Botha and then I subsequently dealt with Alison Montgomery from COPFS. I didn't hear anything from anybody for what seemed like a very long time. Last year I heard from the Procurator Fiscal's office and they wanted to go through everything again with me which I did by video-link. [REDACTED]
[REDACTED]
72. I found out a couple of years ago that I had told the police and later the procurator fiscal that I was twelve when I started at Edinburgh Academy. That was not the case. I was only ten. I am not sure why I thought I was twelve.

Records

73. My dad always used to read my report cards and there were lots of 'could try harder' remarks so my dad may have been slightly disappointed until I was accepted at university. At that point he probably thought that the school had worked for me so he was quite happy. All I have left is one report card and a photograph of myself aged about twelve. The school does have a magazine called the 'Chronicle' which I occasionally read. It is published two or three times in the year. It was in this magazine whereby chance I read Mr Standley's farewell article to the school which prompted me to email him very quickly before he left the school.

Compensation

74. I have been in touch with Thompson's solicitors in Glasgow and they are pursuing a civil claim on my behalf against Edinburgh Academy.

Lessons to be Learned

75. I heard about the Inquiry and I think it is important that an inquiry like this takes place, although I am not sure what it is going to lead to. The past must be uncovered and the institutions which failed should be highlighted and remedied. External authorities should play a much bigger part to do this even including schools which claim to be charities.
76. There has to be a controlling authority which has access to the schools and the methods the schools use. They need to understand the curriculum, the choices that are made, and what the basis is for employing staff and clearly understand why people are selected. They can in no way be allowed to be separated from the controls that exist for schools in the public sector.
77. I actually question any reason for having private schools. I personally would never send a child to a private school, either as a boarder or as a day pupil. It would have to be a school which reflects the standards that we are trying to lend society in a good sense, and also a school which reflects the normal make-up of the people that live in the area. The Academy, and other schools like Fettes are artificial islands. They exist to create the illusion of an excellence that benefits their pupils, putting them 'ahead' of everyone else. In other words they try to succeed by putting everyone else at a disadvantage.
78. I hope that the Inquiry can submit its report or reports to a government or educational departments, the schools themselves and to the police who can take on board and implement change for the better. All these schools must allow an external agency into the schools to control every aspect of what they do. No school should be allowed to say they are exempt because they are private or a charity. This agency should be a national body which has oversight. There have to be rules, guidelines and standards which need to be adhered to and regularly checked.

Other information

79. I have a photograph of me which was taken when I was twelve, two years after Iain Wares was sexually assaulting me. You can see in this photograph how incredibly young I was. He picked on me and other boys who were incredibly young and who looked very young.
80. In 2008 I saw a newspaper article about a former pupil from Edinburgh Academy who had been assaulted and was seeking some sort of justice or recompense. It made me think about the school and my experiences. I wrote an email to the school, to the last teacher whose name I recognised from my time there, Mr Standley. He was by then the deputy rector. I mentioned almost everything that I have given in my statement to the Scottish Child Abuse Inquiry. I expected him just to ignore it but to my surprise he replied. His reply didn't surprise me but I felt I had initiated something.
81. In his reply Mr Standley expressed concern and said he was horrified at the content of my email despite the issues being historic. He went on to say how it was difficult for him to see, after the passage of a considerable number of years, what could be achieved in investigating these allegations. He suggested that if I wanted to pursue the matter that I should contact the school authorities.
82. A 'WhatsApp' group was set up by Nicky Campbell after he came forward and there is a lot of information being shared very quickly on this app. I have learned a lot more than I ever knew before about things that were going on at Edinburgh Academy. I originally thought that Iain Wares had been dismissed from Edinburgh Academy but I am now aware that he in fact got a superb reference, in particular from Mr Brittan the head of the junior school and was taken on into another teaching post at Fettes College. This was after my mother had made a complaint to the school.
83. I think Iain Wares went to Fettes around 197█ which was when I left the Academy, or possibly a little earlier. He went on to abuse boys at Fettes in a way that was significantly worse than the abuse I suffered. It must have been very damaging for the

individuals and it could have all been prevented. Those individuals were badly let down by the schools and the system especially because his abuse was so prolific.

84. There is still an official networking system within former pupils from Edinburgh Academy and it is huge. It gives access to opportunities and introductions to people. This was one of the reasons I didn't report anything to the authorities because I never knew who I was going to be dealing with in the legal establishment and there was a huge risk that there was some connection to the Academy.

85. 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..  30 I 2023