

## **Scottish Child Abuse Inquiry**

Witness Statement of

**Robert EVANS**

Support person present: No

1. My name is Robert John Evans. My date of birth is [REDACTED] 1954. My contact details are known to the Inquiry.

### **Background**

2. From 1981 until 1982 I studied at Liverpool Institute of Higher Education and obtained my PGCE (Post Graduate Certificate in Education). I then worked from September 1982 until July 1984 where I taught at Rivington High School in St Helens as a chemistry teacher. After this employment my wife and I moved to Australia. After arriving in Sydney, I was reading an advert in a newspaper about a vacancy in a boarding school. It was still there a few days later so decided to apply. From August 1984 until the December that year I then taught at St Catherine's Boarding School in Waverley, New South Wales, Australia as a science and maths teacher. This was a small residential girl's school. I did not have to stay on campus as I only taught there and was not involved in the boarding side of the school. I commuted from the north shore of Sydney each day.
3. I then took on a position at a private co-ed day school, SCECGS Redlands, Cremorne, New South Wales, Australia. This was like teaching in a normal modern school, with procedures in place. This position was nearer to where my wife and I were staying at the time and I began teaching there in January 1985 until December 1987 as science/chemistry teacher. One of the things I learned from my Head of Department there is in a teacher/pupil relationship, there should always be an arm's length plus a metre distance.

4. We then came to live in Scotland, initially I was under the impression there was as a shortage of science teachers in the UK. When we arrived I realised there was a shortage, but in England, not Scotland. I then studied at Stirling University where I obtained an Additional Teaching Qualification (ATQ) in Computing. After obtaining this qualification I began teaching at Keil School in Dumbarton in August 1985 until June 1995 as Head of chemistry. Keil was like stepping back in time, where academic achievements were superseded by achievements on the rugby field.
5. When I left Keil I began teaching at Bell Baxter High School in Cupar as Assistant Principal Teacher of science/chemistry. I worked there from August 1995 until October 2000, when I joined Grove Academy in Dundee. I remained there as Principal Teacher of chemistry until June 2011. In September 2011 until June 2012 I worked as a part time tutor in the Education Department at Dundee University.

#### **Employment with Keil School, Dumbarton**

6. Prior to working at Keil I had no training in Child Protection or issues on Pastoral Care, but in the 1980's and early 1990's this training was not widespread in schools, here in the UK or in Australia. I was not told how we would deal with any bullying or how you should be trained to speak with pupils who have been bullied or abused.
7. In England there were year Heads and Form teachers but no such thing as Guidance teachers. In Scotland there is a Guidance system with a Guidance Teacher for each year in the school, and their responsibility covers Pastoral Care. The Guidance Teacher also has time built into their daily timetable set aside for this part of their duties. By the end of my teaching career all State schools had appointed a CPO, Child Protection Officer.
8. In more recent legislation if there were any issues raised it was my legal responsibility to report to them to the CPO and they would be responsible for taking any relevant action. After leaving Keil and working at one of the later schools, Grove Academy, I did hear rumours of an inappropriate relationship between a teacher and a pupil. I

reported this immediately to the Child Protection Officer, because legislation had changed and there were procedures in place.

9. The main reason for me choosing to work in the private school environment rather than state schools, was that at that time, if you applied for a job in a local authority, you could be sent anywhere in that authority. If that was NSW that was too much of a chance of being deployed well away from my home. If you wanted a particular area, you may have to wait a lot longer for a position to become available.
10. When I arrived in Scotland in June 1988 there were no positions for a Chemistry teacher where I lived in Glasgow. As I was GTC (General Teaching Council) registered and a resident of Scotland, I was able to get a grant to undertake an Additional Teaching Qualification at Stirling University to teach Computing. While I was completing this, I wrote to all the private schools in the area to see if they had any vacancies coming up. I received a reply from [CGC], the [SNR] at Keil, to say that [CDL] the previous [ ] was retiring and that there may be a position.
11. In May or June 1989, I went for an interview with [CGC] at Keil. I began working at the school in August 1989. Although I was registered with the GTC to teach chemistry and science and I had a Mountain Leadership Certificate to qualify me to take pupils hillwalking, neither was a prerequisite for the position.
12. I was interviewed for the Head of Chemistry position, by [CGC], [SNR]. He was the only person involved in the interview, which took place mainly in his office. During the interview I was never asked anything about Pastoral issues or Child Protection.
13. I was aware that girls had only recently been taken on at Keil. [CGC] then showed me around the school and while we were talking he offered me the position of Housemaster for the girls' boarding house. I had little or no experience in care of boarding pupils, which he should have known from my application. I was shocked and asked what would parents think? His response was that I was married. I am not sure if his response meant that being married, I would not be interested in girls, or that

being married my wife would be expected to take on the role as Assistant Housemistress.

14. Tom Smith was appointed at the same time as me and took up the post of Deputy Headmaster and Housemaster for Islay Kerr boarding house. He too, had no experience of boarding care having been Principal Teacher of chemistry, then a Depute Head Teacher before becoming Rector of Arbroath Academy in the 1980s.
15. A few days after being interviewed by <sup>CGC</sup> [REDACTED] Tom Smith came around to our house in Glasgow, trying to convince me to become the Housemaster. He told me a story about how he had always lived within walking distance of the schools where he worked. I later found this to be untrue as he lived in St Andrews when he worked at Menzieshill High School in Dundee.
16. After seeing that my wife had a job as a research scientist in Glasgow, close to where we lived, he gave up his attempt to convince me. Subsequently <sup>KPC</sup> [REDACTED] was appointed as [REDACTED] teacher [REDACTED] and took the position of Housemaster for the girls' boarding house. I do not know whether he had suitable qualifications or why he moved up from [REDACTED]. He was also involved in the school [REDACTED]
17. My previous Headmaster in Sydney had given me an open written reference when I had left; I also gave my previous Head of Department in Sydney, Denise Playoust, and my tutor at Stirling University, Peter Cope, as a reference. I was not required to undertake a probationary period. I do not know as to whether my references were followed up before I started. It would have taken some time to receive any reply from Denise in Australia.
18. I began working at Keil School in Dumbarton in August 1989 and remained at the school until June 1995. When I joined Keil there was no induction training. At other schools I was issued with a folder with all the schools procedures listed and explained. This helped me if I was ever unsure of a protocol I would have looked up the folder to see what should be done. At Keil if I was unsure I would have to ask another member of the teaching staff, usually in the staff room.



19. My principal role was the Head of chemistry teaching from S1 to S6 years. I was also qualified as an Expedition Assessor for the Duke of Edinburgh Award and replaced Bill Bain in taking students through this qualification. It is my understanding from a school magazine I was sent after leaving Keil, that he returned to that role. When I was an Expedition Assessor for the Duke of Edinburgh's Award Scheme I was required to obtain my PVG certificate, through Disclosure Scotland. I recall a comment made by [CGC] when I made him aware of my qualifications, he said not to worry as private schools were not as restricted by regulation as state schools were.
20. Although the Deputy, Tom Smith, was Director of Studies, I would say that [CGC] [CGC] was my line manager. He gave me my yearly appraisal. This involved filling out two sides of A4 with responses to the three headings of: what I have achieved this year; what do I hope to achieve in the coming year; how can the school help me achieve this?
21. When you were on duty one evening, you would spend an hour with [CGC] in his study discussing the appraisal form. The appraisal was just around my teaching and there was no discussion about pastoral care or child protection. When [CGC] [CGC] was [CGC] John Cummings I don't recall going through any appraisal procedure. John was there for my last two years at the school. He did come out with me for a Duke of Edinburgh Expedition to Lochgilphead and we spoke during that trip.
22. Exam results would have been discussed with both [CGC] [CGC] John Cummings) and Tom Smith.
23. On a subject basis, I was able to attend meetings of the West of Scotland Independent Schools to discuss curriculum changes in chemistry and also courses run by SCIS (Scottish Council for Independent Schools). I also attended SQA exam meetings at Dalkeith. With regard to the Duke of Edinburgh's Award Scheme I attended a training weekend to become an expedition assessor in 1992. There was no one in the school that oversaw me in that role. As well as the Duke of Edinburgh's Award events I also took pupils on orienteering, running and ran a computer club, all as extra-curricular activities.

## **Policy**

24. I did not have any involvement or responsibility for the school policy relating to the care of the children. It is my understanding that **CGC** and Tom were responsible for developing procedures, possibly with the Board of Governors.

## **Strategic planning**

25. I did not have any involvement or responsibility for the strategic planning relating to the care of the children. Again it is my understanding that **CGC** and Tom were responsible for developing procedures, possibly with the Board of Governors. I did discuss a 'Mission Statement' with the rest of the staff just before the HMI Inspection of the school in 1992. I still have a copy of the HMI report and have sent a copy of this to the Inquiry.
26. The school did not have a detailed written strategic approach in my first three years. The school was criticised for not having a Development Plan in the 1992 HMI Report. Even after that, I cannot remember seeing any Development Plan, but changes were supposed to be developed as a result of that report.

## **Other staff**

27. For most of the time I was employed at the school, I was the only person teaching Chemistry and so had no responsibility for managing anyone else. In my last year there, I think I had the help of **QTZ**, possibly **QTZ**, who taught some of the junior classes.
28. Ms **QTZ** had trained in Belfast. As Head of Department there was a day I had to have a discussion with her about something in her class, I don't remember the particular issue. I can't remember if it was because I was not handling the issue properly or she was unhappy with the issue itself, but the conversation broke down and for some unknown reason she left the room. She also left the school for the rest

of the afternoon. She returned to work and to my knowledge was still at Keil until December, 1995. I found she was a difficult person to deal with. I oversaw her only in her role as a [REDACTED] teacher and not in her other role as Housemistress.

### **Recruitment of staff**

29. I was not involved in the recruitment of staff at the school. I have no knowledge of the policy or practices. My memory is that the Headmaster, maybe with the help of the Deputy Head, conducted recruitment.

### **Training of staff**

30. I was not involved in the training or personal development of staff. If I needed any training and/or personal development, I had to instigate it myself. This involved meeting up with Chemistry teachers from other Independent Schools in the area for curricular development. There was little CPD, Continued Personal Development, in my time at Keil.

### **Supervision/staff appraisal / staff evaluation**

31. As stated above, during my time I only had one other person in the [REDACTED] department, Ms QTZ [REDACTED], to supervise for a short period of time. I did have one occasion to speak to her about her conduct in the class, but I cannot remember what it was about.
32. I can only speak about my own appraisals which, as I have said, were annually with CGC [REDACTED], but I do not recall any with John Cummings.

### Living arrangements

33. I lived with my wife in Westerton, Glasgow and commuted 20 km to Dumbarton each day.
34. The boarding staff lived in accommodation adjacent to the boarding houses. I never went into any of the boarding houses so I do not know exactly how the accommodation was arranged. Tom Smith was the Housemaster for Islay Kerr, with Bill Bain as his deputy. They would have been assisted by senior boys. In MacKinnon House it was OPR [redacted] with Bill Bowring as his deputy, and again with senior boys assisting. Bill was [redacted] OZC [redacted]. In [redacted] initially it was KPC [redacted] KPC [redacted] who was replaced by [redacted] and she was [redacted] by QTZ [redacted] QTZ [redacted]'s deputy was [redacted] Mason House, for junior's, was John Whyte and I think his deputy was Martin Coombs for part of the time I was there. There were regular competitions between the houses involving different sports.
35. As far as I know the only people who had access to the children's residential area were the boarding staff, matron, school doctor (Dr Bidwell) and janitorial/cleaning staff.

### Culture within Keil School, Dumbarton

36. CGC [redacted] had been [redacted] in about [redacted] The numbers at the school were low. He built the numbers back up over his time there by changing from being purely a boys' boarding school, to co-educational and then accepting day pupils. The school had been founded to give a science and technical education to boys from the West of Scotland.
37. It had never been an academic school, and concentrated more on rugby. There used to be three rugby practices a week but they had dropped to two by the time I arrived. In winter the timetable changed to allow rugby practice after lunch and then we returned to classes until around five thirty.

38. The school was run on a shoestring. In 1992 there were 130 boarding pupils and 8 boarding staff. By the time I left this had risen to approximately 200 pupils. The pupils were in years S1 to S6, between 12 and 18 years of age. During my time at Keil the Transitus year was initiated, which increased the number of pupils in the school as we were then accepting P7 pupils. Pupils at the school came from many different parts of the World, including Hong Kong and Africa.
39. Most of the departments in the school comprised of a single person and the teachers in those subjects, were also given the title as Head of the Department. [REDACTED] and [REDACTED] I think were the only departments where there was [REDACTED] The [REDACTED] Head of Department initially was [REDACTED] and he was assisted by KPC [REDACTED] later OZC [REDACTED]. The Head of [REDACTED] was OPR [REDACTED] with John McMurtrie. John also had the role of Housemaster for day pupils. This role was needed because of the increase in number of day pupils being taken on by Keil.
40. The SMT (Senior Management Team) for the school was CGC [REDACTED], as SNR [REDACTED], SNR [REDACTED]. Then there were House Masters/Mistresses and Heads of Departments. When it came to staff meetings all were expected to be in attendance. When we had any staff meetings the educational side would have no involvement in discussions involving boarding house issues.
41. At the end of term, staff would have discussions about each pupil in the school to check on how they had progressed in both pastoral and education side. Other than prize giving day in June, we never saw the Board of Governors or Trustees.
42. Apart from Tom Smith, all of the boarding staff had full time teaching jobs, so as well as pastoral care, they had to do all of the preparation, marking and curriculum development for their classes. Their only respite was in the evening when the boarders were at prep.
43. To enable the system to work, there was a hierarchy of Chiefs, Deputy Chiefs and House Deputies selected from senior pupils. It was those pupils that kept the discipline in the boarding houses. As it was a small school, there was only a limited pool of pupils to select Prefects from. This meant that some of the Prefects did not have the



requisite skills to carry out their duties. This meant bullying sometimes took place as a way of maintaining discipline.

44. When I subsequently worked at Bill Baxter High School, they had training courses for Prefects. We took them to them to the Abernethy Trust Outdoor Christian Adventure Centre in Ardgour for their leadership training in co-ordination with the school Guidance staff and SMT. There was a range of activities which involved problem solving, working with others and leadership skills preparing S5 pupils to become prefects when they entered S6. At Keil there was nothing like this in place.
45. I was the SSTA, Scottish Secondary Teachers Association, representative and none of the members allowed the management to know that they were members. The union would pass me relevant information and in turn I cascaded it to the members. Tom felt he had previous issues with the union's when he worked at Arbroath and felt they interfered too much. The reason why we kept our membership hidden was reinforced to me when Tanya Bramley was trying to organise a staff committee purely for social events. We were sitting at the table in the staff room when Tom Smith came up and dissuaded her from proceeding with that idea by saying to her 'The security of tenure in an Independent School is not the same as in a State School'. John Cummings, who [REDACTED] CGC [REDACTED] as [REDACTED] SNR [REDACTED] was a more approachable person, but I do not remember a great change in the [REDACTED] of the school.
46. As far as fagging was concerned I assume the Chiefs had younger pupils performing tasks for them, but as I was not in the boarding houses so cannot be certain.

### **Discipline and punishment**

47. Teachers undertook discipline in the classroom. Boarding staff, Chiefs and Deputy Chiefs, undertook discipline in the boarding houses. Discipline was kept by either giving pupils 'Copies', which I used very rarely, where they had to copy out a piece of writing, or the punishment could be escalated to 'NH', Natural History, where the pupil spent some of their free time sweeping leaves, cutting grass or picking litter. The more serious punishment was gating, where the pupils were not allowed out during the day



or had weekend leave cancelled and may be made to do some work within the school. I don't recall anyone overseeing any punishment that I may have administered and I do not recall that there were records of punishments issued. There was no crossover between the Boarding Houses and Classrooms.

48. The Chiefs and Deputy Chiefs were used for discipline in other areas of the school such as in the hall, dining room and school grounds. They also supervised NH.
49. In the 1993 document for pupils, this showed there was a system of punishments, comprising of Copies, NH, Gating and Detention. Although I know it was available I am not sure if it was issued automatically to all the pupils. I have sent the Inquiry a copy of this booklet.
50. I assume Housemasters/Housemistresses kept the pupils aware of the discipline policy. I do not know what records were kept of punishments issued. Other than the booklet, I do not remember seeing a policy and discussing how it was intended to work in practice.
51. There was a heavy responsibility on senior pupils for discipline in the Chief/Deputy chief system. They sometimes abused this responsibility and it was up to the SMT/house staff to supervise the Chiefs. I assume that SMT/house staff had regular meetings with the Chiefs/Deputy Chiefs.

#### **Day to day running of Keil school**

52. I was not involved in the day to day running of the school. If any child was being abused or ill treated, I do not think it would have come to light at or around the time it was occurring. In my opinion, this would be because there was a culture of distrust. Pupils would not have the confidence that their complaint would have been handled satisfactorily. Apparently, reading [REDACTED] comment on the Keil School Facebook page, pupils did complain about Bill Bain's behaviour but the complaints were dismissed. Staff, likewise, did not have trust in the SMT, because they would not

take any relevant action or would attempt to hide it. I make examples later in my statement.

53. I saw at least one suspicious event involving Bill Bain, described later, but I had no confidence that it would have been dealt with in the correct manner and I was worried that I could have lost my job instead. I had seen how the SMT had dealt with an example of physical abuse already, which I describe at paragraph 55 regarding concerns with the school.

### **Concerns about the school**

54. There were a couple of incidents that occurred while I was at the school, which were of concern. The first was an incident where a senior pupil, a Deputy Chief, physically abused a younger pupil. The Deputy Chief was meant to be maintaining discipline, but did not have the maturity or skill to do that properly.
55. This incident occurred around 1991 or 1992, within Mason House in the boys' dormitory. An S1 boarder, I can't remember his name, but he also had a sister and came from the Borders, kept talking and would not go to sleep. After a warning, the Deputy Chief in charge, I don't know his name, but he would have been in S5 or S6 (seventeen or eighteen), held the S1 pupil's hand over a cigarette lighter to threaten him and then burnt him. The pupil went to matron, I don't remember her name, the next day and she treated the burn.
56. CGC [REDACTED] must have heard about it and allegedly told the boy not to tell his parents. Matron did not listen to that advice and correctly phoned and told them. Subsequent to that, we had a meeting with all the staff and the issue was raised. CGC [REDACTED] did not deny he had said that to the boy. He did not want to talk about the incident at all and it was the worst staff meeting I think I have attended with long periods of angry silences. I do not know what happened to the Deputy Chief. I understand the boy who was burnt and his sister left the school at the end of the session.

57. I think it was Tom who told me about another incident, possibly in 1989, where the [REDACTED] teacher, [REDACTED]<sup>CQL</sup>, I don't know his surname, had an inappropriate relationship with a girl, I think called [REDACTED], who was about sixteen or seventeen at the time. The [REDACTED] block was in a remote part of the school and this was where he would give the girl individual lessons. The girl and the teacher had written to one another and some of those letters were found by the girl's mother. The girl's mother then reported the matter to the school. I am not aware of the level of sexual activity that took place between the two.
58. [REDACTED]<sup>CQL</sup> was in his late twenties or early thirties, married with children. There was a sense of shock among the other staff when this came to light. He was sacked by the school and later worked as a financial advisor. I am not aware if he was GTC registered and if he was, whether the GTC were informed. He was subsequently replaced by [REDACTED] as [REDACTED]

### **Reporting of complaints/concerns**

59. I cannot remember there being a complaint procedure when I first started at Keil. After the HMI report stated there were 'Few formal written policies on matters relating to teaching and learning', I think a number of policies were written up. I found the document 'Keil School – School Discipline and Routine' dated August 1993 and have emailed this into the Inquiry. This was a document for pupils. I am not sure how much this was used.
60. In my first year at Keil, some boys came up to me and complained about bullying by the Chiefs/Deputies in their house, MacKinnon House. I think the pupil was [REDACTED] and I can't remember the name of the other boy. I don't know any of the names of the Chiefs involved. I reported this to [REDACTED]<sup>OPR</sup>, the Housemaster. My impression was that the complaint was not dealt with by [REDACTED]<sup>OPR</sup> and the boys came off worse as they were victimised even more by the chiefs. Nothing seemed to have happened to the Chiefs/Deputies and the boys never complained again. I regretted telling [REDACTED]<sup>OPR</sup> anything about it. The other members of education staff were of the opinion that this was the general attitude within the boarding houses. Sadly a number

of years later, I remember seeing the pupils who complained of being bullied and thinking that they were the bullies now.

61. Since leaving the school I discovered that some former pupils had set up a Facebook page. I saw that there was a thread where one of the pupils, [REDACTED] stated "You are having a laugh no race discrimination try being in my shoes when I was there you would be arrested nowadays for the verbal abuse I received when I was there. Never mind about Mr Bain and how his behaviour was constantly dismissed is borderline illegal and close to complicit in aiding criminal offender so unless you where a pupil you don't know jack".
62. I am not aware if any of the complaints that were ever made were recorded anywhere.

#### **Trusted adult/confidante**

63. I would have said that matron was a person that the boys could trust and confide things in. I don't know her name but she covered all the Boarding Houses and also any issues with day pupils. They should also have felt safe going to their House Master/Mistress, but as I have highlighted that was not always the case.
64. I did not see any improvements or changes in the practices during the time I was at Keil. I don't know if children raised other concerns.

#### **Abuse**

65. As for abuse being defined within the school, I can say that this was not even a word that was used during my time at the school, let alone have a definition. I think any definition and procedures were under the remit of CGC [REDACTED] and Tom Smith and it should have been for them to generate any relevant conversations on the subject.

### **Child protection arrangements**

66. I cannot remember being given any guidance or instruction on how children in our care should be treated, cared for or protected against abuse, ill treatment or inappropriate behaviour. Whenever I took a group of females away on a walk or a Duke of Edinburgh trip, I always took a female member of staff with me at my instigation. If no female staff member was available, I would ask my wife, Sam, to accompany us.
67. Again, I cannot remember being given any guidance or instruction on how to handle, respond to reports of abuse or ill treatment of children by staff, other adults or fellow pupils.
68. I assume other staff dealt with those matters, like I did, in a way they saw fit. As I said I cannot remember being given any lead as to what should be done.
69. I am not aware of any child protection arrangements that Keil School had in place to reduce the likelihood of abuse, ill treatment or inappropriate conduct by staff or other adults towards children at the school.

### **External monitoring**

70. The HM Inspectors of School carried out an inspection in March and April 1992 with the relevant report being published on 1st September. Standards of attainment and the quality of learning and teaching were evaluated in all subjects. The Inspection also covered pastoral care and guidance, the wide range of extra-curricular activities, boarding provision and the management of the school.
71. During the inspection, the Inspectors would have spoken to the children, but I am not sure if it was outwith the presence of the teachers. The Inspectors spoke to me in my role as Head of chemistry. I received a copy of the report and as I said earlier I have submitted a copy to the Inquiry. There would have been a full staff meeting on receipt of the report to discuss issues and recommendations.

72. Sometime between 1992 and 1995, but almost definitely after the HMI inspection, there may have been an inspection by the Scottish Council of Independent Schools (SCIS), but I am not certain of the date.

### **Record-keeping**

73. I do not know if there was any record keeping policy or if any record keeping was done. I kept academic records for my pupils and recorded what I taught and attendance records. I don't know of any historical record kept by the school.

### **Investigations into abuse – personal involvement**

74. I was not involved in the investigation on behalf of the school into allegations of abuse or ill-treatment of children at the school, or inappropriate behaviour of staff or others towards children.

### **Reports of abuse and civil claims**

75. I was not involved in the handling of reports to, or civil claims made against the school by former pupils, concerning historical abuse.

### **Police investigations/ criminal proceedings**

76. I did hear of an incident of alleged sexual abuse by a young [REDACTED] man, who was a pupil, where the police became involved.
77. The boys were having a party with some girls in the girls' boarding house one Saturday night. One girl woke up and found the young [REDACTED] man on top of her. I think she was only about thirteen or fourteen and the boy would have been seventeen or eighteen. His father was a [REDACTED] or a [REDACTED]



78. I do not fully remember the sequence of events, but I remember I had been taking some pupils for a Sunday walk up Ben Ledi, on what turned out to be the day after the alleged incident. It was obvious when we were walking that there was chatter among some of the pupils and that something was wrong. I was not made aware of any specifics. I think the incident was reported to the Housemistress, Jan Clennaghan, the night we returned from the walk. She reported it to the police and the young man was arrested and ended up in Barlinnie. In the end he was deported back to [REDACTED]. I think this took place in June 1991. Normally I would have noted the walks in my diary but for some reason I cannot find this incident to confirm exact date. I am not sure if any support was offered by the school for the girl involved.
79. I have not had any occasion to provide a statement to the police or Crown concerning alleged abuse of children cared for by the school and have not given evidence any trial.

#### **Convicted abuser – William Bain**

80. Bill was a Cambridge Graduate and started at Keil School before me. While I was Head of chemistry, Bill was the Head of physics, as such we had dealings on an academic level. As part of my school duties, I took over the role of organiser for the Duke of Edinburgh's Award Scheme from Bill, although he did come on some of the hillwalking trips we went on for the pupils. He would also take some of the pupils out on hill walks as part of his pastoral role in the boarding house. We were never on any overnight excursions at the same time. I am not aware that there was any supervision of him while he was out with the pupils.
81. On one of the Duke of Edinburgh's Award Scheme expedition trips, my wife and I were taking five or six boys on a up Stank Glen, Strathyre. This was a popular path that led to the summit of Ben Ledi. We came across Bill who was out on a separate walk. He was taking photographs of a fully dressed young pupil who was about twelve or thirteen and was seated on a boulder. Although I remember it being a warm day, the problem was, Bill was only wearing a pair of speedos. We talked for a short time and

then we moved on. One of the boys with us, I don't know which one, said 'He's at it again'. When we had spoken with Bill he did not seem embarrassed in any way. There was no mechanism to report it and because of the previous experience I had seen or heard about reporting things at the school, I did not inform anyone of this. I felt I had to be careful being in a small school and making an allegation that there may have been abuse could have been awkward as there could be a perfectly good explanation. I can only say this was anywhere between 1992 and 1994.

82. As well as Head of physics, Bill was Deputy Housemaster of Islay Kerr, which was the boarding house for senior boys. When he was taking rugby with the boys his own shorts were very short in length.
83. I think Bill was still at the school up to the time of it closing. I know he moved to Glenalmond College. I found out from the local Dundee newspaper, that some former pupils had reported incidents to the police. He later pled guilty at court and was sentenced to six and a half years in prison. Now I know what he has done, of course I feel guilty about not reporting the incident on the walk.

### **Specific alleged abusers**

KPC

84. KPC was recruited at the same time as me, so I assume he underwent a similar recruitment process. He taught [REDACTED] and assisted [REDACTED] and was responsible for [REDACTED]. For a short time he was the Housemaster [REDACTED]. He was [REDACTED] when he appeared at court [REDACTED] so would have been in his mid-thirties when he was at Keil. I remember him and he was a bit camp in his demeanour but I had no suspicion of anything untoward. I did see him with the children and his relationship was a bit closer to them than mine, maybe because he was a Housemaster and also he was involved in the school [REDACTED]. I assume CGC [REDACTED] would have been responsible for his supervision.

85. KPC [REDACTED] came from [REDACTED]. I didn't know why KPC [REDACTED] left the school in that area to come to Keil. When he left Keil there were no rumours of anything wrong. When he left the school he moved back down South.

OZC [REDACTED]

86. OZC [REDACTED], [REDACTED] KPC [REDACTED] when he moved south. He was from [REDACTED] and would have been in his mid-thirties. His mother stayed in Blairgowrie. I only saw OZC [REDACTED] socially in the staff room or around the school, in his role as [REDACTED] teacher, who also put on some of the [REDACTED]. He was removed when he was with the children and a bit old fashioned. He had his desk set at the rear of the classroom. I had no suspicion of anything untoward with him during his time at the school.


87. OZC [REDACTED] left Keil and went on to work at [REDACTED] School, in [REDACTED]. He was accused by two pupils at that school, of abuse in 2004. His mother had passed away and not long after that, the accusation was made and he committed suicide [REDACTED]. While he was at Keil I never had concerns about OZC [REDACTED] and was never aware of concerns by others.

### Helping the Inquiry

88. Part of the reason for me approaching the Inquiry was that I had been speaking with a former colleague, QTW [REDACTED] who had been contacted by Tom Smith. I know QTW [REDACTED] and we have attended Keil School staff reunions. Tom wanted QTW [REDACTED] to contact the Inquiry and provide a positive experience of his time at Keil. I did not think that was right. If you are providing a statement it should be from your own point of view and not influenced by anyone else.
89. I am not a great advocate for boarding schools but I do think there is a role for them, but there should be a system in place to make sure children are not in danger of being abused in any manner. It must be a humane place for children to be looked after properly.

90. I think schools should have properly trained and vetted staff. I think staff should be given sufficient time to look after a limited number of pupils under their care. Schools should not rely heavily on school pupils to implement discipline. There must be a designated Child Protection Officer that anyone can report any suspicions to, and without fear of any repercussions. Since my time at Keil there has been a lot of change in the legislation regarding the care of children and hopefully the abuse that happened at Keil would be unlikely to happen today.

91. 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.....05 November 2020.....