

Tuesday, 2 November 2021

(10.00 am)

LADY SMITH: Good morning and welcome to another week in which we look at evidence in relation to Keil School, Dumbarton, in our case study on boarding schools. As was indicated at the end of last week, we begin with a witness in person today, and I understand that witness is here and ready; is that right, Mr Brown?

MR BROWN: That is correct, my Lady, and the witness this morning is 'Angus'.

LADY SMITH: Thank you.

'Angus' (sworn)

LADY SMITH: 'Angus', you'll see the red folder has your statement in it and I think Mr Brown will take you to that shortly. It will also come up on screen as we look at different parts of your statement, so do use either or neither, whatever works for you.

If you have any questions or concerns during your evidence, please don't hesitate to tell me. It's important to me that I can do everything possible to --

A. Yeah.

LADY SMITH: -- enable your giving evidence to be comfortable, so let me know. Or if you want a break at any time, we can do that.

If you're ready, I'll hand over to Mr Brown, he'll

1 take it from there.

2 A. Yes.

3 LADY SMITH: Mr Brown.

4 Questions from Mr Brown

5 MR BROWN: My Lady, thank you.

6 'Angus', good morning again.

7 A. Good morning.

8 Q. Her Ladyship has made reference to your statement so
9 let's begin with that. First a formality. It has
10 a reference number which I have to read in for the
11 record, which is WIT.001.0018633. It's a statement that
12 as we can both see runs to 18 pages.

13 A. Yes.

14 Q. And on the last page, the final paragraph reads:

15 "I have no objection to my witness statement being
16 published as part of the evidence to the Inquiry.
17 I believe the facts stated in this witness statement are
18 true."

19 And you signed and dated that on 11 May 2018.

20 A. Yes.

21 Q. But I think it's fair to say that re-reading the
22 statement in advance of appearing here today, you
23 spotted three --

24 A. Yes.

25 Q. -- issues and I'll just run through --

1 A. Very, very minor issues, but --

2 Q. If I can just run through them with you just so we're
3 absolutely clear.

4 In paragraph 3 on page 1, that paragraph reads:

5 "I went to Netherlee Primary School, which I didn't
6 like ..."

7 And I think that misses the words "and Keil School,
8 which I didn't like"?

9 A. Yes.

10 Q. So Netherlee was --

11 A. Netherlee was an ordinary state primary school.

12 Q. Yes --

13 A. But it was a boarding school that I --

14 Q. You didn't like?

15 A. -- didn't like.

16 Q. Yes, absolutely. I think the next is over the page on
17 page 2 in paragraph number 9, where you make the point
18 that there was a clear hierarchy, and we'll come back to
19 this, at Keil, and it's basically saying "sir" to
20 teachers. It goes on in the final sentence:

21 "We didn't address the depts as 'sir', but we did
22 with all teachers and the chiefs."

23 That's a confusion --

24 A. No, the chiefs -- we didn't refer to the chiefs or the
25 depts as "sir", it was the staff.

1 Q. Just the teachers?

2 A. Yeah.

3 LADY SMITH: I did wonder when reading your statement
4 whether that was correct --

5 A. No.

6 LADY SMITH: -- or rather thought that was something that
7 had been lost.

8 A. In first year -- in first year you had to stop and say
9 "sir" or "ma'am", because we only had -- I think in
10 first year we only had one female teacher, but you had
11 to say "ma'am" to her and "sir" to the other teaching
12 staff. But that was hammered into you in first year.

13 MR BROWN: Yes. And then finally on page 6, paragraph 32,
14 you talk about prep in the evening and the second
15 sentence reads:

16 "There would be teachers and prefects and we all sat
17 in silence ..."

18 That's wrong because there were no teachers?

19 A. No.

20 Q. It was prefects and depts?

21 A. It was chiefs and depts who took prep. They would do
22 their prep at the teachers' desk and they were there to
23 make sure that everything was kept silent and --

24 Q. Thank you.

25 A. -- in the room.

1 Q. We'll come back to all of these things.

2 A. Yeah.

3 Q. The point broadly being that teachers really didn't get
4 a look-in for much of the time?

5 A. The only thing teachers did was in the classroom. Other
6 than that, you had the housemaster and the deputy
7 housemaster and if you got a copy or something like
8 that, you had to get a signed A4 sheet of lined paper
9 from either your housemaster or your deputy housemaster
10 to do your copy on to hand in to a chief or a dep that
11 gave it to.

12 Q. But beyond that you wouldn't see the teachers?

13 A. Other than maybe banking was usually done by the
14 housemaster, he would come to the dorm and you would ask
15 him for however much money from your bank. He held the
16 bank.

17 Q. Thank you. Okay. Let's go back to the beginning.
18 You're now 57?

19 A. Yeah.

20 Q. And we should understand that you went to Keil from 1975
21 when you were 11 until 1980 --

22 A. Yeah.

23 Q. -- when you'd be 16?

24 A. Yeah.

25 Q. Thank you. We read that you came from Glasgow and you

1 had brothers but you were the one who was chosen to go
2 to a private school?

3 A. Yeah.

4 Q. Although I think you suspect that may be because your
5 parents' marriage --

6 A. Was breaking up.

7 Q. -- was failing?

8 A. Yeah.

9 Q. And in fact did break up once you'd gone to Keil?

10 A. Yeah.

11 Q. Okay. You had to sit an exam to get into Keil?

12 A. I don't know if anyone ever failed that.

13 Q. Why do you say that?

14 A. Well, I tried to fail it.

15 Q. But you still got in?

16 A. And I still got in.

17 Q. All right. From that we take it you really didn't want
18 to go to Keil?

19 A. No.

20 Q. Why was that?

21 A. I didn't want to -- I didn't want to go to somewhere
22 that -- like that.

23 Q. Did you know anything about Keil before you went there?

24 A. Not much, no.

25 Q. Did you visit with your parents?

1 A. On the day that I had the entrance exam, yes.

2 Q. And that was it?

3 A. Yeah.

4 Q. Were you shown around at all that day or was it just the
5 exam?

6 A. I think we were shown the first year dorm, we were shown
7 around the main house, but I can't remember much about
8 it. All I knew was I wasn't interested in going here,
9 and especially staying here.

10 Q. But irrespective of your efforts, you went --

11 A. I said on the day that I didn't want to go to this and
12 dad -- my father always maintained that it was my mother
13 that wanted at least one of us to go to private school
14 and whether that was true or not is immaterial, but he
15 said that if I didn't like it after a month he would
16 take me out. Well, that didn't happen.

17 Q. No. Did you say to him after a month, "Well, I've done
18 my month --

19 A. Yeah.

20 Q. -- I'd like out, please"?

21 A. Yeah. By that time they'd split.

22 Q. Right. Did you keep asking to be taken out?

23 A. Yeah.

24 Q. Throughout the entirety of your time at Keil or did it
25 just --

1 A. Well, I think I probably gave up after a while, but they
2 knew that I didn't like it. My father was under no
3 illusion that I didn't like it.

4 Q. In terms of that first day, you make reference to that
5 at page 3, paragraph 14 and onwards. At paragraph 15
6 you say:

7 "I do remember getting taught how to do hospital
8 corners on our beds and being told how our lockers
9 should look. We were told there would be inspections.
10 They were always carried out by the chiefs and deputy
11 prefects."

12 A. Yes.

13 Q. Was there any induction as we might now understand it
14 when you went to the school, other than being shown
15 these practical things in the dormitory? Were you
16 introduced to the school by the headmaster? Did the
17 headmaster speak to the new boys?

18 A. No.

19 Q. Were you given a set of rules?

20 A. That was left to chiefs and depts. The first year chiefs
21 and depts were there to show us the ropes and make sure
22 that we knew that -- knew and understood the rules and
23 regulations and that we abided by them.

24 Q. I'll just show you some photographs which may obviously
25 remind you of -- could we look, please, at document

1 LIT003, and if we start on page 1.

2 A. That's the main schoolhouse.

3 Q. Yeah. And I think, as you say at the end of the
4 statement, irrespective of anything else, you think the
5 condition it's now in, which is essentially a shell, is
6 a disgrace?

7 A. Yeah, that building should have been taken over by
8 somebody and looked after. It's tragic what's happened
9 to that building.

10 Q. I think you make the point it was built by --

11 A. It was Denny's shipbuilder's house and he's
12 a significant member of Scottish society. It's
13 an absolute sin what's happened to that property.

14 Q. Then if we go to page 5, that's a black-and-white
15 photograph of life in 1962 in a woodwork class, I don't
16 know whether that --

17 A. Yeah, that was woodwork room in the old stable block
18 which the first year dorm was directly above that
19 classroom.

20 Q. Thank you. If we go down the page, I think we'll see
21 what you refer to as "IK", Islay Kerr House?

22 A. Yes. I never stayed in that house, but the
23 headmaster's -- the headmaster lived in the bungalow at
24 the entrance to that property.

25 Q. And then I think if we go over the page to page 6, we

1 see Mackinnon House?

2 A. That's the old stable block, the top floor of which was
3 the first year dorm, the lower window in the bottom
4 left-hand corner, those two windows, that was the
5 deputies' room, and one bow window, that was the chiefs'
6 room up there. The shower block was at the back and the
7 rest of it upstairs there was the first year dorm.

8 Q. And that's where you spent your first year?

9 A. Yeah.

10 Q. Living in the attic or the coombe ceiling?

11 A. Yes.

12 Q. If we go down the page, we see a dormitory --

13 A. That's the first year dorm -- is it?

14 Q. That's a dormitory in Mackinnon House.

15 A. All right, so that's the first year dorm. I'm not quite
16 sure what orientation that was taken from because the
17 dorm was L-shaped.

18 Q. Yes.

19 A. You came in from this end. Directly opposite was a door
20 that went down into the TV room and there was another
21 door that went from there into the chemistry lab which
22 was behind at the back. And at the other end of the L
23 there was a door that went into what you saw is the
24 tower and there was a fire exit.

25 Q. Thank you. If we go up the picture slightly we see the

1 window, obviously, in the angled roof. One of the
2 points you make, I think, in your statement is it never
3 had curtains?

4 A. No dorm other than the chiefs' and depts' had curtains.

5 Q. So they had curtains?

6 A. They had curtains.

7 Q. The boys didn't?

8 A. No.

9 Q. Right, thank you. I think we can move on from the
10 photographs and go back to your statement. You
11 mentioned that in first year you were up in that room
12 we've just been looking at.

13 A. Mm-hmm.

14 Q. There was an introduction showing you how to make your
15 beds properly and how to have --

16 A. With hospital corners, yeah.

17 Q. -- have your kit. You also mentioned earlier on
18 housemaster and deputy housemaster.

19 A. Yeah.

20 Q. Where were they?

21 A. Deputy housemaster in first year was Mr **QQY** I think
22 was his name. I'm not actually sure where his
23 accommodation was. The housemaster and deputy
24 housemaster were not present at that house.

25 Q. That's what I was interested in because you were now 11,

1 coming into your first year at school, you're shown the
2 ropes, if I may be shorthand about it, by the chiefs,
3 prefects and the deputies, deps. At paragraph 8 you
4 say:

5 "The first year dorm didn't have a housemaster or
6 deputy who lived on site ..."

7 A. No.

8 Q. So, thinking back to first year, did the housemaster or
9 deputy housemaster, other than dishing out your money,
10 ever come to the house?

11 A. No, not really. Not much.

12 Q. If you wanted to speak to them --

13 A. You would have to see them -- go and find them. Out of
14 hours -- I can't remember now. I think you would see
15 them during the day because they were teachers.

16 Q. But if you had a problem, say, overnight, who were you
17 expected to go and see?

18 A. The deps or the chiefs.

19 Q. And was that something that would lead to a proper
20 response if you ever did, that sort of --

21 A. I don't recall any incidents where that was necessary.

22 Q. Okay. Was it explained to you that you could go and see
23 them if there was a problem?

24 A. Well, if you had a problem, you would go and bang on the
25 chiefs' door or a dep's door.

1 Q. So you could at least do that?

2 A. Yeah.

3 Q. But that was something you understood or was it shared
4 with you? Do you remember?

5 A. It was just -- just something that you -- if you needed
6 something, then you'd go to the responsible people that
7 were on site, which would be the chiefs or the depts.

8 Q. And not the teachers?

9 A. No, because they weren't on site.

10 Q. Did that change at all as you progressed through the
11 school? We don't have to go through every dormitory,
12 but you presumably were moving to buildings where the
13 housemaster and deputy housemaster were in residence?

14 A. In second year it was Mason House and the -- that was
15 a two-storey modern block but with a house on the end
16 and the housemaster, Mr CDL , lived in that house.
17 And he had -- there was a door from the dorm, from each
18 dorm into his house. You could bang on the door or go
19 round to the main door and see him if you needed.

20 Q. But was that something that you were encouraged to do or
21 was it still expected that you would go through the
22 chiefs and deputies first?

23 A. Well, if it was a matter of talking -- that you needed
24 to talk to your housemaster, then you went to Mr CDL .
25 He was approachable. There was no problem banging on

1 his door.

2 Q. That's --

3 A. But day-to-day running of things was done by the senior
4 boys.

5 Q. Okay. The difference seems to be with Mr **CDL**, who
6 you've just described as approachable, did he tell you,
7 "If you have a problem, come and see me"?

8 A. He didn't need to. You just knew. You knew that you
9 could go and see him if you needed to.

10 Q. Thank you. And what about other houses you spent time
11 in? Was that the same?

12 A. Well, in actual fact I moved from Mason House to the
13 main house, which you showed there, and Mr **CDL**
14 actually moved from Mason House to that -- no, he ...
15 (Pause). No, it was in third year he became housemaster
16 of the main house. In second -- in third year I can't
17 remember who was -- there were teachers living in main
18 house. I think it was the English teacher who was
19 either a deputy housemaster or housemaster in main house
20 when I moved in in third year, but in fourth year
21 Mr **CDL** moved into main house.

22 Q. Thank you. Let's just understand, you could see
23 teachers if you wanted to?

24 A. Yeah. During the day, if they weren't in class they
25 were in the masters' common room. You could bang on the

1 door there. And in the evenings you -- you just knew.
2 But it was expected that if it was a minor problem, you
3 went and saw your chiefs or your depts. If it was
4 something that you needed to discuss with your
5 housemaster/deputy housemaster, well, you went and found
6 them.

7 Q. But from what you're saying, they weren't available to
8 you in the sense of coming around at prep --

9 A. No. They wouldn't -- they had nothing -- they didn't do
10 thing in the evenings.

11 Q. Unless you found them?

12 A. Mm.

13 Q. You talk in terms of the regime at some length and in
14 detail, which we don't need to repeat, but we should
15 understand, paragraph 17, page 4, there were no cleaners
16 at Keil and the boys did everything?

17 A. Yes.

18 Q. So you're talking about your orderlies, your duties --

19 A. Yeah.

20 Q. -- of a morning and in your case, having been woken by
21 prefects, you get washed, then you did your orderlies,
22 which were daily chores and jobs, and yours were
23 cleaning and dusting the stairs and corridors and
24 cleaning out the showers?

25 A. That was first year.

1 Q. But they changed, presumably, as the years went on?

2 A. As you went through. Each year or each term you would
3 be given your orderly for that term.

4 Q. Did that ever change in the five years you were at Keil,
5 in the sense that you always had orderly duties do?

6 A. Even in fifth year you had -- fifth-year depts didn't
7 have orderlies because they were supposed to -- the
8 chiefs or the depts, whoever was on duty that morning in
9 that house, would take a flying visit round and make
10 sure everyone was doing their orderly. They might stick
11 their head into the classroom that you're responsible
12 for and make sure that you're doing it, but mostly you
13 didn't see them until breakfast. Other than getting you
14 up in the morning and getting you out to your orderly.

15 LADY SMITH: What was the worst task you could have as your
16 orderly?

17 A. One of my orderlies in main house was the main toilets,
18 you know, and that's not particularly pleasant, but --
19 other than -- you'd have two kids in each -- whose
20 orderly was the chiefs' room, two kids whose orderly was
21 the depts' room. They'd go in, get their shoes and all
22 the rest of it and polish up their shoes. Most of the
23 chiefs and depts had a set of rooms, a sitting room and
24 a bedroom, so they would go into the sitting room,
25 they'd tidy all that up, clean everything, do the shoes

1 and all the rest of it and then after breakfast then
2 they'd go into the bedroom and make the beds and
3 that's -- I never -- never did that, but I think I --
4 I wouldn't have been overly keen on tidying up after
5 16-year-olds when I was maybe 11 or 12.

6 LADY SMITH: What was the best task to be given as your
7 orderly?

8 A. They were all a muchness.

9 LADY SMITH: Thank you.

10 A. As I said, there was no cleaning staff, so you'd have
11 a classroom, you'd have the woodwork lab or whatever.
12 You cleaned it for a day. And you'd -- over two
13 sessions, before breakfast and after breakfast.

14 LADY SMITH: Thank you.

15 MR BROWN: You mentioned the chiefs and the depts
16 occasionally checking you were doing what you were
17 supposed to be doing.

18 A. Usually between the four of them -- because each house
19 had two depts and two chiefs -- one would be on duty
20 every day. They would get up and get you up at
21 7 o'clock, and then they would come back to your dorm
22 and get you out to orderly at 7.30.

23 Q. But I think, for example, in relation to your first year
24 experience, chiefs and deputies would check, inspect
25 your bed space, and if they found it wanting, would,

1 much like an army drama, overturn your bed, throw your
2 stuff around?

3 A. Yeah, empty your locker or whatever, tidy it up, yeah.

4 Q. Was that somebody that was done to everybody?

5 A. Well, my memories of that sort of thing happening was
6 usually [REDACTED].

7 Q. We'll come back to [REDACTED] in due course.

8 A. But he was a stickler for things like that. And

9 I remember him overturning beds and emptying lockers
10 a few times.

11 Q. Continuing, because we'll come back to discipline and
12 how it was effected, both by teachers and by chiefs and
13 deputies, in a little while, but just looking at the
14 routine, because your account of it is so full, food was
15 again at tables served by pupils?

16 A. Yeah, and you'd have your dinner -- you'd have
17 a selection of ages on a table. That was your dinner
18 line. Those were the lines that you stood in in the
19 hall for prayers or numbers or whatever, and then you
20 went back by line to the dining room and there would be
21 two boys from every table would be on dishes duty, so
22 they would be in the serving area. Once everyone was
23 in, then they would bring out the food to the chief and
24 the chief would distribute it from there.

25 Q. Is this what we would understand, you were in a squad?

1 A. Yeah.

2 Q. With a chief and a deputy and perhaps ten --

3 A. A dinner squad, a table squad.

4 Q. Would that stay the same for the term or the year?

5 A. That would be the same for a year.

6 Q. Right, so two boys go and get the food, bring it to the
7 table and it's then served out by the chief?

8 A. Yeah. But whoever was on dishes duty, the two boys on
9 dishes duty, they would be on dishes for the term.

10 Q. And they would have to clear up the tables after?

11 A. Yeah, they took the dirties back into the kitchens.

12 Q. And I think by this stage, the second half of the '70s,
13 kitchen staff actually did the washing up?

14 A. It was done by machine, but you took the dirty dishes
15 into the washing area.

16 Q. Yes.

17 A. And they would stack the machines and put it through.

18 Q. And I think, as we read, if you were the last in the
19 queue to get served at your table, you might get
20 nothing?

21 A. No, every table would get the same quantity, but how it
22 was dished out was down to the chief.

23 Q. And if you were the last one to be served by the chief,
24 might you --

25 A. You might -- like, breakfast, you would have a loaf per

1 table. But there's 13 boys on the table. That doesn't
2 compute to two pieces of bread each. At least somebody
3 was only going with one.

4 Q. Yes. And I think, as we read in paragraph 25, the food
5 was so awful the boys united and protested in either
6 your second or third year?

7 A. Yeah, I can't remember whether it was second or third
8 year, but one dinnertime the headmaster and one of the
9 governors just appeared out of the blue and went around
10 all the tables, and from what I -- from what we
11 understood later, they disappeared into the kitchen and
12 we had new kitchen staff the next day.

13 Q. And the food improved?

14 A. Yeah. Considerably. Or the quantity certainly
15 increased vastly.

16 Q. Okay. In terms of governors, obviously you've just
17 mentioned a governor coming around with the headmaster,
18 that incident aside, did you see governors?

19 A. Very, very seldom.

20 Q. When might you see a governor?

21 A. I can't remember any particular incidents, but you'd
22 know a governor when you saw one.

23 Q. So they had no formal role of meeting the boys?

24 A. No.

25 Q. That wasn't an annual event?

1 A. No.

2 Q. They would come and talk to the boys?

3 A. They might turn up for an old boys' day would be a day
4 that you would expect governors to appear and things
5 like that.

6 Q. Moving on to the teaching, and this is the time you get
7 to see the teachers, from what you've been saying,
8 I think your experience was that in your first year, and
9 as we see at paragraph 30, you were diagnosed as having
10 dyslexia?

11 A. Yes.

12 Q. And that was shared with the school?

13 A. That was done through the school.

14 Q. Yes. And the result, so far as you were concerned, was
15 what?

16 A. I saw the English teacher out of class, I think it was
17 on a weekly basis, for extra tuition, but other than
18 that, not an awful lot of difference.

19 Q. Did it make life any easier for you, that extra hour of
20 tuition?

21 A. I can't remember it ever having much of an effect, no.

22 Q. And beyond the English teacher, was that something that
23 other teachers recognised might cause you problems?

24 A. In those days, dyslexia was seen as something that
25 wasn't really recognised by a lot of teaching staff.

1 Q. We know, and you mention it also, that there was an A
2 and a B stream, the A being the brighter boys and the B
3 being --

4 A. From second year onwards, yes.

5 Q. What was your experience?

6 A. Well, B all the way.

7 Q. I think, as you go on to say, being the B stream could
8 be disadvantageous.

9 A. I never experienced A, so I can't really answer that.

10 Q. The impression you give in the statement is if you were
11 in the B stream, the boys were rather more badly behaved
12 was your experience?

13 A. Oh, probably, yes. Yeah. It's amazing how many little
14 thugs had rich parents and weren't very bright, as most
15 thugs usually aren't. So you're in with the -- with the
16 lower sector of the school.

17 Q. We've heard also that rugby was big at Keil. Was that
18 your recollection?

19 A. It was a religion, yes.

20 Q. It was a religion. As compared with education, where
21 did rugby stand?

22 A. I would say probably at least an equal, if not more
23 important.

24 Q. Was that something you learnt very quickly on coming to
25 Keil?

1 A. You were expected to take part and in first year you
2 weren't given a choice. You were playing rugby, whether
3 you liked it or not. Whether you had any leanings
4 towards sport at all, rugby was compulsory.

5 Q. We've talked about -- you've mentioned a hierarchy in
6 the sense you have chiefs and deputies, and then boys.

7 A. Mm-hmm.

8 Q. Did playing sport well have an impact on where you stood
9 in the school?

10 A. Oh, if you were good at sports, rugby and cricket,
11 especially if you were academic and sporty, you had
12 a whale of a time, you sailed through school, you could
13 guarantee that you were going to be a dep or a chief, as
14 well as you would have a much easier flow through
15 school. If you were in the A team at rugby and you also
16 were good at cricket and stuff like that Keil was
17 probably a great time for you.

18 Q. You said you would be guaranteed to become a deputy or
19 a chief. That was -- those were roles chosen by the
20 staff, I take it?

21 A. As I understood it, depts and chiefs were chosen by the
22 headmaster, probably in conjunction with the
23 housemasters as well, concerned, but that would be
24 decided over school holidays -- the summer holidays
25 between years.

1 Q. But in terms of you described people who were good at
2 sport and academic, they would sail through school, who
3 was making their process easier?

4 A. Well, they weren't getting the hassles of -- that
5 everybody else was getting, were they?

6 Q. So we're back to the B stream --

7 A. Yeah.

8 Q. -- not sporty, in terms of a pecking order you're
9 further down?

10 A. You were at the bottom of the pecking order, not the
11 top.

12 Q. And you suffer for it?

13 A. Probably, yeah. As I say, I never experienced the A
14 stream, so I wouldn't -- I can't talk for that.

15 Q. It's just you say at paragraph 37 on page 7, talking
16 about birthdays, your birthday wasn't in term time,
17 which was fortunate, you say --

18 A. Yes.

19 Q. -- because "some kids got a thumping on their birthday".

20 A. The bumps and things like that, depending on whether --
21 your hierarchy in the year.

22 Q. That was the point. You then go on to say:
23 "If you were in the first fifteen rugby players or
24 in the 'A' class you had nothing to worry about but if
25 you were in the 'B' class with all the nasty little

1 thugs, your life would be a misery."

2 A. My life was a misery most days.

3 Q. We'll come onto why very shortly. Can we just talk

4 about discipline next?

5 A. Yeah.

6 Q. Discipline, obviously, in Keil can be in two senses.

7 One, discipline in the classroom from teachers?

8 A. Mm-hmm.

9 Q. And when you were at school, corporal punishment was the

10 norm?

11 A. Yes.

12 Q. Although you've mentioned getting copies, which is

13 copying things out?

14 A. Yeah, it was usually a few -- in first year there was

15 about two or three paragraphs, that was on a laminated

16 sheet and most of the copies -- I think all of the

17 copies were sections of -- taken from the Bible. You

18 just had to copy it all out on a signed piece of paper

19 from your housemaster.

20 Q. But obviously you could get the belt and you mention

21 on page 8 --

22 A. If you got three copies in a week, you got the belt.

23 Q. I see. And that, from paragraph 41, was from the deputy

24 housemaster?

25 A. Usually, yeah. He took care of things like that.

1 Q. You then discuss that some teachers had no discipline
2 issues and could control a class, and the example you
3 give is Mr **CDL**, who was the teacher you considered
4 approachable?

5 A. Yes.

6 Q. But there's no doubt he could use a belt if he had to?

7 A. Oh yes. I ex -- I witnessed him belting a boy in first
8 year and I made sure that I never got the belt from
9 Mr **CDL**.

10 Q. Did you consider his use of the belt excessive?

11 A. In that instance, I think the boy got precisely what he
12 deserved because he -- what the boy had done was
13 inexcusable and brought the school into disrepute.

14 Q. Is this the boy who leaned out the window of the school
15 minibus?

16 A. And asked a girl who was walking with her mother if she
17 was a prostitute, yes.

18 Q. And that was felt to be fair punishment?

19 A. I considered that what he got he deserved, yes.

20 Q. Other teachers, though, you viewed differently, clearly,
21 and in particular you make reference to a teacher you
22 knew as **CDK**?

23 A. Mr **CDK**, yes.

24 Q. Who lived in Islay Kerr House?

25 A. He was the housemaster of IK.

1 Q. "IK", Islay Kerr?

2 A. Yeah.

3 Q. And how did he view belting?

4 A. I think he viewed it as exercise.

5 Q. Would he belt every day?

6 A. I have no idea whether he belted every day, but I know

7 he gave the belt a lot.

8 Q. We see at paragraph 49 that he had six or seven belts he

9 would choose from?

10 A. He had -- he had a range of belts, yes. Ranging from

11 flimsy to ones that would stand out if you held it like

12 that, it would carry on like a rod.

13 Q. And I think you make a particular example at

14 paragraph 48 where you were working in a class next to

15 his --

16 A. The first year -- lesson 8 of first year was called

17 private study period because we didn't have an actual

18 class, so we would go to our year room, which happened

19 to be beside his classroom, and he belted a whole -- the

20 whole of first year wasn't separated, so you had the

21 whole of first year in there, about 40 boys, 30 to 40

22 boys, and he must have belted about 25, 30 of us that

23 day.

24 Q. Is the episode you describe at paragraph 48 where the

25 monitor would be expected to write up on the board the

1 names of anyone who was misbehaving?

2 A. Or making noise, yes.

3 Q. Or making noise, and Mr CDK came through and was
4 disappointed to find there was --

5 A. No names on the board.

6 Q. -- no names on the board?

7 A. He gave the monitor five minutes to get some names on
8 the board and disappeared again and came back five to
9 ten minutes later and said, "Right, everyone on the
10 board, wait outside my common room".

11 Q. And the problem was the monitor, to use your words, had
12 gone mad and written lots of names?

13 A. Oh, he was making sure that he wasn't going to be on the
14 end of Mr CDK's wrath, so he just looked around and
15 anyone who he could beat in a fight he put their name on
16 the board.

17 Q. And in due course Mr CDK belted them all?

18 A. Yes, we all got three of the belt. I think one got four
19 of the belt because he refused the belt so he got four.

20 Q. I think, as you make clear on paragraph 48, that's
21 30 boys, in the region of?

22 A. Yeah.

23 Q. Thinking back, was his use of the belt viewed as over
24 the score or was it merited?

25 A. I don't think anyone monitored his use of the belt.

1 Q. I was thinking amongst the boys. Mr CDL, from what
2 you've said, you thought when he belted, it was fair.

3 A. To be fair, I very seldom ever heard of Mr CDL giving
4 a belt. He didn't need to.

5 Q. No.

6 A. Mr CDK, on the other hand, I heard of him giving the
7 belt to half his house because they laughed at him being
8 chased onto the lawn by his wife wielding a frying pan.

9 Q. All right.

10 A. And because they were laughing out the window, he belted
11 most of them for it. As I said, he was never my
12 housemaster, so that, you could say, was hearsay,
13 but ...

14 Q. You talked about chiefs and deputies. They obviously
15 enforced discipline themselves.

16 A. Oh, there was no one to discipline them.

17 Q. Yeah, but they were the ones controlling the other boys?

18 A. Oh yeah. They ran the school on a day-to-day basis.

19 Q. And I think you've told us that they were selected by
20 the headmaster.

21 A. I suspect it was headmaster in conjunction with
22 housemasters and maybe a couple of the governors.
23 I don't know who made -- but I'm pretty -- I know the
24 headmaster had a say in who was the deps and chiefs.

25 Q. Do you know what qualities they were looking for in

1 chiefs and deputies?

2 A. No.

3 Q. Who was selected to be a chief or deputy?

4 A. Usually academics, and more often -- and especially if

5 they were academics and in the A team of the rugby for

6 their year and stuff like that.

7 Q. Okay. So would the way they treated the rest of the

8 children really turn on their characters? Did anyone

9 supervise them?

10 A. Supervise the chiefs and depts?

11 Q. Yes.

12 A. Well, you had senior chief and he was billeted in the

13 main house. He was in overall charge. He -- my

14 impression throughout school was the senior chief was

15 only accountable to the headmaster or the governors.

16 Q. What about the other teachers?

17 A. He could ignore them.

18 Q. And did you see a senior chief ignoring the teachers?

19 A. No, because I wasn't in the presence of the senior chief

20 most of the time, but my impression was that he was in

21 overall control of the school on a day-to-day basis.

22 Q. I think in your statement you describe him as close to

23 God in the pecking order?

24 A. Well, as close to God as the headmaster was, yes.

25 Q. And you've mentioned [REDACTED].

1 A. He was my deputy in first year. And then to my horror,
2 he was senior chief in my second year.

3 Q. Was your second year particularly difficult because he
4 was the senior chief?

5 A. I spent more time -- well, the whole school spent more
6 time standing silent in their dinner squads in the gym
7 than they probably spent in the classroom that year.

8 Q. You describe him as like a -- that he thought he was
9 a regimental sergeant major?

10 A. That would be putting it politely, yes. I would have
11 said a little Hitler.

12 Q. And he was the one who would overturn beds?

13 A. In first year, yeah.

14 Q. And empty lockers?

15 A. Yeah.

16 Q. That was as a deputy. He was then chosen to be the
17 senior chief?

18 A. How the hell -- who made that decision, I do not
19 understand. Towards the end of the year, even the
20 chiefs were starting to rebel against him. They'd had
21 enough of him too.

22 Q. And I think you say that he seemed to leave a little
23 early?

24 A. I don't remember him being there at the end of term, of
25 the last term, right to the end of term. I'm pretty

1 sure he left a little bit earlier than the rest of us.

2 Q. Okay. And thereafter, was there ever a senior chief
3 equal to him?

4 A. No. I think they learned their lesson there. There was
5 usually -- usually the -- the senior chief was usually
6 probably the A student of the sixth year -- or of the
7 fifth year would become the senior chief of the next
8 year. But no one like [REDACTED] happened again, not while
9 I was there.

10 Q. Thinking back to your five years at Keil, how would you
11 describe it in a word?

12 A. Probably worst time of my life.

13 Q. You say in paragraph 53:

14 "In first year I was never popular, I was small and
15 fat and didn't fight back, so I was always going to be
16 the one that got picked on."

17 A. Yeah. Isn't that true of most schools? The small and
18 the fat get mown down, but in a private -- in a boarding
19 school -- in a day school you only spend so much time in
20 school and the rest of the time you're out of school.
21 In a boarding school, you're there 24 hours a day, so
22 there's no escaping it.

23 Q. And from what you're saying, 24 hours a day, apart from
24 being in the classroom, with no real teacher
25 supervision?

1 A. No, only the senior boys. And they wouldn't
2 interfere -- they didn't really get involved in bullying
3 or anything like that. Or they certainly wouldn't come
4 down hard on bullies.

5 Q. Why not?

6 A. Probably because they turned a blind eye to it.

7 Q. Did you feel able at any stage in the five years to be
8 able to go to a teacher or a chief or the senior chief
9 and say --

10 A. Not really.

11 Q. Why not?

12 A. It was something you didn't do. Your life would just
13 become even worse afterwards.

14 Q. How was that made plain?

15 A. If you went and complained about a bully, they would get
16 you back later.

17 Q. I'm just interested, paragraph 55, you say:

18 "I never ever showered at Keil after first year up
19 until fourth or fifth year when I could lock the door
20 behind me."

21 A. Yeah.

22 Q. Why couldn't you lock the door behind you before that?

23 A. Because it was communal showers.

24 Q. But in fifth year --

25 A. In main school you tended to have bathrooms rather than

1 communal showers. So each dorm there would be maybe one
2 or two bathrooms nearby. There was a toilet and the
3 bath or whatever, so there was a lock on the door.

4 Q. But you go on to say:

5 "I never let myself get cornered anywhere and
6 I always gave myself at least two routes of escape."

7 A. Yes.

8 Q. Was that the way you were thinking all the time?

9 A. Yes. It was called survival.

10 Q. Because you go on, and this explains the non-showering:

11 "You could get cornered in showers and the bullies
12 would flick you with towels, give you a ball blacking
13 and all sorts of things."

14 And that's obviously covering your genitals with
15 boot polish?

16 A. Yeah.

17 Q. You talk about yourself being picked on because you were
18 small, fat and didn't fight back.

19 A. Yes.

20 Q. Were you alone in getting this treatment or was it
21 happening --

22 A. No, there was -- there's always -- there's always
23 a sector in any year, there's a few boys who are -- they
24 don't fight, they're quieter, shy or whatever. There's
25 always going to be the hierarchy in the year and the

1 lowerarchy, and in between, just above the lowerarchy,
2 you have the bullies and the tough boys and so on, but
3 there's at least two or three boys in my year that were
4 like me and had a rather unpleasant time, shall we say,
5 and were the butt of the bullies because they knew --
6 the bullies knew that they wouldn't fight back.

7 Q. So in your year how many boys were there?

8 A. Probably, including myself, three or four, at least.

9 Q. But in total, how many boys in total in a year at Keil?

10 A. Oh, well, you had the boarders and you had the day boys.
11 It was about 25 in each class, so that's about 50 in
12 a year.

13 Q. And how many of those would be boarders?

14 A. No, it wouldn't be 50. Or maybe -- maybe 40, 45 in
15 a year, including the day boys. There was, I think, 185
16 boarders and 125 day boys or something like that.

17 Q. Okay.

18 A. I can't remember how the maths went. So it might have
19 been as little as 15 in a class.

20 Q. Okay.

21 A. I can't remember back now as to how many were in the
22 classes, but they were small classes.

23 Q. Right. So it would be obvious to your classmates or
24 your dorm mates what was going on?

25 A. Of course, yeah.

1 Q. And it would be obvious to the deputies and the chiefs
2 what was going on?

3 A. I don't see why not. They usually only had at most two
4 years and even then it wouldn't be a whole year that
5 they would be looking after because after first year you
6 were split between IK and maybe Mason House.

7 Q. Would the teachers have been aware what was going on?

8 A. Not necessarily because they didn't take much to do with
9 anything outside of class. Unless they put their mind
10 to find out.

11 Q. Would they hear noise of an evening in the dormitory?
12 Fights?

13 A. In second year I remember at least **CDL** opening the
14 door at least once or twice saying, "What's all the
15 noise about?", you know, "Keep the noise down".

16 Q. Any more enquiry than that?

17 A. He might have a word with the deps or the chiefs.

18 Q. It's just you've set out on page 11, we don't need to go
19 through the details because obviously we have them, of
20 the bullying that you experienced making the point the
21 bullies could be your dorm mates?

22 A. There was one particular boy, I won't mention his name,
23 but he was my main antagonist and he was in every single
24 dorm with me in every year. I couldn't escape the guy.

25 Q. We'll come --

1 A. When you showed the picture of the main house, the
2 tower, the room at the top in the tower, there was
3 two -- three rooms up there, the music room, a deputy's
4 room and a dorm. And that dorm only had five kids in it
5 in third year. There was me and there was this other
6 boy was in that dorm too. I could not get away from
7 this guy. Every dorm that I was in, he was in the same
8 dorm.

9 Q. So year after year you endured bullying from him?

10 A. Oh yeah.

11 Q. And no deputy and no chief ever tried to stop it?

12 A. No.

13 Q. Was that not their function?

14 A. Probably, yeah.

15 Q. Okay.

16 A. They were there to keep order, rather than anything --
17 mostly, keep things quiet, get you out to orderly in the
18 morning, get dinner squad and things like that.

19 Q. Were the deputies and the chiefs ever physical with you
20 in maintaining order?

21 A. Not with me. In second year our chief in Mason House,
22 he was prop forward in the First XV, and if he caught
23 you talking after lights out he would quite often use
24 you as exercise, put a broom handle under your chin and
25 do push ups up and down the wall with you out in the

1 hall.

2 Q. In some of the specific accounts of bullying, you
3 mention people being injured. For example, boys having
4 lighters held under their hands.

5 A. No, the main -- the main event I remember of a serious
6 injury was in IK, IK House. It was quite common for
7 boys to have the elements that you put in a cup to heat
8 water. One of the other boys in my year that was a guy
9 called [REDACTED], I think his name was, he was a very
10 quiet, softly spoken timid boy, he got branded by boys
11 in the dorm with one of those elements. They branded
12 him on his legs and I think his arms as well.

13 Q. I think you say --

14 A. Those boys got expelled. You wouldn't expect anything
15 less than an expulsion for that.

16 Q. Indeed. What is perhaps interesting is what, if any,
17 follow-up was there by the school?

18 A. Well, they expelled the boys responsible for that.

19 Q. Yes. But did that dormitory then come under the
20 microscope trying to find out what was going on?

21 A. No, not that I'm aware of.

22 Q. Was the school spoken to about bullying at any stage by
23 the staff?

24 A. Not that I'm aware of.

25 Q. So the problem was resolved by expelling --

1 A. Yeah.

2 Q. -- the boys involved but nothing wider was done?

3 A. (Witness shakes head). It was seen as an isolated
4 incident.

5 Q. You of course, and you set this out in detail, were
6 assaulted by a particular boy.

7 A. In third yeah, yeah.

8 Q. In third year, and the result was that you had a broken
9 tooth and a cut to your lip and you still have
10 a blackened tooth as a result even now?

11 A. Yeah.

12 Q. You say in paragraph 61, setting out the background to
13 it, he just walks up to you for no reason and punches
14 you and does the damage.

15 A. It was his last day. This was a problem, the last night
16 of term and things like that, people saw it as open
17 season, they could do whatever they liked because you
18 couldn't get a copy for it because you had three days to
19 get a copy back in. So by the last night of term, stuff
20 copies, you know. They could do what the hell they
21 liked. But this wasn't the end of term, this was before
22 the end of the term, but this boy was leaving the next
23 day and he was a bit of a -- he was a thug, basically,
24 in the year above me and he just went in a group with
25 all of his mates around the school and had a bit of fun

1 with all the kids that were targets for bullying anyway.
2 I wasn't the only one that was assaulted that day.
3 I was in the snooker room, which was quite a small room.
4 All of a sudden the room filled with fourth years and
5 out of the middle of them came this guy, **CDK**, and
6 before I even knew it, his arm was up like that and
7 smack. This was just before lunch on that day.
8 I didn't attend lunch. I got changed and left and went
9 home.

10 Q. You just left the school?

11 A. Yeah. I walked out.

12 Q. And I think, as you say, you actually made it home to
13 the south side of Glasgow before the school noticed
14 you'd gone?

15 A. I was -- I had got home, I had got into the house and
16 the phone rang and it was Mr **CDL**.

17 Q. What did you say to him?

18 A. He was actually surprised to hear my voice.

19 Q. And what did you say to him? Do you remember?

20 A. He told me that he had heard what had happened and
21 I said, "I'm outta here", I'd had enough and I was -- he
22 was relieved to hear that I was safe, yeah.

23 Q. Did you go back to the school that term?

24 A. Yeah.

25 Q. What action was taken by the school? Other than you

1 make the point in your statement that even though it was
2 the last day, your attacker was expelled?

3 A. Yeah, he was dismissed from the school rather than
4 leaving.

5 Q. But in terms of follow-up, was there follow-up from
6 Mr CDL , your housemaster? Was there follow-up from
7 the headmaster?

8 A. There was discussions between my parents and the school.
9 I wasn't really involved.

10 Q. But did anyone from the school talk to you about what
11 had happened?

12 A. Not that I remember. I remember his -- the boy's
13 classmates cornering me in the gym saying, "Your old
14 man's suing -- suing the boy", which was actually news
15 to me at the time because I didn't know anything about
16 it, which is typical of my father, but there was
17 compensation awarded and my mother and I decided that
18 that had to be donated to a charity, get a receipt for
19 it and the receipt was put on the notice board in the
20 school so that everyone knew that I hadn't profited out
21 of it, otherwise there would be other repercussions. It
22 would have just made my life even more difficult.

23 Q. I think, context-wise, your father was a solicitor so he
24 raised an action against the boy?

25 A. Yes.

1 Q. Was awarded --

2 A. I think it was £250 or something.

3 Q. And that money was given to charity --

4 A. And the receipt from the charity was given to -- given

5 to us and I put it on the notice board so that everyone

6 could see where the money had gone.

7 Q. So you were worried about the repercussions?

8 A. Of course I was, yes.

9 Q. And there were repercussions because his friends --

10 A. Well, they grabbed me and put me up against the wall and

11 said, "You're suing so-and-so", and I said, "Not that

12 I'm aware of".

13 Q. What about repercussions from the school? Again, going

14 back the next term, was it mentioned?

15 A. Not that I'm aware of, no. Again an isolated incident,

16 done and dusted sort of thing.

17 Q. That was the mentality. But it wasn't an isolated

18 incident?

19 A. No, bullying happened on a day-to-day basis, but usually

20 not to the point that teachers or anyone else would even

21 get to hear of it. Just -- to say bullying is just the

22 way you were treated by other kids.

23 Q. Was that the norm?

24 A. Yeah, it was the norm.

25 Q. For you?

1 A. Mm-hmm.

2 Q. And others?

3 A. Yeah. I spent a great deal of my time in fifth year,
4 fourth year and fifth year, finding bolt holes in the
5 grounds where I could isolate myself.

6 Q. Hiding, effectively?

7 A. Yeah. A respite from the day-to-day.

8 Q. Two things from that. The first one is did anyone
9 notice that you were going missing?

10 A. Probably not, no. Otherwise I would have probably got
11 a copy for leaving the school grounds a lot of time.

12 Q. In terms of your ability to go home to the south side of
13 Glasgow and no one noticed until you got home, would we
14 understand that rolls would be taken of boys at times of
15 the day?

16 A. No. You had numbers on a Sunday night and you had roll
17 call -- roll call on a Sunday night at 9 o'clock at
18 night, so you had to be there for roll call, so you had
19 to be back at school by 9 o'clock on a Sunday night, and
20 you had numbers or roll call at 12 o'clock on
21 a Saturday, unless you were in the rugby -- playing
22 rugby on an away event or something like that, which you
23 might get -- like if I was going with a team that's on
24 touch duty to, say York Hill, well, that's Glasgow, so
25 I would arrange to be able to go straight home from the

1 match rather than having to come all the way back to
2 Dumbarton to go home.

3 Q. Because we would understand from what you say in your
4 statement that you were, weekend-wise, at home?

5 A. I was a weekly boarder, so I was out of school normally
6 12.15 on a Saturday until 9 o'clock on a Sunday.

7 Q. And between the noon roll call on a Saturday and the
8 Sunday evening roll call at 9 pm, there was no checking
9 about where boys were that you're aware of?

10 A. I don't know about the full-time boarders. I very much
11 doubt it. It was basically free time to them?

12 Q. who was doing the roll calls? Boys or --

13 A. Usually the senior chief or -- yeah, it was usual --
14 usually senior chief did the roll call. Everyone would
15 line up in their dinner squads and he would come in, up
16 onto the lectern, and I think -- yeah, during -- in the
17 mornings you would have prayers, which would be either
18 headmaster or one of the teaching staff, housemasters,
19 would do prayers in the morning, which is you'd do your
20 first orderly, breakfast, then second orderly, then
21 prayers in the gym.

22 Q. But in terms of doing a roll call effectively that was
23 done by --

24 A. That was only on Saturdays and Sundays.

25 Q. And it was done by chiefs?

1 A. Mainly, yeah.

2 Q. Teachers?

3 A. I can't remember now, but I'm pretty sure something as
4 mundane as roll call was done by the chiefs.

5 Q. Okay.

6 A. And usually the senior chief.

7 Q. It's just your description of being able to go into the
8 grounds and escape, no one would notice?

9 A. Yeah, but you've got to remember we had three lessons in
10 the morning, then break, then two lessons, then lunch,
11 but between lunch and the afternoon lessons, lunch would
12 be finished by quarter to 1 and your lessons didn't
13 start until 4 o'clock in the afternoon, so there was
14 that period of time. By fifth year you didn't tend to
15 get much in the way of NH if you weren't doing sports in
16 the afternoon so I could vanish.

17 Q. NH, Natural History?

18 A. Yeah. Which meant clearing up the grounds, picking up
19 litter, sweeping up leaves, things like that.

20 Q. It's just taking that to its conclusion in terms of just
21 hiding, you say at paragraph 77 under the broad heading
22 of, "Impact", this is on page 15:

23 "A lot of my memories from Keil, certainly in third,
24 fourth and fifth year are sitting at the top of the
25 quarry there and thinking of reasons not to jump off."

1 A. Yeah.

2 Q. That was the way you felt for three years?

3 A. Yeah.

4 Q. And no one noticed you were away?

5 A. (Witness shakes head). No.

6 Q. And no one noticed your unhappiness?

7 A. No.

8 Q. Was it more than unhappiness, was it fear?

9 A. You're -- you don't have any control over your life when
10 you live -- when you're that age. And everything
11 becomes the norm. It depends on how you cope with that
12 norm. No one's paying much attention to you anyway.
13 I always think back to that, what I said in the
14 statement there is I probably didn't jump because I was
15 too bloody stubborn. I wouldn't let them win. That's
16 the only reason I can think of that I didn't. It was
17 because I was probably too darn stubborn to let them
18 win.

19 After I left Keil, I remember making a conscious
20 decision that I'd never be bullied again and I never
21 have let myself be bullied again. Even -- even the
22 industry I went into eventually is full of, shall we
23 say, hard men. The trucking industry when I started was
24 a tough industry, and I started that industry in
25 Dumfries, which is a pretty little town in Scotland but

1 it's full of rather hard -- hard guys. And I've stood
2 up for myself for -- with all of them and they've all
3 backed down because I'm an unknown quantity and they
4 can't afford to not have -- have someone like me beat
5 them. Because their reputation would take too big
6 a hit.

7 Q. Okay.

8 A. But I learned that if I stood my ground and said, "Well,
9 come on", you know, that they would back off. But
10 I didn't learn that until after leaving Keil.

11 Q. Do you remember how you felt the day you left Keil?

12 A. Relief.

13 Q. Yes. And you've set out the circumstances very fully in
14 your statement, so we don't need to revisit that.

15 A. My last day was eventful.

16 Q. Well, reading short, you had to hide with the senior
17 chief to avoid the attentions of the bullies?

18 A. Well, I tried to keep it quiet that I was leaving that
19 day and then I decided to go into the -- going for
20 prayers in the gym was a bad idea because I had no exit
21 so I locked myself in the music room. I could hear --
22 hear the kids running around looking for me and
23 eventually one of the house -- the deputy housemasters
24 had to come to the door and clear the boys away before
25 I would unlock it. And then he took me to the senior

1 chief's room to wait out the time until my brother came
2 and picked me up.

3 Q. Obviously a teacher on your last day had to become
4 involved?

5 A. Yes.

6 Q. Had a teacher ever become involved in the previous five
7 years?

8 A. No, not really.

9 Q. In terms of lessons to be learned, you're very clear,
10 and perhaps it can be summed up in your first sentence
11 in paragraph 85:

12 "I think it was insanity to give all that power to
13 young boys."

14 A. Yeah. I can't speak for girls, but I -- because we
15 didn't have -- we only had three girls in my fifth year
16 at Keil, but boys are -- can be nasty. And you give
17 that kind of authority to 16- and 17-year-old boys, they
18 are going to abuse it, on the whole. When the -- when
19 they're on a level with the teaching staff, they can do
20 whatever they like and get away with it, they're going
21 to.

22 Or some are, and there were -- there were some
23 chiefs that were good and could keep discipline
24 without -- and be approachable and everything else, but
25 you're always going to have some kids that the

1 authority's going to go to their head, like [REDACTED].

2 Q. And that needs to be managed?

3 A. You can't -- cannot give that kind of authority to
4 children over children. It's -- it doesn't even come
5 close to common sense. Adults need to be looking after
6 children, not children.

7 Q. But in the time you were at Keil, that common sense
8 seems to have been lacking.

9 A. As I say, common sense is the most misused phrase in the
10 English language.

11 Q. Can we look at one more document briefly, and this is
12 one you won't have seen before but I'll just perhaps
13 read some excerpts to you just for your comment. This
14 is KSC.001.001.0018.

15 We can see that this is a document which was marked
16 confidential in February 1974 and it's the "Academic
17 Future of Keil School", and it's a report prepared by
18 three men, one of whom was Mr Jeffs, who was the
19 headmaster at the time, I think, of Keil?

20 A. That's right. When I went -- when I went for the
21 interview it was Mr Jeffs, I remember the name. So
22 the -- who we referred to as Batch, he became the new
23 headmaster, but I remember that name as the headmaster.

24 Q. And this is obviously from the year before you start?

25 A. Yes.

1 Q. And we see from paragraph 2, "Method of approach":

2 "The working party began by considering first the
3 present academic situation, next the aims and objects of
4 the school and finally what must be done to permit
5 development of the school in the context of meeting
6 future needs."

7 And at that point, going down to paragraph 3:

8 "The school consists at present of approximately 200
9 boys, roughly 150 boarders, 50 day boys."

10 Which presumably it was pretty much the same when
11 you were there?

12 A. It went up to about 125 day boys and 180 or 85 boarders.

13 Q. All right, so numbers went up. If we go over the
14 page and to the foot of page 2, we see paragraph 9 is
15 headed, "Care of pupils" and it reads:

16 "A boarding school has the total charge of its
17 pupils and must aim at the complete education of its
18 boys, spiritually, mentally and physically. It should
19 aim to produce boys of high academic attainment, with
20 integrity and a sense of service to the community. It
21 must also provide opportunities for all the talents the
22 boys possess.

23 10. In many public schools it is the tradition for
24 the housemaster's wife to play a part in creating a home
25 for the boys in the boarding house. This is not the

1 tradition at Keil which is a school run by the boys.
2 Boys need a feminine influence, but at Keil, where this
3 is not available, the atmosphere is rather
4 institutional."

5 I take it you would agree with --

6 A. I never met a wife of any of the teachers. The only
7 female -- we had a music teacher, she -- she was the
8 only female member of staff. And then I think in third
9 year we got a geography teacher who was a lady as well.

10 Q. But that's academic rather than looking after?

11 A. Academic, yes. I'm not sure that she -- no, she wasn't
12 even a housemaster of the day boys or anything. She
13 didn't have responsibility that way.

14 Q. Okay. Paragraph 11 reads:

15 "The young boys in the school, particularly, need to
16 be cared for. This is difficult to do in the absence of
17 a substantial domestic staff and much of the supervision
18 and upbringing of the youngest boys is left to the
19 chiefs. While many do their jobs conscientiously and to
20 the best of their abilities, their ideas are immature
21 and sometimes detrimental to the well-being of their
22 charges."

23 A. Mm-hmm. You got 17/18-year-olds looking after
24 11-year-olds. What do you expect? They've got no
25 experience of life other than they've gone through the

1 school, so they project what was projected on them at
2 that age.

3 Q. And it reads on, paragraph 12:

4 "The welfare and hygiene requirements, ie
5 supervision of cleanliness of boys, checking and mending
6 clothes and laundry, supervision of changing sheets is
7 not done at Keil ..."

8 A. No.

9 Q. " ... and some of the requirements, ie dealing with the
10 boys' personal problems, cleaning dormitories and house
11 rooms, spare time activities, adult company for boys, is
12 only partly attended to."

13 A. Was it attended to?

14 Q. Pardon?

15 A. It was attended to?

16 Q. Well, I was going to ask you, do you agree that it was
17 partly attended to?

18 A. No. I don't remember anyone supervising cleanliness
19 of -- or fixing -- mending clothes or anything. But
20 then again I wasn't a full-time boarder, so anything
21 I needed that way, I took home and my mum did on the
22 weekend. But ... I'm looking at that thinking, well,
23 what are you talking about?

24 Q. And it goes on:

25 "The working party believes that these aspects need

1 particular attention, but recognises that it derives
2 from the attempt to extend a system, working well with
3 small numbers, to much larger numbers without provision
4 for the staffing needed."

5 A. There was no staffing. The only -- the only person that
6 was available around the clock that you could go to was
7 matron, basically, and she was in main house.

8 Q. Did anything change? This was obviously a report
9 thinking about change. Did anything change in the five
10 years you were there?

11 A. Not that I'm aware of. Otherwise -- other than we got
12 a fair increase in foreign boys, especially after Iran
13 fell we got a whole load of Iranian kids, and I would
14 say the structure at Keil was not quite what they were
15 expecting.

16 Q. But in terms of the report, this is thinking about the
17 future of Keil School, from your perspective what you
18 seem to be saying, (a), this isn't an accurate
19 reflection of what was actually happening?

20 A. I don't see any of -- anything from words being
21 written -- I don't even recognise what they're talking
22 about other than, okay, full-time boarders would have
23 needed to be supervised as far as laundry and things
24 like that is concerned, but I -- I have no knowledge of
25 that because I wasn't a full-time boarder. And

1 of course someone must have been making sure that they
2 were changing their sheets and doing -- getting their
3 laundry done and things like -- and that sort of
4 requirements. That would have been taken care of over
5 a weekend. So I don't know about that. But I don't
6 think anything changed from the years before I started
7 at Keil to the year I left Keil.

8 Q. So from 1975 to 1980, so far as you were concerned,
9 nothing changed?

10 A. Nothing changed, other than the numbers that they're
11 talking here went up. Because I'm pretty sure it was
12 185 boys, boarders, and about 125 or more day boys.

13 Q. Thank you. 'Angus', is there anything else you would
14 like to add?

15 A. No. I just don't want this sort of regime to exist
16 today for kids that are going to boarding school,
17 because you can't have children looking at children.
18 It's just a recipe for disaster.

19 MR BROWN: Thank you very much indeed.

20 LADY SMITH: Thank you, Mr Brown.

21 'Angus', that completes all the questions we have
22 for you. Thank you so much for noticing the work we
23 were doing and deciding to come forward to help us with
24 your memories, your very clear memories, and thoughtful
25 analysis of what was going on during your time at Keil

1 over that five-year period in the 1970s. It's really
2 helpful it me. It can't have been easy for you to do
3 this either in terms of going through everything for
4 your written statement or coming here today to talk
5 about it, but please be assured that I'm very grateful
6 and it's made a difference that you've done that. Thank
7 you. You're now able to go.

8 (The witness withdrew)

9 LADY SMITH: We'll take the morning break now, Mr Brown.

10 MR BROWN: Yes.

11 LADY SMITH: And then are we having read-ins after the
12 break?

13 MR BROWN: We're having read-ins till lunchtime and it may
14 be that we may begin to eat into tomorrow's read-ins as
15 well just to expedite matters and then another live
16 witness in the afternoon.

17 LADY SMITH: Thank you. I'll rise now.

18 (11.30 am)

19 (A short break)

20 (11.50 am)

21 LADY SMITH: Ms Bennie, when you're ready.

22 Mary Duncan (read)

23 MS BENNIE: Thank you, my Lady.

24 My Lady, the first read-in bears the reference

25 WIT-1-000000465. My Lady, it's the witness statement of

1 Mary Duncan.

2 "My name is Mary Alison Duncan. My year of birth is
3 1942."

4 My Lady, in paragraphs 2 to 4 the witness sets out
5 her professional qualifications and career history and
6 I move on to paragraph 5.

7 "In 1980 I was invited to join the staff at Keil to
8 cover the absence of the then teacher of art. He failed
9 to return to the school as he was terminally ill, and
10 I continued in the role. I was the only person running
11 the art department. I remained until the year 2000.

12 Keil was a very small school and I am not aware of
13 any line managers. As I had sufficient experience and
14 common sense to know how to cope with the job, I was
15 therefore confident that I was given all the guidance
16 and monitoring from senior management necessary within
17 the school.

18 Like all schools we were subject to regular HMC
19 inspection. Running a department single-handed had its
20 challenges, especially with so many changes to the
21 curriculum over the years. The school was very
22 supportive and all the staff in the school had the
23 necessary support and access to SQA staff training
24 sessions.

25 I was a tutor (guidance teacher to the junior day

1 girls) and the job entailed taking registration in the
2 mornings, giving out the necessary notices/information,
3 checking their individual school progress, homework
4 demands, problems they may have, et cetera. The title
5 'Guidance' was used to explain the title tutor. When on
6 weekend duty, I, like all members of staff, shared this
7 duty so we didn't have to do it very often. I had
8 responsibility of boarding pupils during the day. We
9 were responsible adults in charge of the children in our
10 care. Any help that we may have needed was always
11 accessible through senior management. There was no
12 training given and our role was principally that of
13 an adult presence. I was not involved in any policy
14 making decisions.

15 We had regular staff meetings during which we
16 discussed mainly educational matters. Child safety
17 obviously came into this, but child abuse was not
18 considered other than normal teasing experienced from
19 other children. This is a natural part of children's
20 development usually brought about by jealousy, feelings
21 of insecurity.

22 I was and still am happy to believe that we as staff
23 did our best for the children in our care, giving them
24 as much support as and when it was needed.

25 I was not responsible for any other member of staff.

1 I ran the art department on my own.

2 I was not responsible for the recruitment of any
3 staff in the school.

4 I had no involvement in the training of staff.
5 I had no staff to supervise and therefore did not have
6 any appraisals or evaluations to complete. Routine
7 supervision of my work was carried out by senior staff.
8 I was also checked during any inspections.

9 Along with the other day members of staff I stayed
10 off site. Boarding staff lived on site.

11 We all had access to residential areas when
12 necessary, through occasional evening or weekend duties,
13 but it was restricted to public areas such as common
14 rooms.

15 Culture within Keil School.

16 Initially in the early days the school was mainly
17 male orientated, being a boys' school run by male staff
18 and senior pupils. The first girl [REDACTED]
19 [REDACTED], John Widdowson, when he took over running
20 the school. The art department was located outside the
21 main building. I was only in the main building for
22 a short time. I did not mix during coffee or other
23 times.

24 Discipline and punishment.

25 Within the school day, discipline of pupils was

1 handled firstly by staff members. Most offences were
2 easily resolved, albeit by detention or being put
3 forward for NH (Natural History) which involved outside
4 maintenance work including picking up litter. If the
5 offence was in any way serious the matter was reported
6 to house staff, department head, then the headmaster.

7 It was a system which appeared to work reassuringly
8 well. As NH was a punishment it meant there was little
9 enthusiasm from those taking part, which was quite
10 natural.

11 If I remember correctly there were records kept for
12 detention and NH and both were filled in by members of
13 staff involved on the day. Senior management would keep
14 the records.

15 The chiefs/senior prefects were given senior
16 positions in the school and were supervised by house
17 staff and senior management.

18 As a responsible and conscientious member of staff
19 it was my duty to keep an eye on the pupils and their
20 well-being and any problems if and when they appeared.
21 The only case I was aware of was that of William Bain,
22 which was not reported until after the school closed in
23 2000. He admitted his crime and was sentenced to five
24 years imprisonment.

25 If any child was being abused or ill-treated, it

1 should have come to light, but unfortunately it did not.
2 A huge regret was as staff, we have felt that when this
3 most recent crime came to light, it is the fact that
4 none of us were aware of it.

5 Why didn't the children come to us or to any of
6 their trusted staff members for help? I think they were
7 obviously too scared. Such is the power of
8 a paedophile. If I or other responsible members of
9 staff were aware of this, we would have done something
10 about it.

11 As I have said, the children had full access to any
12 required support and understanding from any members of
13 staff, senior pupils and senior management. We had
14 a good system for the children to follow. Chiefs, house
15 tutors, members of staff and finally the head of school
16 who dealt with matters promptly and competently. None
17 of this was unknown to pupils.

18 Obviously over a 20-year period there were massive
19 changes in the school. When I joined in 1980 it was
20 purely a boys' boarding school. Eventually, as girls
21 and day pupils joined, the school improved dramatically
22 and I became much more involved and knowledgeable about
23 the day-to-day running of the school.

24 I am not aware if any concerns were ever raised by
25 any of the children.

1 Abuse.

2 Such was my, and I presume the majority of the
3 staff's naivety, we wouldn't have considered discussion
4 of child abuse necessary, as an idea that had never
5 entered my head having been possible. Like me, I assume
6 the rest of the staff had no idea what Mr Bain was up
7 to. I even wrote him a favourable, positive reference.

8 We cared for the pupils in our care and were given
9 access to any problems they may or may not have had.
10 These problems were noted and discussed if and when it
11 was necessary. Any problems with the boarding houses
12 were discussed with the boarding staff.

13 Child protection is a big part of being a teaching
14 member of staff. It comes naturally to me and I assume
15 to all or most of my colleagues. I didn't find any need
16 for training. We had been given an informative talk by
17 the police as to what to look out for with illegal drugs
18 and we found that very useful.

19 There was external monitoring but I can't remember
20 the date, but it was around the time of standard grade.
21 I do recall an HMI inspection and the inspector involved
22 with assessing me sat in on about two days of my
23 classes. He reported on my teaching methods, content of
24 courses and rapport with the children.

25 During the time of him monitoring he would have

1 spoken to the children as part of the report. Other
2 than me, there would have been no other member of staff
3 present during the assessment. Part of his assessment
4 would have been to speak with me and at the end of the
5 assessment he would have provided feedback.

6 Record-keeping has to and was kept for all aspects
7 of the school. I did not have full access to all those
8 records. Understandably there was no need for every
9 member of staff to gain access to every piece of
10 information in the school.

11 Investigations into abuse.

12 It was not until well after Keil closed,
13 approximately five or six years ago, I was interviewed
14 by the police about the conduct of a former colleague,
15 William Bain, who had allegedly been accused of abusing
16 some of the pupils in his care. The content of my
17 statement that I provided was formed in favour of the
18 accused, to my shame. I had always found him
19 a diligent, hard-working, intelligent member of staff.
20 Never before did I have any negative thoughts about him.
21 It was to be proved wrong. The accused pled guilty and
22 was sentenced to imprisonment.

23 I have no objection to my witness statement being
24 published as part of the evidence to the Inquiry."

25 My Lady, this statement is signed by the witness and

1 it's dated 22 October 2020.

2 LADY SMITH: Thank you.

3 John McMurtrie (read)

4 MS BENNIE: My Lady, the next statement bears the reference
5 WIT-1000000574. My Lady, this is the witness statement
6 of John Clark McMurtrie.

7 "My year of birth is 1953."

8 My Lady, in paragraphs 2 to 6, the witness sets out
9 his professional qualifications and his career history
10 and I resume reading at paragraph 7:

11 "I worked as a maths teacher at the Vale of Leven
12 Academy from August 1976 to September 1984. I then
13 worked at Keil School, also as a maths teacher, from
14 September 1984 to June 2000. During that time I taught
15 maths at S1 level right up to higher level as well as
16 Scotvec modules.

17 The [REDACTED] SNR [REDACTED] at Keil School, Mr CGC [REDACTED],
18 telephoned me to ask if I would be interested in the
19 post of maths teacher. I had not applied for the job
20 and I was not aware of a position being available.
21 I had never previously considered working in the private
22 sector.

23 I had never previously worked with, met or even
24 heard of Mr CGC [REDACTED]. I believe I was recommended to him
25 by one of the governors as someone to contact because

1 I was a well-known, experienced local teacher, known to
2 be looking to develop my career and meet some new
3 challenges.

4 I was interviewed by him, the [REDACTED] SNR
5 and the head of mathematics.

6 I expect references would have been taken up but
7 I cannot confirm that they were. I had been fully
8 registered with the General Teaching Council since 1978.
9 There was also a further one-year probation period when
10 I started the job at Keil School, which was particular
11 to that job.

12 As well as teaching maths I was also a day house
13 tutor from 1 September 1985 to August 1992. This
14 involved me having to monitor and meet curricular and
15 pastoral needs of individuals in a Primary 7 to S2 tutor
16 group. Primary 7 was introduced to the school during
17 that time.

18 I have a copy of the job description document for
19 the post of day house tutor amongst my papers. This is
20 dated as a 1998 draft based on a 1994 description. It
21 has a long list of what the duties are, which include:
22 pastoral care of pupils, monitoring pupil attendance,
23 behaviour and progress, liaising with parents, inducting
24 new pupils, collating reports, supervising pupil social
25 areas and lockers. This list is similar to what my

1 duties would have been up until 1992.

2 I was then day housemaster from 24 August 1992 until
3 I left Keil on 30 June 2000. That role involved
4 monitoring and meeting curricular and pastoral needs of
5 individuals in an S5 and S6 group. I also led and
6 co-ordinated a team of house tutors.

7 As day housemaster, I supervised the running of
8 a mixed vertical house, ranging from Primary 6 to S6 day
9 pupils. Primary 6 was introduced in this time.
10 Additionally, I arranged the content and conduct of
11 weekly house assemblies.

12 I was the careers co-ordinator from 1 September 1997
13 to 30 June 2000. I liaised with the careers officer,
14 the head of education for personal and social
15 development and tutors. I also arranged visits and
16 visitors, as was appropriate.

17 As a maths teacher, my line manager was [REDACTED]
18 [REDACTED]. We had informal discussions
19 several times per day.

20 Latterly, we had formal meetings with agendas and
21 minutes. This was a recommendation by one of
22 Her Majesty's Inspectors of Education. I considered it
23 to be good practice and I applied it to my house staff
24 meetings.

25 I also had annual meetings with the headmaster to

1 discuss results in detail. My appraisals with the
2 headmaster took the form of an annual formal meeting.
3 He could come into class at any time to observe and
4 would discuss with me any issues that were brought to
5 his attention concerning the day pupils.

6 In my other roles, my line manager was initially the
7 headmaster, but later it became the deputy headmaster
8 when he was appointed.

9 When I first joined there was a senior master but no
10 depute headmaster. Then Thomas Smith was appointed as
11 deputy headmaster from outwith the school, and he
12 brought a wealth of experience and enthusiasm. He later
13 became an exceptionally effective headmaster.

14 Informally, I had meetings at least weekly, plus
15 formal house staff meetings.

16 Any training and staff development that happened was
17 largely through a mutual desire to continually improve
18 the service we provided. The maths department attended
19 the Stirling Maths Conference every year.

20 The whole staff training, which was for all the
21 staff in the school, was arranged as required. This
22 included things like training on drugs.

23 I was only involved in the development of the
24 non-residential aspects of the tutorial system.

25 Until about 1991, tutor groups met for roughly ten

1 minutes once a month to discuss gradings, which
2 monitored effort and progress in every subject.

3 I proposed that we have a weekly timetabled tutor
4 period to enable discussion of different issues and
5 further develop a cooperative climate. The proposal was
6 accepted and implemented.

7 The tutor period was like a form or registration
8 class in the maintained sector. It was introduced as
9 a whole school system and was available for all pupils,
10 although it was adapted to fit the needs of different
11 pupil groups.

12 The boarding lifestyle was different and I don't
13 have first-hand knowledge of how the boarders were
14 treated.

15 When the system was introduced and explained to
16 pupils, it was made clear to them that they could raise
17 any issue that they had with any member of staff. This
18 point was reinforced from time to time by me at house
19 assembly.

20 It was made clear that a pupil could raise issues
21 with whichever member of staff they were most
22 comfortable with. This did not necessarily have to be
23 the pupil's assigned tutor.

24 It proved to be a successful way of improving
25 a cooperative climate as it enabled tutors and pupils to

1 get to know one another better and develop mutual
2 respect. Participation in tutor periods was formally
3 listed as a duty of a housemaster in the job description
4 thereafter.

5 If there were any allegations they would go to the
6 housemaster or housemistress or the depute headmaster.

7 From 1992, as housemaster, I was involved in regular
8 house staff meetings to discuss planning, et cetera.
9 There was an awareness that, as in any group of people,
10 there was always the potential for bullying, of which
11 abuse is an extreme form.

12 There was a tendency to catch and punish, which
13 meant automatic punishment when a child was caught
14 bullying. Strategy evolved quite quickly from this when
15 I became housemaster.

16 I removed the practice of automatic punishment and
17 encouraged communication with pupils to try and prevent
18 recurrence. My belief was that the accused in
19 a bullying type situation was not always aware of the
20 impact they were having on the person they were
21 bullying, and that the most important thing was to
22 prevent recurrence.

23 The removal of automatic punishment improved the
24 flow of information and meant that pupils were more
25 willing to report misdemeanours, including where they

1 saw bullying of another, as their peer would not
2 automatically be punished but the issue would be
3 resolved."

4 My Lady, in paragraphs 40 to 47, the witness speaks
5 of recruitment of staff and training of staff, and
6 I propose to move on to resume reading at paragraph 49,
7 which is "Living arrangements":

8 "I lived in my home 26 miles away from the school.
9 Day pupils lived in various towns and villages within
10 commuting distance of the school and therefore at
11 different distances.

12 The other staff lived in various towns and villages
13 within commuting distance.

14 The boarding staff lived in the boarding houses or
15 other properties in the school grounds.

16 The boarding staff would have access to the
17 children's residential areas. I am not aware that
18 anybody else other than the boarding staff or pupils
19 would have had access to the residential areas.

20 Culture within Keil School.

21 My overall recollection of the school is of
22 a caring, cooperative community with a relaxed high
23 standard of behaviour and a good work ethic.

24 A former pupil, who is now headteacher of a primary
25 school, commented on the good education she had had and

1 said that Keil was ahead of the game. It was
2 an informal conversation and we did not go into details.

3 I was not aware of any fagging going on at the
4 school.

5 Discipline and punishment.

6 The policy in relation to discipline and punishment
7 was contained in the handbook titled, 'School discipline
8 and routine', which was issued to all staff and all
9 pupils.

10 As part of their education, senior pupils were
11 responsible for some organising and supervision of
12 tasks. Any misuse of their devolved authority should
13 have been reported, like any other issue, to whoever
14 a pupil felt comfortable reporting it to. It would then
15 have been addressed by the housemaster or housemistress.

16 I was involved in the day-to-day running of the
17 school. This was from 1992. I had responsibility for
18 the day pupils. This included coordinating the work of
19 the tutors and representing them at house staff
20 meetings, meeting regularly with the senior pupils,
21 supporting and guiding them in their duties. I also
22 dealt with any issues referred by pupils, staff or
23 parents.

24 There was a complaints procedure in place if any
25 child or someone on their behalf wished to make

1 a complaint. This procedure was regularly used and
2 usually resolved at housemaster level unless serious.

3 I kept a record of incidents and I think other
4 teachers kept their own logs as part of normal
5 procedure.

6 Significant complaints and the responses to them
7 would be recorded as is normal practice for teachers to
8 keep written records.

9 Children did in practice raise their concerns in
10 this way. My tutors and I routinely dealt with issues
11 such as loneliness, missing property or bullying, often
12 referred by pupils outside our own tutor group.

13 Abuse at Keil School.

14 I do not remember if the school had a definition of
15 'abuse' in relation to the treatment of a child during
16 my time there.

17 I don't remember it defining 'abuse' but we did
18 define 'bullying' as a 'misuse of power' and abuse is
19 an extreme form of that.

20 Bullying was discussed at staff meetings and
21 sometimes at meetings of prospective parents on bursary
22 days.

23 As aforementioned, the strategy evolved, moving
24 quickly from catch and punish to encouraging
25 communication with pupils and trying to prevent

1 recurrence. Removing automatic punishment improved the
2 flow of information.

3 While there were various routes for abuse to be
4 reported, I cannot be confident that they would always
5 be used. In my experience, both as a parent and as
6 a teacher, children do not always report issues at the
7 time for various reasons. With everyday issues, they
8 may see reporting as a form of weakness or be concerned
9 about getting others into trouble. With regards to
10 abuse, the abusers may bribe, threaten or otherwise
11 discourage reporting.

12 The reason I think this is that my own children
13 would say that they got on fine at the local primary
14 school. It was much later that I learned from third
15 parties that both had suffered sustained spells of
16 bullying. Neither had informed their class teacher or
17 us as their parents.

18 Many pupils came to Keil because of bullying at
19 previous schools. I often had parents, sometimes in
20 tears of gratitude, describing the positive change in
21 the behaviour and attitude of their child after moving
22 to Keil.

23 Child protection arrangements.

24 At every level of staff interaction, it was clear
25 that we continually worked towards an ideal of a caring

1 community with pupil welfare at its heart.

2 We were regularly reminded about procedures and were
3 issued with a small, white card summarising these.
4 I think these were given by the headmaster and they read
5 as follows:

6 'The staff member but above all display sympathy and
7 understanding and not transmit any element of
8 disbelief.'

9 The procedure was (a) observe, (b) record and (c)
10 report to the headmaster. 'Record' means respond
11 gently, enquire casually, confidentiality not promised,
12 observe, record in detail, and do not interrogate.

13 We were encouraged to refer to our line manager if
14 we were in any doubt about how to handle any child
15 protection related matter.

16 Towards the end of my time at the school, the child
17 protection procedures were just starting to be
18 developed. Every effort was made to proceed in line
19 with national progress, which would have had the
20 Children (Scotland) Act in 1995 as the main driver.

21 Keil would also have received updated information
22 from all the usual sources, such as the Scottish Council
23 of Independent Schools, teachers' unions as well as
24 other bodies, and they would have updated their own
25 practice in line with the updates as appropriate.

1 In terms of whether the child protection measures
2 worked, the school seemed to be a happy and safe
3 environment."

4 My Lady, in paragraph 82 to 88 the witness tells us
5 about external monitoring and record-keeping, and
6 I resume reading at paragraph 89:

7 "I was involved in the investigation of abuse at
8 Keil School when I was contacted by the police in 2015.
9 The school had closed by this time and I was contacted
10 by the police when I was at home. I was interviewed by
11 the police and gave a statement. During the interview
12 I learned a member of staff, Bill Bain, had been accused
13 of abuse. No day pupils or day staff had been involved.
14 I am aware that Bill Bain was convicted for the abuse of
15 children at Keil School. He had been one of my
16 colleagues at the school from 1987 to 2000. I found him
17 to be intelligent, cheerful and an enthusiastic teacher
18 of his many talents from rugby to physics. I was not
19 aware of any concerns about him, nor did I have any
20 concerns about him myself.

21 Final thoughts.

22 Whatever systems or procedures are in place to
23 protect children, it is imperative to appreciate that
24 many potential abusers are cunning and possess many
25 attributes that are desirable in a teacher, for example

1 charm, enthusiasm and a sense of humour. All members of
2 the community must be aware of this. The rapid
3 evolution of technology poses new threats to child
4 safety, both in boarding and day school environments,
5 which schools must keep up to date with.

6 I have no objection to my witness statement being
7 published as part of the evidence to the Inquiry.

8 I believe the facts stated in this statement are true."

9 My Lady, this statement is signed by the witness and
10 it's dated 11 December 2020.

11 LADY SMITH: Thank you.

12 Adrienne Smith (read)

13 MS BENNIE: The next statement bears the reference
14 WIT-1-000000443. My Lady, this is the witness statement
15 of Adrienne Smith.

16 LADY SMITH: Thank you.

17 MS BENNIE: "My name is Adrienne Smith. My year of birth is
18 1948."

19 In paragraph 2 the witness sets out her professional
20 qualifications and I resume reading at paragraph 3:

21 "My employment with Keil School began in 1989 where
22 I taught German and French. This initially was on
23 a part-time basis and gradually over the years it became
24 full-time. In 1995 I was still a teacher but also had
25 the role as house mother in Islay Kerr boarding house.

1 In 1998, my role changed where I was still teaching but
2 was now the assistant housemistress in Islay Kerr. The
3 following year, 1999, I was teaching and joint
4 housemistress in Islay Kerr. I remained in those roles
5 until the school closed.

6 My husband, Thomas Smith, began working with the
7 school as deputy head and as housemaster. We lived in
8 at the school and when we arrived there was a vacancy
9 for a part-time French teacher, which I was asked to
10 take on. For this role, I was interviewed by the
11 principal teacher of French and the headmaster. I was
12 also asked for and provided my degree certificate,
13 Postgraduate Diploma in Education and my General
14 Teaching Council registration. I cannot recall if any
15 references were asked for or contacted.

16 The teaching job was initially for only one period
17 in the day. The following year I was asked to introduce
18 German and my timetable increased over the next few
19 years until I was only teaching German but on
20 a full-time basis.

21 My line manager for my language teaching was the
22 principal teacher for the department. For my role in
23 the boarding house, my line manager was the housemaster.

24 There were only two language teachers and we shared
25 two classrooms, as one of the rooms contained a language

1 lab. We therefore spoke with each other all day and
2 there were weekly department meetings.

3 As the school was small, the headteacher and/or the
4 depute head often came into the classrooms during
5 lessons. They were then able to monitor the teaching in
6 an informal way. There were more formal appraisals,
7 which involved the headteacher sitting in on lessons and
8 then a subsequent interview with him. The head or his
9 deputy would call into the class on a regular basis
10 throughout the week. This could be for many reasons,
11 not just appraisals, but if they needed a question
12 answered, needed to speak with a pupil or showing
13 visitors around.

14 I initially became involved in boarding when the
15 school admitted younger boarders who lived with much
16 older pupils. The school therefore appointed me and
17 another housemaster's wife as house mothers. We were to
18 give extra care and support to mainly the young boarders
19 in our respective houses. The extra care would just be
20 to make sure that we could assist when changing beds,
21 making sure they cleaned themselves properly, sent in
22 laundry as required and to give comfort to new starts
23 who may be feeling homesick. There would be general
24 chat with the younger boys checking to see how they had
25 done at school that day, just as a mother would do.

1 There was no training at the time, but we were both
2 mothers [REDACTED] and I was already
3 a qualified teacher.

4 When I first went to the school, I had not taught
5 for 15 years whilst I brought up my own children. The
6 initial job was only first year French and very
7 part-time. I therefore had lots of time to bring myself
8 up to date and the school also supported me in providing
9 refresher courses.

10 Before taking up my house mother post, I had been
11 living in Islay Kerr for six years as the housemaster's
12 wife and was well acquainted with how the house
13 functioned. I was also well acquainted with the boys in
14 the house, either through house activities, teaching or
15 extracurricular activities".

16 My Lady, in paragraphs 12 to 19 the witness tells us
17 about her involvement in policy and the living
18 arrangements and I propose to move on to resume reading
19 at paragraph 20:

20 "Culture within Keil.

21 Because of the size of the school, every member of
22 staff knew almost every child, whether from classroom,
23 boarding or extracurricular activities. Relationships
24 between staff and the majority of pupils were easy and
25 comfortable within a disciplined framework.

1 Our prospectus claimed that we had a family
2 atmosphere and one inspectorate report endorsed that.
3 It was a good environment, which produced confident,
4 capable school-leavers. We had never been so closely
5 involved with pupils in previous schools. On many
6 occasions I was proud of our pupils who would, for
7 example, applaud the person who came last in the race at
8 sports day just for finishing the race, or applaud a boy
9 who played the trumpet really badly at assembly.

10 In my time the atmosphere in the boarding house
11 became much more relaxed and comfortable with better
12 furnishings, more leisure activities at the weekends,
13 private space for telephone and allowing prep time to
14 take place in house rather than the school building.

15 Many activities within the school spanned the age
16 ranges and so relationships among the pupils were
17 generally good. At school dances, primary age children
18 were seen to be dancing with seniors and many would be
19 keen to dance with staff too. One visiting ceilidh band
20 commented that this was the only school where they did
21 not have to encourage the kids onto the dance floor.

22 Participation in drama, music, sports was high even
23 when it was optional. Pupils took great pleasure in
24 house competitions. There were many fun events such as
25 a 24-hour sports marathon for charity, or celebration of

1 the school's 80th anniversary with an 80-some reel.
2 Staff readily gave their free time to such ventures,
3 some giving a great deal.

4 At the end of term we had barbecues for our boarders
5 or we took them to the cinema or skating rinks. Day
6 pupils were often eager to participate in weekend
7 activities as well boarders.

8 Good academic results were of course important, and
9 our monthly grading meetings ensured that each child's
10 progress was monitored.

11 Fagging did not exist during my time at the school.

12 Discipline and punishment.

13 For minor infringements of house rules, for example
14 not doing the allocated chores, the house chief would
15 issue copies. This was all monitored by the house
16 staff. Although no formal records of punishments issued
17 by chiefs were kept, we were speaking to the chiefs or
18 their deputies on a daily basis and were aware of the
19 punishments being issued.

20 Discipline issues were dealt with by classroom
21 teachers or, if necessary, referred to heads of
22 department or the depute head.

23 Repeated breaches of discipline were punished by
24 a spell of NH at the weekends. This involved gardening
25 work, tidying, leaf work, litter picking, et cetera.

1 Class work completed badly or repeatedly not done was
2 punished by detention on a Saturday afternoon. Both NH
3 and detention were supervised by a chief and a duty
4 teacher. Staff cover at the weekend was on a rota
5 basis. The duty teacher had responsibility for the
6 pupils from after breakfast and until after the evening
7 meal, when the boarding staff took over.

8 Pupils, staff and parents were issued with handbooks
9 to explain school procedures. House staff were informed
10 of pupil punishments.

11 Chiefs were given a lot of responsibility in helping
12 to run the school. They supervised waking up and going
13 to bed, meal times and chores. They were allowed to
14 give copies for breaches and this was reported to the
15 house staff.

16 Although it was the responsibility of the house
17 chiefs to supervise pupils getting up, going to bed on
18 time and prep time, it was all double-checked by staff
19 and I thought supervision was good. As house mother,
20 I also spent specific time with the small boys. Every
21 day one of the house staff was on duty, although in
22 practice we often were all around.

23 As house staff I was around the house a lot and it
24 causes me real distress to think that pupils did not
25 come to me if they had problems. Since my husband was

1 housemaster, our adjoining door to the boarding house
2 was almost always open. Boys were free to ring the bell
3 and talk to either of us at any time in private and they
4 were in and out of our study a lot. A lot of the
5 reasons for the boys coming in would centre around what
6 could be expected from a normal family environment, such
7 as asking to go out, go away for a weekend. There were
8 other occasions where it may involve discussing their
9 gradings. On some occasion it is could be my husband
10 wanting to speak with a boy who had been in trouble and
11 discuss this in a more private environment.
12 Occasionally we had parents phone our line and the child
13 would come in to speak with them. During the term time,
14 the bell was almost constantly being rung as there were
15 many boys and they would all have something to ask at
16 some point.

17 As it is clear that abuse did occur, I can only
18 think that for some reason they thought that they could
19 not complain about one teacher to another. They did not
20 tell their parents, matron, chaplain or doctor. [REDACTED]

21 [REDACTED]

22 [REDACTED]

23 During my time at Keil I had no concerns about the
24 school.

25 The school was so small that pupils with a complaint

1 could have talked to any member of staff, to matron,
2 chaplain or the doctor. Any complaint would have been
3 reported to the house staff and/or to the headteacher.

4 I was not aware of complaints other than minor
5 bullying, which were dealt with and resolved.

6 I don't recall formal recording; any complaints were
7 simply dealt with.

8 I think that most members of staff would have been
9 approachable. Also, matron lived on site, the doctor
10 had surgeries in the school twice a week, and the
11 chaplain was around the school a lot. Boarders often
12 had a weekend pass to visit their own home or that of
13 a relative or a friend. They also had free access to
14 the telephone.

15 As with any children living together there were
16 occasional complaints about minor bullying or, for
17 example, someone borrowing another person's property, as
18 there would be in a family. Complaints were usually to
19 the house staff, who dealt with it.

20 Abuse.

21 It is difficult to remember details after such
22 a long time but abuse was of course totally unacceptable
23 and was grounds for dismissal as stated in my teacher's
24 contract. I don't remember any definition in this or
25 any other school I had worked in.

1 In the mid '90s, child protection became an issue
2 everywhere and I was involved in that with my church
3 too. At that time, the school produced a child
4 protection policy.

5 I believe the child protection policy was discussed
6 at a staff in-service. Staff were instructed to listen
7 to complaints and to refer them to the depute head or
8 head. I believe serious complaints were always to be
9 referred to management.

10 The school was small. There were always staff
11 around, as many lived on site. There was a system which
12 allowed us to know where pupils were at all times;
13 boarders had to sign in and out of the house with
14 details of their destination. I thought the environment
15 was safe within the campus. All buildings were secured
16 by coded entry, and perhaps naively, I assumed that
17 threats to safety were likely to come from outside and
18 not within the school. Pupils were occasionally subject
19 to aggression from locals and these incidents were
20 reported to the police with whom the school had a good
21 relationship.

22 As abuse came to light long after the school closed,
23 I would have to say that the child protection
24 arrangements clearly didn't work. The problem may be,
25 and certainly in my case, that I assumed that those of

1 us who go into teaching do so because we like children
2 and have their best interests at heart. It is
3 particularly odious that a trusted teacher should be
4 an abuser. I am horrified that I worked alongside this
5 person, William Bain, and suspected nothing.

6 External monitoring.

7 I remember a full inspection in 1992 and
8 a residential inspection in 1998. It is hard to
9 remember, but I think they spoke to groups and
10 individuals. Staff were not present while the
11 inspectors spoke to the pupils. When the inspection was
12 completed, we were spoken to by the inspectors. At the
13 end of the inspection, a report was compiled and we had
14 access to it.

15 We had school reports at the end of each of the
16 three terms compiled by subject teachers and house
17 staff, and they included pastoral reports as well as
18 academic reports. These were sent to parents and copies
19 were kept by the school. I cannot comment on the
20 records kept by the school management.

21 Investigations into abuse.

22 The police spoke with me and my husband in 2015 when
23 an accusation had been made against William Bain.
24 I helped where I could with names and addresses.
25 I understand the accusation led to conviction and

1 a prison sentence.

2 I provided a statement to the police.

3 Helping the Inquiry.

4 I think children today and adults too are much more
5 aware of abuse because it is unfortunately frequently in
6 the news. Teaching children in very specific terms what
7 they should not allow would be necessary, as well as
8 education about the grooming process. In my naivety,
9 I did not even teach those things to my sons, who now
10 have children of their own, but know that my
11 grandchildren are much better informed, as are all
12 children these days.

13 I have no objection to my statement being published
14 as part of the evidence to the Inquiry. I believe the
15 facts stated in this statement are true."

16 My Lady, this statement is signed and it's dated
17 30 September 2020.

18 LADY SMITH: Thank you very much.

19 QTW (read)

20 MS BENNIE: The next statement bears the reference

21 WIT-1-000000555 and it's the statement of Mr QTW

22 QTW .

23 "My name is QTW . My year of birth is
24 1947."

25 In paragraphs 2 and 3, my Lady, the witness sets out

1 his professional qualifications and I resume reading at
2 paragraph 4:

3 "I started working at Keil School in 1991 and
4 remained there until 2000. I was a general teacher of
5 the [REDACTED] class, which was Primary 7 children of the
6 age of 11 to 12 years. I was also employed as
7 a [REDACTED] teaches [REDACTED] pupils. After
8 about a year I became a tutor to pupils within the
9 secondary part of the school, teaching children between
10 the age of 14 and 15.

11 I know that references were taken from my previous
12 headmaster. There were other referees from whom
13 references were asked for too. There wasn't a formal
14 period of probation but I was put on a one-year contract
15 to begin with which was made permanent after a few
16 months.

17 I became a registered teacher by the General
18 Teaching Council for Scotland with effect from 22 June
19 1998. I was the [REDACTED] type teacher at the
20 school until 1996 when a Primary 6 class was started.
21 In that capacity I did not have a line manager, although
22 heads of department were monitoring the curriculum that
23 I had set up for my class, and quite often had
24 a definite input.

25 There was no requirement on the part of Keil for me

1 to register with the GTCS. I understand that any
2 teacher working within an independent school would not
3 necessarily require to register with this body.

4 I decided to register on my own initiative because
5 I became aware that I could become a member. It was
6 a slow process of realising I could become a member and
7 when I did I was very pleased. In England when I became
8 a teacher I was registered with the department of
9 education and science.

10 With regards to training, I went on various
11 conferences concerning such matters as the 5 to 14
12 Programme that was being established in Scotland at the
13 time when I started working at Keil School. The
14 programme was basically Scotland's version of the
15 English national curriculum. I also attended various
16 conferences with regards to [REDACTED]

17 [REDACTED].

18 My role did not include any responsibility for
19 school policy or strategic planning. I did not manage
20 any staff at the school.

21 I did not have any direct involvement in the
22 recruitment of staff at the school, apart from being
23 allowed to meet the odd candidate for a post that would
24 have affected me directly and my opinion was sought.
25 Beyond that, I had no direct involvement.

1 My knowledge of training and development at the
2 school was that the management of the school were not
3 especially proactive with regards to training and
4 development. They were encouraging of those staff that
5 wanted to pursue some development. They would pay for
6 costs of short courses or conferences and would expect
7 a report from such. They also allowed for time off for
8 these courses and conferences. They would insist that
9 all heads of department would attend courses to do with
10 changes in examinations, their process and maybe the
11 curriculum as well.

12 The staff were a mixture of men and women from the
13 ages of 30 to retirement. I do remember the [REDACTED]
14 [REDACTED] was very keen that his staff attended
15 courses in connection with that subject and I was
16 invited to attend.

17 I don't remember any other departments such as
18 English and sciences doing similar courses but that does
19 not mean that they did not, I simply do not recall.
20 I also requested to attend courses in my own speciality,
21 which was [REDACTED].

22 There was a practice of appraisal. I can remember
23 being appraised by the headmaster one year, but I have
24 very little memory of how it all worked. Although
25 I cannot remember the structure with regards to

1 supervision, there were many times that I remember when
2 there were discussions about various matters and advice
3 given by senior members of staff. Some of those
4 discussions might have been informal, but nevertheless
5 important. I think that although my memories are vague
6 about staff evaluation and appraisal, what happened at
7 Keil is comparable to other posts I have held.

8 We did have various inspections by HM Inspectors.
9 I remember the one at the beginning of 1992.

10 Living arrangements.

11 In my first year at Keil and for a part of the
12 second, I lived in a room in one of the boarding houses
13 but quite separate from the main body of the house.
14 Although there was access to the rest of the house and
15 access to pupils, I was careful not to get involved with
16 them as I wanted to have my own space. I was not
17 involved in the running or the supervision of the house
18 or the pupils. That was the prerogative of the
19 housemaster and the deputy. My room was under the
20 accommodation of the housemaster and his family. Some
21 time during the second year I bought a house in
22 a neighbouring small town and I moved into that.

23 Most members of staff lived outside the school.
24 There were the boarding staff who lived on site, namely
25 the housemasters and the deputy housemasters. Most were

1 married and had young families and teenage children.

2 There were some single people who were the deputies.

3 The house staff had access to the residential areas
4 of the pupils for supervisory purposes, as did the
5 cleaners and the workers. There were coded locks for
6 the houses, so it would have been difficult for
7 an outsider to get into any house.

8 Culture within the school.

9 The culture within Keil was marked, in my view, with
10 a degree of positive respect and regard between the
11 staff and pupils. Obviously there could be tension
12 between pupils and members of staff which had to be
13 worked out, but there remained that trust, confidence
14 and friendliness. Generally pupils were very supportive
15 of each other and indeed protective, should that have
16 been necessary. For example, the older boys were
17 protective of their younger counterparts. It wasn't
18 necessary to discipline pupils heavily. Almost all
19 accepted the code of conduct expected, and they were
20 very willing to help when a member of staff needed it.

21 Fagging did not exist in Keil School at the time
22 that I was there.

23 Discipline and punishment.

24 Children were disciplined in the main by the
25 teaching staff, usually by placing them into detention

1 or putting the children onto Natural History. Prefects
2 were called chiefs and they had some discretion with
3 regards to punishment, but I cannot remember quite what.

4 There was an NH book kept in the staffroom where
5 a member of staff could put the name of the pupil he
6 wished to place in detention or on NH.

7 There was some discretion given to senior pupils to
8 place pupils on some punishment, but I cannot remember
9 very much about how that worked. Members of staff could
10 modify punishments given by senior pupils. I was not
11 aware of a formal policy with regard to punishments.

12 Generally I would have thought it would be very
13 difficult for abuse and ill-treatment to have taken
14 place. Pupils were very talkative and if something were
15 to have taken place it would have come to the ears of
16 someone. There was a school matron who was very highly
17 regarded and pupils, and indeed some staff, would have
18 confided in her. Also, day school parents would have
19 heard and would have reported such matters.

20 Having said all of that, I am aware, though, that
21 abusive behaviour can slip under the radar. This is
22 a conclusion I have come to since retiring, having seen
23 various television programmes on the issue and in
24 discussion with other people.

25 There was also a child protection policy being drawn

1 up, and the child protection officer was the headmaster.
2 It would have been drawn up by the headmaster in
3 discussion with other people. I cannot be specific when
4 this was being done, however I think it would have been
5 the latter half of the 1990s. I cannot recall any
6 training I received in connection with the child
7 protection policy. There was an anti-bullying policy
8 and a statement about bullying not being tolerated.
9 There was also a Childline telephone set up in the
10 school.

11 To summarise, the school was working to develop
12 policies and practices to prevent any sort of abuse in
13 the school. The school was regularly inspected with
14 regards to the care of the boarding pupils, and came out
15 of such with very positive comments.

16 When I was at the school, I was pretty certain that
17 the school was never the subject of concern on the part
18 of any other body or agency about the community of the
19 school because of the way in which the children and
20 young people in the school were treated.

21 Reporting of complaints.

22 As far as I was aware, there was no formal
23 complaints procedure in place. I find it difficult to
24 say if a child in the school or another person on their
25 behalf wished to make a complaint or report a concern if

1 there was a complaints or reporting process in place.

2 Complaints were received about abusive behaviour
3 between pupils. I myself received one such concern from
4 a boarding school pupil who had used racist language
5 which had upset another pupil. I spoke to the
6 headmaster about the matter and he asked me to resolve
7 the issue. I have no memory of speaking to either of
8 the parents of the boys, and I think I passed it into
9 the hands of the house staff. The perpetrator of the
10 abuse left school shortly afterwards, partly as a result
11 of the incident and also because of the tension between
12 him and the other boy.

13 I do not know the procedures for the recording of
14 complaints as I was not involved in such situations.

15 Abuse.

16 As far as I am aware, there was no such definition
17 of abuse that was applied in relation to the treatment
18 of the children held and recorded by the school during
19 my time in employment at the school.

20 I was not part of the residential boarding staff so
21 I was not involved in any discussions or guidance in
22 relation to instruction on how children in care at the
23 school should be treated, cared for and protected
24 against abuse, ill-treatment or inappropriate behaviour.
25 I have no memory of receiving guidance on the care of

1 children residing at the school.

2 There wasn't any sort of instruction or training
3 given to staff about the handling of complaints or
4 concerns of pupils, although towards the end of the
5 1990s, child protection policies were being developed.
6 I do not have much memory of this other than at a staff
7 meeting I did raise the issue with regards to child
8 protection and the school policies with regards to such.
9 I believe that I had started to become aware of the need
10 for child protection policies through some of the
11 courses I had attended and the conversations I had with
12 friends working in other schools. The headmaster, John
13 Cummings, did say that I was quite correct to say that
14 we needed to develop such policies. I have no awareness
15 as to whether these policies were developed or not.
16 However, I remember the headmaster did say once in
17 an assembly that the school did have a policy of zero
18 tolerance in respect of bullying.

19 Record-keeping.

20 The only records that were kept included plans of
21 lessons, record of grades and marks attained by
22 individual pupils, all kept by individual members of
23 staff. There was a book in the staffroom where a record
24 was kept of pupils having some sanction imposed. The
25 records kept by members of staff must have been of

1 a good or high quality because no negative comments were
2 made by Her Majesty's Inspectorate. I do not recall
3 there being a formal policy with regards to
4 record-keeping.

5 My Lady, I move on to paragraph 46:

6 "There was a colleague, Bill Bain, who was convicted
7 of sexual abuse at Keil School in about 2015. That was
8 15 years after the school closed. When I was told that
9 this had happened, I was stunned and shocked, as were my
10 colleagues. I had always thought that the school had
11 done an excellent job in the teaching of, caring for and
12 preparing of pupils for later life. I am certain that
13 many pupils after they left the school had and have many
14 positive memories of the place. To know that there was
15 such an activity going on when we all tried to look
16 after and care for the pupils was very disappointing to
17 say the least.

18 He was a colleague that I saw almost every day and
19 had conversations with him about various matters of
20 common interest, such as concerns about pupils, aspects
21 of our teaching and mundane everyday conversation about
22 things like the weather.

23 Bill was highly intelligent. He seemed to have
24 an encyclopaedic knowledge about almost everything.
25 Once the term started he had no involvement with anyone

1 outside the school. Keil was his life. I found that
2 puzzling. He never spoke about friends or family
3 outside the school or of any activities he engaged in
4 during the holidays. This did not make him particularly
5 strange in and of itself. There were some very tiny
6 signals coming from him and his situation that were
7 strange, but nothing that one could have acted upon in
8 those days. We have to bear in mind that we are viewing
9 what happened through the prism of the present. Bill
10 did have looser boundaries with regards to pupils. For
11 instance, he would have this open house where pupils
12 could visit his small apartment after homework sessions
13 and he also allowed pupil to use his phone in his room
14 to make calls. This was all known by some of the staff,
15 including the senior members, as Bill did not hide this
16 behaviour. I cannot explain why I had tiny signals
17 about his behaviour, perhaps it was intuition. I never
18 saw him behave inappropriately with children.

19 I assume he was recruited by the school in the
20 normal fashion. An advertisement would be placed in The
21 Times Educational Supplement, he would have responded by
22 applying for the post, references would have been sought
23 by the headmaster from the previous school and employer.
24 Assuming they were satisfactory, he was appointed.
25 Certainly that was the procedure followed when I applied

1 for the post at Keil School in 1991. In addition,
2 I know there were conversations between SNR
3 Keil School CGC, and my
4 previous SNR.

5 I don't think Bill had any childcare qualifications
6 and I don't think there was any formal training during
7 his period of employment at the school. I also think it
8 unlikely there was any formal monitoring or supervision
9 of him.

10 Specific allegation of abuse made against me for
11 which there have been no internal investigations.

12 I have been advised that a member of staff has
13 reported that they took a call from a parent regarding
14 me inappropriately touching their son. In late
15 May/early June 1998 I was asked to go to the
16 headmaster's office to see him. It was the beginning of
17 the afternoon and the headmaster had arranged cover for
18 my classes. That was unusual and I was very concerned.
19 When I arrived, the headmaster, John Cummings, and
20 Tom Smith, the deputy headmaster, were present.
21 Mr Cummings advised me that there had been a complaint
22 about inappropriate physical contact between me and
23 a pupil. He didn't provide any further details about
24 the pupil or the complaint. I did say that on one
25 occasion there was a boy who was upset when he was

1 standing at my desk in the classroom in front of the
2 rest of the class. I explained I put my hand either
3 around his shoulder or waist to comfort and calm him.
4 I then asked John Cummings to look at my track record
5 and that I had never been the subject of a complaint of
6 that nature whilst I was at Keil. He seemed to take it
7 on board. He then said to go back to the classroom but
8 told me not to go on a witch hunt about who had said
9 this about me. He told me to just leave it and I think
10 he said I was to forget it. I think I made the
11 assumption the matter was finished and I never heard any
12 more from him about this.

13 Tom Smith said later that day that it was strange
14 that the complaint had been made now when the incident
15 supposedly took place in the previous autumn term.
16 I spoke to a colleague and she reminded me about a time
17 when my classes were using stethoscopes and this
18 required the children to bare a part of their chest
19 discreetly to each other. The boys and girls practised
20 on their own gender. She suggested that might be
21 a possible explanation for the matter.

22 I have thought about the matter a great deal,
23 particularly over the last few days, and I give this
24 explanation as best as I am able, bearing in mind that
25 it was 21 years ago.

1 I had occasion to correct the same boy I had tried
2 to comfort earlier in the academic year, that is autumn
3 1997. In May 1998, at the end of one teaching day,
4 I was dismissing my class. I was giving instructions
5 and reminders of various sorts, and in the process he
6 spoke across me to another child. I remonstrated with
7 him saying quite definitely, "For five minutes of your
8 life, be quiet and let me finish what I have to say."
9 I was angry that he should have interrupted me in this
10 way. He did not respond to me verbally, but I did see
11 that he was unusually angry with me for telling him off.

12 My remonstration was understandable, and he may well
13 have been annoyed, but it was the type of anger
14 registered in his face that was strange and I thought to
15 myself that I hadn't heard the last of this.

16 I think then he started to manipulate the situation
17 to persuade his parents to take him out of the school
18 and let him go to another school where he wanted to be
19 at the beginning of his senior school career. He wanted
20 to be with his friends that he knew around the area that
21 he lived. I believe that precipitated the accusation.

22 In the next academic year, possibly in the spring or
23 the summer, I had taken some pupils down to the local
24 leisure centre using the school minibus. The boy came
25 up to me and greeted me as if I was a long-lost friend.

1 He had left the school at the end of the summer term of
2 1998 and I hadn't seen him until this meeting.

3 The only other suggestion I can give is, as
4 a gesture of friendliness, I tickled his chest for about
5 two seconds. My fingers may have gone in between two
6 parts of his shirt, but I do not remember. But if that
7 had happened, it would have been in front of other
8 children in the class as well.

9 One point to remember: it was part of the uniform to
10 wear an open-necked white shirt and a green Keil jumper.
11 The only time the pupils were given permission not to
12 wear their jumper is when the weather became warm, that
13 is in the summer. This incident happened in the autumn
14 term when the weather would have been cooler. Wearing
15 such an item as they had to, it would have been
16 difficult to do as I was accused of doing. I was never
17 on my own with him. I do not think any contact I had
18 was inappropriate, but it may not have been wise.

19 I want to be careful about refuting the accusation
20 totally. In my experience, children rarely concoct
21 a story out of the blue for whatever reason. However,
22 they can be selective in what they say, and indeed may
23 embellish, and they will not tell of the wider context,
24 and this will give a distorted impression.
25 Nevertheless, I think that behind such, there will be

1 an element of truth, although I cannot remember any such
2 incident that may explain this accusation.

3 I did not know the exact nature of the complaint
4 until 24 November 2020 when the Inquiry sent me details.
5 I really don't know who made the complaint, however I do
6 strongly suspect it was the boy.

7 I do not know if there was any record kept of this
8 complaint, but my only thought is if I were the
9 headmaster, I would want this recorded and kept in my
10 file.

11 Helping the Inquiry.

12 There is one point I would like to establish, if
13 only to myself. We may look at the way things were done
14 in times past and may be very surprised at what seems to
15 be a casual or amateurish approach taken to matters and
16 of the procedures adopted. We must be careful to
17 remember that we are looking at the past through the
18 prism of the present. Of course we can learn from the
19 past and draw upon experience with regards to care and
20 the well-being of children.

21 With regards to boarding schools in general, I have
22 been concerned about residential staff who are single.
23 They have duties as other members of staff that will be
24 quite time-consuming and, being single, they will be
25 expected to put on extra activities for pupils,

1 particularly over the weekends. After all, they are
2 single and accommodation and meals are provided at no
3 extra cost to them. At the same time, schools do not
4 seem to make much effort to look after such staff in
5 a social capacity, and it can seem quite lonely for such
6 staff as a result. It can be quite difficult for such
7 members of staff to have a life outside of the school.
8 That can be true of day schools as well, for not
9 dissimilar reasons, and I do feel that they must be
10 encouraged to do that.

11 In my particular case, I would find a church that
12 I would enjoy worshipping at and in that way I would get
13 to know people. Similarly, I could meet people when
14 playing the violin or viola. I would join an orchestra
15 and I would get to know people.

16 In my view, there must be ongoing training of
17 teachers and staff involved in the care of children. In
18 this way, people will recognise patterns of behaviour on
19 the part of children that may indicate abuse, and indeed
20 on the part of the perpetrator. Also, it will encourage
21 such staff to speak to those in authority when they
22 suspect something may be wrong, as so often, without
23 that training, people may feel that they are the only
24 ones. There may also be a fear that they may be
25 completely misreading the situation and in doing so have

1 concerns that they may be ruining a colleague's career.
2 Of course, the management will have to be very sensitive
3 as to how they handle the situation, as there may be
4 malicious allegations on the part of the staff and even
5 children themselves.

6 My final thought is that notwithstanding robust
7 policies and procedures being put into place by a school
8 or home, a determined paedophile will be able to keep
9 his behaviour under the radar for a long time.

10 I have no objection to my witness statement being
11 published as part of the evidence to the Inquiry.

12 I believe the facts stated in this statement are true."

13 My Lady, the statement is signed and it's dated
14 4 December 2020.

15 LADY SMITH: Thank you very much.

16 MR BROWN: My Lady, I think that would be an appropriate
17 time to stop.

18 LADY SMITH: We'll stop now for lunch break and I'll sit
19 again at 2 o'clock.

20 MR BROWN: Thank you.

21 (12.53 pm)

22 (The luncheon adjournment)

23 (2.00 pm)

24 LADY SMITH: Mr Brown.

25 MR BROWN: My Lady, the next witness is Robert Evans.

1 LADY SMITH: Thank you.

2 Robert Evans (affirmed)

3 LADY SMITH: Can you help me with this, first of all. How
4 would you like me to address you? Mr Evans or Robert?

5 A. Rob would be okay.

6 LADY SMITH: If you're comfortable with that, I'm happy to
7 use your first name.

8 The red folder that you have there has your
9 statement in it and Mr Brown will take you to that
10 shortly. It will also come up on the screen in front of
11 you. You'll see it there now.

12 A. Okay.

13 LADY SMITH: So do use either or neither, whatever works
14 best for you.

15 A. Okay.

16 LADY SMITH: Also, let me know if you have any questions or
17 concerns during your evidence. I want you to be able to
18 be as comfortable as is possible, and it's important to
19 me that you don't keep shtum, if there's something that
20 you want to raise, then do do that.

21 A. Okay.

22 LADY SMITH: Otherwise, if you're ready to begin, I'll hand
23 over to Mr Brown and he'll take it from here; is that
24 all right?

25 A. Okay.

1 LADY SMITH: Mr Brown.

2 Questions from Mr Brown

3 MR BROWN: My Lady, thank you.

4 Rob, good afternoon.

5 A. Good afternoon.

6 Q. You're quite softly spoken.

7 A. Okay, sorry.

8 Q. I'm using the microphone for the same reason. Can you
9 make sure you speak into it, if you move forward a
10 fraction, please.

11 LADY SMITH: The arm will bend. If you pull the arm down,
12 that might help.

13 A. Is that any better?

14 MR BROWN: That is. Thank you very much indeed.

15 We have your statement, as Her Ladyship referred to,
16 it has a reference number, which I shall read into the
17 record, it's WIT-1-000000-490, and we see that it's
18 a statement that runs to 20 pages. On the final page,
19 you have dated and signed the statement, which was
20 5 November 2020, and you confirm you have no objection
21 to your witness statement being published as part of the
22 evidence to the Inquiry:

23 "I believe the facts stated in the witness statement
24 are true."

25 And that's correct?

1 A. Yes.

2 Q. There is one typo that I think probably we both picked
3 up which talks about working at Keil on page 2,
4 paragraph 4, from August 1985.

5 A. Yes, I saw that. I don't know how that got through.
6 I mean, I read it twice before I signed it and --

7 Q. It is often the way. But I think we know from the
8 totality of the statement, you started in 1980 ...?

9 A. '9.

10 Q. You are 66 now?

11 A. 67 [REDACTED].

12 Q. Yes. And we see in terms of your background you came to
13 education in the 1980s?

14 A. Yes.

15 Q. And you give a history, which obviously starts in the
16 UK, but then includes Australia?

17 A. Yes.

18 Q. And in Australia, you taught at a boarding school?

19 A. Yes.

20 Q. For girls?

21 A. It was a boarding school for girls.

22 Q. And was that --

23 A. And -- sorry?

24 Q. Was that your first experience of the boarding
25 environment?

1 A. Yes.

2 Q. And you were working there as a science and maths
3 teacher. As you say, you were on the teaching side, not
4 the pastoral side?

5 A. Yes.

6 Q. But you then went on to day school in Australia?

7 A. Yes. The reason was that where we stayed on the North
8 Shore in Sydney meant that I had to travel across the
9 Sydney Harbour Bridge every day and all it took was one
10 breakdown and suddenly you're two hours late. So the
11 other school was much closer to where we used to stay.

12 Q. You mention at the foot of paragraph 3:

13 "One of the things I learned from my head of
14 department is in a teacher/pupil relationship, there
15 should always be an arm's length plus a metre distance."
16 Which school were you referring to?

17 A. That was at SCECGS in Cremorne that, was from
18 Denise Playoust because she had a group of young men in
19 her department and she just wanted to make sure that we
20 followed procedure in terms of not getting too close to
21 any of the pupils.

22 Q. Of either --

23 A. I think mainly because we were young men it would be
24 young ladies, but ...

25 Q. And was that a lesson that you carried with you

1 throughout the rest of your teaching career?

2 A. Yes, I was always very aware that there's a certain
3 relationship between teacher and pupil that they're not
4 your friends or whatever, they are -- you have a certain
5 relationship and there is always a division between you.
6 You should never get too close. For both of your's
7 protection.

8 Q. Was child protection, as I think you would come to
9 understand it later in your career in Scotland,
10 understood to any degree when you were in Australia in
11 the 1980s?

12 A. Not as much. I think in the '90s it wasn't quite as big
13 a concern because we hadn't had things like Jimmy Savile
14 or the various other cases that have gone on over the
15 past 20 years.

16 Q. But you came back to the UK, I think, under the
17 impression that there was a shortage of science teachers
18 across the UK, as you say in paragraph 4?

19 A. Yes. After living in Scotland now for a long period of
20 time, I realise that the British press is always fairly
21 Angelo-centric and when they say something it doesn't
22 always apply to the whole of the UK.

23 Q. So despite what the press said, there wasn't a shortage
24 of science teachers in Scotland?

25 A. No, there was just the shortage -- because at the time

1 the government's Scottish Office kept a list of shortage
2 subjects and I think it was just physics and computing
3 studies that they were the shorting subjects.

4 Q. And you were a chemistry teacher?

5 A. I was a chemistry teacher so there was no vacancies for
6 me.

7 Q. So you went to Stirling University to obtain a further
8 qualification in computing?

9 A. Yes.

10 Q. Because you were aware there was a gap there?

11 A. And it was -- I had no other job and it gave me -- there
12 was the chance of a job at the end because there was
13 a shortage and also in those days I actually got -- had
14 a grant as well, because I was a resident in Scotland
15 who was GTC-qualified and therefore the Scottish Office
16 gave me a grant for the course.

17 Q. Having done the course, you obtained a position at Keil
18 School?

19 A. Yes, because while I was at -- doing the course at
20 Stirling, I wrote around the private schools thinking
21 that there may be a vacancy there because although
22 I enjoyed the computing, chemistry was the subject that
23 I preferred teaching and if there was going to be
24 a vacancy at a private school I could get in the area,
25 I would go for that. And Keil School replied saying

1 that their present [REDACTED] was retiring at the
2 end of the session and that there may be a vacancy for
3 me.

4 Q. And I think we see this at paragraph 10 on page 3
5 onwards, you went for interview in May or June '89 with
6 [REDACTED] SNR [REDACTED] CGC [REDACTED] ?

7 A. Yes.

8 Q. And you began working, presumably at the start of the
9 next term?

10 A. Yes.

11 Q. August '89. In terms of the interview, we see it was
12 just him interviewing you.

13 A. Yes. I went along and it was just the two of us in his
14 office. We had a long chat for an hour or so about our
15 thoughts on education, my experience and what I could
16 offer the school in terms of not just chemistry but
17 extracurricular things, because I'd done Duke of
18 Edinburgh's Award scheme with my school in Australia and
19 I had undertaken my mountain leader certificate
20 qualification. I did the training before we left for
21 Australia in Wales and when I came at the end of the
22 year, just before I spoke to him, I paid for doing the
23 assessment part of the course, because you do
24 a training, you then keep a logbook and then you do the
25 full assessment and I paid for the assessment myself and

1 did it at Plas Y Bryn in North Wales that summer.

2 Q. Thank you. Did you provide references?

3 A. Yes, before I left Australia I got an open reference

4 from Peter Cornish, who was the headmaster at SCECGS.

5 I also gave Denise Playoust, my head of department, head

6 of science at SCECGS, and I also realising that

7 a reference from her may take some time to come, I gave

8 Dr Peter Cope, who was my tutor at Stirling, as

9 a reference as well.

10 Q. Do you know under reference to the fact that your

11 referees in part were in Australia, whether those

12 references were taken up?

13 A. I don't know. I don't know.

14 Q. But I think we see from the statement that you were not

15 asked to discuss anything about pastoral issues or child

16 protection?

17 A. No.

18 Q. However, you were shown around the school, looking at

19 paragraph 13, and while you were talking, you were

20 offered the position of housemaster for the girls'

21 boarding house?

22 A. Yes, I was, which surprised me somewhat. I know that --

23 I think CDL [REDACTED], [REDACTED], had been doing

24 that job previously, to my understanding, my memory, but

25 I was shocked that he offered it to myself because

1 I wouldn't -- if I was a parent with a young girl,
2 I would not want them to have a male housemaster.

3 Q. And I think we see from your statement that you
4 expressed those thoughts to him?

5 A. Yes. I said, "What would the parents think?" and he
6 said, "It's okay, you're married", and I -- I didn't
7 know how to take that, whether being married meant that
8 my eyes wouldn't wander to young girls, or maybe that my
9 wife could do the job of housemistress whilst she was
10 living in the school as well. So I don't know what he
11 actually meant by it.

12 Q. Was the line pursued by him at that time?

13 A. No. He let it drop at that point. But subsequently to
14 that, Tom Smith, who was appointed as depute at the same
15 time as I was appointed, he came round to my house a few
16 days later and it was like he was trying to convince me
17 to become housemaster for the girls by saying things
18 like he'd always lived within walking distance of his
19 school when he's been teaching and it was the best thing
20 to do.

21 Subsequently to that I found out that that wasn't
22 true, because he taught at Mingus Hill High School as
23 depute in Dundee and also at Arbroath Academy as
24 headteacher and he stayed -- I think it was St Andrews,
25 but it was somewhere in Fife, could be Newport or Fife,

1 which was nowhere near walking distance to either of
2 those schools.

3 Q. Just to be clear, Tom Smith, you call him the depute;
4 was this deputy head?

5 A. Yes.

6 Q. He came to your home in Glasgow?

7 A. Yes.

8 Q. Trying to encourage to you take up the housemaster's
9 role of the girls' house?

10 A. Yes.

11 Q. Sorry, just so we're clear, the point about living close
12 to the school was what? That that was made official
13 somehow?

14 A. Well, at the time we stayed in Westerton, which it is
15 a suburb of Glasgow, next to Bearsden, which was about
16 20 km away, and I think what he was saying was if I was
17 living on site, I would be close to the work and be able
18 to do a better job.

19 Q. But this was all, just to be clear, to encourage you to
20 take up the housemaster's role?

21 A. Yeah.

22 Q. But with a misleading account, as you discovered
23 afterwards?

24 A. Yeah, yes, yeah.

25 Q. What did you think when you discovered that you'd been

1 misled?

2 A. Glad that I didn't actually fall for it. I mean, there
3 was no way we were going to do it anyway because my
4 wife -- the reason why we moved to Australia and to
5 Glasgow, my wife's a research scientist and she had got
6 a job at the Beatson Research Centre, which is now CRUK,
7 which was just a walk away from the house and there was
8 no way we were going to move anywhere away from that,
9 because she worked late in the lab and she -- yeah,
10 I mean, travelling to and from Dumbarton for her would
11 have been unacceptable.

12 Q. Okay. You worked in Australia for how long prior to --

13 A. We arrived in the summer of 1984. So I worked a term
14 there at St Catherine's in Waverley, and I worked for
15 three years at SCECGS in Cremorne and then we left
16 Australia at the beginning of 1988. I finished school
17 in December 1987 and we travelled for a few months
18 before -- I mean, Sam, my wife, had the job starting in
19 I think it was June in Glasgow.

20 Q. Thinking back to your previous teaching experience, what
21 were your thoughts when you started at Keil?

22 A. It was like stepping back in time. I mean, it was --
23 I mean SCECGS, Cremorne, was just like a normal state
24 co-educational school. The pupils were a bit better
25 off, but it was just like teaching in other schools,

1 whereas going back to Keil, it had been -- it was very
2 rugby orientated. It wasn't very academic. And up
3 until -- in winter, this time of year, the school day
4 would change so that there could be rugby practices two
5 times a week in the afternoons, so we'd finish school
6 for lunch, then they'd have rugby practices, and then
7 we'd go back to classes from I think 4.30 to 6 o'clock
8 or 3.30 to 6.00 or 5 o'clock, about that time.

9 Q. So was it the emphasis on sport that you felt was --

10 A. It was also going back to things like the -- the school
11 was run on a shoestring, and so most of the discipline
12 was done by the boys, which were called chiefs and
13 deputy chiefs.

14 Q. Had you ever experienced such an approach to discipline?

15 A. I mean, in schools there'd been prefects and things but
16 they were just mainly to keep corridors flowing freely
17 of pupils, not -- I mean, these chiefs and deputy chiefs
18 supervised the punishments on a Saturday and they
19 supervised a lot that went on in the boarding houses.
20 Things like if you were going to take assembly, they'd
21 supervise the pupils lining up ready for assembly.

22 Q. We've heard that there were domestic duties that were
23 carried out by the pupils.

24 A. I don't know about that because I never had any -- as
25 I said in my statement, I never went into any of the

1 boarding houses and it was only really the boarding
2 staff and the boarding pupils that went into the
3 boarding houses with maybe the doctor, Dr B Midwell(?),
4 or the matron.

5 Q. But in terms of -- certainly at periods in the past,
6 there being no cleaners in the school, all the cleaning
7 of classrooms, for example, was done by boys?

8 A. We had -- I think there was cleaners that came around --
9 I can't remember that. I'm -- I can't remember that.

10 Q. But you've talked about teachers and boarding staff.
11 Was there a clear distinction between those of you, like
12 yourself, who were classroom teachers and teachers who
13 taught but also had boarding responsibilities?

14 A. In some ways there was a situation in that we didn't
15 really feel comfortable or we were made to feel
16 uncomfortable if we commented on boarding issues because
17 we didn't know anything about -- we didn't know anything
18 about the boarding school, we were just teachers who
19 were day teachers and came in and out and that was it.
20 So --

21 Q. Who made you feel uncomfortable?

22 A. People like **OPR** would make -- I mean, he would
23 not allow -- he would not entertain me criticising what
24 went on in the boarding house in any way, probably.

25 Q. And just so we understand, **OPR** was?

1 A. He was the boarding master for Mackinnon boarding house.

2 Q. And what were you wanting to complain about?

3 A. I can't remember specifically. I mean, I did make some
4 comment to him once about -- and I said that in my
5 statement -- about early on when I was there, a couple
6 of first year boys came to me and said they were being
7 bullied by the chiefs, so I felt that I should report
8 that to the housemaster because we have a duty of care
9 for the pupils, and OPR was the housemaster and
10 me reporting it to him, I don't think it was
11 particularly welcome, me telling him how his chief
12 should behave and in the end I don't think it was
13 particularly beneficial for the pupils who had made the
14 complaint to me.

15 Q. We'll come back to that, if we may, a little later on.

16 A. Yes.

17 Q. But just understand from your perspective as a new
18 teacher in 1989, you've been interviewed by SNR
19 SNR, who wanted you to take a role in a girls'
20 house which you didn't feel happy with, comfortable
21 with?

22 A. No, no, no, no, no. I was quite pleased that in the end
23 someone who was employed subsequently to me was offered
24 and accepted the position rather than me.

25 Q. And this was a gentleman who we'll call 'Richard'; is

1 that right?

2 A. Yes, that was 'Richard'.

3 Q. So 'Richard' came in shortly after you and he was

4 willing to take over --

5 A. Yes, yes.

6 Q. -- the housemaster role of the girls' house?

7 A. Yes.

8 Q. Did that, given your own concerns, come as a surprise to

9 you that someone was willing to?

10 A. Yes, I mean, I -- he was a single man and obviously he

11 didn't have the ties as I did, but it was a surprise to

12 me that he felt he could actually do that job.

13 Q. But against the background of Mr **CGC** saying, "Oh, but

14 you're married", as if that would be a cure-all, he then

15 appointed someone who wasn't married, a single man, into

16 a girls' house?

17 A. Yes, it does seem surprising, yes.

18 Q. Is that perhaps reflective of your shoestring remark,

19 they were just desperate to get anyone to do anything?

20 A. I think so, I think so. I was just reflecting in terms

21 of shoestring as I was having my lunch. I think the

22 boarding school -- the meals at lunch, the pupils were

23 fed on something like 50 pence a day and it contained

24 mainly of frozen food that was deep fried and delivered

25 by Brake Brothers. So that was the sort of level they

1 were operating at.

2 Q. Since you mentioned food, you would presumably eat at

3 the school at lunchtime?

4 A. Only when I was on duty.

5 Q. I see.

6 A. Only when I was on duty. I would normally have my own

7 lunch and when you're on duty you had to eat at the top

8 table and say the grace.

9 Q. Were you the only teacher there if you were on duty?

10 A. No, there would be some of the housemasters there, who

11 obviously they were fed by the school mainly, so.

12 Q. But they would sit at a distinct teachers' table?

13 A. Yeah, there was a teachers' table at the top of the room

14 where we all sat.

15 Q. And we've heard that boys would sit in squads, as they

16 were called, at tables?

17 A. Yes, yes.

18 Q. With a chief and a deputy and then a range of boys from

19 a number of years. Is that --

20 A. Yes, yes.

21 Q. And they would stay in that squad for the year, is

22 that --

23 A. I think so, yes. That's -- I -- now you're saying it,

24 that seems to be -- yeah, that would be my memory.

25 Q. Was there any interest taken by the teachers' table in

1 what was going on around them at the pupils' tables?

2 A. Only apart from that no one was throwing food around the
3 room or running around or anything, as long as they were
4 sitting down eating, that was, I think, the main
5 concern.

6 Q. Okay. Going back to the operation of the school, you've
7 got **CGC** , who I think had been in the
8 early '80s, is that what you would understand or --

9 A. Early to mid '80s, yes, when the school was failing.

10 Q. Sorry?

11 A. The school, I think, would have been seen as failing, it
12 had dwindling numbers and --

13 Q. And did you understand what his task was? Did he tell
14 you?

15 A. Yes, I think -- yes, I mean, he told me that his task
16 was to increase the numbers and that's why there'd been
17 things like opening of girls' -- up until **CGC** came,
18 there was no girls' boarding house, so he was the one
19 who instigated the girls' boarding house.

20 Q. And were you aware of increasing numbers of
21 international students and also day pupils?

22 A. There was -- yes, there was an increase in pupils from
23 places like Hong Kong, in the later time I was there
24 from places like Nigeria, and also there was day pupils
25 from around the area.

1 Q. How visible was CGC as SNR ? Did he
2 lead, obviously, from your perspective as a day teacher
3 or was he somewhat remote?
4 A. My memory is he was fairly remote.
5 Q. And who was then de facto in charge from your
6 perspective?
7 A. I had more contact on a day-to-day basis probably with
8 Tom Smith who would be in the staffroom talking to us
9 because CGC would be mainly in his office.
10 Q. Right. I think it's clear from the tone of your
11 statement, in some respects Tom Smith had firm views on
12 a number of matters, for example unions?
13 A. Yes, my understanding was -- what he told me was that --
14 because I was interested because prior to Keil he'd been
15 headteacher at Arbroath Academy and then he came -- it
16 looked to me like he was taking -- you know, a demotion
17 coming as being deputy headmaster at Keil, a much
18 smaller school, Keil School. I queried him about that
19 and he said that there'd been problems with the unions
20 and he was fed up trying to work with them so he came
21 because he thought it would be a better working
22 environment for him.
23 Q. But were you wanting to -- I'm looking at paragraph 45
24 on page 10 -- you were the representative of the
25 Scottish Secondary Teachers' Association?

1 A. Yes.

2 Q. In Keil?

3 A. Yes.

4 Q. But that was kept quiet?

5 A. Yes. There was no way I was going to let people know
6 I was in the union or -- and I can't remember how I came
7 about to be the representative. I think one of the
8 other members asked me to do it, take over. But
9 I received and distributed the things like the diaries
10 and other things that came from the union to the other
11 members in the school. Which contrasting, because in my
12 last school at Grove Academy, I was the SSTA rep there
13 and along with the EIS rep, we had regular meetings with
14 the rector to discuss things and how -- you know,
15 discuss things to do with the staff and the staff
16 well-being. We never had anything like that at Keil.

17 Q. You say you would pass relevant information and cascade
18 it to the members. Were most of the staff members of
19 a union?

20 A. I think mainly it was day staff. I think some of the
21 people who were the boarding staff weren't members, but
22 it was mainly the day staff who had been maybe working
23 in other schools and realised that being a member of the
24 union was partly protection for them in case -- I mean,
25 as a science teacher I was always a member of a union

1 because if there was a legal proceedings I would get
2 legal support, in case someone -- there was an accident
3 and there was legal proceedings because of it.

4 Q. If there was an accident in the lab?

5 A. Yes, that's what I mean, yeah, yeah.

6 Q. Obviously, given the words of your statement, you kept
7 your membership hidden. Why was that?

8 A. I felt there may be some sort of -- I don't know,
9 I would be made to feel uncomfortable or there'd be
10 some -- not retribution would be too strong a word, but
11 it wouldn't be appreciated that I was a member of the
12 union.

13 Q. By whom?

14 A. By **CGC** and Tom Smith.

15 Q. Okay. And you talk about another teacher trying to
16 organise a staff committee for social events but that
17 was frowned upon too?

18 A. Yes, no, I mean, Tania -- and I confirmed this with her
19 when I saw her last month -- she was trying to instigate
20 a staff committee to organise just social events, and
21 I was sitting at the table in the staffroom with her
22 when Tom Smith came up and sat down and I don't know if
23 he knew I was listening, but he just started talking to
24 her, trying to dissuade her from doing it and he said
25 that -- and the phrase sticks in my mind, but he said

1 the security of tenure in an independent school wasn't
2 the same as the security of tenure in a state school,
3 which to me I felt was somewhat of a threat.

4 LADY SMITH: Sorry, I can't help, speaking as a lawyer,
5 that's not right.

6 A. Sorry?

7 LADY SMITH: The legislation protecting the employment of
8 somebody in the state sector applies to independent
9 schools as well.

10 A. I know, but, erm -- yes, but they felt that if they --
11 they could sack a teacher and then -- knowing how --
12 having experience of the tribunal system, maybe by the
13 time you've sacked someone, the actual benefit of the
14 tribunal system doesn't actually get you your job back
15 and it doesn't actually get you much monetary reward,
16 even if you can prove there has been something done
17 wrong by your employer.

18 LADY SMITH: Just going back to union membership, of course
19 you've told us about your membership of one of the
20 unions that operated in Scotland. What about other
21 unions? I have in mind, for example, the EIS, the
22 Educational Institute of Scotland, which a lot of
23 teachers were and are members of, were you aware of
24 anyone being a member of the EIS?

25 A. No, because the EIS were not that welcoming to members

1 who were in the independent sector, so I joined the SSTA
2 because they were quite happy for me to be a member.

3 LADY SMITH: Thank you.

4 MR BROWN: The culture you describe with this perceived
5 threat and quite a controlling, if I can use that word,
6 approach to the staff, the day staff, can you explain
7 why that was?

8 A. I don't know. I can't -- because I can't see that any
9 of us were a threat in any way. We were quite malleable
10 and happy to do the job. I mean, we were there to teach
11 pupils and that's what we wanted to do. It wasn't like
12 we were a militant group of people.

13 Q. But you describe, obviously, a "them and us" mentality,
14 us being the day teachers, the classroom teachers, and
15 them being the teachers who lived in and supervised the
16 boarding houses. Is that what you're saying?

17 A. I think maybe as the boarding staff were more entrenched
18 in that sort of system, maybe they'd gone through the
19 system themselves or they'd been there so long that they
20 were defenders of that sort of system and thought that
21 they knew the best compared to us who we just saw the
22 pupils from between 9 o'clock and 4 o'clock in the
23 afternoon.

24 Q. So your views didn't particularly matter, perhaps?

25 A. Probably not.

1 Q. Was that your perception?

2 A. Yeah -- well, in terms of boarding, yes.

3 Q. I'm just interested, when you joined, you're having
4 a meeting, was there any formal induction that you had
5 as a teacher?

6 A. No, no, no. In other schools, as I said in my
7 statement, you'd have a folder like this one with all
8 the procedures, the names of the staff and what to do in
9 various circumstances. There was nothing like that at
10 Keil. You basically had to talk to other members of
11 staff to find out what procedures were, who was what and
12 whatever.

13 Q. And what about school rules? Did they exist when you
14 started?

15 A. Not as far as written down as I can remember. I mean,
16 I provided to the Inquiry the recent behaviour policy
17 from August 1993, I think, in terms of discipline
18 policy, but I can't remember having anything prior to
19 that.

20 Q. I think, we'll come to this in a second, that's
21 a document which is described as revised August 1993, so
22 presumably it existed prior to that, but just when you
23 started in '89, do you have a recollection of there
24 being written school rules?

25 A. Not that I can recollect, no.

1 Q. Okay. Undoubtedly there were, because you've provided
2 a copy to the Inquiry.

3 A. Yes.

4 Q. Were they, do you remember, issued to the pupils?

5 A. I can't -- I don't know.

6 Q. But in terms of you start in 1989, you find your way
7 presumably by talking to people and picking up the
8 routine just from being there, is that fair?

9 A. Yes.

10 Q. In terms of the interplay as between house and
11 schoolmaster, thinking back to your experience in
12 Australia in a boarding school, if you had information
13 about a pupil from a classroom experience, was there
14 a mechanism where you could share it with the relevant
15 housemaster, for example?

16 A. Well, at SCECGS the pastoral system was there was form
17 teachers and heads of year, and in the staffroom I would
18 know the various heads of year. I mean, in the
19 staffroom I sat next to -- my desk was next to a head of
20 year's desk and so if anything had come up concerning
21 one of her pupils in her pastoral care, I would be --
22 could have just easily talked to her next door in the
23 same way I could have approached any of the other
24 members. But there wasn't -- there wasn't a system in
25 terms of abuse as there is now, where we have a child

1 protection officer where you have a requirement to -- if
2 you hear anything, to go and see them.

3 Q. Again, since you're talking about Australia, in
4 Australia if there were things going on in the boarding
5 house, would that be shared with you as a form teacher
6 because it might be relevant when you're considering
7 an individual pupil?

8 A. I was only at St Catherine's for a term, so I probably
9 didn't have a chance to see whether that was the case or
10 not.

11 Q. Okay, but you were at Keil for six years. Was there
12 a sharing of information as between day teachers and
13 boarding house staff?

14 A. Only in the end of every I think it was maybe term, we
15 had a discussion about pupils in terms of their
16 progress. So we all sat around as a staff and discussed
17 pupil progress, which I think I put in my statement.

18 Q. But to be clear, was that academic progress?

19 A. It was probably more general than that, but it wasn't in
20 terms of -- I mean, if there was something general, you
21 could have said something then, maybe.

22 Q. Although, as you've mentioned, and we will come back to
23 it, early on there was a concern you had about pupils in
24 Mr ^{OPR} [REDACTED]'s house, you spoke to Mr ^{OPR} [REDACTED] and, as we will
25 learn, it didn't go particularly well.

1 A. No.

2 Q. From that point on, because that was early in your
3 career, were you hesitant about sharing information?

4 A. Yes, because I don't -- I was, because I -- I didn't
5 think it was always dealt -- it hadn't been dealt with
6 in a satisfactory manner. In fact, I think it made the
7 situation worse. So therefore I held back about saying
8 a lot of things.

9 Q. And was that holding back, that was one experience, but
10 was that to any extent because of the atmosphere of
11 "them and us", or the approach the school took
12 generally?

13 A. Probably -- probably both. I mean, the approach -- and
14 I described the situation in -- which you'll probably
15 come onto -- in my statement where us as most of the
16 staff objected to some behaviour by one of the pupils
17 and it wasn't dealt with properly.

18 Q. Yes, we'll come back to that.

19 A. So it was a bit of both. But yes, I didn't want to
20 raise -- I felt there was a "them and us" situation with
21 the boarding staff that held me back from raising
22 certain issues, but there's also, you know, some of the
23 senior management didn't want to know about various
24 behaviours either.

25 Q. And in terms of the senior management, since you've

1 referred to it, that was known as the SMT, the Senior
2 Management Team.

3 A. Yes.

4 Q. That was made up, obviously, of SNR and the
5 and would it be the boarding
6 staff who would be in the senior management or --

7 A. No. It would have just been I would
8 have seen as the senior management.

9 Q. So SNR and

10 A. Yeah.

11 Q. And you didn't find them approachable?

12 A. Not to go and offer concerns about pupils, no.

13 Q. All right. You were brought in as a young member of
14 staff relatively?

15 A. Well, yes. Seems very young now.

16 Q. Were you conscious of a drive to try and bring fresh
17 blood into the school?

18 A. I think it was just a coincidence that when I arrived
19 there was a number of teachers there who were close to
20 retirement age and they would have been retiring anyway.
21 I don't think there was any considered approach just to
22 go for me rather than an older teacher.

23 Q. But I think we know that in 1993 SNR changed;
24 is that correct?

25 A. Yes, CGC

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[REDACTED]

Q. Was there a change of emphasis or approach when John Cummings [REDACTED]?

A. John Cummings was a softer character and more approachable, but there wasn't much change, as far as I can remember, in the day-to-day [REDACTED].

Q. Why not?

A. I don't really know. Normally when I've been in schools when there's been a change in SNR [REDACTED], the SNR [REDACTED] comes in and tries to make a difference. They put in various -- get in new people, change procedures and things to show that they're actually doing a job, whereas there was no real change in what was going on.

Q. Do you mean, in short, they may try and make their mark?

A. Sorry, you've summed it up. Yes, that's the sort of phrase I was thinking of, yes. People will try and make their mark to say: I'm here, this is me and this is my legacy. But there didn't seem to be that change. It was business as normal, really.

Q. And in terms of distance, you said he was more approachable, but would he be described as remote in the same way that CGC [REDACTED] was?

A. Not as much. I mean, John came along on the DofE trip with us when I did a trip to Lochgoilhead and we had

1 chance for a talk and you could talk with him a lot more
2 easily than **CGC**.

3 He also organised, I can't remember whether it was
4 the 75th anniversary or the 50th anniversary, they did
5 a relay run that went from Campbelltown through to
6 Dumbarton to celebrate 50 years or something of the
7 school moving from Campbelltown to Dumbarton and he was
8 involved in that. He did some of the running and, you
9 know, we were there, and I think I did the bit from --
10 I'm just trying to think -- from Loch -- no, from
11 Portavadie across to Tighnabruaich.

12 Q. But if he wasn't making his mark, de facto was the
13 school **██████████** being run by the **██████████** the Senior
14 Management Team, Tom Smith?

15 A. Probably, yes. Because Tom had so much more experience
16 in terms of him being a headteacher at Arbroath Academy,
17 so he knew everything to do with SQA, and then because
18 John was coming from the English system to the Scottish
19 system, so Tom would know all about the SQA arrangements
20 and everything like that. And also he'd been there in
21 the boarding house by that time for four years, and
22 **OPR** **██████████** would have been in the boarding house at
23 Mackinnon for a number of years as well, so it must be
24 very difficult if you're coming in fresh to a new
25 country, to a different system, and you've got some

1 strong characters who are already filling senior
2 positions within the school.

3 Q. In terms of the culture of the school, and this is
4 thinking first of all [REDACTED] CGC [REDACTED], you were,
5 I think, talking about how much reliance was placed on
6 senior boys to control junior boys.

7 A. (Witness nods).

8 Q. That came as a surprise to you?

9 A. Yes, because in a school the size of Keil, which was,
10 you know, 150 to 200 pupils, you only have a small
11 cohort of pupils that can become chiefs and deputy
12 chiefs, and your choices aren't always going to be --
13 well, you can't always choose the best person for the
14 job, so ...

15 Q. Who did choose?

16 A. I assume it was the heads of house and the headteacher.
17 I can't remember having a role in that as a normal
18 classroom teacher.

19 Q. Were you troubled at some of the choices of chiefs and
20 deputies?

21 A. I didn't know the boys well enough, what they did in the
22 boarding houses, to actually be able to -- no, I never
23 thought about it, I must admit.

24 Q. Though you do say on page 10, paragraph 43:

25 "This meant that some of the prefects did not have

1 the requisite skills to carry out their duties."

2 A. Well --

3 Q. "This meant bullying sometimes took place as a way of

4 maintaining discipline."

5 A. Yes, so I was giving the example, I said that because of

6 the pupils that came to see me --

7 Q. I see.

8 A. -- when I was in my first year there and then you

9 realise that was happening.

10 Q. I think one of the points you make is that at subsequent

11 schools you worked at -- this is a high school in Fife,

12 Bell Baxter?

13 A. Yeah.

14 Q. Prefects were taken on training courses and it was sort

15 of outward bound training thrown in as well?

16 A. Yes, it was -- we went to Ardgour where the

17 Abernethy Trust had a centre there and they ran

18 a weekend for leadership training so you had the

19 prospective prefects and they were put into groups and

20 they had problem-solving activities to do which built up

21 team spirit.

22 Q. And I think you went to Bell Baxter from Keil in 1995?

23 A. Yes.

24 Q. Was that in place in 1995 at Bell Baxter?

25 A. At Keil?

1 Q. No, at Bell Baxter, that training of prefects?

2 A. I don't know, it was in my first couple of years that

3 I attended that so I don't know whether it had happened

4 previously, I can't say what's happened previously.

5 Q. But was there any such training at Keil?

6 A. No, not that I can remember.

7 Q. There were no systems in place to train them up?

8 A. No, no, no.

9 Q. Any documents that you recall being issued to prefects

10 how to behave?

11 A. Not that I can recall. I don't know if there was

12 something that I didn't see, as I said being a classroom

13 teacher. Maybe the house staff had paperwork that they

14 could give to the prefects.

15 Q. Do you know how much supervision there was of the

16 prefects or the chiefs and deputies?

17 A. I don't -- I don't know but I can't imagine there would

18 be much because all the house staff had full-time

19 teaching responsibilities as well as looking after the

20 boarders in their houses, so they had -- I think it was

21 about a 1 to 30 ratio in the houses I worked out once,

22 but they had full-time teaching, they then had to do

23 things like either rugby practice or other

24 extracurricular activities, and then they had to do

25 their classroom preparation and marking and give

1 pastoral care to the boarders in the evening.

2 Q. So the burden was heavy?

3 A. It was very heavy, and the only respite they got was
4 there was a duty system where we all, whether you were
5 day staff or boarding staff, you were on duty, as
6 I described earlier, so you were there for the whole
7 day. You sat in all the meals and you supervised prep
8 in the evening for an hour or an hour and a half, and
9 that was the -- or it could be two hours, but that was
10 the only time that the boarding staff got respite from
11 the ...

12 Q. Just to be clear, since you had this day of duty
13 covering lunch and then on into the evening, I think,
14 until 9 o'clock?

15 A. Yeah.

16 Q. What were you expected to do in the boarding house of
17 an evening when you were on duty?

18 A. I didn't get to go in the boarding houses. I was -- you
19 were based in the main school. So the -- you were in
20 the main building, which the only boarding component in
21 there was the girls' boarding house, which of course
22 I wouldn't go into. So yes, you were in the main
23 building just supervising prep and there would be chiefs
24 in each prep room and you would just walk around keeping
25 an eye on things and you could do some of your own work

1 in the staffroom if needed.

2 Q. So what you weren't doing was engaging with the pupils,
3 it was just --

4 A. No, no, no. You were -- they were doing prep so they
5 had tasks to do, homework they had been set in class and
6 they were sitting in classrooms doing that.

7 Q. Were you ever given instructions -- I know boys did come
8 to speak to you and we'll come back to that, as I keep
9 saying, but were you on the lookout for children who
10 were in any way looking troubled or distressed or was
11 that just not a feature?

12 A. That was not a feature, no.

13 Q. We talked about the lack of procedure or systems for the
14 prefects. In terms of starting at Keil, were you struck
15 by how much system was in place for the operation of the
16 school? You've told us there wasn't an induction, but
17 were there procedures for all manner of eventualities or
18 not?

19 A. Not that I can recall. As I said, there was --
20 obviously the punishment system of copies and detention
21 and NH, which stood for Natural History, where they
22 were -- if the punishment escalated, they had to go and
23 sweep leaves or cut grass or something like that in the
24 grounds. But that was really -- there was no real
25 procedures that I can remember.

1 Q. I think you say in that regard in paragraph 47 on
2 page 11:

3 "I don't recall anyone overseeing any punishment
4 that I may have administered and I do not recall that
5 there were records of punishments issued. There was no
6 crossover between the boarding houses and classrooms."

7 A. No. If someone got punished in the boarding house, it
8 was within the boarding house.

9 Q. We know, as you said, as we've discussed already, that
10 in 1992 there was an HMI Inspection of Keil School.

11 A. Yeah.

12 Q. And you produced to the Inquiry a copy of the report
13 which you had kept.

14 A. Yes.

15 Q. And we're grateful for that. It's document
16 WIT-3-000000719. I think is it fair to say that one of
17 the reasons you kept it was because at page 5 under
18 paragraph 4, "Standards of attainment performance in
19 class", this is down at the bottom of page 6 of our
20 document, page 5 of the report, the final paragraph is:

21 "Highly commendable performances were evident in
22 chemistry ..."

23 A. Yes, I mean, one has to -- yes, one has an ego, I must
24 admit, and in teaching you don't often get any feedback
25 about how good you are or how well you've been doing.

1 It's only exam results and the HMI reports that give you
2 any feedback about -- written feedback, anyway. So
3 I kept that. I've kept it because I always thought if
4 I went for another job, I could at least have some
5 evidence that I have been ...

6 Q. Quite so. Just a little bit about inspection. This is
7 obviously 1992 and inspections in those days, as we
8 know, were done by Her Majesty's Inspectors of Schools
9 only.

10 A. Yes.

11 Q. Obviously you would be aware in your subsequent teaching
12 of a development of the inspection regime, is that fair,
13 which would in due course involve the Care Inspectorate?

14 A. The last time I was inspected would have been in the
15 mid-noughties and it was just the HMI in that point as
16 well I think.

17 Q. Again speaking broadly, we are aware that from the mid
18 1990s, and does this accord with your recollection, that
19 in terms of inspections, inspections broadened --

20 A. Yes.

21 Q. -- or moved beyond the educational side?

22 A. Yes, I -- yes.

23 Q. Is that fair?

24 A. Yeah.

25 Q. And pastoral care took on a much more important role

1 than it had previously done?

2 A. Yes.

3 Q. We can agree on that?

4 A. Yes.

5 Q. But going back to 1992 and Keil, I think one of the
6 issues that is contained within the report that's on the
7 same page we were looking at, page 6 of our document,
8 paragraph 3, "Policies and communication":

9 "Policies in key areas such as learning and teaching
10 and the management of resources should be developed.

11 Heads of department should, in a significant number
12 of instances, produce more sharply focused policies and
13 establish more rigorous monitoring and evaluations of
14 the pupils' experience.

15 More time should be made available to staff to
16 participate in management and policy formulation and
17 engage in curricular development."

18 Does that reflect your recollection of Keil, that
19 really policies were not something that were a major
20 part of school life?

21 A. Yeah, that concurs with my memory. We were -- as a head
22 of department, most of us were just single-person
23 departments, apart from [REDACTED] and [REDACTED], and we
24 basically just got on with teaching our subject and that
25 was it, with really no input from the management. I may

1 have made myself a department development plan. I mean,
2 the major thing at that time was the introduction of
3 standard grade, as O grade was being tailed out, so that
4 was the thing that concerned most of us.

5 But, no, we were never coordinated in producing
6 policies and establishing monitoring and evaluation, no.

7 Q. How much effort, and I don't just mean Keil but any
8 school you've taught in which is about to undergo
9 inspection, how much effort is put in to prepare the
10 school to look its best?

11 A. Oh, a lot. I mean, when you're inspected, it's all
12 hands on deck, all stops pulled out, because you -- this
13 will be a document which reflects on the school for
14 a number of years because I think it's once every ten
15 years -- no, once every six years they were looking at
16 inspecting schools. So every pupil at one point in
17 their school career would have been inspected. So this
18 is something that parents and the community look at, so
19 you make sure that you dust everything off and make sure
20 the school is looking its best. A quick coat of paint
21 in places, and you make sure the pupils know what they
22 should be saying and are on their best behaviour.

23 Q. How do you make sure they know what to say?

24 A. Well, we'll just say that -- well, you can't. I've
25 always found that the pupils, when they come to be

1 inspected, they always are on the side of the school
2 rather than management -- the HMI, sorry, that they --
3 and I don't know why, but pupils who could be maybe
4 awkward in your class, if you've got an inspector in the
5 room, they will -- because you're their teacher, they
6 will make you try and look as good as possible for the
7 inspector. I don't know why. It becomes "us against
8 them" in sort of the mentality.

9 Q. "Us" being the staff and the pupils?

10 A. "Us" being the school and the HMI being "them".

11 Q. So, perversely, potentially, children may support the
12 school when it's their opportunity to --

13 A. Yes, yes, yes.

14 Q. Okay.

15 A. It's -- as you say, it is perverse.

16 Q. I think in terms of -- if we're just looking at the
17 number of pages -- and this is for your comment --
18 I mean, before we go into the detail, do you remember
19 reading the HMI report from the 1992 inspection with any
20 particular emotion other than pleasure at good chemistry
21 teaching?

22 A. I thought the thing on policies and communication was
23 good and was deserved. I was surprised about some of
24 the other things they said about the family atmosphere
25 and everything else.

1 Q. Let's have a look at some of them. I think page 3,
2 midway down, it's "Accommodation and resources", and:

3 "Teaching accommodation is good in some respects.
4 Quality of classroom provision was adequate for most
5 other subjects. A number of safety issues in science
6 and technical education were brought to the school's
7 attention."

8 Next paragraph:

9 "Boarding accommodation overall was satisfactory."

10 There were various issues.

11 "Improvement of the boarding accommodation, some of
12 which were effected during this period of inspection,
13 were an ongoing priority of the school."

14 "There's a good supply of materials."

15 Again going back to your shoestring comment, was
16 from what you saw Keil a fairly spartan environment?

17 A. Yes, it was fairly spartan. I mean, as I said, I never
18 went round any of the boarding houses but I could look
19 in the window of Mason House, which was the junior
20 boarding house, and you could see the accommodation was
21 quite spartan in there, bunk beds and -- like metal bunk
22 beds and lino floors and things.

23 Q. Foot of that page, "Summary and recommendations", it
24 says:

25 "Keil School aimed to provide a family atmosphere

1 within which pupils could achieve their full academic
2 potential and in a wider context develop interests,
3 skills, maturity and self-confidence that would enable
4 them to make a worthwhile contribution to society when
5 they left school. Staff at all levels worked hard to
6 pursue these aims which were achieved with a very
7 commendable degree of success."

8 With the greatest of respect, that sounds like the
9 sort of thing you would find in a prospectus, not
10 an inspection.

11 A. Yes, yes. Yes, I -- I can't see why they came to that
12 sort of conclusion because it wasn't always the case.

13 Q. Not always, but presumably at times --

14 A. Yeah.

15 Q. If we go down to the foot of page 4, the final
16 paragraph, I appreciate, as teaching staff, the house is
17 not an area that you would know directly it would seem:

18 "The house staff's commitment to the pastoral care
19 of all pupils plays a key role in promoting social
20 cohesion and in liaising with parents. They gave high
21 priority to getting to know individuals, responding to
22 referrals and to meeting the concerns of parents. The
23 welfare of boarders was closely monitored. Sound advice
24 in subject choice was given by the depute head to all
25 pupils individually at stages of transition."

1 Et cetera.

2 A. Yeah.

3 Q. What do you think about that?

4 A. I know some housemasters were good at liaising with
5 parents, such as John McMurtrie, who was the housemaster
6 for day pupils. I don't know how the others were. They
7 may know the individuals, but I don't know if they
8 responded to the referrals. As I don't know what the
9 concerns of parents were, I can't really say whether
10 they actually met the concerns of parents.

11 I know Tom probably gave them sound advice on
12 subject choice because of his experience with SQA and
13 teaching at Arbroath, but how closely monitored they
14 were, I could not say. But I just know that in the
15 example I've given you where there had been bullying by
16 chiefs or deputy chiefs to pupils, that statement
17 doesn't fit in with that.

18 Q. Moving over to page 5 and halfway down the page under,
19 "Management and quality assurance":

20 "Senior management, comprising SNR and
21 SNR, provided strong leadership and infused
22 a sense of direction and purpose in the life of the
23 school. SNR had made a singularly
24 significant contribution to restoring the school's
25 credibility from a low ebb prior to his appointment

1 8 years ago. The changes in staffing and the
2 appointment of the SNR 3 years ago had further
3 strengthened its management and development; there were
4 many positive features including regular dialogue
5 between the senior management and staff on important
6 issues and an annual exercise in self-evaluation. There
7 were, however, few formal written policies on matters
8 relating to learning and teaching. Departments were
9 generally well led, but, in a significant number,
10 documentation of policy lacked sharp focus and the
11 monitoring of pupils' experience and evaluation of
12 courses lacked rigour.

13 All members of staff had a heavy workload and there
14 was little time for them to contribute to policy
15 formulation and management and to engage in curricular
16 development."

17 Again, that confirms the heavy load that teachers
18 had, particularly boarding staff. The strong sense of
19 direction and purpose, was that infused by the
20 SNR and SNR? Does that ring true with
21 you?

22 A. I wouldn't like to say what the sense of direction was,
23 no. I primarily was just there teaching my subject to
24 the best of my ability and to do as best as I could for
25 the pupils within my little domain. What the direction

1 and purpose was in the life of the school, I couldn't
2 actually sum up, really. I -- no, it doesn't mean much
3 to me.

4 Q. What about regular dialogue between senior management
5 and staff which suggests a two-way conversation?

6 A. It wasn't necessarily a two-way conversation. As they
7 say, the annual exercise in self-evaluation, what that
8 involved was that one night when you were on duty, you'd
9 go into CGC 's study with him and you'd have two
10 sides of A4 that you'd filled in previously with just
11 three headings of: what do you think you've achieved
12 this year, what do you want to achieve in the coming
13 session, and how can they help you achieve that, and
14 that was it. So that was the self-evaluation.

15 Q. In comparison with other schools, where does that stand?

16 A. It's probably gone too far in the other extreme now in
17 that in my last role as a principal teacher in Dundee we
18 had something like a six-hour -- two hours of
19 pre-evaluation, two hours of evaluation and two hours of
20 post-evaluation with each member of staff in the
21 department. It's a lot more rigorous now.

22 Q. If we can go to page 12 and the lower half of the page,
23 which is under the headline, "Support for pupils":

24 "The headmaster's aims for the ethos of the school
25 recognised the importance of meeting the personal,

1 social and developmental needs of pupils. While many
2 features of the life of the school demonstrated a very
3 high level of success in achieving these aims, the house
4 staff in particular played a key role in promoting
5 social cohesion, liaising with parents and providing
6 guidance and pastoral care."

7 And then further down, next paragraph:

8 "Pupils were well known by the house staff whose
9 involvement in the tutor groups which met weekly, late
10 afternoon activities and extracurricular activities
11 ensured that a rounded picture of each individual was
12 quickly established. The induction of new pupils, which
13 was thoughtfully organised, included conducted tours for
14 them and their parents and meetings with staff and
15 peers. Commendably, house staff provided a written
16 report to parents of all new pupils 6 weeks after they
17 had joined the school to indicate how they were settling
18 in to life at Keil."

19 Is that the picture you had of Keil at that time?

20 A. I think it would be true to say that the staff knew the
21 pupils well because in such a small school, there was
22 only 160 to 200 pupils, and you had a lot of contact
23 with your pupils. What you did with that knowledge or
24 whether you got knowledge of anything else that was
25 going on within the school from the pupils, I don't

1 think they trusted staff to tell them if anything was
2 going wrong. So although we knew the pupils fairly
3 well, whether they trusted us or disclosed things to us
4 if something wasn't right, I don't think they did.

5 Q. If we can go on to page 13 and the very foot of the
6 page, which is under the heading of, "Ethos":

7 "The ethos of the school was very good.
8 Relationships between teachers and pupils were generally
9 excellent and the predominant tone in classes was
10 purposeful and productive. High standards of behaviour
11 and application were expected and pupils responded
12 creditably. The loyalty of teaching and non-teaching
13 staff and pupils to the school was high."

14 That may bear out what you're saying about the "them
15 and us" mentality when the inspectors come in,
16 I suppose?

17 A. Yes, I mean, in terms of the classroom, there were very
18 good standards of behaviour. I mean, you -- I rarely
19 gave out any punishments, you didn't need to because the
20 boys behaved very well -- and girls -- in the classroom.
21 And they did work very well academically. But it was
22 what went on outwith the classroom in the evenings or
23 whatever was my concern.

24 Q. Just over the page, two-thirds of the way down, final
25 paragraph in this document, it begins:

1 "The school was characterised by a strong sense of
2 community, a friendly atmosphere and a concern for the
3 overall development of pupils as individuals. Courtesy
4 on the part of pupils and concern for others were
5 consistently encouraged and were evident in many
6 situations. The brochure's claim that the school
7 'enjoyed the atmosphere of an extended family' was amply
8 fulfilled."

9 Did it feel like an extended family to you?

10 A. Not really, no. No.

11 Q. I think returning to your statement, paragraph 52,
12 page 11, you confirm, as you've done already, that you
13 weren't involved in the day-to-day running of the school
14 and go on:

15 "If any child was being abused or ill-treated, I do
16 not think it would have come to light at or around the
17 time it was occurring. In my opinion, this would be
18 because there was a culture of distrust."

19 Why did you say that?

20 A. Well, I give -- I was looking at the Facebook page and
21 there was a comment from a pupil that was there when
22 I was there, [REDACTED], and making a comment that
23 people did complain about Bill Bain's behaviour and it
24 was dismissed. But also I gave you the story about when
25 there was bullying of a pupil in -- a 12-year-old pupil

1 when his hand was burnt by a chief, when
2 allegedly said to him, "Do not tell your parents about
3 it", that can't go down -- that doesn't exactly give the
4 pupils a sense that they should report things if they're
5 feel they're not allowed to tell their parents about
6 an incident.

7 Q. Just to read on from that paragraph:

8 "Staff, likewise, did not have trust in the Senior
9 Management Team because they would not take any relevant
10 action or would attempt to hide it."

11 And perhaps we can come on to look at the examples
12 in a moment.

13 It's 3.10, my Lady?

14 LADY SMITH: I think we probably ought to have a brief
15 break. There's just been a brief mention of a name of
16 another pupil who in fact is of course entitled to
17 anonymity, but I think everybody in the room probably
18 already knows that.

19 A. Sorry.

20 LADY SMITH: That is not a criticism of you, Rob, you
21 weren't to know. It's fine. I just need to mention it.
22 Very well, we'll have a short break now if that's all
23 right with you, Rob.

24 A. Yes.

25 LADY SMITH: I would like to give the stenographers

1 a breather, but we'll be back to hear more of your
2 evidence quite soon.

3 (3.10 pm)

4 (A short break)

5 (3.22 pm)

6 LADY SMITH: Rob, if you're ready, we can continue.

7 A. Sorry, the speaker was coming from behind me. Yes, I'm
8 ready.

9 LADY SMITH: It's the way the sound system works, you may be
10 hearing it from somewhere else. Are you ready if we
11 continue now?

12 A. Yes, I'm ready.

13 LADY SMITH: Thank you.

14 Mr Brown.

15 MR BROWN: Thank you.

16 Rob, we were talking about your lack of trust in the
17 Senior Management Team and we're going to look at the
18 episode that gave rise to that lack of trust. This is,
19 I think, set out at paragraphs 55, 56. This is going
20 back to 1991 and 1992, immediately prior to the school
21 inspection, in other words.

22 A. Yeah.

23 Q. Where you understood that a deputy chief had abused
24 physically a younger pupil and, as you say, he was meant
25 to be maintaining discipline but didn't have the

1 maturity or skill to do it properly but instead held
2 a lighter under a pupil's hand and burnt it.

3 A. Yeah.

4 Q. And the pupil went to matron and she treated a burn?

5 A. Yes.

6 Q. But then you go on:

7 "CGC must have heard about it and allegedly
8 told the boy not to tell his parents. Matron did not
9 listen to that advice and ..."

10 Did advise the parents and it then became more
11 widely known, is that --

12 A. Yes.

13 Q. Because what you do know, because you've said very
14 carefully about CGC allegedly telling the boy
15 not to tell his parents, but this was of subsequent
16 concern to the staff because there was a staff meeting?

17 A. Yes, I don't know whether it was a special staff meeting
18 or whether it was a staff meeting that was just going to
19 be held anyway, but at that staff meeting a number of us
20 tried to have a conversation about this was not the way
21 to handle the issue, we all had concerns about how the
22 issue was handled, and CGC refused to answer
23 questions about it and we had long angry silences where
24 we had a confrontation where he did not want to interact
25 and discuss the matter.

1 Q. You say it's the worst staff meeting you think you've
2 ever attended?

3 A. Definitely, yes.

4 Q. Over a career of teaching?

5 A. Yes.

6 Q. And you go on to say he didn't deny saying --

7 A. As far as I can recollect, he did not deny that he had
8 done that.

9 Q. Was SNR [REDACTED] there?

10 A. He was in -- I assume he'd be in the staff meeting as
11 well. I could see no reason why he wouldn't be there
12 either.

13 Q. Did SNR [REDACTED] take any different position?

14 A. It would be -- CGC [REDACTED] would be [REDACTED] the
15 meeting, and therefore we would just make our comments
16 and then CGC [REDACTED] would not really answer and then -- no,
17 but he -- as far as I can recollect, he didn't take any
18 different position.

19 Q. It's just you've talked about the Senior Management Team
20 SNR [REDACTED], who seemed to
21 operate with each other. Was there any resolution to
22 this angry meeting?

23 A. Not as far as I can recollect. I think we -- it was
24 just left with the situation and I can't remember that
25 the boy who -- the chief who held the lighter under the

1 boy's hand, whether he was disciplined or not.

2 Q. What was the impact on the staff who were complaining
3 about this?

4 A. We weren't very happy about it because I think the
5 majority of teachers go into teaching because they want
6 to do their best for pupils and we have -- we feel we
7 have a duty of care, and obviously that duty of care
8 wasn't fulfilled that time.

9 Q. And do you remember, was it ever followed up? Were
10 efforts made to calm the tensions?

11 A. Not that I can remember.

12 Q. Okay.

13 A. I think subsequently to that, and I can understand why,
14 the parents took their children away from the school --
15 because the boy had a wee sister -- I think they were
16 taken away from the school at the end of that session.

17 Q. You then go on in 57 and 58 to talk about another event
18 that you, I think, were told about by Tom Smith, which
19 was a relationship between a [REDACTED] teacher and a pupil?

20 A. Yes.

21 Q. Did you know anything about that or are you just
22 reporting what you were told?

23 A. I was reporting what I was told because it said there
24 were various concerns about the school. Again, I don't
25 know whether it was dealt with satisfactorily because

1 I don't know whether CQL was GTC-registered and
2 whether, if he was, the GTC were informed of the
3 situation.

4 The reason that it concerned me was that I was
5 giving the girl tuition, I was teaching the girl because
6 she was doing a crash O grade chemistry in her fifth
7 year so this -- she must have been in fifth year, so
8 yes, so she must have been in fourth year or coming into
9 fifth year when the event occurred, and my chemistry lab
10 was at the back of the school in the walled garden and
11 I would be alone in the room with her and so I had some
12 concerns about being -- if this had happened between her
13 and another teacher, that maybe if she had not been
14 telling the truth with the other teacher or whatever,
15 I mean, I felt it put me in a situation.

16 Q. All right. We would understand from your experience in
17 Australia you are very stand back?

18 A. Yes, yes, I mean, they'd be -- she'd been, like, well
19 away from me, but if you're alone in a -- I mean, a lot
20 of teachers say that you never close the door when
21 you're alone in a room with a pupil in terms of
22 protecting yourself, because although pupils can be
23 abused, some pupils have been known to make up stories
24 about members of staff.

25 Q. And did you keep doors open in that situation?

1 A. Well, there was no point because we were -- it didn't
2 matter whether the door was open or closed, we were
3 still that remote from everybody else anyway.

4 Q. Did the school do anything about that in trying to learn
5 from the experience, share with staff their
6 responsibilities?

7 A. Not as far as I know. It was just CQL mysteriously
8 disappeared one day and this was the story that we were
9 told.

10 Q. You say there was a sense of shock amongst the other
11 staff, but that was never addressed by management?

12 A. No. I mean, [REDACTED], who was the subsequent
13 [REDACTED] teacher, came along and started the next session.

14 Q. So it was just a question of sorting the problem by
15 replacing the teacher?

16 A. Yeah.

17 Q. I think we then move on to your concerns, and this was
18 in your first year at Keil, boys do come to you, as we
19 see at paragraph 60, and complain about being bullied by
20 chiefs and deputies in their house and you went to the
21 housemaster to raise the issue and your impression, you
22 say, was that the complaint was not dealt with by their
23 housemaster and the boys came off worse because they
24 were victimised.

25 A. Yes. I think they were -- I think he probably said to

1 the chiefs, you know, that these boys have complained
2 and therefore the chiefs would ensure that the boys
3 didn't complain again.

4 Q. How did you learn that?

5 A. I'm just -- I assume that's what happened, but they
6 never came back to me to say anything subsequently.

7 Q. You go on to say:

8 "I regretted telling the housemaster anything about
9 it."

10 There must have been some reason why you regretted
11 it?

12 A. Just my impression was the bullying didn't stop.

13 Q. And you go on to say:

14 "The other members of education staff [so, in other
15 words, the day teachers like you] were of the opinion
16 that this was the general attitude within the boarding
17 houses."

18 A. Yeah.

19 Q. And then you go on:

20 "Sadly, a number of years later I remember seeing
21 the pupils who complained of being bullied and thinking
22 that they were the bullies now."

23 Why did you think that?

24 A. Because I saw the way they dealt with younger pupils and
25 it was -- it wasn't a way that I thought was a good way.

1 Q. What were your thoughts about that?

2 A. I just thought the system sort of reinforced itself,
3 that pupils who were bullied when they were younger felt
4 that this was the normal way that things happened, so
5 when they became in a position of power, they thought
6 that this was the way that they should behave as well.

7 Q. Learned behaviour?

8 A. Yes.

9 Q. And you go on to say that you are not aware if any of
10 the complaints that were ever made were recorded
11 anywhere. As far as you were aware, was there any
12 mechanism to record?

13 A. Not as far as I was aware.

14 Q. The Inquiry knows, because you provided us with a copy
15 of the school discipline routine, WIT-3-000000718, and
16 as we've agreed, this is, as we see on page 10, final
17 page, revised August 1993, so it existed clearly before
18 August 1993 if it's revised. Page 2 of the document,
19 which is the first set of rules:

20 "At Keil you are expected to act with consideration,
21 courtesy and respect for other people, their property
22 and the environment. Pupils must do nothing likely to
23 bring themselves and their school into disrepute. Any
24 form of bullying is completely unacceptable."

25 A. Yes.

1 Q. So it was there in printed form.

2 A. Yeah.

3 Q. What was in place practically to give effect to that?

4 A. Nothing, as far as I can remember.

5 Q. Sorry?

6 A. Nothing as far as I can remember.

7 Q. There is reference, obviously, to bullying, but I think
8 if we go to 65 on page 14, that's paragraph 65:

9 "As for 'abuse' being defined within the school,
10 I can say that this was not even a word that was used
11 during my time at the school, let alone have
12 a definition."

13 And you observe that it was really for the Senior
14 Management Team --

15 A. Yeah.

16 Q. -- to generate any relevant conversations on the
17 subject.

18 A. Yes, and, I mean, going back to the story about the boy
19 with the burnt hand, it was obviously the team -- well,
20 to me it appeared that senior management didn't want to
21 talk about things like that. So it wasn't an issue that
22 I would raise myself.

23 Q. So can we take it that from those two experiences --
24 your first year when you report boys to a housemaster
25 for bullying and your perception is that that is having

1 a negative effect, it's not achieving anything
2 purposeful, and then with an attempt to cover up abusive
3 behaviour, by today's language -- the Senior Management
4 Team are not being remotely proactive, if anything the
5 reverse.

6 A. Yes.

7 Q. Did you feel there was any point in reporting things?

8 A. Well, no. I thought there was no point at all reporting
9 anything, because I wasn't confident that it would be
10 dealt with in a way which would be beneficial to the
11 person who was a victim.

12 Q. You've talked about that ill-tempered staff meeting.

13 Was that the perception of other staff too?

14 A. I would have thought so. I can't see why it would not
15 be. I would have thought that any reasonable human
16 being would have thought that it wasn't the right thing
17 to do.

18 Q. So presumably at this period, '89 to '95, that you were
19 there, staff would be aware, broadly, that there was
20 little point in raising complaints?

21 A. Yes.

22 Q. Even when there was a new head?

23 A. I don't -- I think I would have -- even when there was
24 a new head, the complaints would have been dealt with
25 by -- normally through the line that we had before in

1 terms of the boarding house staff.

2 Q. And [REDACTED] the Senior Management Team --

3 A. Yes, was one of the boarding house staff.

4 Q. And he's SNR [REDACTED] and he hasn't changed?

5 A. Yes.

6 Q. And he, from what you were saying earlier, was de facto

7 running the everyday school?

8 A. Yes.

9 Q. Thinking back, do you think that culture of not

10 complaining was helpful?

11 A. No. Because I think things happened and a certain

12 section of the pupils suffered because of it.

13 Q. And I suppose, thinking theoretically, potentially

14 abusive staff would know that --

15 A. Yes, yes, that they could get away with things which

16 maybe they couldn't if it was -- if management had been

17 more proactive in safeguarding the children.

18 Q. We know that in the mid-1990s there was greater or

19 growing emphasis on pastoral care and children's

20 welfare, and you've agreed that that was so. What about

21 specifically child protection? Did that feature in your

22 time at Keil to any material degree?

23 A. The only time when I had to -- I was involved with child

24 protection was when I was a Duke of Edinburgh assessor,

25 which meant when people were on expeditions, I'd go

1 along to assess them to see if they'd been competent in
2 their expedition, and because I was a Duke of Edinburgh
3 assessor in about 1993 or 1994, I was -- what's the
4 name? The document that you have to go -- Police
5 Disclosure Scotland. So I had to go through Disclosure
6 Scotland to say that I was of -- you know, a safe person
7 to be around children.

8 Q. Was that a requirement by the Duke of Edinburgh
9 organisation?

10 A. That was a requirement by the Duke of Edinburgh
11 organisation because they realised that child protection
12 was an issue, whereas there was nothing like that at
13 Keil.

14 Q. I think in relation to Duke of Edinburgh, one of the
15 things that you took over was the Duke of Edinburgh
16 responsibility because that's something you had done?

17 A. Yes, in my school in Australia, in SCECGS, I had done
18 that for a number of years.

19 Q. And you took over from Bill Bain?

20 A. Yes.

21 Q. Who, when you arrived, was the person doing Duke of
22 Edinburgh?

23 A. Yes.

24 Q. At that stage, was there any requirement for disclosure?

25 A. No.

1 Q. You talk about Bill Bain in pages 17 to 18. Head of
2 physics, so presumably as head of chemistry you and he
3 would discuss matters scientific?

4 A. Yes, yes.

5 Q. From an academic point of view, though having taken
6 over, he was still involved in the Duke of Edinburgh?

7 A. I had him along as a helper on some day expeditions, but
8 he never came out on an overnight expedition with me.

9 Q. All right. Prior to you coming, had he been taking boys
10 out on overnights himself?

11 A. Yes, but maybe the way he organised it, he wasn't always
12 sleeping out there with them. So sometimes, again
13 because it's a shoestring thing, he would give them --
14 they would get the train out somewhere and they'd do
15 their walk and then he would go and visit them to make
16 sure they were okay and then come back again so he
17 wasn't always with them overnight.

18 Q. From your perspective, and you talk about a particular
19 episode, and we'll come to that in a moment, he was
20 a housemaster?

21 A. Yes.

22 Q. Did you have any sense -- and this is you and the
23 teaching staff rather than house staff -- of the way he
24 ran his house? Was that something that was the subject
25 of discussion?

1 A. Not greatly, no. I mean, I remember when my wife first
2 saw him and she noted that maybe his attire, because he
3 wore shorts, which were for the late '80s, early '90s,
4 were very short and very skimpy, made him look a bit
5 dodgy, but no, we didn't really discuss how -- his role
6 in the house. No.

7 Q. Where was he wearing shorts?

8 A. Oh, when he was doing his rugby practice. She visited
9 the school when he was -- either a rugby match or rugby
10 practice, and he was wearing -- he had very skimpy
11 shorts on, which wasn't the -- more '70s rather than
12 '80s.

13 Q. But enough to attract your wife's attention?

14 A. She made some comment.

15 Q. Yeah. The word she used was "dodgy"?

16 A. Yes.

17 Q. Right. But then you, continuing the sartorial theme, on
18 one of your walks in Strathyre with the Duke of
19 Edinburgh, on a path that leads to the summit of
20 Ben Ledi, you came across Bill Bain?

21 A. Yes. So I was leading -- Sam and I were there with
22 a bunch of four or five boys, she was along because
23 sometimes it was the only way to get to see me at
24 weekends if she came along on the walk as well, and we
25 came round the corner and there was Bill in a pair of

1 speedos taking photographs of, I think, a 12-year-old
2 boy who, from my memory, I can't remember his name but
3 I would have put him in the vulnerable category.

4 Q. Why?

5 A. Because of his history. I can't remember the specifics,
6 but because of his history I thought he was quite
7 a vulnerable boy that if you were going to pray on
8 someone, that would have been someone that maybe you
9 would have picked. I don't know. But the boy was
10 sitting fully clothed on a rock and Bill was taking
11 pictures of him. One of the boys in my group said,
12 "It's Blinky Bill up to his tricks again."

13 Q. "It's Blinky Bill up to his tricks again."

14 A. Yeah.

15 Q. Was "blinky" the word used?

16 A. I think so, yeah. No, that's -- yeah.

17 Q. What did you take from "blinky"? What did that mean?

18 A. I don't know, I thought maybe it was a character from
19 some cartoon or something, I don't know.

20 Q. Sorry, since you've given the detail about the skimpy
21 shorts, were these speedos skimpy too?

22 A. They, they were skimpy -- they were like, as they term
23 in Australia, budgie smugglers.

24 Q. Thank you. You say you spoke to him. He didn't seem
25 embarrassed in any way?

1 A. No, no, he just said hello and all that sort of things,
2 and he said he was out for a walk with this boy. That
3 was it, really.

4 Q. You say this was some time between 1992 and 1994?

5 A. Yes, it was, I think, probably later in my time at Keil.
6 I have looked through -- for my mountain leadership
7 certificate I normally keep a log of all the walks I've
8 ever done and I've scanned through it -- well, I looked
9 through it but I couldn't find the actual date of the
10 walk, but it was about that time.

11 Q. As we know, you didn't report this?

12 A. No. No, that's one thing which in some ways -- in a way
13 I do feel guilty about, because in this day and age
14 I would have definitely reported it because I'd know at
15 this point in time something would be done about it,
16 and -- but at that point, I felt that I don't -- I don't
17 think it would have been dealt with in a way that would
18 have resulted in anything, because I knew people would
19 say, "It was just a hot day, a hot day in June, he's
20 just there, what's the problem with that?" But to my
21 mind it was suspicious at the time.

22 Q. And obviously you have the benefit of knowing that he
23 was jailed for over six years.

24 A. Well, at that point, no.

25 Q. No, but now you have the benefit.

1 A. Now in hindsight, yes. But when his case came up and he
2 was jailed, I thought, well, yes, maybe there has been
3 justice in the end.

4 Q. But you still feel guilty about not reporting it?

5 A. Because -- I don't know, between that time and the time
6 when he was jailed, I don't know how many other boys
7 he's abused. And had something been done then, maybe
8 other victims wouldn't have had to suffer.

9 Q. Is that something you think about often?

10 A. Yeah, I do.

11 Q. Did you discuss that with any of your colleagues?

12 A. I may have discussed it with a couple of the day staff
13 or -- that were there, but it wasn't something I was
14 discussing in the staffroom because some of the other
15 colleagues may have taken his side or whatever, I don't
16 know, or -- I didn't feel comfortable talking about it
17 with some of the other staff.

18 Q. Did he do anything else that either caused you concern
19 at the time or with hindsight?

20 A. Not as far as I can remember. That was the most blatant
21 thing I remember.

22 Q. You were also asked about a teacher we've touched on,
23 'Richard'.

24 A. Yes.

25 Q. And this is [REDACTED] teacher who took the job that you

1 wouldn't take?

2 A. Yes.

3 Q. Which was housemaster of the girls' house?

4 A. Yes.

5 Q. Did the fact that he took on a job that you weren't
6 happy cause you anxiety at all?

7 A. I just wondered how parents would react to that.

8 I mean, I just thought if I was a parent, would I want
9 my child who was a girl looked after by a man in his
10 30s? I couldn't see how they -- so yes, it did give me
11 a concern.

12 Q. But so far as he was concerned, did you see anything
13 that caused you concern?

14 A. I -- with 'Richard', I didn't see anything. I mean, he
15 was quite -- he was -- because he was in the school --
16 he was the [REDACTED], he taught [REDACTED] and also he was
17 involved in the school [REDACTED], I think he was
18 closer to the pupils than I would have been, because
19 obviously if you're working in that sort of situation,
20 you know, in a [REDACTED] situation, they tend to have
21 a slightly different relationship to a classroom
22 teacher. And I mean this as no criticism of him, but
23 all I can say, you know, he had a camp manner, which
24 I mentioned, I think, in my statement, but there's
25 nothing wrong with that.

1 Q. But you found his perhaps more casual approach to pupils
2 because of the nature of jobs he did --

3 A. Yeah.

4 Q. -- different to what you would have done?

5 A. Yeah, yeah, yeah.

6 Q. But either way, the Senior Management Team were happy
7 with him?

8 A. Yes, yes. They made, as far as I know -- yeah.

9 Q. Okay.

10 A. And I -- he -- I think he organised the [REDACTED]
11 [REDACTED] in his spare time prior to coming to the school
12 and his excuse for leaving at the end of his time was
13 that he was going back to do work on that.

14 Q. Sorry, was that [REDACTED] or --

15 A. [REDACTED] in Sussex, because I think he originally,
16 before he came to -- is that too much -- he came from
17 the Sussex area.

18 Q. Thank you. He didn't stay that long in the school?

19 A. He can't have stayed that long in the school because
20 I think [REDACTED] came to replace him after
21 a couple of years.

22 Q. You chose to leave the school. Why was that?

23 A. I had made a couple of attempts to leave the school
24 because I was not happy, as you may -- by my statement
25 you can see I wasn't happy there. So I applied to join

1 the HMRC and I got to a second interview, but when I was
2 at the second interview I just thought, looking at the
3 person who was interviewing me, they were stuck in
4 a room all day just looking out of a window and
5 I thought this isn't the sort of thing that really
6 inspires me. I'm a people person and I like interacting
7 with other people. So I didn't take that any further.
8 But I also applied for a job at the High School of
9 Glasgow, where I got to the shortlist and there was just
10 two of us interviewed. The other person had a PhD
11 qualification and they got taken on instead of me.

12 Q. Were you alone in wanting to move away from Keil?

13 A. No. I think there was a number of other people looking
14 for jobs most of the time I was there.

15 Q. For the same reason as you: they weren't happy with the
16 environment?

17 A. Yes. They may not have been happy as much with the
18 environment as because, as well as the atmosphere there,
19 the workload was quite high because you were expected to
20 have an extracurricular involvement, so your weekends
21 were never your own. So either you were doing rugby or
22 in my situation I was doing Duke of Edinburgh. So in
23 1995 my wife got a job as research scientist at the
24 Dundee University, so I was quite happy that she went
25 for it and we could move across the country and then

1 I would apply for a job around Dundee.

2 Q. Was there a perception that getting out of Keil could be
3 difficult?

4 A. Well, a number of people remarked to me that they felt
5 that maybe their references weren't always as good as
6 they could have been.

7 Q. Who was writing the references?

8 A. Well, either SNR [REDACTED] or SNR [REDACTED], which would
9 have been [REDACTED] or CGC [REDACTED] or Tom or John in the later
10 time.

11 Q. And was there a perception as to why that would be
12 taking place, why these references weren't as good as --

13 A. Because it may be that they wouldn't be able to get the
14 staff to replace the staff that were there. So -- but
15 again, that's a perception rather than an actual --
16 I can't say it with any fact. But I know that because
17 when Sam got the job in Dundee, I knew I was going to be
18 moving in the August and I didn't have a job to go to
19 but I had to -- because there was a three-month period
20 of notice, I had to give my notice in at the end
21 of March. So when I was applying for jobs after that,
22 such as Bell Baxter, there was no point in -- if there
23 was anyone thinking that by negating a reference they
24 could keep me there, they knew I was moving anyway, so
25 there was no point.

1 Q. But that was the perception, right or wrong, that was
2 what people felt?

3 A. Yeah, yeah.

4 Q. When you got the job in Bell Baxter -- which is a school
5 in Cupar, I think?

6 A. Yes.

7 Q. Did that feel -- you've talked about feeling as if you
8 were going back in time going to Keil. What did you
9 feel when you started in Bell Baxter?

10 A. It was like walking to the heaven, actually. Well,
11 apart from that it doesn't rain as much in the east as
12 it does in Glasgow. Just that you felt that everybody
13 there was basically on the side of the pupils rather
14 than just being on the side of the school. I mean,
15 you -- if I had the -- a problem with someone in my
16 register class, I could go along to the guidance teacher
17 and there would be something done about it.

18 Because there was a system -- because in Scotland
19 there's been, I think since the '70s, there's been
20 a system of guidance teachers, where for every year
21 group or group of pupils there is a teacher who is
22 dedicated to them pastorally, and those people in my
23 last school had a 0.7 teaching timetable and then the
24 rest of their time was meant to be looking after pupils
25 pastorally.

1 Q. And at Keil?

2 A. No.

3 Q. That didn't exist?

4 A. No, that didn't exist. So we're going back to the --

5 when I got the job at Bell Baxter, I have to say how

6 **QTW**, who we've talked about before, made some

7 comment which wasn't very nice because I managed to get

8 a job away from Keil and he hadn't, which he was --

9 I think he was jealous of the fact that --

10 Q. You'd got out?

11 A. I'd got out, yeah.

12 Q. Now, again, just the perception seems to be that the

13 school was what mattered, from what you just said over

14 the last couple of minutes, Keil School was the focus,

15 not anything else, keeping it going?

16 A. In terms of the management, yes.

17 Q. That's all that mattered?

18 A. Yeah.

19 Q. And having a good impression of it?

20 A. Yes. Because obviously it's a business concern, not

21 just an educational establishment.

22 Q. If we can just finish -- because you talk about the need

23 for having properly trained and vetted staff and various

24 thoughts which we can read, but I'm interested as to why

25 you made contact with the Inquiry.

1 A. Well, we've on a regular basis had a reunion of staff.
2 The last time I think was something like 2009, and then
3 just before lockdown, QTW [REDACTED] was organising
4 a reunion and obviously events overtook it and we had to
5 cancel it. And I phoned him up, because he stays down
6 south, and we were having a conversation and we
7 mentioned Bill Bain and whether he knew about Bill Bain,
8 and he did, and I also mentioned did he know about Keil
9 being in the Inquiry -- because I thought being down
10 south, local papers there wouldn't actually carry
11 Scottish news -- and he did know and he said he knew
12 because Tom Smith had asked him to make a submission to
13 the Inquiry in a positive light.

14 I didn't think it was right that someone, Tom Smith,
15 should try and influence the inquiry by asking other
16 people to make positive statements, so I thought I've
17 never -- well, I've never been happy with my time
18 professionally at Keil because I don't think it was
19 doing what I came into teaching for in a lot of time,
20 and so I felt that I would make a statement to the
21 Inquiry about my experiences there so it gave the
22 Inquiry a better understanding.

23 I mean, some kids had a good time there, most kids
24 did, but there was obviously vulnerable children there
25 who were -- either suffered by the hands of their peers

1 or, as we know, by -- in the hands of some of the staff.

2 Q. In your conversations with QTW [REDACTED], just to be
3 absolutely clear, Tom Smith was trying to organise
4 statements to be submitted?

5 A. He was trying to organise a statement from QTW [REDACTED], as
6 far as I know. I don't know whether he actually asked
7 anyone else at the time because I just -- because we
8 didn't have any reunion, I couldn't see -- I haven't
9 seen anyone else since then so I've had no chance to ask
10 them.

11 Q. But the statement was to be a positive one?

12 A. Yes.

13 Q. That was the request?

14 A. Yes, yes.

15 Q. We've had statements from a number of teachers, both
16 taken by the Inquiry but produced voluntarily by
17 a number of teachers who, I think it's fair to say,
18 because we've been listening to some and we'll listen to
19 more tomorrow, express astonishment at Bill Bain
20 behaving as he did. They can't believe that their
21 colleague was capable of that. Does that surprise you?

22 A. It does, especially if they were members of the boarding
23 staff, because if you were in that pastoral situation,
24 you would have thought that if pupils could trust you --
25 or even if you just overhear what pupils say, because

1 a lot of the time as a teacher when you're doing
2 out-of-class activities, like me on the Duke of
3 Edinburgh, I overheard the boy making the comment about
4 Bill being at it again, Blinky Bill being at it again.
5 Obviously if you're in the boarding house talking to
6 pupils or whatever, you must hear chatter, that if
7 there's something going on -- if you're doing your job
8 properly.

9 Q. And I think, as you know from online searches, you made
10 reference to this earlier, you understand that there
11 were complaints but nothing was done?

12 A. Yes.

13 Q. You've read that online?

14 A. I've read that online on Facebook that a pupil who
15 I knew -- well, no, I can remember, who was there at my
16 time, had made those comments.

17 Q. And, like your experience of the boy whose hand was
18 burnt, nothing was done.

19 A. Nothing was done, no, no.

20 Q. Is there anything else you would like to add?

21 A. I think we've covered everything I put in my statement
22 and the points I would want to make. But I just wanted
23 to say my piece because, as I said, I felt guilty that
24 I couldn't say anything or I didn't say anything at the
25 time, and that pupils who have suffered should have,

1 from us, an apology or an understanding that we are
2 responsible for that.

3 And I noted that when you had the original hearings
4 talking to headteachers earlier in the year, of all the
5 other schools like Morrison's and Fettes and Loretto,
6 their headteachers made an apology for what had happened
7 to their pupils, whereas the person who's on the Trust
8 of Keil didn't make an apology, he just denied all
9 knowledge of it going on, and I think that is wrong.

10 I mean, I thought the headteachers were very good
11 because they said, "We weren't there, but we are sorry
12 for what's happened", and obviously things have happened
13 at Keil and I don't think we can just say we didn't have
14 any knowledge of it.

15 So thank you for letting me say my piece.

16 MR BROWN: Thank you. My Lady.

17 LADY SMITH: Thank you. Rob, that does complete the
18 questions we have for you. Thank you so much for
19 deciding to get in touch with the Inquiry, and not only
20 just getting in touch but providing such a carefully
21 thought-out statement and engaging with us today. Your
22 evidence has been enormously helpful and it is of great
23 assistance to the work that we're doing here so I'm
24 really grateful to you for that. I'm sure it will have
25 been draining for you to do this --

1 A. Yes.

2 LADY SMITH: -- but be assured that it has been worthwhile
3 for us.

4 A. Thank you.

5 LADY SMITH: So thank you, and I'm now able to let you go.

6 A. Okay.

7 (The witness withdrew)

8 MR BROWN: My Lady, tomorrow: two more live witnesses and
9 a block of read-ins in between.

10 LADY SMITH: Thank you very much. I'll rise now for the day
11 and sit again at 10 o'clock tomorrow morning.

12 (4.04 pm)

13 (The Inquiry adjourned until 10.00 am
14 on Wednesday, 3 November 2021)

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