

Scottish Child Abuse Inquiry

Witness Statement of

CDC [REDACTED]

Support person present: No

1. My name is CDC [REDACTED]. My date of birth is [REDACTED] 1970. My contact details are known to the Inquiry.

Background

2. I was a day pupil [REDACTED] in Edinburgh from the 1970s to the 1980s. I lived with my parents and family.
3. I was asked to leave [REDACTED] just before my fifteenth birthday. I was in Year 4, which was the year I was to sit my "O" Grade exams. They didn't expel me. I was just asked to leave because of my behaviour.
4. My parents made enquiries with other schools and decided to send me to Keil School in Dumbarton. I think there was only a two-week period between my leaving [REDACTED] and starting at Keil.
5. I ended up as a boarder at Keil for one year. I left around my sixteenth birthday.

Edinburgh

6. I contacted the Inquiry primarily to give information about abuse at Keil School. I wasn't a boarder at [REDACTED] but some of my friends were and there is some information I want to share about the school.
7. [REDACTED] was a culture within itself in Edinburgh. I think it liked to project itself as quite a progressive school. It didn't practise corporal punishment, but there was a lot of bullying at the school. I was very unhappy at [REDACTED]. I felt that I was treated differently by the teachers. It was almost like they had an attitude towards me of judgement, like there was something wrong with me. I was feisty and would argue back.
8. I felt that some of the teachers were very, very unfair and were bullies. To try and understand it, you try to get into the psychology as to why adults do things to children. I came from a middle-class, Edinburgh family and I suppose the perception would have been that I had privilege. I was at a posh, private school and it appeared that all my needs were being met. I think that can foster attitudes of jealousy, resentment and judgement sometimes.
9. Also, I now think that the way I was treated by some of the teachers was down to sexuality. I can look back now and think that some of them were attracted to children. As for the other teachers, I think that they had some kind of disorder, or they were not very nice people and liked bullying children.

Abuse at [REDACTED]

10. There was no sexual abuse that I was aware of, but I had friends in the eighties who told me about physical assaults that they were subject to as boarders.
11. A close friend, [REDACTED] in my year [REDACTED] described to me an incident in which he was seriously assaulted by four members of the [REDACTED] staff in one of the

██████. The teachers responsible were CFY ██████, CFZ ██████, CGA ██████ and CGB ██████. CGB ██████, CFY ██████ was the head of the boarding house in the mid-eighties. CFZ ██████ was head of the ██████ department, CGA ██████ was a younger ██████ teacher, and CGB ██████ was an ██████ teacher. They were all bullies. The physical abuse ██████ took place in private. It would not have been tolerated in public. Those teachers would have been sacked if they had been found out.

12. I also remember CFY ██████ throwing me around his office in the school when I was about thirteen or fourteen. I think I had been caught drinking. That's the one memory I have of feeling scared ██████ because someone was threatening me. In general, I think we were quite well protected because there were so many parents who were in positions of power, so they couldn't get away with abuse. The kids at ██████ probably would have been believed if they had told their parents.

Keil School, Dumbarton

13. I think I joined 4th year about a month into the term. I had just turned fifteen. Keil was my first experience of being away from home for schooling.
14. I remember going for the interview at Keil about a week before I started. I was introduced to SNR ██████, CGC ██████, who was this educationalist and respected SNR ██████ from ██████. I remember feeling welcome.
15. It was explained to my father at the interview that there was a small element of corporal punishment at the school. I remember it being noted by my dad, because I can remember noting it myself. I wasn't really sure what it meant. I knew what the cane was and knew of the tawse and belt, but there was never corporal punishment at ██████, so I'd never been hit.
16. My dad had begun to hit me when I was about eight or nine, but it was more to shock than to hurt me. He stopped that, which is interesting because he must have made a

value judgement based around violence and stopped. My mum sometimes hit me in her frustration, but again I don't feel that she abused me.

17. My mum just deleted what CGC [REDACTED] said at the interview about corporal punishment. She didn't respond when she heard it. My dad made some type of non-verbal, disapproving, dubious look to CGC [REDACTED]. It wasn't a collusive look.
18. Keil School was a grandiose kind of manor house, which was situated on the outskirts of Dumbarton. It was on a hillside on the edge of the River Clyde. There were three boarding houses, two of which were for boys aged between thirteen to eighteen, and the other was for the junior boys, aged about eleven or twelve. Mason House was the junior house and the other two were MacKinnon House and Islay Kerr House. I was placed in Islay Kerr simply because that's where they had space.
19. There were two hundred boys and eight girls in the school. [REDACTED] had been completely co-educational, so it was quite a different environment from what I was used to.
20. The housemaster in Islay Kerr House was CDK [REDACTED]. He'd been at the school for about twenty years. He lived in the house with his wife CGD [REDACTED]. I think his son, [REDACTED], lived there too. [REDACTED] was just beyond school age. I had been introduced to CDK [REDACTED] at my interview. He was an [REDACTED] teacher. His nickname was CDK [REDACTED], which had something to do with his [REDACTED] accent. He was about 5 ft 8 inches and was a wiry, grey-haired, eccentric looking man with glasses. He was in his late forties or early fifties. I wouldn't say he was dislikeable in his front-of-house persona. You could speak to him, but he had another side to him.
21. The deputy housemaster was CFJ [REDACTED]. He was also English. He taught [REDACTED] and lived alone in a flat on the middle level in Islay Kerr. He was very much on the periphery, like a lurker. That was my impression of him when I was fifteen. At that stage of your adolescence, people are looking at you sexually and you become aware of that, even although I had no sexual experience at that age. My instinct with CFJ [REDACTED] was that I knew how he was looking at me, and because he was aware

that I knew, I believe he was scared. From about the age of twelve, you become aware of people sexualising you as your adolescence is emerging. I was really tuned into this as a young adolescent male.

22. The teachers in Keil were called masters, and you had to address them as “sir”. I had never done that before. This was proper old school culture of power and hierarchy. It was amusing to me. You couldn’t be cheeky, but there was a slight irony you could use subtly. I’d get raised eyebrows for that.

Routine at Keil School

Daily routine

23. Islay Kerr House was a Victorian house which had been converted into a boarding house. It was grandiose with opulent features. My dormitory, which had previously been a lounge, was on the ground floor and had an inglenook fireplace. I was introduced to the boys in my dorm the moment I arrived. Largely everyone in my year was lovely. There was really only one in my year who was a problem.
24. I shared a dorm with five others in my year group. We would get up in the morning between seven and half past seven. We had to do an ‘orderly’ first of all, which was a set task of cleaning an area in the house for half an hour before breakfast. Keil had originally serviced the educational needs of the armed forces personnel to an extent. It therefore had this kind of background of discipline, and part of that was that we had quite a regimented day. That was the culture.
25. You’d get up, get dressed, brush your teeth and then go and do your orderly. There was a communal bathroom and quite a big shower room in the basement with about three or four showers. There was also a washing machine, drying room and boot room for rugby boots down there.

26. There was another boot room on the ground floor where you put your slippers on when you came in. My orderly was to clean that room, which was one of the worst jobs in the house as it was always messy. The boot room was right next to what they called the 'Big Six', which were six toilets. That was the worse orderly in the house. I think I kept the boot room as an orderly all through 4th year. I think I did the stairs as an orderly in 5th year.
27. After the orderly, you'd go for breakfast at eight o'clock in the main house, which was called School House. It was a five-minute walk across the grounds from Islay Kerr. You'd come back to your boarding house after breakfast to get your kit and then go for lessons at nine o'clock.
28. We did lessons until about twelve or half past twelve and then had lunch. It was a normal school curriculum. I did eight subjects. I don't think the standard of teaching at Keil was necessarily as good as the teaching at [REDACTED]. I think there were different levels of ability and competency within the teaching team. There was some deadwood and also some engaging and passionate teachers.
29. They had like an army training corps you could participate in. Basically it involved doing jobs around the school, such as sweeping up leaves and cleaning the grounds. They called it 'NH'. You could get 'NH' as a punishment and could also elect to do it in the afternoons instead of sport.
30. After lunch, you'd have a couple of hours of doing an activity like rugby and cricket, or 'NH' if you didn't play sports. There weren't that many people who didn't play sports, as you'd get bullied if you didn't. You'd then go back into class about half past three or four o'clock and have another two lessons before supper.

Prefects

31. The first term was quite shocking for me in some ways. Keil had a system of prefects. They called their prefects 'chiefs'. There was a senior chief, who was head boy, and then maybe eight or nine other chiefs who were in the 6th form. Then there

were deputy chiefs and there was another rung of privilege below that, but I can't remember what they were called. I think they were maybe 'house deputies'. The chiefs and deputy chiefs were 6th formers and the others were 5th formers. They effectively had power in the school.

Mealtimes

32. We always ate our meals in the school dinner hall at tables they called 'squads'. The squads had one or two people from each year in them and a chief who sat at the end of the table. You'd stay in that squad for the whole year, so you got to connect and socialise with people from other houses and years. It worked well. I remember my squad leader really well. He was a kind, funny guy. He helped me feel more comfortable at Keil. I have fond memories of some of the guys there.

Prep

33. After supper in the evenings, you had around thirty minutes to get yourself sorted for prep. 'Prep' was the formal name for an organised period when you sat at your desk and did homework with your year. It was done in silence and a chief supervised it. There was also a supervising master.

Home visits

34. We boarded at weekends and went home maybe once or twice a term. I was quite grateful to be away from home. I felt that I was going to get more freedom at school than at home. We were allowed to go into Glasgow on a Saturday.

Healthcare

35. The sick bay was in the main school building. The matron looked after our health needs. A new matron came in while I was there. Her name is Amanda Purvis. She was in her late thirties, possibly early forties at the oldest. She was lovely. She provided treatment for our hands when we were beaten. She knew I wasn't happy at

Keil, and she was really concerned about me. I think she knew I was really vulnerable. She cared and she spent a lot of time with me.

Bullying at Keil School

36. There was a lot of bullying at Keil. There was bullying from masters to boys, prefects to boys and boys to boys. Some of it was accommodated by masters but would be challenged if it went too far.
37. In my first week, you had to muster in the gym for assembly in the morning after breakfast and muster again before every meal. You'd arrive in the gym to this kind of anarchic scene of boys everywhere, all shouting and fighting. It was really quite a scary and shocking environment. Suddenly I was in this environment of all these guys of different ages going through this socialisation thing. You had to cope with this high-stress, quite violent situation where guys were kind of pushing your boundaries and trying to psyche you out. You had to command your space, stick up for yourself, be assertive and also be nice at the same time. This was the scene until they did a roll call and we'd get into our lines of squads and traipse through to the dinner hall.
38. After you played three matches for the rugby 1st XV, you got different socks which had a solid coloured bit round the top. The normal school socks just had a little hoop around them. This is what identified the 1st XV from the other rugby players. The ceremony to get your socks involved taking a beating from the whole school. I saw that happen in the first week. The bravado of taking a beating meant that you deserved your socks. You were supposed to command respect if you had your socks. That was the culture.
39. The masters would go out when the beating was happening, but they knew it was happening. It was a school ritual. You weren't supposed to break bones, but it wouldn't be pleasant. There probably wouldn't be any tears, but the boy taking the beating would get hurt.

40. A guy in my dorm, [REDACTED], was a very disturbed teenager. He was the son of an oil baron from Nigeria. He was a white racist and really violent guy. He seemed to take pleasure in hurting people. He tried to bully me, but he realised I was feisty and would hit him back. He colluded with a 6th former, [REDACTED], who was one of the deputy chiefs. [REDACTED] tormented me for two terms. He was horrible to me all the time. I eventually reported him because he punched me in the face one day. I told CGC [REDACTED] and [REDACTED] left me alone from then on. It was very difficult for me up until that final confrontation.

Discipline at Keil School

41. I was aware that there were different implements that different masters used to punish boys. There were some archaic relics within the school teaching team who were very practised in the administration of punishment. One of the implements used was a leather strap with a piece of metal sewn into it to make it heavier. This is like getting into medieval torture implements when you look at it in the cold light of day. They were designed specifically to administer pain.
42. CGC [REDACTED] said at my interview that there was a small element of corporal punishment at the school. I don't accept that. The threat of corporal punishment was always present and how that punishment was used was random depending on who was choosing to use it. Some masters didn't use it because of their values, and other masters used it with pleasure. I think CGC [REDACTED] colluded in the excessive use of corporal punishment.
43. The discipline in Islay Kerr House was enforced by the chiefs and the deputy chiefs. You were given 'copies', which meant you had to write out a copy of the school rules. This would get signed by the housemaster and if you got three copies per week, you'd get beaten.

44. The housemaster, CDK [REDACTED], would beat you. He had a reputation for being a severe disciplinarian if you crossed him. He used the tawse. He had a whole collection of them lying round his room. A tawse is a leather purpose-built implement designed to hurt people. Lochgelly was the main manufacturer of tawses in the sixties and seventies. They came in different weights. Obviously the heavier it was, the more pain it would inflict. The choice of tawse depended on how sadistic the administrator was.
45. You would be summoned to see CDK [REDACTED] and, after being torn to shreds by him verbally, he would administer corporal punishment to your hands. The way in which he verbally demeaned you would depend on why you were there. When he was ready to beat you, he would say, "Get them up". You were required to present your hands and put them together. He'd then ask you to put them higher, lower or whatever, which was all about control.
46. There would be boys going to see him for a beating once, twice or even three times a week. Beatings at Islay Kerr weren't necessarily an everyday occurrence, but they certainly happened every week.
47. It wasn't uncommon to bump into someone who had just been beaten and was severely distressed and crying. We would also talk among ourselves about the beatings. You would talk within your dorm and your year group, and if you were friends with boys in the year below, you would talk to them too. We'd talk about the number and severity of the strokes and what your hands looked like after it. This was a really threatening, painful and unpleasant side to the school, so obviously we would talk about it. I had never been exposed to corporal punishment before, so I would ask the other boys about the routine involved. It was distressing for everyone when someone was beaten.
48. There were guidelines at the time on corporal punishment in schools. I researched this and we talked about it at the time, because it was about survival. The guidelines talked about reasonable chastisement and the maximum strokes ever to be

administered to a child was supposed to be six, either on their clothed seat or their bare hands.

49. I was beaten once by CDK [REDACTED] for smoking. It was in my first term just before Christmas. I was caught smoking with a boy in the year below. We were summoned separately to CDK [REDACTED] room. The boy got beaten and then I went in. He gave me ten strokes of the tawse on my hands. Part of his routine was a practice known as 'slipping'. He'd say that he had missed so it wouldn't count. But he didn't actually miss, he would catch you across the side of your hand. Being caught across the side of your hand by a really thick tawse is excruciatingly painful. It's almost more painful than being caught right on the hand. He knew he could get away with ten, eleven or twelve strokes as some strokes didn't count because he'd "missed". He got pleasure from it. That's sadism.
50. Being beaten was like someone whacking a block of wood really hard across your hands. It was absolutely indescribable pain. It made your hand swell to twice its normal size and it was black and blue for several days. It was a serious injury he was administering.
51. CDK [REDACTED] wife, CGD [REDACTED], had a reputation for appearing at the door after you'd been beaten, and she'd then berate and shame you. She wasn't a nice person at all. She appeared when he beat me, but I've deleted what she said to me. I was really distressed and in a lot of pain at the time. I think I told CDK [REDACTED] to "fuck off" and he just accommodated that. I couldn't open the door as my hands were so sore, and CGD [REDACTED] appeared, opening it. That was the modus operandi (M.O). She would listen at the door to boys being beaten and would come in, excited from the whole thing. She got off on hearing boys being beaten by her husband. She had a reputation for that. At fifteen, you're switched on and kind of know how humans are, so you knew that that was perverse. But you wouldn't speak out, because you just don't when you're fifteen.
52. Sometimes the beating was done in secrecy. Normally, as part of the punishment, you would have to wait outside CDK [REDACTED]'s room so that any boys going up and

down the stairs saw you and knew you were in trouble. The door would then be left open when you went in to add to the indignity of it. When it was done covertly, the ritual of being forced to wait outside before being summoned in and beaten was avoided. You'd just go straight in. If the humiliation of being forced to wait outside and having to worry was part of the punishment, then why was that only for some boys and not for others? There wasn't a standardised ritual for every administration of corporal punishment. It changed depending on who you were and that's when it got sinister .

53. The only other occasion I got beaten was for mucking around in prep and that was done professionally. It was done within the Scottish educational guidelines on the administration of corporal punishment. The teacher who did it was okay. He just had to do it and took no pleasure from it. He protected my wrists with a book, which was in accordance with the guidance. He took care to not bruise my wrists and didn't use excessive force. The indignity of the ritual was the punishment, as opposed to physical pain.

Pastoral care at Keil School

54. I suppose you would have been expected to speak about any concerns you had to CDK [REDACTED] and CGD [REDACTED]. It wouldn't have been possible to have discussions of any intimacy with CDK [REDACTED]. It would have been false. I think CGD [REDACTED] took on a pseudo maternal role when it suited her, but she was a vile person. It was all about gratification for her.
55. The matron would manage welfare issues. I know she's still alive because I recently connected with a former teacher on Facebook and he told me that he had met up with her. I know she knew about the abuse in Islay Kerr House. I think she did everything within her power to try and stop it. She was on our side. She left after I did. It wouldn't surprise me if she was sacked because she wasn't going to collude with the abuse.

Abuse at Keil School

Sexual abuse – CFJ

56. The information I'm providing to the Inquiry about abuse at Keil School concerns mainly what I witnessed happening to a boy called [REDACTED], who was in the year below me. [REDACTED] is just one example and it's the one that affected me, and I know the most about. I believe that [REDACTED] was one of two or three boys who were being repeatedly sexually abused by CFJ [REDACTED], the deputy housemaster at Islay Kerr House. I have said "believe" because I never saw any of them being raped. There were certain boys who were terrified of CFJ [REDACTED], and I could see that.
57. There's about six or seven different bits of evidence that I can cite to qualify why I know [REDACTED] was being physically and sexually abused. I think also that CDK [REDACTED] colluded in the abuse of [REDACTED]. There were certain pupils in each year who were more vulnerable and were picked on by certain teachers. CDK [REDACTED] had it in for [REDACTED]. That became apparent from my first week in the school. [REDACTED] was fourteen years old and stood out because he was one of the more handsome pupils at the school.
58. [REDACTED] was best friends with a boy called [REDACTED]. He and [REDACTED] shared a dorm in Islay Kerr with [REDACTED], [REDACTED] and a [REDACTED] boy called [REDACTED]. There were five or six of them in the dorm, which was upstairs next to CFJ [REDACTED]'s flat. I was in a dorm on the ground floor when I was in 4th year.
59. I connected with [REDACTED]. He and I had good rapport. I connected with [REDACTED] too. I mentioned before about the 'Big Six' being next to the boot room, which was my orderly. Cleaning the 'Big Six' was probably the most punishing orderly, and this was [REDACTED]'s orderly. There were forty boys in the house, so it really wasn't a pleasant job

60. [REDACTED] didn't just stand out because he was handsome, he was also slightly introverted in a way that wasn't really congruent with who he was. Within the school, it was like he was oppressed, but outside of control or oppression, he was more kind of outgoing. Something was oppressing him. He was reserved and quite quiet, but he could be very charming and endearing.
61. I remember walking across to breakfast one morning and having a chat with [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. We were talking about the belt and CFJ [REDACTED]. This was the first time he had come up in conversation. [REDACTED] said something like, "He's a bastard. He's an evil fucker". And something made me say, "What happens, [REDACTED]? Does he bugger you?". I said it jokingly, as you might do as a schoolboy without even understanding the full implications of what you were saying. [REDACTED]'s look went silent for microseconds and there was a communication there. [REDACTED] then interrupted the conversation and took it over, joking and laughing, as if to distract the conversation.
62. That was my first awareness that CFJ [REDACTED] wasn't right and that my initial instincts with him were right. This is the kind of stuff that just happens and you process it in the hours afterwards, and then you just file it away in your unconscious mind.
63. In my first term before Christmas, I saw that [REDACTED] was very distressed sometimes. He would be doing his orderly in the toilets and I'd be in the boot room. I remember [REDACTED] arriving one morning and speaking to him in the toilets. They were speaking in hushed tones, in coded language. He was checking out if [REDACTED] was okay. I heard him say, "Are you okay? What is it? Is there any blood?". I was switched on to this and was thinking it was weird, but it wasn't discussed with me. [REDACTED] and [REDACTED] were very closed around it. It was their conversation.
64. I was starting to become aware that things weren't right with CFJ [REDACTED], who was this elusive lurker that kept himself to himself. I had suspicions through 4th year about what he was doing to [REDACTED].

65. I witnessed [REDACTED] going to the sick bay and making the matron insist that he stay in there. I think she knew that [REDACTED] was being abused and she tried to protect him. I have memories of her confronting [REDACTED] on several occasions about [REDACTED] when he was in the sick bay, and I've got memories of arguments when he told her that [REDACTED] had to be back in Islay Kerr House that night. I've also got memories of her confronting [REDACTED]. She is someone who had insight. I believe that she knew [REDACTED] was being sexually abused and the physical abuse couldn't be hidden.
66. [REDACTED] appeared one morning wearing shorts when I was in 4th year. We were allowed to wear shorts to school, which was great because they were very comfortable. [REDACTED] had purple tramline injuries all the way down his thighs where he had been beaten. I remember being shocked when I saw him. The tramlines on his legs were like something you would see in a documentary exhibition from a Syrian torture camp. I think he wore his shorts that day because he was trying to get help. His friend [REDACTED] was supporting and encouraging him in this. By wearing shorts, [REDACTED] was displaying the abuse.
67. [REDACTED] stopped [REDACTED] on the stairs and went mental at him. He shouted, "You go upstairs and put your trousers on. I told you". [REDACTED] confronted [REDACTED] and said to him, "Why's that, sir. Why don't you want people to see what you've done to him?". I was doing my orderly, so I had reason to be hanging around and I witnessed this. [REDACTED] went into shame and cursed at [REDACTED]. He obviously thought that [REDACTED] had got him into more trouble. He then went upstairs and put his trousers on to hide the injuries. I remember looking at [REDACTED] and thinking, "That's not right, and why do you want him to hide it". If the beatings we received as punishment were considered reasonable, why then tell him to put his trousers on? Why couldn't he wear shorts? Everyone else was wearing their shorts.
68. I don't think it was [REDACTED] that did that to [REDACTED]'s legs. I think it was [REDACTED]. I can work out [REDACTED] M.O. because [REDACTED] described him as a horrible person and used pretty violent language to describe him. I think [REDACTED] used the terror of excessive physical abuse to terrify [REDACTED] into submission. [REDACTED] was in regular contact with [REDACTED] from then on, and, as far as I'm

aware, he didn't beat [REDACTED] again. I think [REDACTED] submitted to CFJ [REDACTED]'s control after he had been badly beaten.

69. I moved to the upstairs dorm across the hallway from [REDACTED] and [REDACTED]'s dorm when I went into 5th year. CFJ [REDACTED]'s flat was in between our dorms. His flat had a door into [REDACTED] and [REDACTED]'s dorm. The door was locked, but the boys in the dorm were able to see through the keyhole into his flat. [REDACTED]'s bed was next to the door. He and the other boys in the dorm knew what was happening to [REDACTED].
70. I saw more incidents when I moved to the upstairs dorm. I witnessed confrontations between the boys in [REDACTED]'s dorm. They gave [REDACTED] a hard time. [REDACTED] didn't, as he was his best friend, but the other boys had judgement towards [REDACTED]. They shamed him, as if the abuse was his fault. They used coded language because they didn't want me to hear. It was inference. They'd say things like, "I saw you, you dirty fuck. You're a sick fucker". They made really snide, little jabbing remarks designed to shame him.
71. You weren't allowed to go into each other's dorms, but I used to be social so I'd go in and say hello. I can remember seeing [REDACTED] watching through the keyhole one time, and he was becoming aroused at what he was seeing. He was also going into self-disgust at his own responses to it. I'm emotionally intelligent and can read people's feelings easily. [REDACTED] was saying to [REDACTED], "He's fucking doing it again", and [REDACTED] was telling him to keep watching. I don't know whether they were trying to get evidence so that they could maybe tell someone at some point. I got told to "fuck off", and I left the room. This is just another memory I have.
72. I slept in a bed right next to the door in the upstairs dorm. I have memories of seeing [REDACTED] going into CFJ [REDACTED]'s flat covertly after lights out. About an hour later, I'd hear the door opening and [REDACTED] would leave. I also have several memories of [REDACTED] leaving distressed and being sick in the toilet in the hallway. And I have a memory of seeing him going into the flat and being sent back out to use the toilet to evacuate himself, which he did and then went back in.

73. A few weeks before I left Keil, I had gone back to the dorm at lunchtime to get something. CDK [REDACTED] was standing at his door speaking to CFJ [REDACTED]. They were talking in hushed tones, which made me think they were scheming or being covert. I was going through a process of realisation at this point. I heard the word "tonight" being said and there were little alpha male laughs. They became aware of me and went quiet. That evening [REDACTED] was in CFJ [REDACTED]'s room.
74. The next morning, I was in the hall doing my orderly and other people were finishing off their orderlies and getting ready to go for breakfast. [REDACTED] then appeared with [REDACTED] in the background. CDK [REDACTED] had been hanging about waiting for him with CGD [REDACTED]. [REDACTED] came downstairs and CDK [REDACTED] said to him, "So how did you enjoy that then [REDACTED]? How are you this morning, [REDACTED]? Was that good?". [REDACTED] went into deep shame and told CDK [REDACTED] to leave him alone. CDK [REDACTED] then said something like, "You liked that bum boy, didn't you?". He made some kind of homophobic remark, and CGD [REDACTED] joined in, as she usually did in her nasty, distorted way.
75. I knew what CDK [REDACTED] and CFJ [REDACTED] had done. You can fill in the gaps. For me, that is evidence that CDK [REDACTED] was complicit in the systemic abuse because they contrived that together. CFJ [REDACTED] had a young boy under his control and had colluded with CDK [REDACTED], whose responsibility it was to manage Islay Kerr House. I don't believe CDK [REDACTED] was a sexual abuser of children. I don't think he was into boys. I never had any evidence of that, and boys talk, but he hated [REDACTED] for some reason. It has tormented me why a grown man would treat a boy like that. I've spoken to a couple of former pupils and one boy, [REDACTED], who was in my year and attended the school for six years saw the whole thing as well. He said it was because of [REDACTED]'s looks and CDK [REDACTED]'s own son wasn't handsome in the same way. He said that CDK [REDACTED] took a dislike to [REDACTED] the moment he joined the school.
76. I remember being told that CDK [REDACTED] even visited [REDACTED]'s house in the holidays and beat him severely for being cheeky to his parent. [REDACTED] had a difficult relationship with his parents and CDK [REDACTED] was contacted and asked him to come

to their house. Again, that shows the type of control they had. I remember seeing [REDACTED]'s hands after he'd been beaten at school. His hands were so bruised, it was like he was wearing purple gloves.

77. Another incident happened about a week before I left the school. It was about half past nine at night and we were in our dorms. It was the last half hour before bed and this scene suddenly erupted. I knew that [REDACTED] was in with CFJ [REDACTED] again. [REDACTED]'s dorm was agitated, because they were all concerned. They knew what was going on and they cared, but there was also sexuality going on, as [REDACTED] had shown previously with his responses.
78. I was in my room and could hear a door being banged repeatedly. [REDACTED] was doing the banging. He was going mental. He had lost control and was banging on CFJ [REDACTED] CFJ [REDACTED]'s door, shouting, "Fucking open this door, you bastard". I opened my door and [REDACTED] said, "Fuck off, CDC [REDACTED]". My door got closed and then about thirty seconds later, CFJ [REDACTED]'s door opened and I went out into the hallway.
79. [REDACTED] had totally lost control. He was jumping up and down, shouting, screaming at CFJ [REDACTED]. CFJ [REDACTED] was standing at the door with this sycophantic grin on his face, like a cartoon character. He was aroused and drenched in perspiration. [REDACTED] was standing in the doorway in his pyjama bottoms. He looked like he had no oxygen in his body. He was blue and kind of catatonic. It was like he had completely shut down. I have never seen a boy in that physical state ever since. I came out of my dorm and just walked into this scene. [REDACTED] told me to "fuck off" again, and I went back into my dorm. That's just another scene I remember.
80. I think it's really clear what had been happening, because of the aroused state of CFJ [REDACTED] and the catatonic, disassociated state of [REDACTED]. I believe that CFJ [REDACTED] had been sexually assaulting [REDACTED] and the boys in his dorm knew what he was doing. [REDACTED] had likely been unable to endure it happening to his friend any more and had gone mental to stop it. This was the peak of the abusive behaviour before I left Keil School.

81. I believe that [REDACTED] was being sexually abused during my 4th year and I believe it escalated in 5th year right up to the point where I left the school.

Sexual abuse – [REDACTED]

82. I believe that a prefect chief called [REDACTED] was also sexually abusing younger boys. The orderly system involved younger boys doing orderlies for older ones. They would have called this 'fagging' 50 years ago. Your 'fag' was your orderly. [REDACTED] was a sexual person. I know he was sexually attracted to me, but I am not submissive and he would have known that and wouldn't have tried it on with me.
83. There was a certain profile of boy that [REDACTED] had doing his orderly. I know that he sexually abused the boys he had doing his orderly, because of the type of people they were and because of their relationship with [REDACTED]. When you see a boy leaving an older boy's room distressed, crying and calling him a fucking bastard, or operating around that older boy in a submissive, scared way and at times looking aroused, I think it's fair to say there's an abuse of power present in their relationship.

Leaving Keil School

84. My behaviour started changing in my 5th year. I became disaffected and less respectful. I was becoming slightly contemptuous and was communicating that. I got all of my "O" Grades in 4th year, which was a miracle. I was supposed to be doing five Highers in my 5th year, but I just gave up on my work.
85. I was becoming more and more preoccupied by what I was living in and my growing awareness of the reality that men might actually behave like this. This was a stereotypical story of a boarding school. Borstals and boarding schools had a certain narrative that went with them about how kids were treated, but I didn't think it was actually true.

86. I remember one morning being horrified at the truth. It might have been the morning of the "bum boy" remark on the stairs, or maybe the day after when I had put it all together. I realised that I had just witnessed them colluding to rape [REDACTED] and then they were shaming him and calling him "bent" as part of their punishment. What a 'head fuck'. I was living in that and was powerless. I can remember thinking, "I can't fucking deal with this", and it then lead to my behaviour deteriorating.
87. I was expelled from Keil School because of my behaviour, which got me out of the situation I was in at Keil, either consciously or unconsciously.
88. I was told by [REDACTED] CGC in his office that I was being expelled. This was about ten weeks into my 5th year. [REDACTED] CDK was there and he was sitting looking very nervous while I was being interrogated by [REDACTED] CGC about my behaviour. He tried to defend me when the decision was made to expel me. I believe [REDACTED] CDK stepped up to defend me because he was terrified that I was going to tell what I knew about [REDACTED] CFJ and [REDACTED]. He knew that I had witnessed all those incidences.
89. I was sent across to my dorm to pack my things, and I took [REDACTED]. It's the only time in my life I've taken [REDACTED] when I believe I wanted to die. I couldn't go and face my mum because she had been so upset at me leaving [REDACTED]. [REDACTED] I remember it vividly. The psychology process is not something you forget. My memory after I left the school is kind of hazy.
90. [REDACTED] CDK appeared in my dorm when I was packing. He was trying to be my friend. He said, "You know [REDACTED] CDC, if you want a reference from me, that can be done. References are really helpful for you at this stage, but that very much depends on you, [REDACTED] CDC, on what you do from now on". I think he was trying to exert control over me, which probably worked. I hated him, so I was really disrespectful and told him to "fuck off" without actually saying the words. He then left.
91. With hindsight I'd like to go back, as I now know what I would say. I couldn't process back then why [REDACTED] CDK was defending me. I now know what he was doing. He was trying to control me into not being honest about what I'd experienced

in his house. Right to the very point when I got chucked out, CDK [REDACTED] was exerting control over me because he knew my dad, and he knew that if I told my dad the truth, he would've had what is now called a safeguarding concern raised, and my dad would have done something about it. This is the final piece of the jigsaw for me.

93. My dad came and got me at Keil and drove me back home. I slept throughout the journey. I arrived home and don't really remember going to my bed. My mum was really distressed, and my dad was kind. That was the end of Keil School for me.

Contact with Keil School after leaving

94. I spoke to [REDACTED] and [REDACTED] on the telephone a couple of times after leaving Keil. It was small talk with [REDACTED]. The first time I spoke to [REDACTED], he asked me, "Have you told anyone?", and I said, "About what?". He said, "Fuck off, you know what about", and when I said that I didn't, he then said, "Oh, fuck off then". Again, it was coded language. We wouldn't actually say it.
95. CGC [REDACTED] contacted my dad about two or three months after I'd left Keil. He wanted to know if anything had happened at school that I wanted to tell them about. He said if there was something, it might make a difference and they might be prepared to consider how they could help me with my educational needs. My stealing behaviour was clearly an indication that things were very wrong, but I had given no explanation for why I had stolen. When CGC [REDACTED] interrogated me before deciding to expel me, I could give no explanation because I wasn't conscious at that time of my motivation for doing it.
96. I believe that CGC [REDACTED] got in touch with my dad around the time that [REDACTED] and CFJ [REDACTED] left Keil. They left at the same time. CGC [REDACTED] didn't tell my dad that. I learned through my own inquiries that they'd both left. I'm filling in the gaps, but I believe it came out about CFJ [REDACTED] and [REDACTED] over the following months after I'd left. I remember seeing how terrible [REDACTED] looked in the school photo the year I left. He had lost so much weight and was a ghost of the person he'd been. The

abuse was escalating, as demonstrated by the night [REDACTED] intervened, and I think [REDACTED] had stopped eating, probably as his way of communicating something was wrong.

96. I think CGC [REDACTED] was having a 'look-see' when he contacted my dad. It wasn't a welfare call. He was looking to find out if I had a story to tell. I think something must have happened that got to CGC [REDACTED]'s attention. Why else would CFJ [REDACTED] leave the school very, very quickly? He had taught at the school for about fifteen years. I don't know exactly what happened, but my sense is that CGC [REDACTED] had discovered something round about the time he phoned my father.
97. I believe CGC [REDACTED] had integrity, so I think he was the type of man that, had he known there was sexual abuse going on or that there was some other motivating reason for my behaviour, he probably would have wanted to put that right. He was a skilled educationalist and had a reputation as such.
98. My dad came to me really sensitively and asked me if anything had happened at Keil that I wanted to tell him about, and I said no. I hadn't really pieced it all together. I had moved on.
99. CFJ [REDACTED] was allowed to continue teaching for fifteen years. He went to work at [REDACTED] School after Keil. I don't know what his job title was there. I think he was some sort of senior manager/teacher.

Reporting of abuse at Keil School

100. I had good relationships with some masters, but there was never any opportunity or permission to discuss abuse.
101. I spoke to my probation officer in the late eighties about Kiel, but again it was coded. It was the unsaid. The culture was such that you just didn't talk about that stuff. There was nowhere to take that.

102. I have never spoken to my father about Keil School. When I first reported it to the police, I told him that they might be in contact with him, but I don't talk to him about my childhood. I have discussed my experiences at Keil with my mum. It's difficult for her. She's got her own guilt about it. She knows that I have come to speak to the Inquiry. I have also talked to other family.
103. I reported the abuse to South Wales police in 2014. It was the Savile revelations and subsequent Operation Yewtree investigation that made me realise that people had to be listened to and the police couldn't ignore it. South Wales police were very interested to take a statement from me. They wanted to handle the investigation, but Police Scotland insisted that they should deal with it. Police Scotland then went on to investigate my allegations, ineptly in my view. They spoke to [REDACTED] first and he said there was no abuse at Keil.
104. They then asked [REDACTED] to come in to be interviewed, and he said that CFJ [REDACTED] never abused him. He did say that there was sexual abuse by pupils. He said that CFJ [REDACTED] had beaten him the evening that [REDACTED] lost control and was banging on the door. I know that CFJ [REDACTED] had not beaten him that night. If he had been beaten, he would have been terrified and crying, not catatonic and in a disassociated state.
105. [REDACTED] also said that he accepts the level of discipline he received in Kiel School would be considered excessive by today's standards, but he was a "little shit" and probably deserved it. [REDACTED] has chosen not to disclose. I guess he and [REDACTED] came to an agreement about how they were going to handle what happened to them in the eighties and silence is their choice. That's all congruent with the type of abuse [REDACTED] was subjected to.
106. The officer in the case told me there was nowhere else for him to go with it unless [REDACTED] changed his statement, which he is welcome to do at any time.

107. Things have changed for me since I spoke to South Wales police. The power of being heard and being treated professionally by people is huge. South Wales police were excellent. Police Scotland were not professional at all. The narrative I got from the officer in the case was not professional and was pessimistic. The impression I got from what the police officer was saying was that he really didn't want to investigate these offences. I had to challenge him about his competence, and then he continued the investigation. He came back about a month later and told me that he'd spoken to [REDACTED] first. [REDACTED] would have spoken to [REDACTED] before the police did. I thought that that was incompetent.
108. Since I contacted the Inquiry in February, Police Scotland have contacted me again and there's a new officer investigating Keil. He has spoken to me on three or four occasions. Unless people come forward and say that they were sexually abused, there is nothing they can do. I accept that.

Life after Keil School

109. Unfortunately for me, I left home within about six months of being back home after Keil. I was living with my mum and left home at sixteen. That should never have happened, as I was sixteen and way too young to be living in a bedsit in the city. I began to have contact with the criminal justice system and was exposed to a side of culture that was alien to me and to people that I had never had any contact with before. With hindsight, I know that the community actually protected me because the friends I made could see that I was really vulnerable. I'm grateful for that.
110. As I said, I spoke in coded language to my probation officer, John Nimmo, in the late eighties about what had happened at Keil. He was very kind to me. I continued to get into trouble and he didn't breach my probation. I should have been sent back to court and probably sent to prison. There was no safeguarding within the criminal justice culture in Scotland, and John knew what would have happened to me in Saughton prison if I'd been sent there, so he protected me. He was dealing with young men

who were in and out of prison all the time, being abused all the time. That was the culture and he put his job on the line out of kindness to me. I didn't see that at the time. I only realised it later.

111. I got into credit cards at eighteen and started borrowing and borrowing. I was also getting very drunk and getting into breaches of the peace scenes. That continued for about six to eight years before I entered recovery and changed my behaviour.
112. I think it's fair to say that there was a culture of abuse towards young people in the late eighties and nineties in Scotland. That was certainly the case with formerly looked after young people, vulnerable young people. And whether people thought they could get away with abusing you, depended on what your father did as a job. I've got memories of being intoxicated at seventeen and ending up in people's houses in situations that I should never have been in, with people asking me what my father did. I dread to think what would have happened to me if my response hadn't been that my dad was a professional man.

Impact

113. I have had a huge issue with authority. I loved alcohol, I'm Scottish, quite feisty and assertive, so I got into a lot of problems with the police. If I hadn't had that experience with those men at Keil, authority figures wouldn't have been represented that way in my head.
114. There was a lot of abuse of power in Edinburgh in the eighties within secure environments, and I was exposed to that. I was locked up quite a few times in police stations because of my behaviour, either because of dishonesty or drunkenness or drugs. I went to Saughton prison for about one week on remand when I was twenty-two. There, young people were often getting beaten up and sexually abused, which just took me back to the 1980s in Dumbarton. In my head it was all part of the same culture, which was one of exploitation and abuse. The abuse of power was a

re-representation of Keil to me, so I was very quickly a textbook disaffected and angry, young person.

115. I was very angry but not violent. I have never hit someone in my life, but I can do violent behaviour, such as self-harming, if you put me in a cell. I was very, very confrontational and a bit of a nightmare to contain from a custody sergeant's perspective. I've got a whole bunch of memories of incidents that I had in St Leonard's police station over a period of about five years. I was just out of control and I'd get arrested. That would lead to another two or three days of insanity before I got bail at the sheriff court.
116. I never got beaten in custody because they probably knew they would not get away with it. My lawyer never understood why I never got beaten because all his other clients did. It was just what happened to you if you were arrested as a young person. I think it was because I am feisty and articulate and my dad was a local professional person. I wouldn't have kept my mouth shut. I don't have arguments with police officers any more, but I was an absolute nightmare all through my teens and my twenties.
117. Various memories of Keil came back to me in my early twenties. I began to have flashbacks and nightmares. I can remember one particular morning waking up in my flat absolutely terrified, but also in total shock because I think my brain had unconsciously put together what had happened at Keil. All the pieces of the jigsaw and memories I'd deleted or generalised came back in a way that I suddenly realised what I'd witnessed at Keil School, and this began to torment me.
118. I can say from about twenty-one onwards, a daily part of my thought process was revisiting memories of the trauma that I now know I went through at Keil School. It tormented me. I got myself into lots of dangerous situations and exposed myself to lots of risks. My drug-taking and experimentation of substances increased in my twenties. It's a very textbook pathway to follow.

119. I would say that I would attribute the majority of my problems as a young adult to my experiences at Kiel School.
120. There has been no other issue in my life that has caused me more distress, pain and hurt than those twelve months at Keil School. One of the things in a recovery programme is to write your life story and to talk about your traumas, and my time in Keil is the most painful area of my life. Keil School is the biggest emotional injury I carry. The hurt is still there and this is thirty-two years later.

Treatment and support

121. I tried to talk about my experiences in Keil to a counsellor in about 1999, because that's when the feelings began to present without alcohol or drugs and it became overwhelming. I was getting flashbacks and intrusive thoughts, and I had feelings of anger and hurt and couldn't medicate them. I needed help, so I saw a counsellor.
122. The counsellor gave me the standard nineties narrative, which was along the lines of, "It's best left in the past. He's probably got a family now. You want to try to let go of these things. You cared about him and I understand why you're hurt, but it's okay". I never spoke about it again in a professional setting until I spoke to the police in 2014.
123. I'm able to talk about Keil now, and I have to say that the value in giving someone a platform just to be heard is absolutely massive. Just being able to share your story is probably the single most beneficial, healing part of the process.

Lessons to be learned

124. I think a lot of the stuff that was possible in the eighties isn't possible today to the same extent. It's obscene the kind of stuff people could get away with then. When I look back on the eighties and the environment at Keil, it's unreal to think that people

had that much control and power over children, and CFJ could get away with operating that way. I believe he even invited a girlfriend round at one point and involved [REDACTED] in that. That happened at least once. It's obscene that a member of the public could be invited into a private school to be entertained with a pupil. All the barring mechanisms we now have to stop people getting access to vulnerable people didn't exist back then.

125. I think there was a big culture of permissiveness. I think child abuse is part of the same culture as sexual harassment. It's just that children were part of the menu in certain circles. Most areas of exploitation and safeguarding concerns are now in the open. We're now talking about how abuse of power has been exercised in care, politics, sport, secure environments and among celebrities. Hopefully, the learning from all those different inquiries will inform future policy.
126. I think it's really obvious which young people are vulnerable, and I think we know enough about how sexual predators operate to be able to put safeguarding into policy to minimise opportunities for exploitation and abuse. If you've got a young person who is distressed and is in any way vulnerable, on our scale of vulnerableness, they're going to be a prime target for predators. There needs to be joined-up working between services, sharing information and challenging, to help protect these obviously vulnerable young people. Help-seeking behaviour should be promoted and there should be neutral, independent ears that people can speak to if they have concerns.
127. There are prevailing attitudes that create a permissive environment where young people end up being hurt. Some people think, "Oh well, that's just what happens to kids in care". That's the attitude they have. Two experienced cops in Bristol were sacked recently because of comments they made about a young person who had run away from home. They said it would be simpler if he just got raped. Challenging attitudes within service cultures needs to happen. Some prevailing police attitudes to young people in care and care leavers are that they are nuisances when they run away. They think it's a waste of their time. If a young person is exposed to that level of care (which is no care at all) from the police when they are found and picked up,

then they know that the police don't care if they are returning them to a children's home where there are predators working, so they don't say anything. So abuse then happens and will continue to happen. It's got to get right back to frontline training and an attitudinal change from senior managers down and frontline practitioners up.

Other information

128. The general reputation of the private boarding schools in Scotland in the eighties was well known among the boys at Keil. The schools were measured by their use of corporal punishment and how severe it was. They were all part of the same culture, and masters were moved from school to school. [REDACTED] had the worst reputation for child abuse. There were boys at Keil who had come from [REDACTED] and I've met people who went to [REDACTED] in the eighties who are hugely hurt by the criminal abuse they were subject to, particularly corporal punishment. It was an isolated, remote school in the middle of [REDACTED] It was like something from a horror film.
129. I have no objection to my redacted witness statement being published as part of the evidence to the Inquiry. I believe the facts stated in this witness statement are true.

Signed..... CDC [REDACTED]

Dated..... 16/3/18