

**Scottish Child Abuse Inquiry**  
**Barnardo's Part A Response – The Establishment - Craigerne**

## **Part A – Background**

Craigerne School was situated three-quarters of a mile south of Peebles set on high ground overlooking the town. It opened in September 1956 as a residential school for 25 'maladjusted' boys with 15 residential beds. During 1964 the maximum roll of 25 junior boys was reached.

In 1986 Craigerne became a residential primary school for 'emotionally disturbed' boys with special educational and relationship needs serving central Scotland, Lothian and Borders and Strathclyde Regions. It also provided a family social work service for parents of boys being educated in the school. During this time the school had two residential units accommodating 26 boys aged between 7 to 12 years with 6 teachers, 14 residential social workers, plus administration and ancillary staff.

The school closed in June 1989 following the dramatic decline in referrals from Scottish authorities. Lothian was developing a policy of placing children within its own region and fewer children needed specialist care in Strathclyde where provision could now be met within the region.

An internal in the Barnardo's news from 1989 reporting the closure of the school stated that 'out of 300 boys and families that we have worked with 60% returned home, three-quarters of these were able to attend mainstream schooling.'

### **1. Characteristics**

#### **1.1 History of the Organisation and Establishment**

Please see Barnardo's part A response in relation to the organisation.

#### **1.2 Funding of Establishment**

Past

- i. How were the establishment's operations and activities, so far as relating to the provision of residential care for children, funded?

During Dr Barnardo's time all the homes were funded from donations by evangelists and wealthy families, many of them bankers, like the Barclays, Bevans, Dennys and Tritons. They all knew each other and quickly spotted Dr Barnardo's gifts as a speaker, writer, fundraiser, teacher and philanthropist.

Voluntary funds were also raised through collection boxes and events.

In 1959 Barnardo's began selling Christmas Cards. In 1961 an Appeals Department was established which brought together all the strands of fundraising to keep services going, effectively charities subsidising the state's legal responsibilities. In 1973 the first Barnardo's shop opened.

Under the Education Scotland Act 1962, all children admitted to Craigerne had to be sponsored by a local authority department and paid for by them. In addition to this, running costs qualified for a 60% grant from the Scottish Education Department. By 1966 almost 40% of the running costs were met by the local education authorities.

ii. Was the funding adequate to properly care for the children?

Comparatively, the children who were resident in Barnardo's homes received better material care than in many families. In the early years, prior to local authority support, the homes benefitted from a good level of donations. The Barnardo's Book was very specific on the level of support to be provided, to the extent of setting out the amount of pocket money children were to receive. Homes tended to spend as they saw appropriate and in response to the needs they identified. That included funding holidays for children and mini-busses for the homes.

The houses were well-equipped. Funds were spent on maintenance, regular redecoration, games rooms and improved sleeping arrangements.

The children were well-nourished. There was guidance in the Barnardo's Book on meals and the provision of an adequate, varied diet for growing children.

iii. If not, why not?

Grants from local authorities covered the basic care needs of boys placed in Craigerne, but Barnardo's needed to top up the funding through donated funds.

The annual summer fete raised funds to meet the expenses of the summer holiday for the boys and other outings during the year.

iv. What state support did it receive?

Under the Education Scotland Act 1962, all children admitted to

Craigerne had to be sponsored by a local authority department, and paid for by them. In addition to this, running costs qualified for a 60% grant from the Scottish Education Department. This included alterations and extensions, as correspondence from 1969 shows. The refurbishments in 1982 costing £90,000 were 60% funded through a grant from the Scottish Education Department.

Present

- v. If the establishment continues to provide residential care for children, how is that funded?

The home closed in 1989.

- vi. What state support does it receive?

N/A.

### 1.3 Legal Status

#### (a) Organisation

Please see Barnardo's part A response in relation to the organisation.

#### (b) Establishment

Past

- i. Did the establishment have a special legal, statutory or other status?

The Children & Young Persons (Scotland) Act 1937 made detailed provision for removing children to a place of safety. A place of safety included voluntary homes defined as "any home or other institution for the boarding, care and maintenance of poor children of young persons, being a home or other institution supported or wholly or partly by voluntary contributions." The definition of voluntary home was maintained under the Children Act 1948. Craigerne was classed has a voluntary home under these Acts.

The Social Work (Scotland) Act 1968 removed the definition of voluntary homes and instead referred to residential homes. Residential homes were defined as "an establishment managed by a local authority, voluntary organisation or any other person which

provides residential accommodation for the purposes of this Act." Craigerne fell within this definition.

As well as being a residential home, Craigerne was also designated as a school in terms of the Education (Scotland) Acts.

ii. If not, how was the establishment described?

See 1.3 i).

iii. What was the legal basis which authorised, or enabled, the establishment to become responsible for managing the care of children in a residential setting?

- The Children & Young Persons (Scotland) Act 1937

The 1937 Act provided for the inspection of voluntary homes.<sup>1</sup> The Secretary of State was given an important monitoring function. Anyone appointed by the Secretary of State had the power to go into a home and examine how it was being managed and the condition and treatment of the children.<sup>2</sup> The Act provided general provisions on the appointment and duties of inspectors.

- The Children (Boarding-out Etc.)(Scotland) Rules and Regulations 1947

These regulations covered institutions where were not classed as poor houses, remand homes or approved schools.<sup>3</sup> The 1947 regulations therefore applied to residential homes like Craigerne. The local authorities were given facilities for visiting the institution and satisfying themselves that about arrangements for the child's welfare.<sup>4</sup>

- The Children Act 1948

The 1948 Act required that voluntary homes were to be registered with the Secretary of State.<sup>5</sup> The inspection provisions contained within the 1937 Act also applied under the 1948 Act. Anyone

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<sup>1</sup> The Children & Young Persons (Scotland) Act 1937, s98.

<sup>2</sup> *Ibid*, s98(3)

<sup>3</sup> SI 21 46/1947, paragraph 2(1)

<sup>4</sup> *Ibid*, paragraph 26.

<sup>5</sup> *Ibid*, s29(1).

authorised by a local authority could go into any voluntary home to check on the children's wellbeing.<sup>6</sup>

The 1948 Act provided that a child in local authority care should not be placed in a voluntary home if it could not provide facilities for the child to receive a religious upbringing in keeping with his/her religion.<sup>7</sup>

- Voluntary Homes (return of Particulars)(Scotland) Regulations 1952

The 1952 regulations stipulated that certain details of voluntary homes had to be sent to the Secretary of State including the home's name and address, the name of the person in charge, the number of children in the home and the number of children receiving education, training or employment.

- The Administration of Children's Homes (Scotland) Regulations 1959

The 1959 regulations dealt with the conduct of voluntary homes. The administering authority had to be sure that the home was run in ways which secured the well-being of the children in its care.<sup>8</sup> The administering authority was defined as the local authority or people carrying on a home. For the purposes of the 1959 regulations, the administering authority appointed for Barnardo's homes in Scotland was the Regional Executive Officer.

In voluntary homes, the person in charge was responsible to the administering authority for the home's conduct.<sup>9</sup>

### Discipline

The general discipline of the school was to be maintained by the personal influence of the person in charge of the home.<sup>10</sup> The person in charge had to report any case of a child being punished with abnormal frequency to the administering authority. Any punishment required to be recorded in the log book. Any punishment for misconduct could only take the form of a temporary loss of recreation or privileges. Corporal punishment could be administered in exceptional circumstances by someone who had been given the power to do so by the home's administering authority. The form of the corporal punishment had to be in line

<sup>6</sup> *Ibid*, s54(3)

<sup>7</sup> The Children Act 1948, section 16(2)

<sup>8</sup> SI 1959/834, paragraph 1

<sup>9</sup> *Ibid*, paragraph 16.

<sup>10</sup> *Ibid*, paragraph 10(1)

with whatever rules the administering authority had laid down and any limits to prescribed in relation to the punishment.<sup>11</sup>

### Health and safety

The 1959 regulations provided for basic sleeping arrangements. Each child was to have a separate bed with enough ventilation and lighting, and easy access to suitable and sufficient toilets and washing facilities.<sup>12</sup> The administering authority was to appoint a medical officer who attended homes at regular intervals to ensure that he/she was closely acquainted with the health of the child.<sup>13</sup>

### Inspections and record keeping

The home's administering authority arranged monthly visits by an authorised visitor to ensure the home was being run in a way that ensured the children's welfare. The task of monthly visiting and reporting was discharged from the Regional Executive Officer to the Deputy Regional Executive Officer and later the Associate Divisional Director. The authorised visitor was to report to the administering authority on his visit and enter into the log book his name and the date of his visit. Parents and guardians could also visit the homes.

The 1959 regulations stated that the following records should be kept by voluntary homes: a register showing the date when every child was admitted and discharged from the home; a log book recording events such as visits and inspections, punishments, details of food provided; a personal history of each child in the home including medical history, circumstances of admission, details of the child's progress in the home including visits by parents/relatives; and the child's destination when discharged from the home. The person in charge of the home was responsible for compiling the records. These could be inspected by anyone authorised to visit the home, including the medical officer.

- The Social Work (Scotland) Act 1968

The 1968 Act enabled the Secretary of State to make regulations that covered how residential establishments were run and the welfare of the people resident and accommodated in them.<sup>14</sup> These were similar to arrangements established under the 1937 Act and the 1948 Act. Establishments not run by local authorities had to apply to the local authority to be registered before they could

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<sup>11</sup> *Ibid*, paragraph 11

<sup>12</sup> *Ibid*, paragraph 8

<sup>13</sup> *Ibid*, paragraph 6(2)(d)

<sup>14</sup> The Social Work (Scotland) Act 1968, s60(1)

admit residents. Existing establishments, such as Craigerne, were also allowed to be registered.<sup>15</sup>

The 1968 Act consolidated the procedures for inspecting residential establishments. Local authority officers with the authority to do so could go into any establishment that was registered under the 1968 Act and examine any aspect of its condition, how it was being run and the condition and treatment of residents.

- The Social Work (Residential Establishments – Child Care)(Scotland) Regulations 1987

The management committee to whom powers are delegated within the organisation for management of the residential establishment were considered to have a duty to provide for the care, development and control of each child resident there in such a way as would be in the child's best interests. The management committee were required to prepare a statement of functions and objectives which covered a number of aspects of the child's care.

#### Welfare of the child

The statement of functions and objectives included arrangements for meeting the emotional, spiritual, intellectual and physical needs of the child; education arrangements; measures taken to safeguard the child; disciplinary arrangements; arrangements for visits by friends and family; the establishment's policy on involving children and parents in decisions about the child's future whilst in residential care; and healthcare arrangements.

They had to ensure that each child of school age who was not receiving a school education outwith the establishment received an adequate and effective education. Every child should be able to attend religious services and receive religious instruction as appropriate to the child's religion. The committee had a duty to make sure that the establishment had arrangements in place to maintain conditions conducive to the good health of the children, including access to medical and dental treatment.

#### Record keeping

The statement included arrangements for keeping records including procedures for selecting children to be admitted to the establishment, details of children admitted and discharged and records about how children and parents were involved in decision making. The management committee, working with the person in charge, had to ensure that all necessary records were properly

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<sup>15</sup> *Ibid*, schedule 7, paragraph 1

maintained for every child resident in the establishment and that a log book was kept and maintained.

Discipline

The management committee could not authorise corporal punishment.

Staff recruitment

The statement of functions and objectives included policies and practice for recruiting and training qualified staff.

Implementation and review of statement

The management committee had a duty to keep the preparation and implementation of the statement under review. They also had to ensure that the person in charge of the establishment reported to them in writing at intervals of not more than six months, on how the statement was being implemented and to ensure that visits took place at least twice a year on their behalf to report on how the statement was being implemented.

Duties of placing authorities

The care authority required to visit a child placed in residential care within one week of the placement and thereafter at intervals of no more than three months from the last visit. Visits were followed up by written reports for the care authority to consider.

- iv. Did that legal basis require the establishment, or its management, to meet, or fulfil, any legal and/or regulatory requirements in respect of children in its care? If so, please give details.

See the information in relation to accommodation, health and safety, record keeping and discipline above at answer 1.3 iii).

- v. Did the establishment have a legal duty of care to each child in its care?

Barnardo's and those working in its establishments owed a common law duty to take reasonable care of children placed in its care.

Present

- vi. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

- vii. If so, please give details.

N/A.

#### 1.4 Legal Responsibility

##### (a) Organisation

Please see Barnardo's part A response in relation to the organisation.

##### (b) Establishment

Past

- i. Did the establishment, or those in charge of the establishment, have any separate legal responsibility (separate from the organisation) for children in its care?

ii.

The establishment did not have any legal responsibility for the children in its care separate to that of the organisation. The organisation and, in turn, the establishment and the staff employed there, had a duty to take reasonable care of the children placed in its care.

- iii. If so, what was the nature of that responsibility?

N/A.

Present

- iv. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

v. If so, please give details.

N/A.

### 1.5 Ethos

#### (a) Organisation

Please see Barnardo's part A response in relation to the organisation.

#### (b) Establishment

Past

- i. What services were provided at the establishment, in terms of care for children?

The statement of general aims from 1958 state that Craigerne is both a home and a school: '*We try to provide as close an approximation as possible to the conditions, the morale, and the practices of normal family life. Basic in this provision is continuous attention to boys' health, their diet and clothing and their personal hygiene.....the teacher has to establish a positive attitude of helpfulness which should grow into a creative relationship with each boy. The education in and out of classroom, must be personal and individual but at the same time there must be training in social living.*'

The child care staff were largely responsible for the boys out of class time, but teachers would help with evening activities. In 1958, class sizes were 10, 9, and 6 in the senior, junior and in-take classes respectively.

The school was closed for 12 weeks of the year: Christmas, Easter, summer and a mid-term break each term.

The brochure from 1986/1987 describes the services offered below:

- The school provides residential education for 26 boys aged 7-12 years who are within the normal range of educational potential. The boys are taught in small classes of 5 or 6. Work programmes provide the widest range of primary school experience and take account of the need for re-motivation and remedial help.

- Residential programmes are based on two living units on the 27 acre estate. The daily routines and activities and the relationships between staff and boys are all carefully planned with the aim of encouraging growth and social skills.
- Close contact is maintained between school and families by the family social workers attached to the school, by regular phone calls, by parents participating in six monthly reviews and by parents' day visits. Boys return home for alternate week-ends. Mid-term weeks and school holidays.

The services offered by the school are considerably assisted by voluntary donated funds.

- ii. Did the establishment care for children of both sexes?

No, the school catered for boys only.

- iii. If the establishment cared for children of one sex only, what was the thinking behind that policy?

At its inception there was a strong demand for placements for boys which continued through its history.

- iv. Were any special child care, or child protection measures, taken in the light of that policy? If so, please provide details.

Barnardo's has annual reports from 1946 to 1969 for Scotland. Each report includes a paragraph on each of the establishments in operation, including Craigerne. There is no information within the annual reports or the archives which refers to special care or child protection measures taken at Craigerne.

- v. What was the daily routine for boys/girls cared for at the establishment?

See above at answer 1.5(b) i).

- vi. What were the on-site activities for children cared for at the establishment?

The grounds consisted of 4 acres of lawn, woodland and garden. There was a playing field for football, rounders, cricket, basketball and other team games. In the 1958 annual report it was reported that a spacious garage was being converted into a gym with suitable equipment provided.

In Barnardo's News August 1982, it was reported that the new assembly hall/gymnasium and improved classroom facilities and toilet facilities were completed. A workshop and darkroom were also added.

- vii. What were the off-site activities for them?

In the early days the boys had sole use of the local swimming pool for an hour each week.

Additional provision was made during the summer holidays when some boys went camping or stayed at a youth hostel.

- viii. Did children work manually, either at the establishment, or externally (e.g. farming work or other labour), or both?

There were domestic staff, a laundry lady, seamstress, cook and gardener to undertake maintenance tasks around the home.

Boys would have undertaken chores before and after school and at the weekends, ranging from polishing shoes, cleaning their dormitories and washing up. Some may have assisted in the market garden if they showed an inclination towards horticulture.

- ix. If the establishment was run by a Catholic religious order, were any prospective members of the order who were in training permitted to care for children?

The home was not run by a Catholic religious order.

Present

- x. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

- xi. If so, please give details.

N/A.

## 1.6 Numbers

### (a) Organisation

Please see Barnardo's part A response in relation to the organisation.

### (b) Establishment

Past

- i. How many children did the establishment accommodate at a time?

Craigerne opened in September 1957 as a residential school for boys with emotional difficulties. The annual report of 1964 stated that the home was now up to full strength with 25 junior boys, all sponsored by local authorities.

- ii. Did this change, and if so, what were the reasons?

The school closed in June 1989 following the dramatic decline in referrals from Scottish authorities. Lothian was developing a policy of placing children within its own region. Fewer children needed specialist care in Strathclyde as provision could now be met within the region.

- iii. How many children in total were cared for at the establishment?

Decade	Numbers admitted
1950's	28
1960's	66
1970's	82
1980's	51
<b>TOTAL</b>	<b>227</b>

- iv. What accommodation was provided for the children?

In 1964 15 boys lived in the main house which was built as a private house in 1870, 10 boys lived in a modern house 'Cademuir' completed in 1963. All the boys would have come together for lessons, dinner and much of their leisure time.

- v. How many children occupied a bedroom/dormitory/house?

In the 1958 annual report when the school opened there were 12 boys sleeping in three dormitories. There would have been on average 6 boys sharing a room depending on their ages.

Present

**Craigerne closed in 1989.**

- vi. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

- vii. If so, please give details.

N/A.

## 1.7 Children's Background/Experience

Past

- i. Did the children admitted to the establishment generally have a shared background and/or shared experiences?

Generally, children admitted to the homes shared similar histories of family breakdown due to a range of contributing factors including: poverty; neglect or other abuse, parental sickness or substance abuse; child extra-marital or otherwise illegitimate e.g. teenage pregnancy; the parent had learning or physical disability or mental health condition; child had a disability causing parental rejection or request for support with physical care; or the child had behaviour or mental health

problems often related to one of the above. From 1946 more specialist care was provided. There was a trend towards keeping children at home or fostering where possible.

- ii. Were children admitted into the care of the organisation as a whole, or were they admitted into the care of a particular establishment?

Children were admitted to the organisation as a whole. Barnardo's styled itself as "The Largest Family in the World" and children were encouraged to feel they belonged to Barnardo's.

From the late 1960s, the local authorities placed children in homes which were more tailored to their needs. Children were increasingly likely to be placed in Barnardo's because they could offer a suitable establishment in the right geographic location to meet the child's individual needs and to support contact with birth family.

From the 1970's onwards the boys would have been referred to Craigerne which would have for the majority been their only placement within Barnardo's. A few went on to another school, Thorntoun, run by Barnardo's, which catered for children from 11-16 years.

- iii. If children were admitted into the care of the organisation, did the organisation decide which establishment they would be admitted into?

Since the founding of the organisation, decisions about placement of children had been made centrally at Barnardo's Head Office. Decisions were based on age and gender of the child and where the vacancies existed at any point in time; sometimes consideration was also given to placement with siblings (see below at viii).

The centralised nature of the organisation's administrative operation during the 1940s and 1950s, was crucial to Barnardo's national evacuation programme during the 1940s when most of Barnardo's homes in Scotland opened solely for the purpose of evacuation.

From the late 1960s planning for placement became more regional and increasingly localised, and as the role of Local Authorities in decision-making increased, the choice of home for a child or children would ultimately be made by the local authority through application to Barnardo's for a vacancy in a particular establishment.

- iv. Who placed children with the organisation?

In June 1956 there was one boy at Craigerne who was sponsored by a local authority. By 1958 there were 12 boys sponsored by local authorities. By 1964 the school was at full capacity with all 25 boys sponsored by local authority education departments.

- v. From 15 April 1971 (the date on which the Children's Hearing system was introduced), did the organisation/establishment receive children mainly from the Children's Hearing system?

No information has been located relating to children received through the Children's Hearing System. Children were placed by local authorities who may have in turn received responsibility for children from the hearing system.

- vi. If not, how generally did children come to be admitted into the care of the organisation?

Generally, the boys were admitted from the local authority by Children's Officers or through the Education Department.

- vii. Was there a gender or other admission policy or practice operated by the organisation or any establishment run by it?

There were changes over the years but age and gender were both factors in that some homes were single-sex and took only a specific age-range of children. As an organisation, Barnardo's accepted children of any age and both genders.

Craigerne was a single sexed boys residential school for boys aged 7 to 12 years old.

- viii. What was the policy/procedure and practice regarding admission of siblings?

From the database it appears that there was one set of twin brothers and one set of brothers who were admitted to Craigerne at the same time.

- ix. How long did children typically remain in the care of the organisation?

The length of stay in the care of Barnardo's varied very widely. If restoration to the birth family was not possible then a child would typically stay in the care of the organisation until they reached school leaving age, after which their care and supervision would be passed to the After Care Department (see below 1.7 xx) – xxiii)).

Some children were admitted for a specific purpose aimed at supporting the birth family, with restoration to the family being part of the plan from the start. This was not the most common pattern but it demonstrates that planning for the children could be responsive to the circumstances within the child's birth family.

When children were admitted as babies or toddlers as a result of parental rejection or neglect / abuse, they would typically remain in Barnardo's care until they reached majority. After 1947, adoption would have been considered under certain circumstances, but not in all cases.

From Barnardo's database, the average length of stay at Craigerne was 3 years.

- x. Were children moved between different establishments run by the organisation?

In the 1940s and 1950s it was typical for a child in Barnardo's care to move from one home to another or to move from a home to a foster home (and vice versa), or between foster homes.

Later, from the late 1960s and onwards, it became more common for children to return home after shorter stays or for the child to be moved to a more specialist provision which would better meet the child's individual needs.

An internal in the Barnardo's News from 1989 reported the closure of the school and stated that 'out of 300 boys and families that we have worked with, 60% returned home, three-quarters of these were able to attend mainstream schooling.'

- xi. If so, in what circumstances?

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- xii. Generally did children typically stay in one, or more than one, establishment?

Most children placed in Barnardo's care in the 1940s, 1950s and early 1960s would have experienced a minimum of two placements within Barnardo's, and very many would have upwards of three changes of placement.

If a child came in for a shorter term placement they would be more likely to remain in one establishment for the duration. In later years from the late 1960s, changes of placement became less common.

In the event of a foster home breakdown, or family breakdown following an attempt to restore to birth family, it was not uncommon for a child to be returned to the home from which they had most recently moved.

- xiii. What provision was made for contact between siblings while siblings were at the establishment?

From the database it appears that there was one set of twin brothers and one set of brothers who were admitted to Craigerne at the same time. They would have had daily contact in the class room and after school.

It is recorded that the majority of boys had regular contact with their families so would have been able to keep on contact with their siblings not placed in Craigerne. The children were placed at Craigerne during term time only. The children often went home at weekends and during the holidays.

- xiv. What provision was made for contact between children and their parents and wider family while children were at the establishment?

Contact with families was reviewed as children approached school

leaving age. Some went home at weekends and holidays. If boys went home at weekends during term time, these arrangements would have been made by the placing agency.

See 1.7 xv) below.

- xv. What provision was made for information sharing/updates about the children to their parents?

The school brochure from 1986/7 states that '*close contact is maintained between school and families by the family social workers attached to the school, by regular phone calls, by parents participating in six monthly reviews and by parents day visits. Boys return home for alternate week-ends, mid-term weeks and school holidays.*'

- xvi. What provision was made for information sharing/updates about parents to their children?

See 1.7 xv) above.

- xvii. What provision was made for the celebration of children's birthdays, Christmas and other special occasions?

In the early days children would have been given a birthday present by Barnardo's. In later years money provided by the local authority was given specifically for birthday gifts. The boys at Craigerne would have spent Christmas with their relatives.

- xviii. What was the process for review of children's continued residence at the establishment, in terms of whether they continued to require to be there?

Local authorities would have been responsible for reviewing the appropriateness of the child's continued residence at Craigerne. After the boys reached aged 12, they would have gone home, joined a senior school provision or would have been placed in a mainstream residential placement.

- xix. When children left the care of the establishment, what was the process for discharge?

Plans for discharge were agreed and monitored through the review system and the boys were either being returned home or moving to a senior school provision. The local authority would have made these arrangements in partnership with the family social worker attached to the school.

- xx. What support was offered to children when they left the care of the establishment?

Support was provided by the family social worker who was attached to the school for a period after the boys left Craigerne. Due to the age of the boys at Craigerne this responsibility passed back to the local authority, unless they were transferring to Thorntoun School, a senior school run by Barnardo's.

There is evidence in the annual reports that boys who had been at Craigerne in the 1950s and 1960s did return to visit Craigerne.

- xi. What information was sought by the organisation and/or establishment about what children leaving its care planned to go on to do?

Due to the age of the children when leaving Craigerne this question is not relevant.

- xii. Was such information retained and updated?

All care records and After Care records for every child resident in a Barnardo's establishment or foster home have been retained in line with Barnardo's Records Retention Policy.

Barnardo's Making Connections service maintains the archive of children's records and provides an access to records service. All contact with adults formerly in Barnardo's care or adopted through Barnardo's, seeking help or support or access to their information, is recorded and stored at the Making Connections Archive, in line with the requirements of the Data Protection Act 1998.

Local authorities would have had records for those children which they placed in care.

- xiii. What was provided in terms of after-care for children/young people once they left the establishment?

See above under 1.7 xx).

Present

- xxiv. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

- xxv. If so, please give details.

N/A.

## 1.8 Staff Background

### (a) Organisation

Please see Barnardo's part A response in relation to the organisation.

### (b) Establishment

Past

- i. How many persons were employed in some capacity at the establishment?

In 1958 when the school opened there was a superintendent and his wife, a senior matron, two assistant matrons, a housefather/handyman and a cook. In addition there was a first assistant in the school and a part time assistant.

In 1966 there was a male superintendent/headmaster and a chief matron (female superintendent), 7 houseparents, a cook and a gardener, plus staff working 35 hrs/week on laundry and 108 hrs/week cleaning. In addition in the school there were two teachers and an assistant teacher.

The 1986/7 brochure describes the staffing establishment as including 6 teachers, 14 residential social workers, and administrative and ancillary staff. In addition the brochure states that '*the school is able to make use of local volunteers especially in relation to recreational*

*activities.'*

- ii. How many of those persons had the opportunity of unaccompanied access to a child, or children, cared for at the establishment?

All staff would have been appropriately police checked prior to appointment. It is unlikely that any administrative or ancillary staff would have had unsupervised access to the boys. Volunteers may have had unsupervised access to boys if they were supporting them with individual activities.

- iii. How many were involved in the provision of care to children accommodated at the establishment (child care workers)?

See 1.8 i).

- iv. What experience and/or qualifications, if any, did the child care workers require to have?

Child care workers were expected to attend a residential child care course or hold a residential child care certificate. The annual report of 1961 records that the superintendent and his wife attended a 'special schools' conference at Woodford Bridge which they found '*stimulating and encouraging.*'

In 1966, 5 out of 7 houseparents had Residential Child Care Certificates.

A memo from 1969 indicates that all teachers working at Craigerne School were registered with the General Teaching Council for Scotland. The annual report of 1969 records: '*we may have almost a complete turnover of residential staff every two years, due again in August 1969.*' This was in part due to staff seeking formal training and staff secondments.

Barnardo's does not retain any teaching records. All teaching records would have been returned to the Home Office.

- v. What was the child care worker/child numbers ratio?

The staff ratio fluctuated over time dependent on the number of boys in residence and the complexities of each case. In 1966 there were 9 care staff and 25 boys. In 1986 there were 14 care staff and 26 boys.

- vi. What was the gender balance of the child care workers?

Barnardo's attempted to have a mixed gender of staff. The school was initially run by a married couple supported by staff. A male took over as superintendent in 1963 supported by a chief matron. There were always more females than males working in residential child care. Residential work did not attract single males until the increased professionalism of residential social work.

- vii. Was any attempt made to employ child care workers in looking after children of the same sex as those workers?

Yes. It appears that more teachers were male than female which balanced out the staff team.

Present

- viii. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

- ix. If so, please give details.

N/A.

## 2. Organisational Structure and Oversight

### 2.1 Governance

Please see Barnardo's part A response in relation to the organisation.

### 2.2 Culture

Please see Barnardo's part A response in relation to the organisation.

## 2.3 Leadership

### Past

- i. How was the establishment managed and led?

In 1956 when the school opened the superintendent was also the headmaster.

- ii. What were the names and qualifications of the persons in charge of the establishment? Please include the dates for when each of the persons was in charge.

Dates	Superintendent	Qualifications
1957-1963	Mr Nicholson (headmaster) Mrs Nicholson	MA
1963- unknown	Mr Norris	No information on his qualifications
1986 - 1989	Mr Michael Joseph Toman (principal)	MA (hons) English literature & Italian, Diploma in Educational Psychology, Post-Graduate Cert. Education, M.Ed in Educational Studies.

- iii. What was the oversight and supervision arrangements by senior management within the establishment?

Senior staff would provide oversight and support to junior staff on duty.

- iv. What were the oversight arrangements by the organisation, including visits by or on behalf of the organisation?

From the 1960s Dr Methven, a consultant psychiatrist employed by Barnardo's in Scotland, visited Craigerne on a fortnightly basis to

discuss each boy's case with the staff and visiting doctor. These visits became less frequent to monthly when the staff became more experienced in dealing with the boys behaviour.

From 1966 Miss Massey a psychiatric social worker who was Barnardo's Deputy Regional Executive Officer for Scotland worked closely with the school providing support to the staff and worked closely with the parents of the boys. In addition there was an After-Care Officer who had responsibility for school leavers. Miss Massey would visit on a monthly basis, more frequently if needed and attend case reviews on each child.

There were monthly staff meetings of all the superintendents and all the field work staff to discuss different methods of working and the development of policies.

The Regional Executive Officer would visit each home at least twice a year and would prepare a report for the Board of Trustees.

There were annual visits by the domestic advisor, the medical advisor and education advisor who provided annual reports to the Board of Trustees. The Scottish Trustee representative would visit annually as would senior management from Barnardo's Head Office in London.

#### Present

- v. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

- vi. If so, please give details

N/A.

#### 2.4 Structure

##### Past

- i. What was the structure of the organisation?

Please see Barnardo's part A response in relation to the organisation.

- ii. What was the structure of the establishment?

Barnardo's has not been able to source any structure charts in the archives. Each unit would have been managed by houseparents, usually a married couple supported by assistants. The houseparents would report to the superintendent.

In 1958 when the school opened there was a superintendent and his wife, a senior matron, two assistant matrons, a housefather/handyman and a cook. In addition there was a first assistant in the school and a part time assistant.

In 1966 there was a male superintendent/headmaster and a chief matron (female superintendent), 7 houseparents, a cook and a gardener, plus 35 hrs/week laundry and 108 hrs/week cleaning. In addition in the school there were two teachers and an assistant teacher.

In 1986 the school had two residential units accommodating 26 boys aged between 7-12 years with 6 teachers, 14 residential social workers, plus administration and ancillary staff.

Present

- iii. With reference to the present position, is the answer to the above question different?

The home closed in 1989.

- iv. If so, please give details.

N/A.

## 2.5 Hierarchy and Control

Please see Barnardo's part A response in relation to the organisation.

## 2.6 External Oversight

Past

- i. What were the arrangements for external oversight of the organisation and the establishment?

From a review of correspondence in Barnardo's archives from 1961 to 1969 it appears that there was a great deal of correspondence between the Scottish Education Department , Barnardo's Regional Office and Craigerne School on a range of issues, such as registration of teachers, fire precautions, milk in schools, quarterly returns and holiday activities.

For oversight of the residential aspect, please see answer 1.3(viii) above.

- ii. Who visited the organisation and/or the establishment in an official or statutory capacity and for what purpose?

The visitors' book which would have captured the names of all those who visited Craigerne was destroyed under Barnardo's destruction policy. Barnardo's is unable to say with any accuracy who visited the home in an official or statutory capacity.

The annual report of 1958 records that the Chief Inspector for Special Schools, Mr Petrie, visited the school from time to time and to give help and advice. The report also acknowledges the support of the Scottish Education Department.

The annual report of 1961 records the support from educational psychologists and Her Majesty's Inspectorate who visited regularly and attended school functions.

- iii. How often did this occur?

It is not known with any accuracy how often visits occurred.

The annual report of 1952 stated that representatives from the Scottish Home Department visited the homes regularly, and frequently sent out other visitors, children's officers etc. "They are always helpful in their criticism and very appreciative of the work being done."

- iv. What did these visits involve in practice?

There are no records of these visits in the archives so Barnardo's is

not able to comment in detail on what these visits involved.

The annual report of 1960 records that the school '*had an extremely good report from the H.M.I.*' Barnardo's does not have a copy of this report.

- v. What involvement did local authorities have with the organisation and/or the establishment in respect of residential care services for children?

All boys admitted to Craigerne had to be sponsored by a local authority department.

- vi. What involvement did local authorities have with the organisation and the establishment in respect of the children at the establishment?

The annual reports from the 1960s reveal that there was a good relationship with the Local Authority Children's Officers.

- vii. If the establishment was run by a Catholic religious order, what actual involvement and/or responsibility, whether formal or informal, did the Catholic Hierarchy/Bishops' Conference have, either directly or at diocesan level, in the creation, governance, management and/or oversight of the establishment?

The establishment was not run by a Catholic Order.

- viii. What was the nature and extent of any pastoral care provided to the establishment, if it was run by a religious order?

N/A.

Present

- ix. With reference to the present position, are the answers to any of the above questions different?

The home closed in 1989.

x. If so, please give details.

N/A.