

1 Wednesday, 5 December 2018

2 (10.00 am)

3 LADY SMITH: Good morning. Mr Peoples.

4 MR PEOPLES: Good morning, my Lady. The next witness to  
5 give oral evidence wishes to remain anonymous and has  
6 chosen the pseudonym "Eric".

7 LADY SMITH: Thank you.

8 "ERIC" (sworn)

9 LADY SMITH: Please sit down and make yourself comfortable.

10 Eric, just one thing I want to ask you at this  
11 stage, which is to try to keep in the right position for  
12 that microphone. We need you to use it for not just  
13 everybody to hear you in the room, but particularly so  
14 the stenographers can hear you through the sound system.

15 Mr Peoples will explain to you what happens next.

16 Questions from MR PEOPLES

17 MR PEOPLES: Good morning, Eric.

18 A. Good morning.

19 Q. Before I begin to ask some questions, can I just say  
20 there's a red folder in front of you within which there  
21 is a copy of a statement you've provided to the inquiry  
22 in advance of today. I will be asking you some  
23 questions about the things that you've told us about  
24 in the statement.

25 You're free to use that at any time to refer to or,

1 if I direct you to some matters in it, the statement  
2 will also appear in front of you on the screen, so if  
3 you find it easier to work off the screen, then please  
4 do so. It's very much a matter for you.

5 Before I actually ask you any questions, I'll give  
6 the reference number that we have attached to your  
7 statement for the benefit of the transcript. It's  
8 WIT.003.001.6021.

9 At this stage, if I could ask you to turn to the  
10 final page of the written statement on page 6029 in the  
11 red folder. Can you confirm for me that you have signed  
12 your statement on that page?

13 A. Yes, I have.

14 Q. Can you also confirm that you have no objection to your  
15 statement forming part of the evidence to this inquiry  
16 and you believe the facts stated in your written  
17 statement to be true?

18 A. Yes.

19 Q. Against that introduction, can I ask you to perhaps turn  
20 to the first page of the statement on page 6021 and  
21 confirm for me simply that you were born in the year  
22 1951? I don't need your precise date of birth.

23 A. That's correct.

24 Q. On that page, Eric, you give us some background  
25 information which I can maybe just take at this stage.

1           The reason you're here today is that you were, in the  
2           early 1970s, working for Barnardo's at an establishment  
3           in Scotland known as Balcary House in Hawick.

4           A. Yes.

5           Q. Before I ask you about that, you tell us a little bit  
6           about your qualifications and work experience during  
7           your working life. Basically, your area of interest and  
8           employment has been social work, is that right, for your  
9           whole adult life?

10          A. That's right.

11          Q. And that what you tell us on page 6021 is that you've  
12          held, I think, between 1976 and 2009 various social work  
13          positions with local authorities in England; is that  
14          correct?

15          A. That's right.

16          Q. It appears from the description of the various posts  
17          you've held that they've mainly been concerned, is it,  
18          with adults and older persons and vulnerable adults?

19          A. Yes, that's correct: adult social work and particularly  
20          with older people.

21          Q. You tell us that your qualifications -- you have a BA in  
22          sociology and social administration, which you obtained  
23          from the University of Durham in 1975. You have  
24          a certificate of qualification in social work and  
25          a diploma in applied social studies, which you obtained

1 from the University of Southampton in 1976, and you also  
2 have a diploma in management studies from  
3 Anglia Polytechnic that was obtained in 1990.

4 A. Yes.

5 Q. Before you obtained these qualifications, you did work  
6 on various occasions in the early 1970s for Barnardo's  
7 at Balcary House in Hawick; is that correct?

8 A. Yes.

9 Q. I'll try and take some dates from you at this stage  
10 based on some of the records that we've seen and try and  
11 put it together with the information you have told us  
12 about on page 6021. I'll just take the dates at the  
13 moment before I ask you anything about your period at  
14 Balcary.

15 I think that your first employment there was as  
16 a volunteer working for an organisation called Community  
17 Service Volunteers, and that you worked at Balcary for  
18 a time in 1970; is that right?

19 A. Yes, that's right.

20 Q. I have seen some records that suggest you may have  
21 worked in 1970 from around [REDACTED] of that year until  
22 [REDACTED]. I don't know if that accords with your  
23 recollection.

24 A. That would fit. I can't recall the exact dates.

25 Q. It is a long time ago.

1           Then, as I understand it, the following year, prior  
2           to changing, I think, direction at university, you took  
3           up employment for a time at Balcary starting in 1971;  
4           is that correct?

5           A. Yes.

6           Q. Again, I can maybe put some dates to you from records  
7           that we've been shown. I think it's accurate to say  
8           that you may have started around [REDACTED] 1971 and  
9           thereafter you would have completed a two-month  
10          probationary period with Barnardo's. I don't know if  
11          that rings any bells now.

12          A. The date would be right. I don't recall a probationary  
13          period. I'm not saying there wasn't.

14          Q. Internally I think they had a process which involved  
15          a probationary period after which an appointment was  
16          confirmed. I don't know if that was something you're  
17          aware of. We've seen documentation to that effect.

18          A. Fine. I don't recall it, but I --

19          Q. And I think the post that you were employed in at that  
20          time was I think as an assistant house parent. I think  
21          that was how it was described at least.

22          A. That sounds familiar, yes.

23          Q. After the probationary period and approval of your  
24          appointment, you continued in that capacity until you  
25          left the organisation on [REDACTED] 1972; does that

- 1 ring a bell?
- 2 A. Yes, it'd be about right.
- 3 Q. Correct me if I'm wrong, I think you then, the following  
4 year, may have worked also during vacation from  
5 Durham University for around a couple of months in 1973  
6 from [REDACTED] 1973 through to about [REDACTED] 1973,  
7 which would probably accord with the university  
8 vacation. Do you remember that?
- 9 A. Well, I hadn't, to be honest --
- 10 Q. There seems to be a record to that effect.
- 11 A. Now you say it, that's certainly believable, so ...
- 12 Q. I think it was in a different capacity. You were  
13 basically a summer job, if you like.
- 14 A. Okay, yes. Perfectly believable, yes.
- 15 Q. The inquiry has asked some questions about various  
16 matters in your statement. Before I look at these  
17 matters with you, can I perhaps start in a more general  
18 way and just ask you what your particular memories are  
19 of your time at Balcary. Have you got particular  
20 memories that stand out or is there anything in  
21 particular that you recall of that chapter in your life?
- 22 A. I'm not sure what I would highlight. It felt a positive  
23 period at the time. I thought I was being useful.  
24 There were plenty of moments of laughter and enjoyment.
- 25 Q. If you were asked about -- if someone was to say, "Tell

1           us about the place itself", have you any memories or  
2           general impressions or recollections of the place  
3           itself?

4           A. The physical?

5           Q. Not just the physical, your whole impressions of the  
6           establishment.

7           A. Right. In a sense it was larger than life in a way  
8           because it was a very large house, very large number of  
9           people, but it was trying to operate as a family group  
10          as well. So that sort of contrast between family life  
11          but having to cope in, for want of a better word,  
12          what was an institutional setting.

13          Q. I think, just picking up on that theme, at page 6022 in  
14          your written statement you say:

15                 "It was a welcoming place but with a somewhat  
16                 institutional feel."

17                 Can you help us with what you were trying to convey  
18                 by that?

19          A. It was a large imposing house, but it would be much  
20          larger than most of us would think of living in,  
21          of course; it was even bigger at the back.

22                 As you go in, you've got very large rooms. So  
23                 a large dining room, which catered for that large number  
24                 of children and staff eating together. A pleasant smell  
25                 of furniture polish and floor polish -- pleasant but

1           has, to my mind, a slight institutional tone to it. Not  
2           necessarily unpleasant, but it ...

3           Q. Can you recall approximately how many children were at  
4           Balcary when you were there in the early 1970s?

5           A. I imagine it must have varied, but my memory is  
6           something around mid-teens, so 15, 16, 17.

7           Q. Children?

8           A. Children, yes. At most.

9           Q. What age range did --

10          A. School age, but I think the youngest was 5 or 6, going  
11          up to 14.

12          Q. And boys and girls?

13          A. Yes.

14          Q. You tell us a bit about the management structure in  
15          those days. You tell us that the persons who were in  
16          charge at that time were a Mr and Mrs Barron; is that  
17          right?

18          A. That's right.

19          Q. Was that Joan and Stuart Barron? Does that --

20          A. Yes, yes, it does.

21          Q. You also tell us that there were a couple who were the  
22          deputies to the Barrons called Mr and Mrs Wright.

23          A. Yes.

24          Q. But you tell us that during the -- between the start of  
25          your association with Barnardo's in the 1970s and the

- 1           end of it, that Mr Wright was killed in a car crash.
- 2           A. That's right.
- 3           Q. Did Mrs Wright continue to work at Balcary or can you  
4           recall?
- 5           A. Yes, she did. I'm not sure for how long but, yes, she  
6           did.
- 7           Q. In terms of the staff numbers, you've estimated -- and  
8           indeed it's in your statement at page 6022 -- that there  
9           was perhaps 16 to 18 children. You give us some  
10          estimation of the staff/children ratio being about --  
11          child to staff ratio of 2:1. Would that be about right,  
12          that there were maybe 8 or 9 staff?
- 13          A. Yes. I hope I haven't conflated different people at  
14          different times, but I think that's right.
- 15          Q. Because we would have Mr and Mrs Barron, we would have  
16          the deputies, Mr and Mrs Wright, so that would be four.  
17          And then you talk of care staff that may have varied in  
18          numbers but you estimated they were perhaps four or five  
19          in number in addition, is it, to the Wrights and the  
20          Barrons?
- 21          A. Yes.
- 22          Q. And you'd be one of the care staff in that category?
- 23          A. That's right.
- 24          Q. Would the others be permanent staff or volunteers?
- 25          A. They were permanent staff.

1 Q. Were they all performing essentially the same role, as  
2 a residential care worker or house parent?

3 A. Yes. I don't think there was any distinction in role.

4 Q. You also say that you have a memory that there was  
5 a cook and kitchen assistant, a part-time gardener and  
6 a part-time cleaner in addition?

7 A. Yes.

8 Q. Would they be counted in your staff ratios?

9 A. No, no.

10 Q. So far as your role as a carer, residential care worker,  
11 is concerned, I think on page 6023, when asked about  
12 that matter, you tell us that in the time you were  
13 working at Balcary, the home wasn't divided into units  
14 with carers being responsible for a specific group of  
15 children or young persons.

16 A. That's right, yes.

17 Q. So far as the layout and sleeping arrangements were  
18 concerned, it being a mixed unit or establishment, there  
19 were presumably dormitories or bedrooms for boys and  
20 dormitories or bedrooms for girls?

21 A. Yes, there were about three large shared  
22 bedrooms/dormitories and there was also some -- at least  
23 two -- smaller rooms that could be twins or two people  
24 or one person for the older children.

25 Q. And generally speaking in terms of the dormitory

1 arrangements, were the children in particular  
2 dormitories there according to age?

3 A. Yes.

4 Q. As well as gender?

5 A. Yes.

6 Q. Would staff, including yourself, be staying on the  
7 premises, as it were, in staff quarters?

8 A. Living in? Yes.

9 Q. Can you tell me, and I appreciate it's a long time ago,  
10 what are your memories of the Barrons as the people in  
11 charge? Can you help us with what you remember of them?

12 A. Experienced -- or they came over as experienced.

13 Confident. Clearly they were the couple in charge,  
14 which was fine. I'm not sure what else to say.

15 Q. I suppose I might ask you a more specific question on  
16 that. How would you describe the relationship between  
17 the Barrons and the children and young persons? If they  
18 were the people in charge and indeed in charge of you  
19 and in overall charge of the establishment, what sort of  
20 relationship would you say they had with the children  
21 and the young persons that were at Balcary at that time?

22 A. I'd have said they were good. In authority terms they  
23 were clearly one level; Mr and Mrs Wright were clearly  
24 at the next level; then there were the staff, the care  
25 staff. So I suppose there was more respect, formality

1 for the management roles, but more for Mr and Mrs Barron  
2 and -- not less, but the next level down for the  
3 deputies.

4 So they would be the source -- they were very much  
5 the leaders of the group, the home, they were very much  
6 in charge, so if there was a doubt about something  
7 it would be to Mr or Mrs Barron that you would go.

8 Q. So far as interaction with children was concerned at  
9 that time, would the main interaction be between what  
10 one might term the primary carers like yourself and  
11 others rather than between Mr and Mrs Barron and the  
12 children or was that the way it was or was it different?

13 A. I'd say there was more from the Wrights and from the  
14 other care staff than Mr and Mrs Barron, but they were  
15 involved as well. I guess they did more of the  
16 office-based things. So I would say, yes, they probably  
17 were slightly less in face-to-face contact with  
18 children, but not necessarily, in my memory, a great  
19 deal.

20 Q. But Mr Barron, and perhaps his wife, would they have an  
21 office which they would use to carry out their  
22 management functions?

23 A. There was an office. They didn't describe it as their  
24 office, it was downstairs, off the main hall. It would  
25 be -- if they were in there, then the door would be open

1 and if they had someone with them or some reason not  
2 to ... and if Mr and Mrs Wright were leading, on duty at  
3 a particular time, they would use it if necessary.

4 Other times, it would just be shut.

5 Q. So far as the Barrons were concerned, I think the term  
6 then might have been joint superintendents, if that was  
7 their description, can you recall how they divided up  
8 their responsibilities? Did one do particular things  
9 and did the other have other responsibilities in  
10 practice? It's a long time ago, I'm just seeing if  
11 you have any memories of how they divided up their role.

12 A. It doesn't strike me that that was the case. Logically,  
13 it seems as though perhaps it might have been, but  
14 I can't think of an example.

15 Q. If I can take a possible example. In terms of, say,  
16 morning routines -- and I think and others as carers  
17 would be involved in getting children up and out to  
18 school and so forth -- would that be something that  
19 either Mr Barron or Mrs Barron would get involved in  
20 personally?

21 A. Downstairs as part of the routine, yes. Probably less  
22 so in terms of getting the children up. Probably less,  
23 I would say.

24 Q. At mealtimes would one or other be present --

25 A. Yes.

- 1 Q. -- or at least on the scene?
- 2 A. No, present. Staff and children ate together.
- 3 Q. Including the Barrons?
- 4 A. Yes.
- 5 Q. Did the Barrons have any children?
- 6 A. Yes, one lad.
- 7 Q. Did he fit in just with the other children and do the  
8 same as they did?
- 9 A. Yes. They seemed to strike quite a good balance there.  
10 Obviously, he went to the same school, so he was  
11 a schoolfellow of the children. He would join in on a  
12 sort of age-appropriate basis. And at times, he would  
13 be at his home, in the flat, and the Barrons were quite  
14 open about, well, that's his -- he's with his family or  
15 whatever. So I always thought that was a very difficult  
16 path to tread. It seemed to work. He was a nice lad.
- 17 Q. In terms of routines like bathing and washing, was that  
18 something that the Barrons would supervise or would it  
19 be left to the care staff?
- 20 A. I think it depended on who was around, but it would  
21 probably be more likely to be Mr and Mrs Wright and the  
22 care staff.
- 23 Q. I think you tell us, so I can maybe take this short,  
24 that in terms of keeping any record of what was going on  
25 at Balcary at that time, you weren't directly involved

- 1 in keeping or maintaining records; is that right?
- 2 A. That's right.
- 3 Q. Were you aware whether Mr and Mrs Barron or any other  
4 person had a responsibility for maintaining records and,  
5 if so, what records they were expected to complete?
- 6 A. I was aware that there were records in the office, which  
7 were appropriately secure. But I don't know what  
8 specifically they were or meant to keep.
- 9 Q. Were you asked as a carer to convey information about  
10 the day-to-day activities or other matters to the  
11 Barrons in order that that could be noted and recorded?
- 12 A. No.
- 13 Q. That wasn't the way it was working at that time?
- 14 A. No. I'm not even sure if there was a daily record --  
15 well, I kind of assume there wasn't, but I don't know.
- 16 Q. You weren't expected to at some time to either sit down  
17 with Mr and Mrs Barron or some other person --
- 18 A. No.
- 19 Q. -- and tell them what had gone on or tell them of any  
20 particular matters that they wanted to know about?
- 21 A. No, if it was sharing of information it would be most  
22 likely to happen after lunch in the staff room, where  
23 there tended to be -- most of the staff would congregate  
24 for coffee with the Barrons.
- 25 Q. So far as the Barrons are concerned, we have heard from

1           one witness who was a resident during their time at  
2           Balcary and indeed a resident during the time of their  
3           predecessor, and that's a person you wouldn't have had  
4           any dealings with, Miss O'Brien, but you may have heard  
5           about her at the time. She pre-dated the Barrons and  
6           your time at Balcary.

7           One witness, I think, did say that something along  
8           the lines that the Barrons -- there wasn't a lot of  
9           perhaps overt affection from them, they weren't that  
10          type of couple. Does that accord with your recollection  
11          of them, that they were maybe a little more detached?

12         A. Yes, that would fit with my recollection.

13         Q. Another one described Mrs Barron as a bit stern and  
14          strict, at least in appearance or impression.

15         A. Yes. Yes, so if there was an issue of manners or  
16          something that needed "correcting", then it would be  
17          probably Mrs Barron that would say something rather than  
18          Mr Barron.

19         Q. I think it was described at times she had a stern look.

20         A. Yes, she could have a stern look, yes.

21         Q. There was some evidence to the effect that Mr Barron  
22          might be involved in activities involving children and  
23          young persons --

24         A. Mm-hm.

25         Q. -- whereas Mrs Barron might be more involved in the

1           organisational aspects of the home and sorting out  
2           matters like clothing, food supplies and things of that  
3           kind. Again, I don't know whether that is something  
4           that you remember or not, but was that the way things  
5           were perhaps allocated?

6           A. Now you say that, certainly I can picture Mr Barron  
7           playing football with us and the children or coming  
8           swimming. I don't recall Mrs Barron being involved in  
9           those sorts of activities.

10          Q. Would you have an involvement in dealing with the  
11          children during the morning as part of your house parent  
12          duties in getting them up in the morning?

13          A. Yes.

14          Q. In your time what would happen if a child had wet the  
15          bed?

16          A. A low-key response. That was something that the Barrons  
17          and the Wrights -- there was a clear expectation that  
18          you treated that as low-key and didn't make a big fuss  
19          about it.

20                 The approach was that you just took the necessary  
21          bedding off the bed to go down to the laundry and the  
22          child would have a quick -- I was going to say dip  
23          in the bath, sort of to waist level in a warm bath to  
24          avoid discomfort and quickly carry on with the dressing  
25          routine and what have you.

- 1 Q. Would it have been obvious to other children in the  
2 dormitory that the child had wet the bed though?
- 3 A. Yes.
- 4 Q. Did that ever cause difficulties in terms of remarks  
5 being made or not?
- 6 A. There could be remarks from other children, putting down  
7 but probably in a slightly crowing way, saying  
8 "I haven't" or "I don't". But the response to that was  
9 to reject that sort of criticism and say, "Hey now, lots  
10 of people that happens to; if you haven't, well done".
- 11 Q. Can you ever recall, in the time you were there, a child  
12 having to take their own wet sheets downstairs to the  
13 laundry?
- 14 A. Quite likely in terms of the process, but when they  
15 needed to go down, depending on where -- how dressed  
16 people were and how time was going, what have you. So  
17 yes, certainly it --
- 18 Q. It could have happened?
- 19 A. Oh yes.
- 20 Q. The reason I'm asking you about that is that there was  
21 some evidence I think to the effect that if a child wet  
22 the bed, one witness who spanned the time of the Barrons  
23 and indeed their predecessor, Miss O'Brien, although she  
24 wasn't maybe able to put a precise date, recalled having  
25 to take her wet sheets downstairs after she wet the bed

1 and she found that personally to be a bit humiliating  
2 because she said it was obvious then that she had wet  
3 the bed and that she was taking her wet sheets down to  
4 the laundry, which other children who hadn't wet the  
5 bed, they were not doing that. I don't know, did that  
6 happen in your time perhaps?

7 A. It did. I mean, I don't think it was intended to be  
8 punitive or humiliating or anything like that. I think  
9 it was just practical. But my first thought as you were  
10 saying that was, well, the other children in the shared  
11 bedroom would know, but to be fair to the person you're  
12 quoting, of course the other children wouldn't in the  
13 other bedrooms. So in a sense it was spreading  
14 information that maybe was better not spread.

15 Q. And I suppose if one was trying to look at it from the  
16 perspective of the child, particularly a child who had  
17 wet the bed, that could be perceived by them,  
18 understandably, as rather humiliating and perhaps  
19 putting the spotlight on them, some sort of walk of  
20 shame, if you like, as they perceived it.

21 A. It's possible. It's possible, yes.

22 Q. Whatever the intentions, whether that wasn't the  
23 intention or not, that might have been --

24 A. An outcome.

25 Q. -- an outcome of the process.

- 1 A. Yes. I accept that, yes.
- 2 Q. What was the situation about disciplining and punishment  
3 in your time? Because Mr and Mrs Barron were there for  
4 the whole of the period that you were employed at  
5 Balcary, between 1970 and 1973. What was the situation  
6 about discipline and punishment in broad terms?  
7 What was the policy or the approach of the Barrons and  
8 the establishment?
- 9 A. Well, one of the questions was about use of the strap,  
10 for example. That, as far as I know, didn't exist.  
11 Certainly I wasn't aware of that ever being used or  
12 threatened; it was used at school.
- 13 Q. Yes.
- 14 A. So there was no formal punishment like that and there  
15 was no, as far as I'm aware, formal punishment of  
16 attending to Mr and Mrs Barron to be punished or  
17 something like that.
- 18 Q. Because I think historically, at Balcary, perhaps there  
19 had been a cane that was from time to time used by the  
20 person in charge. Historically, I say, but I was just  
21 wondering what the position was in your time. Were you  
22 ever aware that such an implement was --
- 23 A. No --
- 24 Q. -- in the establishment or in the office or used by any  
25 member of staff?

- 1 A. No. I'd be shocked if it was even there, to be honest.
- 2 Q. You didn't see one?
- 3 A. I certainly didn't see one. I don't recall it ever  
4 being spoken of either.
- 5 Q. If that be the case, what did happen if a child  
6 misbehaved or displayed what might be termed challenging  
7 behaviour?
- 8 A. Obviously it would depend on the situation. I suppose  
9 try to prevent things blowing up in the first place,  
10 de-escalate, distract, tell off, be cross with -- and at  
11 times threaten being reported to Mr Barron or Mrs Barron  
12 as being a higher authority.
- 13 Q. If these were the methods that were used, I take it by  
14 you and indeed others -- is that what you are telling  
15 us?
- 16 A. Yes, that's the approach.
- 17 Q. How did you know to react or respond in that way? Was  
18 there some form of written guidance, instruction? Or  
19 how did it come about that that's how you dealt with  
20 these situations?
- 21 A. There was certainly no written instruction or guidance.  
22 By observation of what the other staff did or  
23 particularly the tone that Mr and Mrs Wright and Mr and  
24 Mrs Barron set.
- 25 Q. Because I think you do tell us in your statement, just

1           on that matter, and I can maybe take it at this point,  
2           that you can't recall having any either specific  
3           induction in what we would understand that term to mean,  
4           or specific training when you were at Balcary for the  
5           job that you were asked to do. Is that right?

6           A. That's right, yes.

7           Q. And indeed, you also say in the statement -- and I think  
8           you have just confirmed in the evidence you've just  
9           given -- that you can't recall there being any written  
10          guidance or policies that you were aware of or indeed  
11          asked to read or take on board.

12          A. No. I wasn't aware that there was anything. If there  
13          was, it would have been in the office presumably, but  
14          there was nothing that we were asked to look at.

15          Q. For a time -- and I think it may have pre-dated your  
16          period at Balcary -- there was a document or a set of  
17          policies known as the Barnardo's Book, which first saw  
18          the light of day in 1944 and went through a further  
19          edition in 1955. I think the information we've been  
20          given by the organisation is to the effect that that  
21          book was no longer in use by the late 1960s, and if that  
22          be the case, it wouldn't have been in use when you were  
23          at Balcary, obviously, if that's correct.

24                 But we were told that it was replaced by a system of  
25          circulars which would be issued from the head office or

1           headquarters to superintendents and establishments.  If  
2           that was the system at the time you were at Balcary,  
3           were you aware that that system was in operation and did  
4           you ever see any circulars or were asked to look at any  
5           to be acquainted with what was in them?

6           A.  No.  I don't recall even any reference to documents like  
7           that.

8           Q.  So far as your period of employment between 1970 and  
9           1973, and in particular when you were employed between  
10          1971 and 1972 on a contractual basis, did you receive  
11          any or were you asked to undergo any training during  
12          that period?

13          A.  There was one bit of training that was offered to me and  
14          another member of staff, which was human growth and  
15          development.  It was a Barnardo's initiative and I don't  
16          know who the tutor was, I don't know what her connection  
17          was with Barnardo's or education, but a small group of  
18          staff from -- two of us and at least one, if not two,  
19          from another home met, a bit like an evening class.

20          Q.  So was that training received at Balcary then?

21          A.  No, it was at somewhere else.  I think it was at another  
22          home in the neighbourhood, but I remember it was a car  
23          journey away.

24          Q.  And how long did that training course last in terms of  
25          time?

- 1 A. From memory, three, four -- six sessions at most.
- 2 Q. Over a period of weeks, is it?
- 3 A. Yes. I mean, I assume it was every week or every other  
4 week, I would guess.
- 5 Q. Were you expected to attend that training course? Was  
6 it voluntary or mandatory?
- 7 A. As far as I was concerned it was very much voluntary.  
8 Mrs Barron asked the two of us if we would like to.  
9 I get the impression it was encouraged but equally  
10 I think both of us were -- not exactly biting her hand  
11 off, but we were delighted to have some training.
- 12 Q. Going back to the question of discipline and sanction,  
13 I think effectively you're telling us that you have no  
14 recollection of any form of corporal punishment being  
15 used at Balcary in your time.
- 16 A. Yes.
- 17 Q. And, obviously, you've mentioned the sort of methods to  
18 deal with children who were displaying challenging  
19 behaviours or were misbehaving. What if a child didn't  
20 calm down? Was there any form of restraint ever used to  
21 deal with that situation, and, if so, how was that  
22 supposed to be handled?
- 23 A. I don't recall any time of someone being physically  
24 restrained. I can think of times where you'd physically  
25 separate children from fighting or whatever and you

1           would try and -- you could send one in one direction and  
2           one in the other. I can't remember -- by restraint, you  
3           mean holding someone down? Or I interpret that as --  
4           I don't recall that --

5           Q. Yes. I think we know in modern times that in certain  
6           settings with vulnerable people who may display certain  
7           behaviours, sometimes for either their own safety or the  
8           safety of others, certain physical restraint methods are  
9           used from time to time. I think it's a common  
10          understanding that that is done.

11          A. Yes.

12          Q. What I'm wondering is whether such methods were in use  
13          in your time, and if so, were you given any guidance as  
14          to how to deal with that situation?

15          A. No, there wasn't anything. What I would think of as  
16          restraint in adult social care terms, no, no pinning  
17          people down or holding.

18          Q. So nothing of that kind was ever formally the subject of  
19          instruction or guidance --

20          A. No.

21          Q. -- to aid you as to how to deal with that sort of  
22          situation if it arose?

23          A. No.

24          Q. Because I suppose it might be thought -- this was an  
25          establishment, as I understand it, for children who had

1           in some cases significant emotional disturbance and  
2           behavioural problems before they got there. Were you  
3           aware of that?

4           A. I wasn't aware that that's the designation that it had,  
5           but I certainly understood that children were coming  
6           from, to varying degrees, broken and split-up homes with  
7           significant emotionally distressed backgrounds, so I was  
8           aware of that.

9           Q. And I suppose with that background -- whether you knew  
10          the detail or not, with that background I suppose common  
11          sense would say that it's difficult to imagine there  
12          never being occasions when they might require the sort  
13          of restraint that might be used today to deal with them.  
14          They might sometimes not calm down, not be able to be  
15          reasoned with, and they might have to use some other  
16          method that may have to be deployed in the short-term.  
17          It seems to make sense that it's unlikely that there  
18          would never have been these occasions with that group of  
19          children.

20          A. I mean, there certainly were times when children would  
21          blow up, for want of a better word, but it didn't seem  
22          to ... It wasn't a war zone. It didn't feel as though  
23          there was a constant battle going on.

24          Q. I'm not suggesting this is a constant thing, I'm  
25          suggesting that if you can have that situation today,

- 1           you could equally have had it in the 1970s.
- 2       A.   Yes.
- 3       Q.   Challenging behaviour isn't a modern phenomenon.
- 4       A.   No.
- 5       Q.   And disturbance, emotionally or for whatever reason,
- 6           isn't a modern development in children and young
- 7           persons, and these were children from quite disturbed
- 8           backgrounds at times.
- 9       A.   Yes.  I imagine we were told, but I don't think it was
- 10           more than common sense, that if children were going home
- 11           or to their family for a short stay or whatever, it was
- 12           understood that they may be more emotionally susceptible
- 13           to blowing up or having a tantrum or whatever.  So there
- 14           was an expectation of, again, trying to avoid and
- 15           cutting a bit of slack, for want of a better word.
- 16       Q.   So far as your knowledge of the children and young
- 17           persons in the home was concerned, I rather get the
- 18           impression from what you've said so far, at least in
- 19           your role, you weren't given detailed knowledge of the
- 20           background of the children that you were caring for.
- 21       A.   That's right.  We would tend to know geographically
- 22           where people came from, but that was more to do --
- 23           because of distance of travelling.  I didn't have a pen
- 24           picture of each child.  You might pick up from the child
- 25           or from colleagues that there was a bit of information

1           that they normally lived with relative X or had  
2           siblings Y, but I had no overview or pen picture and  
3           I had no sense of what was happening in their outside  
4           lives that might be impacting on them.

5       Q.   Looking back, and reflecting on that, I take it you  
6           might agree with me that that might have been a sensible  
7           thing for the care staff to have information about so  
8           they knew the people they were dealing with, they knew  
9           something about their background, something about their  
10          individual characteristics, problems, strengths,  
11          weaknesses and so forth.

12       A.   I agree very strongly.  With hindsight, I find it  
13          upsetting, to put it mildly, that we weren't working in  
14          terms of trying to help people's emotional situation.  
15          In a general sense because everything was -- care was  
16          well-intentioned, a stable setting and so on.  Obviously  
17          that was aimed at helping children or being beneficial  
18          to children.

19       Q.   Because it might be said that the early 1970s isn't the  
20          Dark Ages, so these are things that perhaps ought to  
21          have been addressed perhaps in a more considered way  
22          with some form of system that would produce or provide  
23          that information to care staff, front-line staff.

24       A.   I think that's right.

25       Q.   So far as behavioural difficulties are concerned, were

1           you given any guidance as to what you should look for to  
2           see if a child was particularly troubled whilst they  
3           were in care in terms of were there things to watch out  
4           for, indicators of problems or potential harm occurring  
5           to them, whether within the setting or outwith the  
6           setting? Were you given any guidance on that, what to  
7           look for?

8           A. Not that I can recall at all.

9           Q. Can you recall if in your time any children ever ran  
10          away from Balcary?

11          A. No. I'm fairly sure they didn't. I think I would have  
12          remembered that.

13          Q. Would you have known how to respond to that situation if  
14          they were brought back? If someone was to make a break  
15          for whatever reason and were brought back, were you  
16          given any guidance as to how you would deal with that?

17          A. No. No, because if it had happened while I was there,  
18          I'm sure there would have been discussion at the very  
19          least.

20          Q. You tell us on page 6024, Eric, a bit about mealtimes  
21          and you've already said this morning that in your time  
22          at Balcary the staff and the children ate together;  
23          is that right?

24          A. That's right.

25          Q. And that included the Barrons?

- 1 A. Yes. Yes, if they were off duty, they would eat  
2 upstairs in their flat.
- 3 Q. You deal with what would happen at mealtimes and about  
4 children who might not necessarily like everything that  
5 was served up to them. Can you tell us how that  
6 situation was dealt with? There must have been times  
7 when children said, "I can't stand this, I'm not going  
8 to eat it", and so forth. How was that dealt with?
- 9 A. It didn't seem to be an issue, but children were  
10 encouraged to eat food. I can't remember how the food  
11 was served and the process of portions getting on the  
12 plates. I have a feeling it must have been in the  
13 dining room because I can remember children jollyng the  
14 server to have less of X and more of Y, so there was  
15 a certain amount of negotiation.
- 16 I don't think I'm conflating this with other  
17 memories, but I think there was just an expectation that  
18 you'd try things, have a small amount of something you  
19 didn't like and have more of what you did like, and you  
20 were expected to finish your food. But there wasn't  
21 a "you stay behind until you eat it" approach.
- 22 Q. So you can't remember that sort of treatment of a child  
23 who was not willing to --
- 24 A. No.
- 25 Q. -- or wasn't wanting to eat something?

1 A. It may have been that they were kept back a bit to  
2 finish, particularly if they'd been talking a lot at  
3 a meal perhaps, but it wasn't until you eat it or  
4 whatever. And I'm not even sure I really remember  
5 an issue being made about keeping children back, to be  
6 honest.

7 Q. In this inquiry -- and I'm not being specific to  
8 Balcary -- we have heard that historically some children  
9 were force-fed if they didn't eat something. Did you  
10 ever see anything like that happening --

11 A. No.

12 Q. -- or that they might have a meal re-served on the next  
13 occasion?

14 A. No.

15 Q. No?

16 A. No.

17 Q. Can you recall whether there was any choice given in  
18 your time if someone said, "I don't like liver, I would  
19 like something else"?

20 A. I don't think so. I don't know because there was some  
21 sort of access to, I don't know, bread and jam or  
22 whatever. But I don't recall there being choice.  
23 I think one of the things that the cook and presumably  
24 Mrs Barron did try to do was aim at food that was more  
25 likely to be ...

- 1 Q. Consumed?
- 2 A. Yes.
- 3 Q. Who did the cooking then, was it Mrs Barron?
- 4 A. No, the cook's name was June or Jean. There was a cook.
- 5 Q. We've heard a person called -- she was certainly maybe
- 6 there in the 1960s, and I don't know if she was still
- 7 there in your time. [REDACTED] BEH [REDACTED] does that ring a bell?
- 8 Mrs [REDACTED] BEH [REDACTED] ?
- 9 A. No, no.
- 10 Q. So it was someone else that was by that stage doing the
- 11 cooking?
- 12 A. Yes, and she wouldn't have been called [REDACTED] anything.
- 13 Q. I don't know if she was called that to her face;
- 14 I suspect she was called it behind her back by the
- 15 children. I'm not suggesting that was what she asked
- 16 the children to call her. I should have made that
- 17 clear, that's my mistake.
- 18 A. I wouldn't have called her [REDACTED] behind her back. She was
- 19 a nice lady.
- 20 Q. The woman that you are thinking-off?
- 21 A. Yes, she said it as she saw it and she was good with the
- 22 children.
- 23 Q. You deal on page 6024 with the matter of free or leisure
- 24 time in paragraph 15. You tell us there were things
- 25 there and we have heard other evidence that there were

1 activities, trips and free time and so forth --

2 A. Mm-hm.

3 Q. -- at Balcary. You do say, however:

4 "I don't recall reading being actively encouraged."

5 That seems to be something that maybe sticks out in  
6 your mind.

7 A. That was in response to a question and I was -- looking  
8 back, I thought maybe there should have been a slot.  
9 But reading certainly wasn't discouraged and there was  
10 reading at bedtime. There were books and a bookshelf  
11 downstairs in the playroom, but there wasn't an  
12 atmosphere where we as staff or the home was expected to  
13 -- "Here's a quiet time after tea, everyone go and read  
14 for ten minutes" or something like that.

15 Q. You tell us on page 6025 that the children -- and we  
16 know this, I think, from other evidence -- at this  
17 particular establishment, they were educated at local  
18 primary and secondary schools in the area.

19 A. Yes.

20 Q. You say you can't specifically recall homework being  
21 required. I suppose that might be, well, the school  
22 didn't insist on it for children at the school or  
23 children at Balcary or it might simply be that you have  
24 no memory of being involved in assisting children with  
25 homework. I just wonder what your memory is on that.

1 A. Well, certainly I don't remember being involved and  
2 I don't recall if there was a school policy about either  
3 the work being done at school or meant to be done at  
4 home. Either it didn't figure on my radar or I've lost  
5 it in time, but I don't ... There weren't ... I don't  
6 recall anything being said in terms of either generally  
7 or specific children, "This person is particularly good  
8 at X or Y, let's help with that".

9 Q. It's a difficult one, perhaps, to -- a difficult  
10 question to answer, but to what extent do you think at  
11 that time in that establishment, given the fact that it  
12 was taking in children from difficult backgrounds, to  
13 what extent education, reading, encouragement of reading  
14 and educational development was given a priority? Did  
15 you get the sense that that was a priority for the  
16 management?

17 A. No, I didn't. I'm not saying because they had  
18 particular views about it or whether they were --  
19 whether this was a general low expectation approach.  
20 I don't know.

21 Q. So far as external supervision or oversight of the home  
22 was concerned, I don't think you've got any recollection  
23 of any external official visitors or you've got no clear  
24 recollections of that happening on a regular basis?

25 A. No, I don't recall any visitors. I don't recall the

1 senior manager visiting. I'm not saying she didn't, but  
2 I hadn't met her when I was appointed, so I would  
3 have -- I think I would have known.

4 Q. I think we understand from the evidence that the way  
5 Barnardo's as an organisation worked was that they did  
6 have their own staff, they had an Edinburgh office, they  
7 had field social workers, I think they would have been  
8 then called, and these individuals would from time to  
9 time visit various establishments, no doubt including  
10 Balcary. But you don't remember those persons  
11 specifically? You're not saying they didn't come but  
12 you don't remember their attendance?

13 A. I certainly don't remember a manager coming. I can  
14 remember a reference to a Barnardo's social worker and  
15 there was a sort of implication that this was a new  
16 development. So they were there somewhere, but  
17 I personally never met them when they visited and  
18 I wasn't expected to, so I wouldn't necessarily know  
19 whether they were there.

20 Q. I suppose if you were there for an appreciable period of  
21 time, particularly between 1971 and 1972, and were  
22 caring directly for children, if those visitors were  
23 coming and not speaking to you, they weren't getting  
24 direct information from the front line carers --

25 A. No.

- 1 Q. -- if that was the way it was done?
- 2 A. Yes. Certainly not from me and I'm not aware of it from  
3 other staff.
- 4 Q. A number of children by the 1970s, probably all of them,  
5 would have been placed in Balcary by a local authority  
6 as a form of placement to discharge their obligations  
7 towards children in need of care away from home.  
8 Can you recall what I would term local authority  
9 social workers rather than Barnardo's fieldworkers  
10 visiting and engaging with you and the children?
- 11 A. No. Exactly the same answer, really, as for the  
12 Barnardo's social workers. Some children had  
13 a social worker, but I certainly never met them.
- 14 Q. What about other visitors? I got the impression -- and  
15 I think it's on page 6026 and you in fact deal with this  
16 directly at paragraph 22 -- that your recollection was  
17 that at that time visits by parents and family members  
18 was not a common occurrence at Balcary.
- 19 A. No, it wasn't.
- 20 Q. Although you do have a memory that some children would  
21 go away and stay with family from time to time?
- 22 A. Yes.
- 23 Q. Either during the holidays or perhaps at weekends?
- 24 A. Yes.
- 25 Q. Or things of that kind?

1 A. Yes. I think more likely to be holidays than weekends,  
2 I think. But again, distance was a factor, I think.

3 Q. What system was in place at that time, if you're able to  
4 help us, to ensure that staff, particularly those  
5 directly involved in care, were doing their job properly  
6 and that they were treating the children well? What  
7 sort of system of monitoring within the establishment  
8 existed to ensure that staff did their job properly?  
9 Are you aware of any?

10 A. I'm not aware of any formal systems. There wasn't  
11 supervision. There weren't structured staff meetings.

12 Q. Was there staff appraisal in your day?

13 A. No, not in my day.

14 Q. You didn't get an appraisal or evaluation?

15 A. No.

16 Q. I think just on that topic at paragraph 23 on page 6026,  
17 Eric, you make the point at the end of that paragraph --  
18 and this may reflect what you've told us already:

19 "Although I didn't feel unsupported at the time and  
20 managers were supportive, with hindsight it would have  
21 been better to have had individual staff supervision  
22 meetings and staff meetings."

23 So I take it that is -- you'd have seen that as  
24 a systemic weakness, if you like, of the system at the  
25 time?

- 1 A. Yes, and an important one to my mind as well.
- 2 Q. And when you're talking about staff supervision  
3 meetings, that to some extent is part of a process of  
4 evaluating staff performance and appraising them from  
5 time to time as well as a maybe formal appraisal  
6 annually or whatever?
- 7 A. Yes, and guidance.
- 8 Q. And guidance, yes. So any sort of discussions tended to  
9 be an informal discussion when you were together for  
10 a coffee or something like that, perhaps, rather than  
11 something structured?
- 12 A. Yes.
- 13 Q. I think you also tell us that you're not aware of any  
14 inspectors or other officials of that kind visiting the  
15 home in the time you were there. You're not saying,  
16 I take it again, that they didn't come, but if they did,  
17 you're not aware that they were there?
- 18 A. That's correct.
- 19 Q. Although I think in the case of Balcary, unlike some  
20 places run by Barnardo's, it wasn't a school or an  
21 educational establishment as children were educated  
22 elsewhere.
- 23 A. Yes, that's right.
- 24 Q. You have a memory, though, that, at least in your time,  
25 there was at least one occasion when you recall a review

1           being undertaken or reviews being undertaken of  
2           children. So simply based on that recollection, there  
3           seems to have been some system whereby the children's  
4           placement and their situation was reviewed periodically;  
5           is that right?

6           A. Yes.

7           Q. But you weren't personally attending reviews --

8           A. No.

9           Q. -- to give information --

10          A. No.

11          Q. -- about children that you were dealing with? Is that  
12          your memory?

13          A. That's right. I remember being asked to write  
14          a paragraph about children at one set of reviews.

15          Q. But you were at least providing information in the way  
16          you've described?

17          A. Certainly on one occasion.

18          Q. For the purpose of a review?

19          A. Yes.

20          Q. On page 6027 you were asked about access to children and  
21          you say what -- I think you're not aware or can't recall  
22          any specific policies or written guidance, I think,  
23          about access to children and whether there were any  
24          rules or regulations governing where children could go  
25          or where staff and children should be together or

1           whether they should be together on their own or  
2           whatever.  There was nothing of that kind laid down?

3           A.  Nothing at all.  I don't remember it being discussed.  
4           I don't actually remember children going on sleepovers  
5           or anything other than to family.

6           Q.  We've heard that historically, in some settings,  
7           children who perhaps didn't get a lot of family contact  
8           might have befrienders, people who'd come and visit and  
9           take them out and even maybe have them over to stay.  
10          Can you recall whether such a system was in operation at  
11          Balcary in your time or not?

12          A.  Not as far as I know.  I wasn't aware of that.  Whether  
13          there was something left over, I don't know, but I don't  
14          recall it.

15          Q.  Were there any areas within the home that children that  
16          were -- were off limits for children?  Because clearly  
17          there were staff quarters and private quarters for staff  
18          to stay in.  What was the rule about children and having  
19          access?  Was there a rule?  Were you aware --

20          A.  Well, the Barrons' flat had a little internal door which  
21          was locked if there was no one there.  The office  
22          likewise would be locked if there was no one using it.  
23          There was a staff room, which wasn't locked at all, and  
24          which is where at times children would come and ask for  
25          a member of staff or whatever.  You weren't meant to be

1 in the kitchen except under the cook's express  
2 permission.

3 Q. Would that be for health and safety reasons?

4 A. Yes, safety reasons, but children did help with some  
5 kitchen chores.

6 Q. I think we've certainly heard some evidence, not about  
7 Balcary, but another establishment run by Barnardo's  
8 in the 1970s where, from time to time, children would be  
9 alone with a staff member in the staff member's private  
10 quarters. Were there any rules about that at Balcary or  
11 were staff ever instructed about that?

12 A. Not that I'm aware of, but equally I wouldn't expect  
13 that to happen.

14 Q. But you're not aware that anyone said, this is the rule,  
15 that staff and children shouldn't be together alone in  
16 private quarters for example?

17 A. Well, I don't explicitly remember that. I guess there  
18 was just an expectation.

19 Q. You were asked also about what degree of preparation  
20 children were given for leaving care, particularly the  
21 older children leaving places like Balcary. I think you  
22 don't really know whether there was any -- is that the  
23 situation? You're not aware of what, if any,  
24 arrangements were made to prepare children?

25 A. No. I don't know what happened after they left Balcary

1           either. But I don't recall -- I wasn't aware of any  
2           pre-leaving preparation.

3           Q. And you would be dealing from time to time with young  
4           persons who would be reaching that stage in care, would  
5           they?

6           A. Well, I can remember one lad now, who must have left  
7           around the time I was there, because I was trying to  
8           remember whether he went to stay -- I don't think he  
9           went to family. So whether he went into the services or  
10          into a cadetship-type arrangement or into a Barnardo's  
11          setting, I would guess in Edinburgh, I don't know.

12          Q. Because I think again we've heard some evidence from  
13          some former residents in establishments run by  
14          Barnardo's that they didn't feel adequately prepared for  
15          life outside of the establishment. But you perhaps  
16          can't help us on that, whether that would have been the  
17          general situation?

18          A. I would have to put my hand up and say I would tend to  
19          agree with that.

20          Q. So it wasn't obvious to you at the time that there was  
21          this -- there was some form of structured preparation  
22          for the older children?

23          A. No.

24          Q. And that you were expected to effectively implement some  
25          form of preparation programme?

- 1 A. To assist that. I certainly wasn't involved in that.  
2 I think if anyone had been involved in that, it would  
3 have been Mr and Mrs Wright or Mr and Mrs Barron,  
4 I suspect, but I don't remember being aware of that.
- 5 Q. I suppose that to make it effective, it might have been  
6 a good idea to say, well, if we're going to have that  
7 system, it's not just Mr and Mrs Barron that should be  
8 involved, it should be the staff who are dealing with  
9 the young persons on a regular footing to talk to them  
10 about matters like that, to prepare them for the  
11 differences between living in an establishment and  
12 living in the wide world. Does that not make sense?
- 13 A. Absolutely. I mean, there's something about having  
14 a plan, isn't there? And I think that's with hindsight.  
15 I wasn't aware at the time, but with hindsight. If you  
16 had a sense of a plan as to where the child was aiming  
17 to go or get to, then you could discuss that or consider  
18 ways in which you might help them get to that. I wasn't  
19 aware of a plan for children.
- 20 Q. I suppose some of the things I'm talking to you about  
21 today seem to you, with your long experience in dealing  
22 with perhaps vulnerable adults and others, that these  
23 are things that you -- people take for granted these  
24 days, care planning, preparation, after care --
- 25 A. Yes.

1 Q. -- and so forth, having policies and systems that are  
2 written down that staff are supposed to read and  
3 understand.

4 A. Absolutely. Looking back, it's a different world.

5 Q. Yes.

6 You were asked on page 6028 of your statement about  
7 whether you had any awareness of abuse. You tell us  
8 that you didn't see any behaviour that you considered to  
9 be abusive --

10 A. Mm-hm.

11 Q. -- towards children or young persons at Balcary.

12 However, you do tell us that although you didn't see  
13 anything, you became aware of an incident involving  
14 a volunteer staff member. Was that an incident that  
15 occurred in your time at Balcary?

16 A. Yes, it was.

17 Q. And did you become aware of that incident while you were  
18 at Balcary?

19 A. Yes, I did.

20 Q. Can you tell us how you became aware and what you recall  
21 about the incident that you tell us about in  
22 paragraph 31?

23 A. As I recall it, the incident happened, I assume, in the  
24 evening at bath time. For whatever reason, I was in the  
25 staff room, so whether I was just arriving or off shift

1           probably, I don't know. I learned of the incident  
2           actually from the member of staff, the volunteer in  
3           question, because he had come into the staff room and  
4           was visibly upset and it was from him that I learned  
5           that the child had been hit. But at that stage, the  
6           child had already, as I understand it, reported that, as  
7           in straightaway.

8           Q. And so the knowledge that this volunteer had -- and you  
9           tell us in your statement it was -- was it a male or  
10          female?

11          A. A male.

12          Q. Had hit a boy aged 10 in the chest with a clenched fist.  
13          Was that information that the volunteer conveyed to you  
14          when you saw him?

15          A. Yes.

16          Q. So you say he was admitting to this behaviour?

17          A. Certainly. For want of a better word, I mean, he was  
18          very upset, if not distraught, and he said he'd just  
19          been goaded beyond his self-restraint.

20          Q. But I suppose that's what people caring for vulnerable  
21          children have to be trained to cope with.

22          A. Yes.

23          Q. Did you have training to cope with that and did he have  
24          training to cope with that situation?

25          A. I didn't. I don't know what training he had or didn't

1           have, I'm afraid, but I would assume it was similar to  
2           me since he must have arrived in a similar period to me.

3           Q.   What you tell us, I think, of the matter is that the  
4           member in question was immediately suspended and you  
5           understand he was, I think, in the terms of today,  
6           summarily dismissed from his employment?

7           A.   Yes, the word suspended I don't recall being used, but  
8           in effect he was --

9           Q.   Relieved?

10          A.   Yes, relieved of duties, for want of a better phrase,  
11          and he left within 24 hours.

12          Q.   So there was swift action taken to deal with the  
13          situation at least on that occasion?

14          A.   Yes.

15          Q.   But made all the easier because the person in question  
16          had admitted to doing this?  It didn't need to be  
17          investigated in that way.  That's how you deal with the  
18          matter of admitted fact.

19          A.   Yes.  I'm confident that if it had been -- even if  
20          he hadn't, that action would have been taken, because it  
21          was very clear from the Barrons.

22          Q.   You tell us that no child or young person ever spoke to  
23          you about any form of abuse when you were at Balcary; is  
24          that the situation?

25          A.   That's right.

1 Q. You are asked at paragraph 32 on page 6028 about what  
2 sort of person a child could speak to if they had  
3 a concern that they wanted to disclose. You tell us  
4 that there were people that they could have said things  
5 to at the time if they had a concern; is that right?

6 A. As a fact, yes.

7 Q. I was going to --

8 A. Looking back, whether that was actually realistic is  
9 another matter.

10 Q. I think that's probably the point I was maybe hoping to  
11 get your views on. Because you've now had broad  
12 experience of not necessarily working with vulnerable  
13 children and young persons over your working life, but  
14 vulnerable adults and no doubt some of the same things  
15 can happen, whether to adults or to children. Is it  
16 your experience that even if one has so-called trusted  
17 adults in an organisation or as part of an official  
18 system that that doesn't guarantee that people feel  
19 confident enough to tell these people if there's  
20 something that is going wrong or something that's  
21 happening to them? Is that a common occurrence?

22 A. Well, history tells us that that certainly is true, so  
23 yes would be my answer. I mean, I think the other side  
24 of that is that what people say may or may not be  
25 explicit, so it's whether or not whoever they're saying

- 1           it to realises what's being said.
- 2       Q.   Is that not also where training and education has to  
3           come in, that you can interpret language or behaviour or  
4           a child's way or a vulnerable adult's way of explaining  
5           that there's a problem?  They don't necessarily come out  
6           with it and say, "I am going to explain to you about  
7           abuse"?
- 8       A.   Exactly, yes.
- 9       Q.   So you have to have that education --
- 10      A.   Yes.
- 11      Q.   -- and also the knowledge of what to look for even if  
12           they don't explicitly disclose, whether they're  
13           displaying unusual behaviour or they've done something  
14           that might call for an explanation like running away,  
15           for example?
- 16      A.   Yes, absolutely.
- 17      Q.   But I'm getting the impression that none of that was  
18           apparent to you, this level of training and knowledge,  
19           at least at Balcary in the early 1970s?
- 20      A.   No, it wasn't.
- 21      Q.   Before I come to one other matter, I'll go to page 6029,  
22           which is in a section called "Helping the Inquiry".  
23           I get the impression from your answer about care  
24           settings, even ones like Balcary, which you felt in  
25           general terms was a positive environment albeit with the

1 qualifications you've given today, you say:

2 "With hindsight, it seems utterly wrong for young  
3 children to be in a care home setting at all."

4 That might seem a little bit idealistic because  
5 I think the current thinking, is it not, is that there  
6 is still a place in the case of certain children for  
7 some form of residential care setting, that not all  
8 children can be in a family setting, whether with their  
9 own family or with foster families? I'm not sure quite  
10 how far you're going with your opinion or argument on  
11 that. What is the concern?

12 A. I mean, I think it probably is -- did you say ideal?

13 Q. Yes, in an ideal world, it is better to be in a family,  
14 a conventional family setting.

15 A. I'm not sure whether I put it in the statement. The  
16 other issue is long-term, in particular. So the idea of  
17 young children being in long-term residential care --  
18 I don't think it is idealistic to say that shouldn't  
19 happen. I think if there is no better or safer  
20 alternative for children to be in residential care  
21 whilst a longer term and more appropriate, to my mind,  
22 setting was found, then that's fair enough.

23 Q. I suppose, just following up on that point, that the  
24 reality is that in the case of children of a certain  
25 age, and perhaps with a certain background, if they come

1           into the care system when they're perhaps 10, 11, 12 or  
2           maybe even earlier, but not as very young children,  
3           they're harder to place --

4           A. Yes.

5           Q. -- particularly if they've got a background of  
6           behavioural problems that have caused them to be moved  
7           from place to place, then it's very difficult sometimes  
8           to get people who will take that challenge on?

9           A. Yes.

10          Q. So however much it might seem a good idea, that is  
11          a problem and it's a problem today just as much as it  
12          may have been a problem in the past?

13          A. It is a problem today. But before children were  
14          fostered, it was thought you couldn't do that because it  
15          was too difficult. It worries me from my adult social  
16          care -- because of my work with people with  
17          disabilities, it worries me that there's a greater  
18          chance that children with disabilities would be in  
19          residential care, not least for the reasons that you've  
20          said, but where does their emotional care come from?

21          LADY SMITH: You may not be aware of this, Eric, but later  
22          in this inquiry we will be looking in detail into foster  
23          care and the reason for that is because of people coming  
24          forward to us to tell us about having been abused in  
25          foster care and there being difficulties with foster

1 care. The impression that we are getting at this stage  
2 is it cannot be assumed that foster care will always be  
3 a good experience or the right thing for the individual  
4 child.

5 A. I absolutely agree. In many ways, in a fostering  
6 situation it is harder to have systems and monitoring  
7 and what we were talking about earlier. In many ways in  
8 a group care setting it is easier to inspect and monitor  
9 and get feedback.

10 MR PEOPLES: I suppose the other point that might be made,  
11 particularly around the time you started at Balcary,  
12 is that those in care settings were to some extent  
13 professionalised, albeit not completely in those days,  
14 and maybe not even completely today, but foster parents  
15 are not professionals. At the moment that's not the way  
16 they operate. There are systems, but they're not seen  
17 as a profession.

18 A. They're not seen as that, although some authorities have  
19 used that as a phrase and paid --

20 Q. Higher rates.

21 A. Paid rates that enable people not to go out to work, so  
22 in that sense they are professional.

23 Q. And offer them more structured training?

24 A. But I fully accept what my Lady said.

25 Q. On the point of people with disabilities and as they go

1           into adulthood and whether they end up in a residential  
2           setting for long periods, you obviously have certain  
3           views, but I think we have historically moved on from a  
4           situation where someone who had a disability was  
5           necessarily put into some form of institutional setting  
6           and stayed there for the rest of their days. We have  
7           places -- I think now the current policy is to try and  
8           have people included and in the community in mainstream  
9           schools and mainstream employment and so forth. So  
10          that's the current thinking, although it's maybe not  
11          a perfect system?

12         A. Yes, and it's not universally subscribed to.

13         Q. It may be that there are certain residential settings  
14          that some would argue are better for people with  
15          specific problems and disabilities because they get the  
16          specialist care that they can't get in the community or  
17          in a mainstream setting.

18         A. And I have had said to me by service users and their  
19          families and by others, equally passionately, strongly  
20          the other way.

21         Q. So it's an issue that divides opinion even today?

22         A. Yes.

23         LADY SMITH: Eric, if we assume for the moment that there is  
24          always going to be a need for residential care for  
25          children, what do you see as the irreducible minimum

1 features that require to be in that provision if  
2 children are going to be properly provided for?

3 A. I think it's a long list, isn't it? I'm just trying to  
4 think --

5 LADY SMITH: Well, if you want to give me three or four top  
6 items in that list I'd find it interesting.

7 A. There need to be systems in place that understand what  
8 the experience of care is for the person, for the child.  
9 That covers quite a big umbrella. But unless those  
10 systems are understanding what the child experiences,  
11 there's a risk that they will believe that things are  
12 better than they are or different to what they are.

13 Whether it's a different bullet point or subset, the  
14 voice of the child. A lot of work has been done to try  
15 and create circumstances where children can speak to  
16 a trusted adult outside, have a named person that it's  
17 actually okay to go to. So there need to be systems  
18 that respond to the individual needs and experience of  
19 the child and there need to be systems that are able to  
20 see the bigger picture so that there is context and that  
21 the legal framework, the monitoring frameworks, some of  
22 those things are themselves accountable.

23 And accountability, I guess, relates heavily to  
24 understanding what is actually happening.

25 LADY SMITH: Thank you.

1 MR PEOPLES: I get the impression, Eric, that to set up at  
2 least a better system, one critical matter which maybe  
3 has historically not happened is to get the experiences  
4 of the person in care, how they felt, how they perceived  
5 the situation, what would have worked for them or what  
6 didn't work for them? Unless you have that direct  
7 experience to contribute to devising a system, you're  
8 not going to get a system that will work. Because  
9 historically, I don't think people were consulted to  
10 say, "How was this experience for you? What is wrong  
11 with it? What should we have done?"

12 A. Yes.

13 Q. Is that not a critical thing that has to be understood?

14 A. Yes.

15 Q. And involve people very directly rather than just having  
16 well-meaning professionals saying, "Well, we've  
17 researched this, although we have never been in a care  
18 setting personally, we've got these great ideas that we  
19 think will work", you have to go and talk to the people  
20 who have had direct experience?

21 A. Yes.

22 Q. And find out from them and maybe engage them in the  
23 professions that are caring --

24 A. Yes.

25 Q. -- in a meaningful way?

1 A. In some circumstances that does happen, I know, but less  
2 importantly than that, there's something similar about  
3 hearing from staff who have worked in those settings as  
4 well.

5 Q. Yes.

6 A. They can be less important than hearing from --

7 Q. I'm not sure I would say -- it is important because  
8 ultimately, we can all be told what systems were in  
9 place, what policies we have, and all of that, but  
10 ultimately policies have to translate into practice and  
11 it's people on the ground that have to put the policies  
12 into practice and you have to hear how it works in  
13 practice from them.

14 A. Yes.

15 Q. Is that correct?

16 A. Absolutely.

17 Q. I have one final matter, which is dealt with in  
18 paragraph 33, and you tell us about a matter of  
19 a complaint. Before I go on -- and I'm not going to  
20 take long with this -- can I say at this point that you  
21 do not have to answer any questions about this matter.  
22 You've got the right just to say you don't want to  
23 answer any questions I'm going to ask you about this.  
24 I'm only going to ask a few questions. I think it has  
25 been explained to you before what rights you would have

1 in the event that someone has made a complaint.

2 A. Yes.

3 LADY SMITH: Could I echo that, Eric? Although this isn't  
4 a court, in an inquiry setting you have exactly the same  
5 rights to remain silent if you choose to do so. But if  
6 you do answer, your evidence is available for anybody at  
7 a later date in the transcript. I'm sure you appreciate  
8 that.

9 A. Yes.

10 LADY SMITH: Thank you.

11 MR PEOPLES: So first of all, at page 6028 -- and we can  
12 deal with this relatively shortly, I think -- in 2004,  
13 you became aware, I think, of a complaint having been  
14 made to the police by a former child at Balcary, which  
15 alleged, as you tell us, indecent touching in 1970 or  
16 1971. What you tell us -- is that correct, that there  
17 was a complaint?

18 A. That's right.

19 Q. You tell us in your statement that you firmly deny the  
20 matters that were alleged at that time.

21 A. Yes.

22 Q. Is that your position?

23 A. Yes.

24 Q. What you also tell us, I think, about that particular  
25 matter is that there was, at the time, a formal

1 investigation, which you were involved in, and indeed  
2 you were interviewed about the matter, and that  
3 a decision was taken, and I think communicated to you,  
4 that no further action was considered appropriate.

5 A. Yes.

6 Q. Is that what it comes to?

7 A. That's correct.

8 Q. Am I right in thinking, though, that prior to that  
9 complaint being made and being investigated, you hadn't  
10 been aware of any form of complaint either by this  
11 person or any other person about the way you had behaved  
12 or conducted yourself at Balcary?

13 A. That's right.

14 Q. Is that the position?

15 A. Yes.

16 MR PEOPLES: These are all the questions I have for you  
17 today, Eric. I have not been made aware that other  
18 parties have any questions to ask, so unless there are  
19 any, I would just thank you for attending and thank you  
20 for the evidence you've given today.

21 LADY SMITH: Could I check if there are any outstanding  
22 applications for questions?

23 MR JACKSON: No, thank you, my Lady.

24 LADY SMITH: No -- Eric, is there something you want to add?

25 A. Could I briefly say something?

1 LADY SMITH: Please do.

2 A. I appreciate that hindsight can be easy. I also  
3 appreciate that Barnardo's were probably better than  
4 average, but I think that back then, staff were let  
5 down. Worse, the children were let down. As an  
6 inexperienced member of staff, I feel I let the children  
7 down and I'm sorry about that. Looking back, it doesn't  
8 feel good. Thank you.

9 LADY SMITH: Eric, thank you for that. When you say the  
10 staff were let down, are you reflecting on what you've  
11 already told us about?

12 A. Yes.

13 LADY SMITH: The lack of structure, the lack of formal  
14 training, really just being allowed to be thrown into  
15 the job and get on with it, doing the best that you  
16 could on what you could see other people were doing?

17 A. Yes.

18 LADY SMITH: Was there anything you wanted to add to that?

19 MR PEOPLES: No, there's nothing, my Lady. I think it's  
20 very helpful to have those closing remarks.

21 LADY SMITH: Thank you very much for engaging with the  
22 inquiry, for writing to us in response in the way  
23 you have done, and for providing your statement and  
24 coming along today to answer our questions. It's  
25 enormously helpful to me to have had your input.

1 Thank you for that and I'm now able to let you go.

2 A. Thank you.

3 (The witness withdrew)

4 LADY SMITH: It's almost 11.30. We'll have a break now.

5 (11.28 am)

6 (A short break)

7 (11.45 am)

8 LADY SMITH: Ms Rattray.

9 Witness statement of QFB (read)

10 MS RATTRAY: My Lady, at this stage we will have read-ins  
11 from two statements of two witnesses who were expected  
12 to be giving oral evidence but are now unable to be  
13 here.

14 The first is a statement of a witness who wishes to  
15 remain anonymous and has the pseudonym QFB His  
16 statement can be found at WIT.003.001.7606. QFB  
17 statement is in the form of answers to questions, which  
18 were put to him by the inquiry. Where appropriate  
19 I have added words to give the context of the question  
20 and provide the context to some of his answers:

21 "My name is QFB I was born in 1955. The only  
22 qualifications I have are my GCEs that I obtained from  
23 high school in Gateshead. I'm not very good with dates  
24 but my works history is roughly as follows. In the  
25 1970s, I was a clerical officer within the Civil Service

1 in Newcastle. In 1973, I had a care role at Barnardo's  
2 in North Berwick. In 1978 I had a care role in  
3 Philadelphia for approximately six months. In the 1980s  
4 I had a care role at Barnardo's in North Yorkshire.  
5 In the 1980s I had a sales role at Crystal Motors in  
6 Harrogate. In the 1980s I had a care role at Leonard  
7 Cheshire Foundation. In the 1980s I had a care role at  
8 Breckenborough School. In the 1990s I had a care role  
9 at Walderheath residential home for the elderly. In the  
10 1990s I was scheme manager with [REDACTED]  
11 Tyne & Wear. In 2000s I had a management role at [REDACTED]  
12 [REDACTED] And in 2012 I retired due to ill  
13 health.

14 "I started working as a care worker for Barnardo's  
15 in North Berwick in the 1970s. I stopped working for  
16 Barnardo's in 1978.

17 "I think I just rang up the NSPCC, or whatever the  
18 equivalent was then, and enquired about jobs that were  
19 going. I then applied by completing an application form  
20 they had sent me. I wanted the job because at that time  
21 I was annoyed about the way kids were being treated and  
22 wanted to do something about it. I wanted to work with  
23 children because I wanted to provide trusted, honest and  
24 committed support for children.

25 "I can't recall the specific application process.

1 But I think I just had to provide my details, school  
2 grades and any experience I had. I didn't have any  
3 experience at that time. I had two separate interviews.  
4 I attended North Berwick and was shown round by the  
5 boss. I just had a general chat about things. I also  
6 attended a more formal interview at the Barnardo's  
7 headquarters in Edinburgh.

8 "I can't remember what references I gave. I think  
9 there was perhaps one from my church leader.

10 "I have no idea what checks were made to find out if  
11 I was suitable to work with children. I can't remember  
12 any. It was more about having an interest in the job.

13 "I can't recall any qualifications or experience  
14 that were needed for the job.

15 "I was at Dr Barnardo's Glasclune North Berwick.  
16 I was very impressed when I arrived as it was a very  
17 dramatic building on the top of hills with a backdrop to  
18 the sea. It had an estate-type layout with a road  
19 through the woods leading up to the big house, which had  
20 three floors. The home also had a large front and back  
21 garden. The building had sleeping rooms, social areas,  
22 a TV room, a kitchen, bathrooms and a laundry.

23 "There was a head, a deputy, a third in charge, some  
24 senior care workers, and then care workers. I can't  
25 recall specific staff members. Mr Eric Falconer was the

1 man in charge. I was accountable to anybody higher than  
2 I was, which was everybody. There were about 20-odd  
3 staff.

4 "The number of children at Glasclune varied. It was  
5 normally somewhere in the 20s. It was evenly spread  
6 between boys and girls. Some were as young as 5, but  
7 most of them were between 12 and 19. Some would stay  
8 for years and some would stay for very short periods.  
9 There were around 3 to 4 staff to the 20-odd children at  
10 any one time.

11 "I was a care provider or care worker. I worked  
12 in the whole home with all the children. I would only  
13 enter the bedroom section for the boys though.

14 "I was responsible for encouraging the kids to get  
15 up, get themselves washed and dressed, and making sure  
16 they were fed. I was also required to encourage the  
17 children to behave properly and to entertain themselves.  
18 For example, I would supervise the children if they  
19 wanted to play football and I would often join in.  
20 I was responsible for however many children were there  
21 at the time, so up to the mid-20s.

22 "I would generally work on my own unless other staff  
23 were also involved in playing football or whatever.  
24 There was no fixed rule about it.

25 "The groups were generally evenly mixed with boys

1 and girls. I stayed and slept in the staff flat, which  
2 was located on the ground floor. Later in my time there  
3 was an annex built and staff stayed in there. I was  
4 directly accountable to anyone senior to me. Generally  
5 I would report to the deputy head, Bill Craig.

6 "Anyone senior to me supervised me or checked up on  
7 me. I recall that the home was burnt down and we were  
8 all relocated to an adjacent property. The only other  
9 change I can recall is when the annex was built.

10 "My role was explained to me by Mr Falconer. There  
11 was no induction, it was more of a learning-on-the-job  
12 approach. There were occasionally courses to go on such  
13 as drama and music therapy, but there was no formal  
14 training otherwise. As I say, it was just a case of  
15 learning on the job. I wasn't offered any other  
16 training or education during my time there.

17 "Any courses that people did go on would be  
18 available to whoever was interested. As I say, these  
19 were few and far between. It was more about learning on  
20 the job. I don't think there were any written  
21 instructions. We were just given general guidance from  
22 our supervisors when required.

23 "There was a staff meeting on a Friday where staff  
24 would be given a summary of any new children who were  
25 joining. Staff would be very aware if a child was new

1 to a place and steps would be taken to make sure they  
2 were settling in. Staff would just keep an extra eye on  
3 the children, make sure they knew where everything was,  
4 and make sure nothing was bothering them. That support  
5 would be provided until they no longer required it. The  
6 children weren't allocated to specific areas other than  
7 boys and girls.

8 "The children would be woken for school around  
9 7.30 am. Staff would walk round the rooms gently  
10 knocking the doors to wake the children. Some children  
11 did have problems wetting the bed. We would let the  
12 children go to school and then change the bed whilst  
13 they were away. This would avoid highlighting the issue  
14 and save the children from embarrassment. If they got  
15 embarrassed, this would make the issue worse.

16 "The children wore school uniform. They would  
17 either bring their clothes with them or Social Work  
18 would provide it. The home also had an account with the  
19 school if any of the children needed clothes bought for  
20 them. The laundry within the home washed and pressed  
21 the clothes. The children were encouraged to polish  
22 their shoes themselves and sometimes staff would show  
23 them how. Children didn't share clothes as they all had  
24 their own.

25 "There was a dining room with six big tables where

1 the children would sit down to eat. The food was  
2 excellent as it was prepared by an on-site cook. If  
3 children didn't like the food, or didn't want to eat the  
4 meal, they would be offered something else that they did  
5 like. The children were never punished if they didn't  
6 finished their food. They would be offered alternatives  
7 or encouraged to eat what they had. There was obviously  
8 a limit on how many alternatives we could offer.

9 "There was no allocated time for washing and  
10 bathing. Children could shower or bath whenever they  
11 wanted. They would be encouraged to do so regularly but  
12 it was up to them. The children would be encouraged to  
13 bath or shower at least once a week, some were more  
14 often than that. Sometimes the children would bathe  
15 alone and sometimes they would share. It would depend  
16 on their ages and how busy it was. Unless the children  
17 asked for help then the staff wouldn't be in the room.  
18 The staff would just wait outside and encourage the  
19 children to get washed from the door. It was important  
20 to give the children privacy.

21 "The children would sleep in rooms with three to  
22 four beds. There were three to four children per room.  
23 Some children did have their own rooms if they were  
24 a bit older. The children kept their belongings within  
25 wardrobes and drawers that were in their rooms.

1            Depending on what age the children were, they were  
2            encouraged lights out at different times. Before bed,  
3            they would be told to put away anything they were  
4            playing with and brush their teeth.

5            "If a child wet the bed during the night, then the  
6            staff would change the bed whilst the child washed  
7            themselves. Staff would try not to wake the other  
8            children up as they did this. There would be a couple  
9            of staff on duty throughout the night, but they weren't  
10           waking shifts. This means they would be sleeping  
11           through the night and would only get up if needed to.  
12           Children were free to get up and use the toilet and get  
13           a drink. The only restrictions were that they didn't  
14           wake the other children.

15           "Children could play football, play on the snooker  
16           table, read books or play with toys. They could also go  
17           out to youth clubs in the local area. They had  
18           televisions and radios. There were lots of books,  
19           et cetera, within the TV room. There was not a library  
20           as everything was available in the TV room. Reading was  
21           encouraged. The children could play with any toys they  
22           brought with them and toys were also provided. The type  
23           of things that were provided were chess sets, Lego and  
24           board games.

25           "Football was the main organised sporting activity

1 for children. There was a garden for the children to  
2 play in if they wanted to go outdoors. The children  
3 would go to the cinema, but they wouldn't generally go  
4 shopping. The children had personal possessions and got  
5 both pocket money and treats.

6 "The children would be taken on trips to places such  
7 as the beach, the local town or Edinburgh. They would  
8 either be supervised by staff or they would go  
9 themselves if they were old enough. I would attend  
10 these trips sometimes. My role was to supervise and/or  
11 transport the children.

12 "The children went to primary school and secondary  
13 school in North Berwick. The school would communicate  
14 any issues to the home on a weekly basis. The children  
15 would do their homework within a quiet area in the home.

16 "There was no religious instruction in the home.

17 "The local GP would deal with any health problems  
18 the children had. This would be by appointment  
19 generally. There were no medical staff based in the  
20 home. There were no routine health checks. If they  
21 were ill, they were taken to the doctor. If a child  
22 needed to go to hospital, they would have been taken to  
23 the local hospital. There was a dentist in town and  
24 I think the children were just taken there when  
25 necessary. I think the children had individual files

1 and so medical information would be stored on them.

2 There may have been a daily log too.

3 "The children didn't do any work. They would be  
4 asked to help wash up after dinner.

5 "There was a Christmas meal for the children who  
6 spent Christmas in the home. Other children would go  
7 and spend time with their families. I can't really  
8 remember what happened on birthdays.

9 "Family and friends would visit the children. They  
10 would phone in advance. Children would go out to visit  
11 their parents or other family if they were able to.  
12 I think visitors were encouraged. They were certainly  
13 made welcome.

14 "I can't think of anyone else who visited other than  
15 officials, such as social workers. I don't think there  
16 was a visitors' book. I can't recall how often  
17 social workers would visit. I think it was whenever it  
18 was deemed necessary. They would speak to the children  
19 in a private office.

20 "In relation to checks made by Barnardo's to see  
21 whether I was doing my job properly, I think the senior  
22 members of staff would meet with Barnardo's to report  
23 monthly. I don't recall specific checks, but staff  
24 would be accountable to one another. I don't know the  
25 system for monitoring the care provided to the children.

1           "Barnardo's did visit. If Barnardo's did visit then  
2 they would be free to speak directly to the children.  
3 They could do so privately or in front of others. If  
4 issues were identified by Barnardo's or senior staff  
5 then those issues would be raised with the relevant  
6 staff. Any feedback would be an informal follow-up on  
7 issues raised.

8           "The practice or procedure for disciplining staff  
9 was that staff were generally just spoken to. If it was  
10 very serious, then there would be a formal written  
11 intervention. Staff raising a grievance or concerns  
12 about other staff would do so through a senior member of  
13 staff. At the time I felt supported to do my job  
14 properly, but in hindsight there wasn't proper support.

15           Senior staff from head office would visit. I don't  
16 remember any other officials. I'm not aware what  
17 happened during any such visits. I'm unaware whether  
18 visits would involve speaking to children, feedback,  
19 follow-up or any recording.

20           I think that senior staff reviewed the position of  
21 the children. This would be done via a case conference  
22 involving the head, the deputy and social work.  
23 I believe the child's views were considered.

24           "Siblings were only separated if one was a boy and  
25 the other a girl. Otherwise their views would be

1 considered and they could share if they wanted. If they  
2 didn't want to share, then they wouldn't be forced to.  
3 Siblings were encouraged to see each other if they  
4 wanted to. They weren't forced either way. Children  
5 were always encouraged to maintain relationships with  
6 family members and were given information and updates  
7 about their family.

8 "Generally, only social workers, doctors and family  
9 had access to children on their own. From time to time  
10 staff would be alone with children, but this was rare.  
11 I don't know what checks Barnardo's made to find if such  
12 people were suitable to be with children. I don't know  
13 how children's safety was protected but I presume checks  
14 were carried out.

15 "The position of the children being discharged from  
16 the home would be reviewed via a case conference.  
17 I think some kind of action plan was provided but  
18 I wasn't directly involved. The children were often  
19 found accommodation via the local authority. Little  
20 other assistance was offered once they left the home.

21 "The children had individual files which were kept  
22 under lock and key. We just kind of knew what  
23 information to record through learning on the job.  
24 There was nothing written. Generally, we would record  
25 any significant incidents involving the children, eg

1 hospital attendances, truancy, family visits and fights  
2 with other children.

3 "Records were written up when we had time to update  
4 them. It was preferable to do so as soon as possible  
5 after whatever was being recorded had happened. Records  
6 were there so staff could know a little bit about the  
7 children they were dealing with. Staff had access to  
8 the records and read them when necessary.

9 "The records kept were just folders in a filing  
10 cabinet. They were locked in an office. Staff could  
11 access them. I have no idea what happened to them after  
12 I left or a child left. I don't recall much more about  
13 records other than what I have said.

14 "Discipline was kept to a minimum. Staff would only  
15 intervene if it was to protect the safety of children or  
16 property. It was situation dependent, but generally  
17 we would just try to mediate whatever the issue was.  
18 There were general expectations of good behaviour but  
19 nothing was written down. Fighting and abuse tended to  
20 end up being punished. Children would have their pocket  
21 money stopped or be firmly spoken to. We couldn't  
22 ground them and there was no violence.

23 "Whoever was on shift would deal with discipline.  
24 It happened whenever it was necessary. Children were  
25 never physically punished. Punishments were not

1 recorded but particularly large incidents would be.

2 "I have been asked why sanctions and punishments  
3 were not recorded and why there was no punishment book.  
4 It was just how things worked then. Serious incidents  
5 were recorded so other staff would be aware.

6 "I didn't see any abuse. If I had, I would have  
7 reported it. If children had any concerns or worries,  
8 they could speak to staff, social work, families or  
9 teachers. Children knew they could do that. No child  
10 ever reported abuse to me. I think children were  
11 confident enough to report things. We promoted an open  
12 and trusting atmosphere.

13 "No abuse was ever reported to my knowledge.

14 "I have been asked about any allegations of abuse  
15 against me for which there has been no criminal record.  
16 I have been advised not to answer any of the questions  
17 in this section.

18 "I have been asked about any prior statements I have  
19 given about my time at the establishment. I have been  
20 advised not to answer any of the questions in this  
21 section.

22 "If the kids were ever stopped by the police, then  
23 they were brought back to the home. I have no knowledge  
24 of any complaints of abuse to the police, so can't  
25 answer the rest of these questions.

1 "I have been asked that if I did not see or hear of  
2 any abuse while I was at the home, how it can be that  
3 allegations of abuse have been made against staff.  
4 I don't know.

5 "I have been asked that if I did not see or hear of  
6 abuse how it can be that the inquiry has information to  
7 the effect that the experience of abuse some children  
8 had at the home has continued to affect them and impact  
9 on their lives. I don't know.

10 "I don't have any comment to make on any lessons to  
11 be learned to protect children in care now or in the  
12 future."

13 My Lady, at this stage in the questionnaire, **QFB** was  
14 given an opportunity to respond to specific allegations  
15 of sexual abuse which were made by **CIB** and we  
16 heard oral evidence as well from **CIB**. The  
17 relevant parts of **CIB** statement, redacted  
18 in an appropriate manner, were sent to **QFB** for his  
19 comment or response.

20 **QFB** response is:

21 "I have been advised not to answer any of the  
22 questions in this section."

23 And the statement or response to the questionnaire  
24 was signed by **QFB** on 4 October 2018.

25 LADY SMITH: Thank you very much.

1                   Witness statement of JASMINE BELL (read)

2           MS RATTRAY: Next is a read-in from a statement of

3           Jasmine Bell, who was a former employee of Barnardo's.

4           Her witness statement can be found at WIT.001.002.0749:

5                   "My name is Jasmine Bell. I was born in 1946. My  
6           contact details are known to the inquiry.

7                   "I want to tell you about the period of time between  
8           1963 and 1966 when I had a very happy experience working  
9           as a care assistant at Balcary children's home in  
10          Hawick, Scotland.

11                   "I was born and brought up in Lockerbie, Scotland,  
12          and as a child I attended Lockerbie High School. I left  
13          school before sitting my exams as I wanted to work with  
14          children. I started looking for jobs in the field of  
15          childcare and responded to an advertisement for a job as  
16          a care worker at Balcary children's home in Hawick.

17                   "I recall that I had to travel to Carlisle and then  
18          get a bus to Hawick for interview. I was 17 years old.  
19          I was interviewed by Miss O'Brien, who was the person in  
20          charge. The home was run by the Barnardo's  
21          organisation.

22                   "I had no previous experience of working with  
23          children and there was no training provided apart from  
24          what I learned on the job. It was a residential home  
25          and I lived in there with the children and other staff

1 members.

2 "I arrived at Balcary children's home and was put to  
3 work straightaway. I loved working with children and  
4 I thoroughly enjoyed my time there. I was to remain in  
5 post for over two years and left to get married just  
6 before my 20th birthday.

7 "Balcary was a mixed-sex home and had about 26  
8 children. They were of different ages, between 4 and  
9 16. I was in charge of the younger boys who were aged  
10 up to about 10. I do remember one boy who was 17, but  
11 was about to join the army so he stayed on. There were  
12 a lot of siblings who were there together. They were  
13 placed in dormitories depending on age and sex. They  
14 were all aware of each other. We had a set of triplets.  
15 The bedrooms had between six and seven children,  
16 although there were some smaller rooms for the older  
17 children.

18 "There was one occasion when a brother and sister  
19 came into the home. The brother was very young and we  
20 made a decision that he would sit at a table with his  
21 sister until he got used to the routine. This was  
22 a decision made amongst the care staff and we didn't  
23 have issues making our own decisions.

24 "The home was run by Miss O'Brien. I think that  
25 Miss O'Brien had been the first person to run the home,

1 which was opened during the Second World War. She had  
2 come from London with a few children who were evacuated  
3 to avoid the bombing in London. When the home had  
4 opened, she was put in charge of running it. She was  
5 known to the children as Mamaji, which I think means  
6 'mother' in another language.

7 "While I was at Balcary, Miss O'Brien retired and  
8 the running of the home was taken over by a married  
9 couple carried Stuart and Joan Barron. As it happens,  
10 Stuart Barron died in 2018.

11 "Although the home was mixed-sex, it was segregated.  
12 The children came from all over Scotland and were all  
13 long-term residents. There were whole families  
14 consisting of three siblings of differing ages and  
15 sexes. I was never told of any of the history of the  
16 children and, as far as I was aware, there were no  
17 records kept of their stay at Balcary. I was 17 years  
18 old and only a year older than some of the resident  
19 children.

20 "There were about eight or nine staff members.  
21 A woman who was a former resident of Balcary and became  
22 a care worker showed me the ropes. She had left and  
23 joined the army only to return and work at the home.  
24 She was in charge of the older boys. Miss O'Brien was  
25 in overall charge and she was succeeded by Stuart and

1 Joan Barron, who took over the running of the school  
2 when I was still there.

3 "There was a woman called Old Hutchy, who seemed to  
4 have a supervisory role. I never knew her real name.  
5 Betty McLellan looked after the young girls and Roberta  
6 looked after the older girls. I remember that Roberta  
7 came from Lockerbie.

8 "Agnes Thompson covered for the staff that were  
9 having a day off. When the Barrons arrived and took  
10 over, they had a 6-year-old boy. I think that  
11 Mrs Barron had previously worked at a Barnardo's home in  
12 Balerno near Edinburgh.

13 "Most of the staff resided at the home.  
14 Miss O'Brien and then the Barron family had a flat on  
15 the first floor of the house. I had a room on the  
16 second floor when I arrived but moved to a room on the  
17 first floor near where the children slept.

18 "It was a big country house on the ground floor  
19 there was a staff sitting room, a dining room, a kitchen  
20 and scullery. Miss O'Brien also had her office on the  
21 ground floor.

22 "There was an outbuilding adjoined to the house  
23 which had the boys' cloakroom and laundry. There was  
24 also a small girls' playroom.

25 "Upstairs on the first floor in the building was

1 where all the bedrooms were. Some of the staff also had  
2 bedrooms there. I recall that on the second floor there  
3 was a hatch and when you lilted it, there was  
4 a fireman's pole which went down to the first floor.

5 "The first floor was where Miss O'Brien had her  
6 flat. Boys and girls had separate bedrooms. The small  
7 boys and girls were under 10 and the big boys and girls  
8 went up to 16.

9 "Miss O'Brien had a favourite child who was the  
10 youngest boy. He had a sister and a brother who were  
11 also in Balcary at the same time.

12 "There was a laundry and a furnace room in an  
13 outhouse which also had a washing machine and a huge  
14 tumble dryer to get the clothes dried. The tumble dryer  
15 was seldom used because of the cost. The washing was  
16 dried on pulleys or in front of the furnace. There was  
17 also a sewing room on the second floor where repairs  
18 were carried out. There were cupboards full of clothes  
19 which had been donated for the children's use.

20 "My colleague, who was the woman who was a former  
21 resident, was assigned to give me the instructions on  
22 what to do. I took charge of seven young boys under the  
23 age of 10. There was no formal training and I had no  
24 previous experience of working with children. I became  
25 known as 'Auntie Jas' to the children. You would always

1 call the children by their first names. I didn't have  
2 a uniform but worked in my own clothes.

3 "I was responsible for the seven or so young boys  
4 and would get them up in the morning and get them ready  
5 to go down to breakfast. I would strip all the beds  
6 down to the mattress and then make them up again.  
7 I think that I also had to turn the mattress. I would  
8 sweep the floor and apply a liquid polish. I would have  
9 to use a huge antiquated instrument to polish the floor.  
10 I remember it had a steel ball on the pole in the middle  
11 so you could polish the floor in a flowing movement.

12 "You would then go with the children downstairs for  
13 breakfast. The children all had their own table to sit  
14 and I always sat with the younger boys. Miss Hutchison  
15 always prepared breakfast. You had to sing a grace at  
16 the start of the meal and also when the meal was  
17 finished.

18 "You would get the children ready for school.  
19 I think that my colleague took the younger ones to  
20 school in a minibus. When the children had left, I  
21 would go back to finish the floor polishing and buffing.  
22 You were never off duty until the children went to bed  
23 at night. I had to do a deep clean of the areas I was  
24 responsible for and they had to be cleaned once a week.

25 "At bedtime the routine was that the children would

1 fold their clothes in a specific way and leave them  
2 at the foot of their beds. The theory was that in case  
3 of fire, the children could grab their clothes on the  
4 way out. I helped to do this so often as part of the  
5 routine that in later life I did it for my own son.

6 "The children would come back to the home at  
7 lunchtime to be fed. We all sat at our tables and we  
8 all stood and sang grace at the start and finish of  
9 every meal. When the children went back to school in  
10 the afternoon, I sometimes got a couple of hours off.

11 "Thursday was wash day and I had to wash and dry all  
12 the clothes and have them ironed and put away by  
13 6 o'clock at night because that is when I went off duty.  
14 I had Friday off. When my colleague left to get  
15 married, I took on the responsibility of the older boys.  
16 It meant that I had double the work and responsibility  
17 for also looking after their clothes.

18 "When the children were at school, the staff would  
19 meet at 10 o'clock every day in the dining room and have  
20 coffee. We would also have to take turns and do  
21 a reading from the Bible. We always said a prayer  
22 before and after coffee.

23 "The children would be able to play outside in the  
24 grounds of the home in the evenings. There were also  
25 playrooms for them if the weather was bad. There were

1 plenty of toys and play equipment and they would play  
2 with each other. Each child had a cuddly toy in their  
3 bed. If I wanted to go out late in the evening I had to  
4 ask Miss O'Brien for permission.

5 "Occasionally I was invited for afternoon tea with  
6 Miss O'Brien in her flat. I dreaded this as I was quite  
7 intimidated by her. The staff would take it in turns to  
8 stay at home in the evenings to look after the children.  
9 The other staff would have the night off. We would have  
10 to get some of the children up to go to the toilet.  
11 I think that I also read stories to the younger kids at  
12 night.

13 "There was one night when I got a boy out of bed and  
14 took him to the loo. He was about six years old. The  
15 route to the loo passed the main staircase. He was  
16 still half asleep and he just trotted on ahead. When I  
17 caught up with him, he was peeing down the stairs.

18 "There was another occasion when I looked in on him  
19 during the night. I must have been late to bed for some  
20 reason. It was obvious that he had wet the bed. I was  
21 tired and took him into my room next door. I washed him  
22 and put one of my nighties on him. I told him to get in  
23 beside me. I probably shouldn't have done that, but it  
24 seemed right to me. The upshot was that he wet my bed  
25 and Miss O'Brien found out. Miss O'Brien was only

1           annoyed because I hadn't told her I had an electric  
2           blanket.

3           "There was a routine when you sat at the same table  
4           the children. Before and after every meal you stood and  
5           sang a grace. The food was very good and there was  
6           plenty of it. I had never seen tinned tomatoes before  
7           and we sometimes got them for breakfast. There were no  
8           issues with children who didn't eat the food; it was  
9           just left. Mrs **BEH** was the name of the cook. The  
10          food was varied and nutritious.

11          "I assisted and supervised the small boys with  
12          bathing and washing. I suppose I supervised this.  
13          I didn't get any instruction on what to do. They would  
14          often share a bath. There was a young black boy who had  
15          a skin condition and I kept him separate from the other  
16          boys and used to apply cream to him. I remember on pay  
17          day I would buy a bottle of Fairy Liquid and the kids  
18          would have bubbles in their bath. I bought this with my  
19          own money.

20          "All the children wore the local school uniform for  
21          attending school. There was no uniform in the home.  
22          Each child had play clothes and Sunday clothes.  
23          I recall that they had jumpers donated by the local  
24          Pringles knitwear factory. I do recall washing the  
25          children's T-shirts. I dried them in the tumble dryer

1 and they shrunk. I was resourceful enough to replace  
2 them without anyone knowing.

3 "Two of the older boys hated school uniforms because  
4 the local children, who seldom wore the uniform, bullied  
5 them and called them snobs. I saw some jeans and casual  
6 shirts for them which I had to alter so that they  
7 fitted. The boys went to breakfast in uniform and  
8 changed into jeans which were hidden en route to the  
9 school. They had to repeat the process in reverse when  
10 they came back for lunch. I think the children did  
11 better at school because of this and they were not  
12 subjected to any bullying.

13 "One boy had a kilt and accessories for wearing on  
14 a Sunday. Miss O'Brien had provided this outfit for  
15 him. I felt that another boy who had also arrived at  
16 the home, and who was very young, should have a kilt  
17 too. I remember getting a kilt from the sewing room for  
18 him and I altered it to fit. He hadn't had the best  
19 start at the home, arriving with head lice, and he was  
20 delighted with his kilt.

21 "All the children attended the local schools in  
22 Hawick. There were no issues with the schools and the  
23 children seemed to get on well with the local children.  
24 The children had to do homework when they came home from  
25 school and we would assist with that. There were a lot

1 of books in the playrooms to help them with their  
2 homework.

3 "On a Sunday afternoon' always took the children for  
4 a walk. The older children didn't have to go. If you  
5 were staff on duty, you went on the walk. If the  
6 weather was bad, we went to the Salvation Army hall  
7 where they ran a sort of Sunday school. It was very  
8 casual and the children enjoyed it.

9 "We often went on holiday to North Berwick. I think  
10 that there was another children's home in North Berwick  
11 and we used to swap places with the kids from that home.  
12 Miss O'Brien used to make the sandwiches on the beach.  
13 They were usually sandwich spreads or Marmite, which was  
14 spread thickly. Like myself, many of the children hated  
15 Marmite, so many of the sandwiches were buried in the  
16 sand.

17 "I do recall that the children went for a haircut at  
18 the local barber's once a month. The older children  
19 were becoming fashion conscious and wanted to grow their  
20 hair, which was the style at the time. The barber  
21 usually gave the same haircut to everyone and so the  
22 older children would try to avoid going. I would cut  
23 the hair of two of the older boys more in keeping with  
24 the fashion.

25 "There was a river across the road from the home

1 where we all used to swim in the summer. We also went  
2 sledging in the winter when the snow came. The children  
3 attended the local Scout and Guide groups.

4 "I think that the children would get a cake on their  
5 birthday. There was a huge emphasis on Christmas. On  
6 Christmas Eve the children would be gathered together in  
7 the sitting room. We would listen for sleigh bells and  
8 Santa would pull the sleigh up to the home, the sleigh  
9 which was kept in one of the outhouses. On my first  
10 Christmas as the sleigh was arriving, it started to  
11 snow. Santa would then speak to all the children and  
12 they would get presents. There would be a Christmas  
13 lunch. It was a great occasion.

14 "There was a man called Uncle Doug who would send  
15 the children the most lavish presents. I think he came  
16 to the home on a few occasions and stayed over. He  
17 worked in Kuwait and I saw him once. I don't know what  
18 his connection was to Balcary but I think that he  
19 sponsored one of the children.

20 "There was no formal discipline that I was aware of  
21 and there was no guidance on what to do if children  
22 didn't behave. I didn't have any information on where  
23 the children came from. If I had any issues, I would  
24 refer them to Miss O'Brien. As it happens, I can't  
25 remember having to go to Miss O'Brien with any issues.

1 Miss O'Brien was always wandering about the home but she  
2 didn't have much one-to-one contact with the children.  
3 I had no formal supervision.

4 "If the children were misbehaving, I would make them  
5 sit down and not move. I suppose that you would call  
6 this time out. I would also raise my voice to the  
7 children. I might have given them the odd smack on the  
8 bottom. I remember my colleague, who had been a former  
9 resident, used to give the children a smack on the  
10 bottom. It didn't happen very often. It was not  
11 excessive and at the time it was deemed to be quite  
12 acceptable.

13 "There was an occasion when a girl attacked me. She  
14 was a big girl for her age. She followed me into one of  
15 the bedrooms and jumped on to my back, causing me to  
16 fall on to one of the beds. She was still on top of me  
17 when her brother came in and pulled her off. Her  
18 brother had seen her behaviour and realised she was up  
19 to something and followed her. It was just as well for  
20 me because I found the whole incident quite frightening.

21 "I don't remember any inspections taking place  
22 in the home. I can't remember any child welfare  
23 officers calling at the home. I can only remember the  
24 father of one of the small girls coming to visit.  
25 I don't remember visits from other parents.

1           "The home had a laundry service that would call  
2 regularly. They would look after all the sheets and  
3 bedding. There was a rear entrance where the deliveries  
4 could be made.

5           "At Easter some local organisations donated to the  
6 home decorated boiled eggs. There were more eggs  
7 donated that we could possibly use. We had to dispose  
8 of them and dug a hole in the grounds and buried them.

9           "There was a photographer from the local paper who  
10 would call and take photographs of the kids on  
11 occasions. On one occasion a giant chocolate egg was  
12 donated to the home. The photographer came and we got  
13 one of the small girls to sit inside the egg.  
14 Unfortunately, she had an accident and peed into the  
15 egg. I think we cleaned it up but we still ate the  
16 chocolate.

17           "Some former residents used to come and visit the  
18 home for weekends. Miss O'Brien sponsored one such  
19 person. She treated him more like a son.

20           "The local doctor came to the home most Saturdays  
21 and dealt with all the ailments. There were no issues  
22 with medical care and it was available to any child that  
23 needed it. I didn't have any medical training and there  
24 was no one on the staff who was medically trained.  
25 There was a well stocked medical cupboard and I had full

1 access to it.

2 "I remember when a brother and sister arrived at  
3 Balcary, I discovered they had a chronic infestation of  
4 head lice. I didn't realise that they had lice until  
5 later in the day they arrived when they had already been  
6 in the company of the other children. I was worried  
7 that it would spread to the other children.  
8 Fortunately, this didn't happen. I got head lice  
9 treatments and a nit comb to try to help them and used  
10 them to remove as many lice and eggs as I could. I also  
11 checked all the other children.

12 "I also recall another boy who was a big 14-year-  
13 boy. He couldn't stop talking and would do a lot of  
14 shouting. In this day and age he may have been  
15 diagnosed as autistic. I think the doctor prescribed  
16 him phenobarbitone to be administered if need be. I did  
17 not administer that drug.

18 "Two girls used to run away on occasion. The home  
19 was usually locked up at night but there were a lot of  
20 other ways to get out if they wanted. They were running  
21 away to go to America to visit one of their mothers.  
22 I don't think they knew where America was. They usually  
23 ran away in their pyjamas.

24 "There was a large tree in the grounds called the  
25 Punch tree, which the kids could climb up and try and

1 hide.

2 "I recall that on one occasion I was looking out of  
3 the window and saw them at the Punch tree trying to  
4 hide. I walked out under the tree and talked loudly so  
5 they could hear me. I let them know that I was calling  
6 the police. When I walked away, they came down from the  
7 tree and sneaked back into the house.

8 "If any of the children did go missing, the staff  
9 would call the police and report it. Two boys used to  
10 sneak out at night. I would always have a walk around  
11 the dormitory at night and often sat and spoke to them.  
12 I asked them where they went and they said they walked  
13 around the local park. They told me that it was great  
14 fun and asked me to go with them. Betty, another staff  
15 member and I once went with them to the park.

16 "I had one boy who frequently wet the bed and it  
17 upset him. He was about 6 years old. We were not given  
18 instruction on how to treat bed-wetters and I never  
19 punished him. I told him that I had spoken to the  
20 doctor and that he had given me some tablets to cure the  
21 problem. What they were in fact were Haliborange  
22 vitamin tablets that my mother had given to me. He  
23 started to take one at night-time. When the tablets ran  
24 out, I substituted them for glucose coloured with  
25 Ribena. This medicine also worked. Unfortunately one

1 of the older girls saw me making up the placebo and told  
2 him what the tablets and the drink were. I don't know  
3 why she did this. It resulted in him starting to wet  
4 the bed again.

5 "In recent years he told me that after I had left  
6 the home, the girl would come along and rub his face  
7 into the wet sheets. He called her a cruel bitch. She  
8 was one of the older girl residents in the home and used  
9 to help out with the younger children.

10 "There was always a religious aspect to the home.  
11 We had to stand up and sing grace at mealtimes. We had  
12 staff Bible readings when we met for coffee every  
13 morning.

14 "On a Sunday night after the younger children had  
15 their bath, they would go to the staff room and join in  
16 singing hymns that were similar to those sung by the  
17 Salvation Army. I think that they might have gone to  
18 church on a Sunday but I can't remember.

19 "There was pocket money handed out on a Saturday  
20 morning and most of the children bought sweets. All the  
21 younger children went to a matinée on a Saturday morning  
22 at the local cinema.

23 "When I first arrived there was a very old Labrador  
24 dog called Bruce. He slept in Miss O'Brien's flat. He  
25 must have been very old as he was struggling to walk.

1 I think that he died very soon after I arrived.

2 "There were two rabbits in a hutch in the backyard.  
3 They produced babies and I recall that one of the older  
4 girls used to look after the rabbits and clean the  
5 hutch. I recall that she cleaned the hutch and during  
6 the night the doe had eaten half her babies.

7 "The home had a pet donkey called Dobby. He lived  
8 in a field at the front of the home and was also a local  
9 attraction amongst the people of Hawick who would pat  
10 him and feed him. One of the older girls used to look  
11 after Dobby. There was an occasion during the winter  
12 when there was snow on the ground. She came to me and  
13 told me that Dobby appeared to be very ill. I went with  
14 her and we could see Dobby lying in the field at the  
15 furthest point from the gate. He was jerking and his  
16 breathing was laboured. We stayed with Dobby until he  
17 died. The Barrons were away that weekend so I called  
18 the local vet, who wouldn't come out because there was  
19 nothing he could do; I was advised to call the knacker's  
20 yard.

21 "The men from the knacker's yard came and  
22 I explained to them the sensitivity surrounding the  
23 removal of Dobby. The younger children were at the  
24 cinema. The men from the knacker's yard explained that  
25 they could not enter the field with their lorry because

1 of the snow. They attached a winch to Dobby's neck.  
2 This was terrible to watch and I insisted that they  
3 attach the winch to his legs. It took a while to get  
4 Dobby's remains on to the lorry and the young children  
5 were due back at any time. I insisted that the men  
6 cover up the remains of the blanket in case the children  
7 saw them driving through the town.

8 "The men took Dobby away and later I sat down with  
9 the children, amidst a lot of tears, and explained that  
10 Dobby had passed away. It was my first experience of  
11 witnessing death and I found it very upsetting. I was  
12 able to speak to the Barrons on the phone and they did  
13 debrief this incident when they returned."

14 Moving on paragraph 71:

15 "When I was halfway through my time at Balcary,  
16 Miss O'Brien retired and the Barron family became the  
17 management at Balcary. They were called Stuart and Joan  
18 and they also had a son. They took over the flat on the  
19 first floor of the house. When they arrived at Balcary,  
20 the routine became less regimented and they were easy to  
21 talk to. They stayed at Balcary until the home closed  
22 in 1974. The singing at mealtimes stopped, which was  
23 a great relief.

24 "The children always felt they were ridiculed at  
25 school because Miss O'Brien insisted that they wear the

1 school uniform. A lot of the local kids didn't have to  
2 do this. The Barrons allowed the children to make their  
3 own decision about this. I felt that I learned a lot  
4 more about childcare from the Barrons, who were much  
5 more relaxed and approachable. We didn't have to get  
6 permission to go out at night; we just told them that  
7 we would be going out.

8 "One of the older boys at the home sometimes came to  
9 my room and would sit and talk to me about his problems.  
10 He would ask me for a cigarette and he would sit on my  
11 bed and chat with me like we were equals. In fact, I  
12 was only a year older than him.

13 "I left Balcary House in 1966. I very upset at  
14 leaving and I remember that I cried all the way home.  
15 It was such a good place to work and I loved all the  
16 children. I was so affected than when I got home to  
17 Lockerbie I was prescribed a sedative by the local  
18 doctor. I would describe Balcary as being a very happy  
19 home.

20 "I remember that I sat down with one boy and told  
21 him I was leaving. He got very upset and he thought  
22 that I would never see him again. It was very close to  
23 6 June 1966 and I told them that I would meet him again  
24 at 7 pm on 7 July 1977 outside the gates of the home.  
25 When I turned up on that date he was there to meet me at

1 the gates. We repeated the process for 8 pm on  
2 8 August 1988. We've had occasional contact ever since.

3 "I was engaged to be married and a job had come up  
4 at a children's home in Dumfries. The job was with the  
5 local council and the agreement was that I had to stay  
6 at the job for a year. The post was as an assistant  
7 house mother in a home. I remained for a year and then  
8 got married and gave up working because it was  
9 a residential home. I was 21 years old and  
10 I concentrated on being a housewife and mother.

11 "Later in life, I worked in a school library.  
12 I then worked as a social work assistant in a family  
13 centre. Between 1989 and 1991, I did my social work  
14 training at Jordanhill in Glasgow and worked in  
15 a childcare team. I retired in 2008.

16 "I would meet some of the former children of Balcary  
17 at organised reunions. I kept in occasional touch with  
18 one boy and had arrangements to meet him very  
19 occasionally. When his marriage broke up, he found the  
20 Christmas and New Year very hard, so I invited him to  
21 come and stay with my family over the festive period.

22 "One day out of the blue I was phoned by a girl who  
23 had managed to get my number through phoning the library  
24 in Lockerbie and then being passed on to my brother's  
25 business number. She knew I lived in Lockerbie and was

1 worried that I might have been affected by the 1988 air  
2 disaster. She wanted to know that I was okay.

3 I maintain contact with her to this day.

4 "I attended a few Balcary reunions for former  
5 residents and staff at Balcary. One of the original  
6 children at the home was the organiser. He was at the  
7 home before I arrived and I never came across him at  
8 Balcary.

9 "I recall being at a reunion in Edinburgh and also  
10 at the former home, which is now Balcary House Hotel.  
11 I also kept up with some of the other people on social  
12 media. One of the girls told me about the Scottish  
13 Child Abuse Inquiry and so I decided to contact you.

14 "I was not aware of any abuse when I was working at  
15 Balcary children's home. It was not until later life  
16 that I learned of some instances which I never witnessed  
17 or was told about.

18 "One of the former boys I met at the reunions of  
19 Balcary told me that he had had something that he wanted  
20 to tell me and it was the reason he was sent away from  
21 the home. He sent me a private message on Facebook. He  
22 told me that when he was at Balcary and was about 14,  
23 he had a weekend job at the [REDACTED] owned by  
24 Mr [REDACTED] BHQ, who is now deceased. [REDACTED] BHQ and some  
25 of his friends would rape and sexually abuse this boy

1 every weekend that he worked at the [REDACTED] I don't  
2 know where this happened, but it wasn't in the home. He  
3 said that he didn't want to work any more and the staff  
4 were fine with that but pointed out that it was extra  
5 pocket money that he was missing out on. He was unable  
6 to tell anybody the real reason why he left.

7 " [REDACTED] BHQ on occasion came to the home and asked  
8 if the boy would come back to work for the day as he was  
9 so busy. It resulted in him being sexually abused and  
10 raped again. He never told any of the staff. He said  
11 that his behaviour deteriorated and the home couldn't  
12 cope with him so he was moved somewhere elsewhere where  
13 they could deal with him. He was still under 16.

14 "This boy went on to have a hard life and I kept in  
15 touch with him after I made contact with him through the  
16 reunions. I recall on one occasion he asked to borrow  
17 money from me while I was on holiday in Greece. It was  
18 the only time that he asked and I knew that he must have  
19 been desperate because he had never done it before. I  
20 arranged, through a former girl resident, to get some  
21 money to him.

22 "One of the older boys told me in later life that  
23 the [REDACTED] used to rub  
24 his face in the wet sheets when he wet the bed and then  
25 he was forced to carry them down to the wash house.

1            "At the time I was at Balcary I never had to  
2 maintain any records on the children. I was unaware of  
3 any records being kept. Miss O'Brien never shared with  
4 the staff the background of any of the children and  
5 I don't think there was any way of finding out. In  
6 hindsight, this may have been detrimental to my care of  
7 them.

8            "I have no objection to my witness statement being  
9 published as part of the evidence to the inquiry.  
10 I believe the facts stated in this witness statement are  
11 true."

12            The statement was signed by Jasmine on  
13 22 August 2018.

14 LADY SMITH: Thank you very much.

15 MS RATTRAY: My Lady, that concludes the read-ins. We have  
16 one more oral witness, but she is not due to arrive  
17 until 1.30.

18 LADY SMITH: If she's not getting here until 1.30, we  
19 shouldn't start much before 2.00 to give her time to get  
20 settled. So I will rise now until 2.00, a slightly  
21 longer lunch break.

22            I think there was one name you mentioned that's  
23 covered by my GRO, the [REDACTED] BHQ [REDACTED], isn't it?

24 MS RATTRAY: Yes, [REDACTED] BHQ [REDACTED]

25 LADY SMITH: That's right, [REDACTED] BHQ [REDACTED]

1 Thank you.

2 (12.36 pm)

3 (The lunch adjournment)

4 (2.00 pm)

5 LADY SMITH: Yes, Ms Rattray.

6 MS RATTRAY: My Lady, the next witness is Mary Roebuck.

7 MARY ROEBUCK (sworn)

8 LADY SMITH: Please sit down and make yourself comfortable.

9 I'm sorry if we're a bit of a nuisance about the  
10 microphone, but we do need your voice to be picked up by  
11 the microphone. I'll hand over to Ms Rattray and she'll  
12 explain what happens next.

13 Questions from MS RATTRAY

14 MS RATTRAY: Mary, in the red folder in front of you you'll  
15 see a copy of the statement you gave to the inquiry.  
16 That was a statement you gave answering certain  
17 questions that we sent to you. Just for our own  
18 reference, we've given your statement a reference and  
19 that's WIT.003.001.5564. These are just our numbers  
20 that we've put on the top right-hand corner of the page.

21 When looking at your statement, you can either look  
22 at the paper copy in the file if that's better for you,  
23 or it's also going to come on the screen in front of  
24 you, although certain things will have been blacked out  
25 on the screen copy.

1           To start with, could you look at the paper copy and  
2           go right to the back page, which is at page 5576.

3           A. Yes.

4           Q. Can you confirm that you have signed your statement?

5           A. Yes, I have.

6           Q. Can you confirm that you believe the facts stated in  
7           your statement are true?

8           A. Absolutely.

9           Q. When were you born? It's only the year of your birth  
10          I'm looking for.

11          A. 1955.

12          Q. Today, you've come to the inquiry to help us, based on  
13          your experience working for Barnardo's at Glasclune in  
14          North Berwick.

15          A. Yes.

16          Q. Can you remember roughly what dates you were working for  
17          Barnardo's there?

18          A. From -- I think it was April 1976 to the summer of 1982.

19          Q. Am I right in my understanding that the home there in  
20          North Berwick closed in 1982?

21          A. Yes.

22          Q. You've also told us that whilst you were originally  
23          based at the house known as Glasclune, there came  
24          a point where everyone moved.

25          A. Yes.

- 1 Q. What was the reason for that?
- 2 A. The house burned down. We had a severe fire and there  
3 was no way it could recover from that. Fortunately,  
4 next door was a similar type building that had been an  
5 old people's home and it was empty and we moved in  
6 there. It was renovated and Barnardo's took that one.
- 7 Q. When did that move take place?
- 8 A. I would think 1980 maybe.
- 9 Q. Once you had moved next door -- and I think you say  
10 in the statement it was called St Baldred's Tower?
- 11 A. Yes.
- 12 Q. Once you moved to St Baldred's Tower and the home closed  
13 in 1982 -- did you stay at St Baldred's Tower until it  
14 closed or did you go back to Glasclune at any stage?
- 15 A. No, you couldn't.
- 16 Q. When you were working there, it's correct that you were  
17 known as Mary Lennie at that time?
- 18 A. That's right.
- 19 Q. How old were you when you were working at Glasclune?
- 20 A. In 1976 I'd be 21; I went for my interview on my 21st  
21 birthday.
- 22 Q. So you'd be about 27 or thereabouts when you stopped  
23 working there?
- 24 A. Yes.
- 25 Q. I'm going to ask you a few questions now about how you

1           came to work for Barnardo's. At page 5565 of your  
2           statement, you tell us a little about the process  
3           whereby you were recruited. Can you tell us about that,  
4           how you came to be working there?

5           A. I had been nursing before that and somebody that I met  
6           on the course had been a house mother at another home in  
7           Edinburgh and it sounded just like the type of job that  
8           appealed to me. I wrote to Barnardo's head office and  
9           they came back with vacancies that were available and I  
10          was interviewed at Drumsheugh Gardens, which was where  
11          the head office was then, and visited the home, was  
12          shown round, that type of thing.

13          Q. You tell us that you attended two interviews at head  
14          office.

15          A. As far as I can remember.

16          Q. And you tell us these were with Sylvia Massey and  
17          David Pomfret?

18          A. That's right.

19          Q. What was their role in Barnardo's?

20          A. Sylvia Massey I think was a divisional director, but  
21          I really can't remember, and David Pomfret worked with  
22          her.

23          Q. Why was it that you wanted to work with children?

24          A. I'd always been surrounded by kids at home and it was  
25          the Sick Children's Hospital that I nursed in as well

1 and it just seemed the right way to go.

2 Q. Your qualifications at that time -- did you complete  
3 your nursing training?

4 A. No.

5 Q. Why was it you didn't want to complete your training and  
6 you wanted to move to childcare role?

7 A. I gave up nursing, I just -- I wasn't very well at the  
8 end of my training and I decided not to go back to it  
9 and I had another job in between times in a shop and  
10 then followed up with Barnardo's.

11 Q. At that stage did you have any formal qualifications or  
12 experience, formal experience in childcare?

13 A. No.

14 Q. Did that seem to be a problem at all when you were  
15 recruited?

16 A. No, because I was recruited as a junior member of staff  
17 type of thing and it was very much a case of learning on  
18 the job, I think, and in-service training would be  
19 offered.

20 Q. You describe the layout of Glasclune and its location in  
21 your statement and we've heard by now a lot about that,  
22 so I won't ask you in any detail about that. You do say  
23 that when the residents in the home moved to  
24 St Baldred's Tower, it wasn't child-friendly. Can you  
25 explain that a little bit?

1 A. I think it was the fact that it had been an old people's  
2 home and it had been renovated kind of quickly to fit us  
3 in because there was nowhere else to go; Glasclune  
4 itself was demolished. I think it was just all done  
5 kind of quickly. Really, these houses weren't built for  
6 purpose they were meant for, I don't think.

7 Q. When you were there, can you remember at all about how  
8 many children would have been in the home at one time?

9 A. I can't really because it changed quite a bit. When  
10 I first started there, there was a block of children  
11 that had been brought up in care, and then it changed to  
12 children that were having difficulties at school and  
13 what were then described as maladjusted children, that  
14 type of thing. So it had changed and some people were  
15 only there for a little while and some people were there  
16 for longer, so I couldn't really say.

17 Q. You tell us that the age range of children was anywhere  
18 between 5 and 18.

19 A. Yes.

20 Q. And was it both boys and girls?

21 A. Yes.

22 Q. Did the numbers or the general numbers -- I appreciate  
23 the numbers varied -- change at all before the home  
24 closed? What I'm getting at is whether there was  
25 a steady decrease in numbers or did the home remain

1 quite full until it closed and then the children went  
2 off elsewhere?

3 A. I think it did slow down a bit because they knew it was  
4 going to be short-term. I think closure had been on the  
5 books for quite a while anyway. A lot of children had  
6 grown older and just naturally moved on to other  
7 establishments or home or whatever.

8 Q. At page 5567 of your statement, you were asked questions  
9 about the staff structure at Glasclune. Who was in  
10 charge when you were there?

11 A. Eric Falconer.

12 Q. And what were your impressions of Mr Falconer as your  
13 boss?

14 A. Well, I hadn't worked in that sort of set-up before and  
15 he was very much a father figure, I think, to a lot of  
16 the kids that were there at that time. Mrs Falconer  
17 worked there as well for a while but I didn't actually  
18 work with her. She left to go on and do further  
19 training and things. So it was Eric that I knew best.  
20 He had a lot of respect for the people.

21 Q. You describe him as a father figure. Did he have a sort  
22 of warm relationship with the children there or was he  
23 someone who was quite distant from the children?

24 A. No, he wasn't distant, he was very involved with them  
25 all.

1 Q. Did you gain the impression at all whether the children  
2 liked him or felt at ease with him?

3 A. Yes, I think they did, aye.

4 Q. Mr Falconer, was he the person that you reported to and  
5 were accountable to when you were there?

6 A. Yes.

7 Q. You tell us quite a bit about other staff there. There  
8 seems to be a staff structure because you say yourself  
9 you had different roles --

10 A. Uh-huh.

11 Q. -- when you arrived there and I think you were  
12 a house mother.

13 A. Yes.

14 Q. And then you were promoted to another position?

15 A. Yes.

16 Q. Which position was that?

17 A. Well, it was called third senior then.

18 Q. What was the difference between a house mother and  
19 a third senior?

20 A. Eric didn't always have to be there, I was there. There  
21 was Mr Falconer and then the deputy and myself, and we  
22 each had a team. We'd work alternate shifts and things  
23 like that together and anybody new starting or people on  
24 placements, students and things, would come to me and  
25 ask about different things.

1 Q. So as a third senior, you were in charge of a team; is  
2 that right?

3 A. Yes, on the shift that I worked, yes.

4 LADY SMITH: How old were you at that stage?

5 A. Possibly 25.

6 LADY SMITH: Thank you.

7 MS RATTRAY: You mention in your statement another position,  
8 team leader.

9 A. Uh-huh.

10 Q. Was that lower or higher than a third senior?

11 A. It was the step up to third senior from house mother.  
12 It was in between.

13 Q. Right. If we start then in looking at your role, what  
14 were your general duties when you were a house mother?

15 A. I think the main aim of the place was to make it  
16 a friendly environment for the kids because most of them  
17 had come from troubled backgrounds, so a house mother  
18 was the everyday things like ordering the food and  
19 laundry and schooling and everyday things to make it  
20 more homely.

21 LADY SMITH: How did you know they had come from troubled  
22 backgrounds?

23 A. It was quite openly discussed and a lot of the children  
24 I had been involved with had been orphans, what would  
25 then have been classed as orphans, and had come up right

1 through the care system. But there were other kids that  
2 came who had -- their cases had been discussed at staff  
3 meetings and things like pass-overs. We knew if they  
4 had a history with schools or hospitals or parents,  
5 anything like that. That was all taken into concern.

6 LADY SMITH: Thank you.

7 MS RATTRAY: On that topic, when a child was admitted to the  
8 home, was there any particular discussion or meeting or  
9 arrangements whereby staff were made aware of the  
10 child's background?

11 A. It was selective, I think, in that it was what we needed  
12 to know, we knew, and everything. That was all I can  
13 say, really.

14 Q. In your experience in the years you were there, did you  
15 form a view at all as to whether the information you  
16 were provided with was enough to allow you to care for  
17 the child or do you feel that it would have been better  
18 had you had more information?

19 A. No, I don't think it would have been ... I don't think  
20 looking back it would have been any better. Sometimes  
21 I maybe felt that things should have been kept --

22 LADY SMITH: Can you move a little nearer the microphone?  
23 Your voice is drifting away. You didn't think it would  
24 have been better to have more?

25 A. I don't think it was necessary to know everything about

1 every child and their history when they come in.

2 LADY SMITH: Why not?

3 A. Because I think there was such a large staff and their  
4 families deserved some privacy as well, some  
5 confidentiality, just on a couple of things that I can  
6 think about.

7 LADY SMITH: What type of thing? I don't want to know who  
8 the families are.

9 A. For instance, we knew that a parent had had a family  
10 before this family belonging to the child that we were  
11 involved in and there was a discussion about whether or  
12 not that teenager should be told that she had siblings.  
13 And I said at the time I didn't think so because I felt  
14 that the woman particularly involved, her  
15 confidentiality should be respected as well.

16 LADY SMITH: What about getting information regarding the  
17 circumstances which had resulted in the child coming  
18 into residential care? Didn't you need that?

19 A. Yes. There was a basic file and it was sort of passed  
20 down. You weren't allowed to just go into the filing  
21 cabinet and open it up and read everything about every  
22 child. It was what we needed to know what was passed  
23 down to the other members of staff.

24 LADY SMITH: How?

25 A. In group meetings, staff meetings, that type of thing.

1 LADY SMITH: Thank you. Ms Rattray.

2 MS RATTRAY: You've been explaining your role as  
3 a house mother. Was your role as a house mother, from  
4 what you've described, primarily doing kind of household  
5 chores and management rather than providing direct care  
6 for the children?

7 A. Well, every child was assigned a key worker and that key  
8 worker took on -- was the face between the child and the  
9 schools, hospitals, and sometimes family meetings and  
10 things, and social workers. Sorry, I've forgotten ...

11 Q. That's okay. I was asking whether your role as  
12 house mother was mainly focused on the domestic  
13 provision rather than the childcare provision and you  
14 were explaining that each child was allocated a key  
15 worker.

16 A. Yes. Yes, I think the whole ethos was to create  
17 a homely atmosphere. Some of these kids had never had  
18 anything like that, you know, hadn't had the same  
19 experiences that you'd expect in a normal home. And  
20 I think a lot of emphasis was put on that at the time.

21 Q. Which members of staff were the key workers? When I ask  
22 that I'm not looking for names, I'm just looking for  
23 their roles. Was there a particular role of key worker  
24 or was that simply a responsibility spread out between  
25 everybody?

1 A. It was spread out between everyone. Sometimes it would  
2 be a case of you would think -- try and match somebody  
3 up, but sometimes it was a natural relationship that  
4 would grow between a member of staff and a child and  
5 they would take on that role.

6 Q. So when you were a house mother were you also a key  
7 worker?

8 A. Yes.

9 Q. How many children at one time were you the key worker  
10 to?

11 A. Three or four.

12 Q. Were they children who had been in the care system since  
13 they were young and were treated as orphans or were they  
14 the children who were coming in who had perhaps a more  
15 troubled history?

16 A. I think the key worker system really came in with the  
17 more recent children. Yes, I would say that.

18 Q. So how equipped did you feel to be a key worker or to  
19 cope with the care of a child who was coming into care  
20 in circumstances where they had a troubled background  
21 and were ... I think the word was maladjusted?

22 A. Yes.

23 Q. What kind of behaviour did a child of that background  
24 and experience present?

25 A. Well, it varied. For some children, trust was a big

1 issue, how to trust people. Then some of them were very  
2 angry, some teenagers, just angry and unable to express  
3 their concerns or their fears. Now and again it could  
4 get kind of physical, you'd have to hold children down  
5 to let them work off -- because they were kicking and  
6 biting and whatever. That didn't happen very often, but  
7 I did see it happen.

8 Key workers -- a couple of my kids were fostered so  
9 I was involved in them getting foster parents and the  
10 social workers that secured it all, that type of thing.

11 Q. How equipped or skilled did you feel you were at that  
12 time to be able to manage children with these kind of  
13 problems?

14 A. Looking back, not at all. Not skilled, not experienced  
15 and not a great life experience either compared to what  
16 these children had had. And we were young -- all the  
17 staff were young -- so probably not very equipped, but  
18 because we didn't know any different, then ... The more  
19 serious stuff was maybe taken over by management,  
20 I can't remember.

21 Q. You have told us a little about your role as  
22 house mother. In what way did your role as team leader  
23 differ from being a house mother?

24 A. It wasn't an awful lot different except doing the rotas  
25 and -- like staff rotas and things like that to make

1           sure there was cover. There wasn't a great deal of  
2           difference really, except I had a bit more experience so  
3           the newer people could come in.

4   LADY SMITH: When you became a team leader and this third  
5           senior role, did you carry on with key worker  
6           responsibilities or not?

7   A. Yes.

8   MS RATTRAY: And how old were you when you became a team  
9           leader?

10   A. Maybe 23. It really just -- it wasn't a case of a job  
11           being applied for, it was just you had been there the  
12           longest and if you wanted to do it, you could take it  
13           on.

14   Q. As team leader, were you responsible for less  
15           experienced staff?

16   A. Only in an informal sort of way. I wasn't responsible  
17           for them getting training or anything like that, like  
18           would be expected these days, I don't think.

19   Q. We've mentioned before your promotion to third senior  
20           and at that stage you're heading up a shift --

21   A. Yes.

22   Q. -- of five or six staff members?

23   A. Yes.

24   Q. What other responsibilities did you have as a third  
25           senior?

- 1 A. I really can't remember it all, to be honest.
- 2 Q. Was there a significant difference between being  
3 house mother, team leader and third senior, or was it  
4 just --
- 5 A. It was just a natural progression, I think, rather  
6 than -- like the deputy had a lot of responsibility and  
7 they took on ... they shared most of Mr Falconer's  
8 responsibilities. Mine was more for the day-to-day  
9 running of things, I think, and being on call and we had  
10 sleeping-in duties, things like that. And if a member  
11 of staff needed me for anything, I was there.
- 12 Q. You tell us that you worked in the main unit. What do  
13 you mean by that? Was there more than one unit?
- 14 A. We're talking about Glasclune?
- 15 Q. Yes.
- 16 A. At Glasclune itself, everything happened in the main  
17 house, but there was -- not long after I started there  
18 was a coach house in the grounds and it was renovated to  
19 accommodate some staff but also a flat for teenagers  
20 that were ready to leave the care system to learn about  
21 money and looking after themselves, because they hadn't  
22 had to do it to that point.
- 23 Q. I'll ask you a bit more about that later on.
- 24 A. Okay.
- 25 Q. You say in your statement at 5568 that the needs of

1 children changed and I think that's in the context of  
2 children with different backgrounds arriving in the  
3 home --

4 A. Yes.

5 Q. -- and therefore your roles changed to suit that.

6 A. Yes.

7 Q. Can you expand upon that more for us and explain how  
8 your roles changed in response to the change perhaps  
9 in the background of the children?

10 A. I think we were more involved with the schools and  
11 social workers, fostering groups, things like that.  
12 I think that would be ... The police were involved  
13 a few times with minor crime in the area, that type of  
14 thing, and sometimes it was our kids that were involved.

15 Q. So the change in your role would perhaps involve  
16 liaising with external bodies --

17 A. Yes.

18 Q. -- more?

19 A. That's a good way of putting it, yes.

20 Q. Okay.

21 You also mention, under the subject of "Structure",  
22 that there were frequent changes in staff. Do you mean  
23 that there was a high turnover of staff?

24 A. It would appear that way sometimes, aye. People would  
25 be there for a couple of years. It was unusual for --

1 I was there six years, another member of staff was there  
2 about that time. It was unusual for staff to stay as  
3 long as that.

4 Q. Do you know the reason for there being such a high  
5 turnover?

6 A. Some people had come right from university and it was  
7 a stepping stone to going on to do social work or  
8 something else, that type of thing, or just moving for  
9 a change in career.

10 Q. Are you aware of the extent to which frequent changes in  
11 staff affected the children who were living there?

12 A. A couple of times, aye, but I think because the key  
13 worker system -- and at that time Barnardo's encouraged  
14 a lot of involvement with the children, taking them home  
15 to your own home -- I kind of had kids come to my mum's  
16 with me -- trips, holidays, things like that.

17 Sometimes you'd see -- in one case in particular  
18 there was a little girl that got so involved and was  
19 going away and doing these things and being treated like  
20 a daughter by a member of staff, and then they leave and  
21 there was just no contact at all. And that was, you  
22 know, that wasn't right that that was allowed to happen.

23 Q. You tell us that kids spending time alone with staff  
24 members was something which was actively encouraged by  
25 Barnardo's at the time. You tell us about that at the

1           foot of page 5573. It was encouraged by Barnardo's; do  
2           you remember how it was encouraged? Was there any  
3           guidance sent out?

4           A. I don't remember there actually being any formal  
5           guidance given out. It was all about letting kids see  
6           what real home life was like, but in hindsight that  
7           maybe wasn't the best idea. And to give them treats,  
8           especially the ones that didn't have families that could  
9           come back and forwards to see them, because a lot of the  
10          kids went home at the weekend, but then those that  
11          didn't have that would take them out and for birthdays  
12          and special treats and shopping and things.

13          LADY SMITH: Would I be right in assuming that when it came  
14          to children going to the homes of members of staff, no  
15          checks on those homes were made?

16          A. No, it was enough that it was with me, which just  
17          wouldn't happen now.

18          LADY SMITH: Were you even asked who else would be there?

19          A. I don't think so.

20          LADY SMITH: Ms Rattray.

21          MS RATTRAY: So is it fair to say it was a common practice  
22          that children might go home at the weekend with a staff  
23          member?

24          A. It became less common as time went on, but when I was  
25          there initially, and in response to -- did anybody check

1           whether you were there, who was going to be there, it  
2           was usually because we were going to our own homes with  
3           our own family, but there was no check done on family or  
4           anything like that.

5           Q. Moving on to the subject of training, you tell us that  
6           your role was explained at interview with Miss Massey  
7           and Mr Pomfret and there was a visit to the unit before  
8           you started, but you tell us that no official training  
9           was offered as you remember.

10          A. Not at that stage, no.

11          Q. You say that you were introduced slowly to all aspects  
12          of the post.

13          A. Yes.

14          Q. Can you explain just in practical terms how that worked?

15          A. A lot of it was just learn as you go and there were  
16          members of staff, like older ladies, who worked  
17          part-time, and they sort of took people under their wing  
18          and just to meet the kids, to find out where everything  
19          is, just the day-to-day practicalities of things. And  
20          then there would be staff meetings to catch up on things  
21          and see what there is, and also supervision, but that  
22          was a bit haphazard, I have to say.

23          Q. We'll take these things one at a time. A staff member  
24          would take you under their wing?

25          A. Yes.

1 Q. Did you have that experience with more than one staff  
2 member? Like you would perhaps be told what to do or  
3 taken under the wing by more than one staff member?

4 A. Yes. They would sort of -- everybody would chip in and  
5 look after you.

6 Q. Did you ever find that there were any differences in  
7 approach between different staff members or was everyone  
8 on the same --

9 A. No, I'd say they were all on the same page.

10 LADY SMITH: Mary, you're drifting away from the microphone  
11 a bit.

12 A. Sorry.

13 LADY SMITH: If you could try and use it, that would be very  
14 helpful.

15 MS RATTRAY: Did you ever know or form a view on whether the  
16 more senior staff or more experienced staff who had  
17 taken you under their wing had been given any particular  
18 direction or guidance as to what instruction to give you  
19 or guidance themselves to give to you?

20 A. No, I don't think so. Not that I recall.

21 LADY SMITH: Was there any system of regular one-to-one  
22 meetings with a senior member of staff to talk about how  
23 you felt you were progressing?

24 A. Yes, that was the staff supervision, but it was pretty  
25 haphazard. When I started there initially, it was

1 Mr and Mrs Falconer and I think Mrs Falconer took most  
2 of the responsibility for that side of things. But then  
3 when she left after I'd been there maybe about a year,  
4 it did fall by the wayside, but I knew I could approach  
5 anybody if I needed to.

6 LADY SMITH: That wasn't what I was really getting at.

7 A. Sorry.

8 LADY SMITH: No, no -- I get what you said about when the  
9 Falconers were there, but from what you're saying it  
10 doesn't sound as though there was an established system  
11 where, for example, every three months or every  
12 six months you'd sit down with a particular senior  
13 member of staff, and you would go through what you were  
14 hoping to have achieved, think about how it had gone,  
15 talk about any problems you had in working with the  
16 children or anything of that sort.

17 A. No, there was nothing officially timescaled (sic). If  
18 there was a problem it would get spoken about or if  
19 I wanted to approach anyone, I could do that.

20 LADY SMITH: That's a bit different, isn't it?

21 A. Yes.

22 LADY SMITH: Because that's you going for help rather than  
23 somebody senior keeping an eye on how you're progressing  
24 in developing your career with the children.

25 A. Of course they were maybe doing that without involving

1 me in it, you know, between management, conversations  
2 between themselves and senior management. Again,  
3 I don't know.

4 LADY SMITH: Ms Rattray.

5 MS RATTRAY: You tell us a little about that at page 5573.

6 I just want to clarify something: I think at that stage  
7 you were asked what formal checks were done, I think, to  
8 ensure that you were doing your job properly. What you  
9 say in your statement is:

10 "I recall what formal checks were done, but we did  
11 have supervision from senior staff."

12 I'm just trying to clarify so we understand.

13 I think there might be perhaps a typing error there.

14 Are you saying you don't recall what formal checks --

15 A. I recall formal checks were done, but I don't know what  
16 they were.

17 Q. Right. So how do you remember formal checks? What do  
18 you remember about them?

19 A. Just -- I must have filled in a form or something,  
20 probably, application forms, initially when I applied  
21 for the job. Maybe I'm assuming, but I think there were  
22 checks done.

23 LADY SMITH: What do you have in mind when you say checks?

24 A. Like a police check or ... I know there wasn't  
25 disclosures then, anything like that, but possibly

1           police checks.

2           LADY SMITH: But you don't know?

3           A. And references from ex-employers.

4           LADY SMITH: Do you remember giving the names of referees?

5           A. I must have, but I don't recall who.

6           LADY SMITH: Which employers would you have offered as

7           referees?

8           A. Um ... I don't know, sorry.

9           LADY SMITH: Ms Rattray.

10          MS RATTRAY: Under the heading "Internal monitoring" you

11          speak about:

12                    "We did have supervision from senior staff."

13                    And I think that's what you have told us about,

14                    about Mrs Falconer, but that rather fell by the wayside

15                    when she moved on.

16          A. Yes.

17          Q. You say that:

18                    "[You were] assessed on your work, given guidance,

19                    and allowed to air grievances."

20          A. Mm-hm.

21          Q. What kind of guidance were you given?

22          A. Probably if I was going to meetings regarding the

23                    children or with social work, that type of thing: what

24                    to bring up or what needed to be discussed.

25          Q. How frequent were these meetings or events when you had

1 supervision from senior staff and they were assessing  
2 you?

3 A. Very infrequent.

4 Q. Guidance that you were given: was there any stage when  
5 you were at Glasclune that you were given any written  
6 guidance?

7 A. No, not that I recall.

8 Q. You don't remember a staff handbook?

9 A. No.

10 Q. Or a memo coming round, saying to do something in  
11 a particular way or anything of that nature?

12 A. No, it was mostly in conversation, oral instruction,  
13 that type of thing.

14 Q. When you were assessed, were there any notes recorded of  
15 that, of these meetings with senior staff?

16 A. I don't recall. I don't recall it, no.

17 Q. Were you given any written feedback or aims or anything  
18 like that?

19 A. No.

20 Q. In relation to supervision, you explain that in terms of  
21 training, when you started, you were taken under the  
22 wing of someone. At what stage in your employment at  
23 Glasclune were you first left unsupervised with  
24 children?

25 A. You mean within the setting itself?

- 1 Q. Yes.
- 2 A. Within the house? I really couldn't tell you. I really  
3 don't know.
- 4 Q. At what stage were you permitted to take a child home or  
5 to take a child out on your own for a treat?
- 6 A. It would have been well on. Maybe when I was third  
7 senior I did that.
- 8 Q. Sorry?
- 9 A. When I was third senior I would do that.
- 10 Q. Do you know whether staff more junior than that would  
11 have been allowed to take children out for a treat?
- 12 A. It did happen, yes.
- 13 Q. You tell us that you completed a year's basic care  
14 training at Moray House, Edinburgh, on day release and  
15 that there was no qualification and only an attendance  
16 award. What did that training involve?
- 17 A. Some of that was going over the confidentiality and lots  
18 of things like first aid and handling yourself at  
19 a meeting, that type of thing.
- 20 Q. Did it involve any training on actually caring for  
21 children?
- 22 A. It did in that it was ... I don't know, I can't put it  
23 into words what I'm trying to say.
- 24 Q. Can you remember at all whether any part of that  
25 training involved the equivalent to what we might call

- 1 child protection today, any training on how to keep  
2 a child safe who was in care?
- 3 A. Yes, aye.
- 4 Q. It did involve something of that type?
- 5 A. It did, yes, but it was a very short course, it was only  
6 a year, and the whole thing about confidentiality and  
7 children's welfare ...
- 8 Q. Was there any discussion in the course about the risk to  
9 children of being abused whilst in a care setting?
- 10 A. There probably was, but I really can't remember. It's  
11 that long ago.
- 12 Q. Can you remember anything about what the content of the  
13 training might have been of what you were told to do or  
14 ought to do?
- 15 A. Some of it was like giving particular scenarios and it  
16 was like social care, really, and particular scenarios  
17 and how you would deal with it within the setting.
- 18 Q. What kind of scenarios? Can you remember any examples?
- 19 A. Like if a child was getting brought in, how you would  
20 help them be admitted and how you deal with family  
21 meetings and things like that. Just about everything  
22 that I can remember.
- 23 Q. Was that looking at how to administer admission and  
24 administer --
- 25 A. Yes.

1 Q. -- family meetings? Did it look at how to think about  
2 it from the child's perspective of how the child might  
3 feel on being admitted or whether the child might want  
4 family meetings? Was it that sort of child-centred --

5 A. Yes, I would say so.

6 Q. It was?

7 A. Yes, definitely.

8 Q. That was part of it?

9 A. Yes.

10 Q. You go on to say that other than your Moray House  
11 course, there were short training sessions which were  
12 offered mainly in-house --

13 A. Yes.

14 Q. -- and attendance on these courses was compulsory.

15 A. Mm-hm.

16 Q. What did these courses involve, these training sessions?

17 A. Often it would be staff would be put into small groups  
18 to deal with certain scenarios or how to talk and how to  
19 listen to people. Again, as the years went on, we were  
20 dealing with different kinds of children, there were  
21 different things came in.

22 Q. Who provided the training?

23 A. As far as I'm aware, it was mostly Barnardo's. They  
24 would get someone to come in.

25 Q. So it wasn't someone in the home who was delivering the

1 training, Barnardo's arranged for someone else to come  
2 in?

3 A. Yes.

4 Q. I don't expect you to remember names or anything, but do  
5 you remember at all what the background or  
6 qualifications were of the people coming in?

7 A. No, but I know it was all arranged through headquarters.  
8 That's all I remember.

9 Q. And those sort sessions, did they start as soon as you  
10 arrived at Glasclune or was that something that emerged  
11 later on?

12 A. It varied. Things were kind of thrown up in the air  
13 with the fire and everything that happened. That sort  
14 of -- I think more effort was concentrated on just  
15 getting things back to some sort of normal.

16 Q. What I'm trying to understand is whether this  
17 arrangement for the provision of in-house training was  
18 in place when you first started at Glasclune.

19 A. It would be, but I don't know with regards to myself  
20 when I went to my first one or anything like that.

21 Q. How frequently were the training sessions? Were they  
22 every month, every three months, once a year?

23 A. It kind of varied. Sometimes you'd get a block and then  
24 there'd be nothing for a while. I really don't know.

25 Q. You tell us that some of the courses really helped you

1           develop your understanding of children's needs and how  
2           to handle certain situations to achieve the best  
3           outcome. Can you expand on that for us?

4           A. I think some of them helped you look at the bigger  
5           picture, what you were just seeing presented to you  
6           wasn't all you had to look at, you had to take all the  
7           other things the children had to cope with. From that  
8           point of view, I think that helped me grow in that way.  
9           It's something that I've stuck to.

10          Q. When you talk about the bigger picture and what children  
11          had to cope with, are you talking about the family  
12          background or something else?

13          A. Almost every aspect of their life: the family  
14          background, schools, medical conditions, being cut off  
15          from grandparents and things like that. Just day-to-day  
16          stuff as well. And the house was -- considering, as  
17          I've said in my statement somewhere else, most of the  
18          children came from Niddry or Moredun in Edinburgh, which  
19          were considered really rough areas at that time. To  
20          come to an idyllic place like North Berwick, into this  
21          big mansion house, it must have been really scary and  
22          I was very aware of that with them.

23          Q. I think you actually tell us that at the end of your  
24          statement, when we asked about lessons learned or  
25          anything from your experience that might help us. And

1           you say:

2                   "Especially considering that most of our children  
3           came from the Niddry and Wester Hailes area of  
4           Edinburgh, it must have been a really culture shock for  
5           most."

6           A.   Yes, it must have been.

7           Q.   And:

8                   "Even though beautiful North Berwick had very little  
9           to offer troubled teenagers in particular."

10          A.   Mm-hm.

11          Q.   Moving on to certain topics, at page 5569 you tell us  
12          that some children or children of all ages had problems  
13          with wetting the bed.

14          A.   Yes.

15          Q.   How was that dealt with?

16          A.   Very low-key.  There was never a big deal made about it.  
17          You had teenage boys that wet the bed.  There was no big  
18          fuss made about it, it was just dealt with.  No  
19          attention was drawn to anything like that.  It was all  
20          very subtle, I felt.

21          Q.   Was there any discussions between staff or direction  
22          given to you telling you that you ought to deal with it  
23          in this way?

24          A.   I think it was just a spoken instruction, probably, when  
25          I first started, because there were a couple of children

1 that had medical conditions that made them have  
2 accidents and things like that that they had no control  
3 over. But there were other kids, it was maybe more  
4 emotional and it was just how it was dealt with every  
5 morning.

6 Q. In relation to mealtimes you say that you remember  
7 mealtimes as friendly and as informal as possible,  
8 considering the setting which was a formal dining room.  
9 You say it was a good time to catch up with each other  
10 and the kids and to interact with staff and other kids.  
11 Did the staff have their meals with the children?

12 A. Yes.

13 Q. Do I take it from that that mealtimes were more than  
14 just a means to feed staff and children?

15 A. Yes, it was quite social. The dining room itself was  
16 massive, oak-lined walls, big bay windows and things,  
17 and maybe half a dozen tables, big tables, and there'd  
18 be six or eight children and staff at each of these.  
19 And people just came in and sat where they wanted and  
20 talked to who they wanted to and all that.

21 Q. So a meal was a social occasion?

22 A. Yes, I would say so.

23 Q. As well as simply a pragmatic means to an end?

24 A. Yes.

25 Q. You also say that there was a provision for children who

- 1           didn't like particular foods.
- 2           A.   Mm-hm.
- 3           Q.   And so alternatives were on offer; is that right?
- 4           A.   Yes.
- 5           Q.   You tell us that no one was forced to finish a meal.
- 6           A.   No, not that I know of.  Not that I remember.
- 7           Q.   I think you tell us there, and elsewhere in your
- 8                 statement, that if a child had a particular dietary
- 9                 need, then that's something which was accommodated.
- 10          A.   Yes, it was.
- 11          Q.   I think you gave an example of a birthday cake on one
- 12                 occasion.  Can you tell us about that?
- 13          A.   We had two children who had been diagnosed with coeliac
- 14                 disease.  It turned out in later life that they hadn't
- 15                 had that, but that was what it was at the time.  You
- 16                 couldn't go into a shop and buy gluten-free stuff then
- 17                 that they needed in their diet.  Every child got
- 18                 a birthday cake and theirs was ice cream and meringue
- 19                 that they were allowed to have and for their birthday
- 20                 party, the food was made to accommodate them.  And we
- 21                 had another girl that was a severe diabetic.  The same
- 22                 happened with her.
- 23          Q.   Moving on to washing and bathing, you said that older
- 24                 children bathed alone --
- 25          A.   Yes.

1 Q. -- and staff were always nearby in case assistance was  
2 needed and to ensure that they were allowed privacy.

3 A. Mm-hm.

4 Q. Once again, this focus on -- it would appear to be  
5 a focus on not just facilitating privacy but actually  
6 protecting privacy. Was that something you thought up  
7 yourself or were you given a direction about that by  
8 anybody?

9 A. No, I think there was probably direction about that.  
10 Particularly in the boys' wing, as it were, the bathroom  
11 was right next to the bedrooms, and people had to wander  
12 up and down the corridor to get there, and it was  
13 important that they were given privacy.

14 Q. These directions, who gave the directions?

15 A. I think it was just general -- I had been taught this is  
16 what we do, just by the staff that I was working with.  
17 It wasn't in written form or anything like that that as  
18 I recall.

19 Q. Under the heading "Sleeping arrangements" on page 5570,  
20 you describe in Glasclune that there'd be three or four  
21 children to a room, who shared a bedroom.

22 A. Uh-huh.

23 Q. And that they had a wardrobe and bedside cabinet, which  
24 were treated as private.

25 A. Yes.

1 Q. And then you tell us that in St Baldred's Tower,  
2 children were allowed to decorate rooms with posters and  
3 pictures.

4 A. Uh-huh.

5 Q. Was that something that didn't happen in Glasclune? Was  
6 that a new development at St Baldred's Tower?

7 A. No, it did happen in Glasclune as well, I have just not  
8 put it down.

9 Q. So children were able to personalise their space?

10 A. Very much so, yes.

11 Q. How many staff members were on duty overnight?

12 A. Usually two and somebody on call.

13 Q. So there wasn't an arrangement whereby it would just be  
14 the one member of staff?

15 A. No. No, because the way the house was split up, it was  
16 like a girls' wing and a boys' wing, so there'd be  
17 somebody at these places. And latterly, something I've  
18 not put down there, they employed someone to do night  
19 the shift that sat up at night, was actually there.  
20 That was when we were in St Baldred's.

21 Q. And that was someone on a waking shift --

22 A. Yes.

23 Q. -- as you say in your statement?

24 When you talk about the numbers of staff and the  
25 wings, am I to understand from that that there would be

- 1 two people sleeping in the boy's wing and two in the  
2 girls' wing or do you mean one in each?
- 3 A. One in each.
- 4 Q. In relation to trips and holidays, you tell us that  
5 there was always a summer holiday.
- 6 A. Mm-hm.
- 7 Q. And camping was a popular --
- 8 A. I know they had gone away camping a couple of times when  
9 I was there.
- 10 Q. You say that staff/child ratios were met on trips.
- 11 A. I believe so, aye.
- 12 Q. Can you remember what these ratios were?
- 13 A. Oh no. Sorry.
- 14 Q. Would there ever be a situation when it was just the one  
15 member of staff with two or three children?
- 16 A. No. It'd be at least two, but I couldn't tell you what  
17 the -- we had a minibus and that was what they'd go on  
18 the camping trips in and things, but there'd always be  
19 more than one member of staff.
- 20 Q. In relation to schooling, you tell us that:
- 21 "Younger children did homework with staff members  
22 and a local lady was hired to assist older kids with  
23 homework."
- 24 A. Yes.
- 25 Q. Was this local lady qualified in anything, to your

- 1 knowledge?
- 2 A. I don't know. I imagine she must have been, but
- 3 I really don't know for certain.
- 4 Q. Was there an area within the home that was set aside to
- 5 do homework or did the children just do homework
- 6 wherever they sat down?
- 7 A. If they needed the one to one, there was a room set
- 8 aside where you could go and spend time with them if you
- 9 wanted to.
- 10 Q. At page 5572, you tell us about the arrangements for the
- 11 children having visitors. And you tell us that parents
- 12 and family were encouraged to visit on a regular basis.
- 13 As a matter of practice, did the children receive many
- 14 visits from family members?
- 15 A. Well, the majority of the children went home at the
- 16 weekend, and often a parent would come -- their dad
- 17 would drive down to pick them up and take them home.
- 18 Most of them went home at the weekend.
- 19 Q. When we asked you about external inspections at
- 20 page 5573, you tell us that Sylvia Massey and
- 21 David Pomfret visited on a regular basis and attended
- 22 meetings weekly.
- 23 A. Yes.
- 24 Q. Earlier in your statement you said that there were
- 25 regular staff meetings.

- 1 A. There was a staff meeting every Friday morning and  
2 either Miss Massey or Mr Pomfret would come down to  
3 attend these meetings.
- 4 Q. What kind of things were discussed at these meetings?
- 5 A. Pretty much everything that would be involving the  
6 children: families and liaison between other agencies  
7 and things.
- 8 Q. Situations regarding an individual child's  
9 circumstances, were these matters which were discussed?
- 10 A. Yes. Sometimes, yes.
- 11 Q. You say that you recall others visiting but you weren't  
12 involved in meetings with them and the person you had  
13 most contact with was David Pomfret.
- 14 A. That's right.
- 15 Q. So what was the nature of your contact with  
16 David Pomfret there?
- 17 A. He was the most regular visitor -- well, visitor, but  
18 the senior member of staff that would come down. He  
19 also was like the face of the headquarters. He was  
20 somebody we knew we could contact.
- 21 Q. When either David Pomfret or Sylvia Massey came down and  
22 attended the staff meeting every week, did they go and  
23 speak to the children at any stage?
- 24 A. Yes, yes. Miss Massey didn't visit very often, but when  
25 she did, she would attend these meetings. David did

1           come down and the kids all knew him, yes.

2           Q.   So did the meetings take place outwith school hours?

3           A.   No.  It was a Friday morning when the kids were mostly  
4           at school.

5           Q.   So did David Pomfret come back at a different time to  
6           speak with children?

7           A.   He didn't have one-to-ones with children, I didn't mean  
8           that.  Just they knew who he was because he was around  
9           or he'd be there for maybe social things as well.

10          Q.   But it wasn't an arrangement whereby, for example,  
11          David Pomfret came round to engage with the children and  
12          maybe ask them questions about how they were or things  
13          were going?

14          A.   No, it was if he was there, he would interact with  
15          children.

16          Q.   Under the heading "Review of placement", you tell us  
17          that:

18                 "Reviews were continuously carried out regarding  
19                 placement by social workers and staff involved with the  
20                 families.  Case conferences were held and discussed at  
21                 great length.  The child's views were always sought."

22                 Who was the person or the role of the person who  
23                 obtained the child's views for these meetings?

24          A.   We also had -- we had a social worker connected to --  
25          that was employed by Barnardo's, Mark Wilson.  I have

1 not put that down. He was sort of liaison between the  
2 different groups. It would be him probably that would  
3 take part of that and Mr Falconer.

4 Q. The child's local authority social worker --

5 A. Yes, they came down regularly.

6 Q. And were they able to meet with children in private?

7 A. Yes.

8 Q. And in general terms how often would they visit?

9 I appreciate it'll vary from child to child.

10 A. That's it, aye. Some children had a lot of input from  
11 social work and other children didn't. It was just as  
12 and when, I think.

13 Q. You mentioned earlier on that a flat was set up in  
14 Glasclune to provide leavers with some form of  
15 preparation for leaving care.

16 A. Yes.

17 Q. The flat, would that involve the young people actually  
18 moving in to live in the flat?

19 A. Yes.

20 Q. And how many young people would be living in the flat at  
21 one time?

22 A. Four or five and a member of staff.

23 Q. You tell us that they would be taught about money  
24 management, cooking, shopping, cleaning and generally  
25 taking care of themselves.

- 1 A. Yes.
- 2 Q. Who provided that kind of guidance?
- 3 A. The member of staff that was placed there as well and  
4 myself and any member of staff that was around really.
- 5 Q. So for how long would a young person live in the flat to  
6 prepare for life in the big wide world?
- 7 A. Well, it was a bit unfortunate that it really only got  
8 up and started before we had the fire and we'd lost the  
9 big house, so kids had to move into that accommodation.  
10 So it never really got off the ground to have much of  
11 a history, really.
- 12 Q. You say that in St Baldred's a similar idea was set up?
- 13 A. Mm-hm.
- 14 Q. Was that not straightaway maybe?
- 15 A. That didn't really take off either. It ended up being  
16 accommodation for the children. There was the main  
17 house of St Baldred's and next to it was what had been  
18 stables and it was used for storage for vans and things,  
19 but upstairs was a flat. I wasn't very involved  
20 in that, but there were members of staff there and  
21 a bedroom for boys and a bedroom for girls, maybe four  
22 in each. It just became a small flat for everybody. It  
23 didn't really -- it was different ages, it wasn't just  
24 for kids that were ready to leave.
- 25 Q. You say that a flat in Edinburgh was purchased for the

1 same reason and a few of your young adults moved there.

2 A. Yes, that's right.

3 Q. How old were the young people when they moved to  
4 Edinburgh?

5 A. They must have been over 16, but I don't know much more.

6 Q. Was a staff member at that flat as well?

7 A. Aye, there were two Barnardo's staff there. It wasn't  
8 just our kids that were there, it was kids from possibly  
9 Pencaitland and there was one of our members of staff  
10 and a member of staff from there to help them, aye. But  
11 I don't know how successful that was because that was  
12 just when it closed down.

13 Q. In relation to records, you tell us that you're not  
14 aware of any actual guidance being given on  
15 record-keeping.

16 A. Not that I recall, no.

17 Q. You remember that there was a daily logbook kept.

18 A. Yes, that's right.

19 Q. And what was the purpose of the logbook?

20 A. It wasn't that there was something written about every  
21 child every day or anything; it would be if something  
22 had happened or somebody was unwell or if the children  
23 had received phone calls from family, who they were and  
24 if arrangements were getting made for the weekend, and  
25 things like that. It was a daily log thing. it wasn't

1           specific.

2           Q. You said that was mainly for keeping staff up to date on  
3           day-to-day information. So was the purpose of that to  
4           hand over between shifts?

5           A. Yes.

6           Q. And you tell us there were records kept on admission,  
7           discharge, visitors and money matters and they were all  
8           locked up in a filing cabinet.

9           A. Yes.

10          Q. Which members of staff had access to those records?

11          A. Mr Falconer, the deputy, and myself.

12          Q. And was there a file for each child?

13          A. Yes.

14          Q. How often would the files be written up?

15          A. I couldn't tell you. I don't know.

16          Q. Who was responsible for writing up the file of a child?

17          A. Mr Falconer or the deputy I would think.

18          Q. So what about the key worker? Did the key worker not  
19          keep records and write in the children's file?

20          A. Um ... I don't know. I can't remember.

21          Q. Do you know whether any of the information in the daily  
22          logs would be transferred over to a child's file?

23          A. I don't know, sorry.

24          Q. That's okay.

25          A. When we had the fire, we lost all the records and all

1 paperwork, so I don't know.

2 We did have a secretary that used to come in  
3 a couple of hours, a couple of times a week, and she  
4 would type up reports, but I think they basically came  
5 from above.

6 LADY SMITH: Sorry, they basically came?

7 A. From Mr Falconer and the deputies.

8 MS RATTRAY: In relation to the subject of discipline, you  
9 tell us at page 5574 that there was an unwritten code of  
10 conduct --

11 A. Yes.

12 Q. -- and any physical sanctions were not allowed. How did  
13 you become aware of this unwritten code of conduct?

14 A. Well, it would just be verbally through supervision and  
15 other members of staff.

16 Q. So it was something you might learn in a piecemeal  
17 fashion when you were taken under the wing of various  
18 staff members?

19 A. Yes, and that's one of the things I would have learned  
20 too on in-service courses.

21 Q. Tell us about that, what you learned on the in-service  
22 courses about discipline or codes of conduct.

23 A. Well, just making people aware of what was expected and  
24 what wasn't going to be tolerated. Back in the 1970s,  
25 I think probably it wasn't that unusual for children to



1 A. Mm-hm.

2 Q. And you say that:

3 "As far as [you] remember, this was always done in  
4 a loving and caring way and often allowed the kids to  
5 let off steam and often resulted in them feeling more  
6 secure."

7 You talked about holding children down sometimes.

8 A. Yes.

9 Q. What training were you given and other staff members  
10 given on how to physically restrain children?

11 A. I don't know that there was any formal training or if it  
12 was just learning on the job. I don't recall being  
13 shown how to do it. Just often it was just a hug, you  
14 know, giving them a cuddle and holding them for a while.

15 For other things it could be with the big teenage  
16 lads, holding their feet down so they could gather  
17 themselves a bit. That type of thing.

18 Q. When you say holding their feet down, what do you mean  
19 by that?

20 A. I'm not explaining it very well, but if they were  
21 kicking, biting, spitting, that type of thing, which  
22 happened with a couple of the children -- not all the  
23 children were like that, but you'd have a situation  
24 arise now and again and they would be down and you'd  
25 just be holding them and telling them it was going to be

- 1 all right and let them get it out of there system.
- 2 Q. When you say "down", do you mean on the floor?
- 3 A. On the ground, yes.
- 4 Q. Maybe you'd have needed some help to restrain a teenage  
5 boy who was kicking and spitting.
- 6 A. Yes, I wouldn't have attempted it on my own. Often it  
7 was because the situation just blew up out of nothing.  
8 You'd be standing there one minute and somebody would  
9 say the wrong thing.
- 10 Q. How many staff members would be needed in that kind of  
11 scenario?
- 12 A. I don't know, but maybe two or three, depending on the  
13 child.
- 14 Q. Would you agree that an inept or untrained physical  
15 restraint of a child by one, two or three staff members  
16 could well have been experienced as abuse by the child,  
17 regardless of the good intentions of the staff members  
18 involved?
- 19 A. Yes, I think particularly now it would, yes.
- 20 Q. So would it be fair to say that a practice where staff  
21 members in effect were required to physically restrain  
22 children who had lost control, without training, was an  
23 abusive practice?
- 24 A. At the time I think it's all that people knew. I don't  
25 know that there was -- what other options were available

- 1 at the time when these things happened.
- 2 Q. Irrespective of what other options may or may not have  
3 been available, as a matter of fact, when you're looking  
4 at what actually happened, would you agree to expect  
5 staff to have to physically restrain a teenager who was  
6 out of control was in itself a practice which was  
7 abusive?
- 8 A. I suppose it could be, yes.
- 9 Q. You do tell us in your statement, as you've told us now,  
10 that you weren't given any guidance, sorry, on that, but  
11 also you tell us that you weren't given any guidance on  
12 reporting abuse.
- 13 A. The only time I would maybe come across that would be  
14 when I was doing in-service training, but I can't recall  
15 it.
- 16 Q. You can't recall clear guidance or a system whereby  
17 staff would know that if they were concerned about  
18 abuse, either they could have raised it or a system  
19 whereby the child could have reported that kind of  
20 complaint?
- 21 A. The child would hopefully report to a key worker,  
22 social worker, or management, like the superintendent.  
23 If I had concerns, I would go to senior staff.
- 24 Q. You used the word "hope". While I appreciate that it  
25 may well have been your wish at the time and hope at the

1 time that a child could have reported, to your knowledge  
2 was there any actual system in place which had been more  
3 reliable than perhaps a hope?

4 A. Not that I know of.

5 LADY SMITH: Mary, can I go back to this matter of  
6 restraining a child. When children came into the home,  
7 are you aware of them being warned that if they  
8 physically got out of control, staff would restrain them  
9 physically?

10 A. No. Definitely not, no.

11 LADY SMITH: Might that have been of some assistance to the  
12 child to prepare them for understanding what might  
13 happen?

14 A. I think it would depend on the child. I can think of  
15 a couple of kids who were young men and they were very  
16 angry young teenagers and would maybe have just riled  
17 them. I don't know.

18 LADY SMITH: Thank you.

19 MS RATTRAY: In relation to awareness of abuse, you tell us  
20 that whilst you were working there, you weren't aware of  
21 abuse of children --

22 A. That's right.

23 Q. -- there. You do tell us that, in fact you remind us,  
24 you say:

25 "We must remember these children found trust very

1           difficult and sharing was not always easy."

2           A. Uh-huh.

3           Q. So how easy or otherwise would it have been for a child

4           to report abuse?

5           A. It wouldn't have been easy. I don't know how they would

6           have gone about it, really, unless they felt confident

7           and trusted somebody enough to tell them these things.

8           Q. You do tell us that whilst you weren't aware of any

9           abuse, you did share a concern about an emotionally

10          close relationship between a male member of staff and

11          a teenage boy.

12          A. Yes.

13          Q. You say it wasn't an official complaint but you wanted

14          to make people aware of your concerns?

15          A. Uh-huh.

16          Q. Firstly, what was your concern about that relationship?

17          A. Like I said before about the staff getting involved with

18          the children, then just leaving, that type of thing.

19          This particular boy had big trust issues and he was very

20          angry a lot of the time. He had become friendly and

21          vice versa with a member of staff. I said to the member

22          of staff, and I said to my senior, that I felt he was

23          too emotionally involved, that they were investing so

24          much -- the boy as well as the adult -- investing too

25          much in this, that if the adult left, that boy would be

1           devastated and it would knock him back quite a bit and  
2           I didn't know how he would handle that.

3       Q.   Who was it who was emotionally involved, was it the boy  
4           and/or was it the adult?

5       A.   I think it was both. I think it was half and half.

6       Q.   You were concerned about the impact it would have upon  
7           on the child if the adult left?

8       A.   Yes.

9       Q.   At the time did you have any concerns about the effect  
10           or how vulnerable it might have left the child by the  
11           nature of that very emotionally close relationship  
12           whilst the adult was still there?

13      A.   It was the child I was thinking of at the time: he is  
14           not equipped to handle this and we should be making  
15           a wee bit of separation.

16      LADY SMITH: Tell me a bit more about what you observed that  
17           got you worried.

18      A.   Well, they spent a lot of time together.

19      LADY SMITH: Where?

20      A.   Well, at home, like in the house itself. When this  
21           member of staff went home for weekends ...

22      LADY SMITH: Did he take the boy?

23      A.   The boy would go too. Quite often trips, runs in the  
24           van, things like that, that you'd be much more aware of  
25           now. But if that boy wanted anything or needed

1 anything, he only went through that member of staff.  
2 And it got to the stage where that member of staff was  
3 even -- if I said something, he'd, say, take the boy's  
4 side for it. Do you know what I mean? That type of  
5 thing. I just felt -- and they were quite close in age,  
6 really, and it was just too emotionally charged.

7 LADY SMITH: The member of staff said to take the boy's  
8 side?

9 A. It was just one or two incidences I can think of,  
10 I would say, no, this isn't happening, to the boy, and  
11 the member of staff would say, "Well, I think it  
12 should", and I would say, "No, this isn't right".

13 LADY SMITH: Because the boy wanted it?

14 A. Yes, and he was trying to appease the boy and vice  
15 versa.

16 MS RATTRAY: To whom did you report your concerns?

17 A. Mr Falconer.

18 Q. And what did Mr Falconer do about it?

19 A. I don't know that anything official was done or not  
20 done; I just know that it was talked about within staff  
21 groups.

22 Q. What did Mr Falconer say to you when you did report it?

23 A. At the time it was like, well, it might do the child  
24 good to have someone that, you know -- care about him,  
25 but in a -- I'm not putting that right. I'm not saying

1           that the right way. It was like the boy might benefit  
2           in some way from knowing that there was a constant there  
3           in his life, that sort of thing, which once I explained  
4           how I felt about it, he said, "I'll talk to him", but  
5           I don't know if anything more was done about it.

6           Q. Was this member of staff a key worker for the boy?

7           A. Yes.

8           Q. You tell us that later on, some years later, after you  
9           left Glasclune, maybe six to seven years ago, you were  
10          interviewed by the police --

11          A. Yes.

12          Q. -- who came to your house for a statement about the time  
13          you spent there.

14          A. Yes.

15          Q. Tell us about why the police were asking you for  
16          a statement.

17          A. There was an allegation against that member of staff  
18          that I've spoken about by another child.

19          Q. Who was the member of staff?

20          A. Am I allowed to say names?

21          Q. Yes.

22          A. [REDACTED] QFB [REDACTED].

23          Q. Who was the child?

24          A. [REDACTED]; he's known now as [REDACTED]

25          Q. You say in your statement that the police were also

1 following up on an allegation made by a  
2 Mr [REDACTED] CIB ?

3 A. That's right.

4 Q. And it was an allegation of sexual abuse by this member  
5 of staff?

6 A. Yes.

7 Q. Was [REDACTED] CIB a child at Glasclune whilst you were  
8 there?

9 A. Yes.

10 Q. Did you ever see anything that caused you any concern  
11 in relation to [REDACTED] CIB whilst you were there?

12 A. No, not at all. He was -- not at all, it came as  
13 a total shock to me -- can I just clear something up?

14 Q. Yes, of course.

15 A. When you asked for the names, [REDACTED] isn't the  
16 child I spoke about here. He's the child I spoke about  
17 in the last question.

18 Q. Yes. To be clear, your concern at the time you were at  
19 Glasclune was about a relationship between [REDACTED]  
20 and [REDACTED] QFB and the police came to speak to you but  
21 they were speaking about an allegation made by  
22 a different former resident?

23 A. Yes, by [REDACTED] CIB. I just thought I'd ...

24 LADY SMITH: Yes. I see what you mean, but don't worry,  
25 Mary, I'm following the [draft] transcript and it's

1           okay, I'd picked that up. You hadn't confused me.

2           MS RATTRAY: The staff member clearly had opportunities to  
3           be alone with the child you were concerned about at the  
4           time and in fact the child went to his house. Did that  
5           staff member also have an opportunity to be alone with  
6           [REDACTED] CIB [REDACTED] ?

7           A. Yes, he had the opportunity to be with any of the boys.  
8           I don't know if he took [REDACTED] CIB [REDACTED] down to his parents'  
9           house or not. I don't know about that.

10          Q. Was that something that the staff member would do, take  
11          children to his parents' house?

12          A. Yes. And it was quite a distance away, so it was a long  
13          time in the van.

14          Q. In the last page of your statement, at 5576, you tell us  
15          that abuse allegations you've heard of in recent times  
16          are said to have happened when a group of staff and  
17          children went on a camping trip.

18          A. Yes.

19          Q. That's not a trip that you went on yourself?

20          A. No.

21          Q. You express the view that:

22                 "By their nature, sexual predators are underhand and  
23                 they can go for years without detection."

24                 Then you say:

25                 "I do feel though that concerns should have been

- 1           listened to."
- 2       A.   Aye.
- 3       Q.   What concerns are you referring to?
- 4       A.   Well, the emotional involvement with [REDACTED]. I felt
- 5           that that was the most -- the only thing that I really
- 6           had concerns about at that time.
- 7       Q.   You feel that the concerns should have been listened to.
- 8           Do I understand from that that your assessment of it was
- 9           that you weren't fully listened to?
- 10      A.   I felt I was listened to at the time, but I think if
- 11           I was making that same statement now, there would be
- 12           more done about it, maybe. People are more aware or
- 13           whatever. As I say, I don't know the outcome of what
- 14           I'd said, whether there'd been a meeting with him or
- 15           whatever, I don't know.
- 16      Q.   Did the closeness in the relationship between the child
- 17           and the member of staff continue after you raised your
- 18           concerns?
- 19      A.   Yes, I think so. And then [REDACTED] left care and [REDACTED] QFB
- 20           went to another job.
- 21      Q.   So you didn't see any sign of things changing after you
- 22           raised your concerns with Mr Falconer?
- 23      A.   Not obviously, no.
- 24      MS RATTRAY: My Lady, I have no further questions for this
- 25           witness.

1 LADY SMITH: Thank you.

2 Are there any outstanding applications for  
3 questions?

4 MR JACKSON: No, thank you.

5 LADY SMITH: Mary, those are all the questions we have for  
6 you. Thank you very much for responding in the detail  
7 that you have done to the request we made to you to  
8 provide a statement and for coming along today to add  
9 your oral evidence. It's very helpful to me to hear  
10 what you have to say about your time working for  
11 Barnardo's. I'm now able to let you go.

12 A. Thank you.

13 (The witness withdrew)

14 LADY SMITH: I think that completes the evidence for today,  
15 does it?

16 MS RATTRAY: It does, my Lady. Tomorrow we will have three  
17 further oral witnesses.

18 LADY SMITH: Thank you, starting at 10 o'clock as usual.

19 I will rise now until 10 o'clock tomorrow morning.

20 Before I do so, just reminding people who hadn't  
21 noticed already, that two names were mentioned by that  
22 witness which are covered by my general restriction  
23 order. You have already been alerted to the name of

24 **QFB** The other one is the boy whose surname was

25 **██████████** I think his first name was **██████████** They are

1 covered by my GRO and cannot be repeated outside this  
2 room. Thank you.

3 (3.32 pm)

4 (The inquiry adjourned until 10.00 am  
5 on Thursday, 6 December 2018)

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

I N D E X

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

"ERIC" (sworn) .....1

    Questions from MR PEOPLES .....1

Witness statement of **QFB** (read) .....59

Witness statement of JASMINE BELL .....74

    (read)

MARY ROEBUCK (sworn) .....98

    Questions from MS RATTRAY .....98

- 1
- 2
- 3
- 4