Tuesday, 12 December 2023

(10.00 am)

LADY SMITH: Good morning. Welcome back to the Scottish Prison Service chapter of Phase 8 of our hearings.

We have a witness ready to give evidence, I think, as promised?

MR PEOPLES: Yes, my Lady. The next witness is someone who was going to appear earlier, but due to unforeseen circumstances is giving evidence today and will probably touch on matters other than the Scottish Prison Service for that reason in his statement. I will ask him some questions about some of these places he was working in, but it's Ian MacFadyen who is the next witness.

LADY SMITH: He was otherwise going to give evidence in -- was it the very first --

MR PEOPLES: The introductory part of Phase 8, so it won't be confined to SPS.

LADY SMITH: I get that. I think we were going to include him around the same time as the inspections evidence, weren't we?

MR PEOPLES: Yes.

LADY SMITH: And social work evidence generally?

MR PEOPLES: That's right.

LADY SMITH: Thank you. He's ready.

Ian MacFadyen (affirmed)

LADY SMITH: The first question I have is how would you like me to address you, Mr MacFadyen or Ian?

A. Ian.

LADY SMITH: Ian. Thank you.

Ian, the red folder has your statement in it in hard copy. We'll also bring it up on screen. You might find it helpful to use them or not, but they'll be there for you if you would.

Feel free to look at them.

Otherwise, Ian, if at any time you have any questions or concerns, please let me know. If you want a break, just say. I'll break anyway at about 11.30 am, but if you need a break before then do speak up. Generally I want to do anything I can to make giving evidence -- which I know isn't an easy task to do -- as comfortable for you as possible. So let me know, will you?

A. Thank you.

LADY SMITH: If you're ready I'll hand over to Mr Peoples and he'll take it from there. Is that all right?

A. Yes.

LADY SMITH: Thank you.

Mr Peoples.

MR PEOPLES: My Lady.

Good morning. I hope you don't mind if I call you Ian as well.

A. That's fine, Mr Peoples.

Q. Ian, can I begin by giving our reference for your statement. This is just for the purposes of our records. You have provided a statement to the Inquiry in advance of today and the reference for that statement is WIT-1-000001317.

You don't need to worry about that, it's just for our purposes to identify your particular statement.

Can I just begin, Ian, by asking you to look at the red folder and to turn to the final page of your statement on page 212. Can you confirm that you have signed the statement provided to the Inquiry?

A. Yes.

Q. Can you also confirm that you have no objection to your statement being published as part of the evidence to the Inquiry and that you believe the facts stated in your witness statement are true?

A. Yes.

Q. I'll perhaps just outline what I plan to do today and why. You tell us in your statement that you have had a lengthy career, which has involved working with young people at various times during the period between 1980 and 2020, is that correct?

A. Yes.
Q. You have sometimes worked in residential care settings, but you have also worked as a generic social worker and I'll ask you more about that in due course.
You have also worked as a residential care worker, both as an unqualified and as a qualified residential care worker in the 1980s?
A. Yes.
Q. Therefore, you are able, and I think you seek to do that in your statement, to give us the perspective of the residential care worker working in either a List D or a former List D school in the 1980s, we'll maybe come to that in due course.
A. Yes.
Q. You also have had experience as a prison-based social worker in the late 1980s and early 1990s at Glenochil and then subsequently at Cornton Vale from the mid-to the late 1990s or thereabouts?
A. That's correct.
Q. You have also been an inspector of prisons, mainly with the HMIP, the English Inspectorate, between 2002 and 2020, but you did have a period on secondment with the Scottish Prisons Inspectorate in or around 2015?
A. Yes.
Q. Going back to your time as a residential care worker in

the 1980s, in residential schools, by that time corporal punishment in residential schools was essentially a thing of the past?

A. That's correct.

Q. Again, by way of introduction, I think it would be fair to say that your statement contains both recollection and reflection of your time --

A. I think so.

Q. -- in these various settings. Indeed, at times you make some comparisons between different places in which you have worked in the period 1980 to 2020.

As I think you will appreciate, the focus today will be on establishments which are covered by what we call the Phase 8 case study, but can I just reassure you that all that you've said in your written statement, including some closing thoughts on a range of matters, has been and will continue to be carefully considered as part of the work of the Inquiry in fulfilling its terms of reference. Just because I may not touch upon it today, it doesn't mean it's not important for our purposes.

A. Thank you.

Q. Perhaps I can just also say at this point that you have given us some evidence about your time as an inspector of prisons, both in Scotland and mainly in England, and

I think you will be aware that we have heard some evidence from the current Chief Inspector of Prisons for Scotland, Wendy Sinclair-Gieben, who gave evidence at an earlier stage of this case study and can I say, and I think you perhaps are aware of this, that I did raise with her a number of points and concerns and views that you expressed based on your experience, both south and north of the border, within the Prisons Inspectorate system.

A. I appreciate that.

Q. I think you're aware of that. If I to some extent deal with that relatively shortly, then you'll understand the reasons why, because I think you've made your points and I think I've put your points for comment and response to the Chief Inspector and I think, as you know, she did seek to respond to what was raised.

A. Yes.

Q. If I can take you to your statement. You may either look at it on screen or in the hard copy in front of you. Can you just confirm that you were born in 1957?

A. Yes.

Q. As far as qualifications are concerned, you tell us at paragraph 3 of your signed statement that you graduated with a BA in Sociology from Stirling University in 1979?

A. Yes.

Q. You tell us that in 1984 you embarked on a two-year social work training course at Glasgow University and ultimately achieved a Certificate of Qualification in Social Work, CQSW for short, and a postgraduate Diploma in social work in 1986?
A. Yes.
Q. Is that when you became effectively a qualified social worker?
A. That's correct, aye.
Q. In 1992, just to complete your academic qualifications, you completed a Master of Science in Applied Social Research at Stirling University?
A. That's correct.
Q. As you tell us, the CQSW qualification was designed to equip you to become a generic social worker?
A. Yes.
Q. I think you had a spell as a generic social worker with Central Regional Council?
A. That's right.
Q. You also tell us that in addition to these qualifications, over the past probably near 40 years you have undertaken numerous courses and training provided by local authorities, third sector and by Central Government?
A. Yes.

Q. I'll just ask you about this: you tell us that one of the more significant examples of training that you received over the years was being part of the first cohort in Scotland to complete therapeutic crisis intervention training, which you tell us was one of the early forms of training surrounding restraint?
A. Yes.
Q. Can you just give us an approximate date when you undertook that training? Which decade are we in here?
A. 1993/1994.
Q. Therapeutic crisis intervention training, you received the training and you were one of the first people to do so?
A. Yes.
Q. Can you remember where you were working at that stage?
A. At Dock Street Children's Unit.
Q. That was a children's home in Falkirk?
A. That's right.
Q. As far as the training was concerned, I think the children's home was that one that was run by a Local Authority?
A. Yes.
Q. Central Regional Council?
A. It was Central Region initially and then following Local Authority disaggregation it became Falkirk Council.

Q. That would be in about 1996?
A. Yeah.
Q. Was the broad purpose of the therapeutic crisis intervention training, was that to roll out this method across the Regional Council that you worked in, in children's homes?
A. Yes. I would say it was part of an overall attempt to try and professionalise the service following -- there had been a mini pindown crisis earlier that decade. Councillors had carried out a review and discovered that the arrangements in place weren't really suitable, so they regraded the staff, increased the wages, as a result of that they were able to recruit more qualified staff and they invested a lot of money in sending myself and the head of training to a conference in America, where we picked up on the TCI approach. It was very interesting to us, because it fitted very much with the attempts to improve treatment and conditions for young people in care.

There was as well ... as being geared towards -- there were physical -- there were some physical applications used to try and deal with young people who were out of control or a danger to themselves or a danger to others. Most of the work was channelled in ways where you could deescalate situations, so it was in

an attempt to prevent these situations occurring in the first place and there was a lot of input concern in the environment, general staff approach, how to create a calm, warm, non-conflictual atmosphere and environment to work in.

Then there was also quite a bit of emphasis on how you supported children and staff following the actual incident, so it was quite a radical new departure at that time.

Q. This was in the early 1990s?

A. Yes.

Q. Can I move on in your statement to the -- you did, in the early 1980s, have a period of employment at Kibble for about two years and you tell us I think about your work there, starting at paragraph 19 on page 7.

I want to ask you some questions. We can read the whole of it, but I would like to pick out some things just because from your point of view, if I can put it this way, you were at that stage both an unqualified Residential Childcare Officer and an inexperienced one?

A. Yes.

Q. That was where you are coming from, you come to this establishment, and at that stage I think Kibble would still be a List D school. We know from other evidence that the List D system survived until around 1986, for

various reasons which I'll not trouble you with today, but it was still then a List D school?

A. Yes.

Q. And had been in the past I think a former Approved School?

A. That's right.

Q. You tell us in paragraph 19 that obviously it was your first real experience of working with children in residential care and given your situation you found it quite a challenging job at that time?

A. It certainly was.

LADY SMITH: You would just have been in your early 20s, not long qualified?

A. Yes, that's right.

MR PEOPLES: You were literally pitched in at the deep end, were you?

A. Well, I mean I chose to work there, but, yeah, pitched in the at the deep end.

Q. I know you chose to go there, but does that -- in rather colloquial terms -- sum up the way it was?

A. I can remember one of the questions SNR [redacted] asked at the interview was how do you feel about starting? My answer was a mixture of excitement and apprehension and he liked that, because he thought that was realistic. It was a new departure completely for me. I felt there

were some things that I could bring and it just seemed like a very, very interesting opportunity.

Q. Can I ask you this: were you prepared for the reality of life in a List D school in the early 1980s?

A. Not really, no. I think I was -- I wasn't ... as a young man I wasn't maybe fully mature myself. I was relatively inexperienced. I didn't have any professional qualifications. I was attracted to the job because it was seen as quite an exciting place to work in those days. There was a lot of commentary in the newspapers about working with juvenile delinquents, as they were known in those days, and it just seemed like an interesting, buzzy kind of place, you know.

The prospect of trying to make an impact on some of these youngsters was appealing.

Q. You do tell us that reality sunk in because you say -- at least your first impression, in paragraph 20, of Kibble, was of the old block school that was ... you describe it as a grim foreboding place and physically you say it wasn't a pleasant environment?

A. That's correct, quite Dickensian.

Q. Yes. I don't think that was unique to List D schools at that time or indeed to care settings in general, but that's how it appeared to you?

A. Yes.

Q. It might have been something out of Dickens?
A. Absolutely.
Q. You described what you call the old block school as something that had locked doors, although it wasn't a secure unit as such?
A. That's right.
Q. Because I think we know from other evidence that there were certain places by then that had secure units within them. I can think of Rossie was one of the first in early 1960s and other places followed, but Kibble wasn't at that stage I think a secure unit?
A. That's correct.
Q. Although I think it now is?
A. They later built one, yeah.
Q. Although it wasn't a secure unit, I think you say the reason it had locked doors was really done to prevent the boys from absconding?
A. That's right.
Q. We have heard evidence from a number of sources about a number of schools that generally speaking absconding was a perennial problem in Approved Schools and List D schools. I don't know if that is in line with your recollection and experience?
A. Yes. It was certainly a problem when I was there. Despite the locked doors, boys would quite often take

opportunities to -- they used to call it "shoot" and if somebody shot while you were on duty that would be quite embarrassing. It was very much disapproved of by the other staff.

Q. I'll come to that then if I may, just to see what the reaction to absconding was. Just following this through just now, what you do tell us however about Kibble is that at the time you worked there they were in the process of closing down the Dickensian-like old block school and were planning to move boys to another part of Kibble and there were significant structural changes underway at that time?

A. Yes.

Q. Which you tell us about.

Just on the top of page 8, paragraph 22, what you say is this:

"I think the big idea behind this was that The Kibble would change from a discipline-orientated environment or regime, where boys were controlled with locked doors and sometimes quite stern relationships, to an environment where the quality of relationships between the staff and boys was how control was exercised."

A. Yes.

Q. Can I just ask you this: is that looking back or did you

have a basis for believing that was the big idea at the time you were there?

A. No. I remember that was what was being discussed at the time. I think at the time probably people underestimated how difficult that massive cultural change was going to be. It coincided with the retiral of SNR [redacted], who [redacted] the old block school for 20 or 30 years and [redacted] before him, and the deputy headmaster taking over, who had more modern ideas about how staff should be dealing with young people and standards and expectations and that sort of thing.

The movement between the old school and -- the movement of young people from the closing down of the old school into the new units was difficult for the staff and the boys. As I remember, it resulted in an increase in absconding. I think a lot of the old school staff in particular felt that they were losing control and the gap -- the tension between the old staff and the younger staff probably was exacerbated, which would have had an adverse impact on staff morale generally.

So it was quite an unsettling time. So there was some discussion about the pressures that would surround that move. But I think it was probably underestimated

how difficult achieving it successfully was actually going to be.

Q. The idea was to get something that would be better for the boys, but there was a price to be paid at least initially in terms of adjusting to the changes, both staff and boys?

A. Yes, there was a price to be paid.

Q. I think you say it also coincided not only with a change in terms of the layout of the building and having more modern facilities, but also it coincided with the impending retiral of a very long-serving SNR , GHK ?

A. Yes.

Q. Who had presumably been steeped in both the List D and Approved School system over the years?

A. Yes, very much.

Q. There would be a mixture of old staff and more modern staff, including in the latter case the successor as SNR .

On page 9, if I could take you there to a section "General culture at the Kibble". I'll just read what you say at paragraph 26:

"I didn't have any serious concerns about the atmosphere and culture whilst I was at the Kibble. I wasn't really experienced enough to have an insight

into what was going on. Ideas such as whistleblowing and children's rights weren't really concepts that existed at that time. I think because of all of that my expectations weren't particularly high."

Can I just maybe add, perhaps you would also agree "and at the time you had nothing to compare it with"?

A. That's correct.

Q. What you do say is that at that time, in paragraph 27, the atmosphere was heavily male dominated and there was quite a strong pressure to conform. Control was a thing that was seen as very important among the staff. You needed to be able to show that you could control the boys. Then you tell us, and I think this is what you've been saying earlier:

"That culture changed when we moved from the old block school to the new units. At that point, the emphasis shifted more towards exercising control through the quality of relationships. I think there was a period where both the staff and the boys found that shift difficult. It was such a big change and it was unsettling for everybody. Things were quite difficult, morale among the staff went down and the level of absconding among the boys went up. I think among some staff there was a feeling that they were losing control and couldn't run the establishment in the way that they

wanted to."

That's really you trying to capture the change in culture and the purpose of it, but also perhaps the immediate effects of it --

A. Yes.

Q. -- in terms of staff and boys?

You also I think engage at this point a bit of reflection, because at paragraph 28 you say this:

"If I look back at the culture and atmosphere from the perspective of children's rights, even in the 1980s, the Kibble wasn't good enough. It would have been regarded as rough and ready."

The era of children's rights was in its infancy then, was it?

A. I can't remember there being any discussion referenced, no. It just wasn't a concept that people discussed or were aware of.

Q. Would it be going too far to say that children's rights were really left at the door?

A. That's maybe a wee bit harsh. I mean I think that what -- the expectation of staff was that the boys would behave themselves reasonably well and they would be encouraged, supported and maybe a bit firmer than that with some staff to try and achieve that for their own best interests. But there was no sense that staff as

a whole appreciated or understood the traumatic backgrounds that these boys had come from and that their behaviour shouldn't really have been taken at face value. Attempts should have been made to get behind that, but the trauma-informed approach was an alien concept in those days.

Q. I think you make another point about how things were then at paragraph 30, when you say that when you were there:

"... there were limits to what we could do with the boys, because quite often we were working with quite large numbers of boys at any one time. There wasn't much time available to spend with the boys on an individual basis."

You are saying essentially, as I understand it, that there was not enough time to immediate individual needs and rather it was a case of simply providing essentially group care?

A. Yes. The phrase used at the time I think was "batch living". There was very little personalisation or individual care. I mean I can remember being responsible for a group of maybe 10 or 12 day boys and having to supervise them having their lunch and it really was chaotic and disorganised and it was virtually impossible to pay attention to the individual needs of

youngsters who needed a bit more attention, you know.

Q. I think at paragraph 36, page 12, and this is from the perspective of looking back as an unqualified and inexperienced residential care worker, you say it was a difficult and very stressful place to work. Indeed, you say, I think quite frankly, in terms of controlling big groups of boys, that wasn't a strength for you at a time:

"A lot of the boys had more life experience than I had. They could at times run rings around the staff."

I think that must be you included, is it?

A. Absolutely me included, aye.

So the pressure came not from the boys and the difficult behaviour that they presented. I mean that was tricky, but the really undermining stress came from the disapproval of older more experienced staff who took more of a disciplinary line.

Q. If you weren't controlling, they were more disapproving. They were the old school and they had methods of keeping control that were perhaps from a bygone era?

A. Yeah. It wouldn't have been always directly visible, but they had a different type of relationship with the boys and the boys would pay attention, do what they were told and probably some level of fear existed in those relationships, which was completely absent when I spoke

to them.

Q. You say a level of fear, you mean among the boys or both boys and the staff?

A. Well, a certain level of fear among the boys and maybe among the staff there was definitely tension between the younger forward-looking staff and older more discipline-orientated staff, and that would have expressed itself in different ways.

Q. What you do tell us, and we're trying to get a feel of how things were there, at paragraph 40, you do say that at that time it was a mixture in terms of qualifications. There were staff with qualifications, including CQSWs, but there were also staff with no qualifications?

A. That's correct.

Q. Did that present any difficulties?

A. Well, without wanting to stereotype, generally the people who were qualified tended to have the -- they were more in favour of the relationship-based approaches rather than the controlling, old-school type of approach.

Q. You say at paragraph 42, you are dealing with the issue of training, and you say that you have no recollection of having any former induction training at that time?

A. No --

Q. I'll come to what you say about training beyond that, but --
A. I don't remember --
Q. -- your recollection is there wasn't a process of --
A. -- any structured formal induction, no.
Q. What do you say, however, is that, and we're talking about the 1980s here, there was training provided throughout your time at Kibble and you say there was a well-established set of training provided by the West of Scotland List D Training Group. You say you think that training was specifically designed for residential care officers?
A. Yes.
Q. And I think the training would bring together residential care officers from different List D schools?
A. That's right, and assessment centres.
Q. And assessment centres.

As far as the content of the training is concerned at that time, I think in paragraph 44, and you can just confirm, you say it included a range of matters but the topics did include things such as child development and challenging behaviour and indeed your own view is it was pretty impressive and the quality of the debate and input was high. That was your memory of the training at that time?

A. Yes.
Q. Having said that, you also say in paragraph 45, do you not, that before any abuse can be treated it needs to be seen:

"I can say that the training wasn't good enough to form a clear view about where abuse might be taking place."

Although you were getting child protection training, it wasn't necessarily equipping you in practice to identify or see indicators of abuse or to recognise what might be an indicator of abuse, is that what you're saying?
A. No, I won't describe it as child protection training. It was more general than that and it only occurred quarterly, so it was good as far as it went but it wasn't sufficient.
Q. It was more child development rather than child protection?
A. Yeah, there was no child protection training. It would have been on -- I can remember definitely there being input on child development and dealing with challenging behaviour, maybe some legal matters, sharing information from different establishments, that sort of thing, but nothing on child protection.
Q. The sort of training also that you undertook in

Milwaukee wasn't yet being spoken about in the training that you were receiving at that time?

A. No. Looking back, I'm actually quite surprised about that.

Q. Yes, because you are telling us when you received that training you were in the 1990s by then?

A. Yes.

Q. Do you remember anything being said about restraint?

A. No. When I've been asked questions about it now I kind of scratch my head and think goodness me, I honestly can't remember ever pushing a boy or being pushed by a boy or laying hands on anybody at Kibble. Which really surprises me, considering that these were -- some of these lads were bigger than I was, they were very athletic vigorous young men, who could be really challenging.

LADY SMITH: Did you see other staff doing that?

A. I don't think so. I don't think so. I can remember a couple of clashes taking place in the gym, which was where the whole school was gathered and there were one or two flashpoints and a member of staff and a boy squaring up to each other and a verbal altercation, but I can't remember observing any physical hands on, which on reflection I'm surprised about.

LADY SMITH: Thank you.

MR PEOPLES: These flashpoints, are you saying these recollections would be of things that might have been happening in the old school block?

A. Yes.

Q. Before you left Kibble, was the move completed from the old school block to the new block?

A. Yeah, the old school was completely closed down and they were developing a regime, curriculum and so on in the two new units at the time.

Q. One thing you do say, on page 17, about how things were then, you were young, inexperienced, unqualified and I'm not trying to labour that, but it's just that is what you were, but you say towards the end of paragraph 54, page 17:

"Culturally, the place, that's Kibble, wasn't somewhere where I would have had a safe place to go to express grievances or raise concerns."

Was that really you knew your place in the hierarchy and you didn't feel confident enough to be able to voice concerns that you might have had?

A. Yeah. I mean, I think that I was all those things that you describe, but at the same time I think I did bring something to the table and I was rated as a young enthusiastic person who was quite good at playing football with the boys and could do certain things that

maybe some of the older staff weren't able to do. So -- I mean there's no doubt that it was quite a macho hierarchical structure within the school and I was at the bottom of that.

I did have this conflict -- I suppose you could call it a professional conflict really -- with a much more experienced member of staff, who pretty much disagreed with my approach altogether. There was an attempt by one of the younger more progressive teachers -- who had a bit more brownie points than I had at the time -- to try to mediate and resolve this, but it wasn't successful. Partly I think because the deputy headmaster at the time didn't put any heft behind it. Maybe I was lacking in confidence and my opponent was not particularly keen to engage it.

So it would have been very uncomfortable for me to take that any further.

Q. You tell us about your views on various staff and obviously the person that you say that you perhaps had these differences with and why you felt you weren't really making headway at that time.

It sounds like it's quite hierarchical and the higher up you were, that perhaps the more old school it was at times, apart from maybe [redacted]?

A. Yes, yes. That's all true.

At the same time, I did think that GHK [redacted] was an impressive man. He was charismatic and he very much had the children's interests and if he felt that -- in fact I saw him dressing down members of staff who he felt had done wrong by the boys in front of the boys. So staff were aware of that as well, you know, so although he did [redacted] the block school for 20/30 years, there were a lot of positive elements about his approach.

Q. I'm not going to go over all the views of the different staff, because we can read them for ourselves, but you mentioned SNR [redacted] or the retiring one, GHK [redacted]. At paragraph 55 you say this of him:

"He was quite a charismatic, enlightened and well-informed individual, I would say he instilled an equal measure of fear and respect among the staff and the boys. He was a compassionate man who took a very hands-on approach [redacted]."

You say he was referred to by the boys as SNR [redacted]?

A. Yes.

Q. I think you tell us that you discovered later that for a time he was certainly SNR [redacted] SNR [redacted] that was then I think in existence?

A. Yes, and also a war hero, which he kept very quiet.

Q. Yes. You tell us about that.

If I move on to the section "Children" to ask a few things about that, starting at paragraph 68, page 20.

You reckon there was perhaps around about 80 to 90 boys at that time, between mainly the ages of 14 and 16 years of age?

A. Yes.

Q. You tell us it was a senior List D school, so it didn't have the younger boys?

A. That's correct.

Q. I think you can take it we do know that there was a classification of Approved and List D schools, so it's junior, senior, intermediate, or senior-intermediate and so forth.

You mentioned this earlier and I'll just touch on it briefly, if I may. At paragraph 69, it's the issue of knowledge of the boys and their backgrounds. While you say that did you have some knowledge of their backgrounds from reports that were available in the school and also through anecdotal comments, you do reflect that looking back, and you say this at paragraph 69:

"We knew a fair amount but inevitably there was an absence of really good quality data available surrounding the boys' backgrounds to help you make good

decisions all the time."

You had an incomplete knowledge of the boys' backgrounds, including their pre-care experiences and things of that kind?

A. Yes. It was partial information and there wouldn't have been nearly the amount of comprehensive detailed information that you would get now and there wasn't, importantly, a care plan produced.

Q. Yes. We weren't in the era of care plans at that stage?

A. No.

Q. Also, if you have challenging behaviour and you're old school and you don't know anything about the boys' backgrounds or the understanding of why challenging behaviour can occur, then presumably it's not an ideal situation?

A. That's a really good point.

Q. I'll ask you briefly about this. On page 21, you say that at the time, in the early 1980s, there was a thought among staff that Kibble was allocated all the most tough and complex boys. As you say, I suspect you're not alone. I think we have heard that Rossie had felt that it was the place of last resort to deal with different and challenging boys who were moved on from other schools.

A. It's very similar in the Prison Service also.

Q. Yes. There is this situation that if someone's a problem or a challenging behaviour, and perhaps you have your lack of understanding, the solution often was that if the boy was persistently absconding would be they would be moved to another school, perhaps one that is more secure or has a tougher reputation and so forth, is that something you're aware of?

A. That's an interesting question. What I was aware of at the time was there was -- there seemed to me to be pressure on the managers to consume their own smoke if there was a problematic individual. And it would be seen as a weakness if the school had to give up somebody that they couldn't cope with to another school, who may be seen to be more effective at dealing with different behaviour.

Q. I get the point you're making. I think I can tell you that we have certainly had evidence that some schools were only too quick to say we have to get rid of certain boys and indeed wrote saying that they can't come back, and find them somewhere else. Indeed, the result was they were found somewhere else in practice. That may not have been your experience in the time you were there, but we're certainly aware of examples of that happening --

A. I see.

Q. -- when the List D system was in operation.
A. Yes.
Q. The other thing that I was going to ask you about in this part of your statement is that you tell us that at that time there was also another designation List G schools, which you tell us were for what when then described as "maladjusted children". You can take it that's an expression we're familiar with and it's one that you find used in official reports and memoranda and so forth.

I think you say that there was some attempt by some research, you are not able to tell us chapter and verse, but you recall research in the 1990s which I think sought to do some degree of comparison between List G for the maladjusted and List D schools to see to what extent there were differences in the two types of establishments. Is that right?
A. Yes.
Q. You think this might have been in the mid-1990s, so we are a bit later than when you were at Kibble?
A. Yes, it would have been after that, looking back.
Q. You say in paragraph 75, page 22, that the research appears to have found, that's your recollection, that where Local Authorities had a List G school, a List D school or a secure establishment, they would tend to use

any of these types of establishments interchangeably, rather than sending the child to an establishment outwith their area, which could be very costly.

That's your recollection of one of the findings?

A. That was -- I can't remember the detail, but I think by the time I had become a manager and I was beginning to get more interested in allocation of resources and that sort of thing, I do remember reading some research that indicated that the process of allocation of young people to different types of establishment was not very theoretical or pure and it tended to be a function of geographical location rather than needs of the child.

Q. And what was available?

A. Yes.

Q. I suppose the theory at that time was that you want to match the child's needs and the institution that's best capable of meeting those needs; that is the theory?

A. Yes.

Q. But in practice, and this is research I think you are suggesting confirms it, that theory just was theory, it was nothing more?

A. I think the matching process was very crude. I can remember there being boys that you would describe as maladjusted or suffering from emotional and behavioural problems at the Kibble, along with lads who had come

through the children's hearing system or Sheriff Court.

Q. We have heard evidence -- I'm sure we'll hear more -- that places that were supposed to be staging posts like assessment centres or previously remand homes, might well accommodate a child in need of a more permanent placement because of a lack of space and they sometimes stayed much longer than intended until a place became available at a particular type of establishment, like a List D school or whatever.

I don't know if that is something you are conscious of?

A. I think that and I think also the use of emergency placements, where staff were desperate just to get hold of a bed for somebody would have resulted in youngsters being placed in places that weren't designed for that purpose.

Q. Moving to a different matter, a key matter I suppose in all care settings is relationship between staff and boys. I think you tell us that so far as the workshop instructors at Kibble were concerned, you would say that the relationship between the workshop instructors and the boys was pretty good generally speaking?

A. Yes.

Q. You felt there was a lot of positive stuff going on and that the -- they -- you say they were quite strict with

the boys, this is at paragraph 76, page 22, but the boys respected and admired them. They were something like father figures to the boys?

A. Yes.

Q. Is that how it came across to you?

A. Very clearly.

Q. Because I think we do know from evidence we have heard that not infrequently, due to breakdown of relationships, the pre-care experience of many children was that they didn't have a father figure, because they weren't in their lives for one reason or another?

A. Yes.

Q. Either through breakdown of marriage or separation or sometimes death or the loss of the father figure?

A. I think that's true. Very often when fathers were there, without wanting to be judgmental, they weren't entirely suitable.

Q. Yes. I think they also tell us that sometimes the father figure had problems, often drink-related problems -- in some decades I think it was drink, I think the problem in later decades with the boys wasn't necessarily drink it was drugs, but I think in the case of the fathers it tended to be many were too partial to a drink, when they had drunk too much then either the children or the partner could find themselves

the subject of domestic violence.

That is not an uncommon scenario to you, I'm sure?

A. Not uncommon.

Q. In terms of admissions process, you tell us a bit about that on page 23. But you reflect back on that process at paragraph 81 and describe it as rough and ready. You give examples of things where you thought it was handled reasonably well to prepare a nervous child to come into the school, but is the point there that you are saying there wasn't any form of structure or standardised process of admissions that would apply across the board that would help the child to settle in and understand why they were there, was that still to come?

A. I think the member of staff that I refer to did the best with what he had really.

Q. I accept that they did their best, but there really wasn't a process that was developed that would recognise that taking a child sometimes for the first time into a care placement, would perhaps have no idea of why they were there, no complete understanding and would be afraid or petrified for whatever reason, but it sounds as if the admissions process should be an important step in placing a child in care, but at that stage it doesn't sound from what you're saying that you felt it had been as developed as it should be?

A. No. I think the arrangements at the time could easily result in young people forcibly being taken to the establishment and admitted, without any preparation, because the court had decided it or the panel had decided it. So it would have been -- ideally you would have wanted a phased introduction, with discussions on both sides and some sort of phasing, but in practice youngsters sometimes just arrived with a social worker, without very much preparation at all and staff at the Kibble would have been obliged to do the best with what they had. So there were structural problems that prevented a proper admission.

Q. If we move on to page 25, paragraph 87. This is something you have perhaps said before, getting through a shift:

"I remember it being quite satisfying and challenging to get through a shift and my adrenaline would be running high at the end. It was physically and mentally exhausting. It was a hard job to do."

A. Yes.

Q. You were only there a relatively short time?

A. Yes.

Q. One can only imagine how difficult a job it might have been if someone was there for 10, 20, 30 years?

A. Yes.

Q. It would have magnified perhaps the stresses that -- they would get more experience, but at the same time the stresses wouldn't go away?

A. I think it would affect people in different ways, yeah. I think some people become burned out, some people became better at their job.

Q. Moving along to paragraph 91, under "Meal times", page 26. You talk about food and the point you make there towards the end is:

"We didn't get many complaints about the quality of the food. However, the boys didn't expect very much."

Do I understand it that not just in the case of food, but just in the case of all aspects of care, the boys who were being placed, their expectations wouldn't be particularly high given their backgrounds and their pre-care experiences, in many cases?

A. I think that's absolutely -- I don't know if it's directly linked to their social background, but I can't ever remember any of the young people complaining about the conditions they lived in.

Q. Can I put this point to you, some boys have said, when on the context of abuse or some individuals have said as adults, looking back that a slap was the norm, they had nothing else, that was what they were used to. They didn't see it as abuse and indeed some would think that

physical abuse in a more severe form was the norm, because they had nothing else, that is what was their experience before care and that's what they got in care and they never really saw anything that would show that in some way this was wrong, because they had nothing else to judge it by. A bit like you going into the List D for the first time, you had nothing to compare it with?

A. Yes.

Q. You just took it for what it was. Do you accept that point?

A. I think the physical conditions were pretty deplorable and the boys never complained about that, so they were used to just getting on with it really but didn't have particularly high expectations.

In relation to the physical slaps, I suspect what you say would have been true at Kibble. I actually never saw any physical evidence --

Q. No, I know and you say that in your statement. Sorry, I wasn't trying to suggest that you did see that. But I'm just trying to get a sense of how things were. We have certainly had evidence that people describe slaps and they almost make a distinction between a slap on the one hand and something more significant on the other, which might involve more severe physical abuse.

A. That makes sense.
Q. You have a section headed "Sleeping arrangements", I'll ask a few questions. This is the issue of dormitory living and the pros and cons.

I think you tell us that at Kibble in the 1980s in the old block at least had as many as 26 boys sharing a dorm, yes?
A. I was looking back at that. Maybe not quite as high as that, but certainly late teens, early 20s.
Q. So there is a large number of boys --
A. Large number of boys in a confined space.
Q. -- for one place.

You do think that at that time they were, broadly speaking, divided along the lines of age and maturity. We have heard evidence that in some places dorms could accommodate a range of ages. Are you saying that wasn't the case at Kibble?
A. My memory is there were four dorms and they were -- that dorm four was definitely for the younger boys and the others were roughly allocated on the basis of age and maturity. Maybe some of the bigger more physically able boys would have been in dorm one, predominantly because of their build and behaviour. But it was -- the clearest way of dividing up where the youngsters went would have been age.

Q. You know where I'm going with this, that in a dorm situation if you have big and small, older and younger, there's ample scope for problems, that the weak can be preyed upon by the strong, the older can bully and intimidate the weak and we certainly have a body of evidence to that effect in some places.

A. Yes.

Q. You probably wouldn't be in a position to -- or would you be able to observe life in the dorm when the boys were alone together? How much would you see of that interaction?

A. Well, we would -- we would have been -- if you were working late, the day staff would have been involved in helping the boys get to bed, putting them to bed. The night staff came on at 10.30 pm, so there was a period of at least half an hour/an hour where we would have been in the dorms, supporting the young people.

Q. I suppose there is a lot of time when the boys are on their own, even when the night staff are on --

A. Yes.

Q. -- and they could potentially get up to all manner of things?

A. Absolutely, yes. I think that that would have -- the mixing of young vulnerable with older lads would have been a risk at night but it would have been very

difficult to prevent anything bad happening if individuals were determined during the day, because they didn't always have staff close by them.

Q. Because unless staff are beside the boys at all times, then the risks that we're talking about are there and it's just whether they materialise or not?

A. Yes.

Q. The other thing I suppose about dormitory living is -- one might liken it to prisons, and sharing cells -- that you increase the potential for something to happen if you put two or more people in one sleeping quarter?

A. Yes.

Q. I suppose the point that was made by the current Chief Inspector is that she is a great proponent of single cells, but also says that in ordinary society you wouldn't choose to share a hotel room with a total stranger. In reality, some of these boys were first timers, first time away from home, may never have stayed away from home, unless in the community running around wild, but they were faced with sleeping and living in the same quarters as a group of strangers for many of them?

A. I think that's true and I think that's something that we underestimated at the time.

Q. I'm not saying all, because we have heard evidence of

cliques and gangs because they came from the same part of Glasgow or the same part of Edinburgh, whatever, but to some that would be the situation?

A. Yeah. Even when the youngsters moved down to the new units, they weren't single bedrooms. There were three or four beds in each room in the new units.

Q. I think the other point you make about this era is that these spaces were really not personalised in the way that I think these days people have their own space, they have their own possessions, they can decorate in a certain way if they have a room to themselves, but that wasn't what it was like back then?

A. No, there were wobbly wooden screens about shoulder height maximum, with plastic to let the light through and they would maybe have a couple of be pictures they would put up themselves, but there was no lockable private space where they could keep their own possessions.

Q. Again, I'm jumping here between prisons for the young people and residential schools, but there is this similarity. I think we have heard that if you went to a prison sometimes in certain prisons particularly the older ones, one of the things that was quite overpowering at times was the smell --

A. Yes.

Q. -- as well as the noise. Of course a feature of prisons, which wasn't a feature of Kibble or other List D schools, was that there was slopping out, so there was a pot in the cell that stayed there all night. But you do say that in the case of Kibble in the 1980s, in the old block, there was a damp, musky urine smell which permeated through all the dorms?

A. Yes.

Q. You said bed wetting was quite a predominant feature at the Kibble?

A. Yes.

Q. I don't suppose, looking back, that's particularly difficult to understand, because if we go back to the idea of pitching people into a room full of strangers for the first time in some cases, it can be a pretty terrifying experience --

A. Yes.

Q. -- the fear of the unknown? And that might well produce bed wetting --

A. Absolutely.

Q. -- or exacerbate an existing bed wetting problem?

A. Yes.

Q. You say although you don't think that you felt there was any deliberate attempt to humiliate a boy who was a bed wetter at Kibble, you do on reflection think it might

have been dealt with more sensitively, because I think it doesn't take long for boys who don't bed wet to work out the boys who do?

A. Yes.

Q. That can carry problems for the bed wetter?

A. Yeah. I really don't -- I can't remember thinking that there was anything ... apart from like an undignified/uncivilised approach to dealing with it anyway, but that's a function of living in dormitories, young boys like that, I don't remember there being any of the youngsters particularly stigmatised or bullied directly as result of that, it was more seen as an inconvenience, an extra bit of work for the staff to oversee and supervise.

Q. But for the boy who is the bed wetter who may not articulate their feelings about being a bed wetter in a company of strangers, some of whom don't do what he does, that might be quite traumatic?

A. Yeah. You are absolutely right.

Q. In terms of again the theme of living or some living with total strangers, if we go to your section "Washing and bathing", we are talking again about 1980s, paragraph 98 on page 28, for a start you say that toilets -- is this in the old block?

A. Yes, in the old block.

Q. "... weren't particularly clean or hygienic and boys were expected to shower naked in front of each other half a dozen at a time. There was absolutely no sense of privacy or dignity whatsoever. Although neither the staff nor indeed the boys questioned the set-up."

That is not an answer, really, is it? That they don't question the set-up?

If we look at it now and objectively, that is maybe something that if it's a forced environment it's not something that everyone would want to be part of?

A. It was unquestioned, the only thing that would be questioned would be if the boys were chucking soap about and messing about. There was no consideration at the time given to sensitivity, vulnerability, abuse, that just -- it wasn't something that was thought about.

Q. Where you have boys of different physical size and degrees of maturity, even if they're the same age, then that can be a real issue for some boys?

A. Yes.

Q. Adolescence.

You tell us about there was quite a lot of activities and you tell us about education and that, but you also make this point, that no matter how much you provide for boys they're still, at paragraph 101, page 29:

"All the boys were desperate to get home, irrespective of what the conditions there were like. It was always seen as better than remaining at the Kibble."

Is that the general mindset of boys?

A. Absolutely.

Q. They might abscond for a variety of reasons, including the regime, in some places we have heard evidence that that was the driving force, but you're saying in general terms if they had to choose between home, however bad it appeared to an outsider, or a place at Kibble, even if they were having a decent experience, they would always go for home?

A. Maybe one or two cases would have been the exception to that, but in the vast majority of cases, I would say that was absolutely clear.

Q. One thing that you tell us about and we are in the 1980s and it's maybe something I've mentioned earlier at paragraph 103, was the big issue of solvent abuse and glue sniffing. That was now becoming a real problem in society at that time, is that right?

A. Yes.

Q. Both in the community and in institutions?

A. It was certainly a big problem in the List D system.

Q. Indeed you say that one of the motivations for boys at Kibble absconding was specifically to sniff glue?

A. Yes.
Q. You tell us that at paragraph 103. What you also tell us is that you don't remember, at paragraph 104:
"... there being any structured organised support for solvent abuse, apart from maybe a referral to a GP if there were physical symptoms."
You say that staff didn't really have specialised knowledge or understanding about what advice or guidance should be given, so they didn't receive that sort of guidance at that time?
A. That's correct, we were at a bit of a loss.
Q. Yet they didn't receive it despite clearly a knowledge of widespread use of solvents?
A. Yes.
Q. Which, looking back, that is not satisfactory, is it?
A. No, no.
LADY SMITH: What should they have been helped with at that time?
A. I think what would have been helpful would have been probably a more enlightened approach to try and deal with it generally. In extreme cases we would maybe talk to a doctor who would deal with the young person individually. What would have been beneficial, on reflection now I think, would have been maybe a specialist coming in to brief the staff about reasons,

risks and alternatives and for that to be -- to have a discussion with the young people as well. Rather than just a kind of disapproving individual conversation with them. More of a health awareness, awareness-raising input.

Because as I remember at the time we were really worried about it, but we just didn't know what to do. I remember there were some researchers from one of the universities came in to have a look at it and I think I'm right in saying that they were giving advice to the young people about suggesting they use alcohol as a less risky alternative to sniffing glue, but that seemed to staff quite a controversial thing to be saying, to kind of encourage something that wasn't good either.

I think it was an educational problem really, that we had.

LADY SMITH: Thank you.

Mr Peoples.

MR PEOPLES: Again, just going back and reflecting, you have a section on clothing and uniform, and you make the point -- we know this already -- that in many of these places schools, residential schools, boys were required to wear clothing that was issued to them. I think some say sometimes it was very ill-fitting and so forth and you tell us in some cases that the boys' underwear would

have three or four names and numbers scored out on them from where they had been issued previously to other boys and you say looking back it must have been stigmatising but we didn't think that at the time though.

This is something that when people look back it might seem quite an obvious point, but you say at that stage people weren't thinking along those lines?

A. No. I didn't -- I vaguely remember thinking this is not good and didn't approve of it, but it didn't have such a strong impact on me that I felt I should be doing something about it or raising it or speaking to somebody more senior. It was pretty awful really, on reflection.

Q. You also have a section about what is headed "Schooling", page 31, the educational provision at Kibble. You tell us obviously it was a school and at that stage the school leaving age would be 16, if I remember.

You say every boy was expected to go to either a traditional school type of class or a workshop during the day, so that was part of the training, if you like, that caused them to be sent to places like Kibble.

You make this point, and it's something that we are well aware of, that a lot of the boys had previously either had a very limited education or had stopped attending education altogether. You can take it, we

have heard many examples of boys who have a typical pattern, that at some point, for one reason or another, often a crisis, they start to skip school, they get into trouble and eventually perhaps beyond control of a single or both sets of parents and they end up in somewhere like Kibble?

A. Yes.

Q. Of course their education suffers. It may already have suffered because of pre-care they'd been in a number of schools already, because their parents had moved or been evicted or whatever. So you say, bearing that in mind, you felt perhaps I think that the educational provision in the circumstances was reasonably okay?

A. Yes, I think so.

Q. The teachers were of a good calibre, high --

A. Some were outstanding.

Q. You give examples.

Except you also say, because obviously there is a lot of vocational training as well --

A. The vocational training tended to be through the trades. Although I understand that was in the process of changing around 1982/1983, the teachers were having more of an influence on developing the curriculum equivalent to what would be taught in mainstream schools, rather than building things.

Q. Up until that time perhaps, maybe in the old style of Approved Schools, there had been a heavy emphasis on training?
A. Yes.
Q. Vocational training?
A. Yes.
Q. Less emphasis on a traditional mainstream education?
A. Yes.
Q. One point you do say is that they weren't really getting much in the way of education in life skills. Paragraph 112. Looking back, there were missed opportunities for -- they were quite institutionalised because they got told what to do, things were done for them, they followed instructions, but they didn't get a chance to perhaps either handle money or learn to budget or learn to cook or things of that kind?
A. That's correct. I think you could link that to the batch living that took place outside classes. There was very little opportunity to provide individual input to young people along those lines.
Q. Page 33, paragraph 114, you are dealing with the issue of mental health and you say you didn't personally have any concerns surrounding the boys' mental health to the extent you felt they may commit suicide.
You can't recall evidence or you recall very little

evidence of self-harming among the boys. That is what you recall at the time at Kibble?

A. I don't remember -- subsequently in my career working with young people there would be quite a lot of cutting. I don't remember any of that at all at Kibble.

Q. I suppose what we shouldn't understand you to be saying is that boys who are by definition vulnerable with complex needs, that you are not saying that they didn't have behavioural or mental health problems of one kind or another, because you do say there was psychological and psychiatric support for the school?

A. Yes.

Q. Because of the group that the school was catering for?

A. That's right. I just think it was interesting there was a complete absence of cutting. They would have expressed their anxieties in different ways. I think the fact they were able to -- if things were so bad -- if things became intolerable for anybody, they would run away.

Q. That was their escape?

A. Yes. Ultimately, aye.

Q. If we go back to our comparison with prisons, absconding was available --

A. Only in open prisons.

Q. Sorry, List D schools were open units, so it was easy to

abscond and many did?

A. Yes.

Q. But in a prison, there are very few opportunities, certainly unless they are open borstals or whatever, to do that, so that isn't the other option. If life's getting on top of you for whatever reason, whether it is the regime or otherwise, you can't just run away and go back home or somewhere else?

A. No, no.

Q. You may have to think of other ways to deal with your situation?

A. Yes. I think that was -- when I went to work at Glenochil that was more evident there. In the closed settings there was far higher rates of self-harm.

Q. Yes. That might be one explanation why the rates were higher, because there was this opportunity to at least get away, even if it was for a short time?

A. Yes.

Q. This is maybe on the same theme, under the word "Deaths" page 34, there were no boys you can recall who died during your time at Kibble, which again is in contrast I think to situations in prisons or some of the ones that you worked in later on.

But you do have a memory of receiving alarming phone calls from the outside concerning terrible things that

had happened to family and friends of some of the boys:

"There would be messages received about deaths of siblings, close relatives or accidents that had happened. That gave me an insight into the sorts of lives the boys were living on the outside."

We must remember, must we not, that most of the boys at Kibble and in a lot of List D schools and Approved Schools would be receiving weekend leave?

A. Yes.

Q. They would also, at times during holidays, be spending longer periods at home, unless they were grounded --

A. Yes.

Q. -- for bad behaviour?

A. Yes. Can I just add a point? I was wanting to link -- I remember getting pretty dramatic phone calls about terrible things happening to the boys' family members outside. We would pass that information on to them and they were almost inured to it sometimes. It wasn't --

Q. The boys?

A. Yes. Sometimes you didn't get the reaction you would expect. It was almost like they kind of took it in their stride because they understood that life outside was difficult and violent for members of their family. It's what you were saying earlier on about not being surprised by being slapped. There was a different world

view the young people held to my own.

Q. I'll come back maybe to this at a later point, something you say, but I'll perhaps come back to the issue of boys away from the school at weekends and how that was viewed at the time, but can I just go on in what you say in this section.

I don't think I need to actually, because I think you've made the point about they were getting a better education in Kibble than they would be getting in the community, given their circumstances before coming to Kibble. But they were institutionalised, you have told us about that.

You have a section, page 36, about the lack of personal possessions and it was a rather depersonalised environment that they were asked to live in, with total strangers, in some cases, in dormitories.

You have a section headed "Visitors". I think we can read that for ourselves. You say they were welcome, although there were limited opportunities, at 128, for boys to have private conversations in the old school block when visitors arrived.

Although that perhaps changed for the better when the new units were opened and established.

Then you have a section on family and this is where I'm trying to link it into the terrible things you would

receive telephone calls about, because you say, under the section "Family", it starts from page 37, if I could go to page 38, you say:

"Looking back, I don't think we were always great at maintaining contact with families. Our contact was often quite limited."

You do give an example where you did visit a home, but you really did that off your own bat rather than being told that was what was the norm, is it?

A. Yes, that was a bit erratic really.

Q. It's not the subject of criticism, I'm just trying to say that you weren't expected to do a lot of engagement of that kind with the family?

A. No. I remember that during the long summer holiday period a van would visit homes of the boys and just check up on how they were doing and issue a small amount of money to help the family, and there would be a brief conversation that would take place then.

Q. Like a welfare van?

A. Yes, yes.

Q. The point I am wanting you to perhaps think back is that boys go home for the weekend, they get some money to get them home, we understand there might be arrangements to pick them up at the end of the weekend. In between, we weren't in the era of risk assessments of the risks of

letting boys go home for the weekend, were we, at that time? The risks of sending a boy back to a particular environment, his home environment or his community?

A. There may have been a small number of cases where boys weren't permitted to return home, either at the weekend or during holidays, because the Social Work Department were concerned about the arrangements.

In most cases boys were prevented returning home because of behaviour.

Q. I get that, but there wasn't any routine process of risk assessing the risks of sending boys home, was there? It would be almost reactive to knowledge that there was a specific problem?

A. Unless it was specified by the social worker that there may be reasons why it wasn't in the child's best interests, and there were a small number of those cases.

Q. It may be that for example if a boy who you might have been the key worker for was to go away for the weekend, until that boy came back, you had no idea what he was doing in between?

A. That's correct.

Q. At that stage, and this is trying to understand the system, it seems to me at that stage that that boy wasn't seen as the continuing duty of the school during the weekend. It was someone else's problem, whether it

was the social worker in the community or the family to look after, but yet that boy was in the care of the State and placed in a school, albeit that boy was entitled by operation of the school's approach to go home at weekends. It doesn't seem that a lot of emphasis was placed on saying: well, what's he up to -- especially in the era of glue sniffing -- when he gets home? What is he seeing? Who is he mixing with? Is he staying at home? Is he running with gangs.

Do you see what I'm saying?

A. Absolutely. I think that's true. I think it was loose. But if you had a particularly diligent social worker who was monitoring and keeping tabs on a young person that they were concerned about, then SNR would have acted on that information.

Q. The point you are saying there again is it's very much down to if you're a diligent social worker and also presumably if you are a social worker that has a connection, if it's a community social worker who has a connection with the family, that knows them well. Whereas in practice -- you'll know this better than anyone from working as a generic social worker -- social workers change frequently, there was heavy caseloads and pressure on resources among Local Authorities?

A. Yes, that's true. There were some diligent social workers who had good relationships with young people and families.
Q. I'm not suggesting otherwise, but we have heard some things about how infrequently social workers sometimes saw children who were part of their allocated family when they were in certain placements and sometimes perhaps when they were at home on weekend leave?
A. I would agree that the duty of care was loose over weekend and holiday periods, but it wasn't completely absent all the time.
LADY SMITH: Ian, did I pick you up correctly earlier to say that sometimes there would be information in the social work records about the family, say in circumstances where there were child protection concerns if you were back in the family environment?
A. Yes.
LADY SMITH: That would be valuable information for the school, for you people, when it came to thinking about whether that child could go home at the weekend or not?
A. Yes.
LADY SMITH: Otherwise, do you have a difficult situation where there is no court order or children's hearing order or the like that says that these children cannot go home or this child cannot go home, and if they go

home they're going back to their parents, who also have a duty of care in relation to them. So if you have not been alerted to the possibility that parents fail in their duty, it's very hard to tread on their toes, isn't it?

A. All the children at Kibble would have been there on a statutory basis and they would all have been assessed by social workers, so if it was clear that there were problems with the children returning home and that that should be restricted or limited, then the system provided for the school to be advised about that and would have taken steps to act on that basis and reviewed things until there had been improvements or things had changed.

I can remember the case of one lad who was in foster care and the placement broke down. He came to the Kibble and the dynamics were quite complicated, so there was a lot of care and attention paid to under what circumstances this lad could return home for how long and that was a situation where it was handled quite nicely.

But I think Mr Peoples is right, a lot of the boys would go home on a Friday afternoon and they might not even go home and they would come back to us on the Monday and we would have very little information about

what they had been up to over the weekend.

LADY SMITH: That of course is another issue and we may I think come back to it later in this phase, the placement's responsibility to at least satisfy themselves that the boy goes home at the beginning of the weekend and doesn't go somewhere else.

A. That would have been very difficult to establish.

LADY SMITH: Very hard. Yes.

Thank you.

A. Especially if the family may well be colluding.

MR PEOPLES: Can I make two points?

The first is that you can tell me if I'm wrong about this, but I suspect there was no developed risk assessment system for children in residential care in the early 1980s, either in Central Regional Council or otherwise. No doubt the councils will tell us if I'm wrong.

There wouldn't have been some form of rigorous risk assessment of the risks. There may well have been cases where a risk was known for one reason or another, but that's all I'm putting to you.

The second point I'm putting to you is that whatever duty a parent might have had when the child was de facto in their custody at weekends, the people that had the overarching duty and could determine whether the child

saw their parent at the weekend or not in the home environment was the school, under the order. The parents didn't have the right to say, "I want my child home for the weekend". If the school said, "No", they didn't go home. So there may have been duties on both parts, but the primary duty for the child in state care rested with the State and the school that the State had placed that child in, if it wasn't a voluntary admission.

That is what I'm suggesting to you on a proper analysis of the situation. Yet in practice I suspect that was not a point that was fully appreciated. You can't do much about children absconding necessarily, because you haven't said to them you can abscond albeit that they did, but when it comes to things like home leave, you do have at least the ability to say yea or nay and that can trump any right the parent might have had at that time to have had contact in a particular place with the child. That is all I'm saying to you?

A. You have me thinking now. I think that you are right that the decisions that were taken about home leave were relatively crude and not linked to what we would recognise today as a risk assessment.

In the unusual cases where you are a diligent social worker and there was the makings of a care plan,

like the lad I mentioned earlier on, it may be that in effect there was a risk assessment-type process in place which advised what should happen when, for how long and that it should be monitored and reviewed and so on, but in most cases it was a very loose arrangement, yes.

LADY SMITH: Ian, in paragraph 130, can I just check one thing and you are talking about the van that -- before your time I think at Kibble -- went round to visit family homes. You mentioned that that would be during school holidays when the boy would be at home.

A. Yes.

LADY SMITH: Could that be six weeks in the summer?

A. Six weeks sounds like a long time.

LADY SMITH: That would be the normal school summer holidays.

A. I think it was broken down to shorter periods than that, I think. It may have been two- or three-week periods.

LADY SMITH: What about you were there in the early 1980s? Were the boys still going home for what you could refer to as school holidays?

A. Not complete school holidays I don't think. The van went round when I was there. The van would go round during the school holidays, visit the homes and issue some money, but I think it was done -- part of this was just in terms of managing practically. It would have

been very difficult for the school to manage having lots of boys in at the weekend. And probably similarly over the holiday period, you know without them getting education and training. So there were pragmatic factors that have to be factored in here.

LADY SMITH: One being that the staff had to have leave?

A. Yes.

You are getting me thinking about things. I'm not as confident as I was when I started answering the question to begin with.

MR PEOPLES: I can see the pragmatic reasons why, but all I'm making the point is that if a child on care and protection grounds has to go to a school like Kibble, that care and protection should extend to seven days and not five days.

A. Would you not think it reasonable if a social worker was keen to encourage family contact under those circumstances and was able to give clear advice about what would be beneficial, maybe not every --

Q. Not inconsistent, I'm just saying that --

A. I think that did happen then. I think that we were assisted by colleagues, Local Authority colleagues, in some situations like that.

Q. I'm not saying they should be prevented from going home, I'm just saying: did anyone really ask themselves was

that the appropriate thing to do for someone who, by definition in some cases, were taken away from the home environment for care and protection reasons?

A. There would have been a presumption that it was not going to be a problem, unless we had clear information from the Local Authority against that.

MR PEOPLES: Perhaps that is a good point.

LADY SMITH: Should we do that after the break? I think we probably should.

Ian, I'll take the morning break now for about 15 minutes if that would work for you and sit after that.

Thank you.

(11.29 am)

(A short break)

(11.45 am)

LADY SMITH: Welcome back, Ian.

Are you ready for us to continue?

A. Yes.

LADY SMITH: Thank you.

Mr Peoples.

MR PEOPLES: My Lady.

Ian, can we move perhaps to just to another section of your report, dealing with Kibble, which is headed "Review of care and placement".

At paragraph 134, page 39, you tell us that one of your responsibilities as a residential care worker was to act as a key worker for certain individuals at the school.

We're in the era at least of the key workers' model, certainly at Kibble. Can I just ask you this -- and I think you may have answered this, but I just want to check, did any boy, whether someone you were responsible for as a key worker, or not, ever disclose abuse or concerns about their treatment within Kibble to you?

A. No, no. Not abuse, no. There would have been complaints about lots of different things, but not abuse.

Q. Although I think the aim of the key worker model was to provide at least, as you call it, a first point of contact if a boy wanted to raise any kind of concerns, including concerns about treatment?

A. Yes, theoretically.

Q. That may be another example where at least that's the theory, but it didn't seem to operate, at least in your experience, in practice in that way, that you were getting concerns being disclosed of that nature?

A. I think it would have been very difficult for a young person to feel it was a safe environment to disclose anything very sensitive about abuse or bullying.

Q. I don't think you're saying anything that's heretical there, because I think we have heard from applicants who do raise the question of whether there was any point in complaining or their fears of what might happen if they did complain, so I think we have a good deal of evidence to that effect.

LADY SMITH: I think also Ian, in the section of absconding later on, you talk about the impact of the culture of no grassing, a very strong culture?

A. Very strong.

LADY SMITH: Yes.

So if the abuse was coming from other boys, probably a big no-no to talk about it.

A. Yes.

LADY SMITH: What about if the abuse was coming from a member of staff, did the culture extend that far, do you think?

A. I think that would have been equally risky.

LADY SMITH: Thank you.

MR PEOPLES: Because you don't know what's going to happen when you do that and you don't know whether (a) you will be believed and (b) if you are believed or not, you don't know what the consequences of that complaint or concern are going to be.

A. I suppose because it had never been done before, that

made it even worse. It was completely unknown.

Q. For those that had done it, sometimes they tell us that based on the experience of making a complaint and the outcome, they didn't feel there was any point in doing it again?

A. Mm hmm.

Q. There are a number of reasons why there might not be many disclosures to key workers or other persons about complaints concerning treatment.

Just on the question of absconding, if I could return to that, at paragraph 148, page 43, you have told us obviously that boys did abscond and not infrequently. You say there would be some attempt to understand what was triggering that:

"We would try and have a conversation with a young person who was running away to discover why they were running away."

But you say you would be unlikely to get anything back:

"It was unlikely that a boy would say if there was something going on with other boys that made him want to abscond. The culture of not wanting to appear to be grassing people up was predominant among the boys. There were elements of that among the staff too. Culturally it just wasn't acceptable to blow the

whistle."

That kind of captures the culture at that time.

Indeed, just going back to a point we made earlier about the continuing duty of care of the school. You say, and I don't think you mean this in any sort of flippant sense, you didn't really worry about the boys' welfare and vulnerabilities when they ran away, but I think; as we have discussed, there may have been cause to worry --

A. Yes.

Q. -- on reflection?

A. On reflection.

Q. By the stage that we're dealing with, as I said earlier, we have moved away from the era of corporal punishment and you have a section on discipline and punishment. You say at 153, page 45, that the most significant and probably only disciplinary measure that Kibble used was stopping boys getting out for home leave on weekends, so that was the method that would have been used.

I suppose if boys did want to get out and go home, that was at least considered to have been a potentially effective deterrent in discipline?

A. Yes, it was an effective controlling device. As the young people moved down to the new units there was more emphasis on rewarding good behaviour and trying to

express approval and disapproval through relationships.

Q. Just on another matter, page 46, you tell us at paragraph 157:

"The police generally didn't get involved with the behaviour of the boys within Kibble."

You say about five lines down in that paragraph:

"There was a fear among the staff that if you reported something like that, quickly it would be an admission of losing control and you would be regarded as weak."

I think you told us about that earlier on and you say towards the end of that paragraph:

"We hadn't been able to deal with a particular matter quickly and effectively because of the culture within the establishment."

Are you saying really that police involvement was a rarity and perhaps one of the reasons for non-involvement I think you maybe give at 158, that it was embarrassing for the headmaster to have the police entering a school and exercising control over what he was supposed to be responsible for.

A. Yes.

Q. That might be one explanation why there was maybe a reluctance to involve the police?

A. Yes.

Q. We'll deal with it in-house --
A. Yes.
Q. -- and spare ourselves some embarrassment at the same time, because it was perhaps an admission that you hadn't done your job or you had lost control of the situation?
A. That's right.
Q. You felt that that was probably to some extent the mindset that might have explained the lack of police involvement at times?
A. Yes. On that particular occasion, I'm not proud to say I was on duty as part of that team and what we should have done was to report the matter up through the line management structure much more quickly or contact the police much more quickly.
Q. On page 47 you have a section on restraint, I just want to take from you that you tell us at that time, this maybe just confirms what we said earlier, there was no training surrounding methods of restraint or advice on how you should act in those circumstances.

I know you didn't say you saw evidence of restraint being used, but there was no training in any event?
A. There was no training.
Q. As far as bullying is concerned, you say at 162, page 47:

"Undoubtedly there would have been bullying going on among the boys. That wasn't something that was obviously apparent though. I didn't see that occurring directly. I think it was very much unrecognised. There was very little discussion about bullying at the Kibble. I don't think staff were particularly, unless it was obvious, alert to it. It wasn't something that was on the radar. I can't remember it being talked about at all. I suspect that the first route open to a young person who was being bullied or having trouble at home, was to abscond rather than talking to somebody in the school."

I think that to some extent echoes what you have told us earlier about there wasn't the discussion?

A. No.

Q. Indeed if someone was being bullied, their first option may well be to consider absconding?

A. I think on reflection it would have been useful if we'd spent more time and paid more attention to talk to young people after they come back from having had a period of abscontion and trying to get an understanding of what the reasons were. Really trying to get an understanding about what the reasons were.

Q. At 163 you recognise that there would have been difficulties even if you had done that, because,

firstly, the boys may not have thought they would have been listened to:

"... because there was such a power imbalance between staff and boys that they would inevitably not feel confident about raising anything. Boys speaking up about bullying just didn't arise."

This is the problem of: we're not going to speak to the staff, we're not going to grass, we are not going to reveal these things. So you would still have had difficulties if you had probed more deeply?

A. That's true. But I wonder if we'd done that better and obtained information that we could have worked with, and been able to resolve a problem, that might then have given other youngsters confidence to be more open with us about the problems they were facing in future.

But we were never able to break through that.

Q. Moving on to page 49, you have a section "Awareness of abuse", this is a reflection, at 168:

"None of us were sufficiently informed about the abuse and trauma that some of the young people we worked with would have likely experienced, there was no training provided surrounding childhood trauma, I think childhood trauma was really underestimated at that time and people didn't have a clear understanding of the topic."

That's in line with what you told us earlier about the extent and content of training, it didn't really look at matters in that way at that time?

A. No. I think the way that we were operating was basically well-behaved boys/badly behaved boys. I think the psychologists were trying to get us more interested in what might cause that type of behaviour, but it was still a very limited analysis that we were showing.

Q. On page 50, paragraph 170, you go back to the theme of:

"It was a very macho culture at the Kibble at that time in the early 1980s, both among some of the staff and the boys, it was quite a traditional male-dominated environment. Looking back, it would have been very difficult for any boys to actively reveal anything themselves for fear of being bullied, ridiculed or stigmatised by their peers. It wasn't the sort of place where it would have been easy for young people to reveal something like that."

I think that is very much in line with what you have told us earlier.

A. Yes.

Q. 172, you told us this earlier, you didn't actually witness any abuse at Kibble, but what you also say is that in that paragraph, just towards the end of it:

"I can't remember the concept of sexual abuse even

being discussed. That was just something that people never thought about."

Was that, as you remember it?

A. That's as I remember it. I'm very surprised on reflection that we didn't, but that was the situation then.

Q. In terms of reporting of abuse, you have a section starting at 173, and I think we have covered this, but really you are telling us what boys would complain about and what they wouldn't complain about. One thing they wouldn't complain about, so far as you recall, was matters of their own welfare and issues of neglect or abuse within the establishment?

A. No, no.

Q. You say at 174, page 51, that at that time there was no formal structure like a protocol or procedure concerning reporting processes:

"There was no clearly identifiable person for the boys to go to and report things to. There was no independent advocacy, children's rights or independent external presence. It was a very closed institution in that respect."

Perhaps the avenues weren't obvious to the boys at that time. If they had been willing to share a concern with adults, there wasn't a process?

A. There was no formal process at all. And there was no encouragement or communication that that could be an option. It just wasn't a concept that had been established.

Q. You mean communication with the boys that that was an option open to them?

A. The boys wouldn't have thought that they could -- I don't think the boys themselves would have thought there was anything they could do about it, because it wasn't anything that had been explained to them, you know.

Q. Just looking back on your time there, 178, page 52, you put it this way:

"Looking back, I was very much in learning mode. My confidence wasn't high and my judgment wasn't developed. I was very much following the lead of my more experienced colleagues when it came to my practices."

That is the perspective of the young inexperienced, unqualified residential care worker --

A. Yes.

Q. -- working in the 1980s in a List D school?

A. Yes, and I was regarded as somebody who was quite good.

Q. That is how you felt you were and why you didn't maybe --

A. That is what I thought -- my peers thought I was

actually quite good and effective at what I did, despite all the weaknesses that you've just outlined.

Q. I'm not going to suggest otherwise, but you are giving us the perspective from someone in the one sense in the staff at the bottom of the ladder?

A. Yes.

Q. And how you felt that maybe why you were inhibited in going further than you in fact did.

There is a section that's headed "Larchgrove Remand Home and Longriggend". Does this relate to a period when you were a generic social worker with Central Regional Council?

A. Larchgrove relates to comments I received from boys at the Kibble and Longriggend relates to a period when I was a criminal justice social worker for Central Region in the late 1980s.

LADY SMITH: The late 1980s?

A. Yes.

MR PEOPLES: We can read this for ourselves, but obviously I'll just take a couple of things from you about that.

At 186, you did hear discussion about Larchgrove and you say there were quite a few boys at the Kibble who came via Larchgrove and you say:

"The anecdotal information I heard was all negative. I never remember one youngster talking positively about

Larchgrove, the boys would tell stories about the conditions at Larchgrove and the staff being abusive. They didn't go into any specifics. The boys would just say that the place was cruel and degrading and referred to it as 'The Grove'."

And it was seen or spoken of as if it was a rite of passage that had to be endured. That is what you were being told?

A. Yes.

Q. About Longriggend, you tell us this at 187, page 55:

"I was aware from colleagues and from professional visits during my time as a social worker, that it was viewed as a cruel and unusual place. Any young person who spent any time there would talk about it as being militaristic, severe and austere. I would hear that the staff were punitive."

That was again what was being said to you and no doubt to others?

A. Yes.

LADY SMITH: That was what you had heard in advance?

A. That was what I had heard in advance. I visited there a couple of times also and that just confirmed what I thought. Inspection reports roundabout the time also indicated it was such a place.

MR PEOPLES: You are quite frank in saying, at 188:

"I wasn't told the things I heard in confidence. However I didn't take them any further. I was in a very junior position and wasn't confident enough to do anything."

No doubt now you would say, "I might have taken a very different approach", but then as a young person working in -- you would be in perhaps your 20s, late 20s/early 30s, you didn't feel you had the confidence to push these matters?

A. Certainly not as far as Larchgrove goes. Maybe Longriggend, maybe I could and should have done something more then when I was a qualified social worker.

Q. It might have been very difficult to change the institution as a social worker, one that was part of the Prison Service?

A. I think it was generally acknowledged and understood at the time that Longriggend was a pretty grim establishment and there were published inspection reports roundabout that time more or less condemning it.

LADY SMITH: You did see it for yourself on occasions?

A. Yes, yes.

MR PEOPLES: You wouldn't dissent from it?

A. No, it was a grim foreboding building and it had a very militaristic feel about it and the atmosphere was not

warm and welcoming at all. So that was just for somebody visiting to write a report.

Q. You tell us about other work you did in England from 189. I'm not going to ask about it, but we have it there and it's for us to consider.

Also you tell us, on page 58, about a place called Southannan. Again, I'm not going to ask you questions. We can read what you've said about it. It was considered as part of an earlier case study we did in fact, so we are familiar with the place.

Perhaps I would maybe just pick out though only -- two things to flag up, that what you do say about Southannan, which was a Quarriers establishment, where you did have a placement during the mid-1980s, you say at 208, page 60 that in your view all the staff were well qualified and overall it was a very nurturing environment:

"There would be a meeting every morning with all the staff and children present, where everything would be thrashed out together. There was quite a lot of psychological input at those meetings. It was obvious that all staff members were comfortable with challenging one another at meetings. They would challenge each other's practices and were encouraged to think about what they did and what the consequences were."

It sounds far removed from how you felt at Kibble?

A. It was completely the opposite end of the spectrum.

Q. You do say also, looking back at 210, same page:

"In terms of the way they treated the children, there was a lot of mutual respect. The child's dignity was respected. The staff paid attention to privacy and the individual needs of the child."

That was perhaps doing something that Kibble was trying to move towards?

A. It was -- Southannan was a much smaller, I think it would have been about the size of one of the dorms in The Kibble and the staffing ratio was much higher, so the potential to do good was much greater there.

Q. It wasn't a List D school?

A. I think it was classified as a List G school.

Q. Yes, you may well be right. Sorry, I am making the distinction. I know you say that the research suggested in practice they were treated interchangeably, but it wasn't, I think, a List D?

A. It was a younger age group and I would say that the young people there were characterised by having emotional and behavioural difficulties.

Q. Moving on, you have a section which deals with a period of about six months which you spent at Ballikinrain, which is one of the places we are looking at in this

case study, which I think was at that time -- you were working there around 1986 or 1987. So it may not technically have been a List D school if it was 1987, but it had recently been one and would then be classified I think as a residential establishment or a residential school?

A. I think previously it had been a junior List D school, but had developed into a residential school.

Q. Again, we can read what you tell us, but I'll pick out one or two points from this section, if I may.

I think you say it's a junior school and therefore the boys were younger than those at Kibble. They would be maybe you reckon between the ages of 10 and 14 or thereabouts?

A. Yes.

Q. At paragraph 224, page 64, this is where you are seeking to make comparisons between Kibble and Ballikinrain, although I think at this stage you were now what might be termed a qualified residential care worker, whereas in Kibble you had been an unqualified residential care worker, is that right?

A. Yes.

Q. You are making comparisons. At 224 you say:

"There was more of a professional approach among staff than the Kibble, because the number of qualified

people that were there."

There was a higher proportion of qualified people as you recall?

A. Yes.

Q. You say, at 225:

"... staff meetings were formal, structured and run professionally and some staff would really engage in the meetings and the recurring theme was the discussion of individual cases. The key worker would be present, would present the case, there would be input from education ..."

That is maybe getting towards the Southannan end of the spectrum?

A. Yes, I would -- Southannan was described as a therapeutic community, I would describe Ballikinrain as following a therapeutic approach --

Q. Not quite as far along --

A. No, not complete, no, but the underlying principles were the same.

Q. Page 68, 241, you also make comparisons as regards the quality of relationships between staff and boys. You felt it was different to the Kibble. You say you wouldn't say the relationships were any better than the Kibble because of the high volume of qualified staff:

"However, comparing the two, there was more nurturing going on at Ballikinrain. The children were younger and more of a therapeutic approach was taken towards them."

That is the difference, really?

A. Yes.

Q. But we were dealing with different age groups?

A. There was also -- one of the huge benefits of Ballikinrain was the emphasis put on outward bound type activities. They had a lot of really talented, properly experienced and qualified staff who could do outdoor activities with the boys and they really, really benefited from that. They really enjoyed that and it made the whole experience quite different to the much more limited opportunities for that that there were at the Kibble.

Q. Certainly in the prison context, one of the things that was a criticism of the prison system was that the lack over the years of purposeful activity for people in detention, particularly remand prisoners.

I don't suppose they could have the outdoor activities they had at Ballikinrain, but maybe the point can be made if you have something that's purposeful and engages your group, then at least you have more chance of them being happier, more contented, more settled and

less likely to be as troublesome?
A. Yes.
Q. Is that perhaps --
A. Absolutely.
Q. Whereas if you don't provide these facilities and opportunities, it's potentially a recipe for disaster?
A. I mean the boys at Ballikinrain were stimulated. They got lots of physical exercise. They enjoyed the activities. At the end of the day they were exhausted. They would go to sleep and they were waking up ready to get involved in some more interesting activities. So in a lot of ways it was a very positive experience.

That's also reflected -- if I can just say, there is a Facebook page of ex-residents at Ballikinrain and I've been looking at it recently and virtually all of the comments from lads who would have been there in the 1970s and 1980s are positive, really, really positive about the staff and about the opportunities they had.

I don't think it's just because they weren't used to good standards or things like that. It was something about the quality of the experience they had there was different to anything they seemed to have had elsewhere, either before or since.
Q. It's maybe on the same theme. If we go to paragraph 278, page 78, under "Discipline and

punishment", you say that the way discipline was managed at Ballikinrain would be the way that the Kibble would have liked to have operated back in 1982, after moving to the open units:

"I don't think we took away home leave by way of punishment. We didn't use corporal punishment. Discipline was exercised through the quality of the relationships. Those relationships were pretty good. We would speak to the boys to understand why they weren't happy. Where there was misbehaviour we would express disapproval but provide explanations for that disapproval. That was the method used rather than depriving the children of something."

Apart from perhaps what you tell us about the purposeful activities at Ballikinrain, the approach to discipline, if you like, was a different one?

A. Yes, yes.

Q. You mention restraint and you do say it did take place at Ballikinrain. You have a recollection of that?

A. Yes.

Q. What you tell us there is -- this may reflect the time you were there, it was the 1980s, is it?

A. Yes.

Q. That there was no training for staff around the issue of restraint?

A. 1986. That is correct.
Q. No guidance or advice on how to approach situations that might involve restraint?
A. That is correct.
Q. As far as awareness of abuse is concerned, at page 80, paragraph 287, you tell us:

"I never witnessed anything that I would regard as abusive behaviour. I think the higher levels of qualified staff helped to potentially prevent or detect abuse, however, I'm not sure whether ultimately we were aware of all the things that were going on."

I suppose that is always the worry, that you may not have seen or witnessed anything but it may have been happening nonetheless?
A. Yes, yes. I think we were beginning to move into the area of trauma-informed approach, children's rights and having a heightened awareness about the backgrounds these boys had come from.
Q. Yes. You were now in the mid to late 1980s. You were working as a qualified residential care worker for a relatively short period, six months, at Ballikinrain in the 1980s. I suppose we're getting quite close to the United Nations Convention on the Rights of the Child, which was 1989. So we are moving towards that direction, if you like.

You had a period after leaving Ballikinrain, as you tell us, at 295, as a qualified generic social worker for Central Regional Council and that would be around 1987?

A. Yes.

Q. But you didn't really stay there too long because you moved towards working as a prison-based social worker in the late 1980s. You tell us you went to Glenochil?

A. Yes.

Q. We can pick that up at page 83, paragraph 298. You tell us that you think you were there around about 1989 to 1991.

I'm not sure it did have a detention centre in 1989, I think we were told that the detention centre as such closed in 1988 but it still had a young offenders at Glenochil at that time.

It doesn't maybe matter too much at this stage, but I'm just saying that. If you talk about meeting young people you may be talking about meeting them because they were in a young offenders institution rather than what was the traditional detention centre regime at Glenochil, because there were two different types.

A. I think I may have got that wrong. I remember discussions about the short, sharp shock detention centre, but I think --

Q. Don't worry. It's easily done. I can tell you that my dates have detention centre 1966 until 1988.

A. 1988.

Q. Young offenders 1976 to 2003, so that may help you.

A. I think it was a young offenders institution.

Q. You tell us about your time at Glenochil and if I just move on to page 84, you tell us you were one of a team of five, is it, with a senior social worker in charge.

Your responsibility was to provide a social work service to the prisoners in the establishment, part of which involved providing a welfare service.

You tell us at 301, you would get involved during a sentence where there were mental health problems and psychological support needed to be put in place. That might be where the individual prisoner was suicidal.

You also say -- this is maybe again an example of where theory and practice diverge -- at 302:

"In theory we would have a rounded engagement with prisoners, in practice our work tended to be more focused on the welfare aspects of the work."

That is your broad recollection of what the reality was, if you like. You say on page 85, in the same paragraph, three lines down:

"The prison officers seemed to be solely focused on dealing with security than anything else."

Is that how you recall it?

A. Yes, predominantly.

Q. You tell us that you in fact were allocated to A Hall within Glenochil. Am I right that that is a hall dealing with adult prisoners?

A. Yes.

Q. You tell us a bit about -- you can take it we've heard the background that this was a decade where perhaps from the mid-1980s onwards there were a number of riots, notably there was a riot at Peterhead. I think you may be two years out, I think the main riot that I remember was September 1987, but I'll stand corrected. It was a decade where there were problems in the Prison Service with riots.

A. Yeah.

Q. Particularly in certain prisons, holding long-term prisoners?

A. I think there were subsequent riots because we received prisoners in 1989 from Peterhead.

Q. You would do, because I think we were told by others who gave evidence that one of the solutions to the problem was seen as dispersing a group of -- you describe them as the ringleaders, and some of them ended up in A hall in Glenochil and some would have been taken elsewhere.

I think Barlinnie was mentioned as one place that

some were taken, some well-known figures went to Barlinnie. So they went to a variety of places.

Some went to Shotts I think and so forth.

We know about that. So don't worry, we have an understanding of that.

A. Okay.

LADY SMITH: Can I just ask you something about paragraph 302, second line, is the word "not" missing? Should it be between "were" and "trained", second line on that page. You are saying:

"A little bit of tension because at that time prison officers were trained to become involved in the welfare side of their work. They seemed to be solely focused on dealing with security."

Did you mean they "were not trained to become involved in the welfare side of their work"?

A. There was a difference of opinion between Local Authority seconded social work staff and prison managers about who was responsible for carrying out the welfare task. From the social work point of view we were professionals who had been engaged to complete assessments and risk assessments, parole reports, child protection issues, professional work. The welfare tasks, such as maybe more practical things, sorting out housing, maintaining weekly contact with family members

on a routine way were tasks that could and should be carried out by prison officers holding a key worker function.

There was roundabout that time that approach was being debated and discussed and the social workers were complaining that the prison officers weren't doing what they were supposed to do and the prison officers were complaining that the social workers weren't doing what they were supposed to do. So there wasn't really a meeting of minds on that.

Social workers were unhappy because they continued to be shackled with the welfare tasks that they thought they should be freed from so they could concentrate on professional work, whereas the prison officers were complaining that we really don't have time to deal with this welfare task, because we're in riot conditions here and it's very, very difficult just to maintain security.

LADY SMITH: Time apart, were prison officers trained for what you refer to here as the welfare side of the work, do you remember?

A. I'm not sure. I'm not sure.

LADY SMITH: Okay. Thank you.

MR PEOPLES: Following the riots, there were various things done, including quite significant changes to the service and the role of prison officers, and there were

different categories applied. We have been told all this history, but what I wanted to ask was one of the things that I think happened subsequently was that some prison officers ... was there a personal officer scheme that was introduced, was that intended to be the prison equivalent of a key worker?

A. Yes, it was known as the "care bear system".

Q. You tell us, and I think we can read for ourselves, that there would be times when you would be asked to go to the part of Glenochil that housed or accommodated young offenders. You tell us about that in your statement. We can read it. Indeed you mention one fairly notable name. I won't necessarily ask you to go through it, but at paragraph 311 we have a person that you had some dealing with at that time, who is familiar to all of us here and how you had to have some dealings with him at that time. He was a 17-year-old.

You also tell us about deaths, starting at page 88. You can take it, and I think I said earlier that we are familiar with the Chiswick report that was published in 1985. Indeed we have heard evidence from Dr Chiswick and the background to his report and the spate of suicides in both the detention centre and the young offenders. It's no disrespect, but I'm not going over that. We have had evidence about that and I think you

tell us a little bit about what you recall of that.

The only thing I think you -- I might just bring out is at 314, page 88, you tell us that you have a memory that was reported around that time there was a group of prisoners called "the Wolves":

"The Wolves would shout out of windows and try to intimidate new people coming in. That was seen to be a factor in some of the deaths in the establishment."

Is that something you recall, the Glenochil Wolves, or some group that seemed to want to unsettle new arrivals?

A. Yes. In fact anecdotally, it was reported to me there was a young man named who had been a child in care at Kibble when I was there in 1982.

Q. That is hardly going to be easy if someone comes to a place like Glenochil, particularly for the first time, and they're met by the reception from the Wolves.

A. No.

Q. We have heard also about this period quite a lot from applicants and others about the regimes for young people at Glenochil Detention Centre and Young Offenders, so again we can read what you add to it for ourselves, but maybe just pick up a couple of things that you tell us under the section "Awareness of abuse" at 327, page 91.

You say this:

"The only thing I can remember quite clearly that may be considered as abuse was the way that the staff would shout at the boys. There was no backchat and no way for the lads to respond to that. To someone coming in, it looked like a military arrangement that was in place. It was all about strong discipline and compliance."

That was what you sensed when you made your visits or saw young people --

A. Yes.

Q. -- during your time at Glenochil?

A. Yes.

Q. At 328 you also say this, under "Reporting of abuse":

"Even though I felt I gained some sort of trust with the young offenders I was working with, I don't think that any of them would have had the confidence to report things that were happening in the detention centre to me. Looking back, I suppose it just shows how institutionalised I was."

Another way of putting it might be you were just seen as part of the Prison Service. You were part of the authority that they wouldn't speak to and disclose?

A. Probably.

Q. Although you were a social worker, prison based --

A. Yes.

Q. -- they would just see you as part of the system that they didn't like or had problems with due to abuse or otherwise?

A. I think that's probably correct.

Q. Then you have a section in the report about time working for SACRO. Again I'll pass that over, if I may, we can read what SACRO is about and your time there.

Then you at least had some dealings with an assessment centre in Falkirk and that is on page 93, I'm not going to ask you about that today. We can read about that.

Although it may echo something you said earlier about professionalising things better, that may have prompted certain things to happen within the Regional Council, so we can just be aware of that if we're trying to work out the evolution of how things developed and how things became more professional.

You have quite a lengthy section in your report about a particular children's home in Falkirk, which was a small family group home -- as I think they were termed at that stage -- run by the local authority. You deal with that from paragraphs 343 to 508. I think I just take this from you, this was your first experience as a manager of a unit or a children's home or children's unit, is that right?

A. Yes.
Q. What I can just say is the reason I'm not going to ask you today is that children's homes run by local authorities or otherwise are not part of what we're looking at particularly in focusing on this case study, so it's no disrespect. Again, we have read it and we'll take on board what you say about these places in due course.

If I can move to 509, page 144 of your statement. You tell us about what you describe there as your dream job, which was working in Cornton Vale as a senior social worker between 1995 and 1999?
A. Yes.
Q. If I can ask some questions about that. What you tell us is that Cornton Vale at that time, 512, page 145, that there were relatively few women under the age of 18 during the time you were there, is that correct?
A. Yes.
Q. You don't remember the establishment having at that stage any separate section for under 18s?
A. I don't remember that.
Q. No. I think you're right. You certainly don't remember if there were any separation?
A. I think there was a belief that it was positive to mix the younger age group with the older age group, because

there would be a leavening effect and that the more mature women would help improve the behaviour of the seen to be boisterous younger ones.

Q. You are absolutely right, you do tell us about that. I think we have heard that expressed by others, that that is at least one justification for mixing the older with the younger.

Can I just say this, because I'm not going to necessarily go into the position in England, but am I right in thinking in broad terms that in England generally speaking young people under 18 are housed in separate establishments from over 18s?

A. They're always placed in -- sometimes they have establishments where they have a juvenile wing ... juvenile accommodation that will be separated by a security fence from the 18 to 21-year-olds.

Q. A clear physical divide?

A. Clear physical divide.

Q. There wouldn't be opportunities for 18-year-olds to mix with over 18s?

A. No, that is a significant different between England and --

Q. That was the position in your time and did it continue throughout your period, as far as you recall, between --

A. In England, yes.

Q. That is all, because you do say as a matter of reflection that you don't think Cornton Vale, this is at 512, was an appropriate place to be placing women under the age of 18.

Do you mean placing them alongside older women?

A. Yes.

Q. If there was a separate section with the divide that they have in England, you wouldn't have had the same reflection?

A. I think the best option would have been a completely separate arrangement. It would have been preferential to have separation on site. What existed wasn't desirable I don't think, I think the disadvantages far outweighed the benefits of the mixing.

Q. At 516, page 146, in your time at Cornton Vale in the late 1990s you put the matter this way:

"There was a rudimentary child protection framework operating within the prison. From memory there wasn't really an understanding or distinction made between juveniles and adults."

You mentioned the younger women being mothered by older female prisoners and indeed you thought at the time that that seemed a perfectly appropriate thing to do, although you recognise now that may have left open the risk of bullying between older and younger female

prisoners. You go on to say there:

"I wasn't aware of anything specifically at the time, but I was concerned about when thinking about the prison's approach towards its juvenile prisoners. I didn't have any major concerns and there didn't seem to be terrible practice. From where I am now, with the experience and knowledge I have, I could pick holes in the systems and structures."

To some extent you will be aware of certain things that have been said about situations in Polmont later on, where younger people have mixed with older prisoners and I'm thinking of one particular case. I'm not wanting to go into it at this stage for various reasons, but I think you're aware that later on in Polmont perhaps, around 2017, there was apparently a situation where young people under the age of 21 could mix with older female prisoners who were over 21 and that that can give rise to problems.

I'll just leave it at that. Your views may have changed over time?

A. Yes, yes.

Q. You also say this, that you -- 517, page 147 -- interviewed a couple of women at Cornton Vale as part of some research you were carrying out in 2015 when you were on secondment to the Scottish Prisons Inspectorate,

looking at the impact of long-term segregation. One of the women had come directly from Kenmure St Mary's and you say that the women talked about the sensory deprivation they suffered because of their segregation and not getting enough exercise. You say:

"I remember them talking about lying down so long that it wasted their muscles and resulted in it being difficult for them to remain mobile in a normal way. They also talked about having trouble differentiating light."

That is them giving their personal experience and effects of segregation.

You also spent a period at Feltham in England, a young offenders. Again, I'm not going to ask you questions about it today, but we have it there and we indeed can compare what the situation was there with the situation in Scotland, although I think you caution against making any direct comparisons because there are I think significant differences. You say that at 523. That really you are not comparing apples with apples; if I can put it that way. Some of the issues at Feltham involved very different issues to those, that no doubt, were issues in the Scottish context?

A. Yes.

Q. Then you moved away and went into a different role as

a prison inspector, with the English Prisons Inspectorate, HMIP. You tell us about that at 524, going on.

As I said earlier this morning, I'm going to take this relatively short, because I think you will be aware that I did take things you had said on a number of points and put them for comment and response to the current Chief Inspector, Wendy Sinclair-Gieben, on Day 377 of this Inquiry, Tuesday, 3 October 2023.

I think you will be aware that a transcript of her evidence, including her response to some of the points you raised, is on the Inquiry's website.

All I would just say on that is that I did raise matters such as your concerns about the use of guest inspectors, so she was asked to comment. Her description as the role of the Inspectorate as a critical friend and she made certain responses. Your point based on your experience in 2015, that the Inspectorate were taking account of constraints and pressures faced by the service in Scotland and the staff within the establishments, whereas in your view a report should simply be a report against standards laying out objective findings, leaving it to others to address the constraints and pressures that are barriers to improvement.

Again, she did respond to that, based on her time as inspector, which was 2018 onwards. I think you also had made a point, based on your experience in 2015, about the challenges made by the Scottish Inspectorate were in your view weaker at that time than the equivalent Inspectorate in England, whose statements as you put it were pretty forceful and tantamount to saying basically we'll tell you what you have to do and you will listen.

Again, she responded to what you had said and we can all read it for ourselves.

I'm just making that point now, because again it's no disrespect to the points you have raised in that section. We have attempted -- I think just because of various unforeseen circumstances you are now here after she has responded, but you can take it I think that we raised those with her as well.

A. Thank you.

Q. So I don't really need to spend too much time on this section of your report.

Can I also say this: although you raised concerns of the kind that were taken up with the Chief Inspector, it's fair to say you also thought you identified in your short period of secondment certain features of the Scottish approach of the Inspectorate that you felt were better than the English equivalent?

A. Yes.
Q. Again, we can pick those up. For example, I think you mention the Scottish Human Rights Commission and the extent to which there was involvement of that body with the Inspectorate and you felt that was a very good thing indeed?
A. Yes.
Q. Insofar as the system of Independent Prison Monitors is concerned, we know that that was a new system which was introduced in 2015, just around the time you were on secondment. You can take it that we raised that with the person who I think whose brainchild it was, Professor Andrew Coyle, and he has given evidence and I think he's told us what he had in mind. He's given us his views on maybe certain areas that he would be critical of, about the way it operates in practice now.

Again, you can take it we have raised these matters with him and asked him for his comments.

Just on the Human Rights Commission, we see that you are praising that at 545, page 154 of your signed statement.

In your statement you help us with the English Inspectorate's methodology and to what extent at the time you were with the Scottish Inspectorate, the extent to which you consider there were some differences in

methodologies. Again, you can take it we're aware of some of the points of difference that you have raised, including I think the traffic light system.

You can take it that I did raise with the Chief Inspector the merits of a traffic light system and she did tell us that they have given thought to it, but I think at the end of the day they decided not to go down that route, for reasons that she gave.

I just tell you that in case you are worried that we maybe didn't cover some of the matters that you did raise in your statement.

Just on the question of separation, you tell us -- this is maybe a point I asked earlier -- at 551, page 156, that in England under 18s were always held in separate establishments and subject to different higher standards.

I think when you say "separate establishment" you certainly mean physically separated by some kind of barrier?

A. Yes, there are some joint sites.

Q. I have to say, I didn't mention it in my examples of things I raised with the Chief Inspector, the current Chief Inspector for the Scottish Prison Inspectorate, I did raise with her the issue of the making of presentations by people whose establishments were being

inspected. She told us about what happens there and what she expects them to recognise. Again, we have that evidence from her about how she separates in that context.

She certainly doesn't want a glossy presentation, I think, to put it bluntly, she wants them to be frank, honest and no doubt put in the strengths, but also recognise the weaknesses. So that is her position. I'm just telling you that for that information.

I did raise with her the subject of whether the Scottish Inspectorate would benefit from powers of enforcement. She has certain views on that, and I think her short answer is no for the reasons she gave, but can I just be clear about this.

In terms of the English Inspectorate, am I right in thinking they don't have direct powers of enforcement either?

A. That is correct, and when I was there they wouldn't have wanted them for the same reasons --

Q. They have a slightly different procedure. They have a notifications process going through the Ministry of Justice?

A. Yes.

Q. Before they get to the person at the top, the Minister?

A. If they have immediate concerns about a failing

establishment they'll issue what is called an urgent notification.

Q. The Chief Inspector told us that she has a much better arrangement, she can pick up the phone, she has the mobile number for the Cabinet Secretary if she wants direct access, so she feels she can go straight to the top. In some ways she would probably see that as a better arrangement --

A. Perhaps. It works both ways, I suppose.

Q. I'm sure that these are issues that different people have different reasonable responses to and it's a matter that one has to just consider that there is a division of opinion at times on some approaches. That is the nature of these things, isn't it? You will never get universal agreement on what is the best arrangement for an inspector for example or any other body that is carrying out a statutory function. Methodologies will change or there will be disagreements about what is the best methodology.

I just make that point. You may not agree with all that she said, but I'm just trying to explain what happened.

A. That's fair.

Q. One thing you do say. Perhaps I can say at 581, one of the very positive things you said was that in your time,

at 164, you said that you felt the Scottish inspectors were all good at engaging with people. That's a real strength, I suppose?

A. Yes.

Q. You have some evidence about a visit to Polmont. I won't take you through that, we have heard a lot of evidence about Polmont, both over time, so I'll not ask you anything about that section as such, but it starts at 587.

One thing you say, at 593, is at your time when you were on secondment to the Scottish Prisons Inspectorate there wasn't a specific definition of "abuse", although you weren't directly involved in any kind of investigations or allegations in relation to any establishments you may have been involved in inspecting.

Can I just ask you this: was there a specific definition in the equivalent Inspectorate in England?

A. Yes, I think so, yes. They have a Child Protection Policy which outlines all that.

Q. You have a heading "Research undertaken during secondment", starting at 594. You call it research into what is called deep custody. I think what you discovered was the adverse impact of segregation on people that have spent a long time, particularly long-term prisoners, in conditions of segregation and

how it leaves them with poor physical and mental conditions because of the impact of long-term segregation. That was one of the main findings of the research you did at that time.

One of the other things I think you discovered was that -- I don't think you are saying anything that perhaps -- is not perhaps well understood, but at 596 you say that people you interviewed at that time for this research, that a large number, I think perhaps around 50 per cent had been previously in residential care, including secure care, before entering the prison system?

A. Yes.

Q. Looking at the general population, that would be quite a disproportionate number?

A. Absolutely.

Q. Maybe I can just take this from your statement, at 597 you say:

"I remember asking all the prisoners [this would be in 2015] when things have been going well for you what has made the difference? The most common answer was having access to somebody, from whatever organisation, who went the extra mile. They all said that the difference was meeting people who listened, took them seriously, did more than they needed to do and stuck

with them. That came out quite strongly in my research and is a finding that has been expressed separately elsewhere in other research as well."

LADY SMITH: Is the challenge there finding a way to enable prisoners or young people in custody to feel there is somebody out there who cares about their best interests?

A. Or to make sure that you are able to recruit somebody with those characteristics and allow them the space and time to engage with difficult people.

LADY SMITH: What you want is to get to the stage the young person does genuinely feel that there is an adult who will try to look after their interests?

A. Yes.

LADY SMITH: Yes.

A. When I mentioned -- I did some training in America in the mid-1990s and we had a lecture from an eminent professor of social work. He mentioned that as a characteristic himself.

The other thing he said that you need to do is try and find something that the young people are good at and encourage them.

It was those two very simple things and they both have stayed with me throughout my career. I think they're very important characteristics.

MR PEOPLES: I think it was Angus Skinner if I recall

correctly, many days ago in this Inquiry, who did say that one of the important things, I think he said this in his influential report in the 1990s, is that you should in reports identify and talk up the strengths of individuals rather than spend too much time in identifying their weaknesses.

If that approach was adopted more often it might lead to better results, maybe to some extent what you are saying is along the same lines?

A. Yes.

LADY SMITH: It's a very good training technique across the board, isn't it? If you're trying to assist somebody to learn a skill and with a young person it might be a skill of living a pro-social life, then you don't start by dismantling and criticising. You try to find something you can praise them for and encourage them to build on that, first brick in a new wall and they can keep adding bricks when they do something well.

A. Yes.

LADY SMITH: Mr Peoples.

MR PEOPLES: In terms of your report, you have a section headed "Comparisons and contrasts between the Inspectorate in Scotland and the Inspectorate south of the border", from 602 to 643. What I think I prepared you for earlier is to say that a lot of the things

you've raised there have been points that have been raised and discussed with the current Chief Inspector in Scotland when she gave evidence, so I don't propose today to go through that section again. I think we have it to read and we have read it, so you can take it we're aware of the differences you highlight and the points you raise.

Towards the end, going from paragraph 650 towards the end of your signed statement you point us in the direction of resources that may be helpful to the Inquiry's work. Can I just say I can thank you for that. I'm not going to necessarily go to them today, but I'm well aware of "A Glasgow Gang Observed", which was written by James Patrick, and you can take it I've read it and certainly it's an interesting account of life in Glasgow in the 1960s and the gang cultures that were prevalent then.

You can also take it that we are aware in the Inquiry of the book published in 2015, 651, "Children Behind Bars", which was written by Carolyne Willow about why the abuse of children -- I think it's "Children Behind Bars: Why the Abuse of Child Imprisonment Must End". I think it's based on research and interviews and an analysis of issues of child abuse in prison and raises many of the themes that we will be looking at in

this case study, and seems to have been reviewed very positively by many leading figures in this area, Sir William Utting, former Head of Social Care in England, who did an influential Utting report. Lord Ramsbotham, who is a former Chief Inspector of Prisons and indeed others who are well-known names.

I think there Carolyne Willow seeks to make the case for removing children. But, as you're well aware, we have now been told that there are very few under 18 children in the prison system in Scotland and the current intention of the Scottish Government is to remove them entirely. So they seem to be following the same direction of travel as Carolyne Willow has campaigned for, for many years.

We have heard evidence from Andrew Coyle, as I said earlier.

You have a section "Helping the Inquiry", starting at 654. As I said earlier, I don't propose to ask questions today on that, but you do set out very helpfully various thoughts and further reflections which we can consider as part of the ongoing work of the Inquiry, including whether further changes may be needed to practice, policy and legislation and whether recommendations of particular kinds should be made at the end of this Inquiry. You can take it we have noted

some of the areas. It's quite a broad-ranging final section, where you look at a number of matters and you hope that that will be helpful to our work. Can I assure you we will look at it and consider that as part of our ongoing work.

You mention the thorny subject of mandatory reporting, from 736 onwards. I will just say you do mention it, I don't want to engage with you on that and debate it today. Can I ask you one simple question, because I wasn't sure at the end of the day, having read the passage: do you support mandatory reporting in principle?

A. Yes.

Q. That is fine. I just wanted to be clear whether you did, because clearly like many subjects, big themes, it's an area that does divide opinion. You'll know that?

A. Yes.

Q. There are very strong opinions often held going in different directions.

On your final thoughts, I don't think I should let this pass without at least saying that you have told us a lot about how things were and how things may be weren't as they should have been, but one point you want to make clear is -- you say this at 740, just to pick

out -- that at the same time the terrible things were happening within the system, there were good things going on in residential care, especially so in the List D system and there were a lot of talented people who subsequently rose high in the profession, who started off working in some of these establishments.

You also tell us that one shouldn't underestimate how difficult the task is of looking after children in residential and secure care, but I suppose at the end of the day that is part of the job. They're challenging, but you have to respond in the right way, not simply meet force with force?

A. Yes.

Q. At the end of the day, it's trying to ensure that at all levels you have the right people in the right places and that's often at the heart of it. You have to have the right people with the right attitudes, the right values and the understanding of the children and their vulnerabilities. I take it that is all --

A. I don't think it's rocket science. We know actually what works. The manager needs to set the right tone based on children's rights, recruit staff who are resilient, mature, like children and professional in their approach. There needs to be a culture where a trauma-informed approach is understood and embraced.

You need to pay staff fairly and make sure that the units are adequately resourced. Not too big. Clarity of function, being clear about what kind of place you're running. The gate keeping is really important. I would say the person running whatever it is, whether it's a prison or children's home or whether it's a unit, the person running it needs to have a lot of control over who comes in and who goes out, otherwise the whole thing can fall to bits. For that you need to have sympathetic senior managers who understand the task.

Avoid boastful claims is something that I've come across so much in the past 40 or 40 years. Local authorities claiming they're running centres of excellence when it's nothing near the truth at all. Let's be realistic about what we're doing and be honest about what we're doing.

Really important that you're open to independent scrutiny and that whatever the body carrying out the inspection -- I learned this from Nick Hardwick, a previous very wise Chief Inspector -- don't make assumptions about anything, remain curious at all times, always question what you see and hear.

They're all the things that we know are needed to make it work properly. We don't need somebody to do a PhD to work that out.

MR PEOPLES: These are all the questions and I thank you for your patience and also thank you for your statement with all the recollections, reflections and thoughts which you have provided in the signed statement and your evidence today. Thank you very much.

A. Thank you.

LADY SMITH: Ian, can I add my thanks. You have made a remarkable contribution to the work we're doing here. I'm so grateful to you for digging deep, back into your memory, and shared with us so much helpful information about what you learned over the entirety of your rich and varied career.

Thank you so much for that.

As Mr Peoples said, your statement of itself has been wonderful to have and it was really good to be able to read that in advance of today, but you have brought so much to life in engaging with us in our discussions today. Thank you for that.

A. Thank you very much.

I would just like to say it's been a privilege to be given the opportunity to contribute. Special thanks to [redacted], who has been a great help.

LADY SMITH: I'm sure he appreciates that.

I'm now able to let you go and I hope you can relax for the rest of the time.

(The witness withdrew)

LADY SMITH: It's almost 1 o'clock.

MR PEOPLES: It's time for lunch I think.

After lunch the plan is to have some further read-ins.

LADY SMITH: Read in some statements, starting at 2 o'clock.

Thank you.

(12.58 pm)

(The luncheon adjournment)

(2.00 pm)

LADY SMITH: Good afternoon.

As we said before lunch, we're going to turn to reading in some statements and so, Ms Forbes, when you're ready.

Where are we going to go first?

MS FORBES: Good afternoon, my Lady.

The first applicant's statement to be read in is someone who is anonymous and he's known as 'Brendan'.

The witness reference number is WIT-1-000001060.

LADY SMITH: Thank you.

'Brendan' (read)

MS FORBES: My Lady, 'Brendan' was born in 1985. He tells us about his life before going into care between paragraphs 2 and 6 of his statement.

He was born in Bellshill and brought up in

Coatbridge. He lived with his mother and father and was the youngest of five children. His dad was a painter and often worked away from home. His mum worked as a carer, but was home a lot to look after them.

He states that his mum and dad did their best but it was hard for them. He went to St Monica's Primary School and then St Columba's High School.

His aunt had taught him reading and counting before he went to school so he was initially ahead of a lot of the other children. However, by the time he went to secondary school he had fallen in with a bad crowd and they were a bad influence.

He always seemed to be fighting and getting into trouble. He thinks that nowadays he would probably be diagnosed with ADHD or autism. In his first year of high school he started dogging school, shoplifting and generally just committing crime.

He was running about with older boys and staying out late, sometimes overnight. He was either in their houses or smoking hash and drinking in closes. Social work became involved when his mum said she couldn't cope. He was expelled from school and no other school would take him.

He was supposed to go to day schools and community centres in a taxi, but that never lasted more than

a week because of his behaviour and when he was 13 he thinks his dad had had enough of him because he drove him to Coatbridge social work department and just dumped him there.

He sat there all day until they found a bed for him and at this time he was aged 13 or 14. He didn't go to a Children's Panel.

He then tells us that he was put into a children's home in the west of Scotland and he tells us about that between paragraphs 7 and 11. Secondary Institutions - to be published later

One day out of the blue he was told he was moving to St John's, Springboig and he tells us about his time there between paragraphs 12 and 65. Whilst there he regularly ran away with another boy, sometimes for weeks at a time.

He felt safer on the streets than being at St John's. He experienced beatings and assaults from

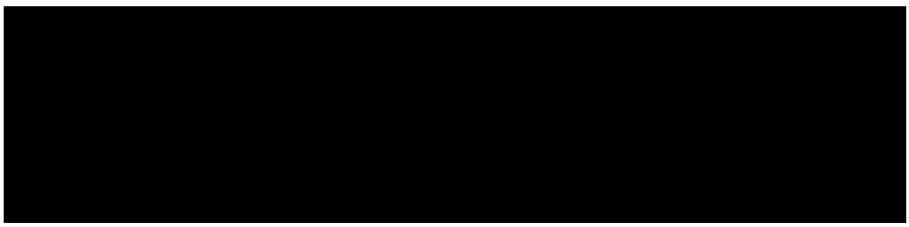
multiple members of staff and he describes them as being some of the worst of his life.

He suffered a broken nose. He was sexually assaulted. One member of staff supplied the boys with hash. One of the teachers there used to ask them to shoplift for him and give him money for the things he would steal.

Three members of staff used to drive them out in a minibus and get him to buy hash for them and the other boys from a scheme.

Staff had threatened to drown them in the swimming pool and say that they had drowned boys before and covered it up as an accident. Violence was a daily occurrence there.

There was a lot of psychological abuse from staff. His family saw the injuries from the result of the assaults there and his mother brought it up at Children's Panels and told them that he wasn't safe there but they didn't listen.



It was drilled into boys that they shouldn't be a grass and staff would get older boys to assault anyone

who was seen to be a grass.

When he was just about 16, he went to a panel and was told he could go home. So he's back living with his mum and dad, but one day he describes himself as going mental in the house and he ended up back in Coatbridge social work office. They found a bed for him in foster care.

But he stole money from them and the next day he was sent back to the children's home. He was at the home for two days and then back with his parents. He talks about life back at home between paragraphs 68 and 70.

He didn't go back to school and there was social work involvement. At 16 he had a girlfriend and they had a child together. He knew how to steal cars and a whole lot of other stuff and his life continued with friends committing crimes and taking drugs.

When he was nearly 17 he went to Airdrie Sheriff Court for some serious assaults that occurred when he was 14 and that he had been on bail for and he was sentenced to 26 months.

If I can read from his statement from paragraph 71. He tells us about what happened after he received that sentence:

"I was taken direct from Airdrie Sheriff Court to HMP Barlinnie. I had been told I was going to be there

for four days. Prisoners were generally taken from the court and processed there before they were taken on to Polmont. When I arrived, I was straightaway put into one of the holding cells. They are right at the reception. We called them dog boxes, because they weren't much bigger than that. I couldn't stand up in it and I could touch the opposite walls at the same time. There must have been about 150 dog boxes. I was left in there for a couple of hours then I was taken out and examined by the nurse. I was put back in the dog box for about an hour-and-a-half and then I was strip searched and given an orange jumpsuit to put on. Every prisoner who goes into Barlinnie gets put into these dog boxes until they are processed. This happened to me at other times too after I was sentenced on other occasions.

Because I was only 16 and under a supervision order, I was put into the health centre within the prison. They were initially going to put me in the suicide cell, but I told them I had no intention of harming myself and the prison officer must have felt sorry for me and put me in the health centre. There were around ten other older guys in the health centre who were hardcore criminals but were in there for some sort of medical attention. Prison officers sat in a wee room and could

see us through the window. They didn't bother us other than to bring us food. I never saw any social workers when I was at Barlinnie.

The prison officers came in about 7 am to wake us up. There was a basin where you could wash and if you wanted a shower you had to ask. They would unlock the shower room and let you in. Breakfast was brought to us. We then just sat about all day in the ward and the older inmates told stories and we had a laugh. We smoked and watched the television and played cards too. It was fine when I was in there.

On the fourth day I was told in the morning that I would be going to Polmont in the afternoon on the bus. There were two other prisoners on the bus with me to Polmont."

He then goes on to tell us about his time in Polmont Young Offenders Institution:

"Polmont, just like all the other jails I have been in, was notorious for its violence by the prison officers. There was a lot of violence between the inmates too. The violence in Polmont was at a higher level than I had ever experienced. It was the same cycle as in St John's with bullying, violence and intimidation.

I was sentenced to 26 months and I appealed against

my conviction. I got out after serving about nine months. I was out for two months then I got sentenced to another three years. I was still 17 when I started this second sentence back in Polmont.

I was in Lomond Hall, which was for the under 18s. The boys in there were aged between 16 and 18. Where I was had three levels, A, B and C. Each level had 15 boys. Above that was C, D and E, which had 15 boys on each level too. This meant there were 45 boys in my section but 90 overall in that unit. There were some older guys in there who had been put in there for their own safety.

All the cells were single cells. All that was in the cells was a bed, a small workshop and a television and a kettle. The cell was warm enough and the bedding was kept clean. My only issue was how many other people had slept on the mattress. It could have been 20 years old, but it could also have only have been two months old. There was also a sink but the taps didn't work. On our corridor was a washroom which was L shaped and there were 12 sinks in there. There were two toilet cubicles and a bit where you could slop out the pot from your cell if you had used it.

Arriving at Polmont was just like every other prison. I was strip searched when I got there and then

I was taken to the under-18 hall. I was put in a cell on my own.

In the morning, the prison officers would open up the door so I could go to the washroom, get washed and then I was marched down for breakfast. After breakfast, I was back to my cell and sat there almost all day. There were a few books I could have got from the library but there were only about ten books which were rubbish. You could also ask for paper to write letters home.

Apart from meal times the only other time the cell door was unlocked was at recreation time. When I wasn't on a work party I got out for recreation, which we called rec, twice every day. My whole section was out at the same time, meaning there could be 45 boys out their cells. Rec time was at 2 pm for an hour. We could play pool or just sit about and chat. There was a pool table at the end of each section on a landing. After rec we went back to our cells until tea time. After tea, we returned to our cells and then got a second period of rec at 7 pm for an hour-and-a-half and we just did the same thing as earlier. After rec we went back to our cells and that was us for the night. At no point did we get out for fresh air in any sort of exercise yard. It was 2007 before exercise was introduced at Polmont.

At meal times all 90 boys ate at the same time in the dining hall. There were rows and rows of tables for four people with plastic seats. Breakfast was cereal and milk. It was collected then taken to the table. The prison officers told us where to sit because we had to fill the tables up in order. Lunch was at 11.30 am to 12 pm, then the evening meal was 4.30 pm to 5 pm. Prisoners who weren't on work parties got fed at 4.30 pm. Work party prisoners got fed at 5 pm. There was nothing else to eat after that.

The food was disgusting. There was no choice. After being there for three months there was a menu we could choose from. You were then given the same food every day for next four weeks. Sometimes there was cake and custard and that was all right. If you were still hungry you could buy noodles from the canteen. You had to cook them in the kettle in your cell, but that meant you couldn't use the kettle for tea or coffee after that. I felt there was never enough food and I was always starving. We got fruit every day. The choice was usually either a treat like trifle or a bit of fruit.

If you needed the toilet you could release your cell door by pressing a button inside the cell. You could then go to the toilet along the corridor then return to

your cell. This was called night sanitation, which was shortened to night san. When you got back in your cell you closed and locked the cell door then put in a code onto a keypad. You had to do this within ten minutes of opening the cell door otherwise this privilege was withdrawn. You then had to use the pot that was in the cell.

Before we went down for breakfast, we went to the bathrooms where we could wash and shave in the sinks. We were supervised in there by prison officers. We were given razors to shave and they were supposed to be counted back in, but it was easy to steal a handful of them, which some boys did.

After I had been in Polmont for a week, the prison social worker came and told me that the social workers outside the prison had withdrawn my supervision order. This didn't really make a difference to me apart from I wasn't allowed to wear my own clothes. They gave me prison uniform to wear. I was provided with two pairs of jeans, two T-shirts and two towels. We weren't given any pyjamas or underwear. I had to get visitors to bring me underwear.

There were nurses at Polmont. There was a lot who came and went. I don't think they could handle the level of abuse that they saw. All the prison officers

stuck together and the nurses would be too frightened to speak out to anyone about what they had to deal with. I never had to go to the hospital with any injuries. My mental health was bad when I was in there, but I was never offered any sort of help, support or counselling.

There was a rota of when inmates worked. They were called pass men. Work might be doing things like dishing up food, mopping the floor, tidying up after meals, doing laundry, working in the reception or things like that. They would do it for six days in a row then get a day off. This was a privilege and you had to be backed by someone to be chosen to go on to this rota.

There were work parties to go on if you wanted. There was engineering, joinery, VT hairdressing, and VT painters and things like that. VT stood for vocational training or something like that. I applied and I was on the waiting list but I was never chosen when I was in the under-18 wing.

My mum came to visit me. She was allowed to come twice a month. Even when I was in segregation I was allowed two visits a month.

If you weren't back in your cell within ten minutes when you let yourself out to go to the toilet they removed that privilege. You had to use the pot in the cell. If you did something more serious they would put

you on report in front of the Governor. Depending on what you had done you might get put in the Digger, which was segregation cells. You were given a radio in the cell but there was no television and you would lose out on your wages for 14 days. They sometimes would give you a newspaper but they would give you it just before midnight just so they could say they gave you a newspaper on the day the paper was printed. You never got to see anybody and they brought your food to you. Some of the cells had a toilet and a sink but in some there was only a pot to use for the toilet. You didn't get out at any time apart from to wash and empty your pot or when you got visitors.

There was a local rule that they could put you in segregation for up to three days. Often they told me there was intelligence that I was going to do something like get a prison officer slashed and I was being held until they investigated it. Most often they would say that I was involved in subversive activities. If they wanted to keep you in there longer than three days they had to apply to the Scottish Government headquarters for a Rule 80 to get this extended to a month. The longest I was in there was for three months. That was when I was in the over-18s wing. I know of prisoners who have been in segregation for five years.

After about four months, I was transferred to the over-18 wing because I had been fighting with someone. I went to Argyll Hall in the north wing, my brother was already there. I was still only 17. This wing was absolutely nuts and from the moment I walked in it felt like a zoo. The other prisoners in there were between 18 and 21.

I shared a cell in the over-18 wing. There was no electricity in the cells on three of the floors. There was electricity in the enhanced section and you only got put in there if you kept out the prison officers' way, were not on reports for three months and were of good behaviour.

The routine was much the same in this wing, but you only got recreation every second day. We got out to get washed in the morning. In the washroom there were ten sinks down one wall and ten sinks down another. There was a shower room downstairs, which was a row of about ten showers. We were able to shower during our rec time, but because we only got rec every second day you could only shower every second day. You were never made to shower. In each cell was what was called a porta potty, which was basically a chemical toilet, which we had to use in the cell. You didn't get night san in this wing where you got out of the cell for 10 minutes

to go to the toilet. The toilets were emptied every Friday and by then they were stinking, sometimes they leaked onto the cell floor.

Being in the over-18 wing was actually better than being in the under-18 wing. In the under-18 cells there were televisions so some guys sat up all night watching the TV, listening to music or stood at their windows talking to the guys in the other cells and having a laugh. It was very antisocial. They would then stay in their beds nearly all the time during the day. In the over-18 hall you were up early and there was much more of a routine and a structure. It was also better in this wing because the other inmates were better and you got the chance to use a mobile phone. I managed to get into a work party when I was in the over 18s and worked in joinery. This meant I had a reason to get up in the morning and get out my cell.

At Polmont if I did something like swore at a prison officer then I wouldn't be allowed any visits. This meant my kids were getting punished for something I did and they didn't get to see me. I don't see that this is fair.

Some of the prison officers had real favourites too. What sometimes happened was that parcels would get thrown over the wall. If there were prisoners who were

pass men the prison officer, HJU [redacted], would let them out to get the rubbish bins and basically let them steal the parcel knowing that it was for someone else.

The prison officers manipulated everything to suit them. They did it through bullying and intimidation. It was worse in the under-18 hall. They stirred things up and encouraged bad feeling and fighting. They would tell me in my ear that I shouldn't let someone from Edinburgh or wherever talk to me like that. They would let people fight and just sit and watch us fighting. Sometimes they would watch it for a while then break it up.

Often I saw the prison officers open someone's cell door and let inmates in purely for the purpose of battering whoever was in that cell. This included the prison officer, HJU [redacted]. I would never grass for the screws or batter anyone for them. All the other prisoners knew that about me. The prison officers hated me.

HJV [redacted] was a prison officer and he was violent. One time he came in my cell and he pulled a lock knife from his shirt pocket. He implied that he could say that he found it in my trainers and I would have to serve another year of my sentence. He then put it back and said he might do it next time. He was just

playing mind games.

Boys were encouraged to fight each other and as long as it happened in the toilet area that was fine. The prison officers would just watch from their office. Before you started fighting you would just go in and tell them that you were going to have a fight in a few minutes then that was allowed. The prison officers I remember were HJW [redacted], IVH [redacted], HJU [redacted], HJV [redacted] and another guy with the nickname HJX [redacted], it was all sanctioned by the management and I am saying that because they did it too, they encouraged the others to do it.

There was a big divide between the east and the west coast prisoners. The prison officers really stirred this hatred up. They would incite us to react to things that had been said or things that had happened and make out that you were weak if you didn't. Sometimes they stirred it up too much and there was a riot. The prison officers were ready for it and reacted. They would be in there hitting everyone with their wooden batons. One time the prison officers really battered the ringleaders and had one or two pinned to the ground. They then asked everyone there if they were the top men. It was all a big show of bravado. There were broken jaws and broken arms. It was brutal.

They didn't like us fighting in the cells. It had to be where they could see you. If you were fighting in a cell they would burst in really heavily, restrain you and then threw you in the Digger, which was the segregation block. Any time they restrained me the force was excessive. They bent my wrists right back and there was no need for it. When they put you in the Digger they stripped you naked and left you there to humiliate you. The first time I went in there, I was beaten by the prison officers. I was punched and kicked to the face and body. I regularly had black eyes and bruises all over my body.

I was put in the Digger the first time for three days because I was fighting. When I was put in there for those three days I was beaten by the prison officers. They punched and kicked me to the head and body. They tried to snap my wrists too by bending them back too far. They were kneeling on me and I couldn't breathe. I thought I was going to die. That time it was HJW [redacted] and another prison officer whose nickname was HJX [redacted]. HJW [redacted] was the main man for giving beatings and he was brutal. HJX [redacted] died [redacted] when I was at Polmont.

There was another senior prison officer, HJY [redacted], and he too was always willing to beat the prisoners up.

I have heard that he was transferred from loads of prisons following complaints about his violence. He used to be a boxer and he used to go on about the number of fights he had won. Personally, I think he was punch drunk. He was about 50.

One time he was searching me when I was in segregation. A few prison officers would come in to search us before we were allowed out for exercise. The prison officers regularly did this and they were supposed to just pat you down. It would always be him that did the actual searching. He wasn't just patting me down. He was heavily touching me up in my private area over my clothes. This happened to me and a few other prisoners. We complained and I told a female governor what he did. He ended up getting suspended, but as far as I am aware nothing ever happened about it.

In the over-18 wing the prison officers had the same mentality. They were just as abusive. A lot of them worked in both the under-18 and over-18 wings. When they were restraining you, they were pretending they were using proper restraint and control techniques, but they were going right over the top and breaking guys' wrists. I saw the prison officers doing this.

When they were taking you to segregation there would be one prison officer holding your head down in front of

you. There would be one on each arm and one behind pushing you. There would be another one barking orders to them. They would then pin you down and undress you until you were naked and I think they did this just to degrade you.

The only person I ever told about what was going on in Polmont was my mum.

Leading up to me leaving Polmont, I was never given any careers advice. I was still 17 when I got out, but it wasn't long before I got another sentence. Crime was all that I knew so two months later I got another three-year sentence when I was almost 18. I went back into the over-18s wing at Polmont. Most of the staff were the same as before.

I think by that time things were worse at Polmont. I was put into a hall for unruly or violent prisoners called Nevis Hall. The divide between the east and west of Scotland was intense and the violence between prisoners was greater. It wasn't safe to walk about at rec time unless you had two weapons. You had to carry two weapons, because if someone grabbed one arm you always had a free hand to use the other weapon. It got to the stage it was just safer to stay in my cell. There was little security checks by the staff. In fact, they more or less encouraged it. They knew weapons were

being carried, but they did nothing to try and find and confiscate them.

I served 18 months of my second sentence in Polmont, so would have got out when I was 19-and-a-half. After that, I was out for seven months then got a seven-year sentence. I am currently doing a ten-year sentence. My time in adult jails has been much the same as it was in Polmont."

He then talks at paragraph 115 about how after his seven-year sentence he tried to straighten himself out and got a job. In between his times in jail he had another child with his partner. He was then recalled to prison and was asking for parole each year. The first year he was refused but didn't bother asking the next year and he tried the year after that, but for some reason the social workers told his partner that he hadn't applied the second year and because of that she left him.

He then talks about the impact that this has had, from paragraphs 116. He mostly talks about the impact in relation to his time at St John's and talks about the violence there shaped him.

He said he ended up being violent because that is all that he knew. He claims that he's been acquitted of ten attempted murders and states that now he's immune to

violence and it's perfectly normal to him.

He says he can account for almost everyone who was in St John's with him and they are either all in prison or dead.

If I can go to paragraph 124 of his statement:

"Because of the wrist restraints I was put in while I was in Polmont my wrists are incredibly flexible and my ligaments have been stretched so much I can bend my hand over so my fingers can touch the inside of my wrist. By the end of my time at Polmont I couldn't feel any pain when they were bending my wrists back because they were so stretched. For months after I had been injured I had great difficulty lifting up a fork to eat. They were so sore I couldn't write letters home.

Since I had been at St John's my mental health has been bad. This was made worse at Polmont. Nothing was ever done at either of these places to help me, because of the beatings I got at St John's and at Polmont I now don't feel empathy for anyone.

At Polmont I was taught and learned that violence was always the answer and it never fails you. The motto I was taught to adopt was that if you lash out first you will always win. This has stayed with me the rest of my life. This is probably why I have spent so long in prison."

If we can then go to paragraph 127:

"I should have been offered psychotherapy and counselling but it has never been offered to me. Every day I think back to the things that happened to me in St John's. There are so many things that trigger unhappy memories for me. I have asked for counselling when I have been in prison but it never materialises. Private jails are the worst because they have a budget and are profit making so getting me counselling would cost them money."

If I go to the section on lessons to be learned in paragraph 132:

"I am not sure what kind of training staff had then on how to deal with children, but better training for the younger staff in reporting abusers would be helpful. I am not sure what would have stopped the violence at St John's. Basically they were just bad people. The prison officers in Polmont were the same. It was a power thing for them."

Then to paragraph 134:

"If there had been more women at St John's then things might have been different. My experience of women is that they are nowhere near as violent as men. Women tend to be a bit more motherly. There was a real macho image of male prisoners and it might have been

better to have more women.

There should be an independent external body that comes in and does spot checks on how these places are being run."

If I can go to paragraph 138:

"I know that before I went to Polmont the prison officers were caught putting prisoners into segregation on false Rule 80s. They had apparently said that they had applied to Government headquarters and been granted authority to keep them in segregation for a month. They had made it all up and some prisoners got big payouts in compensation."

He then says at 139:

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

'Brendan' has then signed that and dated it 26 August 2022.

LADY SMITH: Thank you very much.

MS FORBES: My Lady, the next statement is from an applicant again who is anonymous and his pseudonym is 'Gary'. His witness statement reference is WIT-1-000000951.

'Gary' (read)

MS FORBES: 'Gary' was born in 1963 and he's currently

a life prisoner. He's very open about his personal life and that he has had what he describes as a life of criminality.

As a result he's been in and out of secure accommodation and prison throughout his childhood and adult life. He talks about his life before going into care between paragraphs 2 and 12. He was born in Falkirk and was one of five children. He was the second eldest.

He describes his early life in Falkirk as being really good. They were poor and didn't have very much but they didn't want for anything. They were all fed and things like that.

His dad was always working and his mum was working, but was also a housewife. His dad worked in the Carron factory in Falkirk and then went on to work on the railway. The times that she wasn't pregnant his mum worked for the British Aluminium Company in Falkirk and she did other work like cleaning people's houses.

He went to Langlees Primary School and then to Victoria Primary and then Graeme High. He was always getting into trouble but he says it was nothing horrible or nasty. He would just sneak out the house and run away.

He started hanging about with the wrong people but

describes them as being -- they were all just young and daft. He started dogging school. He was doing what he described as a wee bit of shoplifting and sniffing glue. But that all led to an arson incident.

He had been sniffing glue with some other boys and they kicked in a window at a primary school in Falkirk and went inside. One of the boys put some paper in the corner of a room and lit it and they all ran away and the next thing the place was ablaze.

They were daft wee boys, he describes them as, and everybody started telling everybody else so the police heard about it and came and took him away. There was no police or social work involvement with the family at all until he got involved in that fire.

He ended up he was the only one charged with the arson and he went to Falkirk Sheriff Court to get sentenced but was referred to the Children's Panel for them to find him a place somewhere. He thinks he was aged 11 then. He says he was young and daft with no sense of responsibility but he never thought he would be taken off his parents.

He was sent back home for about a month for background checks and he was expelled from school for that month. At the Children's Panel he was asked about glue sniffing, truancy and the arson. The panel said

they would find him a place.

He went home first and he took an overdose so that he had to be taken to hospital to have his stomach pumped. He was in hospital for about two days. He says he was just scared about being taken away from his parents and he was crying and didn't want to go.

He never knew of anybody getting taken off their parents, so he was just scared. He was sent to Bellfield and he talks about his time there between paragraphs 13 and 55. The plan was for him to go to Bellfield for two years, he was told, but if he behaved himself for a year he would be allowed to go back home. He says that turned out to be a lie.

At Bellfield he experienced emotional abuse from the other boys in the form of threats and physical abuse in the form of slaps. There was also sexual abuse from one particular member of staff, which led up to and included multiple occasions of rape.

There were physical assaults by other staff, being picked up by the earlobes and slapping across the back of the head. At one point he was suddenly told he could go home for two weeks. But he was then sent to Balgowan in Dundee. He describes those two weeks at home as being brilliant and he didn't want to go to Dundee.

He talks about his time at Balgowan between

paragraphs 58 and 113. He was running away whilst he was in Balgowan. He became unruly. He says the staff couldn't control him. They used to put him into a part of Balgowan called the castle all the time. This was for a punishment and it meant that you couldn't get home at the weekends. Sometimes he couldn't get home for three months and all he did was run away all the time.

They would get the belt and he was belted by the headmaster many times. He describes it actually getting quite violent.

Then another male resident at Balgowan, who was about 15 or 16 years old, started abusing him. That started about two weeks after being there so he was only aged 12.

He was raped by this resident and he knows that this older boy was doing that to a few of the other younger boys at Balgowan. He was raped sometimes as many as three times in a week. That continued until about three months after his first year there, where he lost it and he says he beat up this resident with a skateboard he'd made.

Because of that, he didn't get home leave and was taken up to the castle to stay at the weekend. When he was in the castle he would wake up there to sexual abuse from older boys. Sometimes it would be just one person

touching him, but sometimes it could be three. They would hold him down and rape him. They would all take turns raping him.

He was also still being abused on occasions by the previous male resident.

There was also bullying and abuse by other boys in the form of physical assaults. He says Balgowan was bad, but he says it wasn't all bad and there were some good boys and there were some good members of staff there.

After one year at Balgowan, he thought he was getting home. He went home for weekend leave and he was able to stay for an extra couple of days until there was a panel. But at that panel even though he had been doing well he was told he was going back to Balgowan.

His mum and dad were devastated, because they wanted him back. He said he wasn't going to go back so he went to the toilet there, sneaked out the window and ran off but he was caught and ended up back at Balgowan.

He says that after that he totally changed. He went from being the best in the school to the worst in the school. He went from being this wee, quiet shy guy, into this wee, angry guy.

Running away from Balgowan more and more to get away from the abuse.

Even though he had fought back with the older resident, it was still happening with him at one part of Balgowan and up at the castle.

Towards the end of 1977, when he was 14, he went to an assessment centre. He had run away again and was caught by the police in Glasgow. He was made unruly because they said he was out of control.

He talks about this assessment centre between paragraphs 117 and 136. Secondary Institutions - to be published later

he was told he was getting moved to Larchgrove and he went straight to Larchgrove that day. He was in Larchgrove more than once.

He talks about the first time between paragraphs 137 and 152. He remembers running away once and managed to get home to Falkirk. He opened some Christmas presents and then his dad made a phone call and he was picked up and taken back, but he says the staff were brilliant when they got him back from his dad's, they had a big meeting the next morning and they said they understood and they took the decision he should get weekend leave and after that he was able to go home at the weekend and see his family.

He describes Larchgrove as being all right. There was no abuse he could speak of and certainly nothing sexual. They then found him a place at Thornly Park, which he describes as being the total opposite. He would have been 15 when he left Larchgrove and went to Thornly Park. He talks about that from paragraphs 155 to 167.

He was there for about three months. He, again, suffered sexual abuse from the other boys. He would wake up during the night and there would be someone in his bed. There were older boys again so the sexual abuse was happening in his eyes all over again. That

started after he had been there about ten weeks, but by then he was bigger and could put up a better fight than before, so he was fighting with the boys who were abusing him, sometimes it worked but sometimes they got the better of him. These boys were 16 and 17 years old.

He was held down by two of them and raped by another. This happened about eight times. The fighting with these boys got his weekend leave stopped so eventually he just went on the run. He ended up staying with a couple of friends in Barrhead. Their parents weren't happy that he was staying with them while on the run so he had to leave.

He was then outside freezing and hungry and he kicked in the window of a shop. He was caught by police and sent back to Larchgrove for the second time. He was still only 15 years old. He tells us about Larchgrove the second time between paragraphs 171 and 180. He was there for about two months the second time.

By this time he wasn't allowed outside at all because he had messed up being there the first time. Whilst he was there he was taken on one occasion to St Mary's closed block for two days and put in a cell and assaulted there by a member of staff. This assault broke his nose. He was then taken back to Larchgrove.

He said it was different that second time. There

was no sexual abuse but the odd slap on the head from staff. Once his face had healed he was taken to the Kibble and it seemed all right.

He talks about the Kibble from paragraphs 183 to 194. He was 15 when taken there. There was the odd fight whilst there and staff would, he describes them as giving him a kick up the arse. There was never anything sexual.

He ran away and broke into a shed, stole some glue and got caught sniffing it by the police.

If I can go to paragraph 195 of his statement:

"I was taken to the police station for breaking into the shed and stealing the glue. I then went to Gourock Sheriff Court the next day, where I was remanded to Longriggend. Back then everyone went to Barlinnie, D wing before going on to other places like Longriggend, so the police took me there first."

He then talks about Barlinnie:

"You never forget your first time in Barlinnie. I was stripped naked for the medical and they stuck this ball with a bit of wire on it between my legs. It was to check for VD, TB, crabs or anything like that and everybody got it.

Then I was sent for a shower and given prison gear to wear, starched shirts and itchy coats. Everyone had

athletes' foot because you had to wear these old horrible shoes, which probably 1,000 men had worn before you.

If you were going on to Longriggend then you could be sent there that night or it could be the next again morning. If it was later that night you were put in a wee box, they were called dog boxes, until you were transferred. You could spend half an hour in the dog boxes or be in them all day. I was only ever in one for about two-and-a-half hours.

The dog boxes were very small and they had this big pipe going through them which was burning hot. I was also given this food, which is called the mystery bowl, which was all right but everything gets steam cooked in there so you couldn't shit for about a week. It was just all the food from the last few days which was put in a pot and it actually tasted quite nice, but looked like dog puke.

I was kept at Barlinnie for two nights before being sent on to Longriggend so I was put into a cell, not the dog boxes. There were three of us in the cell. We had piss pots and if you needed a crap you did it in the pot, wrapped it in paper and threw it out the window. That is just how it was.

There was no physical or sexual abuse at Barlinnie.

I was transferred to Longriggend in a single-decker bus with other boys after my two nights there."

He then talks about Longriggend Detention Centre the first time:

"I was 15 when I first went to Longriggend, but I was in and out of there right through my teenage years up until I was about 20. I don't know if it still happens but back then whenever you went in front a sheriff and you got remanded for reports then you always went to Longriggend. It could be for social work reports or borstal reports. I pled guilty to that break in and I was sent to Longriggend for borstal reports that first time.

When I went that first time I was in the schoolboys' wing, because I was still 15. I was admonished for that break in and stayed at Longriggend until I was 16. I was nearly 16 by then anyway, so I was only at Longriggend for about two or three weeks.

We all had single cells at Longriggend. We would get up, washed and get breakfast. We just took our breakfast back to our cell and after we'd eaten it we would go to the school, which was up the stairs.

After school, we were locked up again. We weren't allowed to mix with the older boys so we didn't get to do much. We had a wee area where we could all mix but

we spent most of our time in our cells in the boys' wing.

I didn't get any visitors at Longriggend and I didn't want my mum to come and visit me at any of the approved schools I was in. She was busy looking after four kids, so she didn't have time anyway.

All that happened at Longriggend was fighting. I just got involved in fights all the time. There was no abuse or violence towards me or any of the other schoolboys by any staff, not I'm aware of.

As soon as I turned 16, I went to Polmont Borstal. I was always up to no good in Longriggend so they couldn't get me out of there quick enough. I went to Falkirk Sheriff Court and they sent me to borstal. I had to go to Barlinnie first of all. That was the process back then. It was four days that time. Then I went to Polmont."

He then talks about Polmont Young Offenders Institution:

"Borstal is training, so you get nine months to two years. I was there for nine months before I got my first parole.

There is a place at Polmont called the Alli Calli, which is the Allocation Wing, and that's where you go to start with, to get processed. You go in there for about

eight to ten weeks before being sent to either the North, East, South or West Wing or Carrick House, which were all at Polmont, or you could be transferred to Castle Huntly which was in Dundee.

Before you knew which wing you were going to, you had to go and see the Governor. Every time anyone went to see the Governor it was mad. The officer would throw you into his room and you would land on this mat that slid across the polished floor in this room and you ended up right under his table. The Governor would then shout at you to get up. I don't know why but that was the way they had that designed.

That happened to me when I left the Alli Calli and the Governor shouted at me and told me I had been allocated to Carrick House. That was known as the place all the nutters and violent guys went, but I was told I was going there because I didn't like being in big groups and I remember getting told that.

Carrick House was a box shape and we had all single cells. The cells were around the bottom and the top and the exercise yard was in the middle. There was no toilet in your cell. You just used the piss pot, which was emptied every morning or whenever it needed to be. If your door was open you could go and empty it.

The staff I remember from Polmont are

GQJ [redacted], Rab Oliver and James Oliver, they were brothers, one of them was killed in a car crash. A lot of them just shouted at you. That was the main discipline they seemed to use.

It was a military type of thing at Polmont. In the Alli Calli we got up, went down for breakfast, which was pretty good, we had porridge, a bit of bread, egg and a bit of bacon.

After breakfast, we went back up the stairs and we could go to the gym, go to meetings or talk with staff about things. We also learnt how to march so we did that some days. I can't remember much about the routine. I can't even remember any school. We did have work, everybody had a job, mine was a cleaner.

In the evening after dinner, we would be banged up in our cells from about 5 pm or 6 pm. You were going into the prison-type system so you were banged up quite a lot.

Once I was in Carrick House we could get an education if you wanted and I got into the workshop which was great. I was a marquee erector, that was my job, so in the summer I was never in the borstal because we used to have to go out to set up gala days and those kind of events.

My dad used to come up and visit me at Polmont with

my brother, my mum wanted to come and see me but I didn't allow that. I didn't ever want her to see me in those places. I couldn't avoid it as a kid but once I was in Polmont and after that I never let her see me.

Sometimes my dad would come up and spend all his time sitting chatting with the screws as he knew some of them. To be honest, I think that's how I got my nine-month parole because I was fighting all the time so I was quite surprised to get parole.

I got battered by staff a few times at Polmont. The worse was GQJ, we called him GQJ and he was a bad guy. If you were a Protestant you were done. He battered all the Proddies and of course I was a wee proddie so he battered me a few times. He would just kick me in the guts or punch me. It was just because I was Protestant and he would say that when he hit me. He probably battered me about four or five times at Polmont.

If you did anything wrong, like fighting, you would be sent to another wing as punishment. It was known as 'wing punishment'. They also had the Digger, which was underneath the north wing. It was like the Digger at Larchgrove but you could see outside.

I remember I was once sent to east wing for wing punishment where GQJ worked. I remember there was

a boy there who had a tattoo of King Billy and GQJ [redacted] ran up and kicked him right in the face, took him right out the game. He was unconscious. I was standing next to the boy when that happened.

I think that once the staff realised where I came from they kind of backed off me because I just lived in the [redacted] from Polmont. My dad used to come up and visit me and I think the staff knew him so they stopped battering me.

There was a lot of fighting between the boys. I was always involved in fights with the Glasgow division in Polmont. The staff loved that. They had this game called Murder Ball, where they would take us all down to the gym and give us this big medicine ball.

There were the Glaswegians, the Aberdonians, the Dundonians and us. The staff would say it was time to get rid of our stress and throw us the ball but it just stayed where it was and we all started fighting. There were no weapons or stabbing, it was just fist fighting. It felt good if you won, not so good if you got battered. When you were young you weren't bothered as the punches just bounced off you. The staff encouraged that. But I can't remember any of the ones that were involved in all that.

There was nothing sexual at Polmont. It was

a different set-up altogether there and although I witnessed things I wasn't that bothered about anything that went on. Was it bullying or abuse or was it just the staff showing their authority because that's what borstal was all about?

I wouldn't have reported anything at Polmont. That wasn't what you would do back then. You just took it as it was and that was it. I didn't ever see a social worker or anyone like that anyway. That had all gone by then and it was more a probation thing.

I knew I could do up to two years at Polmont but you can get your first parole at nine months. I got mine at nine months and, as I say, I think that was because of my dad.

I went back to stay with my mum and dad in Falkirk from Polmont. I was home for about three months then I broke into a bowling alley in Falkirk one night and I was caught inside by the police.

I went to Falkirk Sheriff Court for that and got remanded for social work reports, so I went to Barlinnie for that night then back at Longriggend the next day."

He then talks about his second time at Longriggend:

"I spent about three weeks at Longriggend. I was getting assessed for my fitness and suitability to go to a detention centre. Longriggend was different that

second time as I was no longer in the schoolboys' wing because I was 16.

It was quite violent that second time. There were loads of stabbings and slashings and basically every single one of us got battered. If you thought you were "a ticket", that's a wee hard guy or loudmouth, then the screws would say, 'You think you're a wee ticket, well we're the bus conductors' and, smack, you would get a whack on the back of the head.

Everyone was getting stamped, which was a punch on the back of the skull. We all got that, including me. We got that and we just got battered. That could be punching and kicking but I don't remember anyone getting kicked unconscious.

I couldn't tell you any names, but they all did it and they were all big men. I was just a wee, skinny boy. I do remember learning quickly which staff not to upset.

I did my three weeks' assessment at Longriggend that second time and went back to Falkirk Sheriff Court, where I was sentenced to Glenochil Detention Centre, which we called DC. I was sentenced to three months, which you can't do any more than unless you get other charges. If you behave yourself you do eight weeks, five days, that's what I did."

He then talks about Glenochil Young Offenders:

"It was sharp shock treatment at DC and it was way worse than borstal. When I say shock, I mean it, because as soon as you arrived in that reception on day one your life changed.

As soon as you went into DC you had to have your hair shaved off, but before that, after you're sentenced and first arrive, everyone gets the same treatment. At least I think this happens to everybody. You're taken through the gate into the reception area and then it's just the police and DC staff, all in their uniforms.

You walk through reception and a member of staff walks up to you and it's an automatic crack on the jaw. I got one and I was knocked clean out. Everyone you speak to who has been in DC will tell you that story, because that happened to about 95 per cent of the people that went in there. I don't know who did it, but that was the shock part of the treatment for you.

I woke up and was seen by the doctor who said I was okay and then I got dressed into this kit they have. After that, the shouting starts and it doesn't stop until you're locked up at night. I was shown to my cell and I remember it was mayhem. The noise with all the shouting and it was all staff who were doing the screaming. They shouted at everybody, none of the

inmates were saying a word.

It's like a boot camp type of thing at DC. You start on an induction wing and then move on to different places until it's time for you to go. You get shown what to do and how to do your bed block and that kind of thing, but I was okay as I'd already learnt it all in borstal.

I remember getting an induction in the gym, you were told what was going to happen and what you would be doing and you did get fit at Glenochil. That was great.

After all that it was back to your cell and you would be told about lights out, which was 10 o'clock. You were marched about and shouted at everywhere you went and that never really stopped until night-time. To be quite honest, I actually enjoyed DC. It was the quickest sentence I've ever done. You were well fed and you came out super fit but you did get battered.

It was all about installing discipline in you at DC. A lot of the boys were used to borstal and living like animals, so it was invented by the Government to change the boys and discipline them, that was the purpose. If you speak to anyone who's been in borstal and DC they will tell you the same.

Your feet never touched the ground at DC, from as soon as you arrived in that reception on day one. You

were getting shouted at all the time. You were on the move all the time. You couldn't even talk. It's the quietest I've ever been in my life.

Everybody was in single cells, and when we got up everybody had to have a shave. Even if your body was not ready for shaving you had to have a shave, as it was getting you ready for shaving. You had to be clean shaven all the time.

We would go down for breakfast then you would be working, going to school if you wanted to or doing the gym for marching or training things like that. It was all very regimental and you just went wherever you were told.

Everything had to be perfect. You had to bull your boots and have your bed block perfect. The lights went on in the cells at 5.30 every morning and I used to get up at 6 am. I had everything folded and perfect. That stays with you. If I was to take you to my cell now you would see everything folded and perfect in all my cupboards.

I was very good at all that, but that was because I had done borstal before DC. I'm glad of that and the Army cadets. That taught me how to march as well. You had to learn how to march and if you couldn't march you got battered until you did learn how to march.

So you had to have everything perfect in your cell by the time your door was opened in the morning. You could be alright and the next four cells could be alright; but if there was one guy whose stuff wasn't right then everyone's kit was chucked out and it was all mixed up together.

I mentioned the shouting and it's all you hear in DC, shouting and shouting and shouting all the time. I was thinking what's going on here, but you can't stop to think and you can't talk or the staff are screaming at you, "Don't talk, you've not got a voice, you belong to us now".

The food was amazing. I've never eaten so much food in all my life, but you need it because you're always on the move. You had to eat everything but everyone did. You were young and hungry. That was never a problem.

We were in the gym or running every day. I was super fit by the time I left DC. We did a timed mile run, which I was good at as I was pretty fit. They made us all run the mile as fast as we could and told us not to be last otherwise we would be introduced to Big Freddie and Little Freddie, which were a cricket bat and a wee rounders bat. They told us if you were lagging behind you would get hit and if you were really slow it would be Big Freddie and if it was just a wee bit slow

it would be Little Freddie.

There was a wee beefy lad and all the boys were looking at him knowing he was going to be getting it. Right enough, he was lagging behind and I could hear him getting hit while we were all running.

I was off thinking I wasn't going to get hit, but there was a guy taking all the times and after we finished we were told that if you didn't get a faster time the next time you would get hit by one of the bats. They were fly you see, that was their trick.

The staff also liked to play this tag game with a tennis ball. They would throw the ball at us while we were running about in a group and if that ball hit you, you knew all about it. It was a bit like paintball and it was fun but, you could be covered in all these red marks.

Another thing we did at gym was the Liberation Gym, which was your last gym session before you get out. You have to do everything backwards. We were all super fit by then and you had to be, as we had to climb up ropes upside down, go up the wall bars backwards, so it was pretty scary and a bit strange. If you fell you landed on your head and that did happen to people.

We did cleaning and things like Bible studies and we got graded for the things we did. You started with

nothing. Then you go to a yellow grade and then you go up to a red grade once you'd done all your Bible studies and all that. The red grade is just for the last three weeks or so, but you weren't treated any different with the grades.

I got my yellow grade quite quick and that got me the job of Kit Storeman. That was my job during the week, making all the kits up for all the guys in DC. Another thing I did was to go over to the gatehouse and do some of the cleaning over there.

I once saw a boy run at a screw with a fire extinguisher, the screws got it off him and started hitting the boy on his legs with the fire extinguisher up and down, that was a sore one. I don't know who the boy or the screws were.

If you needed a crap when you were in your cell you had to take it in your pot. I remember this lad who was that scared in there for some reason he wasn't shitting in his pot and he had been wrapping it up in newspaper and saving it in the back of his locker. When the screws found out you could hear him screaming from the battering they gave him and they were rubbing his shit in his face. It was terrible. I remember standing watching that. We were told to stand and watch.
I think that lad might have tried to hang himself

actually. There were a lot of suicides in DC. I don't remember the lad's name or any of the prison officers.

Boys were always getting beaten up in DC. I remember there were two Irish screws that got me. I'll never forget them. GMV and GRK were their names. They were two well-known characters at DC. I had been in a bad mood and I told one of them to fuck off. There was a cupboard at the back of the toilets and two of them took me in there and battered me, they kicked me in the back and on my head and face. I had a burst nose and I was just knackered. It was a regular thing for them to beat people up.

I remember I was in the toilets one day and there was a guy sitting in one of the toilets and the screw GMV was shouting at him to hurry up. The guy told him where to go, because he was doing the toilet, and GMV kicked the door in and set about the guy. He had him on the floor and was kicking his head and body. It was a right doing. That guy was never the same in the head after that. His eyes were rolling in his head. He just wasn't right. I don't know who the boy was, but GMV did that to him.

DC was just the same as other places. You just didn't report things. We didn't speak to one another much at DC anyway. You couldn't or you'd get battered.

Nothing was spoken about or reported.

We had no training or preparation for leaving DC and going back home. There was nothing like that. We did go to the careers office in borstal just to get a National Insurance number.

I did my eight weeks and five days and then I was sent back to my mum and dad. I was driven down to Stirling railway station and then I got a train to Falkirk. It was only a ten-minute ride back home.

It was all right back home but I just went out and got back into trouble again. I was breaking into places, shops mostly, and just taking money out of tills. I ended up getting caught again and the next place I went to was Friarton. I never went back to DC again.

I was always sent to Friarton after DC and I was there a few times. It was never any more than a three-month sentence, otherwise you had to go to DC. I would look to get out after eight weeks and five days again but I did do a couple of three-month sentences. I would have been in there about six times up to the age of 21.

Friarton was all right really. You got into the fights with the boys more than did you with the staff. I might have got into trouble once or twice, but nothing

I can remember."

He talks about his life after care from paragraph 271 and 'Gary' tells us he had problems with drink, got into drugs and was getting into fights. He had a few relationships and he ended up with six children. He worked as an industrial cleaner and a labourer at times, but he was convicted of murder in 2012 and sentenced to life with a minimum of 22 years.

He talks about the impact from paragraph 276 and this relates to his entire time in care. Balgowan features heavily in that and he talks about the sexual abuse he sustained there.

He's quite reflective about how if he'd been allowed to stay home after that first year of Balgowan he might have been a completely different person. He has had problems with alcohol, heroin and violence and he talks now about trying to get into a rehabilitative prison.

He does say that there were some attempts at suicide as a teenager and he's covered in scars from that, although he doesn't think he was really trying to kill himself.

There is one further paragraph before the end that I just want to read out, if I can, my Lady. 291:

"They did have some things right, particularly at DC. They put discipline in your life and I still do

certain things that I learnt there. My clothes are still always folded up perfect. It was definitely too violent, but that was what it was designed to be. I'm glad the rule in Scotland was that you could only do it the once mind you. If it hadn't been so violent it would totally have worked and I would have gone back."

If I can go to paragraph 300 of 'Gary's' statement:

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

He signed that and dated it 31 March 2022.

LADY SMITH: Thank you very much.

I think we have all earned ourselves a short break at this point. Before I rise, some names to bear in mind as being covered by my General Restriction Order so far as identification is concerned, that is they can't be identified outside this room, and they were all prison officers, HJV [redacted], HJW [redacted], IVH [redacted], HJU [redacted], somebody called HJX [redacted], GQJ [redacted], somebody GMV [redacted] and somebody GRK [redacted].

Thank you, we'll take the break now and another read-in afterwards.

(3.09 pm)

(A short break)

(3.18 pm)

LADY SMITH: Ms Forbes, where next?

MS FORBES: My Lady, the next applicant's statement is from someone again who is anonymous and known as 'Peter'.

LADY SMITH: Thank you.

MS FORBES: The witness statement reference is WIT.001.001.5189.

'Peter' (read)

MS FORBES: 'Peter' was born in 1964 and he gives us some information about his upbringing in a section called "Background", which is between paragraphs 2 and 13.

He says that he parents separated when he was four. He, his dad and his two big sisters went to stay with grandparents at Cranhill. He's no idea where his mum stayed and she's never been in his life. His dad took up with his stepmother and he has three younger half siblings through that relationship.

Life at his grandparents' was normal and he was never in trouble back then. When he was about eight he remembers being taken by his stepmother to the Social Work Department in Glasgow. He was given a book and told to sit there. The next thing he knew he was put in a car and taken to a children's home in Glasgow.

It was after his dad had moved in with his stepmother and she started having her own children with

his father that he was put into care. He tells us that his sister later told him that he was sent to a children's home because he wet the bed. But he said he later asked his stepmother and father about this and they just blamed each other.

But as a result of that decision he spent the rest of his childhood and adolescence in a succession of homes and institutions. 'Peter's' not very clear about where he went and when. But he tells us that although it wasn't every place he went to that he was abused but in every place violence seemed to be the answer.

He was in a children's home for a couple of weeks and then went to a residential school. He tells us about this between paragraphs 14 to 59 of his statement.

[redacted]

He was then sent to Kerelaw Residential School and he tells us about that from paragraph 60. He was at Kerelaw between 1976 and 1980, he had two lengthy periods there for about two or three years in total. He was aged between 12 and 14, he thinks.

He states that Kerelaw was about bullying. He describes it as a rotten place, full of juvenile delinquents who all picked on each other. He was sexually abused there by staff. He was physically assaulted by staff. There was emotional abuse.

In 1980 he was allowed home on leave from Kerelaw when he turned 16. However, his stepmother kicked him out and he sofa surfed for a while and then was homeless. He stayed in an adolescence centre in Easterhouse for a few months and was doing a youth training scheme at the time.

He was arrested for something, he thinks it was maybe a breach of the peace, and he ended up at the District Court.

Then if I could read from his statement from paragraph 123:

"Between my 16th and 18th birthdays I was in and out of detention centres. I was in and out of Friarton,

where I did a three-month detention in 1980 or 1981 and Polmont where I did a two-year borstal sentence in 1982 to 1984. I think I was an adult by the time I was sent to Glenochil.

There was no sexual abuse or anything like that in the detention centres or prisons I went to after Kerelaw. But they would still bully and victimise you. There was plenty of physical and mental abuse. I say that because that was just how these places worked. They ruled you by fear and would punch or kick you whenever they felt like it.

In my life, I have served 28 years in prison, which is the equivalent of two life sentences. My last prison sentence was served from 2005 to 2007."

He then tells us about being in Longriggend:

"I remember being in Longriggend for a three-week remand as a schoolboy for a social enquiry report, I was sent there by the district court. I'm sure I was under 16 at that time and maybe as young as 11 or 12, not that that made any difference. The only difference was that the cell doors opened outways for boys and inways for the older inmates. I remember there was a wee corridor that segregated us from everybody else in the jail. I may have had other short periods on remand there. That was a mad place. The screws victimised you there

too. They were proper prison officers in there. I recall one occasion being booted into the shower because I had said I was not taking a shower."

He then talks about Friarton Detention Centre:

"I was 16 when I was in Friarton. I was there for about eight weeks. Even there I ended up in solitary confinement. In fact I was released straight from solitary confinement. I remember one incident in Friarton, I was given a razor and refused it because I didn't need it. I got punched and told to do as I was told.

Not every place I went to did I get abuse, but in every place I went to violence seemed to be the answer. If you didn't do what you were told they'd just beat you up and say now you'll do as you're told."

He talks about Polmont from paragraph 129:

"I really don't know how old I was when I was sent to Polmont. I think it was for two years between 1982 and 1984 but it is at least possible that I might have been only 17. I can't be sure, but do know that I did my borstal there.

In there you just did what you were told. You had no say in anything. I remember being put into solitary confinement for six months. I have no idea why I was given that punishment or why it was for so long but

I think it was the Governor's decision. His name might have been Middleton, although there were several Governors and Deputes.

When in solitary you did not get to speak to anybody and while you were supposed to exercise for an hour every day, that usually depended on which of the screws were on duty. You slept in the cell and got fed in the cell. The thing I hated most about it was they would get you up at 5.30 am and give you a cup of tea and a wee sandwich and then take you to the gym. This would be before the rest of the place were up and about. There would maybe be up to five or six of us there at any one time in separate cells.

You also had to slop out, empty your own toilet. There was no sink or shower in the cell. Your bed would be taken away and all you could do all day was sit there and count the bricks in the wall if you wanted to. You could read if you were sometimes lucky enough to get a book. You had to sit on a cardboard chair at a cardboard table. There was no TV or radio. You were not allowed to smoke. The cells had windows but they did not open."

He then talks about the impact from paragraph 133 and a lot of that relates to what happened to him in Kerelaw and how the bullying and the sexual abuse there

turned him into a bully and a sexual abuser.

He turned to drugs. He used heroin intravenously up until five years ago and he took other drugs and drank. He stopped drinking about nine years ago and drug use resulted in his having hepatitis C. He says that he tried to commit suicide many times.

If I can go then to the last paragraph in his statement -- at the end of his statement there is no declaration, but the information I've been told is that he is aware that his statement is being used as part of the Inquiry and has no difficulty with it.

LADY SMITH: It was a statement taken quite early --

MS FORBES: It was my Lady --

LADY SMITH: -- in statement gathering, 2016.

MS FORBES: November 2016.

My understanding is that the declaration paragraph may just be an omission.

LADY SMITH: I wonder if that was right. It may have been after that that it became absolutely routine and somebody was always expressly asked the question. But he's confirmed it anyway?

MS FORBES: Yes.

LADY SMITH: Thank you.

MS FORBES: My Lady, that takes us then to the next statement from an applicant, again who is anonymous, and

has the pseudonym 'Sean'.

LADY SMITH: Thank you.

MS FORBES: His witness statement reference is WIT-1-000001099.

'Sean' is anonymous and my information is that he is deceased since giving this statement.

LADY SMITH: Right. Thank you.

'Sean' (read)

MS FORBES: 'Sean' tells us that he was born in 1965 and talks about his life before care between paragraphs 2 and 15.

He was born in Newmains, Lanarkshire and was one of seven children. His mum worked in a factory and his father was a miner. The pits were starting to close. He didn't have the best of things. He went to primary school and then secondary school in Wishaw, but wasn't there long. Social Services became involved because he wouldn't go to school. He got in trouble with the police for driving a car twice and he picked up some lead lying at the side of the road and took it to the scrapyard. Police were at the scrapyard, saw him and charged him with theft by finding.

So he went before the Children's Panel. They sent him home and he had to go to Social Services every Friday, but he ended up involved in the theft of

a vehicle with two of his cousins and the car was set on fire.

He had a paper round at the time and the bag from his paper round was still inside it with his name on it. The police wanted him to give evidence against his two cousins but his father wouldn't allow it. The trial took place at the Sheriff Court in Hamilton. If I could then read from his statement at paragraph 14, he names his two cousins and says:

"They got off scot free and I was found guilty. The Sheriff sentenced me to 18 months until I turned 16. My mother and father wouldn't go to court but my brother, [redacted], was there. I later found out that he asked for permission to give a letter to the judge. I don't know what the letter said. My parents were Catholic, so it might have been asking for me to be sent to a Catholic home. I was put in Longriggend until they could find somewhere for me to go. The judge told me that and I was also told that when I arrived at Longriggend. I was then taken downstairs to the cells in the court.

I was taken to Longriggend from the court. I was in a kind of bus with other boys. I felt numb. I didn't know how it could have happened."

He asks how could his cousins stand there with that on their consciences. They had even admitted to his

brothers and sisters that they had been at the scrapyard to steal a car and he had just been unlucky enough to pass by while he was doing his newspapers.

He then tells us about his time in Longriggend from paragraph 16:

"I was 14-and-a-half when I went to Longriggend. It was the winter of 1979. When I was in the cells at the Sheriff Court, I asked the officer where I was going. He said that I was going to Alcatraz. It wasn't until years later that I learned Alcatraz was a prison in America. Apparently Longriggend was similar to Alcatraz. There was no escaping and there was nothing round about it. It didn't matter how high you went, you couldn't see anything. The only thing you could see was the row of houses that led into the prison.

I was there for about three to four weeks. It was out in the sticks. There were houses which were for prison officers. It looked like a prison inside and it had cell doors and landings. Although I was in the section for younger boys, it was the same basic routine as everybody else. I found life strange there. I was in a prison.

All I could do was watch what everyone else was doing and follow them. If someone came out of their cell with a cup, I would know that was when you went for

your breakfast. It was a matter of picking someone out and relying upon them to show me what to do and what the process was. Unless I was going to school or something like that, I was locked up for 23 hours a day. There were about 10 to 15 boys on the wing of the floor that I was on. There were only two wings at Longriggend. I don't know how many people were on the other wing. In a place like that, you didn't get to wander around. You went where the officers told you to go.

As soon as I arrived at the prison, I was given a letter, a pen and a piece of paper. The officers closed the cell door and told me to write a letter to let people know where I was. My family must have received the letter because my sister came to visit me.

I had a cell to myself. Sometimes the cell door would be open but most of the time it was closed. I had to use a piss pot and slop out all the time. We were woken up in the morning and we had to slop out. We then went back to our cells. You had to sign your razor in and out. We tidied up our cell and then we went for breakfast. After breakfast, we were locked back up in our cells again unless we were going to class. After classes, we were taken to lunch and then back to our cells. We were locked up again and that was it most of the time.

You would line up in a corridor and go for your dinner. You stood at your cell door for your cup of tea and rock bun, which they gave you for your supper. That was it and your door was closed. We were locked up until the next morning, except to slop out at night-time. The only time you saw any other part of the prison was when they sent you to the classroom or if you got a visit.

The prison officers decided who went to class. It must have been due to your age. I went to classes, but I didn't go for long. I was only there for three or four weeks. I can't remember much about the classes. I was more worried about who knew that I was there. When you were taken away from court, they didn't tell your parents anything.

We didn't get any exercise or leisure time. If we weren't at meals or in class, we were just sitting in our cells. I found out that you could get one of those little square radios with the button on the side and I applied for that. By the time I got the radio in and the prison officers had checked the radio to make sure that there was nothing in it, I was leaving Longriggend. I gave it to a lad in a cell down from mine because he had nothing. That was what you did in prison. If you had stuff left over from the tuck shop or canteen you

would pass it on to a new lad coming in or a mate. If they didn't use it, they would pass it on too.

If someone kicked off, we would hear the screws shouting 'lockdown'. We knew that someone had kicked off somewhere. The screws would have to go there so we would be locked down until they sorted out the problem.

There were two boys in Longriggend who had been sentenced for murdering a boy on the railway in Glasgow with ice picks. They were on the same landing as me. They kept kicking off. Some lad shouted at them to shut up and they must have thought it was me. One morning I went into the toilets and was confronted by one of the boys. He had a plastic cup and he had bitten all the edges off it. He stuck it in my face and my face was injured.

After I was attacked with the plastic cup, the screws asked me about my injury. In those kind of places you keep your mouth shut or you just make things worse. I didn't say anything. My sister came to visit. She asked me what had happened to my face and I told her what had happened. She asked me where the boy was and I pointed him out. She dived across all the tables and grabbed him by the throat. She ended up getting kicked out of the prison.

I said to the officers that I was supposed to be

going somewhere else. They told me that I had to bide my time and they were still looking for somewhere suitable to place me. One day, the officers came into my cell and told me to pack my stuff up because I was moving out that day. I got my own clothes back and I took everything else back to the laundry. I was taken by two prison officers to St Andrew's School. I didn't know where I was. I didn't even know it was called St Andrew's. All I was told was that they had found somewhere suitable for me and the two officers would take me there. I can remember looking out of the car window, not knowing."

He then talks about his time at St Andrew's School, Shandon between paragraphs 28 and 106. He was still 14 years old when he went there and he tells us that he suffered physical assaults by staff and sexual abuse by staff. There was an incident when he was working on a golf course where he thinks he was drugged and assaulted.

LADY SMITH: Was St Andrew's a List D at that time in 1979?

MS FORBES: Yes, my Lady.

He went on home leave from St Andrew's and was then told to stay there, because there was scarlet fever in the school. He then left there just before he was 16.

If I can go to paragraph 111 of his statement:

"I got into trouble for driving offences when I was 16-and-a-half or 17 years old. I don't think social work was involved with me anymore. I was remanded for two weeks and taken to Barlinnie.

I was 16 when I went into Barlinnie. Nothing happened to me there. The hardest shock was being scared that there were murderers in there. I was in D block, which was for younger prisoners. That meant that we went for dinner and things at different times from the older prisoners.

I was constantly locked up for psychiatric observations. I don't know what the reason was for that. I was put in front of the Governor and then I was put in front of the Medical Officer. The next thing I heard was, '[he says his surname], psychiatric observations'. I don't know whether it was something that the judge at court had requested. When you were in psychiatric observations you were in your cell nearly 24 hours a day. The other thing about Barlinnie is that they could make a good curry out of leftover food. I was in Barlinnie around Christmas time and we did get chicken or something like that."

He then tells us about going to Glenochil:

"I was taken from Barlinnie to Hamilton Sheriff Court. The judge said that he was sending me to

Glenochil for three months for a short, sharp shock. I went straight to Glenochil from court. I was put into a block that was a single wing with a closed door at the end of it. It didn't have bars on it, but it was a completely closed door. There were seven or eight cells down one side and four on the other. There was a wash area, a slopping-out area and three other cells at the bottom side.

My first experience at Glenochil was being kicked in the spine on my coccyx. When you went into Glenochil you weren't allowed to speak. We were given our clothes and then we were taken to whichever unit we were going to be in. I asked an officer whether I was supposed to turn left or right. He kicked me right at the bottom of the spine. I dropped everything that was in my arms and I ended up on the floor. He kicked me again and told me to get up. I said that I'd only asked him left or right. He said that when I was in there I would only speak when I was spoken to. I dragged myself back up off the floor and caught up with the rest of the prisoners.

When I first went into Glenochil, they sent one of the other lads to show me how to make a bed block. Luckily enough that lad was from the same area that I came from."

He names him and he says he ended up being his sister's partner:

"When he got out he told my sister how bad it was in Glenochil. They expected us to get up at 4 am and make a bed block up. The bed block was a blanket, a sheet, a blanket, a sheet and it had to be a solid square block. When the officers came in if they thought you'd done it wrong then they'd pick the full bed block up off the bed and bounce it off the wall. The bed block would break open and that was it. You got it again.

I was scared to use more than one blanket and sheet, because I didn't have time to do them the way the officers wanted them before they opened up the cell in the morning. I ended up not using all the sheets. I slept with one sheet on my bed and kept the rest of the bed block together. When I got up in the morning I had to fold my sheet up perfectly in a thin line."

LADY SMITH: That is quite a familiar type of explanation. Some other people have said they just didn't use their sheet and blankets at all and slept on the floor under the bed rather than disturb it.

MS FORBES: Yes:

"If the officers picked it up and bounced it off the wall and it broke open then we knew we were in for trouble. We knew we were getting beasted and that the

officers would wreck your cell. When I say that we were beasted, I mean that they were put out on to the parade ground or made to stand outside our cells with our arms out. Our pillow had to be square. All the corners had to be tucked in and it had to be like a square box, the same as our bed block.

We weren't allowed to lie on our beds in our cells. We had to sit on the seat in our cells with our arms folded. We weren't allowed to do anything. The only way that we could get a break from the seat was if we lay down on the floor. The unit had a closed door, but as soon as that door was opened the wind would blow into the rest of the unit. If I was lying on the floor with my face underneath the tiny gap under the cell door then I would feel the wind blowing on my face. I knew that the door had been opened so I would jump straight back up and sit on the seat with my armed folded. We had to do that constantly when we were in our cells. All we got was a Bible. We didn't get any books or anything like that.

There was only one good screw in Glenochil. They called him Manuel because he looked like the little fella out of Fawlty Towers. Every now and again when he was on duty he would leave our cell doors open. We could stick out heads out but we weren't allowed to go

out onto the landing. It meant that we could breathe a little bit. We weren't allowed to shout but we could speak quietly to whoever was near us. All the other screws just locked us up and kept looking through the keyhole. If we weren't sitting there with our arms folded then they would come into our cell and start wrecking it.

All I ever did was polish floors. It was the same day in and day out. I had a big pole and it had a big wipe on the bottom of it, like a buffer. I had to polish all the floors and swing it back and forwards until the floor shone. If we had been working on the floor then the officers would come and take the corner of their boot and pull it right across the floor. They would leave black rubber marks. We had to restrip the floor and start again. If we ever had any time to ourselves then that's what we did in our cell as well. Our cells had to be immaculate.

If we were out scrubbing the floor with a scrubbing brush and we saw an officer walking along the corridor we had to jump up and shout, 'Excuse me, sir'. We had to wait until he had gone out and then we would get down and start scrubbing the floors again. Before I went into St Andrew's I had been in the Army cadets, I was in the Newmains Platoon, we used to go to Army camps, do

assault course and go out onto the moors. We marched and did all that kind of stuff. Our cells at Glenochil had to be ten times more immaculate than they had been in the cadets. We had to polish our boots and make the toecaps and heels shine so that you could see your face in them. We had to get into every little groove right round our boots.

After I had been in there for a while I was picked up by one of the officers. I think he picked up on the fact that I could march and do all that, because I was used to do those things in the Army cadets. He told me that I was going with him to the parade ground and into the screws club. When you're in Glenochil you were put on the parade ground to do a marching parade.

I was marching along and he asked where I had learned how to march. I told him that I had been in the Army cadets. He sent me to the screws' club to clean it. I knew the officer was watching me. After he put me there, he left.

When I was a boy, I would help my mum out at the club at the bottom of the road. I would wash down the tables and hoover the carpets. Because I did such a good job of cleaning the officers' club and because he knew I had been in the army cadets, that officer took to me. He asked me what I was doing in there. He said

that I wasn't like the rest of the boys and that I shouldn't be in there.

That night, the officer came into my cell and told me to get my jacket. I gave him my jacket and he put his hands into my pockets. His fists were clenched. He brought out three dog ends. He said that if I started picking things up then I wouldn't get any more jobs. He slammed the door. He came back three-quarters of an hour later and told me it had been a set-up and he was giving me a warning. He said that if I kept getting the job of cleaning the club other prisoners would put pressure on me to start stealing dog ends and whatever they could get out of the Club. He said I would end up losing my remission.

A week later I got a job cleaning the Governor's office in the main building. I had to go early in the morning and hoover the floor. I had to polish the desk, the seats and the worktops. I took out any dirty cups and washed them. I then had to go and hide in the cleaning cupboard so that the staff didn't see me and I wasn't a threat to them.

The officers at Glenochil were army and police rejects and all they wanted to do was kick and punch us. Nobody was safe from them. If we'd done something wrong we had to stand outside our cell with our arms by our

side for an hour at a time. It was hard. We weren't allowed to lean on the wall. If they caught us leaning against the wall then they gave us a kick on the way past.

If there was any dirt in the cracks of the sole of our boots then we got beasted for that. One of the things the officers did was put us out in the back stair when everyone else had been doing an assault course. They let them run up the stairs with their dirty feet. We had to scrub the stairs with a toothbrush from top to bottom. We cleaned the stairs, the landing and the windows next to the stairs. When the Governor came round in the morning they came in. We were asked to take our jackets off. It was a black and white fleece jacket. They put it under our beds and along the pipes. If they pulled it out with any dust on it then we got another hiding and we were put on report. The officers pulled all of our drawers out and looked underneath the drawers. We were just beasted. That was all they would do to us.

If there was dust in our cells they gave us a kick and a punch and made us stand outside our cell. They wrecked our cell and we had to go back in and make the cell back up again. They ripped up the bed block. The bed block was the worst thing, because it was a struggle

for anybody in there. Glenochil was an evil, evil place.

Some of the reports that I saw on the Governor's table were unbelievable. I had to move them off the table and put them on the chair so I could polish it. As I was putting them on the table, they opened up. I saw what was actually going on and that the police and ambulance had had to be brought into the prison. Some of the reports on his desk were from the young offenders institution next door, as well as the detention centre. There were lads [redacted], [redacted] themselves.

It happened in the block that I was in. A young lad was brought in and he was crying from the bottom of his heart, screaming for his mother. We were all banging on our cell doors. We were shouting to the screws to at least open his door and let him breathe so he could calm down. The screw said that didn't happen in there. We all got opened up the next morning. The boy's cell was down on the right-hand side, second from last. As soon as the officers got to his door they shouted, 'Lockdown, everybody back in their cells'. The lad had gone quiet during the night. When they opened the cells the next morning he was dead.

We had tried to tell them to open the door and let him breathe, let him know someone was there for him. They just would not do it and in the morning he was dead.

We were all locked up and his body was carried out of the cell. It was disgusting. They had no time for us whatsoever. I had heard people crying, but this was coming from the bottom of the boy's stomach. If you had heard that boy crying you would have broken down the door to get to him, but they would not open that door. They were pure animals. I don't know whether there was a police investigation, but there must have been. I didn't see that report in the Governor's office. If they'd only opened that cell up for that lad, he'd still have been alive today."

He tells us then he was at Glenochil for the full three months of his sentence and then he talks about life after care from paragraph 136. He says that he lived in Carlisle for periods of time. He got married. He had five sons and a daughter with his first wife. He had a daughter with someone else in between. He worked in various jobs. He's been with his current partner for 15 years and they have 35 grandchildren between them.

He talks about the impact from paragraph 145 and he says that he's had health issues and issues with

alcohol, depression and he talks about lessons to be learned from paragraph 158.

'Sean' sadly died before he signed his statement, but those involved in taking the statement from the Inquiry are content that the statement reflects the evidence that 'Sean' was able to give to the Inquiry.

LADY SMITH: Yes. We have a process for them to sign a declaration to that effect and I understand that's been done in this case.

Thank you very much.

MS FORBES: My Lady, there may be time for another short one.

LADY SMITH: Let's do that, it's just 3.50 pm now.

MS FORBES: My Lady, this next applicant again is anonymous and his pseudonym is 'James'.

LADY SMITH: Thank you.

MS FORBES: His witness statement reference is WIT.001.003.0236.

'James' (read)

MS FORBES: 'James' was born in 1966 and he talks about his life before going into care between paragraphs 2 and 7. He was born in the Bridgeton area of Glasgow and lived with his mother, father, four sisters and a brother. He went to a couple of primary schools and then started secondary school in Carntyne, his father worked for

a company that laid gas pipes and his mother worked in a bakery. His parents were both alcoholics.

He says they didn't have anything and he got into trouble as a younger boy because of that. He did things to get food and to get clothes and he increasingly got into trouble for petty things and he skipped school and refused to go.

Social work got involved and there was a Children's Hearing that placed him into care. He was 13 years old at that time and he was told he was being sent to a List D school for six months and he was taken to St Andrew's, Shandon. He tells us about that between paragraphs 8 and 98. Indeed the majority of 'James's' statement is about St Andrew's.

Just in summary, he was there on and off until he was nearly 17. He provides a lot of detail about his time there. Whilst there, he suffered abuse, there was excessive corporal punishment, he was sexually assaulted by a member of staff, there was inappropriate conduct by staff and there was emotional abuse by other members of staff.

If I could then go to paragraph 99 of his statement, where he talks about life after leaving St Andrew's:

"Not long after I left St Andrew's I ended up in a detention centre called HMP Glenochil, I was nearly 17

when I ended up there. After HMP Glenochil I ended up in HMP Polmont. The regime in detention in borstal was ten times worse than St Andrew's. The whole experience was the most brutal experience I have experienced in my life. I saw guys getting battered and arms getting broken.

I ended up later in life [redacted] on brutality in prison, [redacted] Jimmy Boyle. Jimmy Boyle was a notorious reformed gangster from Glasgow. I did that through in Edinburgh. There was [redacted] and some of the members of staff who had been there during the time I was there. I remember ripping right into them whilst I was there. I'm not interested in going into the details of what happened in those places as far as this statement is concerned. I wasn't sexually abused there. What happened there was all part of their regime.

After borstal I went back to my family in Carntyne. I then decided enough was enough. I packed three bags of clothes and walked out on my family. From that point on I was never in trouble again in my life. I then bumped into a friend who had a rented flat in Dennistoun. It was through him that I ended up renting my own flat. I ended up meeting a girl and we eventually got married. We had children together.

I have had various jobs over my life. I have worked for Tesco's and the council, I have worked in security for years and years."

'James' talks about the impact from paragraphs 102, but this is all about his time at St Andrew's.

At paragraph 121 of his statement he says:

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

He signed that and it's dated 12 November 2019.

LADY SMITH: Thank you.

MS FORBES: I'm not sure there is another one that is as short.

LADY SMITH: I think we are done. We have done well, Ms Forbes, thank you for that.

I'll rise now until tomorrow morning and we start with an oral witness tomorrow morning, do we not?

MS FORBES: Yes, my Lady. There are two witnesses for tomorrow.

LADY SMITH: Until 10 o'clock tomorrow morning then.

Thank you.

(3.57 pm)

(The Inquiry adjourned until 10.00 am on Wednesday, 13 December 2023)

I N D E X