

Scottish Child Abuse Inquiry

Witness Statement of

LWH

Support person present: No

1. My name is LWH but I am known as LWH. My date of birth is 1940. My contact details are known to the Inquiry.

Background

Qualifications

2. In June 1961 I obtained a diploma in Physical Education, in June 1962 a certificate in Primary Education and in July 1968 a Qualification in Special Education, both from studying at Jordanhill College of Education.
3. In September 1971 I obtained a Senior Certificate in the Residential Care of Children and Young People and in January 1972 a Diploma in Social Work Administration both from the University of Glasgow.

Employment History

4. Between 1962 and 1963 I worked as a teacher of physical education at Graeme High School and Dawson Park Special School, both of which were in Falkirk.
5. From 1963 to 1969 I was employed as a teacher of physical education and general subjects at Mossbank Approved School, Glasgow.

6. In 1969 I took up the role SNR [REDACTED] at Langlands Park Residential School for Girls, Port Glasgow and was employed there until 197[REDACTED] when I successfully applied for SNR [REDACTED] at Balrossie Residential School in 197[REDACTED]. I was in this role until 199[REDACTED] when I decided to leave as I felt I had done my bit.
7. Between 199[REDACTED] and 2008 I was a Consultant in Residential Childcare and Education and was employed by Social Work Services Inspectorate as a member of a team carrying out an appraisal of a secure unit for young persons. In 1998 I was engaged by that same Inspectorate to carry out a comprehensive review of the population of young people in secure accommodation in Scotland.
8. My consultancy work has included projects with Fife Council, Aberlour Child Care Trust, various residential schools, The Scottish Institute for Residential Child Care and Audit Scotland. The work for Audit Scotland involved a significant amount of time collecting information in various Children's Reporter's offices throughout the country, contributing to the creation of the report entitled 'Dealing with Offending by Young People.'
9. I was a board member of The Scottish Commission for the Regulation of Care (Care Commission) from [REDACTED] 200[REDACTED] until 200[REDACTED]. I served on a number of committees of the board, including Strategy, Complaints, Finance Audit and Compliance as well as on Advisory Working Groups covering a range of topics.
10. For a number of years I was involved as a voluntary member of the Board of Managers both of the open school and secure unit at [REDACTED].
11. Again for a number of years I was a voluntary member of the Board of Includem, an organisation geared to supporting vulnerable young people in the community and helping them avoid admission to residential care or the penal system.
Training Contributions
12. Over many years I have been a visiting speaker on a range of topics relating to children and young people in various educational and other work settings. These include The

Diploma in Special Education courses presented by Jordanhill and St Andrew's colleges of education, training courses for Children's Panel members, The University of Glasgow social work course, Langside College residential care course and the residential school sector in both Scotland and England.

13. In 1989 I was included in a senior management training initiative run by Strathclyde University and sponsored by Strathclyde Region.
14. I have been trained in interview and staff selection procedures and have extensive experience of this at various levels. For a period of time I was on the selection board for applicants to the social work course at Jordanhill College.

Community Parent Project

15. Whilst I was at Balrossie I was asked to take on other work as well as being SNR SNR because I was obviously beginning to show that I could actually handle that responsibility.
16. In 1982 I was seconded by Strathclyde Region for a year to lead a small team of social workers to set up this project which was a special fostering scheme for children already living in residential schools or about to go into them. I was completely away from Balrossie for over a year for this.

Intermediate Treatment Projects

17. I have been involved in setting up and also evaluating Intermediate Treatment Projects in the community with the Social Work Department to help reduce the number of young people being sent to residential schools.

Outdoor Activities as a means of engaging young people

18. Whilst SNR at Langlands Park I developed a special programme of integrated outdoor education as an aid to residents who were reluctant learners. Jordanhill College audio visual department made a training film called SNR

of this work, over a period of three years, working in different locations throughout Scotland.

19. I chaired a working group over a number of years that wrote and later revised the Code of Practice in Safety on Outdoor Activities for all staff of Strathclyde Region's social work department. I also acted as lead officer for them to the Ocean Youth Club, encouraging and arranging funding for young people to become involved in sailing and other outdoor education activities, thus extending and enhancing their life experiences.

Radio and Television

20. Over the years I have been involved in a number of radio and television programmes covering the topics of young people in trouble and residential childcare and education.

Posting at Langlands Park Residential School, Port Glasgow - 196█

21. I worked SNR █ at Langlands Park Residential School for girls from 196█ to 197█. It was about fifty years ago so I might not remember the routine as well there. In 197█ I was away from Langlands Park for a full year to go to Glasgow University.
22. The school was situated in Port Glasgow on the hillside looking down onto the River Clyde. With it being such a long time ago I can't remember the full layout but I do remember some of the rooms. It was just an old fashioned building but if the truth beknown it wasn't really suited to its task.
23. Before I started there the schooling was done in the main building but they had plans to build a classroom block. Once I started there I was clamouring for it as I recognised we needed better resources. We built a classroom block on an old tennis court area. It was purpose built with several classrooms including a home economics class at one end and it made quite a difference on the girl's attitude to going to school. It was very new, it was very attractive and very conducive to learning.

24. It was only a small school that varied between about sixteen to twenty girls. The age range was probably from about fourteen to sixteen years in the main.
25. It was one of the List 'D' schools and it was predominantly a small residential school for girls who were seriously at risk or, they themselves had been involved in delinquent activity. It was quite a combination of that but it was effectively a place of safety.
26. The volunteer member of staff who has made allegations against me, Deirdre Macdonald, in her statement mentions one girl in particular whose mother had been selling her off at the local train station. It was the kind of place for girls that had some horrendous life experiences, needed a fairly safe environment where they could live for a period and have some of these issues tackled.

Application Process / Recruitment

27. I got the role because SNR [REDACTED] secured a job SNR [REDACTED] at a girls' school in England. I had been working at Mossbank approved school for about six years when I successfully applied for the job. I can't really remember where I saw it advertised but it was always well known around that group of schools when there were opportunities.
28. I think I applied to the local board of managers at the time and a number of their members interviewed me for the job. There was maybe three of them but I can't remember who they were.
29. I suspect they took written references for me but I suppose having been at Mossbank School I had a good reputation as a good contributor and it wasn't difficult getting a good reference for Langlands Park.

Structure at Langlands Park

30. SNR [REDACTED] at Langlands for the whole time I was there was a Welshman, MSH [REDACTED]. I think he was probably in his early fifties when I started there. I don't know how long he had been there before I started but I know he had been working at a school in Wales before he was at Langlands Park.
31. MSH [REDACTED] was very supportive of any good ideas that came from the girls or me and he was a great help. He wasn't necessarily involved in the things I was arranging but he was certainly very supportive of making them happen. He would do the same for anyone who worked in the place or one of the girls as well. He did a lot of work in the community and through the local church as well.
32. MSH [REDACTED] and I had a good relationship and he was very supportive of my [REDACTED] rugby commitments. I became president of [REDACTED] and I introduced him into there. He loved that and it was a useful thing in that him and I had a good relationship and got on with each other.
33. The structure [REDACTED] was that there was SNR [REDACTED], SNR [REDACTED] and I were the only males as the rest of the staff were all women.
34. There were two senior care officers but I don't want to mention their names. There was a group of other care workers most of whom were actually local women. I can't remember exactly how many there were nor the ratio of care staff to girls but there was always at least two workers in each of the areas the girls were. Their role was to care for the girls on a daily basis and to support and keep them safe for the period they were there, due to their background situations.
35. I didn't have too much to do with the care side as even although SNR [REDACTED] I suppose had responsibility for it, I was concentrating on the education component. The senior care officers would deal with the reviews and all the work relating to that.

36. We had night care cover but I can't remember exactly how it worked. I never did night shift but may occasionally have been in the building as I was living next door and was always available if required. I don't remember ever getting called out though.
37. We had a night watchman who patrolled the grounds and outside the building but he was never inside the main building. We also had domestic staff who did the cooking and cleaning.

Living Arrangements

38. There were [REDACTED] houses in the school grounds. [REDACTED] MSH [REDACTED], his wife and four daughters lived in one. When I started there we actually owned a house in Bishopbriggs but I decided because I had gone for a promotion that we would sell our house and move into [REDACTED] one in the grounds. There were no other staff who lived on the premises on a permanent basis. Other than the houses and the main building where the girls were there wasn't a lot of space. There was some bushes at the front and a cemetery at the back.

Training / Induction

39. I had done a lot of training up until that point, and it was whilst I was there that I was seconded for a year to Glasgow University to do an advanced course on residential child care.
40. I wasn't given any formal training or induction when I started but I did spend a lot of time learning what the issues were within the school. Maybe one of the key issues was the fact that education as a general issue was needing promoted and encouraged.
41. I didn't do any specific training so that I could work with girls and I don't think that was necessary. That was an interesting adjustment that I had to make because I had been involved with boys before that. Dealing with a group of girls, I have to say was very

different. I had three sisters so I knew some of the dynamics of that. I learned some of it on the job and I realised quite quickly that the girls were going to operate in a very different kind of way from boys.

42. One of the things about living right next to the main building was that we were never far away from the girls. We became friendly with them and relationships were very good. Staying on the grounds with my wife and two boys we got to know the girls very well to the extent that one of the girls used to babysit for us. My boys were three years old and six months old when I started at Langlands Park. They got to know the girls very well.
43. I think the culture of Langlands Park was different from other places I worked because it was predominantly female staff dealing with the girls. The girl's issues were a predominantly different affair altogether compared to boys. The problems weren't quite as severe and because we had become friends with them the girls became very supportive of what we were doing. It was a softer, non-threatening kind of place most of the time.
44. One of the things that sometimes took my breath away was how if an individual believed in something she would stand against the whole world to stand up for that issue. It didn't matter if she fell out with her friends in the process and you would never get boys doing that very much. If the girls were with you, my goodness they were with you and on your side.
45. All the girls weren't equally damaged. Some who were there were quite stable and level-headed individuals but were in circumstances that were horrendous where they were being abused or engaging in activities that were illegal.
46. When I think back now we depended a lot on the girls who were level-headed to make it possible to actually work with the ones that were not. Girls would say to others that they were doing wrong and tell them they thought they should stop it.

Role SNR

47. The initial part of my role was to find out the key issues and then we moved onto exploring the world effectively because we did some remarkable things.
48. When I arrived there I found that education was something that most of the girls did not want to entertain. None of them had really gone to school much and were kind of anti-education in a way. There was emphasis on education but the girls weren't responding.
49. I think the reason SNR was that they wanted me to broaden the horizons of education, introduce them to other things and try to capture their imaginations about it. To be honest I think I managed to do that in the time I was there. It sounds like boasting but it is a fact as I broadened the whole place. We did a huge amount of out and about activities.
50. Fortunately the kind of skills that I've got and had at that particular time allowed me to do things totally differently. MSH was really very supportive of this. I was an outdoors person effectively who could promote a whole array of new life experiences for these girls. I was a musician, I could do lots of different things that were useful to the place, to actually promote the place and make it become more alive and it needed that.
51. I don't know if that's why they chose me to do the job. My work at Mossbank had indicated that I would have been a help to that and I think I actually was.
52. There were suggestions that the girls were just being contained there but even when I first arrived there it wasn't quite like that. They were going out and about but not quite in the way I organised it.
53. My role was predominantly but not exclusively to look at the educational side of things. I had some responsibility along with MSH in having links to the local community. That was important and particularly through St Martin's Church that we

were involved with. I arranged for girls to take part in play group situations, to do concerts at the church and anything that promoted the life of the place.

54. I didn't have an office as such but there was a room that MSH and I used. I don't remember too much about it as it was a long time ago.
55. On a day to day basis I would be in the main building or occasionally I would be away organising the next expedition or the next broadening of horizons. Most of my time would have been around the school and classroom area and trying to make sure the teaching staff and the girls had the resources they needed to do the job.
56. I probably had a day to day routine but I can't really remember exactly how it worked. Things tended to change from day to day. There was always something buzzing in that there was always some trip or activity that we were going to do, so I was involved in organising that. I did occasionally teach if somebody was off sick or whatever. Although I was an ex PE teacher, I also had qualifications in general subjects teaching and was a special education teacher, so I had a lot of things at my fingertips that could be useful.
57. I suppose Being such a small place it was easy for us to meet very regularly and debate what we should be organising next.
58. The teachers were only in the school during the day but some of them came in and taught extraneous duties beyond that and did other kinds of work with the girls. With me leading outward bound activities, that caught on with other teachers, they became very interested in that and took the girls away for camping expeditions.
59. There was some very good people there at that time. There was some local people who weren't very highly qualified but there were a number people at middle management and upwards who were very well qualified.

60. The size of the classes would vary considerably from day to day depending on what their needs were. There was a timetable that they were expected to follow.
61. One of the interesting things about the issues that I was introducing to do with 'let's explore the world' and get some new life experiences, was the fact that a lot of them became very enthusiastic about that kind of issue. They had missed out on that, up until then and in fact it helped with the more formal kind of classroom work. A lot of preparation had to be done for these trips that could then tie into mathematics and English and in a sense it fed the levels of enthusiasm that hadn't been there before.
62. I wanted to make them more enthusiastic about life in general and fortunately I was able to make that happen. I knew a lot of people at Jordanhill Training College who helped and I knew the person who ran the Police Boat on the River Clyde and these kind of experiences were things they could go back and write or talk about or cost.
63. By exploring the world, I meant that it was partly experiencing things out with the school but partly some unusual kind of things. For example one was becoming involved with the man who was the head of outdoor education from Jordanhill College. I approached him, he became involved and offered lots of resources. This was when the audio visual department at Jordanhill made the film that I had mentioned previously.
64. He did this to show what could be done with young people that were not educationally motivated but given the right opportunities could go and learn how to feel better about themselves. By knowing that you could water-ski better than the next person, could kayak or walk a lot of hills, that gave them that feeling. We did a lot of other things like concerts, we ran discos and tried to broaden their horizons in any way we could.

Recruitment of staff

65. This school was managed by the Church of Scotland at 121 George Street, Edinburgh and they were quite hot on procedure and making sure everything was done correctly.

66. I don't remember any specific interviews but I was certainly involved in them and I would have been involved in the interviews for teaching staff.
67. If it was volunteers that were being recruited it would mainly be under the direction of MSH . He SNR was a strong kind of personality, a dominant figure in a very healthy way and he would have the final say on recruitment.
68. I think I was maybe involved in the volunteers' interview process and may have had some sort of responsibility for them. I don't remember many of the volunteers and don't remember who had line management of them or what the dynamics of that were.
69. I am sure all staff being recruited would need to provide written references and be vetted. I wasn't involved personally in obtaining references for them but I am almost certain that all volunteers would also have to provide them. I couldn't be certain about every case but my memory of it was that people were appointed in a very safe kind of way.
70. Not all of them were qualified teachers. There was a typing teacher, an art teacher, a home economics teacher and a general subject teacher as they did assessments of girls arriving there with all different levels of education.
71. Most of those staff involved in education were probably taken on board on a part-time basis to start with because due to the size of the school they couldn't afford to have a whole lot of education people on a full-time basis.
72. The ones who were full-time were the ones doing general subjects like maths and English and the others were on a part-time basis. I think there was probably only two or three full-time teachers at any given time. They needed to assess what these girls needed. Lots of them had missed a lot of time and they weren't going to be there that long so the teachers had a limited period where they could make up for lost time.

73. My wife was a qualified teacher and was invited by MSH to work there. She probably started two or three years after me on a part-time basis. She was interviewed for the role but I wasn't involved in it.

Supervision / Training of staff

74. I took responsibility for supervising each of the teachers because predominantly my role was to do with education and promoting that. I spent quite a lot of time with them individually, especially at a time where a teacher was having difficulties with certain individuals. I'd be the person they would be most likely to come for if it was anything to do with education or an extension of education. We would discuss tactics that they could use in the classroom, that might deal with the situation more effectively. I cannot think of a specific example for this.
75. I met with MSH on a regular basis to evaluate staff and talk about how people were doing in the work situation. That was an important part of it so that we were all aware of who was bringing a good contribution and who was struggling.
76. I'm sure there were occasions, but I don't recall whether we identified if anybody needed further training or regular appraisals. You would spend time with individuals if they were maybe struggling with one element of their role but that didn't mean they were bad at their job.
77. I don't think we had regular appraisals it was more on an ad-hoc basis. I was around there a lot of the time and I suppose my memory of it was that the teaching staff who were there at my time were very good in the main. I have no particular memory of anybody that I thought shouldn't be there. They were all able enough or became able individuals as they got to grips with that very special type of job.
78. I never had cause to discipline or dismiss any staff at Langlands Park.

Policy

79. I think MSH [REDACTED] did a lot of writing of policies for the school over the years he was there. Again I can't remember them and I am more au fait with the ones that I wrote later on for staff when I was at Balrossie.
80. I don't know if there was anything for the staff that outlined their individual roles. That all came to pass and it developed over a period of time into something that was working well. There must have been some sort of record but I have no memory of it.
81. I don't remember seeing any written policies for anything. I know there was guidance given all the time but whether that was written down I don't know. That guidance would be given at staff meetings, to individuals who needed help with specific issues. A lot of the work that was being done apart from the educational component was carried out by MSH [REDACTED] and the two senior care officers. They would be the ones promoting the quality of care. The impression I always got of it, without being too deeply involved in it, was that the quality of care was very good.
82. We did have all staff meetings but I don't know how regular they were. We would discuss the issues of the time, what was around and what we were all planning to do next. They were chaired by MSH [REDACTED] and he would formulise discussion points. He was keen to keep his finger on most issues that were on the go. I don't remember if there was an agenda or minutes circulated. There probably was but that was not the kind of thing I would keep in the back of my head and say I might need that some time.

Children

83. I think virtually all the girls were sent to Langlands Park by the children's panel system and they all had a field social worker. These social workers came on a regular basis for reviews.

84. I can't remember the average period of time a girl was there. Some were there for short periods of times but it depended on each individual's circumstances.
85. I can't remember the sleeping arrangements for the girls other than they were in shared rooms of probably two or three girls. The building wasn't really suited for purpose. It was an old building that was just being made use of and they could've done with having more individual privacy than was possible there. Albeit I wasn't directly involved in the care of the girls I always got the impression the girls were well cared for and looked after. They were well clothed and certainly well fed, as the food was always excellent. The staff ate the same as the girls and I would sometimes be there eating with them. There was a cook who decided the menu and it was always well managed.
86. I don't think there were any rules around mealtimes because we were trying to make the place as informal as we could. The only incident that sticks in my mind was that right in the middle of a mealtime a girl, who was a dominant type of character, took offence at something one of the other girls had said and went for her. We had a terrible job separating them.
87. That rarely happened but they were tricky moments. There was hair pulling and that was the only time you laid your hands on the girls as you had to separate them. The girls involved would be taken away from the hall and probably had their meal afterwards.
88. I don't know what the showering and bathing arrangements were for the girls as I was not involved in any of that. The facilities were more than adequate for this as I think a lot of money had been spent on effectively an old building. I don't know if the showers were communal or not but I do know there was a lot of emphasis on individual privacy.
89. The girls didn't wear a uniform to school they just wore whatever they wanted to wear. It was never regimented in any way at all that I can remember. I think the girls got an allowance to buy clothing but a lot of them had clothing of their own as well. There were laundry facilities in the school where they could get their clothes washed.

90. There were cleaners in the place so the only chores the girls had to do was to keep their own areas tidy.
91. Assembly was held every morning and it was an opportunity for MSH to tell one of his stories. He had a dominant voice and you felt you had to listen. There was no prayers at assembly.

Schooling

92. If the girls weren't going anywhere, and that was most unusual because there was either reviews on the go, or girls going out shopping, it would be a normal school day. There was no choice not to go to school, the girls were expected to go and the times would be that of a normal school day. They would go to lessons in all the general subjects, typing and home economics. That became easier as they became more enthused with what we were teaching them.
93. We didn't do PE as such, but one thing I did bring to the place was to ensure was that the girls had a healthy lifestyle. I was quite a young guy and the girls loved having a guy about twenty eight or twenty nine coming along SNR who was promoting a lot of really interesting activities.
94. Despite what Deirdre Macdonald hinted at, the girls in the main liked MSH very much as well even although he was a bit different. He was certainly different from me, as I was a much more go get them and make things happen character. He wasn't, but he was a clever man, a thinker about things.
95. Physical activity was mainly walking the hills and boating. We didn't have team sports as such as we didn't have the facilities at the school for that but we did occasionally take them down to play games at Park Lea which was an area of grassland down by the river.
96. I think there was then, and there always has been, a different attitude towards girls doing team sports as there was to boys. It is heartening to see the amount of team

activities that there are on the go for women now that didn't exist in the past. I've never had any objections to it and I wouldn't have been involved in working with girls if I hadn't been looking for the best thing for them.

97. I was a keen birdwatcher and kept manuals in the classrooms. That was another element of the educational side of things. I kept a grass snake that was non-poisonous and once it escaped so I had to go and find it. I didn't keep animals there that needed regular care but the snake just had to be fed now and again. There was an element with me about what were the girls learning about the natural histories of the world. That was part of the deal where ever we went that they had to learn something from it.
98. We did lots of music. I am a singer and a guitarist so I did a lot of that with them. I read in Deirdre's statement that when the girls were in her room they used to sing Glasgow street songs to her, well it was me that taught them the street songs in the first place.
99. We tried to build music into the timetable but we sometimes did it as an evening activity. It made a lot of sense that it was me that was running it as I knew about these kind of things. I used to take them out to do concerts in old folks homes. I know very well that music has a very settling effect on people that are damaged or a bit distraught. Not everybody could do it. It just so happened that I could, so I used it as much as I could in Langlands Park and the girls absolutely loved it.
100. I think reproduction and sex education was part of the education programme but it would be wrong of me to tell you what was taught in that because there was quite a number of topics that the teachers would cover. The home economics teacher was a very able woman and she would certainly have been including that. I don't remember what the components of their teaching programmes were.
101. A lot of these girls when they came to Langlands Park were very experienced sexually, and some of them had been sexually abused so it would have been a very regular topic for the key worker or senior care worker. There wasn't a culture of not talking

about it as you could talk about anything, but it wouldn't have been appropriate for me to talk to them about that.

Healthcare / welfare

102. I think one of the senior care workers was a qualified nurse but I am not certain of that. There was certainly a lot of care and attention given to girls medical issues. There was a huge amount of that went on. There was a lot of time consulting with the local doctors where that was necessary.
103. I suppose it was all part of the caring and being looked after as part of that was that if any medical or female issues came their way they were dealt with more than adequately. The senior care officers were responsible for ensuring that that part of it was operating at a good level. I just don't remember all the detail of that because my mind was on other things.
104. We had a psychologist, Janet Hassen, who worked with the list D schools at that time and she came to the school regularly whether she was needed or not. I think she was an educational psychologist so had a lot of interest in the educational component as well as the care side and mental stability of the girls. She would do individual work with the girls but not group sessions.
105. I can't remember how often she came but she would come in and ask what issues were there for her to help with and would see the girls when they were identified as needing to see her. She might speak with ^{MSH} or me but most likely it would be with the senior care officer to see who was identified.
106. One thing that sticks in my mind is that one of the girls that was needing to see Janet refused to speak to her and she said that she would only speak to Janet if I spoke to her first.

107. Bob Brittain was the psychiatrist who used to come to the school irregularly but as we needed him. He became head of Carstairs Hospital later on and was a very able psychiatrist.

Religious Instruction

108. At the weekend if they weren't going home the girls would go to church and be accompanied by a member of staff.
109. Although it was an organisation run by the Church of Scotland and officials from there used to come and inspect the place there was no real religious instruction involved during the normal school day. The local minister, Ian MacKenzie from St Martin's Church was there on a regular basis as he was interested in what was going on in the school and he would take some sort of worship at appropriate times.
110. He would come and spend time with staff and he was another source of use. If somebody maybe had a minor grievance, he might be a good person to share it with. He was somebody that didn't interfere but he was a useful fellow who could suss out things that maybe the rest of us were too close to. So Deirdre Macdonald's hint that there was no worship wasn't really true. Maybe there wasn't as much when she was there due to the time of year.

Leisure Time

111. After school some girls would go out to different clubs usually in the church if it was appropriate. A member of staff would take them there in the minibus we had. It could probably seat about ten or twelve people. There was also evening activities arranged in the school as well. we made good use of the local sports centre for games and trampolining.
112. There was always a trip or expedition being planned. I found a place up in the Trossachs and we used that cottage month after month. Sometimes it was just for a

few days at a time but it would depend on how long it took to organise as to how often the girls went there.

113. We also had a lot of boating equipment, some of which we kept at Lochwinnoch and a lot of the girls learned to sail there. We also had a towbar on the back of the minibus and I was always dragging kayaks and boats around the countryside.
114. It wasn't just at the weekends we went to these places, as I suppose we interrupted their main educational week occasionally to go away and do these special things. We didn't go every week but we regarded it as an educational opportunity. These trips were never sold as a treat, it was sold as part of their education. It was emphasised to them that we expected them to gain something from it. It wasn't just an adventure as we expected them to do something with the experience. We wanted them to become enthusiastic about issues they had maybe never thought about before.
115. We couldn't take all the girls at once and I think I would have had a big say in who was needing the opportunity to go. There were some girls who were in some sort of disarray when they arrived and you couldn't take them away too quickly. Some of them had become more settled and were able to manage in a realistic kind of way with some of the things we were asking them to get involved in.
116. The actual number we took would depend on what activity we were doing. If we were going on the police boat it would be three or four girls and probably one member of staff.
117. The cottage in the Trossachs could probably take the whole school but I don't think we ever did that. On average we probably took about ten girls at a time with a varying number of permanent and voluntary staff.
118. I don't remember any rules regarding the ratio of staff to girls when we went away. I would usually be there overseeing the whole thing. There would always be at least one, sometimes two permanent members of staff one of which was always female.

119. One volunteer was the son of the principal lecturer from Jordanhill, who was organising a lot of the experiences. His son was a skilled boatsman and that was the reason he was there as he knew how to teach people how to sail and work the water. On this occasion there was also regular members of staff there as well.
120. We sent a small group of girls down to London to see the show 'Oliver' with my wife who was a senior teacher by this time and another teacher and they stayed at the SNR [REDACTED]'s school. I don't know how it was decided who was going, maybe it was because they had reached a certain stage in what they were doing educationally.
121. We linked up with the local disabled group of young people and took a group of them camping with some of our girls to France. MSH [REDACTED] was a great man for France as he holidayed there every year. He was really great at promoting these things as well and he really had a lot of good ideas. I never went on the France trip as we were keen for other people to go on these trips other than me. You have to remember it was me that was promoting the whole thing from the beginning to do these different kind of things. I don't remember if it was actually me that organised this trip but I had a good part to play in it.
122. It was a great success. The girls and the staff said when they got back to Port Glasgow that it had been really worth doing.

Family Contact

123. Most of the girls were allowed to go home at the weekends. It was very much organised on an individual basis but most of the Glasgow girls would go via train from Woodhall Station which was just down the hill.. The senior care worker would organise it and give them money for the fares.
124. Occasionally you would need to take girls to places if they were from somewhere else, like the girl from Stranraer. Dierdre Macdonald seems to be suggesting that the girl from Stranraer was the one that was getting prostituted by her mum. I only vaguely

remember her because of the circumstances. Other than what I have read in Deirdre's statement it doesn't stick out in my mind.

125. I can't actually remember what would have prevented girls going home at the weekend. I think it would be more to do with their safety, if going home would put them at risk, as opposed to their behaviour at school resulting in the privilege being withdrawn.
126. It would be a combination of MSH and the senior care staff from the school who would make the decisions on whether each girl got to go home. I can't recall whether the two senior care staff had allocated girls that they were responsible for or not. They would know what sort of condition anyone was in at any one time and whether it was a safe option. They wouldn't send the girls out to an abusive situation if they knew that was what was happening or if the individual was in some sort of disarray. It would be safer to keep them at the school.
127. There were times at the weekend when there was sometimes only one girl left at the school because they had nowhere safe to go to. I can't remember any specific girls being the ones kept back other than the girl from Stranraer.
128. Despite the girls going home at weekends parents could still visit them at Langlands Park. There wasn't a particular day, that was negotiated with senior care officers.

School Holidays

129. The school ran the same term times as local schools as we tried to make it normal as possible. Not all the girls went home for the holidays. It depended what sort of stage they were at with their issues. Some got home for a few days, some for a week and sometimes longer. If the girls weren't going home it was six weeks of no school even although they were still staying there. It would be more recreational activities that would be on the go at that time.

Assessments / Social Work Reviews & Involvement

130. The normal process would be that assessments and reviews of the girls' situations would be held very regularly. Social workers would be invited and so would parents if they could make it. It would be the social worker in consultation with the senior care officer who decided when assessments or reviews were needed. I wasn't involved in these very often as I was busy with other things.
131. Some girls were there longer than a year. It was very variable depending on individual circumstances. Reviews would certainly be annually for each girl but they may be more frequent and it depended on who you were and what your issues were as to how often it was needed.

Absconding

132. It wasn't such a formal kind of place as the girls went about their business in a much more informal sort of way. If they had an issue and couldn't speak to the care staff they could certainly speak to anybody in the place. They didn't have restrictions of formalised meals and being supervised going to classes.
133. In fact if anybody had the idea they wanted to depart the place they could've just walked out the gate. None of the doors were locked, it was a totally open place. There was a bus stop and a railway station down the road so they could just go but there is very little instances of girls absconding in my memory. That was an unusual thing and that tended to happen more in boys' schools.
134. If a girl absconded we would contact the police. It wasn't necessarily the police that brought them back. If it was an individual girl it might be that a member of staff would go and collect them. If it was more than one maybe two would go. I don't remember exactly but it would depend on the circumstances at the time.
135. If the police brought them back we wouldn't have to write a police report. It was done more casually than that and again it depended on the circumstances. The police didn't

usually expect any police report to be written. Most of the time if the police brought them back all they were doing was delivering the person back to the school unless there was some sort of serious incident. I have no recollection of that ever happening and I was never required to provide evidence for anything that the police had been involved in when bringing girls back.

Discipline and Punishment

136. There was a limit to what could be done with regards to discipline and punishment. I have no memory of Langlands Park being a place where punishment was an issue. Maybe the kind of thing you had to deal with was the rare occasions there was absconding and you had to confront them about the implications of doing so.
137. If there were issues around safety at home or offending whilst they were home then they would not be given the time to go home at the weekend.
138. I cannot put my finger on any other aspect of discipline or punishment other than there was a lot of discussion with the individual and possibly you would have to supervise a person for a bit longer than normal until they had calmed down.
139. Girls did get pocket money but as far as I remember no pocket money was removed as a form of punishment if they did anything wrong.
140. I would think it would be MSH's decision to mete out punishment but I have no memory of him being punishment orientated in any way. He was a kind of raconteur who was keen on telling girls stories and listening to them.
141. For the life of me I can't remember what we could do in the terms of punishment other than actually keep a very close eye on somebody. There is nothing comes to mind about punishing girls other than being more aware about their circumstances at the time and if necessary supervise them a bit more tightly.

142. There was no policy or guidance on the use of corporal punishment and nor did there need to be. It was never used and I don't think there was guidance that it wasn't to be used. It was never a consideration of it ever being used and I have no picture in my mind of it ever having been used in the years I was there.

Restraints

143. There was little or none of restraints needed to be done. The only time it was needed was when two girls were holding onto each other's hair. The time at the dining room was one example and it would occasionally happen. They really in the main got on fairly well. I don't remember ever having to lay hands on a girl for any reason at all and I never thought it was appropriate anyway
144. I have no memory of anybody speaking to me about restraint when I first started at Langlands Park but I had worked in an approved school for six years before that and had moments there, where I knew about restraint and occasionally had to do it. I was puzzled, surprised and pleased that there was little or nothing of that kind that I needed to do apart from occasionally separate them.
145. I was probably told early on that there may be rare occasions when you need to hold on to somebody. There was nothing like there would be in a boys' school where there was a question about whether you were using restraint in a correct manner.
146. There was no guidance in Langlands that I can remember because it wasn't a key issue. It was a much calmer type of place and okay, there were some disturbed individuals there but restraint wasn't part of the scene. There was so little of it that even during the rare occasions that girls were fighting, all you needed to do was separate them and then it would calm down and that would be that.
147. There weren't instructions about restraint and I wouldn't have wanted the staff to be given instruction about it as they would probably want to try it out or something.

148. I have no recollection or memory of me ever speaking to a new member of staff about restraints because had it been an issue, where there was a girl who was into attacking staff or other girls, it would have become an issue and we would have tackled it.

Concerns about the Institution

149. Langlands Park, nor any of the staff were ever, that I know of, subject to any investigation by any outside agency whilst I was there and I don't know if they were at any time subsequently. My wife continued to work there after I went to Balrossie and she used to tell me what was happening at the school but there was nothing like that.

Reporting of complaints / concerns

150. I can't remember what the policy was if a child had a complaint to make but there were plenty of people that they could make a complaint to.
151. I do not remember any girl coming to me with a complaint. They may have done but if they did it will have been pretty minor issues.
152. If there were complaints of bullying the senior care workers would have tackled themselves. You couldn't take over every aspect of what was going on in the place. They had responsibility for making sure that the place and girls were well cared for and I think they did that very well.
153. I can't remember if there was a procedure or policy if staff wanted to raise a complaint about anybody or on behalf of a child. Fifty years down the line processes are not the things that occupy my mind.

Trusted Adult / Confidante

154. As far as I remember every girl had an appointed key worker and would be their trusted adult or confidante if they needed to speak to anyone. The senior care officer would also be involved in that they would oversee that.
155. They weren't the only people they could go to as it was open enough and the girls could speak to anyone in the place about any issue at all. I have no recollection or memory of anybody coming to me with a significant complaint but I would like to think I had reasonable relationships with them that they could come to me.

Abuse

156. I think all of us who worked at Langlands Park had an understanding of what constituted abuse. We had to make sure that all staff knew there was certain ways that you had to behave and certain things you did not do. The girls in the main didn't create the kind of situations that constituted abuse.
157. People working there would know that because that would have been a constant debate. This would be discussed on a very regular basis at staff and unit meetings. I would like to think the staff were all aware of the task so they had to talk to each other about doing the job. You couldn't have two different people on different shifts doing it all very differently. You had to share approaches to these girls. If there was a way of dealing with somebody that worked well and gave them benefit, then that was the one you would follow. Again, I can't remember the details of it all but I just know there was a lot of sharing of all these kind of issues.
158. What I would consider to be abusive when I was there was if girls were hit but again I have no recollection of that happening. There is a hint there from Deirdre Macdonald that MSH was abusive because she called him a thug but that is not my experience of him at all.

159. In respect of what the concept of verbal abuse was, other than the fact that what we wanted to try and do was make sure that the girls were treated well. There wouldn't be a statement anywhere that staff would need to read to indicate that they understood about verbal abuse as most people know what verbal abuse is. We didn't want that. We wanted the girls to be as happy as possible.
160. I have no memory of any abusive situations coming up at all. It could have stuck in my mind but it hasn't because I don't think it did.
161. There was every opportunity for girls and staff to speak to any senior staff about any issues in the place that disturbed them but I do not remember anybody coming to me to do so.
162. If any child or staff member had come to me with any complaint of abuse, the procedure to deal with that would depend very much on the circumstances. I would like to think that if somebody came to myself or MSH that we wouldn't just ignore it. We would do something about it and go and investigate what the situation was.
163. I don't have any memory at all of anybody abusing girls that led to complaints. When I think back to the four or five years that I was there it wasn't a place that I considered to be abusive in any way either physically or verbally. That didn't mean to say that you didn't sometimes have to set limits or objectives for people as you would do that as part of bringing up children.
164. I am not saying there weren't written procedures and policies for these situations. I suspect there were but I don't remember them or what the practices were.
165. I have to say as these establishments moved on I think that most of the residential schools have got better and better over the years at actually dealing with all these things, dealing with them properly and recording them properly. All these establishments had growth elements to them. Sometimes some of them became

worse but most of them became much more aware of appointing the right kind of staff, of child abuse procedures and procedures for everything under the sun.

166. I have written a paper which I have sent to the inquiry that I wrote about absconding for the staff when I was at Balrossie. I wrote lots of papers over the years which was what people expected but maybe not so much in Langlands Park because I was learning as well.

Child Protection

167. There was a fair amount of discussion about child protection in general in the school. That was something that became a much greater feature as I moved onto other things. Child protection issues were very, very regular issues at Balrossie when I went there.
168. With it being fifty years ago I have no recollection of how much of it went on at Langlands but there was certainly a lot of discussion about providing a safe environment for the girls. I do vaguely remember there being discussions but I cannot remember any detailed discussions about it. That's what the job was effectively. Caring for a group of pretty vulnerable, damaged, individual girls so you needed to talk about these things. There was a fair amount of discussion went on all of the time about that and particularly individuals.
169. Again I don't remember if there was any clear written or verbal guidance about how to deal with any emotional trauma or discipline and punishment. There was discussion about it all the time. There had to be because you had girls that were in the depths of despair and others that were high as kites so it was quite a variable group. Many of them became calmer and more settled, which was good, so we must have been doing something of benefit somewhere along the line.
170. If there were specific issues around a particular girl that information would be shared amongst the staff as you really needed the people who were working with her to know what was going on. This information would be shared at meetings. Remember it was

a very small place and it was very simple so you didn't need to call a big meeting to let everyone know. Information like that could be shared very easily in a small building with a smallish staff and it was easy to share these key issues. It would be shared informally but I would imagine there was proper records kept as well. The care staff would be expected to make it their business to consult that as well.

External Inspections

171. There were inspections of the school and HMI Inspectors covering our various subjects did visit. It would be MSH that would be dealing with that mainly.
172. I do remember the Church of Scotland personnel being involved on a regular basis. I suppose you could argue that they were there partly to inspect what was going on.
173. The members of the board of managers used to come in on a regular basis.. They were appointed by the Church of Scotland and they were local people from Port Glasgow. I think there was about half a dozen of them. They had freedom to come in and go round the school. Some of them but not all of them would be involved in interviews and things like that. The only names I can remember are Mrs Beck and Mrs Sutherland. I remember Mrs Sutherland coming in quite regularly and speaking to people.
174. I wouldn't necessarily be at management meetings with them, maybe sometimes but not always. They were usually monthly meetings and held in Langlands Park. They were formal and minutes would be kept because there was the whole issue of the funding of the place. There would be a representative from the Church of Scotland at these management meetings and I would think it was predominantly about financial matters but also maybe about changes to staff and things like that.
175. This group never got involved in the welfare of the children but they spent time speaking to girls. In fact if a girl wanted to make a complaint there was plenty

opportunity for them to speak to people if they couldn't do it with existing staff. The girls knew this but I have no memory of that actually happening though.

176. I vaguely remember HMI or the equivalent of the Care Inspectorate at that time coming in. I was later heavily involved with the Care Commission so I knew a lot about it but it was never something that came to my mind as a problem or an issue at Langlands Park.

Record Keeping

177. Record keeping is not something I would have been involved in. There were records kept for every girl but it would be the care staff who kept them and this would be overseen by the senior care workers and MSH.

Investigations into Abuse / Civil Claims – Personal Involvement

178. There was no investigations into abuse whilst I was at Langlands Park and I have never been involved in any civil claim being made against Langlands Park.

Police Investigations

179. I have never been involved in any police investigations, have never provided any statements or been required to provide evidence into any form of abuse at Langlands Park.
180. I do not know of anybody that worked at Langlands Park ever being convicted for committing abuse against any child.
181. I never had any concerns about any staff member when I was at Langlands Park. You soon developed an opinion about who was able to do the job well and effectively and

about the people that maybe needed an extra bit of help. It was back to the business about how do you find the people that can do that kind of work without destroying themselves in the process.

182. I don't remember any staff like that, but I do remember occasionally I might need to go to a classroom and be in the classroom if somebody was performing badly or something. If somebody needed help then that is what you gave them. It could be something that was happening in the classroom or it may be that somebody was in a bit of a state away from the classroom because those girls who really were very vulnerable could be very difficult to deal with in moments like that. You would provide support and sometimes all that was needed was that somebody else was there. What you were looking for all the time was if there was an intervention required, we would make it the minimum intervention.
183. If we needed to intervene that wouldn't automatically mean that further training was given to the teacher or staff member as there would be constant discussion about how to deal with the girls. As each girl came, each girl was different and you would need to have spent your whole life in training to have learnt every technique that you needed to deal with the girls. There was a lot of support given to new members of staff.

MSH

184. My memory of him was he was a bright guy, he was confident about his ability [REDACTED] [REDACTED] and I think in the main he was liked by the girls and he seemed to get on well with them. He had a very distinct, strong voice and Welsh accent. I know Deirdre Macdonald talked about us both shouting. I don't remember me shouting but as for him, he didn't need to shout, he just needed to speak in his normal voice and language. You would hear him long before you saw him. I can hardly imagine him having to shout at girls.
185. I never saw or heard him shout at the girls. That puzzles me that she mentions the fact he was shouting at girls as it puzzles me that she has heard or interpreted something.

186. I never saw him disciplining girls in any way. I have seen him speaking to girls and certainly they paid attention to him because he was a confident man in what he did and his experience was good. He had apparently worked in residential schools in Wales for years before he came to Langlands Park. He knew in the main that he was influential in a situation.
187. When we shared an office, if a girl was ever sent to him in the office for misbehaving then I would remove myself if it wasn't for me. It was probably unusual for them to be sent to him. If it was an education component to it, I would probably try and resolve it if I could. If it was a care situation then one of the senior care workers would have dealt with it. MSH [REDACTED] may have known about it but he wasn't involved in every little incident that came along from day to day.
188. I would stress that I have never seen him abuse a girl either verbally or physically and I have never heard from anybody else that he had.
189. There was a suggestion that maybe some of the staff were afraid of him but maybe some of them that hadn't been trained in the work were maybe more respectful of him than afraid of him because they knew that he knew what he was doing.

Deirdre Macdonald Statement

190. Deirdre Macdonald has given a statement to the Inquiry which was sent to me.
191. I have read, more thoroughly, her statement about Langlands Park School where I was SNR [REDACTED]. I presume that the Inquiry into Langlands Park is based predominantly on the claims Deirdre makes in her statement.
192. I only vaguely remember Deirdre Macdonald. I know she said she was there between June until the beginning of October, well so she says. I am still trying to remember what she was like and I can't put a picture in my head of her.

193. I don't remember giving her situation a lot of thought and when I think back to it I wish I had now, in the sense that she probably needed more help to settle into things. I think she was left to her own devices more than she should have been.
194. She shouldn't have been there, that is the truth of the matter. She was sixteen years of age she was actually younger I think than some of the girls, yet she was still making judgements about whether we were running the place properly or not, which I thought was a bit weird.
195. I don't know who would have authorised her working there but I suspect the Church of Scotland. Her father was a minister and maybe had some influence. She was a volunteer and apparently went to London for interview and they placed her there. She thinks the reason was because she had a background in the church with her father being a minister and so they placed her in a church establishment that just so happened to be Langlands Park.
196. Now, that was the worst place on earth for her because these girls would be running rings round her I'd imagine. They would be far more worldly wise than she was ever going to be at that particular point and yet she was in a sense bribing them with cigarettes to come into her room to talk to her and tell her their stories. My god they can make up some stories, I can tell you.
197. I can't remember who her line manager would have been but it would be one of the senior care workers I would have thought.
198. I wish to clarify a number of issues raised by Deirdre, some of which are distorted or downright false, which is not surprising after almost fifty years have passed. I feel that Deirdre's intentions in writing her statement are good, and it is clear that she did not like certain aspects of the functioning of the school during her time there. One major factor for her seems to be that she took a strong dislike to MSH, SNR, to the extent of referring to him as a 'thug', although, apart from the incident with the two girls who had absconded that she 'heard' through a wall, she

gives no details of any other incidents of possible abuse that she knows of or had witnessed.

199. She says in her statement that she 'thinks' that I was involved in the incident with the absconders that she 'heard'. I have absolutely no memory of being involved in such an incident and, even if I had been, I would not have engaged in any abusive situation and I have no recollection of MSH operating as a 'thug', whatever that means.
200. I am pleased to note that Deirdre considered me to have been more good-looking than MSH, and that I had a more acceptable face, again whatever the implications of that observation.
201. Deirdre was clearly unhappy that two members of staff were men, and in her statement she makes few comments that are positive about how the school was managed.
202. Social workers would come in to see the girls regularly despite what Deirdre Macdonald said in her statement. She was there at a strange time over the summer holidays when these wouldn't be happening to the same extent. Deirdre was at Langlands Park from June to September 1972 which, it should be pointed out, in July and August, was not formal school term time and would have been a quieter period in the school than normal.
203. Many social workers would have been on holiday during that period and the girls who could handle it would have had slightly extended time at home so there might not have been as many visits or reviews at that time of year as there were during term time. There may be an emergency meeting if there was a key issue that had to be addressed.
204. Throughout my time at Langlands Park I took the month of July off as holidays and took my wife and two boys to the Isle of Tiree. MSH always took the

month of August as his holiday and he took his wife and family camping in France. He did that each year.

205. The incident of alleged abuse that Deirdre claims she 'heard' could then, only have happened in late June or September, but not in July or August in 1972.
206. The reason that Deirdre remembers little of the formal education part of the school was she was mainly there when formal classes were not running.
207. I think when Deirdre is talking about girls getting taken out of classes during the day, this was maybe them going to a review or it could have been a whole host of other reasons. It might have been a medical matter that they needed to go and see the doctor about.
208. I wasn't very taken by Deirdre saying that the girls were taken out the class by one of the men. That was a weird kind of thing to say and a lot of the things she says in her statement are weird.
209. It wouldn't be unusual for MSH or I to be the one to go and take the girl out of class if they were going for a review or coming out for some other matter. The key issue is why was she going out not whether it was MSH, myself or one of the senior care officers that were taking her out.
210. When I returned to the school in August, after my holiday, I organised one of our regular expeditions to the Trossachs. Deirdre was included in that trip and talks positively about her experiences there.
211. Deirdre notes that Langlands Park was a Church of Scotland School, but that she does not remember any worship taking place. In fact, the minister of St Martin's' Church in Port Glasgow to which Langlands Park was linked came to the school very regularly and held services as appropriate. I became very friendly with the minister at a personal level and we shared a strong interest in music and its promotion.

212. Deirdre says that MSH and I were quite experienced in outdoor education, but in fact, Mr MSH had little or no experience of that. It was predominantly my expertise and input that made that part of the Langlands Park experience happen. I would like to point out that several other members of staff were enthusiastic and skilled in leading expeditions and camping and they did some excellent work both in the school and away from it, even after I had left.
213. Deirdre claims that the camping trips were the only time that the girls were allowed out of Langlands Park. This is absolutely not the case. Throughout any year the girls would be out and about for a host of reasons. This included involvement in local play-groups and another example is of one girl who was skilled in sign language, helped out at a local club.
214. Deirdre claims that there were never any family visits. During her time at the school there may very well have been fewer visits due to it being mainly a holiday period. Throughout the year many parents visited, as did social workers. Each girl had a key worker in school and regular reviews of each girls situation were held.
215. Absconding was not a significant problem, as I remember it, at Langlands Park. Deirdre in her statement, says that girls, when they decided to run away had to climb a high wall at the back of the school property, leading to a cemetery. In fact, there was no wall but a high metal fence that no girl could climb over.
216. The school was not run in a regimented manner and any girl who wanted to absent herself from the school grounds could merely walk out as the main gate was always open. There was a bus stop at the bottom of the hill and Woodhall railway station was only a few hundred yards from Langlands Park.
217. Deirdre says that when girls decided to run away, all they ever did was run home and meet up with their pals. This view seems to have come from Deirdre's regular chats with the girls when they visited her in her room. In my view, this demonstrates her naivety. The reality is that teenage girls absconders from what was a safe environment were seriously at risk in whatever community they decided to go to.

218. My involvement with staff and girls when I worked at Langlands Park was predominantly very positive. My wife and family, as we lived in the school grounds, got to know the girls very well and indeed one of them proved to be so reliable that she baby sat for us on a number of occasions. My wife in time became a teacher at the school and also made a very good contribution.
219. In conclusion the only reference to me allegedly acting inappropriately that Deirdre makes in her statement is that she 'thinks' I was involved in the situation that she 'heard' with the two girl absconders. Such a claim is guesswork on her part and seems to make me 'guilty by association'. The fact that I was MSH SNR seems to imply that I was party to abuse, which I most certainly was not. In my experience neither was MSH.

Allegations against myself by Deirdre Macdonald

220. At paragraph 21 and 22 of Dierdre's statement she talks about a girl who wet the bed and she said '*a girl who wet the bed would be made to feel ashamed.*'
221. I wasn't around in the mornings for that kind of thing and to be honest I wasn't dealing with these kind of issues and I never heard about any issues like that. You would need to speak to the care workers about that. That would surprise me if they were doing a punitive approach to bed wetting because I felt that Langlands was ahead of that kind of issue. I don't go for the notion that it was a punitive regime, that sounds like old time stuff. I can't remember if there was specific guidelines about bed wetting.
222. In paragraph 21 she goes on to mention '*a tall gangly girl who was a bit different, who was from Stranraer and the only one who wasn't from Glasgow. This girl wet the bed and according to her she was made to feel ashamed for it.*'
223. I think I can vaguely remember the girl concerned but I don't remember her name just that she was hugely at risk. Most of the girls were from Glasgow but there were girls from other places occasionally but I don't remember where.

224. Deirdre had obviously taken a real dislike to MSH [REDACTED]. He had a certain style about him that he wasn't for everyone and she didn't like him. She seems to imply rather than make any statements that he was acting like a thug or something, whatever that means. She shouldn't have been there to be honest as she was too young.
225. Later in paragraph 22 Deirdre said *'there was a culture of blame.'*
226. That is one of her rubbish statements.
227. She states at paragraph 22 *'I think there was an atmosphere of fear there because of how the two men [REDACTED]'*
228. That is a lot of nonsense. I cannot think of a single member of staff that I didn't get on with. I really truly, okay I was maybe friendlier with some of them than others but there was nobody but nobody had any reason to be fearful of me for goodness sake. Not the girls or the staff. I would say that I got on predominantly very well with the girls. They seemed to like the fact that, with my arrival, the girls were offered opportunities to take part in a broader range of educational and social activities.
229. They were comfortable to talk to me if they saw me in the corridor. It was informal to that extent. They called us Mr LWH [REDACTED] and Mr MSH [REDACTED] and we called the girls by their first names.
230. Later on in paragraph 22 Deirdre says said *'I remember a lot of shouting from Mr MSH [REDACTED] and Mr LWH [REDACTED]'*
231. That is rubbish. I don't need to shout at all. I mean if I was shouting, I would only shout if it was a sailing thing out in the middle of a loch or anything but that was the extent of it. MSH [REDACTED], again, I have no memory of him needing to shout. He had this dominant Welsh voice, Welsh accent that in fact you could hear him at the other side of the school just when he was talking normally. It probably was just his volume, not that he was shouting. Certainly I refute categorically that I went in for shouting. I didn't need to do that. As far as he was concerned he was just being MSH [REDACTED] with

his normal voice. He had a booming voice and it didn't matter what he was talking about.

232. At paragraph 25 she states *'I went along to where the girls were being disciplined for having absconded. I think they were with both the male members of staff in the kitchen area, which had stainless steel units in it. I recall that I could hear both girls being beaten up. It seemed to last for ages but whether that is a distortion of memory I don't know.*
233. I think there is a serious distortion of memory.
234. She goes on to say in paragraph 26 *'I remember the older member of staff I was with consoling me because I was really upset. I remember she was quite upset too. We were absolutely unable to do anything. There was no female members of staff in the room where the girls were with the men. I think hands and fists were used. I remember seeing the bruises the next day. There were bruises on their upper bodies. There were visible marks on their faces as well, cuts and bruises. I think the girls weren't around for a couple of days.'*
235. That is extreme kind of stuff. She didn't actually see apparently what happened, she heard something going on. She thinks in inverted commas that I was involved but I'm pretty certain I had nothing to do with it at all. She assumes we were both there but she doesn't really know.
236. I do not remember a time when two girls absconded and I was in a room speaking to them with Mr MSH . I have no memory of that. I don't think I was involved in that particular thing. I mean I don't know what went on with MSH and the girls but certainly, I wasn't involved in that and had there been any kind of abuse going on I would have been stopping it. She only thinks that I was involved because it was two men but she is not sure. I can say that I have absolutely no memory of being involved and that I would have remembered an incident of that kind. It is not something that I was involved in.

237. It could be that the passage of time has affected my recollection but it is not my style and that is the point. I don't work like that.
238. I have been trying to work out in my mind what it was that motivated her to actually say what she is saying, not just about that but other things in her statement as well. I am wondering has she got some church influence of a kind that she needs to kind of say what she thinks happens even although it is a load of rubbish. I don't know, I can't really understand what motivates her after so long to make the statements. It's obvious she has not been happy with certain aspects of Langlands Park, that's for sure and I'm not sure exactly what it is apart from that one incident that she heard. She didn't actually see anything.
239. Can I make the point about the girls and bruises as well. What I do know is that there were incidents I think in the past where girls had absconded, but not often, but had absconded and had actually ended up coming back badly bruised because in fact they had been involved with the wrong kind of people when they were out and about and were on the run. They were actually and could have been engaged in anything and some people did arrive back at the school in fact with bruises. So the bruises bit, I don't believe for one minute it was MSH that gave the girls those bruises on their faces and bodies, that is just rubbish.
240. If girls came back with bruises they would be required to undergo a medical examination. I think depending on the circumstances I would think there was girls that were taken to the doctor. That would be MSH call I think.
241. If something like Deirdre Macdonald is describing did happen, then yes I would consider that it is abusive.
242. I have never been subject to any other complaint about the alleged abuse of children at Langlands or otherwise. I don't know actually about the Langlands one, whether or not I am actually being accused of anything. I seem to be being accused of shouting loudly or something. That seems to be the extent of it or being involved in something

that she heard. I am not quite sure about any provable situation that I was involved in just because fifty years later she has written it up.

243. I don't fancy the kind of things that she hints at. She seems to suggest that I was a 'better bet' than MSH [REDACTED] and I don't know what she even means by them. Did I not behave like MSH [REDACTED] or what was it. She is not very specific really. It is non-specific and she makes some accusations as well as putting in things that are actually wrong. It seems like anybody can make any allegations they like and then that is enough for the allegation to be looked at. It's a concern because there is no way of proving or disproving what she is actually saying.
244. I just wondered at what point somebody can say anything about me that is a load of rubbish yet I cannot protect myself from that. It is a concern to me the fact that I don't really have any method of actually saying, categorically I am innocent, other than have it recorded in my witness statement.
245. I do understand that the Inquiry are just collecting information, it is just that in the whole system, you wonder that if people who are accused of things wrongly have any effective method of challenging that. Can they have that redacted, obviously not because somewhere along the line that is going to appear on the website and that is a concern.
246. Even although my name is redacted people can work out easily who I am. I have been happy to co-operate and I think I have right along the line with Langlands Park and Balrossie but it does really concern me about protecting myself from wrongful accusations.

Leaving Langlands Park

247. I left Langlands because I got a job at Balrossie School. GKF [REDACTED], SNR [REDACTED] had retired and I thought to myself I had been at Langlands for [REDACTED]

years, I now have an advanced certificate in that kind of work, so I applied for the job and I got it.

Lessons to be learned from Langlands Park

248. I remember Langlands Park fondly. It was a good time for me in the sense that I think I succeeded a lot in introducing a lot of the things that mattered. I think I helped to give an extension to the girls experiences in life in general through all the areas, events, music and outdoor activities that hadn't gone on before.
249. I think if anything, we have to be cautious that girls in that kind of situation are not being hidden away with no access to the world. I keep saying play more music, make more music, give them introductions to things that they wouldn't have had. Broaden their horizons and make them understand the world a bit better.
250. There is a risk in girls' schools of people not wanting to do an awful lot other than just care for the girls and I don't think that is good enough. What I was trying to do was do something different so if you have a girls' school now, then it should be doing much more than just basic caring.

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Recruitment / Interview

251. I was attracted to working at Balrossie as it was another promotion and it was an opportunity to get on in this work. I had been working in that system for about years in Mossbank and Langlands and I felt that I had gained some valuable and relevant experience.

252. I was interviewed by people from Strathclyde Council who were running Balrossie at that time. I can't remember who was involved. This was over forty years ago so my memory of some of that is still there but is kind of hazy with things like that.
253. References were taken from me. I seemed to have made a fairly reasonable impression when I worked in Mossbank. I had done a student placement there and I thought this was something that suited me fine because I was a sporting fellow, I could play the guitar and I could sing. That kind of captured the imagination there and got me a good reference for the Langlands Park job. Jimmy Wilson was the head of Mossbank and I remember him wishing me well moving onto to an interesting change. It was me from a residential boys' school to a school for about twenty girls.
254. SNR [REDACTED] at Langlands Park was a Welshman who again was interested in the rugby side of things which was an interesting kind of influence. He allowed me to try a lot of things that I thought I could do which was music and outdoor education. I got freedom to try experimental educational programmes.
255. The courses and qualifications I obtained in special education at Jordanhill College and Glasgow University visiting different establishments where there were children with problems was good preparation.

First impressions

256. I remember visiting Balrossie before I had taken up the job and a seven-year-old boy called [REDACTED] walking up beside me and taking my hand. I remember thinking to myself 'wow, they are needing some sort of care.'
257. I SNR [REDACTED] Balrossie in 1971. It was a boys' only school and it was an interesting kind of place in that it was an old-fashioned kind of scene. What my training hadn't prepared me for was the state that Balrossie was in. I went in full of fancy ideas but that was going to take time.
258. I found it to be authoritarian, highly regimented and indeed punitive with a fairly small staff team and few women other than in domestic duties. I felt this was significant that

there were so few women working there. Having worked in a girls' school made me understand that it is critical that you have a balance of sexes in any kind of establishment but particularly in one like Balrossie. If it is all men running the place it tends to become cold after a while.

259. I wasn't so sure after a short while that I had made the right move. I remember about a year after starting, I was sitting at the end of my bed saying to myself what have I done because it was an oppressive kind of scene. I knew there was a lot of work to be done.
260. The regime depended on the management of the children in a disciplined and punitive style. Corporal punishment was still used, a secure locked room was still used for particularly disruptive boys and gym shoes were numbered with white paint for each boy.
261. I realised very quickly that a lot would have to change to modernise the system, soften the approach and to make it more child friendly. It wasn't what I had experienced before and I knew that this couldn't go on. That wasn't viewed as a very good thing to do by most of the staff that were there.
262. A lot of the staff knew of me through the kind of work we were in but they also knew me because I was playing rugby [REDACTED]. A number of them had applied for the job [REDACTED] SNR [REDACTED] and they didn't take too kindly to the fact that me as a 35-year-old got it ahead of them. There was quite a bit of resentment that lingered on for quite a long time.
263. An example of the thinking around Balrossie at that time was that [REDACTED] SNR [REDACTED] had written down 'you can tell the levels of delinquency by looking at the sizes and shape of someone's head.' That gave me a feeling of what was around at that time and it was very difficult to counter.
264. There was a lot of resentment and a lot of the older members of staff that retired were decent guys but had just got caught up in a system that probably institutionalised them

as well. That system really was truly institutionalising of children and the people who worked in the place.

265. A lot of the staff had been there for quite a long time and some of them were quite elderly and within a short distance of retirement. That was the one saving grace that at the end of the day when they did retire it gave me a chance to start implementing more child friendly approaches.
266. There was still some though that hadn't retired and didn't believe in making things better for children. You couldn't get rid of them and you were stuck with a number of staff with outdated attitudes.
267. That took a long time and bit by bit I began to realise that I would have to find staff that I could appoint in both care and education sectors of the school that would co-operate with my vision for the way forward and what Balrossie could become.
268. That took time because you couldn't change things overnight or the place would have fallen apart.
269. I took steps to introduce some approaches to [REDACTED] the school that I had found very useful in previous schools where I had worked.

Structure and recruitment of staff

270. The structure of the school was that [REDACTED] was under line management [REDACTED] and then I had line management over [REDACTED] SNR [REDACTED] and they managed their seniors. There was a lot of management went on within the place and staff were encouraged to make use of access to people who were obviously more experienced. Staff development and the staff training programme was a key issue.

271. When I was recruiting staff I looked for people where possible that had a proven track record of having worked with children and done well with that. All staff had to have references. The nature of the place and the nature of the job was such that to take people in a willy-nilly kind of fashion as staff members would've rebounded really badly.
272. We took written references and it was mostly what we used but where there was an opportunity to get a verbal kind of statement we would take that up. I knew the importance of getting the right people with the capacity to do this kind of job. We interviewed thoroughly and I think we did that bit very well.
273. There was a period of time around then when a lot of these schools closed down. What I did was that I looked for people who were being made redundant from them who had references that clearly indicated that they had ability to be able to live with these boys. If I could find people from anywhere who could do it I would take them on.
274. I made a few mistakes though. You would take on people because of the kind of qualities you think you've got then you find out they haven't. In particular things like restraint, you would think who can do that and do it safely but you just didn't know what you were going to get.
275. Some of these boys might only be 13 or 14 years old but some were physically very big. They could be difficult to deal with and some of my staff should never have been near things like physical restraint. You needed people who were strong enough in themselves who believed they could tackle the boys without getting badly damaged. I used to tell some of the staff not to go near that individual. That kind of reduced that kind of situation. You always had some people that could do that and some that couldn't.
276. The staffing structure [REDACTED] was [REDACTED] two [REDACTED] SNR [REDACTED], one [REDACTED] KQJ [REDACTED] and one [REDACTED] zGVW [REDACTED].

277. There was the Depute Head for care for all the houses, each unit had a senior member of care staff and at least four residential care staff. We often also had students on placements and it became a very open place from what it had been. It had been a very dark kind of scene and I liked to think our system was open. People used to come and go all the time, parents, social workers and even people from the village would occasionally come in to pay us a visit.
278. KQJ [REDACTED] came from St Andrew's School in Shandon and was there until he retired. A new SNR [REDACTED], was appointed and he worked with me for my last ten years. SNR [REDACTED] He just had the right kind of attitude. He was thorough, he was compassionate and he was a positive influence. I was just glad he came in our direction. He wrote a letter to me after I left, thanking me very much for all the things he reckoned I'd taught him. When I think about it he actually taught me an awful lot.
279. He was an excellent fellow and he was responsible for making sure all the units ran well. He predominantly appointed staff to the care teams and dealt with issues as they came along.
280. I then had senior staff for each area and each unit had its own team of at least four care staff who worked on a shift system. Due to the numbers of staff we had on, it would be most unlikely that there would be just one member of staff in charge of a unit of children. I don't think that would be a safe situation.
281. We had night care staff for each individual unit. Their job was to be in touch with a nominated senior as far as issues were concerned. A lot of other places just used one night staff for all units but I felt this was a dangerous practice.
282. I got involved as much as I could and that could annoy staff, but I needed to know.
283. On one occasion I put the cat among the pigeons when I suddenly arrived at 2:00 am and that put the wind up a few people. There was no particular reason that I remember why I decided to go in. There might have been, it is a possibility but I realised that I

spent a lot of time during the day and in the evening around the school and the one area I had never really visited was the night care setting. You have to remember that if night care is done badly it can be very disruptive to the whole establishment.

284. I had been there years before I went in at night time. I worked on the assumption that these members of staff were doing their job well but you don't really know because they are not supervised and monitored like other staff are during the day. We didn't have a senior night care officer but that might have been useful.

285. There was a well-equipped education department and including the seniors we had ten teachers. The teaching staff didn't stay on the premises, they came in every day mainly to do the teaching work but they could do ancillary work as well if they wanted to do that. They didn't all want to but some came of an evening and ran classes and would obviously get paid extra for that. Most of the time there was a very capable team of teachers.

286. My wife [REDACTED] was also one of the teachers at Balrossie for a period of time. [REDACTED]
[REDACTED] She was a primary school trained teacher so was dealing predominantly with the younger ones. She left before me as she wanted to do other things but I've got a big card written by all these boys who absolutely loved her.

287. We also had groundsmen, drivers, clerical, kitchen and domestic staff.

288. Once [REDACTED] structure in place [REDACTED] had one hundred and two members of staff and that was a lot to manage.

289. An educational psychologist visited regularly and spent time with individual boys who needed special help. A child psychiatrist attended albeit less frequently to advise staff with particular problems that had arisen.

290. As I mentioned earlier I was away on the project for a year and at one point I was asked to [REDACTED] SNR Newfield Assessment Centre in Johnstone, as [REDACTED] SNR there was having some sort of problems and had to leave the place for a while. They asked me

to SNR [REDACTED] it as well as Balrossie at the same time. That meant I was away from the place occasionally doing other things. SNR [REDACTED] KQJ [REDACTED] was SNR [REDACTED] when I was away.

291. In 1992 [REDACTED] a special project based in the Balrossie using funds provided by the Scottish Office. This was known as the Iona Unit and it provided high quality intensive residential care and education for a maximum of four boys of primary school age who had experienced vast disruption in their lives and who, as a result, were very badly damaged. They had their own staff team and their own teacher and it was a successful development.
292. The local community of Kilmalcolm held mixed views about the validity of the work of Balrossie and some clearly felt it was a waste of public money spent on a 'bunch of rogues. Fortunately there were a number of them who provided interest and support. Where possible and where appropriate we appointed local people to vacant posts.

Living Arrangements

293. There were three buildings. A main building, a smaller one at the side and an even smaller one at the back.
294. SNR [REDACTED], GKF [REDACTED] and his wife had stayed in the building next to the main school. There was an expectation I would move into SNR [REDACTED] house but I never did because when I first arrived all of the children were housed in the main building. I decided we needed to spread the boys out a bit and make it smaller numbers in the rooms so I chose to use all the buildings suitable as living accommodation for the children. I bought a house in Kilmalcolm which was a small distance but not too far away.
295. I split the accommodation into four units with Cumbrae and Bute situated in the main building whilst Arran and Lomond were in the building that had been SNR [REDACTED] house.

296. There were maybe twelve to fifteen boys in each unit. The rooms they slept in were of different sizes so sometimes a boy could be sharing a room with someone else or he could be sharing a room with three or four people. It was an old building and that dictated what we had to work with.

297. I think the Depute for Care had responsibility for deciding who was in what room. He would spend time with the unit senior staff and discuss compatibility and who was going to be a good influence. You constantly had to think about what mix of boys you were bringing together and what mix of staff. The age of the boys would be one of the considerations for rooms being decided.

Management Style / Approach

298. My personal approach to [REDACTED] the school was to make it my business to know as much as possible about what went on in every area of the school. I made myself visible and walked around the school every day. I don't want to give the impression that I knew everything that was going on in the school as it could never have been possible for one person to learn about every issue or incident, with eventually a hundred staff and sixty boys living and working together.

299. It was important that I learned about the key issues. An example of the sort of key information that I need to know about was when a boy from the Greenock area started to bring quantities of cannabis to the school after weekend leave.

300. Not every boy or member of staff liked the fact that I tended to know so much. It certainly helped me to decide to intervene if I felt that behaviour or attitudes were becoming unhealthy.

301. Staff were aware of [REDACTED] and some of them no doubt felt at times that [REDACTED] more on the side of the boys than the staff.

302. [REDACTED] management of the school began to interest and puzzle the boys. They were quite surprised at somebody new coming along and beginning to make

some kind of changes. It was kind of strange but quite early on from me starting and for a long period of time we experienced a 100% return from leave and virtually no absconding. They were all wanting to get back to the school to see what [REDACTED] going to do next.

303. I would like to emphasise that there were some very competent people working at senior and other levels in the school and they had to be entrusted to deal appropriately with the inevitable incidents that emerged from a very damaged group of young people. Dealing with difficult and often very challenging responses was the stock in trade of our work and I believe that on most occasions, this was handled well by staff.
304. There would have been some inevitable inappropriate responses used by some staff but that was part of the learning process for those involved.
305. I had to always keep working on getting the balance between being approachable and remaining authoritative as occasionally I had to be very firm and up front and make sure that my point prevailed. I had to insist on that and that wasn't just with the children that was sometimes with the adults as well.
306. Sometimes I had to do this with parents who felt they wanted to shout their mouth off about something being not fair. I still have a picture in my mind of one of the boy's fathers standing facing me in an office. He wanted to see his son and had been brought from Perth prison. He was standing in between the two prison staff who had brought him down and had this prison pallor about him.

Staff Supervision / Training

307. Care staff and teachers were all provided with an opportunity to experience personal supervision and full staff meetings were held on a regular basis.
308. Staff in-service training was held regularly on relevant topics. We regularly looked at issues that came up and did training days on these issues. Occasionally we would invite specialists in to speak to our people. We were always looking for people that

were out there that were going to be able to tell us things that were going to be of value to us. We were constantly bringing people in and running special occasions when there might be some sort of growth point might happen.

309. We were constantly sending round written information about current thinking and anything related to the kind of work we were doing. A day folder was retained for all staff to consult as it contained relevant printed material about our work, some of which was written by Balrossie staff.
310. This could be to do with quality of care, education or any aspect of our work.
311. I did not do much personal development training as I had done a lot of courses before going to Balrossie. Any time there was training that was relevant I would be involved in it as well. I was involved in delivering a lot of the training to my staff at Balrossie and elsewhere due to my experience and knowledge.
312. As the population of boys at times could be quite volatile and sometimes physically threatening, the in-service training for staff included courses run by external specialists in safe physical restraint techniques appropriate to children.
313. Staff were not all competent in this area of work. Some were very experienced and others less so which meant it was easy for an incident of restraint to get out of control.
314. The boy population mix was always changing and staff had to stay alert to new changing needs. Occasionally we would admit a boy who was very physically challenging to both other boys and staff. It was easy for a particularly challenging boy to target a comparatively inexperienced member of staff.
315. Staff had to learn to cope with negative responses and challenges. Not every member of staff had the capacity to respond with a positive outcome.
316. The availability of staff supervision sessions meant that staff could be helped to cope with the inevitable pressures of living and working with some very damaged and

challenging young people. These sessions were run by SNR and other senior staff in the school and I had oversight of this process.

Policy

317. We had dozens of written policies in my time at Balrossie. There were policies on virtually everything. There was probably some in place before I came but it was really something that [REDACTED]. You didn't need too many policies as long as you had a loud voice in the previous regime.
318. The policies could be about any aspect of the work. They probably covered things like the preparation and running of Outdoor Education, it could be to do with restraints or it could be to do with anything at all to cover any aspects of the business.
319. I was well aware of residential schools and the need for child protection and knew about all these issues so there would be that type of material.
320. I can't remember the details of other things but would be things that were there to cover areas of improvement.
321. I've probably still got copies of these policies if they are needed. If I can find them I am happy for the Inquiry to have copies of them.

Children

322. Most boys were admitted following an appearance at a children's hearing or occasionally court. The majority of them were there under these orders but there were a number of boys there for their care and protection. There was one boy whose brother had drowned a child in a pond along near Loch Winnoch and he was sent under a court order. I think he was sent to us as he was in need of care and protection.

323. The school had a maximum of sixty residential pupils and an additional six-day pupils from the Greenock and Port Glasgow areas who were not coping at day school. We didn't always have the full sixty, sometimes it was less but the thing is that it was such a changing population as children were leaving the school.
324. It was very varied how long boys would stay with us. Some were there just a few months and some were there for two years. The two boys whose statements I have seen have claimed they were there three years but I don't believe that. I think though it could be anytime from a few months to two years.
325. As they left and new children were coming in you had a new batch of issues to deal with because they weren't coming to us for nothing. When I think back to it, this is one of the most difficult jobs I can think of for anybody to do and not everybody could do it because you didn't know what was coming in the door. Sometimes it was extremely agitated, violent children with problems of a kind that most people just couldn't deal with at all. We eventually had systems that I think, were able to right some of that.
326. I did have a say on who came in but I didn't always get what I wanted. Very seldom though would I look at a referral and say I don't think we can help this boy at all. There was the odd occasion where I was over-ruled by the region and I had to take him because nobody else could. We were regarded as an outfit that was dealing with some exceptionally damaged and challenging children that nobody else could deal with.
327. The youngest boys we took in were probably about 9 years old and the oldest was 12 or 13 years on admission. The Iona Unit was different in that they were 6 or 7 years old.

HKC

328. I only vaguely remember the child, HKC. He was in during the early 1990's and I think we were asked specifically to take somebody who was much younger than we would usually take. I think that was him and going by his interview notes he had a

horrendous scene before that. He had been bullied everywhere he had been but I think he was 8 years old and there was a special reason for him coming.

329. When I think about it now it was probably a mistake putting him in with the older boys. He seems to have spent his whole life being bullied so it didn't matter where he was. I can't remember if there were any other eight-year-olds that he could be put in a room with him and I can't remember a reason for him being put in with twelve or thirteen year olds. That would have been the unit senior in discussion with the depute for care that made the decision.
330. The purpose of boys coming to us was for a number of reasons. We had to contain them, rehabilitate them, encourage growth and get them to go to school as well.
331. Containment was one because if we hadn't they would have created mayhem. When you read the report about the boy GJC who made the allegations about me he had a horrific life up until he came to Balrossie and he speaks quite warmly about his experience about being at Balrossie and the things he got the opportunity to do.
332. My approach to it really was firstly we needed to contain them, secondly we needed to find ways that we could tackle what their presenting problems were. You had to try and give them life experiences that would make up for some of the experiences they had up until that point. I sent them on trips all over the country, on the ocean, to France, to youth clubs all to expand their life experience.
333. In between all these things you had to have enough staff who could cope with these presenting problems. A lot of people would come along thinking it was a good job but then discovered they didn't have the qualities or personality. You need to be different, you need to be something special.

Washing and bathing

334. There was a fair amount of emphasis on privacy and the children could have closed showers with their own washing facilities. As far as I can remember each of the shower rooms had cubicles in it for their privacy.
335. I don't think there was a requirement for a staff member to be present but occasionally if there was a 'rammy' started in an area like that, they would need to intervene.
336. The staff all knew that I was hot on the business that residential schools could generate things like sexual abuse. So the staff were very cautious about doing anything that would appear to be inappropriate. I actually have a picture in my mind of facing a member of staff who although he hadn't done anything there was tittle tattle and they knew if they came in my direction I would be pursuing it. I don't remember the nature of the tittle tattle but something had got back to me that so and so is maybe not dealing with something appropriately. I could have heard that from boys or I could've heard it from staff.

Mealtimes and food

337. I don't think the food was very good to begin with. We spent a lot of time making sure that we had a good matron who oversaw all that went on in the place as far as food and cleanliness and hygiene was concerned. Langlands Park girls' school closed down and I was lucky enough to appoint the woman that was in charge of all that kind of stuff there. She was a super lady and she improved what was already quite good.
338. We had a very good team of kitchen staff and I never, ever heard anybody complaining about the quality of the food in Balrossie. It was always of a better than acceptable level of food. The staff ate what the children ate and I was sometimes present when the children were eating. I wasn't always available but if I could go in that was fine.

Schooling

339. zGVW was a very experienced and able individual who ran his teaching team very well. I occasionally went and spent time there and I was always interested to know, with my background in education, what they were doing.
340. The teachers did a lot of assessment of levels of children. When a child arrived you had to work out whether they had been to school or not as some of them had been there very little. There was a lot of work had to be done to find out what sort of level they were operating at educationally.
341. The ones who were clearly more able than others and had been educated, their classes were organised to suit their needs as well. It was predominantly a kind of primary shape teaching set up but if there were people there who were slightly older and needed to do secondary type lessons then we would organise that as much as we could. We had primary and secondary trained teachers and we had a P.E. teacher.
342. I don't know of any of the children sitting any formal exams.
343. We did have children, although not many going to outside school, that was a fairly regular thing. Children were going on a daily basis to outside school as we reckoned that they were handling their lives better or more able to manage that and their life at the school. The decision on who went to an outside school would come from an internal review or there would be some suggestion at one of our regular senior staff meetings that a boy was managing his placement here very well but educationally he needed to progress with his full school programme.
344. We also had six children who were day pupils coming in from local schools who were also very damaged individuals that the local schools couldn't cope with. They tended to be ones that were giving day school significant difficulties. Our teachers were geared to be able to absorb some of that aggression that was sometimes around these children. They fitted in with the rest of the pupils for activities and went home at the end of the teaching day.

345. All the children had to attend school until they were sixteen so most of our children would have left Balrossie and gone back to their own school or onto another care home. Most of our boys were of younger school age about, eleven, twelve, thirteen or fourteen at the top age. You occasionally got a young child like **HKC** or occasionally an older boy.
346. I remember one social worker wanting to squabble with me about a boy who was fifteen. She wanted him to come to Balrossie because he was from just along the road in Port Glasgow. I was making the argument that he was too old for the population of children we had. We did admit him but he turned out to be a particularly difficult individual.
347. The young man called **GJC** said that he stopped going to school at aged fifteen and started working in the gardens. That is rubbish. He was probably allowed time to work in the gardens. One of the complicated things is that I was away from the school for a year from 1982 until late 1983 on the community parent project so I think I worked out that he probably came to Balrossie before I came back there. He was born in 1970 so would have come to the school in 1983.
348. It may have been the case that the staff in my absence thought **GJC** was too much of a handful in class.
349. If he says it happened when he was fifteen then that would've been 1985 and I would have been there, so I disagree with that. I would never have agreed to anybody being out of school like he claims he was. He said in his statement that the staff realised he'd had enough education. My goodness me, I think it is like so many things he has said, you have to take them with a pinch of salt or he has twisted them into something to make it look like it happened. I know he said he was breeding chickens and selling eggs to the kitchen staff but that is absolute nonsense.

Work / chores

350. The children never had to do any manual work around the school. GJC talks about cleaning before school but that would be tidying your own area. We had cleaners who were part of the staff and did the rest of the cleaning.

Outdoor Education

351. One of my own special interests is outdoor education and it certainly broadened the young people's horizons and generated positive life experiences. specialist teaching staff in outdoor pursuits and we bought boats and kayaks. We took boys, hillwalking, went camping at Blair House in the Trossachs and with the Ocean Youth Club many of the boys went on expeditions. We even sent a group of boys and staff on an outdoor education trip to France and went skiing.
352. This approach created positivity and over the years many boys gained great confidence and personal development in the hills, forests and on the water.

The Use of Music

353. One of the most significant changes in approach that I made was my introduction of music in the broadest sense. It is something that I am very interested in and I am a firm believer in the calming effects of music.
354. I introduced a Friday morning singing session for the whole school that ran for nineteen years. All staff were encouraged to attend and even the cooks and the cleaners used to come along. In that time we covered a wide range of singing material. We sang everything from Abba songs to Scottish folk songs. We used boys and staff who could play instruments to help lead the chorus.
355. The sing session was before the school day and would last about half an hour. I am convinced these sessions reduced tension throughout the school. It delighted me to hear boys and staff going about their business singing throughout the day.

356. I could play the guitar and sing and boys tended to like that kind of thing. Years later I got a telephone call at the school from a boy who had previously been at Balrossie looking for a certain member of staff who had retired. He then asked who I was and when I told him he recited a certain piece of music that I used to play to them. I must have got through to him.
357. There were some very gifted singers among the boys over the years. The school organised concerts for local people and groups of boys would go to local care homes as a concert group.
358. In a further attempt to create positive experiences an afternoon tea was laid on in the dining room each Friday afternoon. These were mostly very pleasant and productive events and helped create a relaxed atmosphere throughout the school. This was an attempt to get staff and boys together for a relaxed chat at the end of the week. Everybody at Balrossie was invited, even visitors to the school if they were about. It was a great chance to meet up with people you hadn't really seen for a while or had caught up with during the week.

Leisure time / activities

359. The boys got leisure time mostly of an evening but also after school and at weekends. I used to ask the staff to come up with a programme of how the evenings were going to be spent productively.
360. We had two vehicles and they were free to take boys away from the school during leisure time. It was usually tied up with the outdoor education work. They were always off exploring. The children there, most of the time had great fun even although they were very difficult to deal with at times.
361. There were lots for boys to do recreationally and great opportunities for leisure time. We had eighteen acres of grounds and we had some yard space that we turned into what we called 'Padder Tennis' areas and that was extremely popular. There was competition after competition that went on there year after year and the boys

absolutely loved it. We had a full-size football field, that was also well used. We had a football team that used to go out and play matches.

362. They got to go sailing, skiing, camping and we were exploring the world. GJC who's statement I have read said that very few 'weans' as he called them got to do the things that he got to do at Balrossie. The thing is I don't even remember GJC.
363. In the school itself there was pool, snooker and table tennis tables and there were plenty things to do.
364. We held regular sporting events and we had regular open days where parents, social workers and others interested in our work visited.
365. We kept chickens and goats for many years and some boys became very interested in caring for them. There were horses in the field opposite that were owned by the lady along the road but the boys became interested in them.
366. I believe that a former pupil HKC is saying that he jumped on the back of the horse and the farmer's daughter then took him out riding. I would say that sounds a bit of fantasy to me. I think that one, is made up a bit. HKC was obviously prone to making up stories. I think he liked horses and probably spent a lot of time feeding them because we did allow the people along the road to keep their horses in the field. It was another point of interest and I was always looking for other things that we could add on to make it more interesting for children.
367. The boys would have the freedom to go down and wander about as long as they stayed in the school grounds. If they left the school grounds you were into an absconding situation and that could be a bit tricky.

Trips and holidays

368. There were two vehicles so groups could be taken for educational and social outings.

369. Boys were taken to shows in Glasgow that had some relevance to the activities at the school. An example of this was the stage show 'Oliver' that we also performed at the school.
370. An interested neighbour took small groups of boys to Aston Villa football games regularly and arranged for the European Cup to be brought to Balrossie by some of the players when they won the trophy. We invited children from the local schools to join the festivities.
371. There was a lot of time spent away from the school to do with the outdoor education. I had learnt about a cottage that was up in the Trossachs near Loch Achray and used to take the girls there at my previous school. I introduced this to Balrossie and they absolutely loved it because it was absolute freedom. We used to have campfires and sing songs and it was great.
372. It was a surprise to me that HKC talked about a holiday to Cannes as I don't remember that. I think that is part of his fantasy again. I know I did authorise a group with a couple of teachers to go on an outdoor education hillwalking trip in France but I'm not sure exactly where. It may have been Cannes but I don't remember that one.
373. There were some children who didn't get on very well with certain members of staff so you had to be sensible with who got to go. There was no point in having a 'rammy' in the middle of Loch Achray or somewhere. I had to leave the selection of who got to go to the nominated leader of that particular expedition. You had to tell them to take people who they thought they could manage and who would listen to them as it could be a matter of life or death if you were in the middle of a loch somewhere. I always got to see what the list was going to be and if I felt any of it was inappropriate then I would say so.
374. I had a specialist outdoor education teacher who was with them quite a lot on his own but I would usually send a member of care staff with him.

375. I saw there was comment in HKC statement that he went to a member of staff's home. I wouldn't have encouraged that and I don't remember that happening. That particular teacher was obviously working in the school that day and decided to take HKC and probably some other boys to his house. I think he dealt with them well and gave them lunch and it seems to have been very positive.
376. You had to be cautious around that because if there was too much of that then there would almost inevitably be allegations of some sort on the go. You wouldn't want to do that unless it was well covered and had more than one adult attached to that. On that occasion it looked like it was just that one teacher on his own. I don't remember agreeing to that and I don't think I would've agreed to it if I had known.
377. I'd like to hope that there is not going to be any allegation of sexual abuse against anybody in Balrossie but I don't know yet as I don't know the extent of that. I can hardly imagine that would have been the case and I would certainly have wanted to know of any potential, possible danger in that. You are dealing with quite damaged boys when you are dealing with these boys. They don't come for no reason. They come to you because in fact horrible things have happened to them. The things that have happened to HKC and GJC are absolutely horrible.

Healthcare

378. There was a medical room and the doctor visited very regularly. There wasn't a specific nurse position at the school but the lady who was in charge of all the kitchen and domestic staff was also a qualified nurse.
379. I don't remember if the boys had regular medical or dental check-ups but I would presume so. That wouldn't be the kind of thing that would come to my door on the day to day running. I have no memory of any child having to be taken to hospital. I don't know if that was because they were all kept physically fit but I certainly don't remember that.

Family contact

380. There were regular visits from boy's parents and there was home leave at weekends for most boys. Those who stayed in school at the weekends had a lot more personal attention.
381. We were very open and welcomed parents visiting. There was no particular day set aside, it was done by negotiation and it was up to the unit staff to organise that. Once a visit was agreed, as we were quite far out in the country we would co-ordinate picking up parents as most of them did not have a car. We would get them from Kilmacolm or Port Glasgow as it had the nearest train station and bring them out.
382. Family visiting had complete access to the school apart from my office but they often ended up in it as they wanted to come and talk to me about something. They would go and speak with the staff in the units to see how their boy was getting on. They could go up to the dormitories if they wanted as it was absolutely open. They weren't accompanied by staff and they could come and go as they pleased as there was nothing that we were going to try and hide.
383. It is a fair point that this might have been a safeguarding issue but the staff realised that there was risk attached to anybody coming to the place. You got to know the parents pretty well and you knew who was coming.
384. Although I say we were very open we weren't very keen on people just willy-nilly coming in. I wasn't too keen on having a total open-door policy for anybody because you didn't know what you were going to have coming in. You could have any inappropriate person that wanted walking in so we kept a close eye on that issue. We occasionally got people from Kilmacolm wandering in when they were out walking and wanting to ask what kind of place it was.

Visitors

385. There were regular visits from day schoolteachers as well as students from social work and childcare courses. I worked on the assumption that if the social work department at Jordanhill College asked us to take a student then the college would have done all the vetting. Langside College had a course and they used to send students to us and we allowed them to come and spend time in the units.
386. I don't think we ever had teachers that were in training but sometimes we had groups of teachers from secondary schools who came to see how we were working with the boys that they couldn't cope with. They often used to say to us, they didn't know how we did this work because they couldn't.
387. We encouraged senior staff from the region and the district to come in as regularly as they could, get a sense of the place and what benefits there might be. They were good and reasonable as far as I was concerned, as were their line managers and people above them.

Absconding

388. If a boy absconded, a couple staff would normally go out and see if they could find them, then bring them back. There was a host of reasons as to why someone might abscond. It might just be that they are going through a particularly bad bit in their life or they're troubled about something or other, somebody has been bullying them or maybe a member of staff has said or done something that they haven't liked. Maybe they just didn't want to be in the school anymore that day.
389. I would be very surprised if the staff didn't automatically ask why they had absconded. That was their job to find out so they could then take action to help the child if there was a particular reason.
390. They would head off and some would head off towards Greenock, occasionally some would go off in the other direction but usually we got them back as we usually knew

where they would go. We never normally had to get the police involved for absconding as we normally solved that matter ourselves. I did occasionally have dealings with the police, particularly if a child was home at the weekend and they were offending in the community. They would phone to say that they had picked up one of the boys who had been housebreaking or something.

391. I had developed a good relationship with the local police and I used to encourage the local policeman to spend a lot of time around the school so that the boys saw the police in a different kind of light.

Review of care

392. Each boy's situation was reviewed internally and regularly with Balrossie staff, field social workers, the boy and his parents all in attendance. It was quite a varied affair as to how often the reviews were held. Some of them were held at the request of the social worker and there was often an agreement that there was going to be regular reviews. They didn't always happen because the social worker was not always available.
393. A review had to happen fairly regularly, I would think at least every month anyway. Every child had to be reviewed because what was the point in just leaving them wallowing in a situation where they had no kind of hope. They had to have external links to indicate what they were hoping for as well.

Leaving Balrossie

394. Decisions for when children would leave Balrossie would be made after an internal review and we had the children's hearing for most of the children as there was very few came through the court. It was an internal review to which these people would come and decisions would be made depending on what progress they were making in our situation and whether they were ready to move on.

395. When a decision was made that a child was leaving it wasn't that they were just put out the door. We tried to make a fuss of that in a sense that we would have some sort of wee party for them. That would be the unit staff and you would get invited to that so you found yourself getting invited to lots of parties. It was managed and shaped in the hope that they would come back and see us in good form.
396. When the boys were leaving at fifteen or sixteen it would be the field social workers job to give them support to integrate back into life after the institution. If there was an issue with that we would make sure that the key worker or senior would speak to the field social worker. We would know what the plan was when the decision was made.
397. We wouldn't have many sixteen-year-olds leaving anyway as the majority were being admitted aged thirteen or fourteen and were sometimes there for a year or two but very rarely for three years.
398. I couldn't give you much of a comment on whether they were given support in finding a job or given career advice due to the fact it was the field social worker's responsibility.
399. However I think our staff were engaged with this because if you are a key worker you tend to become close to your boy and want the best for them. So very often the field social worker would get assistance from the key worker particularly if they were from the local area and knew where the opportunities were.
400. They wouldn't be involved if it was a child from say Glasgow, that was getting sent back home, that would have to be the field social worker.
401. This area was the responsibility of the depute for care and I wouldn't have had time to go to all these reviews as they were going on all the time due to the amount of people there. He would know exactly what was on the go at any time and he would be monitoring that.
402. Some social workers visited very regularly indeed and some you had a hard job winking them out of their offices. It was quite a mixed bag really. I see from the two

boys' statements that they say they never saw their social workers for a long time. I wouldn't say that was common but now and again you would have to insist that the social worker would come and see the boy.

403. The importance of that was that it was someone externally coming in and learning what the child's experience had been in the place. I'd like to think we made some sort of relationship with them. They came for all the reviews and sometimes they became quite friendly with the children and came more regularly.
404. If a social worker made recommendations for action by the school, the unit senior would take responsibility for agreeing any change in procedures and it would be the child's key worker that would act on it, implement anything and make sure that it was enforced.

Discipline and punishment

405. One of the things that I decided to do was to get rid of the corporal punishment option quite quickly, much against the advice of many of the existing staff who claimed the boys would then dominate the school and make it impossible for staff to prevail.
406. The corporal punishment that was being used when I started there was the use of the tawse which was a leather strap on the hand. I can't recall where these punishments were given, whether it was in the classroom or an office. That seems to be a part of my life I seem to have blocked out because it just made me so uncomfortable.
407. Initially when I went there they were just continuing with what they had always done. I began to try and get a feel for it and it takes a while to get the feel for a place like that. I'm not sure what the system was and I'm not even sure what you would get the strap for. I certainly wasn't involved much in that sort of scene.
408. I think I gave the strap once and vowed I would never do it again. I don't know now what the boy had done and I did it only because I was just there and had to go along

with the system. I don't agree with violence in that type of way at all and I have regretted it ever since. If you are faced with that, it is not a lot of fun potentially making a decision about what part you are going to play in that kind of thing. It is a kind of abuse. Corporal punishment is a kind of abuse but the staff using it were legally entitled to use it.

409. I can't really remember and can't really say much about the extent to which it was used in Balrossie before I came or even after I came initially. I do know it was a fairly common kind of method. It wasn't just Balrossie it was in a whole lot of places. It was an antiquated system that just clung on to try and keep control. I think it did keep control but it did so at a price I'm sure.
410. I didn't think it was wise to raise the abolishing of it too soon but I raised it as an issue fairly early on and I was kind of knocked down by staff who were horrified by the idea. I'd tried it a few times and then probably just about at the start of my second year there I just decided, no, I'm going to hold on and I am going to stick to my idea. Some of these older members of staff were absolutely adamant that if I did it I would pay the price for it, the boys would take over the running of the place and we wouldn't be able to survive as a staff team.
411. Strangely enough that is not what happened. I just said one day it is not going to happen anymore. Things were up and down for a while but it wasn't because of what they forecasted because that never happened at all. I felt like saying to some of the old brigade 'see it can be done and we can survive without it.'
412. There was guidance given after that in what kind of discipline could be used because the staff were asking what are we going to do now. Most of the time remembering the nature of the children that were coming in, were children, albeit not all of them, that were going to take on the world and fight and oppose you.
413. I think initially it was a tricky one to move from corporal punishment to another form of discipline and probably some of the children in fact probably preferred corporal

punishment as it was over and done with and that was that. For me I didn't fancy that at all.

414. I viewed the new regime as fairly strict but fair and there was not a lot of emphasis on punishment. The children were just spoken to a lot. We had a system of close supervision which was very useful for dealing with people who were out of order for any reason where you might have to be punished.
415. Use was also made of a system of strict supervision for offences in school where a boy would have to stay under the close supervision as much as possible with a nominated member of staff. They hated that because it really restricted their movement about the place.
416. The time they spent with them could vary. Sometimes it was just for a few days but you have to remember that some of these children were so damaged they were performing badly a lot of the time so it was longer. You had to protect the other children and the staff from them as living with some of these children was quite tricky.
417. What we did do if somebody was seriously out of order and we found out they were offending when they were home at the weekend we had to keep priming them that their conduct at home was crucial to their success as it were. Boys may be kept in school at weekends if they continued to offend in the communities when on home leave.
418. So we occasionally kept children in the school at the weekend and kept them under fairly close supervision for that time. That was very often because they felt the way they were getting dealt with was unfair so they started thinking of absconding and other types of behaviour that was unhelpful.
419. This was on a case by case, child by child basis. I felt it wasn't ever appropriate to make too much of what limits we might set for people, however I have to say that even SNR I was fairly demanding of staff and pupils. I felt that as long as you kept a fairly firm grasp of what was going on you could ease off appropriately and I did that

on occasion. You had to watch you weren't overdoing any aspect of the punishment side of thing.

420. HKC mention in his statement about getting locked in his room. That didn't happen, that is just absolute nonsense. We never locked people up in that kind of way.
421. When I first went to Balrossie they had a room for locking kids in that were out of control. I saw it and changed this into a storeroom, much to the annoyance of a number of the staff.
422. I have no memory of anybody being sent to their bedroom as a punishment. It was more, lets address the issue and find out why you are behaving like that. They were encouraged to be open about how they were feeling at that particular stage. These boys came with burdens on their backs.

Restraint

423. I realised early on, because I had an extensive background and had seen a lot of things and been taught a lot of things, that physical restraint in a place like Balrossie, is not the same as the physical restraint you do in a prison or as a police officer. There are elements of care about it that have got to be part of the whole thing.
424. I am not sure how long I had been at Balrossie or what the date was but I started mandatory training for restraint. I think it was mainly my decision but the region will have had an input as well. I brought in external specialists to run programmes and for some people they just weren't physically able to do it no matter how much you trained them. Others gained great benefit from it and dealt with physical restraint issues in a way that was appropriate. They didn't twist arms up boy's backs or whatever it was that they did in the prisons.
425. This training evolved over the years and it was compulsory for all staff who were dealing directly with the children. Even the staff who weren't physically able to restrain

had to do it as they had to have an understanding of this so they knew what the risks were to them and the boys if they were faced with a conflict situation.

426. Restraint was a tricky one and even although we trained staff in physical restraint techniques you could never be sure how that was going to work out. Sometimes adults got involved in physical restraint that was never going to go anywhere and was always going to be left as a problem.
427. If a boy was kicking off and needed to be restrained then somebody had to be with him for the length of time it took for the thing to subside. Some of the boys did it just because of the way they were feeling at that time. Some of them managed to keep it going for quite a long time.
428. There may have been a few occasions where I came across a situation where someone was being restrained. I am unable to say how many times I witnessed restraint other than when I was called to assist by staff. One of the things that I said to the staff was that if they found themselves in a situation where they think they are losing the physical restraint element of it in a safe kind of way then get somebody to call for me or another senior member of staff who could de-escalate the situation.
429. For some reason or other and it is just something to do with my style of presentation, if I appeared on the scene then everything went a wee bit quieter. I could take a boy from a physical restraint situation without touching him, say come with me and he would. Nine times out of ten that would happen. He would come and spend half an hour with me in my office and by the end of that we had largely calmed the whole thing down.
430. Physical restraint was a tricky one because people always imagined in fact that it must be something that was horrible. It wasn't always horrible it was something that was absolutely necessary on occasions. For example if a member of staff made a decision that a boy didn't like, the boy was wanting to challenge it and was actually wanting to fight with the member of staff. I saw GJC said he wanted to fight with a member of staff when he was at St Ninian's school, even when he met him later up at

Ballinkinrain. I was never involved in any restraint situation with GJC or HKC.

431. Some of these boys didn't hesitate. If they felt they were aggrieved at something they would have a go at you. You need to be aware. It would need to be something like that before physical restraint could be justified. If it was just a straight argument you don't restrain somebody just because they disagree with you.
432. We kept a record of when restraints were made and it would be recorded in the boy's file as well. It was well known that this was a key issue, particularly in our line of business where we were running a children's home.
433. There was a daybook in the main office where the restraints would also be recorded. The units would be expected to ensure that these and any other incidence of significance were recorded properly. That's what we were working with, incidents and negative issues. You were trying all the time to find ways of actually countering negative attitudes and negative issues in a way that would make somebody a bit more reasonable.
434. I think I read in HKC statement that about five or six people jumped on him at once but this seems a total exaggeration given that HKC was eight years of age. I don't remember if we had guidance on the number of people that were appropriate to carry out restraints.
435. I did see children getting restrained when I got called by another member of staff and I did occasionally have to take over restraints myself when I was dealing with this but remember I was well trained in this and knew what I was doing most of the time.
436. When you were dealing with something that was really kind of tricky you never knew how it was going to shape up. Fortunately I was strong enough and able enough just to hold on to them as you weren't wanting to do any harm.

437. Comparatively it was very few times that I had to use restraint because I had an aura about me SNR . If I gave an instruction I expected it to be followed. They would come quite happily with me even if there had been shouting and swearing as they knew that I would be trying to find a solution to the thing.

Concerns about Balrossie

438. To my knowledge Balrossie was never subject to concern from any external body SNR

Complaints procedure for children

439. All children knew that if they had a complaint they could make it known. You would obviously go to the person that you trusted most of all. On most occasions if it was a unit-based problem the unit senior would probably deal with that. I might learn about it later on but I didn't have to be involved in every single minor issue that came along. There were always things happening, that was the nature of the work. If you weren't responding appropriately to some of the daft things then you weren't doing your work.
440. If a boy had a gripe about something there were lots of ways that they could raise a matter. They could even come directly to me at my office if they wanted and I would look into the matter for them. They knew where I was and that I would make myself available for any sort of issue. I was an obvious kind of person in the place where I was always going around the place seeking people's views to the point where I got quite insightful in the fact that if I saw certain groups of boys together I knew they were up to something.
441. I have to say that I got on well with most of the children. It sounds as if SNR who was a figure of authority, which I certainly was, that might not be, but I like to think through all the other things we did together, singing groups and other things that they saw me in a different kind of way. There was never a problem with children coming to

spend time with me or coming telling me things, or me going to spend time with them. I enjoyed my time with most of the children when I chose to go and spend time with them.

442. The boys knew that my door was always open to them. I had a fair amount come to me and occasionally it was distressed individuals that were coming to your door because 'so and so' had dealt with them wrongly or something. Sometimes it was against other boys or sometimes members of staff had maybe inappropriately dealt with a thing and it had upset the boy. It could be any kind of issue at all. If any complaints of abuse or ill-treatment, were made to me or any other member of staff then they should have been recorded. It was a natural thing to record as part of their care and would have to go into their reports if these complaints were made.

Boys Council

443. We decided that we needed to give boys an opportunity to raise issues that they were maybe having difficulties raising in other ways. It was sometime after I started but I can't remember exactly, maybe half way through my time there when that I set up a boy's council which was chaired by one of the boys. It was actually quite a successful affair in that the boys in each unit selected a boy to represent them at these meetings.
444. If it had been adult dominated it would probably not have been as effective. There was staff at the meetings. The deputy for social work was very keen on it and he went on a regular basis. I went fairly often but I didn't go to them all. They were held regularly and boys could raise issues in advance with their member of the council. There would be a record kept of what was said so that staff could then take action to try and resolve the issues raised. I cannot remember now who kept these records.
445. We spent a lot of time talking with children about what they wanted at the boys' council. It was another useful facility for them to share concerns that they hadn't raised elsewhere. As a boy if you were concerned about who you were sharing a room with, you were being bullied or for whatever reason you could go and talk and ask the representative to raise it at the boys' council and see if there was a solution. That kind of thing was important.

446. It wasn't just to raise concerns but they could also feedback on things like how it was singing at a particular old folks' home and how much they had appreciated it. They liked to tell the world when they got that praise.

Trusted Adult / Confidante

447. Albeit each boy had a key worker allocated by senior staff, I also introduced a system of each boy having a personal friend and supporter where each boy could select a member of staff who would look after his best interests and speak up for him if necessary. It could be anybody who worked in the place and boys often chose kitchen or domestic staff as their personal supporter. We found this a useful kind of thing and they would pick somebody they got on well with and who would stick up for them.
448. By that time I had made sure we had equal numbers of men and woman working in Balrossie in all departments and it seemed to be an even split of men or woman that the boys chose as their special friend.
449. Unfortunately there was always a small number of staff who did not completely agree with the child-centred way in which the school was progressing or the manner in which it was being managed. Some staff clearly found it to be an uncomfortable experience, which is probably not surprising given the number of people who lived and worked at the school.
450. The boys had a range of options if they wanted to complain. There were the opportunities to speak about it at the boy's council, the friendship system, they all had a key worker, they had seniors, they had social workers, they had parents and they were encouraged to come along to the place. Therefore there was tons of opportunity, even for people who were 'agin the government' a wee bit. By 'agin the government' I mean people that are not in total approval of the regime. They had to watch their step because they were fighting against the flow of the place in a sense.

451. I have no recollection of any boys coming forward and making complaints. If it did happen they were fairly minor kind of issues like 'so and so' said this and that was hurtful.
452. Anything that came your way, you would make an attempt to try and resolve it. I have no picture in my mind of Balrossie being a place where children had problems and they couldn't get them resolved. They had lots of different options to get them resolved and they all knew that.
453. The one reason that I can think of why they wouldn't come forward, and GJC is a good example of this in that he is so anti-authoritarian, is that a few like him didn't like people like me having the ultimate authority that I had. They didn't like that and they knew that if I intervened then something was going to happen. That is a reason they might not have come in my direction. They maybe didn't like my style as there were a lot of people there, a hundred staff and sixty boys and you can't win everybody over. That's a lot of folk to try and keep happy.

Complaints / Whistleblowing

454. It is about forty years ago so it is a bit hazy as to what process we had if a staff member felt they needed to speak up or complain about the actions of another staff member. If they were concerned about something they were certainly encouraged to spend time with the person who was supervising them who was usually the depute. They would then bring it to me because I wanted to know everything that was going on. I couldn't obviously be everywhere but I wanted to know what issues were around.
455. My belief is that some staff members would come forward if they had significant areas of concern but others may not. It all depended on relationships with particular members of staff. There would be members of staff who thought that I was doing a good job and others who didn't so I am realistic enough to know that not every member of staff would feel comfortable raising issues for one reason or another.

456. I don't have any kind of memory of there ever being anything absolutely serious coming to me at a supervision session that I was told about. There were odd things where you needed to make sure that 'so and so' wasn't working with somebody else as that made it a weak team. There were lots of things of that kind around but I have no memory of that at all.
457. I felt that I managed to change the culture in Balrossie over my nineteen years there but it always had that element of the old Balrossie in some quarters. One of the things that SNR [REDACTED] said in his letter to me was *'even against the efforts of some people to stop us doing developments we still managed to prevail'*.
458. When you are dealing with so many people, with a hundred staff and sixty to seventy children it's inevitable that some of them will have different types of views. I don't mind that, it's fair enough but there were people that you had to talk to and remind them we were living in different times now. Some of the old attitudes could still creep in and you had to be aware of that because that was an inappropriate scene.
459. I haven't got many memories of having to deal too often with staff who were inappropriate. It sounds a bit as if it was run openly and it was, but it was also fairly tightly run, in that we tended to know everything that was going to go. I have no picture in my mind of having to spend a lot of time on disciplining of staff.
460. I don't remember sacking anybody but I would've in a moment, I had no fear of that. It would've been difficult because we were managed by Strathclyde Region, then after a period of time Renfrew Division Social Work Department and then Inverclyde Council so there were three different kind of influences there. They were all involved in different ways and I would probably have had to persuade the district or the division that somebody had to move on but I never had an occasion to do that.
461. Funnily enough I was on the board of managers for [REDACTED] and I have had to sack people from there when I was chair of a working group there. The person I sacked was in a secure unit and he was dealing inappropriately with

some of the girls' issues. I don't remember the exact details of that but we felt his attitude wasn't right for that particular place.

462. If something like this had arisen in Balrossie I would have sacked them in a minute if my external managers had agreed with that. I got on well with them. I had a lot on my plate from the region and other areas about how we ensured that the place was running safely.
463. The external managers I worked with were Ian Baillie in Strathclyde Region. Occasionally Fred Edwards who was the director at that particular time would come and pay us a visit and he liked coming to Balrossie. They felt Balrossie was a credit to them as well as to the rest of us. The divisional manager was Syd Graham and a chap called John Leinster was another. Another who was my line manager from Strathclyde Region was Alexis Jay who was later Chairperson of the English Child Abuse Inquiry.

Abuse

464. I don't think we had a definition of abuse but there was an understanding, particularly when people were having to share ideas about physical restraint. Physical restraint could easily become abuse so there was certainly discussion about that kind of thing.
465. I never had the feeling that any boy under our care was being abused, otherwise I would have intervened.
466. As far as I remember there was never any discussion about sexual abuse. Just because of my experience of being in this line of work for a long time I knew the potential for such abuse to occur in a residential setting. I have no recollection of any instances that I learned about of any sexual abuse or even a hint of sexual abuse in Balrossie. I know there have been dreadful situations in other places. I think it may very well have been raised at staff meetings by people concerned but I don't remember exactly how. It was well known that I would have been on to it like a shot if anything had come in my direction about that.

467. I am just keeping my fingers crossed that when we learn about who else from Balrossie is going to be interviewed that sexual abuse doesn't come up because if it did I didn't know about it and if anybody was to know about it, I would.
468. I never received any complaints of abuse that I know of. I never heard any complaints of bullying and that surprised me about HKC because he seems to have been involved in abuse and bullying mainly by other boys I think. That never came to my knowledge and I don't know why that is the case. He maybe wasn't making it too public so I don't know what that was about. From what I read about him everywhere he has been and he has been in a lot of places he seems to have been bullied in virtually every one of them. I don't know why we didn't get included in that, other than he is now saying that he was bullied by other boys.
469. He said that he was getting bullied during bath times, in the mornings and after class. This could have happened because it was a free-flowing place where they weren't getting marched from one place to the other. If you march them from one place to another there is a limit to how much damage an individual can do. If you are saying to them we trust you to be reasonable and make your own way back from school and to the unit then you trust them and again nine times out of ten that worked fine.
470. I wasn't aware of any bullying but that wouldn't surprise me because I don't like the idea of bullying and had I known anything about that I would have intervened. Of course HKC as far as I can see, makes up stories and we don't know the extent of it. It's his current allegation in a way, he's decided that was the case and I don't know the extent to which he was bullied to be honest.
471. I do not believe that Balrossie was an abusive place. It was a place that had to deal with extreme behaviours on occasions but I do believe that most of the time it was handled fairly well. I think some places were abusive, it is quite evident but Balrossie wasn't one of them.
472. I'd like to make the point that most social workers that worked with us and people that I met and that was involved with later when I worked with the care commission held

Balrossie in fairly high esteem. They considered it to be one of the few places that had got their act together.

Child Protection Arrangements

473. We hammered the safeguarding bit regularly as it was critical that we handled these children appropriately even in the midst of their challenges. I have no recollection of having to be called into anything that appeared to be an abusive situation.
474. I cannot recall there being an actual definition of abuse at the school or anything containing such a definition issued by the regional council for use at the school. There may well have been things sent out by the council as they did send out a lot of paperwork but after this length of time I cannot remember specifics.
475. I'm sure safeguarding was included in policies and I am going to try and dig them out. It will be interesting to see what kind of things were written at that time. We were writing everything down and put things out to the staff in memos. It was about things to do about how to improve their relationships with the children. It was constantly hammering the bit about how you need to present yourself. I had worked in the business for a while and could walk into a situation and take control quite quickly even with just a word but not every member of staff had that ability.
476. I have no memory of a lot of time being spent about instructing staff on how to put safeguards in place to stop potential abuse. I think we worked on the presumption that if a problem came along we would deal with it at the time.
477. Safeguarding issues were coming up all the time and were discussed at staff meetings. If a child had been abused elsewhere before they arrived at Balrossie you would probably know some of it but you wouldn't necessarily have known all of it. HKC opened his heart in his statement and said he was sexually abused as a small child and we wouldn't have got a lot of that.

478. There was a regular visit from an educational psychologist and there was a psychiatrist that came now and again so we had access to that kind of facility if needed. If somebody was giving everyone real concerns because of what had happened to them previously then we would certainly have been seeking psychological advice.
479. I think sharing of information between staff went on all the time. There was a staff team there of all different shades of grey some of whom were absolutely excellent in what they did in terms of intervention. Others in fact probably shouldn't have been there if truth be known and some were in the middle of learning the job. It was a mixed bag of children and that changed from month to month and you had to restock again. It was a mixed bag of staff as well and that wasn't because efforts weren't made to find the right people because I don't know where you find the right people. Some people think they can do it but they just can't.
480. There was no guidance on the level of physical contact or giving a hug for reassurance or comforting that staff had with children. I didn't mind staff doing that as long as it wasn't a private affair. As far as I was concerned giving people hugs and being friendly with them was okay. It wasn't encouraged but it wasn't very discouraged. It was the kind of thing that you didn't want people to stop from touching appropriately. That would've been wrong. I don't remember making any kind of statement or instruction to staff of that kind. There may have been but I can't remember one at the moment. You just had to be cautious because it had potential for going wrong.
481. One of the things I remember you had to be careful with was that boys sometimes used friendly dummy fighting, wrestling with each other on the floor. They used to love that stuff and occasionally members of staff attempted to get involved in that and I used to say no, that is a bad idea, you don't do that.

External monitoring and inspections

482. HMI came on a few occasions and we very regularly had people from the region coming to check on us as well. I don't think we were always told before they came but that didn't matter because it was take us as you find us at that particular time.

483. They would speak to the children and they were free to come and look into any kind of aspect of the school that suited them. As far as I know nothing was ever raised because if it was it would have been brought to my attention. I don't think we were given a written report after them but we may have. Nothing of real importance was ever raised. It was so long ago so I can't remember the details of all these kind of things. If they were representing the region or the district it was maybe a report back to their bosses to see if the place was running well.
484. You got feedback because they would always meet with me after they had done their inspection. Again I have no memory of them saying or coming up with something of any significance. I used to wonder why they weren't coming up with anything because it was supposed to be one of these sort of places where occasional daft things happened. I have no memory of that but I knew that happened elsewhere as at one stage I was the secretary of the List D schools association so I tended to know something of what was happening in other establishments. I didn't know all the details but I had a rough idea so I had method of comparison and I even got some good ideas from the people I met.
485. One of the things that was interesting was that SNR [REDACTED] KQJ [REDACTED] KQJ [REDACTED] SNR [REDACTED] when I went off on the community parent project for a year and I think he ended up regretting agreeing to do it because it wasn't an easy job. It was making demands on him that were going to probably end up killing him if he wasn't careful. I know that particular year because somebody mentioned it to me later that they had a huge amount of absconding.
486. I feel I had enough support [REDACTED]. I had enough staff on the payroll who were on my side and agreed with what I was trying to do even to counter the ones that didn't. The district, the division and the region seemed to be quite happy with what I was trying to achieve.
487. Alexis Jay worked in a senior position for the region when she interviewed me. She was the nominated external person for us to deal with and she came very regularly to us. She certainly wanted to know what was going on.

Record-keeping

488. Punishments would be recorded but we weren't a very punitive establishment latterly after we got rid of the belt.
489. I think record keeping for staff was part of the in-service training. The expectation and in particular my expectation of the depute for care was that they would ensure that the unit seniors were on top of all their record keeping and that they kept full records of every aspect of a life of a child in care. Each of them was in keeping with my approach.
490. The records that were required to be kept were that in each unit there was a file for each child. Anything of relevance that related to that child had to be put in there. This would include any complaint of abuse or ill-treatment. Each child had a key worker and the records were available for the regular reviews of the child with the social work, parents and anybody else relevant.
491. I think corporal punishment was being recorded when I started. To be fair to these people, everything was so regulated so I think everything like that was done correctly. I would have expected that. They didn't see anything wrong with corporal punishment and that was the problem. The people in the main who were there thought it was an appropriate thing to do in these days. I just didn't and that's why I changed all that.
492. Any punishment would be recorded in the child's personal file that is for certain. It probably wouldn't go in the daybook in the main office. I couldn't be certain that every incident was recorded but there was an expectation that when something happened it triggered what needed to be done. If somebody went for a member of staff then that was an indication that you had a problem on your hands. You would then have to spend some time talking about what to do about that in a way that was reasonable.
493. If there were incidents of restraint then they would be recorded in the daybook.
494. You were constantly trying to find ways of making sure that things were getting recorded well. I didn't have time to check every single thing. That was the responsibility

of the Depute in charge of care. I wouldn't routinely review the individual child records but I would definitely do so if there was something that was an area of concern.

495. I believe that we had proper procedures for recording and reporting any matters that occurred and I was certainly involved in the process of reviewing these procedures but since this is thirty to forty years ago I cannot remember the details of that.
496. I feel certain that policy development and recording were part of the evolutionary process in the school and that over the years the processes would have become more and more comprehensive.
497. What I do remember is that latterly in my time there, a significant amount of paperwork was generated and much of this, if required, is probably stored somewhere in Inverclyde Social Work Department which managed the school up to the point it closed.

Reports of abuse and civil claims

498. There was never any report of abuse or civil claim against the place that I know of.

Police Investigations

499. I was never involved in any investigation by police or otherwise into Balrossie. I was never questioned by the police about anything to do with Balrossie other than about the children who were causing problems when they went home at the weekend.

Convicted Abusers

500. I do not know if any person who worked at Balrossie was ever convicted of abuse of a child. I know it is the case at other establishments but I have no recollection of anybody who worked at Balrossie being involved or taken to court.

Other Staff

GJF

501. GJF was an old timer who had been there I think since Balrossie opened. He was a gruff kind of guy. I like to think that maybe I managed to quieten him down a bit but he was never really for me because he had applied for SNR when I was the successful candidate.
502. He was good with the children. He was very effective because he was such a gruff, demanding sort of person that the boys paid attention to him.
503. He never gave me any cause for concern in any major way, other than the way he sometimes spoke to them. I remember having to speak to him on one occasion about how he was responding to some of the boys as they would remember it when they are adults. He wasn't going to take much guidance from me anyway. I never witnessed him treating any pupil badly.
504. I don't have any evidence to say he was going around hitting children and I don't believe it was quite like that. I think he knew that I was going to be onto it like a shot. So I don't have any particular complaints other than he wasn't always on my side. I think he retired from Balrossie either just before I did or about the same time.

QFX

505. QFX was a good guy and I have no concerns about him. He was SNR and SNR of the school which meant he was working with the depute for care on the unit-based issues. He was a very sporty type of fellow so he was useful from that point of view as well. I can't remember when it was, but I actually him from Thornly Park school in Paisley when it closed down as he was one of the folks they spoke warmly of. He was very good with the children as far as I could see. I certainly saw no sign of him doing anything wrong and never heard anything of him doing anything wrong.

506. I saw him working with the children and he was good at managing them. He had a good voice, made them pay attention and he was physically able himself. He was able to do a lot of the stuff he was asking them to do. He was a footballer so it was mainly football he did with them and he set up a coaching sort of system in the school. I have to say I that he seemed to be well liked.

507. He left the school before I did. I never saw him discipline any children and I never saw or heard him abuse any of the children.

KSP

508. KSP was another staff member who came to us later in the day and I don't remember too much about him other than the fact that he was quite an experienced guy that we brought in from elsewhere. The impression I had was that he was quite good with the children, he was influential, I think he was well liked, maybe had his moments when things went wrong, I don't know but I had no complaints about him.

509. I'm not sure how long he worked there but he wasn't there all of the time I was and I'm not sure if he left before me or not. He was a manager at one particular stage. I never really saw him working with the children but any time I saw him with the children he was able to deal with them. He wasn't a rough and ready type of character.

510. I never saw or heard him abusing any children, I had no cause for concern about him and I have none today.

zGVW

511. zGVW was the depute for education and he had come from St Joseph's school in Tranent and I [redacted] him to SNR [redacted]. He was very experienced and had been a long time in St Joseph's. He wasn't always the easiest type of guy to deal with but he was good at his job. Again he was a bit gruff but I never saw him involved in dealing badly with children at all.

Statements and Allegations by HKC [redacted] and GJC [redacted] about Balrossie

512. I have been read out paragraph 75 from HKC [redacted] statement in which he is describing punishment and being restrained. It says *'There were lots of rules at Balrossie. If you broke the rules you got punished, usually by being locked in your room and told to stay there. If you were fighting with someone else or kicking off you would end up with four or five members of staff sitting on top of you. That happened quite regularly. It happened to me two or three times a week. I don't know if they recorded it when they restrained a child. It wasn't normal restraints they used. They would twist your arms up your back. It was quite frightening as a child and the pain was unbelievable. You couldn't breathe when you had four or five of them on your back. It was particular members of staff who did that.'* Their names have been redacted.
513. A lot of that is rubbish. I have to say that there is no way that five or six people are going to be sitting on HKC [redacted]. What was he eight years of age or something? I don't know obviously how staff who got involved in a situation with HKC [redacted] felt it necessary to twist his arm up his back. It was certainly not the way we were teaching people to deal with restraint. I don't know about that particular one.

514. He is gilding the lily a bit there, I think he is making much of it to be honest. It just did not happen like that. There is a lot of that kind of stuff in **HKC** statement and in **GJC** that I'll come to later. It is kind of fantasy stuff really, stuff that they have thought it up for the moment.
515. It could have happened without me knowing. It may be that the situation was resolved without me being called for at all. I did want to know but I wouldn't get to know everything that was going on. If people were being restrained on a regular basis I would want to know. If one child was being restrained regularly you needed to think again about maybe a programme for a person that was kind of different from the others. You had to protect them because they were damaged in a way that wasn't their fault. The state they were in was because of what happened to them in their lives up until that particular stage.
516. If a child was being restrained regularly I tended to get to know things but only because I insisted on learning how the place was operating from day to day. This was partly due to me being around the place and partly I expected staff to keep me informed. I don't think we had a formal process as you didn't want to formalise absolutely everything. If you formalised too much you got to the old Balrossie system.
517. I wanted it to be fairly free flowing but reasonably tightly run. I wanted people to be reasonable, I wanted it to be child centred, I wanted the staff not to engage in any form of conflict situations that they couldn't cope with. I wanted to encourage all these kind of things. I think I heard about most of the things that actually happened but there must have been occasions when I didn't know about them.
518. We held very regular staff meetings where we realised that sharing the kind of experiences was quite crucial in terms of newer members of staff particularly learning how to cope with things better. So staff meetings were absolutely crucial as were review meetings for children. There were tons of opportunity for children to speak their minds about things. Staff meetings was a great opportunity and I think every month we had a full staff meeting. We brought nearly everybody into that meeting. There were a lot of interesting things from people who were having difficulties, sharing ideas

and concerns. There was a lot going on when there were so many people around and some of the children were quite damaged.

519. We were actually admitting people who created mayhem. Look at the problems that GJC and HKC created as they went from one place to another. Everybody needs to be aware that they are not ordinary kind of people, they are quite damaged and sometimes do some quite damaged things.
520. In relation to HKC claiming he was bullied and terrorised by other boys and he had told the English teacher maybe called Mrs Clark, I do not know anything about this and I don't remember Mrs Clark. Regarding him saying he was attacked a lot and boys stamped on his head I don't remember seeing injuries on any of the boys.
521. With regard to HKC saying he was regularly locked in a room in the tower by a member of staff that sounds like rubbish to me. I just cannot imagine that, that would have reached me had that been the case. There was a room in the tower above the upper part of the main building. It was a storage room and it is different from the one that I mentioned earlier that they used to lock the boys in before I arrived. That was more like a cell and was just along from my office.
522. It sounds to me like a joke gone wrong or HKC is making it up, or the person who did it got away with it and if so then that is absolutely wrong. I have no knowledge at all of that, it was never reported to me and I would wholly disagree with anybody dealing with anything that way. I accept that it could have happened and as I say it could have been some attempt at humour. If this did happen I would consider that to be abuse and I would sack somebody for that kind of thing.
523. I am still dubious that the way HKC describes it, was the way that it happened.
524. If there were bruises on HKC under his clothes from regularly being beaten by a certain staff member as he says and that other teachers or pupils would have seen them, then yes other people may have seen them when he was getting changed if that

was what had happened. Again I know nothing of that happening at all. He refers to it being the P.E. teacher.

525. Regarding the boys he shared a room with being bullies, one of them trying to stick his penis in HKC's mouth on more than one occasion I am not aware of any of this behaviour. He talks about them being predators and doing similar things to other boys and doing things to boys in dens. Again I am not aware of any dens or any of this behaviour happening.
526. He says the staff were aware of the dens but either never saw anything or chose not to say anything about it. Again nothing like this was reported back to me. It sounds very much like it was a unit related kind of issue. If I had known this I would have viewed this as a safeguarding issue. Unless the staff had concerns about it then it might come to the depute for care in the first instance and then to me.
527. It could have happened but I have no recollection of it. They were teenage boys; they would be doing silly things like that on occasions but if it happened it certainly never came in my direction. Strangely enough I have no memory at all of hearing about any sexual contact between any of the boys. I thought I might have done considering the fact they were all teenage boys but again I have no memory of that being an issue at all.
528. There was bound to have been classes about sex education, their bodies changing and boundaries as there was classes going on for everything under the sun. Maybe we should have been talking to them more but I don't remember if we did and if we did the extent to which we did.
529. I would think with regard to sex education, I can hardly imagine that not being done because we were dealing with upper primary and early secondary aged boys.
530. When talking about reporting of abuse he says he was too young to understand what they were doing to other boys but when the boy tried to stick his penis in his mouth he

told a member of staff and the whole unit went mental and then he understood it was wrong. He says it may have been his key worker that he told.

531. HKC [REDACTED] said that the staff member then spoke to the boy concerned. He said that the boy then got to him in the shower room and battered him. He again told the member of staff and said he wanted to tell his mum and dad but the staff men and woman discouraged him. He said he telephoned his dad from the staff phone.
532. They then kept a member of staff with him at all times until his parents arrived that night. He said he saw his dad's car so ran away out the unit and got to the headmaster's office where his dad and two of his mates were. I don't remember that. He states that I had said the best thing to do would be for them to take HKC [REDACTED] home that night and they would figure things out from there. He said that was then what happened.
533. I do not remember this incident at all, it certainly wasn't reported to me. It may have been that the unit staff decided not to pass it on, who knows. That wasn't the normal system but they were maybe trying to protect themselves.
534. I was a bit puzzled when I read his notes that he was bullied to the extent he was because that was a strange one and I would have known about that. I'm sure I would have known more than I do know about HKC [REDACTED] and I just vaguely remember him anyway. I only remember him because he was quite young when he came to the school.
535. I don't remember any boy having to be taken away by his parents.
536. HKC [REDACTED] said that he needed medical treatment and reported to the nurse about what how he got his injuries and if he did I would like to think she would have recorded that in his notes. I not sure how she has dealt with that, maybe she didn't have any concerns or maybe she just thought it was HKC [REDACTED] with his stories again.
537. I can't remember exactly what the procedure for this kind of thing was but I would like to think if she had concerns after seeing bruises on his body she would have done

something about it. Again I can't remember that and it certainly wasn't referred to me that I know of.

538. If this incident did occur and she was told about it she should have reported it. I don't think she did. Maybe she felt he was making up stories or whatever.
539. There were so many people all working and living in the place I couldn't know every single detail of things that were going on and I can't say why she made one decision or another.
540. If the allegations that have been spoken about today went on and the child didn't use one of the numerous routes that they could complain through then I might not have actually heard about it. On the other hand it may have been at the time that these were minor issues that didn't merit a lot of attention. We also don't know how much **HKC** **HKC** has blown it out of proportion.

Allegations against myself

HKC

541. I do not remember the incident that **HKC** refers to him running away and being caught by me in the hay bales in a barn. He said they would have been punished for running away but I do not remember what punishments were given for running away. I don't think it would be very much though because it seems he was back in the school quite quickly so I can't imagine much needed to be done about that.
542. As I said I think I remember him but not very well. I just remember a very young child that the social workers were pleading with us to take because he had been so damn difficult everywhere else he had been. They assumed, I think, that we had the capacity to deal with boys like him. I just vaguely remember him and I don't think I was much involved with him at all.

543. I have read the statement of GJC that was sent out to me and I have concerns around it. He has made unsubstantiated complaints against me and I am keen to emphasise my concerns about that. His complaints seem to have originated almost forty years ago.
544. I cannot remember GJC at all, although I accept that he was a resident when I was there. He might have been there before I came back from the community parent project but I am not sure about that. Not that it makes any difference but it may just indicate that he didn't know me very well.
545. One of the points that I want to make is that GJC makes statements about things that he was allowed to do or not allowed to do that are in fact very suspect in my view. I know of no person who was head at Newfield with the same surname as me. More confusion from GJC after 40 years. He says that SNR was a policeman and still thinks he is a policeman are his words.
546. How confused is GJC or do we have to accept that GJC view after forty odd years is absolutely accurate. I can't remember, so what kind of memory has he got, it must be astonishing to remember all the detail he has, which makes me think some of it must be made up and some of is just fabricated at the time. I've got concerns about the truthfulness of some of the claims, not just about Balrossie, about anywhere because he is a storyteller and he makes up stories as far as I can see. He makes things up and because he says them they must be true and that's not right.
547. I wonder whether or not he thinks he has to make something of an incident that I have no memory of and I totally object to that. I find it quite galling actually because I have worked in this game for thirty-three years and that is the first time this has ever happened. You don't go through thirty-three years of meeting up with the kind of people I met up with and all of a sudden GJC comes up with this. I don't accept that, it's rubbish.

548. It could be that I have forgotten due to the passage of time but I don't remember him and if he was there when I was there then the passage of time has affected me but I just don't remember him or dealing with him at all.
549. What he says about me punching him and lifting my hands to him all the time is absolute nonsense. I don't punch people and it sounds daft but even on a rugby field when fights happened I was never into punching people as I know the damage it can do. I don't behave like that.
550. It is false allegations and I am not accepting that. Firstly I do not remember this and secondly I would never have punched a boy, that is not my style and I certainly didn't go around hitting people. I didn't need to as my authority was obvious.
551. I do not punch people as he alleges. I also do not hit children despite what he alleges. If I had been in the habit of hitting boys, then I would expect there to be other allegations coming from other people but I know of no others. I had no need to use violence as a method of controlling a situation.
552. I had just come off playing [REDACTED] rugby and if I had punched somebody he wouldn't have got up to his feet so it is just nonsense.
553. I keep thinking to myself why is he making up allegations as he seems to have been making allegations at every place he has been involved in?
554. I can't explain and don't know why he is saying these things. I keep thinking, what is his motivation? I note that he is planning to contact a solicitor to consider his life in care and he may consider that his allegations against me could strengthen his case for financial compensation.
555. The kind of life he led up to Balrossie and he talks largely positive about being at Balrossie, he obviously has to come up with something that is going to strengthen his argument. I say to myself that he will need plenty arguments to take that forward so I am not accepting that. It's rubbish.

556. If a staff member or headteacher punched a boy and knocked him down I would accept that this was absolutely out of order and abusive.
557. He has either got me mixed up with some other people or he is on to some reasons to why he wants to strengthen his argument.
558. What is well recorded is that GJC [REDACTED] seems to have been assaulted in virtually every establishment he has been placed and he seems to have been inclined to assault or threatened to assault others, including staff members.
559. I believe that I have significant experience of dealing with difficult boys and girls to be able to de-escalate tensions without physical intervention, although I could safely physically restrain if this became necessary.
560. I worked in residential establishments for young people for over thirty-three years and this is the first time that a complaint has been made about me and an attempt to discredit me. I am naturally concerned about this situation, as, at this point, I can see no way to counter these allegations unless you can identify the person that was in the room with me and GJC [REDACTED] when it happened. That person is surely going to know what GJC [REDACTED] says is true or what I am saying is true.
561. GJC [REDACTED] has without doubt experienced some extremely damaging situations in his childhood but he seems to speak positively about most of his experiences in his stay at Balrossie. He has however, been a particularly difficult child in other establishments he has attended and he has very pronounced anti-authoritarian attitudes.
562. I'm sure it should be understood that for me after such a long time working in this field to meet with a guy with such a track record of anti-authoritarianism that he has and has been 'agin the government' in all the places he has been and he has done some horrendous things. He has seen some horrendous things and experienced some horrendous things and I am sorry for him in that sense but I am not going to standby and accept it because GJC [REDACTED] says it, so it must be true. I am not accepting that.

563. It is clear he dislikes me and this may have something to do with my role in the school. It may also be that I have had to physically restrain him at some point, although I have no memory of such an incident and that may explain his resentment about me.
564. GJC makes some very suspect claims in his interview notes about a number of other topics and I wonder how after forty years he can remember his time in Balrossie so vividly. Can his version of events be relied upon as totally valid?

Leaving Balrossie

565. I had got to the stage where I was beginning to feel I had done my bit there and that had shaped it up to the way it was and it was looking fairly reasonable. I was also feeling a bit tired and was thinking to myself that I could do with a few months off. It was a very demanding job and people who have never done it, might just think you are dealing with the children but it's not quite like that.
566. Nobody provided me with references when I left because I already had a lot of experience.
567. The interesting thing was that after a few months I got itchy feet and I went off to get involved with other schools and was with the care commission for six years.

Helping the Inquiry / Lessons to be Learned

568. I think the regimes of the kind that were at Balrossie before I got there have actually existed elsewhere and I think that residential care has got to improve because of this particular investigation right across the board. Finding the methods and the right kind of people to work with children, whether it is Edinburgh Academy or some other sort of residential school, it is the people that you employ that make the difference.

particular investigation right across the board. Finding the methods and the right kind of people to work with children, whether it is Edinburgh Academy or some other sort of residential school, it is the people that you employ that make the difference.

569. Working successfully in a residential school puts great pressures on staff. It is important that people with the necessary qualities are appointed which demands that only those accomplished in interview techniques are used in the appointment process. Identifying suitable staff is very difficult job and unfortunately some inappropriate people are occasionally appointed.
570. It is critical to have a balance between genders. To think that the place ran with just two women on the care staff was just daft. You get all the male macho stuff but I don't believe in that myself.
571. I think what Balrossie got right that other places didn't was the bit about looking for opportunities to experience other things in their life. I was involved with Jordanhill College [REDACTED] about our kind of work we were doing. I don't think it is for every place but I was well known in the system as somebody who was promoting outdoor pursuits, music and a range of other features.
572. We had different outdoor education teachers over the years who were specially trained. We didn't actually have a music teacher as such. I think that's one of my regrets and we could have done with a music teacher because when I think about that now that might have been a help.
573. I am still a great believer in the music side of it because it featured regularly right throughout the whole place. I found boys that were good singers, staff that could play instruments and you could use all that. Music should be included somewhere in every place as I really do believe it makes such a difference. It is an important part of my life, I have been trained as a singer, I had a scholarship with the academy music and I have sung with [REDACTED]

574. Now I'm not saying that other people need to be like that but I just think they should make sure they are keeping music as part of their daily life, their curriculum, whatever life, school or establishment it might be. It would pay dividends, it always does.

Conclusion

575. I feel that I made a significant contribution to the development of Balrossie School as a child-centred establishment with opportunities for the boys resident there to address their personal problems and have their life-experiences enhanced. Although occasional mistakes were inevitably made by staff as they responded to some very difficult behaviour from the boys, I feel that predominantly the experiences for most young people and for most of the staff has been positive and certainly not abusive.

Other information

576. This statement was written mainly by a member of the Scottish Child Abuse Inquiry team following a recorded interview and some papers I provided with background information and some adjustments made by me. I have read the final copy and agree with the content.
577. 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.

Signed.....
LWH

Dated..... 14th April 2024.