

Scottish Child Abuse Inquiry

Witness Statement of

IFT [REDACTED]

Support person present: Yes.

1. My name is IFT [REDACTED]. My date of birth is [REDACTED] 1956. My contact details are known to the Inquiry.

Background

2. I have a teaching diploma in relation to primary education, which I attained in 1977. I have diploma in special needs education that I achieved around 1990 or 1991 and I have a religious certificate for teaching religious studies. That's my educational qualifications. In terms of others, I have an occupational health certificate.

Posting at St Mary's, Kenmure

3. I started at St Mary's, in those days it was Kenmure St Mary's, on I believe the 5th September 1977 as a care assistant. I've always regarded that as my starting date. There are three elements to St Mary's. There's what I call the "old, old school", which was the original St Mary's, that was built at the turn of the last century. It's a Victorian building. There was the "old secure unit", that was originally known as the Ogilvie Unit, which was added on to the campus of the "old, old school". Then there was the "new secure unit", which opened in 2000 and the "old secure unit" which closed in 2000. That replaced the "old, old school", which closed around 1985. I moved in 1985 from the "old, old school" to the "old secure unit" and I was there up to around 2004.

4. I was still employed by the new St Mary's but I had separate duties with a subsidiary, an associate organisation of St Mary's, which was Cora Learning. I was a [REDACTED] in the recruitment for new secure units that were being built at St Philip's campus in Plains and The Good Shepherd Centre in Bishopston. I was still there until around 2007, and while still an employee of St Mary's I was asked to go to St Philip's, which hadn't got off to a great start. I believe they were looking for someone with experience to give some hands-on advice. In 2010 I actually moved contractually to St Philip's. In 2012 I moved back to St Mary's, where I stayed until I retired in January 2019.

St Mary's School, Kenmure, Bishopbriggs

5. St Mary's originated in the Calton area of Glasgow in the 1800's. They moved out to Bishopbriggs in the early 1900's. It was a large Victorian building. You would recognise it as an institution. It was on two storeys with wings on either end of it. It had an additional part that had been added to it, maybe in the early seventies, which consisted of a bakery and I believe a kitchen upgrade. There were also other seventies buildings, one of which we called the hostel.
6. This was for young people who were of an age that they could go to work but they were still within the care system. On the grounds there were a number of other one and two storey buildings where they had trade activities. When I started in 1977 we had a painting department, a joinery department, a farming and gardening department and a building department. We had education which was in a prefabricated style building. It had a flat roof that leaked all the time and the heating never worked. It just wasn't very well appointed.
7. There was a large gym, what we called a play barn. From memory it was the size of three badminton courts. The boys had actually built this, it was enormous, the height of it, and they had built it brick by brick. That was the building department that built that. That and a number of fields to the north of this area, which were used by the Farm & Garden department. That was the overall campus.

8. When you went into the main building there were terrazzo floors, tiled, institutional walls. On the left-hand side as you went in were the offices of the bursar, the headmaster and the deputy headmaster as well as a staff room. On the right was the front office of the secretary. Facing that, as you went in from the other side of the corridor was the assembly hall and the office for all of the care staff and another area which was used as a kind of meeting room. It was too big to be one thing and too small to be something else. At either end of the corridor were stairs going up. Before you got to the stair on the right-hand side, you could turn left and there was a recreation room for one of the house units. There were four house units. I think there were toilets there as well. Under the stair there was an area known as the boot room. It was where institutional workwear that the kids wore and all the boots were stored. It was also an area where dead files were kept.
9. As you go up the stairs on the left-hand side was a chapel and on the right-hand side was a dormitory. You went along a long corridor and on either side of it were two dormitories and at the far end, which was partitioned, before you went down the stairs, on the left-hand side was another dormitory and a nightman's room, and on the right-hand side was what we called the TV room. This is where the kids congregated after activities at 8:00 pm until 9:00 pm, watching the communal television. If you were lucky they would be interested in something, I remember I became a fan of 'The Water Margin', because the kids quite enjoyed all the Kung Fu stuff on it.
10. When you came down the stairs you were effectively facing the other way and on the right side there was the dining hall and through that was the kitchen area. Going left at that point was the matron's room. At that time the matron was a woman called Beatrice Van Bavel. It's not particularly important other than such was the institutionalisation, that when Beatrice retired the kids asked who was going to be the new Beatrice because that's the name they associated with the matron. There were toilets and a door partition at the end through which was the headmaster's house. That's the floor plan that I remember.
11. If you went out into the yard at that point, on the left-hand side was the kitchen area, which then had the bakery attached to it and then had the laundry area attached to it.

There was an arrangement where there were stairs that led to a couple of staff quarters. I only ever remember one person being in those quarters. On the other side of the yard was a long red sandstone affair that on one side had an open area with some building stuff, stones, bricks, wood, that sort of paraphernalia. There used to be a tailor's department there, but that was before my time. I think there used to be a cobbler's department there too.

12. On the other part of the courtyard, facing you as you came out of the front door of the main building, across the yard was the joiners and painters' shop on the ground floor. You could go up a set of stairs and go right or left. If you went right it led into an open space. I can't really remember what we did there, if you went up half a stair on the left-hand side that's where the kids clothing was kept, pyjamas, towels and that sort of stuff. If you went straight through there was a recreation area for one of the house units.
13. If you come down the stairs, turn to your left around the side of the building and you would be facing the prefabbed education area. I'm not sure when it was built, maybe the sixties, but it was of that time. It had about five classes, a staff base and at the end were toilets and showers. These were on the right and the staff base on the left. At the end of this corridor you faced a heavy steel door. The significance of this was it had to be of that robustness because on the other side of that was the play barn. At the other side of the play barn there were two steel doors that led to the secure unit.
14. If you came back out the classroom area and you were facing the main building, on the left-hand side if you went round there was a Nissen hut and in that were building items, scaffolding and bits of wood. There was also an area that was generally used for dumping things, like a tip. If you looked, with your back to the main building there were two full size football pitches. Both were partially surrounded with fencing, which was only relevant when it came to the secure unit boys coming down to play.
15. There were security aspects that you had to take into consideration. So that was us going to the left, if you went to the right you crossed the roadway that went down to the secure unit. However it also went up the hill where there was a stand-alone

cottage and two, maybe three terraced cottages and then there was a larger two storeyed building which was the hostel that I referred to earlier. When I first went to St Mary's the cottages were staff houses. If you didn't go up the hill and went to your right-hand side you reached the entrance to the secure unit, which at that time was known as the Ogilvie Unit.

16. The first couple of years I was there St Mary's was used by the archdiocese of Glasgow for what was known as the Lourdes Day celebration, where parishes from around Glasgow used to come. It was quite a big affair. They had a Mass and processions and first communicants. I remember going to it as a child.
17. Beyond the football pitches and the secure unit and at the back of the old building were fields that were used by the farming department. We grew potatoes, turnips, carrots and things like that. Beyond that, up the hill, was an area we referred to as the convent. It had previously been a girl's orphanage. St Mary's had started off as an orphanage and became an industrial school, then it became an Approved school then a List D school and ultimately a secure unit.
18. In the days when it was still an orphanage I believe there was a girls' house/orphanage at the top. I think the order of nuns that ran that were the Good Shepherd, they might have been Franciscans. They went either to the Bishopton campus or to an orphanage/convent down near the Parkhead area. So the convent at St Mary's was derelict, in fact it was mostly razed to the ground. You could get into what would have been the basement and as a recreation in my first couple of years we used to go up and play two-man hunt in the convent area.
19. This was how the school looked until about 1984 or 1985, when there was a contraction of List D schools and I think St Mary's survived because the secure unit was on the campus. So it wouldn't have made any sense to disaggregate that. At that time St Andrew's, Shandon closed and I think St Ninian's in Gartmore closed. Thornley Park and Larland's Park closed around that time too.
20. The Victorian building and the hostel were open in the sense that there was no security with bars on windows and doors. Some doors could be locked but I wouldn't

say that was the main element of it. One of the elements for someone who has worked in an open unit is that there is nothing to prevent kids from running away, so the only thing that you had going for you was that you had to get some degree of a relationship going with the kids. Some people were quite successful at that and some were confrontational.

21. Some kids seemed to respond to a more authoritarian view about things and some just enjoyed the patter. You had to have a degree of patter in your relationship with the kids. Some staff in the secure unit relied on the building to be what was keeping the kids there rather than establishing a relationship. It was quite clear to me when I went to the secure unit that there were two distinct thought processes.

Function of St Mary's, Kenmure

22. When I was there between 1977 and 1985/86, as a care assistant and then a teacher, I wasn't interested in who financed the place. I was employed by the board of managers of St Mary's. That's where my interest started and finished. It was a voluntary board and my understanding was that young people's places were paid for by local authority if they were subject to a children's hearing order or the Scottish Office if they were subject to a section 206, which in those days was a court disposal. There was also another disposal, a section 413, which might have been from the district court but I'm not sure who paid for that. Then it was done by grants from local authorities and Strathclyde Region.
23. So initially I was there from 1977 to 2004 in three different campuses. Retrospectively you could look at the function of St Mary's as the containment of difficult kids. There was a view that you had to provide positive experiences to enrich lives. That would be the advertising. The actual reality of it was, certainly in the "old, old school", in the Victorian building, it was primitive. Everything was large scale. You had twelve in a class, you had thirty odd boys in a house and you had two large dormitories that probably had twenty-five to thirty boys in each and two other dormitories of similar numbers. You are talking about potentially a hundred kids. So, if they weren't there the question would be, where would they be? There were a lot

of truants and kids outwith parental control and petty theft. We began to get, I would suggest, more mental health cases around the start of the eighties.

24. There was a sense that we were somehow bettering their normal experience. As a pastoral perception I would say that it wasn't particularly good. I don't think you would get very far with a care commission inspection these days. Things were pretty primitive. It really depended on your relationship with kids as to how successful they were. I was involved in teaching after the first eighteen months, so I was subject to HMI inspections. I think it started off every four years, latterly it was every two years. There was a formality about that bit of it but less of a formality about other things.
25. What I would say is that my perception of relationships with local authorities was that there was a certain element of deposit and forget. I can't remember any great joined up thinking from external social workers. It appeared to be very easy to be admitted to St Mary's but very difficult to be discharged. That probably went right through my entire career, right up to the 2000's I would suggest. So, it was a facility that existed. The staff tried to do their best, by and large I think they were well meaning, well intentioned. I always referred to the "old secure unit" as doing your best despite the building, because it was another obstacle. In the "old, old school" I would say you were trying to keep kids safe. But I don't think I could define any specific child protection policy or healthy living, it was pretty ad hoc.
26. My first impressions were that the staff were rough and ready, a lot of banter, a lot of patter, again going back to that bit about trying to establish relationships. There was a definite effort to engage with kids with very limited resources. Going back to the difference between open and secure, my experience was that you really had to make things up. I had a little collection of mind games and challenges you could use to engage with the kids.

Structure

27. I started out as a residential care worker. I did that for approximately eighteen months and then one of the teachers became pregnant and I took her position while she was on maternity leave because I was a qualified teacher. She didn't come back

so I became a teacher. I can't remember exactly when it was but I was promoted to Principal Teacher. I think it was in the late eighties to early nineties. In 2000 we moved to the new secure unit and the Head of Education, which was the next level up, sadly had a brain aneurism and died and I was asked to step in for a period until they could appoint someone else. They didn't appoint anybody during the first round and I threw my hat into the ring the second time around and I was appointed Head of Education SNR. This would have been 2002 or 2003.

28. I went down to Cora Learning in 2004/2005 as Head of Recruitment, or something like that, where a small team and I put together a recruitment policy based on Kate Skinner's safer recruitment tool kit. We put together a series of exercises and procedures for the selection process for the new staff going to the new secure units. We won an award and people came to us asking if we could do a similar process for them. Kibble was one that I remember. I then went to St Philip's in an advisory role when still employed and paid by St Mary's. I then became Head of Education, SNR at St Philip's. It closed in 2012 and I went back to St Mary's.
29. As a residential care worker in the "old, old school" my role was the day-to-day supervision of young people. Very much a practical, pastoral role, making sure kids were dressed, out of bed and going to school. You would occasionally take kids on home visits or you would take them out to an activity. You did activities in the evenings and weekends with young people. There was a small degree of reporting in terms of progress reports or monthly panel reports, things like that, where you would compile information and give it to a unit manager. I can't remember if we had an external social worker liaison. You would sometimes go to a panel and speak to these reports but by and large you did the donkey work and someone else would present it. Occasionally you would go to court or a children's hearing and support the young person and answer questions if it was required.
30. As a teacher we ran the model in the "old, old school" of nine to four education except on a Friday where we ran what was known as the "bonus". This was where we ran, I'm going to call it a tick sheet, I don't know if that was what it was called, and we would score kids depending on their behaviour. If they got above a certain threshold their house would get points as well as themselves and if you reached a

certain number you would get home for the weekend. Not everybody got home but the vast majority did. This would be at 1:00 pm on a Friday. If somebody messed it up individually they would definitely be affected, but sometimes I recall a house might be affected, then they would stay, having lost the "bonus".

31. They would then come across to the education where you would have to contain them for about an hour or an hour and a half as they watched the minibus leave. So there was a certain degree of improvisation and engagement. As I said there were no locks on the windows, etc so if a kid jumped out of a window the principle was you jumped out after them and ran down into the fields and tried to catch them and bring them back. It was quite an active role, you had to be fit and imaginative.

Successful application

32. I came out of Notre Dame College having been awarded my certificates in religious education and primary education. At the time there were no jobs for teachers. An advert was pointed out to me by my mother based largely by the fact she was an avid church goer and this was at St Mary's Kenmure that she knew had the Lourdes Day Procession, etc. I completed the application form and sent it in. I had no idea what a List D school was. I had no experience with anything to do with that. I turned up for the interview, it may have been for the secure unit, but I started in the "old, old school". I had an interview with the board of managers and was accepted. I remember getting in touch with my principal lecturer at Notre Dame to provide a reference. There might also have been a reference from my local parish priest, but I can't be sure.
33. I believe there was a probationary period, but I couldn't in all honesty say that I remember it. I arrived the first morning and I was met at the door by the depute in charge of care. He told me to go into the staff room and he would come and get me. Approximately two hours later another member of staff came in and asked me if I was the new guy. I told him I was and he asked me to go with him. That was my introduction. There was no appraisal after six months or a year that I remember. Not until I introduced it for teachers in the 2000s.

34. There may have been two or three of us that started at the same time and I remember being taken to Kerelaw open school, Kibble, and I think Langlands Park or Thornley Park. It was in Port Glasgow and it was a girl's unit. It was a case of, here's another similar type of place. That was it, there was no sense of proper training.
35. When I finished college and was awarded a teaching qualification I had to do a two-year probationary period, so at the end of two years you would have an assessment. However, because I wasn't working in a primary school you couldn't do the second year, you were given one year's credit if you like. So I had to organise a six-week placement in St Roch's Primary School. I did that to establish my credentials as a teacher. I then applied to do the special needs course. I was supported in this by the school.
36. The first time I remembered having had any formal training into anything would have been in 1998/99 and it was child protection.

Staff

37. In the early days, from the seventies into the eighties there was SNR [REDACTED] when I started it was LNI [REDACTED]. Then there was a SNR [REDACTED] SNR [REDACTED]. There was a sense that he was SNR [REDACTED]. He certainly was a character, it was a fellow called KDN [REDACTED]. KDN [REDACTED] took over from LNI [REDACTED] after about eighteen months of me being there. The man in charge of care was a guy called KDM [REDACTED]. As a personal character he was a much less impactful person, certainly in respect of KDN [REDACTED] and him, he was definitely the second string.
38. Then there was a person that we gave the title of SNR [REDACTED]. It was someone who was between a unit manager and a depute. Then there were unit managers. I can't remember if there were assistant unit managers, there certainly were in the secure unit, and then there were care staff. From memory there were twelve or thirteen to a team and there were four houses, so there was that amount of care staff. We worked shifts, I can't remember the patterns. I think they did them slightly different in the secure unit.

39. The education ran parallel to that where you had a senior teacher and a senior instructor. The senior instructor was in charge of the instructors as they were different to the teachers. Teachers all had teaching qualifications, the instructors didn't necessarily have this but had vocational qualifications. There was a point in the nineties when instructors were required to get a teaching qualification. I think they did that via distance learning.
40. SNR LNI s was legendary. He had a whole backstory. He was Irish. I was only really aware of him for about eighteen months and then he retired. He was a legend. He was somebody that had an aura, there was a persona. He was regarded highly by the staff and he was certainly respected, grudgingly perhaps, by the kids. He was colourful in a social sense. He wasn't particularly involved with the kids during my time there.
41. The houses in the grounds were occupied by staff in the early days. One was the school gardener, one was the depute, or a unit manager from the secure unit, one was the head of the secure unit and the last one was used by the house parents for the hostel. As each of them moved away and the houses were empty they were mostly used as storage. They were ultimately used by a sister organisation, Stepdown, under the Cora umbrella. We realised that the young people's transition from St Mary's into the community just wasn't happening. They took over the houses and the hostel and turned them into a unit that was designed around getting kids back into the community. They also had houses in the community. I remember they had one in Possil and various other places. The idea was you always had a place to go on leaving St Mary's and from there hopefully you had a place in the community.
42. I never stayed on the campus. There was an on-call house and if you were the on-call senior member of staff you had to be available twenty-four hours a day, so you stayed in a house about half a mile down the road. You had to be available to give advice or assistance.

Recruitment

43. I was not involved in the recruitment of staff until the 2000's. I sat on an old-fashioned panel in 1999/2000 as Principal Teacher. That was my first involvement. One of the interesting things about the teaching staff, certainly in the early days, was that they seemed to have longevity. People became part of the fabric of the building and would have long careers. From my point of view I liked the variety and the non-conformist style of things.
44. You could set up your own environment. You weren't particularly constrained by interference from senior members of staff or local authorities. You had your own space and you were totally responsible for that. So you had to manage it and you had to manage your own expectations and the kid's expectations. To a certain degree you're going to report on progresses but it was informal. It appealed to me, which was probably the primary reason why I stayed and the turnover of staff was quite limited, certainly in education terms.
45. Recruitment changed over the years and essentially I was part of the process. St Mary's was the third secure unit. There was Rossie Farm, which was established in the fifties, then there was Kerelaw, which was run by Strathclyde Region, and St Mary's was the exact physical mirror image of Kerelaw with some additions. In terms of development of secure unit design at that time, I wouldn't be doing it a disservice to say it was designed on the back of a 'fag packet'.
46. It was all about containment with bars on windows, bars on gates, everything was locked. When we came to speak about new secure units I became involved with Bill Duffy, the principal at the time. He and I went around Scotland, up to Rossie, Kerelaw and our "old secure unit", then we went down to Aycliffe, East Moor, Leeds, Stamford House, Middlesex Lodge, all down in England. We looked at design, what can you and what should you incorporate and how would you manage it. So that started for me in the nineties. We had made a video of all of this and we made two copies. I had one of them and it was instrumental in getting the funding to develop the new secure units. I was in the staff room as we found a TV that had a video player in it and I put it on to let the staff see where we used to be. Unfortunately the

TV was thrown out and the video was still in it. That would have explained a lot to the Inquiry about the environment and the thinking at the time.

47. When we came to talk about how we were going to investigate going forward with the building we also looked at going forward and developing the staff structures. By that time I must have been the longest serving member of staff, certainly at St Mary's. I had an office down in Cora Learning in Glasgow where I started developing the policies and procedures. We were involved with the Irish justice system at the time, both Northern and Southern Ireland, and they were trying to develop their secure estate and Bill Duffy was the main consultant. So I was in the back of this, getting information and setting things up. I remember I set up a trip to Australia to look at transitioning into the community from residential and/or secure care. So in that role and developing thereafter we moved in to using Kate Skinner's model of safer recruitment and that was a process by which you established the key indicators that you required for that job.
48. In the old days you would turn up for a job, whether it was for a cleaner or a head teacher and the questions would be, 'What school did you go to?', what experience do you have?', what are you going to bring to the job? and who can speak for you?'. There was nothing about getting into the nub of what your thought processes were, if you had a bias and whether that was a good thing or not. So we developed a system where for each job there were different criteria. It was a huge piece of work and we had a matrix of the indications for each role.
49. This had, for every quality that you would seek, experience, qualification, you would have performance indicators, but they were different. So if you were a unit manager you needed to know about petty cash for example, whereas if you were the head of the service you needed to know about grants, budgeting, politics, that sort of thing. We designed exercises for those requirements that were specific to the job. Care staff would have a set of criteria and we developed exercises round that. Instead of going for an interview, you went for a day. You still had a generic interview, but you had an interview where two people would ask questions and take notes, scoring off the performance indicators only for that person, not comparing it to anyone else. You

ended up with a score and we had a statistician with us who developed a scoring system which involved weighting, balances and bias.

50. You had group interviews that were like party games, but you were looking at how people interacted with one another. There were specific skill tests and the higher the role you went for there would be written questions on policy, etc. If you were a chef the questions may be based on healthy meals and nutrition. So the difference from turning up for a job interview before and after I got involved was like night and day. It was introduced in 2004. I was working, doing these development activities for policies, procedures and what we called standard operating procedures and there's pros and cons to that.
51. The recruitment was initially to staff St Philip's and the Good Shepherd Centre, both of which were getting new buildings based on a lot of research and also the number of lessons we learned in developing St Mary's in 2000. It was rolled out further, I remember doing stuff for Kibble where we did the exercises and the scoring system for them. Some other people wanted us to give them the material, which we were reluctant to do because we had invested an awful lot of time into it. Five to ten years later we were still using elements of that. It was rolled out in St Mary's too, but post 2004. We started work with St Philip's first then realised we should be running it at St Mary's as well.
52. There were no volunteers working at St Mary's. I introduced a music programme but there was a grant for that and the people involved were paid. There was also an arts and crafts programme. Everyone was disclosure checked, but they weren't volunteers.

Training

53. There wasn't very much formal training, it was all very pragmatic. I don't remember any that I would call serious organised training. In the "old, old school" I don't remember anything at all. In the "old secure unit" the first training I remember was child protection. That was in the late nineties. In the mid-nineties we had a go at trying to do some development, education wise. From memory it was relatively

generic. It was basically brainstorming and a variety of people would give ideas on what we could do better but in terms of a structured beginning, middle and end qualification I don't think there was anything of that ilk. I don't think there were any written policies on teaching at that time but expectations would be in line with National standards relevant to education in Scotland. I think SVQ qualifications were offered to some care staff around this time, and latterly Cora Learning was created to offer training courses to staff and prospective staff.

Supervision

54. I was involved in the supervision of teaching staff partly as a result of the policy work that I'd been doing and the recruitment. There was an awareness that we had to up our game and move beyond the personalities and move to a greater expectation of professional standards. I remember putting together a supervision document specifically for teachers. It was a more formal, quarterly supervision based on performance indicators that I had extracted from my experience with recruitment. Formalising what you were asking people to do. The expectations of qualifications, of extending courses, of engagement with young people all became performance indicators. That came out around 2007. I think I started it at St Philip's and took it back to St Mary's.
55. When I was at St Mary's as a Principal Teacher supervision didn't seem very relevant. There was an experienced group of staff and everyone knew their strengths and weaknesses. There would be a sense that you needed to try to improve but there weren't any formal methods to do that. There were two Principal teachers and two Assistant Principal teachers. The two assistants were in their position more in recognition of their length of service. The two Principal Teachers were myself and IFV. I suppose there was an element of recognising the length of service but there was also an element of Willie Miller, the head of education, not really wanting to pick a favourite. It wasn't the best way of doing things. If you'd had a serious structure you would have the Head of Education, a Principal Teacher and one assistant. There was no real role for the Assistant Principals.

56. My role essentially was a practical one, because I was located centrally in the education block and had taken on the timetabling. I was responsible for who went where and with whom at all times. So if someone was off I had to come up with a plan B in order that the kids had a degree of variety, weren't getting bored and over exposed and physically telling young people who was going where. That was the kind of hands-on element of the Principal Teacher role. IFV was in the Play Barn so it was up to me to manage the rest. If there were any incidents during the day, I was in the area. There were about six teachers, me and IFV in the Play Barn. The hostel had diminished by that time. There were some kids there, but they weren't workers, they were just pre-release. There weren't that many there at that time. As I said, I moved to the secure unit around 1985/86, when the "old, old school" closed.

Policy

57. Back in the day I don't remember much policy making. I don't know if there's any relevance to it but there was one document that you were given every year but that focused almost exclusively on holidays, when you were going and what slot you could get. It would include what shift you were going to be on for the year and if you were a teacher, what shift you were attached to, which would determine what evenings and weekends you would work. I don't remember anything to do with child protection or safety, but there may have been an addendum for Care staff.
58. I don't remember any written policies, certainly in the "old, old school". Moving into the secure unit there might possibly have been. When Bill Duffy moved out to supervise the building of the new places Neil Sharp, who came from Strathclyde Region, certainly brought with him a view that there should be policies and procedures, but when they came into being I couldn't give you a date. I believe he introduced the prospect of child protection training, and I might be wrong, but also the control and restraint training. That would be in the late nineties.

Strategic planning

59. I think future planning depended on politics and where the money was coming from and it depended on what hoops you had to jump through in order to get it. I'm not

particularly knowledgeable on who, what, why and where, but you were aware, for example when I moved over to teaching in 1979/1980 there was a plan at that time to build a new classroom block, whether it was a good plan or not, a plan existed. It never came to fruition. Maybe ten years later there was a plan to build a new secure unit and it was thought, 'we'll believe it when we see it'. There was a sense that decisions could only be taken if approved by somebody somewhere. At that time I didn't know the whole politics of money coming from local authorities and what was a grant and what was a fee. I could tell you chapter and verse from 2007 but I didn't know about that sort of stuff early on.

Children

60. In terms of the secure unit, any kid that went through the Sheriff or High Court would have a remand order, which would mean coming to St Mary's. Things like murder, rape, serious assault, housebreaking, that sort of stuff. Initially it was in an effort to take kids out of Longriggend and young offender's institutions at that time. The idea was that they would come to us as a secure unit. That was the path for kids who originally came, then a secure order was introduced, which was an addendum to a supervision order. This came through a children's panel.
61. The kids who came from custody orders knew that on a certain date they were due for parole or for release, it was all laid out. Kids who came from the children's panel with a secure order only knew that it would be reviewed in three months' time. There was never any sense that there was a definite ending to this. You had kids that were there for two or three years, just being reviewed every three months. So it was a forever thing. I can't say there was a lot of interaction with social work departments because we solved a problem. You've got this kid who was running amok, who is still doing it but he's contained within an enclosed space. So I'm not particularly enthusiastic about the involvement of external social workers. From the 2000's until I left, there was a sense that social work departments regarded St Mary's short term as a facility like, we'll get them in, off the street, we'll review it in three months or a week, on many occasions there were kids that came in for a night. That is perhaps a contentious view but it reflects my view of decisions being made by some Local Authority social workers at the time.

62. You could refuse to take them. There was no requirement to take a young person based on a children's supervision order. We did refuse some. From around 2012 and up to 2019 there were a number of things which happened. One was we had, in my view, a number of inappropriate placements. You had revolving doors happening, kids would maybe come for a week, then go, then come back for three weeks then go away and come back for a month and there was no continuity. We had a number of kids coming in from England because it was too expensive for Scottish local authorities, and that brought a new cultural issue we were not prepared for.
63. We didn't quite understand the whole gang scenario, particularly from the inner London kids. We also had a huge increase in violent kids. We had one kid in particular that I went to the children's panel and said we weren't going to keep, he had already been with us seven times short term and we had a catalogue of staff injuries. We tried to get the social work department to co-operate. They didn't want to know because he was in St Mary's. They said, and I quote, "That's your job". So I told the panel we weren't renewing the placement and there was pandemonium. There was all sorts of fallout from that. This would have been 2017. It had been building to that, such had been the misuse of the facility, in my view, by some local authority social workers.
64. There's a lot to be said for and against secure units, but you can't have a dump and sadly that's what it was coming to. My view is, if you want to be effective in a secure unit you don't wait until they are fifteen and been in twenty-five different placements. I remember a kid coming in who had been in seven foster placements in a week. Every placement he had been in he had caused a riot, and then he came to us. What was the purpose? It was so that they didn't have another riot in a placement. Very few kids came to us that didn't have a previous history, and in those cases that was usually for serious assault or murder, normally young people were known to the social work department from early on, sometimes pre-birth.
65. In the "old secure unit" there were twenty-four kids. Boys and girls. In the new secure unit it started out at one point we had thirty-six. Thirty internal and six in what I always refer to as the hostel, but it was unit six, the open unit. But they would come in for education, which was not a good idea, associating with the others and bringing

stuff in. The only reason they did was because we couldn't come up with an education model on the staffing we had been reduced to. To give the kids in unit six the same variety and opportunity as the kids in the secure unit, that was torture.

66. There was a riot in 2007/2008, I wasn't there for that, I was at St Philip's by that time. There was a general disturbance which resulted in four kids breaking out through the teachers' base window. After this incident all the kids were relocated. St Philip's took in six. I believe St Mary's was closed down for a period of time, perhaps a few months before it opened again with reduced numbers. Around 2010, there was a general reduction in demand. So St Philip's closed and that left Good Shepherd, Kibble, Rossie and St Mary's. St Mary's went down from having thirty internal to eighteen. We had almost nobody coming from Scotland, the unit was full of English kids, which led to huge cultural issues. They were extremely violent. At that point I tried to introduce a more informed selection process where we were in charge of the placement rather than, 'You've got a place, we'll fill the space'. We had a kid that came once and a box came with him containing methadone. We knew nothing about it, nobody had mentioned it as part of the referral procedure. We weren't geared for that. This was around 2015/16. That really brought things to a head, we couldn't continue like that. That and the number of staff that were being quite seriously injured. It was a very volatile and violent time.
67. By and large the kids could be any age from twelve to eighteen. Some of the most difficult kids we had were tiny. There's something about "whirling dervishes". The speed and the violence and the vigour in which they apply that violence. It's quite traumatic.
68. When I was Principal Teacher, in the "old secure unit" each of the three units would have three maybe four staff on a shift. One might be the unit manager. There would be ten teachers during the day, so there was quite a lot on. At weekends there were three or four staff per unit, which probably included teachers and instructors.
69. We were a boys only school initially. The secure unit did have girls in it over some point within that period of 1977 to around 1985. I couldn't tell you the date when girls first appeared but they had to add on a section for them.

70. In the "old, old school" it was more territorial. In the early days if you came from Maryhill you stuck together, if you were from Drumchapel you stuck together. There were conflicts but in those early days young people would fight amongst themselves. That was where the majority of the difficulty came from. The aspiration was to become the 'donner of the school', which was the top dog, the toughest. So occasionally, when someone was leaving the pecking order had to change and we would get an outbreak of fights and it was people trying to establish themselves.
71. I remember the senior staff at the time in the "old, old school" being really quite authoritarian and there was a certain element of, I would suggest, more fear than respect. That was just down to the manner in which instructions were delivered.
72. The aspiration for kids in the "old, old school" was to get to the hostel because that got you out of the school, it potentially got you a job. The idea was that the kids in the hostel got a job. I remember taking a kid for a job making beds in Pollockshaws. If you got a job you had one foot out of St Mary's. We had all sorts of vocational courses. I'm not aware of the boys having any qualifications at the end of these courses. I might be doing some of my colleagues a disservice but I don't remember any City & Guilds, or any of those things at the time.
73. It did come in later on, but what happened was, especially when it came to the secure unit, space was so tight, some of the specialist trades had gone. We did employ a mechanic, so we did work on engines and go-carts and things like that. The painter and joiner came over from the "old, old school" and there was an area created where they could all work in relative harmony. But the interests changed in vocational matters. You had what was known as full-timers and part-timers. Essentially a full-timer was someone who only went to, for example, the painting department. He was an apprentice painter. A part-timer would spend a certain amount of time, more than you would normally get, in a department, then there was the basic, when the young person would go to the painter or joiner once, maybe twice a week. That was just about balancing timetables and trying to give kids a variety. You've got a number of classrooms and teachers and you're really governed by the teachers you had and the spaces you had. Sometimes it worked really well and sometimes it was a disaster.

74. When girls became more prevalent questions were asked, "should a girl be doing building or joining or painting or mechanics?" "Should they not be doing home economics?" "Should boys be doing home economics?" So you had to balance it all.

Mornings

75. In the morning in the "old, old school" there would be an assembly and either the headmaster or deputy head would come in and address the kids. I became responsible for the hymns we used to sing because I played the guitar.

Mealtimes

76. The food in the "old, old school" was basic, there's no question about that. Pie and beans, stuff like that. We did have a cook that came for a month and tried to introduce a bit more varied stuff but you're up against a budget. When we went to the secure unit we had two ex-submariner cooks, who were rough and ready. I don't think there was a huge amount of thought that went into nutrition, although we did have a matron who may have had some degree of input into menus and we did try and introduce choices.
77. At some point in the late nineties, certainly the early 2000's, the concept that a kid could order food from outside takeaway shops became a reality. The problem then became that the school was cooking for twenty-four kids of whom twelve had ordered a curry or fish and chips to be delivered, with cans of coke, or whatever, which led to all sorts of difficulties. We didn't allow cans or glass bottles obviously for security reasons.
78. When we went to the new secure unit, after I'd come back, around 2012/13, I actually did engage a nutritionist to come and review the menu because the complaint was that the food was bland. It wasn't interesting, it was all deep fried, there was no sense that nutrition was part of the process. So I organised a nutritionist to come and she spent a week in the school looking at what was being prepared and how it was being prepared. Lo and behold, and no-one expected this,

but the meals were actually nutritionally balanced. They weren't particularly interesting, inviting or well-presented but from a nutritional point of view they were fine. But overall, in terms of standards of general food, I would suggest it was bordering on adequate.

79. I remember organising a gourmet food night and the idea was that you could try all sorts of food and kids and I cooked it and they were asked to just to give it a try. Instead of battered haddock we had salmon, we had mussels, things that they wouldn't normally express an interest in. We brought parents in for that just to try and stimulate something. We did it a couple of times. It was expensive but I thought it was worthwhile.

Bedtime

80. In 1977 the main dormitories were divided into compartments by very tall wardrobes. In the "old secure unit" every kid had their own bedroom as well as in the new secure unit, where they were also ensuite.
81. In the dorms, kids went to bed at 9:00 pm. Staff would walk in a figure of eight round the four dormitories. So effectively you would space yourself out. You were trying to calm everybody down and as best you can make sure that nothing untoward was happening. You would count constantly to make sure everyone was there. About 10:00 - 10:30 pm the night shift would come on. There were possibly three-night shift in the "old, old school". They would go round every so often and count and make sure everybody was still there. The doors at either end of the corridor were locked but the dorm doors weren't, to allow the kids to go to the toilet.
82. In the secure unit kids would generally go to bed about 10:00 pm. Occasionally the kids could stay up a bit later and watch something on the TV. Again it was down to that relationship thing, who was on and how they got on with the kids. The kids would go to their beds then there would be a period of adjustment where they would want to go to the toilet, but you could only let one out at a time. In the new secure unit there were toilet facilities in the rooms.

Washing and bathing

83. Showering in the "old, old school" was at 4:00 pm. At the end of school all the kids came to the shower base that was attached to the play barn and everybody went for a shower. Latterly there was another shower room in the old school, which, as numbers dropped I think we began using that more often. It was like a communal sports shower, so there were a number of shower heads, as such there was no privacy. Kids went from the changing area, had a shower and came back out. You would have staff in the changing room and staff in the shower area, which was largely to protect kids. The other side of that was whether that style of supervision was intrusive?
84. In the "old secure unit" there was a shower room adjacent to the living area of each unit. It was a toilet and shower. Anybody that wanted a shower would go there. Girls had a bath upstairs. They might have had a shower as well. If a boy wanted a bath he would speak to a member of staff and he/she would facilitate it.

Leisure Time

85. We had activities between 6:00 pm and 8:00 pm in the "old, old school". My first activity was walking twelve boys with another member of staff down to Bishopbriggs Baths. We would go into the baths and it was almost as if the kids were targeted, not least because they wore black and white striped trunks. They stood out like a sore thumb. They would go in the water and immediately the attendant would be telling them off and that was like a red rag to a bull to our kids. I can't tell you how long I did that for then my next activity was in the play barn.
86. We would have all the kids in the main assembly hall and then each member of staff would tell them what he or she was doing as an activity and ask who wanted to do it. Some of the staff, myself included, would pick the most difficult kids, because you were drawn to them or they were drawn to us or you just thought you could handle them and give someone else a break. So you would select the kids and the ones that were left would probably go to the play barn. The first hour you played football, and I'm talking fourteen-a-side. There would be a toilet break then they would go back in

and play either more football or I seem to remember they played British Bulldog. After this they would go back across, the kids would get into their pyjamas and go into the TV room for an hour until 9:00 pm. They would then go to their beds, sometimes, or you would persuade people to go to their beds.

87. If the gym teacher was on duty in the evening his preferred activity would be in the play barn. In the event that he wasn't there I could take kids there. I used to play badminton, so I would want to do that. Kids that showed an interest would do that with me. In the secure unit each house had priority for the play barn of an evening. You didn't particularly want eighteen kids across at that time of night.
88. If they didn't go to the gym, I was also doing computing, so I would take some to play computer games. The art teacher would do art, home economics teacher might do baking. This was in the evening when they were on duty. Things were optional.
89. In 2002 there was a grant of £2500 to every kid in care to enhance their educational experience. I managed to get quite a lot of money out of that and introduced libraries in all of the units with board games and so on. We did some extra computing stuff. I'm a musician, so I spent a huge amount of money getting musical instruments and tutors to come in. That lasted for about a year to eighteen months. Kids interest came and went.

Trips and Holidays

90. From the "old, old school" one of the activities was van runs. I remember passing my driving test in 1979 and almost immediately was given the keys to the van and you would take kids for a van run, you could dress it up any way you like, but it was to pass the time. You would drive round the Campsie's, spin stories and sing songs, generally just try to keep kids occupied for a couple of hours.
91. There were a couple of staff who took kids on overnights, camping and youth hostelling, that sort of thing. I never did any of that. I did take kids out for the day in the van and we would go to places around the country. We would try and find somewhere of some interest. You would set up a quiz and the prize was a Mars Bar,

you would take a packed lunch, play football on the beach. That was kids from the "old, old school".

92. In the secure unit we did do some outings. I remember taking a boy fishing one time. We organised a trip to the theatre, I had a contact and we got free tickets to a show. There were three members of staff and a couple of kids. In the old and new secure unit, occasionally young people were taken out, prior to a change of circumstances. So maybe they were getting out, or maybe their target had been met and they were taken out by a member of staff. I was never involved in any of that, that was the care side of things.

Schooling

93. When I started you had a number of allowances that enhanced your salary. There was a List D allowance, a secure unit allowance, there was overtime, you joined a shift and you worked evenings and weekends. In the eighties that was worth about £3000. It was a significant amount of money. So you would have your choice of people who would apply. As these teachers allowances gradually diminished it was noticeable that the people that applied were largely the teachers that couldn't get a job anywhere else. I'm one to talk, that's what happened to me in 1977. But the reality of it was teachers who didn't do particularly well in their probationary period or who were teaching subjects, like classics, there wasn't many opportunities elsewhere for them. So they would come looking for a job. Basically they saw an opportunity and we saw a person who could do something for us, but we had to find something else that they could do.
94. The school was required to teach as balanced a curriculum as we could. You are talking about the three R's. I was once asked by an HMI how I devised my curriculum and I said somewhat frivolously, and maybe ill-advisedly, that it depends on the staff we have got. It was essentially who you could get. If you could get a French teacher you were going to teach French. If that was the only one we could get, then what else are you going to do. So that person would be asked to do French two periods a week, but then they might be able to teach something like knitting and

we would organise something around their other skills. The criteria was they had a teaching qualification.

95. So the normal curriculum at that time in Scotland was designed with columns like English, maths, sciences, social studies, etc, and you pick one from each column and you get opportunities. We did try to introduce choices and that was largely to address the female/male scenario. We would offer everybody the opportunity to do everything, but you might expect not a lot of girls would want to do building or joinery, but you would give them the opportunity. Home economics and art were particularly popular. You were having to say to some, "You can do it this term", but to others, "You'll have to wait until next term". That doesn't work terribly well, but you had to give it a go. So it was an uncomfortable interpretation of curriculum targets.
96. Education was the responsibility of the Depute Principal in charge of education, who, in the "old secure unit" from the mid 90's was Willie Miller, which was the step above Principal Teacher. His role was to provide the structure and my role was to implement that structure on a daily basis. Initially I would say that Willie and I did not see eye to eye. I was surprised how dramatically engaged I became with him. He and I really had a very negative relationship and then there was a sort of Eureka moment where we realised we could actually do this as long as I was left to do the day-to-day stuff and he did the policy stuff. It became a much more positive and healthier relationship after that.
97. Class sizes in the "old, old school" were a maximum of twelve. You had twenty-eight kids in a unit, twelve of them went to school and the rest of them were split into the art class, PE and with instructors. In the secure unit we generated a maximum of six, logistics dictated, with the number of classes, teachers and kids that we had. When we started off in the new unit we had a nominal maximum of six. We reduced that, particularly with the reduction in numbers and the increase in violence. It was reduced to nominally four. It was never written in stone but it was pragmatic. Don't get me wrong, there was a time when I had thirteen in my class in the "old secure unit".

98. Normally the standard of reading and writing on admission was very poor. There were one or two that were exceptionally good but there were a number who were next to not being able to read. If a kid was interested in gaining a particular piece of knowledge, then by and large they were quite enthusiastic. It was largely down to personality. The staff that were most successful were the ones that got inside their heads and got a sense of loyalty.
99. I remember back in the day we used to do the tests. Chanel, Holburn and Burt were reading tests that were used to try and determine a starting point with a view to seeing what could be improved. I don't think the tests would be encouraged anymore, and I don't think they had a particular value, but they gave you some degree of focus. You tried to get the kids to read a newspaper, but sometimes you couldn't because one of them was featuring in it. You would endeavour to read it through with some young people. There were some kids who made it their mission in life to be as uncooperative as possible in terms of they weren't going to engage. This was a badge of honour. They valued themselves more as being under achievers than being achievers.

Healthcare

100. In the "old, old school" the matron was the nurse. I believe she was a qualified nurse. If someone was injured or hurt, she was the one that applied the band-aid and the cream. She organised when the doctor would come, which was weekly back then, and the dentist, we had dental facilities in the medical room. She would also organise doctor's appointments and maybe even took young people to these appointments.
101. In the "old secure unit" we had a matron who, my memory is she was more pastoral than medical, but she may have had a medical qualification, I really don't know. We had the medical room, which was the matron's room. In the "old secure unit" we actually had a medical room which had a couch thing in it. We didn't keep anything in it because you didn't leave anything out. We converted the medical room into a chapel. In the new secure unit we hired a qualified nurse. That happened in about

2000 and a nurse was then made one of the core staff in the other schools we were involved in providing staff for.

Visitors

102. Family visits were available and arranged. That was largely down to care staff. We did try to engage with families. I remember in the new secure unit doing a survey, trying to involve social workers, care staff, education staff and parents to find out if we were offering the service that people expected. Whether there were impediments to the service and how did staff get on with the expectations of parents and vice versa. I remember constructing a survey, which was different for the four groups and trying to present it in a report format that we could maybe consider the benefits of parent's nights, which I also introduced. By and large it was up to the parents to organise visits and they would have to liaise with the care staff. There was limited space, so we couldn't have six parents all turning up at the same time. But I didn't have much to do with that organisational element.
103. There were some social workers who I would suggest fulfilled their statutory obligation. By that I mean that you would see them at some point. Certainly in the "old, old school" it was extremely limited and I don't remember that being part of the fabric. In the "old secure unit", again, it wasn't regular. Social workers might come once a month for a review or something like that.

Running away

104. Going back to 1977 we used to have, not a policy written down as such, but going back to that bit about you were responsible. So anybody that ran away your first reaction was to run after them or try and find them. Every now and then a couple of staff would go out to kids' houses if they hadn't shown up from leave to see if we could persuade them to come back.
105. In terms of the "old secure unit", I do remember the one and only time I lost one kid. I can't remember the boy's name but that was from a bank in Bath Street, where I had to take him and another boy to take money out and he absconded. He was reported,

found that evening and myself and another member of staff went through and picked him up in Bo'ness I think it was. That goes back to that thing I said about you wanting to take it from the start to the finish. I'm not necessarily saying everybody did that.

106. In terms of taking kids places, the expectation was that you were responsible, you had to be on top of things and be aware. So you wouldn't want to take someone if you didn't think you could manage the situation. You would have to question, if somebody did go missing, was the member of staff paying attention?

Inspections

107. Education inspectors came in every four years and then every two years. It began to slip a bit latterly because there weren't enough HMI's to do the inspections. In terms of care inspections, I can't tell you how often they came. There were a couple of reports to the Care Commission and they would come as a result of these reports. They would speak to the Deputy Head of Service in charge of care, unit managers, education managers, a sample of kids and a sample of staff. I don't know how the sample of kids was identified or if staff were present when they were spoken to.

Discharge/Life after St Mary's, Kenmure

108. I really don't know who would be at the meetings at the "old, old school". That came with the expectation that the kid was going to turn sixteen, seventeen or eighteen, whatever the age was at that time. In terms of the "old secure unit", we did have at least one employee who had an external brief to go and visit homes and try to get families engaged and so on. In the new secure unit I don't remember an awful lot about staff going out. Unit managers used to go out to meetings.
109. It wasn't the school's decision as to whether a young person was released from St Mary's. We had no intervention. I remember we had a kid in the new secure unit who had his supervision order terminated and didn't have anywhere to go. He was sitting in the front foyer. We tried to contact the social work department but couldn't and eventually, because he had nowhere to go we put him in what could be classed as a

reception room and put him up for the night. We were sued because we were illegally holding him. Somebody had to actually take him down to the social work department to find him a place to stay. Transition into the community, my view on it was at worst it was appalling and at best shocking. But that was outwith our control.

110. If a kid had been locked up for a while there was an effort to get him ready to leave, as in how to get a bus, where to get it and where does it go to. There was an effort to do something. It was minimal but there was an effort made. I remember another kid that ended up in a house somewhere near Bathgate and the staff had a whip-round and we got the cleaner to go out and give him bed clothes and clean up the house. He had no food, he had nothing at all. It was ridiculous. I won't say that was common, but if you had a perception you would say. "Well I'm not surprised". There was no sense of surprise when that was that young person's outcome. But moving into the community, the transition, timing of it and location of it was largely down to third parties not for the school.

Discipline and punishment

111. The year I started teaching, or the year after, the use of the belt in schools was terminated. I didn't see any of that in the "old, old school" at St Mary's, which may have been where that could have happened previously.
112. In terms of discipline and punishment, the first punishment would have been, if there was a danger or violence was imminent or had happened there was an isolation period. You would take the kid away from whatever the situation was. Initially you only had bedrooms that you could go to. When you think back that's a bit perverse because it's their place, their home and you are using it effectively as a detention. There were two rooms in the secure unit that had been set up as multi-purpose units, (MPU's). I never saw them being used. They were basically two bare cells. They didn't belong to a young person, they were just a place to go. I never, ever saw them being used. They ultimately became the medical room and the chapel.
113. The thing about the "old secure unit" was the individual had a lot of responsibility. You owned whatever was happening in front of you. So if an incident happened in

my class, I'm responsible for the management of that incident. I'd be responsible for managing the risk, managing assistance and getting a kid out of that situation. We would perhaps take them to an area we called the "fishbowl", which was an area that we built as a visit room type of thing, off the main living area. We didn't have to go upstairs, we could go there and calm everything down. Because, as well as being responsible for anything that happened in your class, you were also responsible for the young person. So if I was involved in separating two kids or whatever, it would be down to me to organise a resolution for that. The easy thing in a sense is breaking everything up, the difficult bit is calming it all down so that we all understand. So my view, and a lot of the other staff too, was that you wouldn't leave the building until it had been sorted and there was a return to communal living.

114. It was interesting because that approach was formalised that in 2007 with the introduction of Therapeutic Crisis Intervention, (TCI), and it became known as the life space interview but because it was formalised it didn't belong to you, it belonged to a policy. Staff were trained on the policy. Initially we had child protection then we had TCI, now that was the alternative to the potential for using control and restraint.
115. Control and restraint training was initially about getting out of holds and restraining young people on the ground safely, if some kid had you by the hair, how to manage that sort of thing. I can't remember what unit it was but there was a big incident in a children's unit somewhere. I believed the young person died as they had been smothered, with members of staff involved. So although that control and restraint course was about how to manage incidents on the ground and so on, TCI was a different approach to manage difficult situations. The problem was, it was designed around ten-year-olds with special needs rather than sixteen-year-olds that were well built young people. So it wasn't a great system but the training was there. I think you had to do it every year. I think it was from 2007, but you did Therapeutic Crisis Intervention refresher and child protection every year from then on.
116. There was no physical punishment at St Mary's that I remember. In the "old secure unit" there was the unit diary, the young person's diary and the general log. The most senior member of staff on that day would make notes in the general log like, staff shift arrived, knife missing, unit searched, knife found, things like that. The unit diary

was the responsibility of the unit manager or the most senior member of staff on duty. Again it would be similar entries to that of the general log as well as if any young person had any issues. Then the young person would have a diary and the staff would write in this the issues, if any, that the young person had that day. So there were three levels of recording. Essentially things were recorded, the book came to an end and a new book was started, that's the way it was. No external person had access to them.

Restraint

117. The control and restraint training was carried out by nurses from Carstairs. They came and delivered a course on escaping from holds and restraining young people on the ground safely. It was about having people on the ground, not allowing limbs to move, who would be the lead and who would speak to the young person. This was in the mid to late nineties. That was superseded by TCI. I do not remember any written policy on control and restraint. The first policy on TCI might have been one that I put together as part of the production of the first standard operating procedures in 2004. I put together pretty much every policy. There was child protection, whistleblowing, TCI, what to do if a kid makes a complaint, what to do if a member of staff makes a complaint, there literally were a hundred and forty different policies in this document.
118. I updated it regularly, as and when things happened. It was all based on the research I was doing in 2003/04, to establish the new secure units and to give advice to the Irish Justice Department and the Northern Ireland Department. There was a document that existed in Kerelaw which was very similar. I read it and probably used some of the structure, certainly the headings, because I had to start somewhere. Then that was developed in conjunction with other people and rolled out to St Mary's, St Philip's and the Good Shepherd Centre. I'm sure people working in these other places like the Good Shepherd would have done their own amendments relating to their environment.
119. I can't say I ever saw any over-excessive restraints at St Mary's. Don't get me wrong, there was lots of wrestling. This was an incredibly violent environment, so there was lots of wrestling and lots of people complaining about lots of things. The

most common thing you heard was, "Get off me". On one occasion I had my nose broken, and in others was punched, kicked, spat at, scratched, had my shin damaged etc.

120. One of the most common things would have been carpet burns. A lot of that was kids deliberately banging their heads and rubbing their heads on the ground. But I don't think I could say there was any inappropriate behaviour by staff. I think everything was as appropriate and proportionate as you could manage.

Complaints

121. If a child wanted to make a complaint there certainly was a process in place as of 2004 onwards. There was a process for complaints and child protection. Prior to that it was your own initiative. You would go to the person you saw as most appropriate. The young person maybe would come to me and make a complaint, but I can't think of any complaints reported to me to illustrate that. If I thought there was something that needed further action I would take that to the most appropriate person. There was an element of common sense to it.
122. After the policy was written in 2004 the process was that there was a child protection officer. In terms of education that would have been me, in terms of care it would have been the head of social care. That was the person that you went to. You could go through people like unit managers. I remember a member of staff saying they were suspicious about a mark on a young person's face. We did an investigation and it turned out it was an altercation with a member of staff resulting in the member of staff being fired. This happened around 2014/15.
123. I don't remember who the member of staff was, or the young person. These complaints would be recorded but I can't recall how they were recorded. I don't remember there being a form. It was certainly verbal and then when I moved to the investigation stage it was very thorough and timeous and recorded as part of the disciplinary process. I remember on that occasion the young person was being taken between two members of staff, there was a struggle within a corridor and the young person was lashing out and the member of staff headbutted him. I was responsible

for the examination and retrieval of close circuit TV. We reported it to the police and that was the outcome.

Confidante

124. A young person could go to any member of staff. You would find teachers, for example, were relative third parties. They might talk to a teacher before a member of the care staff. We had a couple of external counsellors that came in. They were more specifically geared towards our sexually harmful unit, for want of a better expression. There wasn't a specific person young people could go to, I think the advice was, speak to someone you trust.

Definition of Abuse

125. I don't think St Mary's ever had a written definition of abuse. There's a common-sense definition of mistreating young people, taking advantage. Some of our kids were very vulnerable, but I don't remember there being a formal definition. If you became aware of abuse you spoke with the child protection officer or the senior member of staff. You would want to gather the evidence, which was sometimes quite difficult because a kid will make a statement but then they don't want to follow it up.

Child Protection

126. There was instruction given on child protection and it was given every year. I delivered the child protection training to the teachers over my last few years. It tended to be geared more towards care staff. For them it was a full day involving historical context and legal framework and so on. I delivered it to the teachers largely because the people who were delivering it were the trainers for care staff SVQ courses who had previously devised the course while working at Cora Learning. When Coral Learning shut down, the staff moved to St Mary's and continued to provide training at St Mary's and other schools and agencies. The original child protection element hadn't been modified to address/focus on the specific environment and challenges for teachers. It was about identifying risk and identifying the subsequent steps required on the identification of the risk and the effect of any

abuse that came from that risk. So I think people had a clear knowledge of the processes that were required. What to do if a young person or a member of staff made a complaint and what to do with that complaint. Overall the caveat would be common sense, you need to act and remove the risk immediately.

Records

127. When I started at St Mary's record keeping was poor to appalling. A number of files relating to kids that had left were stored in the boot room, just piled up. It was a place to put them. A number of them went to the houses when they ceased to be staff houses. Some of them ended up in the on-call house, under the stairs. It was only when the houses and the on-call house were being renovated they were moved to a space in Cora House, who gave us a room to store them. I took them down. They were in black bin bags. There were files there from the 1920's and 1930's, I know because I looked at a number of them. There were financial statements, bank statements, managers minutes and other documents there too.
128. It was only around 2010 that dead files began to get converted electronically. Somebody had to wade in, through all the files, collect information and electronically file it. Just before I left, knowing this was going on, I contacted an archivist at Cora House and told them they would need to go upstairs in the new secure unit where there was a pile of folders and files that had been put there. I couldn't say if one of the policies I wrote up was on record keeping.

Leaving St Mary's Kenmure

129. I left St Mary's to work at Cora in 2004, albeit I was still employed with St Mary's. I went to St Philip's in 2007 and returned to St Mary's in 2012. I retired in January 2019.

Awareness of abuse

130. I did not receive any complaints of abuse during all my years at St Mary's. I believe abuse could have occurred at St Mary's and not been identified. That's a reality of the world we live in. I think you would be naïve if you think it couldn't. It's a fact of life, by its very nature, that there's a chance of it happening.

Members of staff at St Mary's

IFV

131. IFV was loud, robust, he had lots of patter and was football daft. If I started in the secure unit in 1985, he started around 1986. He came in as the gym teacher. He had previously been in St John's. He used to be an insurance salesman. I don't know which came first, St John's or insurance salesman. When he came to St Mary's he was in his twenties, around the same age as me. He stayed until around 2011. We didn't socialise. There was a culture within St Mary's, drink featured quite heavily. In social terms I didn't drink then, so I didn't socialise. I didn't go on the nights out. So I don't really have any direct knowledge of IFV.
132. I saw IFV interact with the children. He was robust, he was always on the go. He was always trying to do things and get the kids to do things. He was, if I say strict, he was up front. He was quite assertive. I didn't see him disciplining the kids. There were incidents where he was involved and I was too, or neither of us were but we were there in the general maelstrom of what was pandemonium, but I couldn't comment on him disciplining children. I did not see IFV abuse any of the children.

IFY

133. Was IFY IFV's brother? The name rings a bell but I don't know why. Something in my head says they were brothers, but I don't think he was a teacher. I'm making an association there that maybe shouldn't be. I really don't know him.

zMHL

134. The name rings a bell because he was called zMHL, but I couldn't tell you anything about him. He was care staff, he wasn't a teacher. He was there in the late eighties, early nineties, but that's as much as I know about him. I don't know when he overlapped with me at St Mary's. I would have seen him with kids, but I couldn't give an example of that.

IFW

EPV

HHR

135. I don't remember a IFW, EPV or a HHR being at St Mary's when I was there.

IFX

136. The name IFX rings a bell. I think she was matronly and quite pleasant. She was care staff but I didn't really know her. I know she was there when I was but I couldn't give you any dates at all.

Allegations of abuse for which there has been no criminal conviction

137. I was involved in a couple of investigations into abuse at St Mary's. From 2012 I was one of the few people who could interrogate the CCTV system. So if there was ever any incident involving CCTV I would retrieve it, save it and record it. The incident involving the member of staff headbutting the young person, I was able to find the location, find the time and put the report together. This was a police investigation, but I don't know any more about it.
138. I was contacted by the police who said a young person had been caught causing a disturbance in a hotel and asked if I knew anything about it. I told them the individual concerned is in the care of a psychologist and the police told me that he was with the psychologist. That was an incident that I was heavily involved in.

Reporting to police/criminal proceedings

139. The only police investigation I am aware of was involving the cook from the “old, old school”, who was convicted of sexual contact in the eighties or early nineties. That’s the only one that I can think of. His name was Bill Franks. Allegations were made by two young people, a [REDACTED] and [REDACTED] I think it was. There’s an automatic assumption, or reaction that, “That couldn’t possibly have happened”. That’s the whole thing about abuse and how people’s minds work. I remember that was my initial reaction.
140. Then I began to think, well one of the boys may have had a history of inappropriate sexual involvement I think, the other presented as very tough and aggressive, a “hard man”. I was in a dilemma as to how much I could balance this up. I wasn’t at the trial, so I don’t know what else happened, so it doesn’t matter what I think. He got a custody conviction. I don’t know any more about it. I think the kids would have been about fifteen or sixteen at the time. The offence was pre-1985. I would have been a teacher at the time. Bill Franks was at St Mary’s prior to me starting there.
141. I’ve mentioned the TV room earlier. What would happen is you’d have ninety kids in this small room. It was pandemonium. There was always a member of staff at the back. Bill always took the TV as an activity, so he always sat at the back at the door. He always had kids around him, he was very popular. He was the cook, so he had the extra sweets and whatnot. So after he was convicted you think, wait a minute, kids did sit on his knee, and I remember one boy used to play with his beard and the balance begins to swing the other way. These kids would have been between twelve and sixteen. But if you didn’t have knowledge of the conviction, I wouldn’t say it seemed inappropriate, that’s just the way the world was then.

Prior statements

142. I have given statements to the police on many occasions in a variety of ways. I gave umpteen statements in relation to dealing with CCTV. If you were in charge and

there was an incident in the school and the police were called I would give a statement. I have never given evidence at a trial.

Specific allegations against you that have been made to the Inquiry

Elaine McKenna

143. Elaine McKenna has given a statement to the Inquiry. At paragraph 86 of her statement she has said, *"At the control and restraint training course IFT [REDACTED] nearly broke my arm. We were working in a pair. I was shouting at him to stop and he was really hurting me. The instructors came over but it was all treated as a big joke. He was a really rough bully, he was using the restraints to the extreme. Then after the course I came into the unit, IFT [REDACTED] was behind the door and other staff members were there. IFT [REDACTED] jumped on me and decked me, putting me onto the floor. He did this for a laugh to show the children how good he was. It was his way of saying he could do that to me, so he could do that to the children and they were to behave themselves. Again, it was all treated as a big joke. Everybody was laughing, I was so angry."*
144. I have absolutely no idea about this at all. I certainly did a control and restraint training course. I couldn't say that I remember Elaine McKenna being on the course. She may well have been. I have no recollection of this at all. As far as I'm aware the passage of time has not affected my recollection of what is alleged. I don't think I can explain why these things have been alleged. I am aware that there are other allegations about other male members of staff. I don't know whether that's a compounding factor, but I have no knowledge of this at all. Elaine thinking that I was showing the kids that if I could do something like that to her I could do it to the children, so they behaved, may have been something she was thinking but it wasn't something I would think of.
145. Elaine McKenna goes on to say the following on paragraph 77 of her statement, *"IFT [REDACTED] was a senior teacher at St Mary's. He was around my age, about six feet tall and big built. He was a very clever man who could talk his way out of*

anything. IFT was very violent in his restraint of children. If IFT had a child to be removed he did it alone, he didn't need any help from another staff member. He would put the child's arm up their back and bend their thumb. IFT would literally drag the child up the stairs. I saw IFT do this several times to boys and girls. He was moved out of the unit to Cora to do work at the Good Shepherd. I believe the move was because of incidents involving him."

146. I know very little of the person making the allegation. I know the name. I think she had greying hair or grey/light coloured hair but that's as much as I could say. I wouldn't recognise her in the street. I never sanctioned or punished children in a way she has described. I completely refute any suggestion about being violent in the restraining of children. In terms of moving kids and all the rest of it, I'm quite sure there are occasions when I moved a young person, but I don't have any association with pain and dragging kids upstairs and things like that. It's not very practical to start with but that's neither here nor there. I just totally refute this allegation. I don't think the passage of time has possibly affected my recollection of what is alleged. It's difficult to say if a child was treated in that way whether it would be abuse. On the face of it, it would appear to be but I can't say I have any knowledge of this. It was a violent time, there's no doubt about that, as I possibly said to you earlier on, there was some extremely violent issues occurring, but I don't recognise this at all.

Convictions

147. I have no criminal convictions.

Lessons to be learned

148. The differences between then and now are quite clear. It's quite clear that there's been a journey, and it's quite clear that with the best will in the world there is always a risk. I am very, very proud and pleased with my involvement in the safer recruitment element. Part of me worries that people who have instructions to follow, follow the instructions rather than the spirit of the instructions. The big problem that I

came across was the document I wrote, which was the statement of functions and objectives, as it appeared that, 'if it wasn't in the book, I don't know what to do'. So you lost that sense of understanding. You had the knowledge but not the understanding. 'What is a secure unit, what is it for, why does it exist, what are the risks? You'll need to tell me'. It disempowered people. I don't know how you would solve that.

Other information

149. 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.

IFT

Signed.....

Dated..... 18/1/24