

1 Friday, 17 January 2025

2 (10.00 am)

3 LADY SMITH: Good morning to the last day, this week, in
4 relation to our evidence for Chapter 12 of this phase of
5 case study hearings. I think we have a witness ready to
6 give evidence in person, is that correct?

7 MS FORBES: That's correct, my Lady.

8 The next witness is anonymous and is to be known as
9 'Laura'.

10 LADY SMITH: Thank you.

11 'Laura' (sworn)

12 LADY SMITH: 'Laura', thank you so much for coming along
13 this morning to help us with your evidence.

14 As you know, we already have your written evidence
15 and it's been really helpful to me to be able to read
16 that in advance and it's in that red folder in front of
17 you. You'll be able to use it, if you want to. It will
18 also come up on screen. You might find that helpful
19 too, as we go to different parts of it.

20 Those practicalities apart, 'Laura', I know that
21 what you are doing today is not easy. We have asked you
22 to come into a public forum and talk about things that
23 happened in your life a while ago, some of which I can
24 see from your written evidence wasn't exactly the
25 happiest time of your life at some stages. So it may be

1 difficult for you going back to it.

2 Please, do understand I get that and if at any time
3 you want a break, by leaving the room or a pause, that's
4 not a problem. I will take a break at about 11.30 am
5 anyway for about half an hour this morning, so that will
6 give you breathing space, because we probably won't have
7 finished your evidence by then, so you can bear that in
8 mind.

9 Also, if there's anything you want us to explain
10 better than we are doing it's our fault not yours that
11 we're not making things clear enough, so do speak up and
12 let us help you, will you?

13 A. Yes.

14 LADY SMITH: Thank you.

15 If you're ready, I'll hand over to Ms Forbes and
16 she'll take it from there.

17 MS FORBES: Thank you, my Lady.

18 Questions from Ms Forbes

19 MS FORBES: Good morning, 'Laura'.

20 A. Good morning.

21 Q. As Lady Smith says, your statement is in front of you
22 and for our purposes, we give it a reference number, so
23 for the transcript I am just going to read that out, it
24 is WIT-1-000001510.

25 If you could have a look at the very last page of

1 your statement in front of you, so it's page 52, all the
2 paragraphs within your statement are numbered and the
3 last paragraph is 202, which is where there is
4 a declaration.

5 A. Yes.

6 Q. That says:

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

11 You have signed that and it's dated 15 October 2024?

12 A. Yes, that's correct, yeah.

13 Q. Is that still the position?

14 A. Yes.

15 Q. You can go back to the beginning, if you want, 'Laura',
16 or put it to one side. It's up to you.

17 I'm just going to start by looking at what you tell
18 us about your life before you went to work at
19 St Katharine's, because you understand today you're here
20 to tell us about your time essentially at St Katharine's
21 and your experience there.

22 I think you tell us first of all you were born in
23 1972; is that right?

24 A. Yes, that's correct.

25 Q. You go on to give us some information about your

1 qualifications and employment history in the paragraphs
2 from 2 onwards.

3 You tell us, 'Laura', you have a Bachelor of Arts
4 degree from the University of Ulster; is that right?

5 A. Yes, that's correct.

6 Q. What was that in?

7 A. Oh, God, it was -- I think it had English in it. I did
8 philosophy, questionable.

9 Q. It was a mixed sort of arts degree?

10 A. It was a mixed arts, yes.

11 Q. Then after that you tell us you worked in various
12 places?

13 A. Yes.

14 Q. A probation service for young people?

15 A. Yes.

16 Q. And then an NSPCC nursery?

17 A. Yes.

18 Q. That was in Northern Ireland?

19 A. That was in Northern Ireland, yes.

20 Q. I think you also then did a little bit of work for
21 Barnardo's before working with a homelessness
22 organisation and then residential services in Northern
23 Ireland?

24 A. Yes, that's correct, yes.

25 Q. So that was you then moving into work in children's

1 homes; is that right?

2 A. Yes. I did nightshifts, so I was working in the youth
3 probation service and then the opportunity came up to do
4 some duty, you know, you do working night duties and
5 then that moved on because you kind of proved yourself
6 and if you're considered to actually be, you know,
7 trustworthy, able to do the job, then I was offered day
8 shifts and that's where I moved into that work.

9 To explain, my mother is a social work manager.
10 I have two aunts who are social work managers in England
11 and I had -- er, one of my uncles was also quite high up
12 in English social work services, so my understanding of
13 social work was kind of within the family. It was
14 a language I was aware of.

15 So when I was working with the youth probation
16 service, erm, it was contacts that I had kind of known
17 from family who had said, 'Actually, we're looking for
18 night duty'.

19 I did have to go for interviews. I was interviewed
20 by several managers and vetted et cetera before I was
21 offered that position.

22 Q. You say that at that time the children's homes -- the
23 people working in children's homes in Northern Ireland
24 were largely qualified social workers?

25 A. Yes.

1 Q. And because you weren't qualified at that time, and you
2 didn't have a key child or write reports, but you were
3 writing up notes, managing children, day-to-day things,
4 is that the sort of thing you were doing?

5 A. Yes, it was my understanding, when I came into the
6 children's home, they were very different. Most of the
7 staff were qualified social workers. We had family
8 therapy rooms. If you went into a children's home -- my
9 experience of a children's home in Northern Ireland, it
10 looked like a home. So there were -- the rooms were
11 lovely. We followed a Swedish model, so we had through
12 and aftercare services 'til they were 21, potentially up
13 to 25. That only came in 20 years later into Scotland,
14 but we were very used to working in that. Erm, so if
15 a child broke anything in the room, it was immediately
16 replaced. That was to give them a sense of belonging
17 and to know that they were being respected and being
18 heard and that we wouldn't kind of leave them in
19 a trauma state.

20 We also did a lot of, erm, er, trauma-informed
21 practice and we were very, very aware of things like the
22 Staffordshire Pindown Inquiry, the Kincora Boys' Home,
23 the training was -- even basic child protection training
24 was given to the cooks, to the cleaners, very, very
25 basic, but because they were the eyes and ears of the

1 unit, you know, they were often in and around and seeing
2 things, that they had to be aware of different bits and
3 bobs that were going on in the unit.

4 I was very used to practice being talked about,
5 about team meetings being development sessions and if
6 you had a concern, you were brought into a room to
7 discuss that concern and my manager always, always --
8 I still quote him, 30 years later, because he's given me
9 some very invaluable advice. He would always say what
10 he was going to do with that concern. He would go away
11 and action what he needed to do and then he would bring
12 you back in and tell you that's now been completed. So
13 I was very, very used to that as an environment.

14 Because I wasn't qualified, I wasn't allowed to
15 write reports because we have -- don't have a children's
16 hearing system in Northern Ireland. We had a legal
17 system. So it's very similar to England. We are very
18 similar to England, we had children and families courts,
19 so --

20 LADY SMITH: 'Laura', can I just assure you, we'll ask you
21 for details when we particularly need them. I think at
22 this stage Ms Forbes is just hoping to lay out
23 an overview of your career.

24 A. Okay, apologies.

25 LADY SMITH: Don't worry, there is no rush.

1 A. Sorry.

2 LADY SMITH: Be guided by us as to what we're looking for at
3 the moment and do remember, we have all the written
4 evidence that you've given us as well.

5 A. So -- apologies, I didn't --

6 LADY SMITH: There is no need to apologise.
7 Let me just go back to Ms Forbes and she'll remind
8 you of where she would like to go at moment in our
9 questioning of you.

10 MS FORBES: Thank you, 'Laura'.

11 That information that you have given us in your
12 statement, the detail is really useful to understand the
13 different practice and I think you're going to explain,
14 when you came to Scotland, it wasn't the same. From
15 that point of view, this is where the relevance comes
16 in.

17 But I think you are telling us firstly you were
18 working in a position where you weren't a qualified
19 social worker in one particular place, and I think you
20 then moved to work with some older children at
21 Harberton House?

22 A. Yes.

23 Q. I think thereafter, there you received some training,
24 TCI, we have heard about therapeutic crisis
25 intervention, which was about de-escalation and you tell

1 us, whilst you were at Harberton House, that was
2 something that was very rarely used and you say you
3 think you saw it being used fully once in the five years
4 you were there, is that right?

5 A. Yeah, it was -- I mean, it was a very -- yeah, it just
6 wasn't used very often. Erm, it just was a very
7 different environment.

8 Q. I think, 'Laura', you tell us that that experience then
9 led you to the view that social work was the place for
10 you and so you went to Queen's University in Belfast.
11 You did a diploma and masters in social work and then
12 after that you went back to Harberton House and I think
13 you tell us that the relationship you were in at the
14 time, your partner got a job as a lecturer in Edinburgh
15 and you decided to come along with him; is that right?

16 A. Yes. I continued to work in Harberton while I was
17 studying and I did my dissertation on children's
18 residential units and the director at the time allowed
19 me to interview the kids as part of that dissertation
20 and to look at ways of supporting them.

21 So, yeah, it fed my interest massively. And I --
22 once I completed my qualification, my partner at the
23 time, he had already got a job, so I was visiting
24 Edinburgh and it was beautiful. Who wouldn't want to
25 come? So I went -- I went with him.

1 Q. I think you tell us, 'Laura', that you saw an advert for
2 St Katharine's, you applied for it, and this -- I think
3 you say you went through an interview process, which you
4 describe as being quite extensive?

5 A. Mm-hmm.

6 Q. You go on to tell us that that was at the Festival
7 Theatre?

8 A. Theatre, yes.

9 Q. Was that over a number of days that that happened, is
10 that right?

11 A. Yeah. I mean, I can't really remember the exact days.
12 I think it was probably about three or four or five,
13 something like that, so, it was -- yeah, so I saw the
14 job in community care, I went for interview and it was
15 called an assessment centre. I thought it was
16 brilliant. It was a mixture of group case studies,
17 individual interviews, psychometric testing, and then,
18 as part of that interview process, I had to visit the
19 children at Howdenhall and the children interviewed you
20 and you had tea with them and they chatted to you.

21 Q. Moving forward in your statement, you tell us a little
22 bit then about your experiences at St Katharine's secure
23 unit. This is from paragraph 13 onwards.

24 I think paragraph 14 is where you tell us about the
25 assessment process and I think you have said it was

1 something you were quite impressed with and there was
2 somebody there co-ordinating interviews you have told us
3 about called Frank Phelan?

4 A. Yes.

5 Q. He's somebody you then saw later when you went to work
6 in St Katharine's; is that right?

7 A. Yes, that's correct.

8 Q. I think you tell us that whilst you were there, there
9 were some things that arose, I think in particular one
10 person who was in the assessment process, a man, who
11 gave you some concerns about some of the things he was
12 saying in relation to these discussions that were taking
13 place, and he was someone that, it seems, was removed
14 from the process, is that right?

15 A. That's correct. I -- I -- I -- there was other people
16 in the group that were very vocal about their concerns.

17 Q. You tell us about that. We have it in your statement,
18 so I'm not going to go through the detail of that, but
19 I think one of the things you point out is he was
20 somebody who had been working at Howdenhall but was in
21 this assessment process perhaps to get a permanent job
22 or a full job?

23 A. Yeah.

24 Q. I think that concerned you, that he maybe was expressing
25 some of the views he was and had been working with

1 children prior to that, does that summarise it?

2 A. Yeah. I can only say that he was working with them

3 because he said, you know, 'This is what we do at

4 Howdenhall'. So I assumed he was going for a permanent

5 post.

6 Q. Just going forward then into that process, I think at

7 paragraph 20 you tell us that the end of the assessment

8 week, you had a one-on-one interview with Frank Phelan

9 and you were aware that he was a qualified social worker

10 and you asked him if people at the units were qualified

11 and he told you that they were?

12 A. Yeah.

13 Q. But I think we'll see later in your statement, you tell

14 us that when you came to work at St Katharine's you

15 found out that people were not qualified as social

16 workers -- not all of them, I should say?

17 A. Not all of them. Yes, well, that's what was told to me

18 by several people and then I discovered during

19 supervision.

20 Q. I think we'll see: was it the majority of them who were

21 not and there were just maybe a few who were? The

22 majority were not qualified, is that right?

23 A. From my memory, yes.

24 Q. You mention that this was the time when you had been

25 chatting with other people, maybe out for coffee, and

1 had been told some things about St Katharine's and
2 perhaps there had been some previous investigations and
3 that maybe started to raise a little bit of a red flag
4 for you?

5 A. Yeah.

6 Q. You tell us you went back to Northern Ireland for
7 a short period, but you got the call saying you had got
8 the job at St Katharine's, and then you started there
9 then November 1999, is that right?

10 A. Yes.

11 Q. You say you weren't there long, but I think you tell us
12 it was about eight or nine months until the summer of
13 2000?

14 A. Yes.

15 Q. You tell us a little bit about St Katharine's. We have
16 heard evidence already, so I'm not going into detail
17 about all the layout and the things, but it's useful
18 that we have it in your statement, but it is something
19 that we have heard evidence about.

20 You point out there was St Katharine's secure unit
21 and Alison open unit. I think initially you were
22 assigned to St Katharine's secure unit; is that right?

23 A. Yeah. It was never quite clear. Erm, you kind of spent
24 time between the two and predominantly at one stage
25 I was in Alison.

1 Q. So I think at the beginning then you were working in
2 both units?

3 A. Mm-hmm.

4 Q. But then there came a time when you were really only
5 working in Alison unit; is that right?

6 A. Yeah, probably towards the end, yes.

7 Q. I think we'll come to see, that shift happened after
8 perhaps you started to raise some concerns?

9 A. Yes, yeah.

10 Q. The concerns were about the secure unit; is that right?

11 A. Yes, yeah.

12 Q. We have heard evidence as well, and you tell us in your
13 statement, that there were different reasons for
14 children being in the secure unit. There were some
15 children there who had committed serious crimes, but
16 there were also children who were maybe beyond parental
17 control. I think you say the youngest was about 10 or
18 11, the oldest was about 17 or 18?

19 A. Yes.

20 Q. Quite an age range?

21 A. Aye, there was, yes.

22 Q. And quite a difference, perhaps, in how they had come to
23 be there?

24 A. Yes, yeah.

25 Q. You tell us about something that you experienced when

1 you first arrived at St Katharine's at paragraph 24. So
2 I think you have explained that you started to have
3 a little bit of a question mark during the interview
4 process about St Katharine's and its prior history, but
5 this is you talking about the first day of work, at
6 paragraph 24, and you say that you went to a conference
7 room and were told to wait there, but the door was open.
8 Can you tell us what happened on that occasion?

9 A. Yes. So I think it was probably my first day and I was
10 asked to go to the conference room. So the conference
11 room kind of -- erm, there was a long corridor. The
12 doors to the unit were to the left, so the actual
13 entrance where the reception is, and to the right was
14 secure unit doors and then there was a long corridor and
15 the conference doors looked -- two staff members came
16 out -- two male staff members came out of the secure
17 doors, where it leads to the children's accommodation,
18 and they just began to -- there was quite loud voice,s,
19 erm, and they began to kind of grapple with each other
20 and you know pull each other by the waist.

21 At the time it felt -- it sounded very loud, very
22 horseplay-ey, but turned quite physical. They then were
23 on the ground kind of, I don't know, grappling,
24 wrestling. One stood up and went into the office, the
25 glass office, where the reception staff were, and the

1 other walked towards me and held his hand out and
2 introduced himself as a senior, and I was quite -- well,
3 when you've worked in any sort of unit and there's
4 really loud commotion or chaoticness, you are on alert,
5 because you want to make sure ... that's just something
6 that you're kind of trained to respond as well to. So
7 I'd kind of stood up, expecting that something was
8 happening.

9 Q. So your instinct was to stand up?

10 A. Yeah.

11 Q. I think you tell us that at paragraph 25, but then one
12 of the men walked towards you and introduced himself and
13 did he tell you his name?

14 A. Yeah, KEI [REDACTED].

15 Q. Did he tell you he was senior for the unit?

16 A. Yeah, yeah. Well, one of the seniors.

17 Q. I think later you have come to the view that the other
18 male was someone else and you name him?

19 A. Yeah, KEH [REDACTED].

20 Q. So these were people then later, after that day, that
21 you would often work with and came to know, is that
22 right?

23 A. Yes, yeah.

24 Q. You say, at the end of paragraph 25:

25 'I would come to discover that heavy horseplay was

1 indicative and it was daily at St Katharine's.'

2 We'll come to look at some examples that you tell us

3 about, but on this particular occasion, this was two

4 members of staff who were, you say, grappling each other

5 to the ground?

6 A. Yeah.

7 LADY SMITH: When you say 'heavy horseplay was indicative',

8 what is it that you're telling me about it?

9 A. Erm, well, it was common. It was common practice. It

10 seemed to be normalised. Erm, I wasn't used to any

11 colleague invading my personal space, let alone go near

12 a child. I was very clear of boundaries. I was very

13 clear that often children have experienced a lot of

14 trauma, a lot of physical and/or sexual, emotional and

15 psychological abuse, you don't invade or come into

16 anyone's space without any permission or without any

17 reason to do so.

18 It just seemed quite normalised. To me it didn't

19 feel professional.

20 LADY SMITH: Thank you.

21 MS FORBES: We'll come, 'Laura', to look at some of the

22 examples you give us, but I think just now you started

23 to tell us a little bit about what you came to

24 experience by way of culture at St Katharine's, and this

25 is from paragraph 31. You say:

1 'The culture at St Katharine's could be
2 misogynistic, racist and sectarian.'

3 A. Mm-hmm.

4 Q. Is that something that you experienced?

5 A. Yes, yeah.

6 Q. Would that be from other members of staff?

7 A. Yes.

8 Q. Who in particular would be involved in that?

9 A. Male members of staff.

10 Q. Was there anybody in particular that you can name or was
11 it just frequent, across the board?

12 A. I can't name anyone in -- I know -- I think I said in my
13 statement previously, before this final statement came
14 in, that I can visualise the person, but I can't name
15 them.

16 I think the very first comment that was made to me
17 when I probably was only in a few weeks was, I was asked
18 what foot I kicked with, which is not a term I've ever
19 heard of, ever. And I had to ask someone.

20 You'd think from Northern Ireland perhaps I might,
21 but we were very used to having legislation in place
22 that things like that -- and processes -- I worked in
23 a very mixed unit that was in a Protestant area with
24 children from mixed backgrounds, we were very conscious
25 culturally of not wearing anything that was indicative

1 of anyone's background or religion. We were very
2 sensitive to that. So I had never heard of this and
3 I certainly wouldn't have expected a staff member to say
4 it.

5 The sexist comments were usually referring to you
6 constantly as a 'wifey' or if you spoke of -- 'Women
7 don't understand, females don't understand that'. It
8 felt like there was a very -- it was almost indicative
9 of, erm, men in a pub after a rugby match instead of
10 being a professional environment.

11 The sectarianism was often again comments about my
12 social work was not the same, that Northern Ireland was
13 somehow backward. Erm, er, it took me maybe the nine
14 months to discover they didn't have through and
15 aftercare services, they didn't have systems that we
16 came -- which are now standard practice here. Erm, but
17 I began to kind of question myself.

18 That was -- they would be dropped in casually, often
19 very jokey, often very normalised. I think that's what
20 kind of took me by surprise, almost like the horseplay,
21 very normalised.

22 Q. Was there one particular member of staff who would say
23 that, you know, Northern Ireland was backwards in that
24 respect and the social work wasn't the same?

25 A. Yeah, LUZ [REDACTED] had mentioned it a couple of times to

1 me.

2 Q. Well, we might come to another part of your statement,
3 but you tell us about that.

4 There are some things you mention at this part, that
5 you go into in a bit more detail later so I think we'll
6 just deal with it when we come to the later parts of
7 your statement so we can understand exactly what
8 happened.

9 At paragraph 33, you tell us about the sort of
10 background of the staff and you mention a member of
11 staff saying that it wasn't children's services and that
12 they were run by the Scottish Prison Service?

13 A. Yeah, yeah.

14 Q. You say that you were not aware of staff at
15 St Katharine's coming from a Scottish Prison Service
16 background, but you were aware of staff who had army
17 experience?

18 A. Yeah, yeah.

19 Q. You describe there being a kind of toxic masculinity?

20 A. Yes.

21 Q. You go on to say that --

22 A. But not from everyone. I think not from everyone.

23 Q. You say there were some staff who were constantly
24 involved in restraints, is that what you mean by the
25 toxic masculinity?

1 A. Mm-hmm, yeah, it was very -- erm, so -- and I think
2 I've said this in my statement, not all staff were like
3 that. I had good friends as well in that experience, we
4 probably shared our -- that trauma experience. Erm,
5 there seemed to be a group -- a very powerful group,
6 an undercurrent of people, who were just very aggressive
7 in their tone, in their mannerisms. Very big males,
8 tall, well-built, walked into a room with the chest
9 first, that can be very intimidating. It can be
10 intimidating to the children who are around it and to
11 other staff and if that is coupled with a tone of voice
12 which is aggressive or mannerisms, other mannerisms,
13 that are aggressive, then that can be very -- that can
14 create an atmosphere that can feel very intimidating.

15 I was told it was SPS. I'd worked in residential
16 units but I'd never worked in a secure unit, so I didn't
17 know what to believe and because it was Scotland,
18 I thought perhaps this is correct. I was told that
19 there was some special funding that had come from SPS
20 and that the secure services were somehow linked.

21 LADY SMITH: Can you remember who told you it was SPS?

22 A. No. It was the same member of staff who I don't know
23 the name of, but I think he had come over from
24 Howdenhall, erm, and he was the same one that said to
25 me -- asked me if I kicked with the left foot, but

1 I don't remember his name, because I didn't stay for any
2 length of time, you know, while I was there and because
3 I was moved over to Alison, I wouldn't have seen him
4 much.

5 I didn't know what to believe. I mean, I wasn't --
6 you have to remember at the time, you know, you don't
7 have extensive Google or smartphones and you can't
8 double check, and when I asked a question, it wasn't
9 necessarily always responded to.

10 MS FORBES: But that was what was said to you anyway?

11 A. Yeah, yeah.

12 Q. You say there were some staff who were involved in
13 restraints. Can you name any of those males who were in
14 this group that you're talking about?

15 A. Erm, yes. Erm, KZB, KEH,
16 Kevin Glancy, erm, those are the ones I saw. Erm,
17 I would be hazy -- I'm pretty sure there were others,
18 but I think I would be hazy if I named them but those
19 were the ones that I probably saw the most.

20 Q. You describe a situation, 'Laura', where alarms would go
21 off, five, six, seven times a day, and you say that was
22 often for very little reason. I think we have heard
23 some evidence, but an alarm goes off, that means that
24 somebody has triggered that alarm and staff are required
25 to attend, because they may need help with --

1 A. An incident.

2 Q. -- a young person?

3 A. Yes.

4 Q. An incident.

5 You say that at the time, you felt that certain
6 staff were on a power trip and appeared overstimulated
7 by getting involved in the restraints. What do you mean
8 by 'overstimulated'?

9 A. Erm, excited. So if I could give an example. If you
10 come into a unit and you are posturing and you are
11 acting aggressively and you're creating a dynamic in
12 a very, very small environment, it almost felt that they
13 were -- some staff, were setting up a reason to cause
14 a difficulty, so that if a child responded or made
15 a little comment, it would explode very, very quickly.

16 You know, a child might say something really
17 innocuous like, 'Oh, you haven't tied your lace
18 properly'.

19 'Oh, you're having a go, are you having a go at me?'

20 And it would just explode very, very quickly and
21 suddenly the alarm would go. Erm, I had never
22 experienced alarms going off at that rate.

23 And there was a point, and not all the time I have
24 to say, there was a very condensed point of a few months
25 where it was almost constant, it was just constant,

1 constant, constant, and there was very little reason.
2 It felt very like people were creating situations. And
3 as someone who's gone on to do a lot of work in domestic
4 abuse, erm, it felt very much like the environments that
5 you might find in a domestically abusive situation,
6 where a male is creating a situation to cause
7 an argument to then blame and vent and get rid of that
8 anger and aggression. That's how it felt, situations
9 were being created to vent that anger and that energy
10 is -- it's the only way I can describe, having now
11 worked a lot in domestic abuse.

12 Q. I think you also say, 'Laura', this is at paragraph 34,
13 over the page, halfway through that paragraph, you say
14 there were also quiet members of staff?

15 A. Yeah.

16 Q. Who were always involved in restraints and appeared
17 complicit, but they didn't seem to openly challenge
18 anything, so are you describing people who maybe weren't
19 the ones who would instigate something to create
20 a restraint, but they would frequently be involved in
21 the restraints --

22 A. Yeah, frequently involved. Have question marks over how
23 it had been initiated, have question marks over the
24 person's behaviour, but then not really say anything.
25 I think I have said before, it's very difficult -- I was

1 a qualified social worker. At any point I could have
2 walked out and that was said to me. I didn't have
3 a mortgage. I didn't have kids. A lot of people had
4 and that was their only job, so it's not that some
5 didn't say something because they didn't want to. It's
6 because they were frightened and that was very
7 discussed, you know, if we were on our own or on shifts
8 together.

9 Q. You mention that one of those people was Kevin Clancy or
10 Glancy, is it, but I think you have said he's one of the
11 people in the group who would be involved in restraints,
12 is that right?

13 A. Yeah, yeah.

14 Q. But you're saying he's one of the people who didn't seem
15 to openly challenge anything?

16 A. I mean, I actually thought Kevin was really nice. I --
17 only because he was so contrary to the extremes of the
18 behaviour that you were witnessing. So if you have
19 a lot of this very aggressive behaviour, when you have
20 someone who's very quiet and asks if everyone is okay
21 and chats and talks to people, you think, oh, well,
22 you're quite nice. I -- but he was often involved in
23 a lot of the restraints.

24 Q. You tell us, 'Laura', that there was a group, aside from
25 these people that you have mentioned, who were

1 questioning what was going on and you give us an example
2 of a Care Inspectorate report being torn up in
3 a meeting, at a meeting --
4 A. Yes.
5 Q. -- by KEO ?
6 A. Yes.
7 Q. You say he threw it onto the table and he said it wasn't
8 worth the paper it was written on?
9 A. Yeah, yeah.
10 Q. Just to understand what was happening there, was he
11 upset at what was in the report?
12 A. Yeah, so there had been a lot that was -- erm, oh, God,
13 it was extremely intensive. It's very difficult to
14 explain the sheer volume and amount of things that were
15 happening in a very, very short period, including later
16 the director and everyone coming into the unit.
17 At one point then, the Care Inspectorate had come in
18 and the care inspector had come in and I can't remember
19 his name, but he used to work for Edinburgh, was my
20 understanding, and he came in and visited us. And
21 people were talking to him and telling him about things
22 that they were concerned about, erm, and whether that
23 was the education or just various things that they were
24 saying.
25 So when the report eventually came out, I think it

1 came out quite quickly because they have X amount of
2 time to give you that preliminary report, that was
3 shared. It was there and shared openly with the staff.
4 And he was really upset, because he said there's nothing
5 in here about some of the systematic problems and what
6 we can do about them. That's why -- I mean, it was
7 quite dramatic at the time, but, erm, it felt actually
8 very validating because there was somebody else who was
9 now saying, 'Look, no, this is ridiculous'. And he tore
10 it up and put it down and said, 'Yeah, it's not worth
11 the paper it's written on'.

12 Q. So KEO [REDACTED] was in the group who was questioning
13 what was going on and he wasn't happy about the fact
14 that that hadn't been reflected --

15 A. Well, that was my only experience of him saying those
16 things, but he had mentioned a couple of other bits and
17 bobs, but that was probably the most --

18 Q. Your impression of him was that he was somebody who was
19 not happy with the way things were at St Katharine's?

20 A. Yes, yes.

21 Q. I think you tell us that these conflicting staff
22 approaches made for a very -- the way you put it is
23 'very combustible, constantly chaotic atmosphere'. You
24 go on to tell us about another incident where you put up
25 a poster about the Human Rights Convention for Children

1 and then I think you say you found that torn up?

2 A. Yes.

3 Q. It was on top of a bin?

4 A. Yeah, there was a big poster that we had. It was sent

5 out, actually, I was doing a bit of work and someone had

6 given it to me, because the rights and

7 responsibilities -- it said these are children's rights

8 but we have responsibilities to listen, to create a safe

9 environment et cetera, so it was a beautiful big poster

10 and I had put it up because I thought it's lovely, erm,

11 and a lot of the children -- well, one of the children

12 started to go through the list and say: 'Well, you

13 don't do that, you don't do this'.

14 And, yeah, I came into shift, this was in Alison

15 unit, and when I came in, it had been torn up, but it

16 had been torn up in such a way that it had been -- it

17 was quite obvious and it was sat on top of the bin. No

18 one had put it in. They just put it on top of the bin,

19 very obviously torn up. And that was in the staff

20 office, so no child would have done it. It was

21 clearly -- yeah ...

22 Q. So just to clarify then, that was in the Alison unit, so

23 not in the secure unit?

24 A. No, that was Alison.

25 Q. Okay --

1 A. You can't put anything up on the walls in the secure
2 unit.

3 Q. And the bin that you saw it on top of was within the
4 staffroom?

5 A. Yeah.

6 Q. Where had the poster been put up by you?

7 A. On the staff windows, so staff come forward and back
8 from the secure unit, so we're all on the same site,
9 Alison unit's here -- so people are forward and back and
10 bringing tea and dinners over, staff will be talking to
11 each other. If the kids are out and about, they'll be
12 in and out, in and out, so even if you're on shift
13 there, there's a lot of kinda forward and back, forward
14 and back.

15 So on the office in the Alison unit, the door had,
16 you know, a glass window at the side of it, so you could
17 see into the office and then there was glass on the
18 window of the door. I put it onto the glass that the
19 children could then read it and see it.

20 Q. But you don't know who ripped it up?

21 A. No.

22 Q. But that's something that you experienced that you tell
23 us about.

24 You go on, 'Laura', to talk a bit about the layout
25 and structure and again we have heard evidence about

1 that, so I'm not going through that with you. We do
2 have it there.

3 One of the things you do mention at paragraph 38 is
4 that there was a square space with several tables where
5 children could eat in the secure unit and the tables
6 weren't bolted down, you say, when you first arrived --

7 A. No.

8 Q. -- but you think they may have been by the time you
9 left?

10 A. Yeah, and the only reason I remember them not being
11 bolted down is because there was an incident where
12 a child was pushed against a wall with one of the
13 tables.

14 Q. I think we'll come to that a little bit later in your
15 statement.

16 So that was a change that seems to have been made
17 whilst you were there?

18 A. Yeah. I mean, I wasn't in the unit all the time, so,
19 yeah.

20 Q. You go on to tell us about staff structure and you tell
21 us that LUZ [REDACTED] was SNR [REDACTED].
22 Frank Phelan also worked there, but you were unsure as
23 to what his role was.

24 I think you do tell us in your statement that you
25 thought maybe he was above LUZ [REDACTED], but I think we

1 might hear evidence [REDACTED]
2 LUZ [REDACTED] after he left, so perhaps at this time he
3 wasn't at the same level. But in any event, he worked
4 at a higher role anyway than yourself, is that right?
5 A. He was at a higher role than me. I just always thought
6 he was over LUZ [REDACTED]. I think probably, because I came
7 through the assessment centre with him and he seemed to
8 be directing a lot about the residential units, so that
9 was just maybe an assumption that he was.
10 Q. But in any event you say that Frank, whatever role he
11 had, he seemed to be quite hands off, is that right?
12 A. Yeah. I think -- I only saw him for the
13 assessment centre and then when the director and the
14 deputy director came in as a result of the
15 investigation, Frank was then there with the team.
16 Q. You then tell us a little about LUZ [REDACTED]. Is he
17 somebody who was hands off as well?
18 A. Yeah. I didn't see him a lot. My memory is not of
19 him -- I can think of maybe three or four occasions --
20 I just didn't have much memory of him being around.
21 Q. You do say at paragraph 40 that things felt off with
22 LUZ [REDACTED] and you say that things felt off with his
23 [REDACTED], demeanour and boundaries.
24 You give us an example, you say that he would bring
25 his children into the secure unit and so that's

1 something that you --

2 A. I never experienced anyone bringing a family member into
3 any residential unit and then again, yes, the example
4 was a team -- a social worker who's now a team manager,
5 had mentioned years ago that he'd been at five-a-side
6 football team with quite a few social workers and LUZ
7 had turned up to the changing rooms and a child from
8 a unit was in the changing rooms while they were all
9 getting changed and everyone -- all the social workers,
10 this was from different practice teams throughout city,
11 were quite shocked and surprised and it was a topic of
12 conversation. I was quite -- when I'd heard it, I was
13 just a bit surprised by that.

14 Q. So this is something you heard from someone else?

15 A. A social worker, yes.

16 Q. You say that he could be intimidating but quietly so?

17 A. Yeah.

18 Q. I just want to understand what you mean by that?

19 A. As much as a few of the male members of staff could
20 posture and be very vocal and very gestural, LUZ would
21 sometimes be so quiet as you didn't know what he was
22 thinking, but he would stare through you, it was --
23 I can't explain. But he would just stare at you and
24 it's almost like a father reprimanding you. You know
25 that he doesn't have to say anything, but you know

1 you're in trouble. It kind of felt like that.

2 Q. I think, 'Laura', this is where you describe on

3 occasion, the way you put it is he would try to gaslight

4 you --

5 A. Yeah.

6 Q. -- and say that the social work that you'd done

7 previously in Northern Ireland wasn't the same as the

8 social work in Scotland. This is where you talk about

9 there being this underlying tone about -- and you said

10 the phrase 'Paddies'?

11 A. Yes, because that's -- 'Paddies' is a comment that had

12 been made by one or two staff members, you know, so, for

13 example, someone had got me like a diary for work ...

14 sorry, it's not in my statement, it's just an example,

15 a diary for work, because we used paper diaries back in

16 the day, erm, and there had been part of a month missing

17 and they had joked that, 'Oh, did an Irish person create

18 that diary?', you know, so there were always these

19 comments.

20 He would say that I didn't understand the systems in

21 Scotland, that, for example, you know, you don't have to

22 follow the rulebook, that's not what social work's

23 about. Erm, that, you know, you have a different

24 system. You don't understand what we do.

25 And yet, when I was at the assessment centre, I was

1 told very clearly, 'We want people like you. We want
2 qualified. We want experienced people'.

3 So he was saying something very contradictory.

4 Q. So just to be clear, he wasn't the one that called you
5 a Paddy?

6 A. No, no.

7 Q. But certainly this comparison to your experience and
8 training in Northern Ireland not being up to par or the
9 same as in Scotland was something that you heard from
10 him?

11 A. Yes, yes.

12 Q. Was that on more than one occasion?

13 A. Yes.

14 Q. On these occasions when he would say this, what was the
15 context? Was this in meetings together with other
16 people or were you on your own?

17 A. The context was when I raised a concern.

18 Q. Was that one to one with him?

19 A. There was one occasion that was one to one with him when
20 I think I'd asked for a reference because I was kinda
21 working my way out, but there was always this, erm -- if
22 I raised a concern, it was, you know: 'Your concerns are
23 unfounded because this is how we do things in Scotland'.

24 Q. Your impression, just so I'm clear about that, from him,
25 was that there might be rules and procedures, but you

1 didn't necessarily need to follow them?

2 A. No, that, 'We're not robots'.

3 Q. I think, from what you're telling us, what you had got

4 from the assessment centre was something very different?

5 A. Oh, yeah. It was very enthusiastic, really optimistic.

6 I was really excited when I came through the

7 assessment centre. I thought it was probably the best

8 thing I'd ever seen. The difficulty is I don't think

9 they shared that -- their enthusiasm with the units they

10 were maybe putting the people who came through the

11 assessment in, because when you arrived, I was very

12 clear, probably from day one, I wasn't particularly

13 welcome.

14 Q. This feeling that you weren't welcome, did you know why

15 that was? Did you form an impression as to why that

16 was? Was this because you were from Northern Ireland

17 and had different views or --

18 A. Oh, no, I think one of the comments that was made to me,

19 because -- that I was somehow a spy. I mean, it's

20 interesting, because at the time I really naively

21 thought that people were qualified social workers.

22 I think I am quite naive in some senses. In hindsight,

23 looking back, I think that must have looked really weird

24 because they must have thought -- to me it was normal,

25 because I'd come from that, I expected it to be that.

1 No one said any different when I came through the
2 assessment centre.

3 But if you're in a unit where a qualified social
4 worker comes in willingly, that must have looked
5 strange. So when people were making comments, maybe
6 they thought that I was somehow -- had done something
7 wrong and that's why I was there.

8 But I got a sense it was a very set procedure and
9 they weren't very welcoming of the idea of
10 an assessment centre and people being chosen outwith
11 their control is the impression I got.

12 Q. That's helpful. Thanks, 'Laura'.

13 You tell us a little more about LUZ, before
14 we move on from that. You say that to you, he seemed to
15 be -- this is still at paragraph 40 -- he appeared to be
16 close to KEH and you say that it often felt that
17 orders came from LUZ and were carried out by KEH, and
18 then in turn KEH did the same with KZB and
19 you say:

20 'To be clear, the orders that LUZ gave KEH were
21 not practice or procedure related, they appeared to be
22 designed to intimidate.'

23 A. Yeah.

24 Q. So what type of orders are you talking about?

25 A. I've been in social work nearly 30 years. I -- I don't

1 need a senior manager to tell me personally what they
2 think. You know it. And you know it through the
3 seniors and you know it through the team managers. That
4 disseminates down.

5 If KEH [REDACTED], who's not been party to any
6 discussion with me, pulls me aside and repeats to me
7 that, 'You're social work and what's your problem with
8 our procedures?', then the only person that's going to
9 come from is LUZ [REDACTED], because that's the only person
10 I had that conversation with. So you were very, very
11 clear on where information was coming from.

12 And KEH [REDACTED] was intimidating, he was.

13 Q. You tell us that KEH [REDACTED] and KEI [REDACTED] were two of the
14 seniors, this is at paragraph 41, [REDACTED]
15 LUZ [REDACTED] and then later on there were two other males you
16 mention, Patrick Walker and Peter Fleming?

17 A. Yes.

18 Q. They were supportive, those two?

19 A. Yes, yeah.

20 Q. But there might have been other seniors, and then below
21 the seniors were the residential care officers, which is
22 what your role was?

23 A. Aye, yeah.

24 Q. There was about 20 of you altogether. We have heard
25 about the rota system and you have told us that you

1 worked between the secure and the open unit, Alison
2 unit, but there were some staff you say, this is at
3 paragraph 42, who only appeared to work in the secure
4 unit?
5 A. Yeah.
6 Q. They never went into the open unit?
7 A. No, not -- no.
8 Q. I think you mention, at paragraph 43, that you think you
9 were the only qualified social worker from the
10 residential care staff, but you thought that
11 KZB was training to be a social worker. This
12 is something you have just talked about, that you
13 expected everyone at your level to be a qualified social
14 worker, because that was the impression you'd got from
15 the assessment centre, is that right?
16 A. Yes, so when I had my one-to-one interview with
17 Frank Phelan, there was also, I think, a HR person
18 there. When we were having the discussion -- I was
19 a qualified social worker, I talked away about it and I
20 said -- and I talked about the Northern Irish system
21 and, you know, and talked about research and was really
22 excited. Like, I couldn't wait. I do love residential,
23 despite some of the difficulties. And I had said to
24 him, 'And is everyone else qualified and what's the
25 impression?', he said, 'Yes, yes, they are, they're all

1 qualified'.

2 Q. But just to be clear about that, you are talking about
3 residential care frontline staff?

4 A. Yes.

5 Q. So that people with the same role as you, but people,
6 I think, like Frank Phelan was qualified in social work,
7 but that's not who you are talking about here?

8 A. No, I'm talking about the residential care staff, which
9 I was used to -- people at my level would all have
10 predominantly been social workers.

11 Q. You go on to tell us, this is over the page, page 13,
12 about supervision and appraisal and you talk about there
13 being regular supervision to discuss cases and work
14 practice. You go on to tell us about the sort of
15 standards within social work that you were used to
16 before coming to St Katharine's.

17 You tell us that the process was vaguely similar in
18 St Katharine's, but there didn't appear to be a momentum
19 to action concerns?

20 A. Mm-hmm.

21 Q. So that's one of the things you noted.

22 I think you say initially Robert Henderson was
23 someone who oversaw supervision, but it seemed that you
24 weren't happy with that standard of supervision that you
25 were getting from him and so there came a point,

1 I think, when Carol Mentiplay then took over your
2 supervision, is that right?

3 A. Yeah. Erm, so I was getting supervision from Robert,
4 but if we talked about practice or I talked about care
5 plans or I talked about the systems for reviews, you
6 know, you just talk about things and your experience, he
7 was never able to answer questions that were kind of
8 basic practice about what would be expected in terms of
9 a timeline for a child being in care.

10 I began to think, in combination with everything
11 that was happening, I thought: well, is he actually
12 qualified? That was -- I mean, I may be proven wrong
13 and maybe he was, but he certainly wasn't able to answer
14 questions about the process. If you're going into
15 supervision and the process of supervision is to talk
16 about practice and then eventually to talk about your
17 caseload and to talk about the hearing system and your
18 reports et cetera, then you need to be supervised by
19 someone who knows that job and is able to edit and
20 correct and guide you and if that guidance isn't coming,
21 then I was beginning to question what is the set-up
22 here?

23 But that was coming in combination with a lot of
24 things that were happening at the same time, that was
25 prompting me to question a bit more and begin to think:

1 I don't know if I feel particularly safe.

2 Q. Robert Henderson, was he one of the supervisory roles?

3 A. Well, he was giving me supervision at one point, so

4 I was assuming so, yeah.

5 Q. Was he a senior? Did you know what his job title was?

6 No?

7 A. I mean, there was a void and a vacuum in information and
8 in terms of how things worked. Erm, you know, there's a
9 very famous book on that, 'knowledge is power' is the
10 tagline and that's how it felt. You were sometimes kept
11 ignorant of the way things worked or you didn't get the
12 right information and therefore you were always in
13 a constant flux of not really knowing in terms of
14 shifting sands.

15 I do look back with perspective and think that that
16 was probably on purpose, because it kept you second
17 guessing and you were never quite clear. So if you did
18 raise something, you could always have a push back of:
19 well, you don't understand the system.

20 But if haven't been told the system or I'm not aware
21 of certain things, then I can't fully move forward with
22 the concern and a complaint. So you were never entirely
23 sure, like the SPS or what people's roles were, or who
24 did what, or how Howdenhall linked with St Kat's. All
25 those things were never fully explored or explained and

1 no one could ever do that.

2 Q. Carol Mentiplay became involved in your supervision?

3 A. Yes.

4 Q. Did you arrange for that? How did that happen?

5 A. Well, that was after I had an incident where I witnessed

6 a child having a drill held to their head and injuries

7 and I was seriously raising concerns.

8 When I came into that unit, as part of the

9 assessment centre you had to do a six-month period of

10 probation, where you have to create a portfolio of

11 examples that you're seeing and practice examples.

12 Q. We have heard evidence about that. This is something

13 you would have to complete, you would have to go through

14 various competencies, you would have to produce

15 evidence --

16 A. I was actually -- I was actually beginning to edit --

17 LADY SMITH: 'Laura', could I just ask you one very

18 practical thing: try to avoid speaking at the same time

19 as Ms Forbes. Ms Forbes is reminded not to do the same.

20 The stenographers can't note both.

21 I don't know if Ms Forbes going to take you to this,

22 but I would like to hear what it is you said you

23 witnessed about a child having a drill held to their

24 head.

25 Would now be a convenient point to do that,

1 Ms Forbes?

2 MS FORBES: We can go to your statement just now where you
3 tell us about some particular instances that you
4 witnessed.

5 Now, if we go to the incident involving the drill
6 and we can talk about that. It's paragraph 124. It's
7 page 32 of your statement. This is where it's headed:
8 'Incident involving a drill.'

9 I'm not sure if at this -- I think you have just
10 told us that Carol Mentiplay became involved after the
11 incident with the drill, is that right? Is that what
12 you recall?

13 A. Yes.

14 Q. But I think that during that process with
15 Carol Mentiplay, when you were talking to her about some
16 issues and concerns, she suggested that you should note
17 things down in a blue book, is that right?

18 A. Yeah, a wee blue book.

19 Q. Well, not specifically a blue book, but note things
20 down?

21 A. In a notebook, yeah.

22 Q. I think you tell us earlier in your statement that she
23 didn't want you to put these things into your competency
24 forms, but just to keep -- but to keep them separate and
25 record them somewhere else?

1 A. Yeah, yes.

2 Q. So that's something that you started doing?

3 A. Yes. Because she was a team manager elsewhere, erm, she

4 had said to make a whole list of everything that I was

5 seeing. To be honest, there was so much happening

6 I didn't actually finish or put much else into that

7 book. It was very difficult to do your day job and

8 everything else and keep a note.

9 Q. I think you tell us that later on, that's something that

10 you gave to the police --

11 A. I gave to the police, yes.

12 Q. -- at a much later date.

13 The incident with the drill, I think you tell us

14 this is something that you witnessed within two weeks of

15 you being in the unit?

16 A. Yes.

17 Q. Can you just tell us what happened on that occasion?

18 A. Erm, so I was in the secure section, so as you come into

19 the secure unit, as I said, you go straight ahead as you

20 come into the unit, in through reception and there's

21 a separate door and that leads you down a corridor and

22 then there's another door, so there's some meeting

23 rooms, and that main door leads you to an open space

24 that has the bedrooms for the children off it, there's

25 a living room -- gosh, I can remember it to this day,

1 erm --

2 Q. Just take a minute. Take your time. You can continue

3 when you're ready, 'Laura'.

4 A. (Pause)

5 Erm, there was a living room, so as you come through

6 the door --

7 LADY SMITH: Whose office was it?

8 A. The staff office. So it had children's files in there,

9 it had --

10 LADY SMITH: Don't worry about what's in it, I just wanted

11 to know what sort of office it was.

12 A. It's an office for the staff. That was glass, it was at

13 the time. So glass door, there was a huge glass window,

14 with the desks here, this was glass and you could see

15 the children in the living rooms, they had a little

16 living room with a TV et cetera. It pretty much looked

17 like this. It was a big square and the tables were in

18 the centre.

19 So, erm, I was in the secure unit, the main area

20 here, and kids were just floating about, chatting

21 et cetera and it just suddenly -- the horseplay,

22 suddenly exploded out of nowhere, erm, and a member of

23 staff was standing at the door of the staff office and

24 there was like a drill, power drill, I don't know why

25 there was a power drill, thinking back, but there was a

1 power drill on the table in the staff office and he
2 lifted it and he starts chasing the child round with it.
3 You can see them kinda panicking and they were almost up
4 against the door, erm, and they were kind of shoved,
5 full body, on top, onto the ground where they were
6 straddled and the drill was held to their head.
7 LADY SMITH: So when you say them, you mean the child?
8 A. The child, apologies, yes.
9 LADY SMITH: No, it's not an apology, I'm just checking.
10 And it was male?
11 A. Male child and a male staff member.
12 LADY SMITH: Rough age of the child?
13 A. Oh, he was about 14/15, I think.
14 LADY SMITH: Okay, thank you.
15 MS FORBES: We're not going to use his name, but I think you
16 name the child in your statement?
17 A. Yes, yes.
18 Q. You don't recall the name of the member of staff, is
19 that right?
20 A. No, and again visually, I can see him, but I can't
21 remember the name of the staff member.
22 Q. Do you know what precipitated the staff member grabbing
23 the drill and then chasing after the boy?
24 A. No, it happened very, very quickly. It was very split
25 second. As I say, this was very normalised practice so

1 if somebody -- if something suddenly explodes, either
2 aggressively or it's just very, very heightened
3 horseplay, erm, it happened so quickly and was happening
4 quite often.

5 I mean, I was only -- I was quite surprised by the
6 two weeks. I only know that this was two weeks in
7 because there was a date in the book and I had packed
8 that book away in the loft and hadn't looked at it. It
9 wasn't until I gave it to the police and we were talking
10 through that I saw the date, I was so shocked that it
11 was within a two-week period. I remember it being
12 quick, but I didn't remember it being that quick that
13 I was in the unit.

14 LADY SMITH: So we have got to the stage that a member of
15 staff has a drill in his hand --

16 A. Yes.

17 LADY SMITH: -- chased the boy and got the boy to the
18 ground?

19 A. Yeah. So he cornered him against the door, which is the
20 main door that leads out of the secure unit, and so he
21 had nowhere to go. And then because he's backed up,
22 he's got the drill and he's dragging him by the arm and
23 pulling him to the ground until he's on the ground on
24 his back and straddles him and then with his full weight
25 onto the head.

1 LADY SMITH: With the drill?

2 A. Yeah, in the middle of his head.

3 LADY SMITH: Did he actually switch the drill on?

4 A. The drill was on when he was running round after him and

5 it hit the tip -- so the child is just -- it was like,

6 erm, a mixture of fear and 'I can't believe you're doing

7 this' and kind of excited, like this is -- what, you

8 know? It was just a stunned -- no other staff member

9 blinked. I think that's what probably shocked me the

10 most, and I stood in utter shock.

11 MS FORBES: Did you see any injury on the child?

12 A. Yeah, there was a dot, so it was like a red -- you know,

13 almost if -- I mean, it wasn't a huge hole -- but God,

14 apologies, can I retract that? I don't mean it like

15 that, but it was like it hit and you could see the

16 trickle and he's like, you know, shouting.

17 Q. You are indicating, 'Laura', the middle of your

18 forehead?

19 A. Yes, in the middle of the forehead, yeah.

20 Q. That is the area of his head it was?

21 A. Yes, yes.

22 Q. I think in your statement, 'Laura', you tell us that

23 blood trickled down the boy's head?

24 A. Yeah, so it's like a little nick and you could see a bit

25 of blood.

1 Q. So it was enough to break the skin?

2 A. Oh, yeah, yeah.

3 Q. You tell us there was a reaction from the boy after

4 that; what did he do?

5 A. Yeah, because he was shouting kind of things like, you

6 know, 'What did you do that for?', you know, 'Why did

7 you do that?', you know, 'Come on ...', you know, this,

8 and then it was like, 'Do you have a prob ...'

9 You know, suddenly in a split second it's the up,

10 chest out, 'Have you got a problem?', you know, the

11 posturing and that's where it changes very, very

12 quickly.

13 Q. What did it change into from that point?

14 A. To his room.

15 Q. To his room?

16 A. Yeah, brought to his room. Well, restraints involve

17 various things.

18 So the entire process of CALM and TCI, restraint is

19 the very final process, that isn't -- you can talk to

20 someone can be part of TCI, you can calm them, you can

21 give them the space, you can remove items so they don't

22 harm themselves, so there's an entire process. He was

23 literally kind of: 'That's it, off'. Restraint was

24 elsewhere on down into the room section.

25 Q. The way you have described it in your statement,

1 'Laura', is it turned into a restraint but by that do
2 you mean he was taken away to his room?

3 A. Yes, yes.

4 Q. I think you mention this later in your statement and
5 I think you know that later on when there's a police
6 investigation, this boy that you've named was spoken to
7 about that incident?

8 A. Mm-hmm.

9 Q. And whilst he recalls the incident taking place, he, I
10 think, described it as something that he thought was
11 a joke and a bit of fun and said he wasn't injured from
12 it?

13 A. Yeah.

14 Q. But from what you've described, that's not what you saw?

15 A. No.

16 Q. It wasn't your impression?

17 A. No. No, I mean, what I would say is that I do know that
18 client. Erm, I know him from the adult system as well.
19 He came into that unit having been a victim of a lot of
20 physical and horrendous abuse. Erm, you didn't --
21 I became very acclimatised to the fact that if you
22 didn't laugh along or joke along then, you know, there
23 would be an outcome or a consequence to that.

24 What I would also say is that somebody who is
25 vulnerable and we are there to protect them, erm, you

1 know, what he sees as a joke -- children in our care
2 will often see things very different to the adults
3 around them. As an adult and a professional, I didn't
4 think that was acceptable behaviour.

5 Q. Just so we're clear about the fact that you've noted
6 this down in the book, you say that this is an incident
7 that happened about two weeks after you started?

8 A. Mm-hmm.

9 Q. When was it that you started noting things down in the
10 book?

11 A. Erm, oh, God, this was very quick, I mean it was very,
12 very quick. The drill incident was one of many that
13 were happening in very, very quick succession of each
14 other. I had already raised in supervision about the
15 drill -- in fact, I went home that night and I mentioned
16 with somebody who was a team manager or a senior in
17 Howdenhall. Erm, I said to them that same day I was
18 very shocked and then I came back and I mentioned it to
19 the person who was supervising me, and then I mentioned
20 it to ...

21 So, you know, the book was being created -- it was
22 very quickly. These were already being logged down on
23 a bit of paper and told to people and verbally told to
24 people.

25 Q. I'm just wondering, just to clarify, you said that

1 Carol Mentiplay became involved in your supervision
2 after the first, is it Robert Henderson, we talked
3 about, and it was her that suggested that you put these
4 things into a book?

5 A. A separate book, yeah.

6 Q. Did that happen then, this transfer to Carol Mentiplay,
7 did that happen very quickly or -- I was just wondering
8 whether this was an incident that you put into the book
9 once you started recording things?

10 A. No, I had already recorded things, yes. So she said to
11 put things into a separate book, so, no, I had already
12 raised these in supervisions and, I mean, that's why it
13 became very difficult to complete the six-month
14 portfolio, because my examples were becoming so -- they
15 were so extreme. I was watering down my examples, so
16 already my portfolio lacked integrity and credibility
17 because it wasn't a true reflection of things that I was
18 seeing.

19 I was editing and being told to self-edit and things
20 were being edited out of that book. So I was writing
21 them down for myself, because I was raising these, so
22 I wanted to have a record to say: look, this is what
23 I'm seeing. So when she said to write them and transfer
24 them and put extra bits into the book, they were already
25 things that I'd seen already, if that makes sense.

1 Q. 'Laura', you go on to tell us about someone you have
2 mentioned already, Kevin Glancy, and you say that --
3 you've explained he was somebody you thought was quite
4 nice?

5 A. Mm-hmm.

6 Q. But he was someone who you have described as always
7 being front and centre of restraints?

8 A. Yes.

9 Q. Just to be clear, he's not one of the group that you say
10 would goad or instigate the restraints --

11 A. No.

12 Q. -- but he'd be involved?

13 A. Yes.

14 Q. You make the comment at paragraph 127:

15 'At the time I felt that some staff were getting
16 a power arousal by being involved in the restraints.'

17 So is this similar to what you described earlier,
18 that they were excited by it?

19 A. Yeah, oh, yeah.

20 Q. That's the same sort of thing?

21 A. Yeah. Well, there was never any attempt to check if the
22 child was okay. There was never any attempt to kind of
23 resolve it before you ever reached a restraint. It
24 seemed like, erm, they were rugby tackling, grabbing
25 a ball and shoving it to the ground. There was no

1 attempt to actually -- this isn't even restraint. This
2 isn't how you manage a restraint. You should always
3 consider a very, very last option, you should always
4 consider safe space, you should always consider
5 injuries. There was absolutely no attempt do that. It
6 was straight down and it seemed to go on for a very long
7 time, which it should never do.

8 Q. 'Laura', you're saying that restraint seemed to be used
9 instead of de-escalation techniques?

10 A. Yeah.

11 Q. Restraint was the first thing that was gone to?

12 A. Yeah.

13 Q. When you say 'restraint', what type of restraint did you
14 see happening?

15 A. Physical.

16 Q. Restraints could happen in many different ways and the
17 children and young people could be taken hold of in
18 different ways, but there was there any particular type
19 of restraint that you saw taking place more than others?

20 A. Physical.

21 Q. Physical restraint?

22 A. I saw very few physical restraints. Quite often the
23 alarms went off and they would happen when I was in
24 Alison and you'd hear all the alarms going off, so
25 things were happening in secure.

1 Q. So did you see many restraints take place in the secure
2 unit?

3 A. No, I didn't see many restraints taking place in the
4 secure unit, because they took place in -- so if I'm in
5 an open environment like this, so this little square,
6 there's a door that leads into the children's
7 accommodation and into their rooms and those rooms are
8 swiped in and out of.

9 So when I'm standing here and all of the alarms
10 suddenly go and the child's taken down, that restraint's
11 happening in a room out of sight.

12 Q. Okay, so you would be aware that an alarm had gone off?

13 A. And that a restraint had taken place, because people
14 would talk about it when they came out.

15 Q. You weren't there to witness it yourself, because you'd
16 be in a different room?

17 A. Yes.

18 Q. Presumably looking after other young people?

19 A. Other children, yes.

20 Q. From what you're saying then, 'Laura', were you ever
21 involved in any restraints whilst you were there?

22 A. Erm, I mention an incident where one had taken place in
23 Alison unit and I had run into the unit, into the room,
24 and was told to move something, I think it was a chair,
25 but was ordered out of the room at the time.

1 Q. Who ordered you out the room?

2 A. There was Kevin, I think there was Kevin Glancy there,
3 there was KEH . It was the usual males.

4 Q. So do you know why you were ordered out of the room?

5 A. Yes.

6 Q. Why was that?

7 A. Er, because the child who was being restrained, she --
8 her trousers were coming down and she got really, really
9 distressed and I was working with her at the time and
10 I had pointed out that they were hurting -- well, they
11 were hurting her and she began to scream things at them
12 and I was told to get out.

13 Q. I think you do tell us about that incident later in your
14 statement. I am just trying to find the paragraph.

15 We might come to that, but I think there is a part
16 of your statement that you tell us about -- and we have
17 it in your statement -- where you say that there was
18 a restraint taking place, it involved a female resident,
19 a female young person, is that right?

20 A. Yes.

21 Q. You say that during the course of the restraint her
22 trousers were coming down?

23 A. Yeah.

24 Q. And she was shouting about that?

25 A. Yes.

1 Q. It was male members of staff that were involved in that
2 restraint?
3 A. Yes, yeah.
4 Q. You say you were ordered out of the room?
5 A. Yes.
6 Q. You go on, 'Laura', to talk about KZB [REDACTED], and
7 this is from paragraph 129. You say that you became
8 aware of a situation, this is not something that you
9 witnessed yourself?
10 A. No.
11 Q. But you became aware of a situation where KZB [REDACTED]
12 was out with a member of staff who was on an exchange
13 from Australia?
14 A. Mm-hmm.
15 Q. Is that right?
16 A. Yes.
17 Q. And that he was out with an older girl, but a resident
18 from the unit, is that right?
19 A. So it was -- they had gone out for the day, so we had --
20 they used to do you could do a year here, an exchange,
21 and another worker went over to work in the equivalent
22 environment. Erm, I think they kind of brought it back
23 a few years ago but she came to the unit and they had
24 gone out for the day. I'm not entirely sure where they
25 were, but I think it was west way, more towards Glasgow

1 and they had a group of children with them and they had
2 stopped by in a shopping centre to get some lunch and he
3 had gone missing with this female child for quite some
4 time, I think it was several hours, and she was left
5 with the rest of the children.

6 They pulled back up into the unit and the doors all
7 slammed, that's probably how we noticed, it was the
8 noise of the doors and she came kind of storming towards
9 the Alison unit and was quite upset that he'd gone
10 missing and left her with the children, and had gone
11 missing with this girl.

12 Q. So this is something that you heard from the other
13 worker when they arrived back?

14 A. Yes, she told -- yes, there were several of us outside
15 the Alison unit. The kids were kind of out and about.
16 We used to try and get them to do things -- well,
17 I would get them to do things for pocket money, or, you
18 know, do cars and chores, and it was good fun, kinda
19 like ended up in big water fights, you know, when they
20 are cleaning the car and half the water ends up over the
21 unit and the staff.

22 But, you know, we were kind of supervising them and
23 she came straight over and told us what had happened.
24 She was quite upset by it.

25 Q. You tell us that that girl, you say, was about 14 or 15?

1 A. Yeah, yeah, a teenage girl.

2 Q. You don't know where they went to or what --

3 A. No, I don't know anything more about it. She didn't

4 know either.

5 LADY SMITH: Ms Forbes, just going back to the restraint

6 incident where the girl's trousers were coming down,

7 I wonder if it was paragraph 91 that you had in mind.

8 MS FORBES: Yes, my Lady. I'm grateful.

9 LADY SMITH: 'Laura', it might be something you covered in

10 paragraph 91 of your statement.

11 MS FORBES: Page 23, paragraph 91. That is a girl who you

12 say was your key child?

13 A. Yes.

14 Q. You name her?

15 A. Yes.

16 Q. We won't say her name here but you say that the alarm

17 again went off and you say this was an occasion when you

18 ran in, but when you went in, she was already on the

19 ground?

20 A. Mm-hmm.

21 Q. You describe her as flailing her legs, there being two

22 men on top of her, and you being screamed at to get out

23 the room. You say that she was screaming something --

24 A. Yes.

25 Q. -- when that was happening, what was that?

1 A. 'Beasts'.
2 Q. 'Yous are beasts'?
3 A. Yeah, and screaming. It was guttural screaming, which
4 is probably why I was probably quite heightened.
5 Q. You say that this is where you describe her trousers
6 were coming down?
7 A. Yeah.
8 Q. You refused to leave the room?
9 A. Yes, because I was a female member of staff and it was
10 a female child on the ground and it was males that were
11 involved and I was refusing to leave.
12 Q. What were you told? You can say --
13 A. I was told to fuck off out of the room.
14 Q. Who told you that?
15 A. I can't remember, it was one of the male members of
16 staff.
17 Q. But you say that the child was upset, I think you
18 describe that --
19 A. Yes, extremely.
20 Q. She was crying?
21 A. Oh, yeah. She was sobbing. She was trying to pull her
22 pants up. So if you can imagine, you know, the
23 builder's trousers, her buttocks were being exposed, she
24 was trying frantically to try and pull up her trousers.
25 Q. You say that she was distressed?

1 A. Yeah.

2 Q. Her age at that time, you tell us, was only about 12?

3 A. Yeah, she would have been young.

4 Q. She was telling them to leave her alone?

5 A. Yeah.

6 Q. You say that she hadn't even done anything to warrant
7 restraint. Did you know what it happened prior to that?

8 A. No. It seemed to again explode from nowhere. I mean,
9 I think this is what was often -- there was often a lack
10 of information as to how something had actually
11 occurred.

12 So if you go to explain to anybody about
13 a restraint, it always feels very, very woolly. I was
14 never able -- I think there was an example I gave where
15 somebody was restrained and taken to their room and not
16 given food or power for hours because you'd -- we were
17 in the classroom and the child said, 'Have you got an
18 eraser, a rubber?' And she said, 'Yeah, here's my
19 rubber', and she just went (indicating) pushed it over,
20 she's just a child, underarm threw it to the child and
21 that was enough to have no power and be detained in your
22 room.

23 So there seemed to be no rhyme or reason. No reason
24 for these happening and they happened so quickly that
25 you just couldn't get a sense in all the chaos of what

1 exactly had prompted this to happen.

2 Q. You say that in relation to that incident with the girl

3 that we're talking about, you say you think Kevin Glancy

4 might have been involved in that restraint?

5 A. Yes.

6 Q. But you can't remember which other members of staff were

7 involved?

8 A. No, I can't.

9 Q. But that was in the Alison unit?

10 A. That was in the Alison unit, yes.

11 Q. Now, again, in the later police enquiry, I think you

12 have been made aware that that girl, who -- by the time

13 she was spoken to by the police, was older, was spoken

14 to and she didn't make any complaint about any issues

15 with restraint, so you're aware of that?

16 A. Yes, yes, yes, I am, yeah.

17 Q. I think you say that you don't know whether it was

18 a regular occurrence that male members of staff would

19 restrain female residents, this is in paragraph 92.

20 A. Yes.

21 Q. So you did see that happen?

22 A. Yeah.

23 Q. It wasn't just this occasion or were there other

24 occasions?

25 A. Apologies, can you repeat that?

1 Q. Sorry, it's my fault. It's the way I've asked that
2 question, 'Laura'.
3 You have mentioned that occasion where you saw two
4 male staff members restraining a female resident. Did
5 you see that happen on other occasions?
6 A. No, that was my only occasion.
7 Q. So I think you're saying there you're not sure whether
8 that was a regular occurrence, but that is something --
9 that one occasion is something you saw?
10 A. Yes. You were aware of the restraints happening,
11 because people would talk about them afterwards and the
12 alarms were going off, but you weren't necessarily
13 always there.
14 Q. You talk here about the fact that once you started to
15 raise concerns about the secure unit, you were pulled to
16 work in the Alison unit a lot of the time?
17 A. Yeah.
18 Q. The only restraint you remember taking place in that
19 unit whilst you were there was that one?
20 A. Was that female, yes.
21 Q. You describe Alison unit as having a much calmer
22 atmosphere?
23 A. Yeah.
24 Q. But you were back and forward at times between the two,
25 although, I think you've said, you'd spend most of the

1 time in Alison unit after you started to raise concerns?

2 A. Yes.

3 Q. You also tell us, 'Laura', that females were subjected

4 to strip searches and you can remember a girl being told

5 to strip in her room for a search?

6 A. Yes, yeah, that's right.

7 Q. Male staff were involved in that initially?

8 A. Yeah, initially, and after a row, female staff were

9 brought in.

10 Q. You say after a row, who had the row?

11 A. Erm, this child was out having a smoke, I think, in the

12 unit, the secure unit, I don't know what happened

13 originally or what prompted this, that she was brought

14 in. They were quite often -- now, I'm not entirely

15 sure if she was -- I don't even actually know why she

16 was searched, apologies, I'm just -- I'm second guessing

17 at this moment in time.

18 When you were in and around the unit, there were

19 enough people beginning to question and be vocal that

20 when you were on shift, people would say, 'Oh, did you

21 hear what happened', you know, 'So and so said this,

22 that, we asked for them not to happen'. So I can't

23 specifically say who said there needs to be a female,

24 but I'm very aware that that happened and that there was

25 a row amongst staff that there shouldn't be males in the

1 room with her when she was being asked to do this.

2 But I can't be specific. All I know is that when
3 you're on shift, staff talk to each other all the time,
4 so you're very aware of what's happened.

5 Q. So as a result of that row, a female member of staff
6 took over?

7 A. Yeah.

8 Q. Took over the search. Was that something that you were
9 aware of, female residents being strip searched on
10 occasion?

11 A. I can think of one other incident, but I can't be very
12 clear on it, but I remember another incident happened
13 where someone was strip searched. It could be that they
14 were self-harming and they wanted to check they've got
15 no items on them, 'cause that can be another reason that
16 you strip search. I mean, to be honest, I say 'strip
17 search', I'd never strip searched a child before I came
18 to Scotland. I'd never been involved in that, but I'd
19 never also worked in a secure unit. So again I didn't
20 know if this was standard practice to do this.

21 I can imagine if someone said to me that a child was
22 at risk of harming themselves and, 'We think they may
23 have a bit of glass', that you want to make sure they're
24 safe, but, again, it was something that was talked
25 about, but it was talked about as if it was kind of

1 a bit normal as a practice, but if I've never worked
2 there in a unit that's secure before, then I can only go
3 with what people are saying, but in my experience, it
4 isn't something that I'd ever done to a child.

5 Q. So did you do strip searches yourself? Were you
6 involved in them?

7 A. I can't remember being ever involved in a strip search.

8 Q. Did you see any?

9 A. Erm, well, if you're in the secure unit and there's
10 a child in their room or, you know, the room's being
11 searched for items, but I can't say that I've seen
12 a child standing in their underwear or being searched or
13 looked at so ... Not from my memory.

14 Q. Just to move on to the next paragraph, 'Laura', 93,
15 I just want to ask you some questions about this,
16 because there is a bit that we're just going to go to
17 later in your statement that talks about a particular
18 injury. What you say here:

19 'I can't remember a child sustaining an injury while
20 they were being restrained.'

21 A. Yes.

22 Q. You say:

23 'That didn't happen while I was present.'

24 Is that right?

25 A. Yes.

1 Q. You say you saw very few physical restraints because you
2 were told to leave or you were in the Alison unit?

3 A. Aye, that was -- yeah.

4 Q. But you explain things could kick off very quickly and
5 you then give an example of something that happened.
6 This was something you mentioned earlier about a child
7 being pushed against the wall by a table?

8 A. Yeah.

9 Q. What happened there?

10 A. The incident with the table was KZB
11 I'm almost sure -- KZB or KEH,
12 I can't -- I think it might be in my statement. Erm,
13 again, it's just -- almost like the drill incident,
14 where a bit of a laugh, a bit of a joke and then it
15 escalates very, very quickly and they were pinned.

16 So the two members of staff or one member of staff
17 ran with the table -- that's why I can remember them not
18 being locked down -- and pinned someone against the
19 wall.

20 Q. You mention at that time the tables weren't bolted down,
21 but you think that before you left, they were?

22 A. Yeah.

23 Q. So they could have moved?

24 A. I mean, there were office tables and there was a table
25 in the little, like, living room and things like that,

1 so there were tables, but there was certainly a table
2 that was pushed against a wall with the child against
3 it.

4 Q. If we go to paragraph 132, which is on page 34, I think
5 you tell us about a particular incident that you came
6 upon in Alison unit. That was -- you say that you came
7 into the unit one day and you saw that there was
8 an injury to a child on his face?

9 A. Yes.

10 Q. You name the child, and we have it there.

11 A. Yes.

12 Q. You say that there was skin missing from half of his
13 face?

14 A. Oh, yeah, yeah.

15 Q. So was this a carpet burn?

16 A. Yeah, it was like -- almost the character from the
17 Batman, the Two Face, it was really, really severe
18 carpet burn down one half of his face, like to the point
19 where you kinda gasp when you see it, because you've not
20 been made aware of it, so you're not prepared.

21 Erm, to the looks of it, no one had said that he'd
22 gone to hospital or been treated, and it didn't look
23 like there was any treatment, so, yeah, it was quite
24 significant and almost half the face and the other half
25 was fine.

1 Q. So just when we went to that paragraph before, where you
2 say that you didn't see any injuries to any children
3 from restraint, did this appear to be an injury to
4 a child from a restraint?

5 A. Yeah. I think what I meant was that I didn't physically
6 in the room see an injury to a child from a restraint.
7 That was an injury after restraint, but I hadn't
8 observed it. I hadn't observed it happening, but I know
9 that it came out of restraint because that's what he
10 said.

11 Q. So he told you that it had been as a result of
12 restraint?

13 A. Yeah.

14 Q. I think you go on to tell us that he was shaken and
15 teary when you saw him?

16 A. Yeah. I mean, it was quite a significant mark down his
17 face, so you are clearly going to be very conscious of
18 it, it wasn't something you could hide. So of course
19 I immediately asked him and if you ask somebody -- so if
20 you've come through something like that and you are
21 actually quite kind to someone, it can make them quite
22 teary because they're maybe not expecting after
23 an incident like that happens for someone to actually
24 take the time to say, 'Are you all right?'.
25 Q. I think you spoke to him about that and I think you tell

1 us that you had asked him if he had spoken to his key
2 worker and he said he didn't know what to do. You told
3 him you'd log all of it and speak to staff and then you
4 mentioned complaint forms being available if he wanted
5 to make a complaint?

6 A. Yeah.

7 Q. You told him that you would make sure that it was
8 escalated up immediately, but you say, but not through
9 LUZ ?

10 A. Yes.

11 Q. You say you planned to go to someone who you thought
12 might listen a bit better?

13 A. My experience of practice is and has always been my
14 experience of practice, is that we're very open about
15 complaints and transparency about complaints service.
16 You know, one of my first learnings as a social worker
17 is you put your hands up and you say, 'I made
18 a mistake', because then we can resolve it. What we
19 always say, and I say to any client that comes through
20 our service, or any service that I've ever involved
21 with, you know: 'Here's our complaints process. This is
22 what we do. If you have any issues, concerns, this is
23 how you can escalate it. That's a standard practice'.

24 So for me to say to someone, 'Here's a complaints
25 form and this is where you ...', that would have been

1 standard practice to me. It wasn't necessarily standard
2 practice there.

3 But when someone is quite shaky and they don't know
4 who they can talk to, you know, I'm doing everything
5 that I'm supposed to do within my practice and as
6 a social worker to say: 'I'm going to record this. I'm
7 going to speak to a staff member and, if you want to
8 escalate, here's a complaints form.'

9 Q. I think you tell us, 'Laura', that he did complete the
10 complaint form?

11 A. He did, yes.

12 Q. But then you say that maybe a matter of hours or a day,
13 that LUZ then came into the Alison unit, and you
14 say he was bursting through front door and you were
15 taken aback to see him coming in?

16 A. Yes.

17 Q. You say that he pulled the boy into a big dining room by
18 the office and they were in there for ages and you
19 wondered what was going on and then they came out, and
20 LUZ had his hand on the shoulder of the boy and the boy
21 had his head down?

22 A. Mm-hmm.

23 Q. LUZ at that time had the complaint form, and what did
24 he do with it?

25 A. Yeah, so it was quite unusual. As I say, I didn't

1 really see LUZ that often, so I was quite surprised
2 when he came over, but, you know, in hindsight
3 I probably wasn't surprised 'cause there was a lot going
4 on. Erm, but he had the complaint form and he took the
5 boy, so at that stage, I think this lad might have been
6 in Alison unit, so he took him kinda by the shoulder.

7 So as I said before, in the Alison unit you had like
8 a little office that had glass and then you had the
9 kitchen and beside it there was a huge room where it had
10 a like a big table in it, like a conference table
11 almost, and they would have looked after and
12 accommodated reviews there. We would have meetings, but
13 also it was used as a dining room so they'd bring food
14 across on a little trolley, so he took him into that
15 room. So he had him by the shoulder, took him into the
16 room and they were there a little bit. Then the door
17 opened and the child came out and he just looked a bit
18 sheepish and quiet and he had his head down, and he
19 kinda just ... not grabbing him, but kind of guided and
20 he just went upstairs and then he took the complaint and
21 tore it and put it in the bin, but looked at me as he
22 did it.

23 Q. You say that he had a particular expression whilst he
24 did that, LUZ? What was he doing in relation to you?

25 A. Erm, I'm trying to find my words about the expression.

1 Erm, it was that expression that I maybe explained
2 earlier, the, 'You've done something wrong, I don't need
3 to tell you you've done something wrong'. That's how it
4 felt. It was -- I can't be -- there was so much
5 happening to discuss this out of context and to try to
6 explain the sheer volume of things that were happening,
7 but it was almost like, 'Nice try', kind of thing. It
8 was just -- there wasn't anything said. It was just
9 a kinda look at the time. Erm, it's difficult to
10 explain.

11 LADY SMITH: Don't worry. You are making the picture quite
12 clear, 'Laura'.

13 I said earlier that I would be stopping for a break
14 at 11.30 am and it's 11.30 am now, so we'll take
15 a break. I won't sit again before 12, so that, I hope,
16 will give you time to draw breath before we carry on.
17 Is that all right?

18 A. Yes, thank you.

19 LADY SMITH: Thank you.

20 (11.30 am)

21 (A short break)

22 (12.05 pm)

23 LADY SMITH: Welcome back, 'Laura'. Is it okay if we carry
24 on with your evidence now?

25 A. Yes.

1 LADY SMITH: Ms Forbes.

2 MS FORBES: Thank you, my Lady.

3 'Laura', I just want to take you to page 34, this is
4 at paragraph 131 of your statement.

5 We spoke a little bit about KZB earlier
6 and this was where you told us about the incident with
7 the exchange student and the girl and him going missing.

8 A. Yes.

9 Q. You tell us something else about him at paragraph 131.
10 You describe his behaviour within St Katharine's as
11 often being erratic. Then you tell us about
12 a particular occasion, you say this was an occasion
13 where he -- the way you've described it is 'straddled
14 the child'. Do you know what had happened prior to
15 that?

16 A. Well, it was horseplaying. It was jokey, chasing, erm,
17 and then ended up with a straddle. Quite often the
18 incidents I saw were it was the horseplay, rather like
19 the drill incident would start off as a laugh or joke,
20 but the child would always end up on their back and with
21 the member of staff on top of them.

22 Q. So he was on top of the boy, is that right?

23 A. Yes.

24 Q. I think you describe how he was holding him and you say
25 he was holding him down by his wrists?

1 A. Yes.

2 Q. So he was straddling him, so sitting across him, is that
3 right?

4 A. Erm, as you'd straddle a horse.

5 Q. You say then he then did something, what was that?

6 A. Yeah, held the child's wrists down and lots of laughter,
7 very, very heightened, heightened and bit him here on
8 the side of the face.

9 Q. You are indicating on the right lower --

10 A. I can't remember which side, but it's just, yeah, bit.

11 Q. On the --

12 A. Cheek.

13 Q. -- lower cheek?

14 A. Yeah.

15 Q. When he did that, what happened?

16 A. Well, he broke the skin.

17 Q. Did you see that?

18 A. Yes. Yeah, I was there.

19 Q. There was an injury to the child's face?

20 A. Yeah, yes.

21 Q. What did the child do?

22 A. Er, I can't remember if I've gone into detail in this
23 about it.

24 Q. Just now can you remember anything that happened after
25 that?

1 A. Well, I can imagine if you're bitten on the face that,
2 much like the other incidents, it's going to cause you
3 to question it to say, you know, 'What have you done?',
4 et cetera, so ...

5 Q. Just to go to another incident you tell us about, this
6 is page 36, and it's paragraph 138.

7 I think you tell us here, and I'll just summarise
8 it, you give us a lot of detail here, so we don't need
9 to go through all of the detail, but essentially you
10 tell us about an incident where a female resident,
11 a girl within St Katharine's, so was this the secure
12 unit --

13 A. It was inside the secure unit, yeah.

14 Q. She came to you and told you that she had missed her
15 contraceptive pill and then she was concerned, but she
16 told you that in particular that something had happened
17 and that there had been some sexual intercourse with
18 another resident?

19 A. Yes.

20 Q. But what she implied to you was that it hadn't been
21 consensual?

22 A. Yes.

23 Q. She described a situation where she'd been followed from
24 the courtyard to her room and they had had sex in there?

25 A. Yes.

1 Q. This was another boy within the unit?

2 A. Yes.

3 Q. I think, as a result of that, you decided to write the
4 incident up?

5 A. Yes.

6 Q. You tell us then at paragraph 139 that as you were doing
7 that, someone came into the office?

8 A. Yeah.

9 Q. Do you remember who that was now?

10 A. Yeah.

11 Q. Who was that?

12 A. KEH [REDACTED].

13 Q. You say you remember someone trying to take the case
14 notes off you?

15 A. Yes, yes.

16 Q. I think you then say that this was the incident that led
17 to Peter Fleming calling you in and asking you what you
18 thought of the practice at St Katharine's and then he
19 then said that the notes that you had written had gone
20 missing?

21 A. Yes.

22 Q. And that someone had tried to amend them --

23 A. Mm-hmm.

24 Q. -- as they were later found on the photocopier?

25 A. Yes.

1 Q. You were told, I think, that someone had also tried to
2 fax them to KEH ?
3 A. Yes.
4 Q. And Peter --
5 A. Peter told me that.
6 Q. Peter was annoyed by that?
7 A. Yes. So the child was in the unit, the secure unit.
8 I was there at the time and she'd come to me and said
9 she'd missed her contraceptive pill, so she didn't
10 have -- she hadn't taken it and so they usually have
11 a medical so if they come in -- sorry, not a medical, if
12 they come into the unit and you're admitted to the unit,
13 any medications are kept in, you know, the medical box
14 and then they would be administered and that would be
15 logged. That would be standard practice in any care
16 setting. And that she had missed it and I said well,
17 you know, that's okay. We can resolve that. But she
18 was really worried --
19 Q. 'Laura', I don't want to cut you off, but we do have the
20 detail of what led up to that. I think what we're
21 particularly interested in is the fact that you tried to
22 record that --
23 A. Yes.
24 Q. -- and then what you are telling us about someone trying
25 to take those notes off of you --

1 A. Yes.

2 Q. -- and then them going missing. I think you tell us
3 a little more about it, if we go to paragraph 169 of
4 your statement, which is page 44.

5 This is 169. I think this is where you are talking
6 about KEI [REDACTED]. You say that towards the end of
7 your time at St Katharine's, you say:

8 'Peter Fleming found KEI [REDACTED] with the missing
9 paperwork in relation to the girl and the contraceptive
10 pill. He was sending it to KEH [REDACTED].'

11 A. Yes.

12 Q. Do you know what was happening with that paperwork?
13 What was the importance of this being sent or trying to
14 be sent to KEH [REDACTED]?

15 A. So the paperwork had gone missing and it was like a wee
16 while later, I mean, I can't be specific. Maybe two
17 weeks. I'm not entirely sure and Peter had called me in
18 and said that he had found, erm, er, KEI [REDACTED]
19 faxing these, in the days of fax, faxing them to
20 KEH [REDACTED]. That's what he said.

21 Then he showed me the paperwork and he said, 'Is
22 this your paperwork?', and I said yes. So it would have
23 been a standard case note that you put into a child's
24 file, so it was like a little template. He said, 'Are
25 these your annotations? Is this your handwriting?',

1 and there had been attempts on the paperwork to change
2 bits of it, which wasn't my handwriting, and he asked me
3 and he said, 'It's a rhetorical question, I know it's
4 not your handwriting'. Then he quickly said, 'What do
5 you think of the practice in here?', and that was then
6 that conversation.

7 Q. When you say there had been attempts to change it and
8 there were annotations, can you recall now what they
9 were trying to change it to?

10 A. I don't know. I can't be sure, but there was like
11 annotations down it. So not down the side that you
12 would annotate a note. It was like there had been
13 attempts to change things in it, so I don't know whether
14 it was names or times or something.

15 Q. Essentially what you were recording was the fact that --

16 A. That it had happened.

17 Q. -- there had been this incident by the girl reported to
18 you and it related to non-consensual sexual intercourse?

19 A. That's what she implied at the time.

20 Q. Were you consulted about that or any changes?

21 A. Oh, no, I hadn't seen the minute. What happened is rhat
22 there was an attempt to take the notes off me. They
23 then weren't seen. I mean, to be honest, at the time it
24 was -- yeah, there was a lot going on, as I've explained
25 earlier, so when the notes finally appeared I had no

1 clue that this had happened. All I knew was that they
2 had been found.

3 Peter didn't have to really tell me anything. He
4 gave me the detail around who he found at the
5 photocopier with the notes and who they were being faxed
6 to and what he also then showed me was the annotations.

7 Q. You saw --

8 A. I saw the annotations, yeah, 'cause he asked me, he
9 said, 'Is this your handwriting?'.

10 I went, 'No, I didn't write that.'

11 And he said, 'Well, yeah, I know you didn't, it's
12 a rhetorical question.'

13 Q. If we can go to page 32, I know we're going back
14 slightly but this is just again on the same point of
15 this record keeping and forms.

16 Page 32, this was where you talk about record
17 keeping from paragraph 121. You talk about significant
18 occurrence forms and you say that you don't think they
19 were always necessarily filled in.

20 At paragraph 122, you say:

21 'I filled the forms on a number of occasions, but
22 there are also occasions when they were torn up.'

23 But you don't know by who. How would you find out
24 that they'd been torn up?

25 A. You were told.

1 Q. You were told? Who would tell you that?

2 A. Just various staff members. Pink forms -- I mean,

3 I'm referring to it as a pink form in my memory, I'm not

4 entirely sure if that was the colour. But you can use

5 the significant occurrence form if a child has passed

6 their exams or they've done really well in something,

7 'cause you want the director to know other good things

8 that have happened. So that was my experience of using

9 them as well in Northern Ireland.

10 But you were informed that they were, so you would

11 talk about an incident. So, for example, the way Peter

12 had discussed with me, you might say, 'Oh, I put a form

13 in for that', and someone said, 'Well good luck finding

14 it', or, 'It's not there', or ...

15 So that's how you would find out.

16 Q. I think you tell us that these forms, the significant

17 occurrence forms, could be used to record things like

18 injuries --

19 A. Yes.

20 Q. -- on a child, but when you say that there were forms on

21 a number of occasions that were torn up or, as you have

22 said, went missing, what did they relate to? Were they

23 things like passing exams or was it something like

24 injuries?

25 A. Injuries, yeah.

1 Q. So it's injuries?

2 A. Yeah, it was usually a concern that didn't make its way
3 out.

4 Q. You tell us at paragraph 123 that you tried to put the
5 bite mark incident that we have heard about and the
6 drill incident on a pink slip and you say they kept
7 being torn up. You can't remember if you finally got to
8 submit them. So did you try to do that on more than one
9 occasion?

10 A. Yeah. I mean, yes, you are talking about a situation
11 then where I'm being told to note things, get them on to
12 paper. Actually in hindsight now that we're discussing
13 this, it's probably why that book came out, is because
14 there was incidents of the information just not getting
15 out in terms of a record.

16 Q. You say you would bring the forms to supervision and
17 tell Carol Mentiplay at the time so you would find them
18 torn up, from what you're saying here?

19 A. Yeah.

20 LADY SMITH: You just, 'Laura', mentioned 'that book', which
21 book are you talking about?

22 A. So I kept a little note -- I was told to keep --

23 LADY SMITH: Your own book?

24 A. Yes. So around the same time, when you can't get
25 information out and there's a vacuum of information --

1 LADY SMITH: That's fine.

2 A. -- you are finding ways to note.

3 LADY SMITH: I just wanted to check which book you were

4 talking about, in case I'd missed a mention of

5 a different book. That's fine.

6 Thank you.

7 MS FORBES: 'Laura', if we can go to page 37 of your

8 statement, paragraph 140, this is where you tell us that

9 you witnessed physical and emotional abuse at

10 St Katharine's and you say that you also witnessed

11 excessive and inappropriate use of restraint.

12 You say that children were hit and injured and it

13 was always done in a jokey way, but it was often out of

14 the blue and out of context.

15 Then you say that they would have bruises and bite

16 marks?

17 A. Yes.

18 Q. You tell us an example, you say a child could be walking

19 down a corridor and someone punches them and says,

20 'I'm only joking', however, it didn't feel like a joke.

21 You explain that sometimes that would be preceded by

22 a staff member verbalising that they were unhappy about

23 something the child had done before they hit out at

24 them?

25 A. Yes. So to clarify, a 'formal restraint', and I suppose

1 maybe that's where I need to make clear, so a formal
2 restraint would be what we consider to be part of the
3 restraint procedure, where they've been prone.

4 When I say 'inappropriate use of restraint',
5 probably what I refer -- well, number one, there
6 shouldn't have been so many happening, but also I would
7 have considered inappropriate use of restraint when you
8 get involved in horseplay, when you end up pinning
9 a child down.

10 Q. You tell us about an incident with a girl, and you give
11 her first name, this is at paragraph 141. You say there
12 was an incident where she was struck and this was in the
13 Alison unit?

14 A. Yes.

15 Q. I think you tell us that she was struck by a ladle?

16 A. Yes.

17 Q. By a member of staff. Who did that?

18 A. So this incident was, I can't be entirely sure of her
19 name, I think it was like many things I know what she
20 was like, it was KEM .

21 Q. You describe this girl's vulnerabilities is that she had
22 an aerosol-sniffing addiction?

23 A. Yes.

24 Q. That at that time was called or described as 'buzzing',
25 but that KEM gave her a nickname as a result of

1 that and what was that?

2 A. Yeah, he would call her things like '[REDACTED]' or

3 '[REDACTED]', or, yeah, there were lots of jokes about kind

4 of buzzing and, you know, 'Here comes [REDACTED]', and,

5 yeah, so making light of the addiction which she had,

6 because she'd grown up in a lot of trauma. And this

7 incident I -- I only kind of remember because it was in

8 the book. It was one of the things I'd noted, so it was

9 the only thing I had remembered about this particular

10 member of staff, 'cause it was actually in the notebook,

11 his initials.

12 Q. I think when you are saying [REDACTED], this is

13 a character from [REDACTED], is that right, from the

14 film?

15 A. Yeah. I mean, I don't know if the movie was out at that

16 time, I think, but it was those sorts of terms, '[REDACTED]',

17 '[REDACTED]', yeah.

18 Q. You tell us how this happened. It was at a time when

19 you had just finished dinner and you are standing up to

20 clear the plates and you heard something that drew your

21 attention, is that right?

22 A. Yes.

23 Q. You tell us you heard a bang through the hollow of her

24 back, the girl's back?

25 A. Yes.

1 Q. Did you see --
2 A. Yes.
3 Q. -- it happen?
4 A. Yes.
5 Q. The way you've described it is that KEM hit her
6 full force?
7 A. Yeah.
8 Q. Right in the back?
9 A. Yeah.
10 Q. You say it was out of the blue?
11 A. Yes.
12 Q. That the girl then after grabbed her back and started
13 crying?
14 A. Yeah.
15 Q. She asked him what he was doing and he just laughed and
16 he said he'd only been joking?
17 A. Yeah.
18 Q. You say that that was the common theme?
19 A. Yes.
20 Q. If we can go forward in your statement --
21 A. I was just going to say, the reason there was a ladle is
22 in the Alison unit, they came across with a little --
23 like it was like a trolley, like a trolley dolly, and it
24 had -- had all the plates and the dinner and everything
25 else and you had all the big ladles came with it, so if

1 you were spooning up the peas and bits and bobs, so all
2 of that came in a tray from the secure unit where the
3 main kitchens were and that was brought across, so when
4 she wasn't being quick enough in terms of getting all
5 the stuff up, everyone was lifting the plates and
6 putting everything on, so that's why the ladle was
7 there.

8 Then when again it was a kinda jokey, 'Hurry up,
9 let's get everyone out, we need to clear this room for
10 a meeting', and she's chat, chat, chatting to someone
11 and being a bit slow to move on that order, he'd just
12 kind of had the ladle in his hand and he hit her in the
13 middle of the back.

14 Q. That is the context?

15 A. Yes, that's the context of how that happened.

16 Q. But you are telling us it was full force?

17 A. Oh, I heard it. You know, it was like a hollow.

18 Q. The girl was upset after?

19 A. Yes, yeah.

20 Q. Just on the same point of this girl, if we can go to
21 page 45, paragraph 173 of your statement, I think this
22 is where you again talk about KEM and this girl as
23 well and again you talk about the nickname he had for
24 her. You tell us about an incident, 'Laura', at
25 paragraph 174 where you say that you found this girl one

1 day in a field and she had collapsed?

2 A. Yeah.

3 Q. She had been buzzing aerosol gas; is that right?

4 A. Yeah. So A field is probably the wrong word. It's up

5 off Captain's Road, which is in Edinburgh, and there's

6 a row of houses and there's like a bit of green and on

7 that green, there's a path and that would lead you down

8 straight to Balmwell Terrace where the unit was. Erm,

9 and we'd gone out looking for her, 'cause she had gone

10 missing, and she hadn't gone far and she was collapsed

11 on the grass and there were like canisters beside her.

12 So I'd managed to get her back down, we'd lifted her up,

13 I think I was with myself and another colleague, and

14 tried to get her up.

15 Q. You tell us at that time she was only about 15?

16 A. Yeah, they were usually teenage age.

17 Q. You got back to the unit and there was a doctor called

18 to check on her and when she woke up, you were making

19 her some soup, but you say that around that same time,

20 KEM was wandering around the unit and you say he

21 was shouting and was using this nickname?

22 A. He used that name quite often. That's probably the only

23 key things I remember about him, is this ladle incident

24 and the name calling for this particular girl.

25 Q. You say that it was the total antithesis of how you

1 would care for someone?

2 A. Yeah, if someone is suffering trauma and they've got any
3 sort of addiction issue, an addiction issue is
4 symptomatic of coming through a really traumatic
5 experience and we know that, so one thing you don't do
6 to support someone is to label them or call them by
7 a name that's going to make them feel worse.

8 Q. And this is happening just after she's been found --

9 A. In the field, collapsed, on the grass.

10 Q. -- and brought back and needed medical attention?

11 A. Yeah.

12 Q. Just to go back --

13 A. Sorry, can I just make a comment. That was again
14 indicative of me being asked about, you know, 'Do you
15 kick with the left foot?', it was a common name. Like,
16 this wasn't uncommon for this kind of language.

17 Q. It wasn't uncommon for people, including staff and young
18 people, to be given nicknames, is that what you're
19 saying?

20 A. Yeah, or just maybe labelled or spoken down to. So for
21 example, when I first came in, the comments about being
22 Irish or, 'Do you kick with your left foot?', that
23 language is quite common, so, you know, if you're going
24 to do that with a staff member, you're not gonna feel --
25 you're gonna feel free to do that with other people. So

1 that's the point I'm making. It was indicative just of
2 some staff members' behaviour to everybody really.

3 Q. If we can just go back, and I know we're going back and
4 forward a little bit, but just to carry on some of the
5 examples you give us, it's page 37, and this is
6 paragraph 142. That is where you tell us about another
7 incident, again this involved the sort of horseplay by
8 staff. You say that there was a boy and one of the
9 staff members slammed and jumped on him out of the blue?

10 A. Yeah.

11 Q. Then you say that as a result of that, there was
12 an injury?

13 A. Yeah. Afterwards he got up and he was complaining for
14 quite a while afterwards about his rib and I think he
15 was taken for medical -- I can't even remember, but it
16 turned out later that there was some sort of fracture to
17 the rib.

18 Q. Your understanding was that that had occurred during
19 this horseplay, so-called horseplay?

20 A. Oh, yeah, he got up and he was in pain and then
21 afterwards, for quite a while he was complaining of the
22 pain, to such an extent and my understanding after is
23 that that was a rib injury.

24 Q. Do you remember who was involved in that?

25 A. I can't remember.

1 Q. At paragraph 143 then, 'Laura', you talk about there
2 being lots of verbal abuse, lots of gaslighting and you
3 say that certain staff would deny saying things and then
4 you tell us about some things that would happen in
5 relation to meals.

6 I think you say that meals were sometimes used as
7 a way to punish a child or -- I think the way you've
8 explained it is that children or young people were
9 looking forward to meals and that routine, but they
10 would be pulled by certain staff members just before
11 meal times and it would mean that they wouldn't get
12 their meal, is that right?

13 A. Yeah. When you're in an enclosed environment and
14 especially if someone's been subject to secure, they
15 have to remain within the secure unit for X amount of
16 time before you then build up that trust in terms of,
17 you know, what's going to happen next, in terms of their
18 progress and their care plan is usually the plan.

19 So when you're in a tiny environment, things like
20 food are really important, because they regulate the
21 day, but also, you know, it's -- you've maybe come from
22 a home where there haven't been regular breaks and
23 sometimes the meals could be lovely and other times they
24 weren't particularly great, but, yeah, for example, the
25 girl who threw the rubber was kept in her room for like

1 eight hours, she missed her lunch, she missed her
2 dinner. There was no rhyme or reasoning and she was
3 quite hungry afterwards.

4 Or there would be, for example -- I think I put this
5 in this statement -- you know, at nighttime the staff
6 had the power ... so the kitchen was in this ... we had
7 an open unit like this, the door was here for the
8 kitchen, the main door was there, the office is here, so
9 the staff would go in and out and certain staff would go
10 in and produce a nice biscuit and eat the biscuit in
11 front of the child, who had absolutely no power to go
12 and get a biscuit, 'cause you're completely dependent on
13 your time.

14 So things like that, tiny things, that to anyone
15 else might seem insignificant, for myself or anyone
16 who's a practitioner who wants to -- who knows -- who
17 understands about practice, that can be quite jarring
18 for a child. It's quite a statement to make, 'You don't
19 have power but I can walk into this kitchen and get
20 a nice treat whenever I want to, but you're not going to
21 get it'.

22 So those little things that could be done.

23 Q. I think you say that perhaps there were leisure things
24 like going to the pool and they would then just tell
25 them, 'Oh, you can't go because we've decided to call

1 a meeting'.

2 You say that that's the type of thing that you
3 describe as a sort of psychological abuse?

4 A. Well, you have to change things in a team if it's really
5 busy or something happens. You might have to cancel
6 something, but there were certain staff where it just
7 felt like a little bit of toying.

8 I mean, again, not all staff were like this. Not
9 everybody does this. It was confined to a certain group
10 of people who did this quite often. You know, things
11 like, 'We'll go to M&D's', a big, you know, adventure
12 park, 'This will be really exciting', we'll do this,
13 build, build, build and at the very last minute, 'Ah,
14 we're not going to go now. We've changed our mind', or,
15 'Actually', you know, 'So and so', there was a very
16 flimsy excuse for not doing it, but you had talked about
17 this for weeks, so you built up.

18 Q. You say there was a certain group that did that. Who
19 was in that group?

20 A. Well, again, it was kind of, to me, the main two, with
21 a couple of additions, depending on who was around, were
22 always the KZB [REDACTED], the KEH [REDACTED], there was
23 a kind of very core set.

24 Q. Just to go to page 39 now, 'Laura', this is
25 paragraph 148. You start to tell us about the

1 disclosures you made to people during your time at
2 St Katharine's and I think you tell us, you mentioned
3 this earlier, that at first you were living with
4 Peter McCluskey when you first moved to Edinburgh. So
5 he was somebody that worked in care, is that right?
6 A. Yes.
7 Q. He was the first person you told about an incident and
8 that was about the incident with the drill and the boy
9 that we have talked about and he told you to speak to
10 your senior. You say you don't remember whether you
11 spoke to Robert Henderson or KEI, but you did
12 raise it with a senior at the time?
13 A. Yeah.
14 Q. How was it dealt with when you raised it?
15 A. So, erm, I'd come to Edinburgh obviously to stay with my
16 boyfriend, but he was in a tiny accommodation and then
17 he was moving elsewhere into some sort of residential
18 attached to his university hall thing, so he'd got
19 a little office there until he was getting settled
20 somewhere else.
21 I came to stay with Peter McCluskey, because when
22 I went to visit children at Howdenhall, I was signing
23 in, you know, for the part of the interview assessment
24 and he said, 'Oh, are you related to so and so? I used
25 to work with her'.

1 So it turns out he knew my mother from Northern
2 Ireland. His girlfriend at the time happened to be
3 a German teacher who had also taught some of my friends
4 back home, so when he said, 'Look, if you're coming over
5 and you haven't anywhere to stay, you can stay in our
6 spare room until you get yourself set up'.

7 So I didn't know him other than that connection.
8 And I was thankful at the time for some support. So
9 that is how I ended up with him. I told him, when
10 I came home after that drill incident and told him what
11 I'd seen, he said to me I shouldn't have taken it out of
12 the unit and I should go and talk to someone in the
13 unit. I can't remember specifically, but I do know
14 I did.

15 I mean, I'm quite a stickler for kind of trying to
16 follow the rules, so I know I would have spoken to
17 someone.

18 Q. So you raised it with someone, you can't remember who,
19 but did anything happen as a result of that that you're
20 aware of?

21 A. I'm trying to form my words very carefully. Erm ...
22 Panic. There was panic. The reaction was one of shock,
23 'Oh, dear, what's going to happen next, what do we have
24 to do?'. I felt that there was no attempt to really:
25 Are you okay? Is the child okay? What do we need to

1 look at? It was more a, 'Oh, God, where's this gone?
2 Who knows? Who's found out this information?'

3 That was more the reaction that I was met with.
4 Some time later, I think I said in my statement about
5 a rota was changed.

6 Q. So you mean the rota was changed for you to work in
7 Alison unit?

8 A. No. When I raised this and said this -- gave
9 a statement and said this is who was on shift, this is
10 what happened, I'm really concerned about this
11 happening. Erm, er, later I was told that it didn't
12 happen and that I wasn't on shift and LUZ
13 produced a rota, so back in those days the rota was just
14 a little Word document, all gridded out, and it showed
15 who was on shift at the particular time.

16 He produced this, but I had in my pocket my rota,
17 which was completely different. It wasn't until some
18 months later that a member of staff came to Alison unit,
19 totally unexpectedly, and said, 'Oh, I'll make you a cup
20 of tea', I wasn't entirely sure why he was over here,
21 this was late at night, and he said, 'I want to
22 apologise to you, because I've been standing in the
23 secure unit and several of the staff have been
24 discussing that drill incident', and I said, 'Wait
25 a minute, you said this didn't happen?', And they said,

1 'Well it did, it was just a joke', and he said, 'I want
2 to apologise to you, because people have been making you
3 out to be a liar and they've just admitted this has
4 happened'.

5 So the reaction was a change documentation and
6 almost firefight, but not to check at any point that the
7 child was okay.

8 Q. At some point after you reported it, 'Laura', LUZ
9 showed you a rota that was different from your own?

10 A. Yeah.

11 Q. What was the purpose of that, to show you that the
12 person you said took part in that drill incident, the
13 male member of staff, wasn't on duty?

14 A. That I wasn't telling the truth.

15 Q. But they weren't on duty?

16 A. They weren't on duty, this didn't happen, because this
17 is the rota with the date and I said, 'That's not
18 correct. This is the rota and I know who I was on shift
19 with, it only happened last week'.

20 And that was produced as evidence to say that
21 I couldn't possibly be telling the truth, because this
22 rota is the correct rota. That was extreme, to me,
23 gaslighting.

24 At a later stage, as I say, a member of staff came
25 over and said that people were openly talking about it

1 late at night. This was in the secure unit, so the
2 children were already in their beds.

3 Q. I think we talked about this already, 'Laura', that the
4 police investigation spoke to the boy involved and he
5 accepted it had happened?

6 A. Yes.

7 Q. But he had a different view about it and you're aware of
8 that, because you mention it in your statement?

9 A. Absolutely, I'm aware of that.

10 Q. The police came back to you about that?

11 A. Yes. As I say, I know that client and I've known him
12 for many years. He came from a very traumatic
13 environment. I would say that sometimes -- and again
14 it's the domestic abuse analogy -- if you have
15 experienced a lot of physical abuse, when someone's
16 verbally abusive, it can seem like a lesser of two
17 evils.

18 So I can imagine that a child in hindsight might
19 think this is a joke when they compare it against the
20 horrendous trauma that they might have been through in
21 their own life.

22 As a professional, that isn't a correct way to
23 behave, but I am very aware that he was interviewed and
24 ... yes.

25 Q. You tell us, and we have mentioned this, that you were

1 raising these issues with Carol Mentiplay and that's
2 when she suggested that you keep this notebook.
3 You say you also spoke to Patrick Walker --
4 A. Yes.
5 Q. -- Peter Fleming and you say you spoke to LUZ [REDACTED] and
6 you say that you spoke about over-restraint and
7 horseplay. Then you tell us that Frank Phelan,
8 LUZ [REDACTED] and KEH [REDACTED] tried to say that you just
9 didn't understand horseplay, that boys will be boys and
10 that boys needed horseplay?
11 A. Yes.
12 Q. You tell us you knew that it wasn't horseplay. Do you
13 mean by that that what you were seeing went further than
14 what you would consider to be horseplay?
15 A. Well, what I would say is that I've never, ever worked
16 in an environment, as a member of any local authority --
17 well, as a member of a local authority, we have teaching
18 staff. We've got library staff. We've got all sorts
19 that work under that local authority. Not one of them
20 would ever lay a hand on any of their
21 customers or clients and horseplay with them.
22 So the horseplay I had never experienced, that isn't
23 something I would ever have done nor have I ever done in
24 my job, but when that was being argued as a reason, what
25 I was saying was, 'Okay, you say this is horseplay. You

1 have physically injured a child that's within your care.
2 At what point are you drawing lines if you consider this
3 to be horseplay? Because no child should ever be
4 injured, regardless of the reason that you're giving'.
5 Q. You have been shown something, 'Laura', that we were
6 provided by Edinburgh Council.
7 A. Yes.
8 Q. It's an induction pack --
9 A. Yes.
10 Q. -- that's from Howdenhall from 1998.
11 A. Yes.
12 Q. This was after you gave your statement, you have been
13 told about this.
14 So first of all, have you ever seen that induction
15 pack that you were shown?
16 A. No, no.
17 Q. But within that induction pack, you have been made aware
18 that there is a section within it which relates to toy
19 fighting?
20 A. Yes.
21 Q. You know that the summary of that is that there was
22 a time, certainly in 1998 in this induction pack, where,
23 at Howdenhall it was being said that toy fighting was
24 something that could be appropriate with young people,
25 within that unit, within that place.

1 Is that something you were aware of at the time?

2 A. That isn't something I'm aware of. I think I made
3 reference in my statement that when I joined as part of
4 my contract, I had a contract and at the back of it, it
5 said, or within that contract letter, it said: 'Please
6 be aware of your standards, your standards, your codes
7 of practice'.

8 That is -- was watermarked 1993 and that was very
9 clear about physical abuse of any client or child -- it
10 makes very, very clear what are the dos and don'ts of
11 your behaviour within a unit, so I have not seen that
12 document but I am very aware that I had a document that
13 pre-dates that one that says very, very clearly what is
14 acceptable behaviour by any member of the council, and
15 that was attached to my letter when I came in. So I was
16 very clear of my -- that I do not lay hands on anyone,
17 that I do not threaten and that's quite explicit, those
18 codes of conduct, erm, which I have a copy of.

19 Q. I think, 'Laura', you have said that whatever this was,
20 horseplay or otherwise, it was resulting on occasion in
21 injuries?

22 A. Yes.

23 Q. You made the point you don't think horseplay should ever
24 result in injuries?

25 A. No. But also the point -- apologies, but also the point

1 that we have codes of conduct that pre-date that,
2 whatever that is, that has been shown to me, by years it
3 pre-dates that. And that was being sent to all
4 employees to say very clearly the dos and don'ts of
5 their practice.

6 Q. 'Laura', you tell us that you were in the secure unit
7 one day, perhaps was this later after you had been
8 working mostly in the Alison unit, erm, and you say it
9 was just before LUZ [REDACTED] left, left working at
10 St Katharine's. You tell us that you were standing in
11 the office and you described -- we know already that the
12 office has the glass partition, and you tell us that
13 a member of staff came running in and grabbed you. Who
14 was that?

15 A. It was KEH [REDACTED].

16 Q. You say he grabbed you on the shoulder?

17 A. Yeah, here (indicating).

18 Q. What did he do after that?

19 A. So if that's the door of the unit and where the male in
20 the blue shirt is sitting is the office, that's how
21 close it is, the office door would be here and the main
22 door is here. He came through that door, the door is
23 open of the office, there were several staff in there.
24 And the partition wall where you're standing would have
25 all been glass and the children were all sitting in the

1 living room, and there was somebody kind of floating
2 about in this area and he came -- the posturing I talked
3 about before, came in chest first, storming through the
4 door, and went like this to my shoulders (indicating)
5 and I went back against the glass.

6 Q. You have indicated, just because we have a transcript --
7 A. Apologies.

8 Q. You have indicated there that two fingers up against
9 your shoulders?

10 A. Yeah, up against my back, yeah, and I lost balance, so
11 he went like this and I went back against the glass and
12 he said, 'What's your problem with the restraints?
13 I hear you've got a problem with the restraints and the
14 horseplay', and he said, 'If a child's coming at you
15 ...', almost trying to use what he'd just done to me as
16 an example, so he said, 'You see, if they're doing this
17 to you ...', but he'd already pushed me against the
18 glass. I think he realised what he'd done, because the
19 kids kinda stopped. I looked really shocked. You could
20 see them kinda standing in the, you know, up in the
21 living room, like, 'cause it was all glass and he said
22 'So if a kid's doing that to you ...'

23 This is being said very loudly in front of the
24 children, 'If a child's doing this to you, what are you
25 supposed to do? You're supposed to, you know, restrain

1 them, you're supposed to react'.

2 The children are listening to this. They're
3 listening to a staff member justifying what they're
4 going to do. A conversation that was completely
5 inappropriate, never mind about hands, but I was so
6 shocked by that.

7 Q. After that, did you say anything to him or do anything?

8 A. I mean, I think at that stage there was so much
9 happening, I had said already a lot. I think
10 I'd made -- I mean, I have to say -- I read --
11 I'm reading this and it sounds like I'm walking round
12 with a megaphone. That's not how you were approaching
13 things. You were going into supervision on a one to
14 one, you were talking to people in private. I wasn't
15 shouting it from the rooftops. I was trying to be
16 professional. I was trying to follow the rules and the
17 regulations so that it was recorded properly so I didn't
18 really know what to do after that, to be honest.

19 Q. I think you make the point that this seemed to be
20 information that he'd got from somewhere, because you --

21 A. I hadn't discussed it formally with him.

22 Q. So it is something you discussed in supervision with
23 who, can you remember?

24 A. I can't -- I mean, it was ongoing from the very
25 beginning, so whoever was supervising at the time, it

1 would have been a common theme, because the themes
2 didn't stop.

3 Q. But he certainly knew about it anyway --

4 A. Yes, yeah.

5 Q. -- and this was him remonstrating with you about it?

6 A. Yes, yes.

7 Q. I think you tell us, 'Laura', that things were coming to
8 a head about the time that KZB bit the boy on
9 the face?

10 A. Yeah.

11 Q. Staff were discussing the behaviours and you took the
12 decision to speak directly to Duncan McAulay and
13 Lesley McEwen about your concerns and you were
14 encouraged, I think, by Duncan McAulay to speak up,
15 because he said that he needed people like you to do
16 that and he says he wasn't there all the time so he
17 couldn't see what was going on?

18 A. Mm-hmm.

19 Q. He then suggested that there was an assistant manager
20 post coming up and that you should apply for it?

21 A. Yeah.

22 Q. I think you tell us you pulled out of that interview
23 process because you had concerns about staying at
24 St Katharine's, even as an assistant manager, and you
25 were concerned about the culture and the practice that

1 you have explained to us you experienced today.

2 We have that there. If I could just go forward then
3 to paragraph 154. You tell us that as a result of the
4 concerns that you raised, there was a person delegated,
5 a Christina Burnett, to carry out an investigation.
6 That resulted in you meeting with Duncan McAulay and
7 staff were interviewed about their experiences.

8 You then tell us that whilst this investigation was
9 ongoing, you were standing outside the Alison unit on
10 that particular day and you say that you saw LUZ
11 leave the unit with a cardboard box and his belongings
12 in it and he got into his car and drove away.

13 Then you tell us that KZB ran from the
14 unit, shouting to staff outside that LUZ had left and
15 got a job [REDACTED]?

16 A. Yes.

17 Q. You were still there when LUZ left the unit?

18 A. Yes.

19 Q. Then you say that you were later advised that the
20 investigation had been dropped because LUZ had left?

21 A. Yeah.

22 Q. You tell us at paragraph 156 that there was a meeting,
23 that Duncan McAulay and/or Lesley McEwen were present,
24 and you think it was both. Then there was
25 an announcement to the team that there wasn't going to

1 be an investigation because LUZ had left?

2 A. Mm-hmm.

3 Q. They talked about horseplay that had got out of hand and

4 you have said the investigation was almost over just as

5 soon as it had started?

6 A. Yeah, yeah.

7 Q. You say later there was a meeting organised by

8 Frank Phelan with staff, that maybe was on the same day,

9 and there was a speech given about the 'good ship

10 Katharinos'?

11 A. Katharinos.

12 Q. Katharinos, I have been saying it wrong, sorry,

13 Katharinos, and 'how the rats were deserting the ship

14 and trying to bring us down'.

15 What did he mean by that? Who was he talking about?

16 A. I felt it was directed at the people who had come

17 forward about concerns.

18 Q. You say that he said none of the rats 'would take us

19 down'?

20 A. Yeah, it was an entire speech about the good ship

21 Katharinos would keep sailing and how there were people

22 trying to bring us down and, you know, the rats were

23 deserting the ship.

24 I mean, this sounds so ridiculous and shocking and

25 unbelievable, to begin to explain the context of what

1 was happening is -- I just can't even sometimes form my
2 words.

3 The incidents happened the day I walked into that
4 unit, but my understanding is they were happening well
5 before I ever came in. Now I know. So it was a very,
6 very intense condensed period of constant incidents, so
7 it almost felt like they were well prepared. It felt
8 like -- I didn't just ask to see Duncan McAulay. That
9 was just a succession of people, you know, I think it
10 was trying to keep a lid and, in fairness, Duncan was
11 quite polite and nice to me. He listened and he did
12 say, 'Look, we've been here before. That's why we have
13 the assessment centre. We need people there. We need
14 people to stand up and speak up and speak out', and
15 I felt quite buoyed by that.

16 When they did come in, I think there was just so
17 many incidents that were happening. When you have
18 KEO [REDACTED], who's been there for a wee while, tearing
19 up a Care Inspectorate report, you know it's tipping
20 over. It's not just the newbies that are raising
21 concerns. It's now tipping into the mainstream and
22 I think that's what sped up them coming into the unit.

23 So the speech -- Les McEwen was there, Duncan,
24 Christina and the conversation was very much: horseplay,
25 what can do you? Boys will be boys. Have to expect

1 injury. It was completely downplayed and then ended
2 because, as I say, 'LUZ' 's gone now, we don't need to do
3 it -- go forward with this, because he was at the helm
4 and he's now gone'.

5 But there was real targeted comments made that I was
6 not alone in thinking that that speech was directed at
7 people who raised concerns, which prompted me to go --
8 when we were all leaving that group room and he'd gone
9 into the car park, we were leaving and people were going
10 in their cars, going across to their shift in Alison
11 unit and I went after and walked after him and said,
12 'How can you say this? The children have injuries. How
13 can this just be ended?'

14 Q. Did he say anything to you?

15 A. Nothing, nothing.

16 Q. I'm not sure if you're aware of this, 'Laura', but in
17 the police investigation, I think he was spoken to and
18 he said he did recall an instance where you came up to
19 him in his car and talked about the drill incident and
20 his response, he says to you, was, 'If you have
21 a problem, you should make a complaint'.

22 Do you recall that response?

23 A. No, no, I had no contact with Frank Phelan at all until
24 he came in to give that speech at the investigation.
25 That drill incident had already been kinda bottomed out.

1 We were way past that, we were now at other things that
2 were happening. So, yeah, my contact with Frank Phelan
3 was the assessment centre and then that meeting with the
4 whole team.

5 Q. You did mention, 'Laura', the Care Inspectorate report
6 and obviously we have dealt with that, but there is
7 a bit in your statement at paragraph 119 that I just
8 wanted to ask you about briefly.

9 This is page 131. At paragraph 119, this is you
10 talking about the Care Inspectorate coming along to the
11 Alison unit and the secure unit and you say that you
12 remember that you were in the kitchen, talking to other
13 staff members and talking about whether they should tell
14 the inspector the full details, and I think you quite
15 frankly set out that really when you spoke to the
16 inspector, you skirted around the issue, you said that
17 some staff could be very heavy handed with the kids,
18 there should be more use of de-escalation techniques and
19 that people might need better training, but you weren't
20 telling him everything.

21 You say you told him about injuries but you didn't
22 go into specifics?

23 A. Yeah.

24 Q. I just want to ask you: why did you feel that you
25 weren't able to tell the inspector when he came about

1 what you had been seeing?

2 A. I think others told him a wee bit more detail. It's
3 really difficult to be in a situation where the people
4 that you look to for guidance are not dealing with
5 anything. There was so much threat and so much
6 intimidation and so much chaos that you just didn't know
7 where you stood. And remember, I'm also in a six-month
8 contract doing an assessment portfolio and I'm trying to
9 balance out where I'm going, what I'm doing and I just
10 didn't know where -- who to speak to, what to say.

11 The inspector also made it very clear, because when
12 he came in, that's how I knew he had previously worked
13 in Edinburgh, because the management were saying --
14 chatting to him like they knew him. That immediately
15 puts into your head: do I trust what to say and where to
16 go with this?

17 I think that was probably enough telling him that
18 there was --

19 Q. Thank you, 'Laura'.

20 I wanted to know what were the things that were sort
21 of preventing you, but I think you've explained it.

22 If we can go to page 42 now, paragraph 159, this is
23 where you tell us about LUZ [REDACTED] leaving and you say
24 that you don't know why that was, but you know he went
25 off to [REDACTED].

1 I think you say after that that you're not aware of
2 any staff being the subject of any disciplinary action
3 because they were found to have abused or mistreated
4 a child, and after LUZ [REDACTED] left, it was many of the
5 same staff who remained and they were there until you
6 left?

7 A. Yes, yeah.

8 Q. I think there's a part of your statement where you say
9 that after LUZ [REDACTED] left, that things seemed to calm
10 down within the unit?

11 A. A wee bit, yeah, yes.

12 Q. If we can go then to a part, I think you say, at
13 paragraph 164, this is page 43, you tell us about
14 an opportunity that came up for a secondment -- sorry,
15 this is paragraph 165 -- that was okayed and you needed
16 a reference from LUZ [REDACTED].

17 He did provide you with a reference, but you say
18 that in that reference it was something you found in
19 your papers later, that he wrote that you were new. You
20 didn't really know anything. You didn't know anything
21 about the set-up of residential, that you were from
22 Northern Ireland and implied that the social work
23 between the two countries wasn't the same.

24 But you say that when you found that, it was painful
25 and you tore it up so you don't have it any more, is

1 that right?

2 A. Yeah, yes, so I think I actually got a reference before
3 I ever went for that secondment, so I bounced over a wee
4 bit. And I think 'cause I was starting to look for bits
5 and bobs and you're kind of, you know, interested in
6 different things, so, yeah, it was just the whole tone
7 of it was, you know: she's new to here, doesn't really
8 know anything. I think given everything -- and the
9 reason I tore that up is that, you know, I had moved
10 house, there was a couple of new things happening for
11 me. You're going through your paperwork to clear out
12 things, get rid of things and when I found it, it was
13 just so triggering, I remember just looking at it and
14 thinking: I don't want this in my fresh start. It's
15 only with hindsight now ten-odd years later you think
16 maybe I should have held on to that. But at the time
17 quite specifically, the clear out was: I don't want
18 that. I just don't want to remember this.

19 Q. Just in the paragraph before, I think you tell us that
20 when **LUZ** found out that you were interested in looking
21 for other posts, he said something to you about your
22 future in social work. What was that?

23 A. That I wouldn't work in social work again.

24 Q. What was the context of that? Can you remember?

25 A. I was intermittently looking for different posts. You

1 know, it's always in the back of your head, you know:
2 should I stay here? Should I not? You know, you are
3 just trying to find your feet, you just -- there's a lot
4 happening. You've got -- you've still got nice people
5 that you work with and they're friendly and they want to
6 go for a drink and you think, 'Och, you know, maybe
7 we'll just about make it through together', so there
8 were lots of different things happening.

9 Around the same time as the drill and the changing
10 of the rotas and I'm having conversations -- you know,
11 talking with him that's when it's kind of coming up, you
12 know, 'This incident didn't happen. I'm going to make
13 sure you don't work in social work again'. You know,
14 I'm defending myself saying I want to have other posts,
15 so that's the context at which these things are starting
16 to be said to me.

17 Q. I think the way you put it is he told you he would make
18 sure that you never worked in social work again?

19 A. Oh, yeah, yeah.

20 Q. I think you do tell us he did give you a reference, but
21 you've explained it wasn't perhaps the best.

22 A. Yeah, it wasn't negative about me personally, but it was
23 negative about -- it was the whole tone was, 'You don't
24 understand practice here'.

25 Q. 'Laura', you tell us that you then -- in different parts

1 of your statement -- you tell us that you then left, I
2 think it was maybe a month-and-a-half or so after
3 [REDACTED], is that right?
4 A. I think so, yeah.
5 Q. Then you went on to do other things and we have that in
6 your statement, so I won't go through it all.
7 Ultimately you now -- are you a senior criminal
8 justice --
9 A. I'm a team manager.
10 Q. So you have moved into criminal justice?
11 A. Yes.
12 Q. That's adult criminal justice, is that right?
13 A. Yes, justice services. Yes.
14 Q. How long have you been in your current post for?
15 A. This current post will be, oh, over two years and I was
16 a senior before that for quite a number of years.
17 Q. I think you tell us that there was a time when you
18 continued to work with children, but you moved into
19 adult services and you have continued in social work
20 throughout your career?
21 A. Yes.
22 Q. Just a couple of more things quickly, 'Laura'. We have
23 mentioned this police investigation that happened and I
24 think we know how you became involved in that.
25 I think there was a well-publicised conviction of

1 Gordon Collins in April 2016, and I think shortly after
2 that, you spoke to someone at work and disclosed about
3 your experiences at St Katharine's, is that right? Then
4 the police became involved at that point in speaking to
5 you?

6 A. Well ... no, have I put that in my statement?

7 Q. No, it's not in your statement, but I think from the
8 information we have from the police investigation, that
9 seems to be how they say they came to speak to you, but
10 if that's not your recollection then ...

11 A. Yes. Well, that's not exactly how they came to speak to
12 me. So what happened was that the Inquiry was being
13 talked about, so a lot of the staff were talking about
14 coming forward -- well, not a lot of the staff. People
15 were talking about it so it was very well publicised
16 that the Inquiry was going to happen. The department --
17 it was in papers, it was in the Metro, it was everywhere
18 and so people begin to talk, they say, 'Well, are you
19 going to come forward? Are you going to say something
20 again? What do you think?'

21 I'd come back --I'd spoken about it at the time, I'd
22 come back in 2008 about it, because there was
23 a different incident that had happened, because somebody
24 had raised it with me that it was continuing to happen.
25 And then when -- then the Inquiry happened, we were

1 discussing who we should say and who we should talk to.
2 My husband had been in the police in quite a senior
3 level for over 30 years, and he said, 'You do realise
4 that there's also police teams that are involved in the
5 Inquiry'.

6 I did not trust if I went -- I did say to the
7 council again, I did meet with them, 'cause I met with
8 them and solicitors, 'cause they had brought solicitors
9 in, and I told them, 'Look, I'd already raised this,
10 I don't know where this is or whether anyone has ever
11 dealt with it so I'm saying to you again ...', because
12 this is now -- we are being pushed and told to come
13 forward, you know, we're getting emails out and being
14 told.

15 So I spoke to someone internally, his name was
16 Keith Dyer, and then he spoke to his manager, I'm not
17 entirely sure who it was at the time, I think he might
18 now have gone, because there was a separate inquiry
19 about something else.

20 At the same time I did not trust that the council
21 would deal with it, given my experiences, so I spoke to
22 the police, so that's how it kind of coincided but
23 I also then -- you know, so I just was covering that the
24 police were aware too, so that's kind of how that ended
25 up happening.

1 Q. As we have discussed, I think you became aware of the
2 results of the police investigation and I think
3 ultimately there was no prosecutions as a result of
4 that?

5 A. Yes, I didn't raise it for prosecution or criminal --
6 that's not why I raised it. I told them exactly what
7 I've kind of put in this statement. I knew that people
8 who had been involved in St Katharine's had already, in
9 some cases, been convicted of other things, in relation
10 to drugs or child sexual offences, so I knew that. That
11 wasn't the purpose of it.

12 The purpose was that I was frightened to come
13 forward to the Inquiry because of my experiences, but
14 I knew I needed to, because I'd already come forward
15 before. But I also wanted to do the right thing and
16 speak to my managers and say, 'Look, I'm planning ...'

17 I didn't actually have to, but I wanted to speak to
18 them and say, 'I'm planning do this', but I didn't also
19 trust them, so I wanted to make sure the police had it.

20 So the purpose of going to the police was not about,
21 'Here's an investigation', it was just repeating what
22 I already knew, what I knew had been investigated in
23 part and what I knew some people had been arrested for.
24 So it was just to ensure they had the right information
25 and it wasn't buried again, and that was just because my

1 experiences had been to date that things were not dealt
2 with.

3 So that's kind of why, so it wasn't about an outcome
4 for me, it was about ensuring the police had the
5 information, 'cause I didn't know how things were going
6 to work out.

7 Q. You gave them the book that we talked about and handed
8 it over to them at the time?

9 A. Yes.

10 Q. I know, 'Laura', you have something very brief that you
11 want to say, so just before, if her Ladyship is minded
12 to do so, let you do that, I think we have mentioned
13 this word 'plant', but I think from what you have told
14 us, it is clear that you weren't sent to St Katharine's
15 by anyone to report back on what was happening there, is
16 that right?

17 A. Oh, no, no, oh, God, no.

18 Q. You mention, I think, someone else in your statement who
19 spoke out about some concerns at the time, and that's
20 someone that we have given a pseudonym to here and we
21 have given the pseudonym as 'Chris', but I think you
22 know them by a different name. I think she is someone
23 who worked around about the same time, it might have
24 overlapped a little bit with your time at
25 St Katharine's, but if there's any suggestion that you

1 and her colluded together to make up any complaints,
2 what would you say about that?

3 A. Okay. Well, number one, what I would say is, I didn't
4 really know her at St Katharine's, because I know her by
5 name because I knew and the talk was that she was going
6 to papers and she was raising things but I didn't
7 particularly know her.

8 When I did then bump into her was when I joined
9 justice, but I didn't bump into her until I had moved
10 team a few years after I had joined justice and she
11 happened to be in an office and she was talking about
12 something and she happened to be talking about secure
13 units et cetera and I went, 'Oh my God, are you that
14 person that's this?'

15 So naturally she's not the only person that's spoken
16 to me. There's quite a few team managers who are now
17 team managers who have come to me and weighed up whether
18 they want to go forward, so that is how we discussed it.

19 What I would also say -- so that's why we discussed
20 it and actually the only things we discussed, because
21 she's never, ever discussed anything she's seen, funnily
22 enough, and I've never particularly discussed anything
23 other than it was being traumatic, we discussed whether
24 we should go forward to the Inquiry. That's what we
25 discussed.

1 What I'd also say is I came forward in 2008 when
2 I was working in a service development role in
3 Waverley Court, and a manager or a worker who is now
4 a very, very senior manager in social work services in
5 another local authority, she had a similar role to me
6 and so she had said -- this was years after
7 St Katharine's, it was like 2008/2009, so she had made
8 contact via email and said, 'I believe you have the same
9 name, can we meet up and talk about the role et
10 cetera?', and I said, 'Oh, yeah, yeah, that would be
11 brilliant'.

12 So she came to Waverley Court and we had like glass
13 cubicles, and she came to meet with me and we were
14 chatting away and she said, 'Oh, where are you from?
15 Where have you worked before that? How are you finding
16 the role?'. Very naively, because I thought she was
17 another local authority, I said, 'Oh, I worked here
18 before, I did this, I did that', and she immediately
19 went, 'Oh my God, St Katharine's.

20 And I took a bit of a gasp, and she said, 'Do you
21 know so and so, so and so and ...', and she began to
22 list people, who she said had been taking children home,
23 there had been drugs. I was so shocked that when I came
24 out of that meeting, I spoke to my good friend, who was
25 then the lead for the Child Protection Committee in

1 Edinburgh, her name is Astrid Telfer. Astrid Telfer was
2 quite well known in the police, she was -- years in the
3 police, and I said to Astrid, 'I can't believe this has
4 been said'.

5 I thought this was all -- I very naively thought,
6 when LUZ left and I went off to my new post, that was
7 it done. I genuinely was gobsmacked when I heard that
8 this was continuing.

9 So Astrid said, 'Look, put it all down in writing
10 and just chat it through', and I said, 'Oh, God,
11 I really don't want to get involved after all of that,
12 but I'm quite surprised this is happening again'.

13 So I put it in writing, that statement was still on
14 my computer 15 years later when I spoke to the police
15 with the date not changed, so you could see when it was
16 created, and it was 2008/2009, which I updated with the
17 police and I spoke to a manager at the time, gave it to
18 him and I was then, about a week later, taken into
19 a room and told I needed to be careful what I say and
20 I could be sued.

21 Unbeknown to me, this was 2009, Gordon Collins was
22 in between those units and those incidents were
23 happening. I was not aware that he was arrested, or
24 anything had happened, until probably I joined justice
25 and I was at a barbecue with several social workers and

1 one of them said, who used to work in St Katharine's,
2 said, 'Oh my God, have you heard? Kevin Glancy has been
3 arrested', so this is how then I found out.

4 So the accusations that I was a plant and made
5 things up don't stand up to water, because actually
6 I put a statement in, in 2008, about completely
7 different people that I had never heard of, with
8 a completely different person that had been raised to me
9 and the reason I put that in is I couldn't believe it
10 was still happening.

11 So, no, I haven't colluded with anyone. Anyone
12 who's been around me has known that I've not changed
13 my -- I mean, there may be tweaks to memory all over the
14 place, but I've never changed in terms what I've said in
15 26 years and I have never done it with any intention of
16 dismissing residential services. I think it's important
17 and I've never said that all managers were like this,
18 because some were lovely and supportive. I've never
19 said all staff were like this.

20 I have mentioned a couple of staff and this
21 happening. It is not collusive. It's been incredibly
22 difficult to come forward.

23 LADY SMITH: 'Laura', one small detail, you say that you
24 bumped into the woman we know as 'Chris' --

25 A. Yes.

1 LADY SMITH: -- when you joined justice. When did you join
2 justice?
3 A. Well, I joined justice in 2008 and it wasn't until, God,
4 about 2013/14 that I happened to be in Captain's Road in
5 Edinburgh and then she was chatting --
6 LADY SMITH: And that's when you saw her.
7 A. Yeah, and I was like, 'Oh my God, you're not the
8 infamous ...'
9 Because I knew her from St Kat's as everybody making
10 comments about this KTS who had caused problems, and
11 that's the only reason I knew as well, it was bumping up
12 credence to what I'd heard.
13 LADY SMITH: I just wanted the date.
14 A. Oh, apologies.
15 LADY SMITH: You joined justice in about 2008 and you think
16 it was 2013/2014 that you bumped into her?
17 A. Yes. I suppose, sorry, I was just going to say that
18 that just added weight to the fact that people were
19 saying that the complaints were happening before I ever
20 arrived, 'cause KTS had been in that -- oh, sorry,
21 apologies, she'd been in that unit for a few years
22 before I ever arrived from Northern Ireland, I didn't
23 know anybody. So if she's already raising concerns for
24 two years, how can I have then, when we are just
25 passing -- then I wasn't the only person raising

1 concerns.

2 LADY SMITH: Thank you.

3 MS FORBES: Thank you. It's very well explained.

4 I think you have a brief statement. I think it's

5 only a couple of minutes, my Lady, I wonder if this

6 would be a good time.

7 LADY SMITH: Are you ready to make this statement now,

8 'Laura'?

9 A. Is it okay to read something?

10 LADY SMITH: Well, of course it is, I just want to confirm

11 with you whether you want to do it now or if you want to

12 have a lunch break first, either will work for me, what

13 about you?

14 A. I just wanted to read it 'cause I think ...

15 LADY SMITH: On you go then, thank you. Are you okay?

16 A. Almost 30 years ago ...

17 LADY SMITH: 'Laura', would you rather do this at 2 o'clock

18 after you've had a break?

19 A. I'm fine, I can read it out. If I'm finished, if this

20 is the only thing I need to say?

21 LADY SMITH: We don't have any more questions for you. It's

22 just how you would feel most comfortable in doing it.

23 A. I'd say almost 30 years ago a client in youth probation

24 service told me I should be a social worker, because

25 I was kind and I listened. At the time, I dismissed the

1 simplicity of this, because social work is very complex,
2 the profession can be overwhelming but nevertheless, it
3 affords us the unique opportunity into people's lives,
4 people who disclose their vulnerabilities to us and hope
5 that we can protect.

6 They also hope that the systems in place to support
7 staff to complete their duties are robust and positively
8 constructed. It can be easy to underestimate the
9 responsibility placed on social workers to fulfil their
10 role and I do not take these duties lightly.

11 As a social worker, my faith in that system does not
12 differ from my clients'. I too trust that managers will
13 be kind and listen. I too trust that the systems are in
14 place to boundary and support my work will work with me
15 and not against me and that a concern will be
16 proactively addressed, taking into consideration
17 a balanced, informed approach, not one that is reactive
18 and combative. I trust that clients will be listened to
19 and respected, regardless of the reason for their
20 involvement and that we endeavour to work in unison
21 across multi disciplines with integrity and purpose.

22 It has been difficult to maintain a belief in my
23 profession given my experiences at St Katharine's.

24 26 years ago, I arrived full of optimism to a unit
25 that attempted to systematically dismantle my beliefs in

1 kindness, trust, integrity and the profession as
2 a whole.

3 Worse still, attempts to address any concerns
4 intermittently over the years were met with threats of
5 legality, attacks on my career and character
6 assassinations, all of which caused significant pain.

7 I would like to sit here today and reflect that
8 these experiences were historical and as such were
9 confined to history. However, my most recent experience
10 occurred prior to COVID when the Inquiry was announced.
11 Publicly staff were encouraged to come forward and speak
12 up. Privately I was ordered to attend a meeting and
13 quizzed about my statement.

14 If these behaviours continue to exist for managers
15 tasked with ensuring the safety of others, then what
16 behaviours continue to exist in the shadows? Only
17 radical, meaningful and systematic change can bring
18 about lasting change.

19 No attempt by any manager to threaten and hide vital
20 information regarding the protection of others should be
21 tolerated at any level. It contravenes the very basis
22 of our role as social work staff.

23 I am reminded of Rotherham. I am reminded that
24 there are current plans to look at making reporting of
25 child abuse and any abuse of a child mandatory. I am

1 also reminded that they are considering caveats within
2 that law to make sure that anyone who hides or is
3 complicit in the cover-up of abuse is subject to
4 professional or legal sanctions.

5 I would like the children who are now adults who
6 came through St Katharine's to know that there are
7 social workers who cared, who came forward repeatedly
8 and never forgot, even when the personal and
9 professional impact was great.

10 I also have a letter from the client, a card, from
11 my key child, who was subject to that restraint. She
12 sent this to me before -- well, before I left, she gave
13 it to me, that unit and I still have this. It says,
14 'Please don't go. Please do not go'.

15 She didn't want to be left alone and I've kept it
16 all these years, again I found it in box. You're
17 reminded of things you've put away a very long time ago
18 and I really want her and everyone else to know that
19 some of us never forgot, despite the threats, despite
20 the attacks, despite the trauma and the impact.

21 What I would also like to say is I love my
22 profession and I believe in residential care when it
23 works. I do not think we need to throw the baby out
24 with the bathwater. We can make this work. We can have
25 professional qualified staff and monitoring.

1 What I would also like to say is finally, after
2 26 years of being unheard, I would like to thank the
3 Inquiry for allowing me the time to speak.

4 MS FORBES: Thank you very much, 'Laura', for answering my
5 questions and for the statement that you have read.

6 LADY SMITH: 'Laura', can I add my thanks to you for all the
7 work you put into providing your written evidence and
8 for everything you have done today to make it come alive
9 and be so patient with our questions and where we're
10 going.

11 I'm sure it's taken a huge amount out of you, but
12 you've added enormous value to the learning that I have
13 here and please be assured we will be putting it to good
14 use.

15 A. Thank you.

16 LADY SMITH: Do feel free to go.

17 A. Thank you.

18 (The witness withdrew)

19 LADY SMITH: Before I stop for the lunch break, there are
20 some names being used this morning of people whose
21 identities are protected by my General Restriction Order
22 and restriction orders.

23 They are: KEO [REDACTED], KEM [REDACTED], KEI [REDACTED],
24 KZB [REDACTED], LUZ [REDACTED], KEH [REDACTED] and a woman
25 called KTS [REDACTED].

1 I think that covers everybody who has been
2 mentioned, but if there is any anybody else and anybody
3 is in any doubt, please do check before identifying them
4 as referred to in our evidence outside this room.

5 Thank you very much. I'll stop now and sit again at
6 about 2.15 pm.

7 (1.18 pm)

8 (The luncheon adjournment)

9 (2.15 pm)

10 LADY SMITH: Good afternoon.

11 Now, we're going to turn to read-ins, I think, yes?

12 MR SHELTON: That's right, my Lady.

13 'Olly' (read)

14 MR SHELTON: The first one is the statement of an applicant
15 who is anonymous and his pseudonym is 'Olly'.

16 LADY SMITH: Thank you.

17 MR SHELTON: His statement reference is WIT.001.002.5352.

18 'Olly' was at a number of establishments and his
19 evidence in relation to Dr Guthrie's was read in on
20 Day 448, the transcript reference is TRN-12-000000081.

21 That read-in included material about 'Olly's' early
22 life and his life after care and the impact of his
23 experiences.

24 Just very briefly, my Lady may recall that 'Olly'
25 found himself in care initially in essence because his

1 mother couldn't cope with him and, it seems, threatened
2 suicide unless he was taken away into care.

3 She said that he was out of control, but in fact he
4 was being beaten by his father and ultimately there was
5 a Children's Panel and a decision was made to send him
6 to 'Edinburgh Assessment Centre', as he calls it, so
7 presumably Howdenhall.

8 LADY SMITH: Howdenhall, yes.

9 MR SHELTON: That is at page 4, paragraph 15.

10 He says, in paragraph 15, that he remembers going
11 several times to the assessment centre and that seems to
12 be correct, my Lady. He was first admitted on
13 [REDACTED] 1983, aged 13, just 13 and then Dr Guthrie's in
14 [REDACTED] 1983.

15 Thereafter he had a number of admissions to the
16 assessment centre, it seems, between different
17 placements and sometimes, after absconding, he would be
18 taken there and then placed either again in the same
19 establishment or elsewhere.

20 Reading from paragraph 16, he says:

21 'You were there to be assessed to see if you were
22 going home or going into a children's home. I was in
23 the assessment centre first for three weeks then back to
24 the panel, then three months more in the
25 assessment centre, back to the panel and then back to

1 St Katharine's.'

2 As I say, my Lady, his first placement was at
3 Dr Guthrie's, [REDACTED] 1983, so there may be a degree of
4 confusion about the order of events, my Lady, but
5 there's no doubt that he was in the assessment centre on
6 a number of occasions.

7 He says:

8 'The assessment centre was mixed, boys and girls,
9 ages 7 to 15. The juniors were from 7 to about 12 or 13
10 and then you went up to the seniors. There were all
11 kinds of reasons why the kids were in there. When you
12 went in the front door there was a long corridor ...'

13 He goes on to describe the interior of the centre.

14 Then, over the page, says something about the
15 morning routine. Paragraph 18, he says:

16 'You were told to make your bed a certain way. You
17 were beaten if you didn't.'

18 Then he goes on to describe more about the routine
19 during the day and in the evening.

20 Says at paragraph 19:

21 'The doors were locked at nighttime. If you needed
22 the toilet, there was a bucket and you used that and
23 emptied it in the morning. You were supposed to ring
24 a bell and the staff were supposed to come and get you
25 up, but they never bothered.

1 'It was mainly single rooms. There were a couple
2 that were twin rooms. I had a room on my own then
3 I shared a room with [another boy] for a while and then
4 [with a different boy]. You went to bed about 8.45 pm.
5 They had the lights on for about 20 minutes if you
6 wanted to read and then it was lights out.'

7 He goes on to talk about meal times and the food.
8 In paragraph 21, about six or seven lines down:

9 'The food is not something I really remember. We
10 would have to clean the table and take the plates and
11 things back up to the pantry. Then you could go up to
12 the common room for your first cigarette of the day, if
13 your parents had signed your sheet.'

14 He says at paragraph 22:

15 'Dinner time was the same.'

16 Reading short, he says:

17 'You never got into trouble for not finishing your
18 food unless Mr GWT [REDACTED] was on duty, I called him
19 "[REDACTED]". Mr GWT [REDACTED] was the guy who would hit you
20 with the belt. If you didn't finish your food he would
21 call us "wasteful bastards". Everyone left food. There
22 was a waste bucket, so I don't know why he was so
23 abusive. I think it was just because he could, he had
24 the power.'

25 Again, he describes washing and bathing routines and

1 I'll take that short and go on to paragraph 24:

2 'You were schooled at the assessment centre. We
3 were all different ages but you were put in a room
4 together, given crayons and felt tip pens and told to
5 get on with it. We weren't being taught anything.

6 'We were taken out in a van every Saturday, out to
7 the countryside. We got out at one spot for a cigarette
8 and then drove back. There was one member of staff,
9 an old guy, who was really nice. He would come into the
10 common room and ask who wanted to go out and all the
11 hands shot up.

12 'There was quite a good selection of books. I liked
13 to read, it was the only learning I got. You could be
14 reading a book and come across a word you didn't know
15 and ask the nice old guy about it and he would explain
16 it to you. He was the first person to introduce the
17 dictionary to me. I think if he had been in the
18 classroom, we would have learned a lot more. I can't
19 remember there being any toys, but there was a record
20 player and three albums. Dr Hook and two Pink Floyd
21 albums, that was your choice.

22 'My social worker came to see me a few times, I
23 think it was when he was due to write a report when
24 I was due back at the panel. He asked what I wanted,
25 how I felt, if I'd learned my lesson. I didn't think

1 I belonged in there at all. I told him everything. He
2 just wasn't that interested in what I had to say.
3 I think all social workers are told to disregard what
4 people like me say. I think he just saw us as part of
5 his job. He didn't tell the panel about the abuse
6 I reported and nothing really happened about it, so
7 either he was not reporting it to his seniors or he was
8 not documenting it.

9 'I think the reason [my social worker] might have
10 started to do as little as possible was because of an
11 incident when I was at a guy's house at Palmerston
12 Place. It housed a lot of gay people and cross
13 dressers. I have smoked cannabis since I was 9 and the
14 guy I went to see was a drug dealer. He was gay, but he
15 wasn't into children. I was on home leave from the
16 assessment centre or St Katharine's. I saw [my social
17 worker] and several other social workers in the next
18 door flat. [He] was dressed normally but some of the
19 other social workers were dressed in drag. After that,
20 he started to distance himself from me. He only put
21 down what the assessment centre said. It was on one of
22 the pages of my records I managed to get that hadn't
23 been blanked out. The way he had put it was that
24 I couldn't be relied on to tell the truth. So he would
25 go by what the official people said, not what

1 I disclosed. It goes back to when my dad beat me but my
2 mum wouldn't back me up. After I saw [the social
3 worker] at that party, I think he was waiting for me to
4 bring it up, but I didn't.

5 'I didn't get any visits from my mum or dad when
6 I was there. I was well out of their hair, except when
7 I ran away.

8 'I didn't see any psychologist or psychiatrist when
9 I was in the assessment centre.

10 'I ran away once from the assessment centre during
11 the first period I was there. They chased after me but
12 they were too slow. I ran away more often the second
13 and third times I was there.

14 'It was supposed to be secure but when you are in
15 these types of places you have nothing but time on your
16 hands and you watch for weaknesses.'

17 He describes how he managed to get out of
18 St Katharine's.

19 At paragraph 33:

20 'I don't know why, but when I ran away I ran home.
21 I felt I should belong there and I didn't realise at the
22 time that I wasn't wanted there. When I got home ... my
23 mum would go and get [the lady] who stayed upstairs.
24 That was because mum couldn't handle anything herself.
25 I think [the neighbour] was the one who would call the

1 police. The police took me back and Mr GWT would
2 beat me and put me back in the segregation unit.

3 'I don't know if Mr GWT ran the segregation
4 unit or if he just liked doing it. The cells in the
5 unit were about eight feet long. There was a bed,
6 a bucket, a table and a chair. You had to sit at the
7 chair during the day because you were not allowed to lie
8 on your bed. There was no paper or pen to amuse
9 yourself. You got nothing. There was a window that
10 looked down into the courtyard. The door was locked.
11 The bucket was for the toilet.

12 'You were left in there for about one week at
13 a time. You were let out to exercise in the courtyard.
14 You were just left to walk around on your own. All
15 privileges were withdrawn. You didn't get any
16 cigarettes.

17 'I was put in the segregation unit three times. It
18 was usually for a couple of days, but the longest was
19 for a week. Our food was brought to us. It was the
20 same food you would normally get but it would be cold.
21 You got a jug of drinking water but it tasted funny, as
22 if it had been tampered with. After drinking the water
23 three days could pass and you would hardly remember it,
24 you might only remember one meal. You would also get
25 a basin of hot water to take to your cell. You would

1 have a body wash and clean your teeth. Only when
2 leaving the segregation unit you got a shower. We had
3 our own clothes.'

4 He goes on to talk about abuse at the
5 assessment centre and says:

6 'There was one member of staff who got really
7 physical with you. Mr GWT was a big tall guy in
8 his 20s or 30s. He had black hair, a moustache and
9 a short beard. He was there for years and years,
10 because after I left, I went back to visit my friend ...
11 and he was still there. If you stepped out of line he
12 would give you a beating. He had a leather belt with
13 six or seven long strands at the end. He would hit you
14 on the arms, back, backside and legs. This was done
15 over your clothes. He used to take you up into the
16 segregation centre. He would hit you about a dozen
17 times. You would be beaten for talking back, fighting,
18 not making your bed or if they took you out in the van
19 and you wandered off. You would just curl yourself up
20 in a ball and try to protect yourself.

21 'There was another member of staff, an older guy.
22 I think he was in his 40s. I can't remember his name.
23 I had caught scabies and you got this special lotion to
24 treat it. I was in the shower putting it on and this
25 older guy asked me if I wanted some help. I thought he

1 meant my back but he kept concentrating on my backside.
2 It made me feel uncomfortable. I don't know if that was
3 him being pervy or what. I said I could manage myself
4 and he stopped and then left.'

5 He says in relation to St Katharine's Children's
6 Home:

7 'There was some kind of link between the
8 assessment centre and St Katharine's. As you would see
9 the staff from the assessment centre come and go, but
10 they didn't work there. I was only there for a couple
11 of weeks.

12 'St Katharine's was just like a house. It looked
13 more like a church actually. The front door was like
14 a church. There was no religious element to it that
15 I was aware of. It was a more relaxed routine than at
16 the assessment centre. It seemed to me that it was for
17 the kids who didn't deserve to be locked up in the
18 assessment centre.

19 'At St Katharine's they had duvets instead of
20 blankets. They weren't too bothered about you making
21 your bed properly. At night, the lights would be left
22 on for about 20 minutes after you went to bed so you
23 could read. Then the staff came along and said, "Lights
24 out".

25 'Meal times were more relaxed than at the

1 assessment centre.'

2 Paragraph 43:

3 'In the evening, we watched TV or played cards until
4 8.00 pm when you got your last cigarette and then were
5 sent to bed.

6 'There were separate bathrooms for the boys and the
7 girls. You always had a shower in the morning, all in
8 at the same time. In the evening, you just had a basic
9 wash, got your pyjamas on and got into bed.

10 'I can't remember any proper lessons like English or
11 maths. They did plan to send you to your outside
12 school. Other kids did get sent to the outside school,
13 but I wasn't there long enough. After I reported the
14 abuse there, I was sent back to the assessment centre.

15 'I didn't get any visits from my mum or dad.'

16 Going on to look at abuse at St Katharine's,
17 paragraph 48:

18 'I was only at St Katharine's one or two weeks when
19 an old guy came into my room at night. I can't remember
20 his name. He was a member of staff, large build, silver
21 hair at the back, in his 40s or 50s. I was asleep in my
22 room on my own, wearing pyjamas. The first thing I was
23 aware of was his hands down at my penis and he was
24 trying to get into bed with me. He was touching my
25 penis under my clothes. He was trying to hold me down.

1 He was basically trying to feel me up. I woke up and
2 freaked out. I got loud and told him to piss off. He
3 tried to carry on, he said, "You be quiet, boy, and do
4 what you're told". There was no way I was going to be
5 quiet. I was like "Fuck you". I did swear at him.
6 I think he thought he had bitten off more than he could
7 chew. He did up his trousers and made for the door.
8 I think his intentions were much more than what he did.
9 I don't know if there was more than one member staff on
10 at night, as you were locked in your room. Only members
11 of staff could get in.
12 'You always saw people being dragged away. You
13 never saw, but you knew what was happening. We would
14 all talk about it.'
15 He says:
16 'There was definitely something funny going on at
17 St Katharine's. Nothing I could say for fact, but they
18 seemed to freak out when I reported what had happened.
19 I think they knew something was going on but didn't want
20 to admit it or seem like they were involved.
21 'I reported the incident with the guy who came into
22 my bedroom the day after it happened. I told the staff.
23 It was two ladies who were on in the morning. Their
24 reaction was, "How dare you make up lies against
25 a member of staff". But I hadn't made it up. I hadn't

1 got it wrong, but they moved me straight back to the
2 assessment centre. I didn't see the pervy guy in the
3 assessment centre again after that, whereas I had seen
4 him there before that incident. I told [my social
5 worker] about the abuse at St Katharine's but he didn't
6 believe me. He said he found it hard to believe that
7 staff in a children's home would cover up if you told
8 them something like that, but they did.

9 'He didn't bring it up at the panel and I wasn't
10 allowed to speak at the panel, they told me that. I was
11 there to list and to be told what to do, otherwise
12 I would be in hot water, I would get sent to a closed
13 unit. They just didn't believe me. There wasn't any
14 mention of this in my records from social work. There
15 were only four pages that were actually legible.'

16 In relation to others who may have been abused at St
17 Katharine's, he says there was a girl who he has not
18 seen since he was 18:

19 'I know she had bad experiences in there. There was
20 another lassie ... who was in the assessment centre and
21 then at St Katharine's for a short period of time,
22 similar to me. Something happened to [her], something
23 sexual. She reported it and she just got moved,
24 although that's hearsay from what [she] told me, not
25 directly from ...'

1 Sorry, something the first girl told him, not
2 directly from the girl herself:

3 'After St Katharine's, I went back to the
4 assessment centre. I was only at the assessment centre
5 for a couple of weeks before I went back to the panel
6 and they sent me home, back to school.

7 'Things went reasonably well until I was about 12.
8 Then there was a stone fight between two groups of us.
9 I picked up a half brick. I wasn't aiming at anyone.
10 The brick bounced off a barricade and hit this other kid
11 in the head. He needed stitches. I was back in front
12 of the panel for that and they sent me to Dr Guthrie's.'

13 As I say, my Lady, that's been read in. He's
14 admitted to Guthrie's [REDACTED] 1983 until [REDACTED] 1984.

15 We can turn then page 18.

16 He says at paragraph 80 he had been bunking off from
17 Dr Guthrie's and got caught thieving. Taking that
18 short, he ended up being kept in Guthrie's for the week
19 and didn't get home at the weekend and he started
20 running away:

21 'I'd be caught by the police and get dragged back to
22 Dr Guthrie's. The only way they could keep me there was
23 to keep me in segregation, but they couldn't keep me in
24 there for months. So because of that they felt I should
25 be moved into a more secure unit. I went to

1 Wellington Farm.'

2 The dates here aren't entirely clear, my Lady, but
3 it seems he was admitted to Wellington probably
4 [REDACTED] 1985.

5 LADY SMITH: Thank you.

6 MR SHELDON: He says:

7 'I never settled at Wellington Farm. I was only
8 there about three days, tops. I can't remember the
9 names of any of the staff. A friend ... was in there
10 too. One day I pinched some marbles. I took them back
11 to my room. You were supposed to leave your clothes
12 outside your room, but I kept my shorts and a T-shirt.
13 I managed to throw the marbles at the window, smashed
14 the window, and got down to the ground outside.
15 I pinched a pair of trainers from outside the gym.
16 I was caught. I got as far as Penicuik town centre and
17 the police picked me up.

18 'Next night, I hid a pair of trainers, shorts and
19 a vest outside. It was a Saturday. My window was
20 boarded up from breaking it the night before. It took
21 me ages to get through the wooden frame of the window,
22 I only had a spoon. I was wearing pyjamas so they
23 thought that meant I couldn't get anywhere. I got
24 through the window, retrieved the trainers, shorts and
25 vest. As I was getting off the land of Wellington Farm,

1 I bumped into a van of boys coming back from a day out
2 in Penicuik. To my surprise, two members of staff got
3 the lads to chase me. I was fast and I ran into the
4 forest. I kept on running. I could hear them all
5 running around me. I think they were trying to do
6 a pincer movement around me, but I climbed a tree and
7 watched them run about like idiots. When they were
8 gone, I got down.

9 'I didn't go near Penicuik town centre. I went over
10 all the walls of gardens. I found myself at the army
11 barracks. I got through their grounds and over the wall
12 at the other side. I was caught a couple of weeks later
13 after staying here, there and everywhere. There was the
14 old bingo at Tollcross in Edinburgh that had a bevelled
15 roof. We had built a gang hut there and I stayed in
16 that. [A friend] brought me food. I was caught when
17 I was out on my mate's bike. I had stopped to speak to
18 someone. This cop who was there said that he was the
19 cross country champion of Edinburgh. He had me in cuffs
20 and said "You won't run now". But I bolted, I took it
21 as a challenge. It was in Grove Street, I climbed up
22 the bridge on to the carpenter's roof, climbed along all
23 the back walls before the policeman could run down the
24 street after me. He said something, I think, to try to
25 distract me. The next thing I knew I fell through the

1 roof. He wasn't happy. He took me to the police
2 station and I was there for the rest of the weekend.
3 There was no panel, just straight to Rossie Farm
4 School.'

5 So quite an adventure, my Lady, and I'll come back
6 to that point perhaps later.

7 He says he went to Rossie. He's admitted there
8 [REDACTED] 1985. Although he says there was no panel, the
9 records suggest there was panel, that he was placed
10 under section 44.1(b) of the 1968 Act in relation to
11 absconding and being a danger to himself and -- I think
12 really a danger to himself in this instance.

13 He's in Rossie until [REDACTED] 1985. He says the
14 social worker took him to Rossie:

15 'I threatened to jump out of his car, so he
16 increased speed and I couldn't see a gap in the wire to
17 jump. I was put in Dalhousie House. It was just boys
18 there.

19 'There was Dalhousie, Lunan and another wing over
20 the other side. There were 16 to 20 cells in the
21 Dalhousie wing. You had a bed and a little writing
22 desk. The window was wire safety glass and there were
23 bars. If you got through all that, there was razor wire
24 to contend with.

25 'Rossie was a huge place, built in the 1920s from

1 prefab concrete. Half of it was falling to bits. They
2 had a gymnasium, a library and there were extensive
3 grounds. I could get to the enclosed football pitch,
4 which had high walls. I could run round that. I wasn't
5 interested in football.

6 'Rossie was strict. Everything was done by routine,
7 from first thing in the morning everything was
8 regimented with small pockets of time to get everything
9 done. You wore a uniform, the same as Dr Guthrie's.
10 A striped shirt, jeans and a jacket.'

11 He names two of the staff, the wing manager in
12 Dalhousie and another female member of staff.

13 He describes then the morning routine and taking
14 that short, towards the end of paragraph 89, you could
15 have a shower, but there was always a member of staff
16 watching you.

17 'After breakfast, we would stand in the corridor of
18 the wing and recite the motto, "Reserve Others' Service,
19 Seek Individual Excellence". That's what "Rossie"
20 means.

21 'At night you would wash, brush your teeth and then
22 bed.'

23 He says the food was okay. In relation to
24 schooling, he says:

25 'I bettered myself there. I went to education. It

1 was in small groups, ten to 12 at a time. There were
2 different ages from 13 to 16. They were informal
3 classes with a big table you all sat around.

4 'I was learning maths and English, but it was not as
5 good as at Dr Guthrie's. There were a couple of
6 different teachers, one for maths and science and one
7 for English, history and geography.

8 'I did okay at school, as I believed in myself. We
9 had classes in the morning, then lunch and more classes
10 in the afternoon. After classes, we went back to the
11 wing and changed into these jumpsuits you would have for
12 the evening.'

13 I wonder if by that he means the sort of battle
14 dress type --

15 LADY SMITH: Yes, that would make sense, wouldn't it?

16 MR SHELTON: -- that was spoken to by other witnesses.

17 He talks about chores and he says -- but I think he
18 really means work:

19 'I did my six months inside and then I applied for
20 a job in forestry. Everybody had to do six months
21 inside, especially if you were a runner, which I was.
22 I went for forestry, but you could also do building and
23 plastering, but forestry was outside of the building.
24 I went to that every day, but you still had to do maths
25 and English once a week. They taught me how to drive

1 a tractor and how to use a chainsaw. They taught us
2 about different trees and which branches to cut down.
3 It was all to get you ready for being a tree surgeon or
4 work for the Forestry Commission. They had good links.

5 'You had slippers if you were staying in, trainers
6 if you were going out. Most evenings I would go for
7 a run for half an hour and then watch some TV. You had
8 access to the library most days, unless you were being
9 punished.'

10 He says:

11 'I started going back late from home leave, I was in
12 Rossie for about a year before I got home leave, my
13 third or fourth time I didn't go back on time.

14 'If you were punished you lost your visiting,
15 library and outside privileges. You had to go straight
16 to the cell. No association for three weeks. I kind of
17 deserved it.'

18 Talking about abuse:

19 'I suffered abuse when I was on home leave from
20 Rossie or when I'd run away. There was a guy [who he
21 names], his house was like a shop [and it was in
22 Tollcross in Edinburgh]. He says this individual was
23 a magician, a member of the Magic Circle. I don't know
24 what he did to me, but I woke up with my trousers round
25 my ankles and my arse feeling really sore. I don't know

1 if he slipped me something. I freaked out. I smacked
2 him in the eye and ran out of his house. That was the
3 first time I was aware that he had done anything.
4 Whether he had done anything before, I don't know.
5 I didn't think any more of it but he went to the police
6 saying I had robbed him. Robbery was a serious charge,
7 especially as I was still in Rossie Farm at the time.
8 'The police got my mum to come down as well as my
9 brother ... who was only 18 months older than me, so not
10 an appropriate adult. I was 15. The police said to my
11 mum to sit in as an appropriate adult, but she said no
12 and that [my brother] could do it, but he wasn't over
13 18.
14 'I told the police what I could remember. It was
15 two senior officers at Torphichen Street. They already
16 had [this individual] down as some kind of paedophile.
17 They said if I dropped the charge against him he would
18 drop the charge against me. I had a lot more to lose,
19 as I could have gone to Saughton ... The police just
20 swept it under the carpet.
21 'I was late getting back to Rossie [and a member of
22 staff called] Mr GWC tried to get to the bottom of
23 it, but the police said they didn't have the authority
24 to show him the records. Mr GWC knew I was telling
25 the truth, because he couldn't get the records from the

1 police. It was a big deal to be a day-and-a-half late
2 back to Rossie. Mr GWC was frustrated with the
3 police. I didn't get any punishment, but because the
4 other kids knew I was late back I had to be seen to be
5 punished so I suggested loss of association for a week.
6 They just locked me in my cell with a book. That's what
7 happened. I didn't disclose to Mr GWC what
8 happened with [the magician]. I don't know if any
9 record was made. There was no reference to in my social
10 work records.'

11 He goes on to say the magician who he has talked
12 about was friends with another individual who was
13 manager of the local convenience store:

14 'He was a part of Tam Paton's paedophile ring. He
15 used to have loads of good-looking lads around his shop,
16 giving them fags and when he walked past, he would feel
17 your arse.

18 'I walked through the back shop one time, there was
19 a young lad and [the owner] was wanking him off. I was
20 with a friend ... We just said sorry and walked out.
21 The boy couldn't have been more than 11. When we
22 disturbed them, the boy ran out the back door.'

23 '[Another man who lived nearby in Edinburgh] used to
24 get me and [my friends] to walk over his head and down
25 his body. He never did anything else. We used to think

1 he was mad. Why would you want someone to do that?

2 'Two or three months later, [a friend] and I were at

3 Tam Paton's house. Tam Paton had a house at Gogarbank.

4 He had ten to 12 young lads aged from 9 to 16 or 17. He

5 used to call them his "chickens". I seen the kid again

6 from the shop, the one that [REDACTED] had been wanking

7 off. There were also social workers that I saw at

8 Tam Paton's house. I recognised them from Springwell

9 House Social Work Centre.'

10 He saw the magician and the [REDACTED] there too and

11 he told all of this to his own social worker:

12 'There was another time with Tam Paton. I was at

13 a flat at [REDACTED], across from the university.

14 He got a couple of his lads to hold me down. I managed

15 to fight my way out the door. It was two of his goons.

16 I don't know their right names.'

17 But he gives their nicknames or first names.

18 He then goes on to talk about impact, my Lady, and

19 as I say, that's been read in already so I'll leave that

20 there.

21 As I think I said before, his statement has been

22 signed and dated and he's made the usual declaration.

23 LADY SMITH: Thank you.

24 Mr Peoples.

25 MR PEOPLES: My Lady.

1 'Steven' (read)

2 MR PEOPLES: The next read-in is a statement provided by
3 an applicant who will be known as 'Steven'. His
4 statement is WIT.001.001.7904.

5 'Steven' was born in 1967. He tells us about life
6 before care, starting at paragraph 2, saying that in his
7 early years, he was brought up by his mum and his
8 grandfather and then his mum met his stepdad, who
9 I think at that time he thought to be his biological
10 father. It was only later I think he found out that he
11 wasn't.

12 He says that they stayed in Dalkeith along with
13 'Steven's' younger brother and also there was a younger
14 sister born after his younger brother.

15 He says that, at paragraph 4, while he was at high
16 school, when he was aged 12 or 13, he started to rebel
17 against his parents and at school he was also involved
18 in an incident when he ended up hitting another pupil
19 with a hammer and he also threatened another person with
20 a hockey stick and this resulted in his suspension from
21 school.

22 'Steven' tells us that a child psychologist came to
23 the school to see him and then it appears that he was
24 sent to a child psychologist at a young people's centre
25 in Edinburgh, when he was still 12 or 13.

1 He tells us at that stage in his life he was running
2 away on many occasions and he was involved in some minor
3 theft. He said he went to various Children's Panels,
4 but after each appearance initially, he was returned
5 home to his parents. I think there was some attempt by
6 the local police to try and keep him out of trouble by
7 encouraging him to go to youth clubs and so forth.

8 Then he says when he was around 13 or 14 years of
9 age, he was grounded by his parents for trying to write
10 notes to get off school and he was kept locked in his
11 house as a form of punishment. He managed to climb out
12 of a window and onto the roof of the house. The police
13 were called and managed to get him down and he was taken
14 to the local police station and then transferred to
15 Howdenhall Assessment Centre.

16 He tells us about that, but we have some records
17 that would indicate he was admitted there on
18 [REDACTED] 1982, he would have been aged 14, and he was
19 discharged from there on [REDACTED] 1982, when he had
20 turned 15. So he was there just over three months in
21 all, so it wasn't a long period.

22 He tells us about Howdenhall Assessment Centre from
23 paragraph 9 onwards. I'll just take some of the things
24 he says from that.

25 He says, at paragraph 10, boys were kept in

1 a separate area from girls. He estimates there were 20
2 or 30 boys within the centre. The bedrooms were small
3 dormitories on the top floor and he says that there were
4 rooms with bunk beds but there were some single
5 occupancy rooms.

6 He thinks there were three boys, including himself,
7 in his room. He says all the doors within the building
8 were locked, including the bedrooms, and he says you
9 couldn't even open the windows. I think that's the
10 bedroom window he's speaking of:

11 'If you needed the toilet during the night you had
12 to ring the bell.'

13 And then said on the floor, I think where the
14 bedrooms were, there was an office where the nightshift
15 could hear if the bell was sounded.

16 He says there was a vast range of reasons for
17 residents to be there and he says in the boys' area, he
18 describes that there was some who were involved in
19 murders and he mentions a particular murder. I'll not
20 give the location, but it involved someone who -- the
21 murdered person was homosexual.

22 Others were there for stabbing offences and he talks
23 about one, as he describes it, 'posh boy from East
24 Lothian' who was there for truancy reasons. He says:

25 'He was really quiet and was having difficulty

1 dealing with his time there and then there were others
2 there for housebreaking and some there because their
3 parents were not able to look after them.'

4 I think that would probably be beyond parental
5 control, as well as other neglect or whatever. We've
6 heard lots of accounts of that situation.

7 As far as the routine is concerned, he said that the
8 supervision was by two members of staff and was done on
9 a rotational basis, a shift system:

10 'Staff would waken the boys in the morning to get
11 ready for shower. If you didn't waken up right away,
12 they would come back a few minutes later and throw
13 a bucket of water over the boys who wouldn't get up.'

14 He indicates that did happen to him and then he said
15 they showered, dressed and were taken to the dining
16 hall.

17 He says the girls, who were in a separate section,
18 would enter the dining hall from a different door. Boys
19 would sit at different tables to girls, everyone from
20 his table would go up to a service hatch to collect food
21 and would say grace at the table.

22 He says after breakfast, if you were a smoker, you
23 were given cigarettes. Again, this is something we've
24 heard before. You required a letter of confirmation
25 from parents saying that this was permitted. He says

1 the allowance was five cigarettes per day and they could
2 be smoked in the recreation room.

3 I think we have heard that that probably happened at
4 different points in the day, but that is what he tells
5 us:

6 'After your smoke break [he said] you were lined up
7 and allocated a job to complete within the building.
8 This could involve cleaning the hallways, kitchen or
9 toilets but everyone was given some sort of job.'

10 I think we'll see that this wasn't like the work
11 parties, I think, this was a job before school, so it's
12 a slightly different -- what some recalled of this sort
13 of situation or doing something like that, that would
14 happen.

15 He says that staff were always present when boys
16 were showering:

17 'They didn't come into the shower to check, just
18 stood outside. The showers were in cubicles with no
19 screens or doors.'

20 So it's the privacy question again:

21 'At school [he says] after doing the jobs, the
22 chores in the morning, you attended school which was
23 held within the building. Teachers came from the
24 outside.'

25 This is at paragraph 17:

1 'The first class in the morning would be after the
2 cigarette break at 11 o'clock.'

3 So the school is starting quite late, if his memory
4 is accurate as to timing.

5 He said you would have one lesson before lunchtime,
6 then most of the classes, he said, you were separated
7 again from the girls but there was one subject, though
8 he can't remember which, where girls and boys were in
9 the same class. He says a lot of the children there had
10 problems with reading, writing and counting.

11 He seems to have been one of the ones that did
12 fairly well at the school and he seems to have passed
13 an equivalent of an O-Grade exam when he was there. He
14 says:

15 He says 'After school [at paragraph 19], if weather
16 was fine, we would play football in the grounds outside.
17 There were other times we could go for a run with two or
18 three of the staff, and usually to Fairmilehead and
19 back. Leisure time was made up of football or, if the
20 weather wasn't good, the boys would watch television or
21 listen to records.

22 He tells us that home computers were just coming out
23 at the time and that they thought this was fantastic.
24 I take it there was some access to these when he was in
25 the assessment centre.

1 He says after his first week at the
2 assessment centre, he was sent to a Children's Panel for
3 a review. He says he was supposed to be there for
4 a further six-week assessment, but in the end stayed
5 between three and six months.

6 I think we know it's perhaps nearer three than six,
7 but it certainly was longer than what was anticipated.

8 LADY SMITH: And it may have felt like a long time.

9 MR PEOPLES: I'm sure it did. At times it probably did,
10 given the description of routines and the place.

11 He says that at that time, because it was
12 an assessment centre:

13 'We weren't receiving separate visits from the
14 social workers. The only involvement was being with the
15 panel.'

16 He says his mum and dad did visit and that they were
17 put in a room where they could speak freely. He said
18 also that in his case, he was lucky that he was able,
19 while at Howdenhall, to leave for a holiday abroad for
20 two weeks and that this was the time of the World Cup.
21 Yes, that would fit, because he's got 1982. I was just
22 checking that the dates we have would coincide with
23 that, and it would be. So he went there, but as he puts
24 it, a lot of other kids didn't have that advantage.

25 He has a section headed 'Abuse at the

1 assessment centre'.

2 He tells us that he did run away from the unit, this
3 is at paragraph 25 and then he says after either six or
4 possibly 12 weeks, he was allowed home leave, which was
5 either one day or an overnight stay.

6 He tells us that when he was at home, he would tell
7 his mum he was going to visit a pal. He would then get
8 the bus to Edinburgh and sometimes stayed with people
9 who had previously stayed at the Howdenhall centre, but
10 he also said some nights were spent outside in parks.

11 He talks about staying in a building full of people
12 where many were sniffing glue.

13 He says one occasion when he was on the run for
14 a week and when he'd had enough, he would go to the
15 police box at Register House and tell the officer he had
16 been on the run from the assessment centre. A car would
17 come to pick him up and take him back.

18 As a punishment, he says, when he went back he was
19 put in a cell for two to three days. The room had
20 a toilet in it, as he recalls, and there was a mattress
21 on the floor and that any food given was brought to the
22 cell and he wasn't allowed out during that period.

23 I think that coincides with the sort of evidence
24 we've heard from others.

25 LADY SMITH: Yes.

1 MR PEOPLES: Then he also says there was a day when staff
2 told him that they had heard he was planning to run away
3 again and he recalls four members of staff coming to the
4 leisure room where he was relaxing at the time.
5 He says:
6 'They each grabbed a limb and carried me to the
7 cell.'
8 He recalls a particular member of staff, who was one
9 of the people who took him there, and he asked those who
10 took him to the cell why he was there and was told that
11 SNR of the centre, whose name he's
12 unclear of, but I think it's a name we have come across
13 before, he says he instructed the staff to put 'Steven'
14 in the cell and he said:
15 'I told them I thought he was a bastard.'
16 He goes on at paragraph 29:
17 'When I was put in the cell, my shoes were taken off
18 me and after around five minutes, SNR came in.
19 He told me that he'd been informed that I had called him
20 a "bastard". Without any warning, he started punching
21 and kicking me to my arms and legs and he kept this up
22 until eventually I said I was sorry. The beating went
23 on for a few minutes. I was very sore after that, but
24 didn't need to see a doctor.'
25 He says he was in the cell again for two to three

1 days.

2 He recalls another member of staff, who, because he
3 was overweight, was given a particular nickname. He
4 says one day he had done something wrong and was in the
5 cells and that this individual came to the cell and
6 uttered a threat or threatened him and perhaps pushed
7 him, but it was nothing like the treatment he'd received
8 from SNR .

9 He says:

10 'I was more scared because of his particular build,
11 but he turned out to be one of the good guys.'

12 He also says that one of the first residents he
13 became aware of as having been in the cells was, and he
14 names this individual, he says, he was brought back from
15 the cells and told the other boys he had been beaten
16 when he was in the cells and 'Steven' said he had lots
17 of bruises and had a black eye.

18 He then recalls an incident in a leisure room
19 involving two residents, one was getting a hard time
20 from the other and he says staff were aware that
21 something was going to happen and deliberately walked
22 away. He said when they're out of sight, then one of
23 the boys gave the other a hammering. So this was the
24 idea of turning away.

25 I think we heard some evidence like that --

1 LADY SMITH: It fits with other evidence we've heard.

2 MR PEOPLES: Yes, I think it was a matron who turned away on
3 one occasion. I don't know if that was here, but
4 I think it was a similar type of experience.

5 Then he says -- this is again maybe another point
6 that's come out in other applicant evidence -- there
7 were two brothers who were residents and they were both
8 homosexual. He says the staff would tell everyone about
9 the boys and what they'd been doing in their sex lives.

10 I think there is a theme that sometimes staff would
11 disclose personal information about boys and their
12 background.

13 LADY SMITH: Yes.

14 MR PEOPLES: As far as bed wetting is concerned, he tells us
15 that at paragraph 34 there was one young boy who had
16 a problem with bed wetting and he said instead of staff
17 helping him, they would take the mickey out of him and
18 that most of the staff joined in with ridiculing this
19 particular boy.

20 He tells us that there came a time when he left
21 Howdenhall, starting at paragraph 35.

22 A point he makes at paragraph 36 is there were
23 things he appreciated, and one seems to have been that
24 he says that everybody was treated the same. I suppose
25 that depends what the treatment was, but I suppose at

1 least it's not the idea that there were favourites that
2 maybe seemed to be obviously favoured and others less
3 favoured.

4 He says that while he was at Howdenhall, he was
5 visited by staff from a children's home in Midlothian.
6 He had been assessed and that they thought he was
7 suitable for transferring to their facility and that's
8 where he went next.

9 He tells us about that from paragraph 38 through to
10 about 52.

11 I'm obviously not going to read that today Secondary Institution

12 Secondary Institutions - to be published later



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8 At the end of his time at this particular place, he
9 was given an option of going home or going into
10 supported accommodation, and he decided to go home and
11 stay with his parents. He was obviously 15 or
12 thereabouts, I think, when he was -- maybe getting near
13 16.

14 Then he seems to have stolen some money from his
15 family home, this is at 55. The police came to the
16 house and that seems to have ended his stay. He was
17 asked to leave the family home.

18 We get a rather depressing picture there. I'm not
19 going through it today, but there is a depressing
20 depiction of a series of short-term stays in various
21 places, homeless accommodation, some of which was
22 probably not very suitable for a 16-year-old or
23 15-year-old.

24 He mentions one at 56 where most of the occupants of
25 the accommodation were heroin users and he hadn't had

1 any prior experience of that particular substance.

2 Indeed says he wasn't a person who had taken drugs.

3 In the end he ended up with a bed and breakfast in
4 Edinburgh and he stayed there for a time.

5 Then finally he tells us, at paragraph 59, that he
6 eventually moved back to another children's home in the
7 Edinburgh area when he was around 16 or 17 and he tells
8 us about that, a particular place.

9 Secondary Institutions - to be published later



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24 He then goes on to say that after leaving there,

25 again he stayed in a range of supported accommodation

1 for shortish periods and just moved to various places
2 between probably the age of about 16 through to about
3 21. That is through 64 to about 69.

4 Then he got a flat in 1989, he says, when he was
5 just over 21.

6 After that he's got a section life after care.
7 Again, I'm not going through that, but he tells us that
8 obviously he worked in various jobs over the years in
9 his younger adult life; hotel work, brewery, factory
10 work, community work, driving jobs and then he
11 eventually set up his own business by the time that he
12 gave this statement.

13 Impact, well, I think one of the impacts was that he
14 was in a long-term relationship and he says it was
15 abusive on the part of his partner. He gives the reason
16 she was casting up his life into care all the time as
17 well, and he says sometimes his life in the homes:

18 '... makes me feel guilty. That has haunted me most
19 of my life. Whenever I've applied for jobs in the past,
20 I always felt inferior to other people trying for the
21 job.'

22 That again, I think, is a theme we have heard many
23 times.

24 Then, of course, in 'Other information' he says he
25 would simply like to see more safeguards put in place

1 Dundee. He has four sisters, one older and three
2 younger, and he tells us that the first school he went
3 to was Cowgate Primary School, but that was demolished
4 and he went on to Mid Craigie, which was about
5 a mile-and-a-half from his house. He had to walk there
6 and back twice a day, because his mum wouldn't give him
7 dinner money and because of the walking, he didn't like
8 that school. Then he went to a third primary school,
9 which was built closer to his house, and he moved there
10 and liked it better.

11 He tells us at paragraph 5 that his mum and dad were
12 no good. He used to wet the bed and he says he did that
13 up until the age of about 13. His mum would tell his
14 dad and he'd be physically punished with the belt across
15 the back or the bum, and this was a thick leather belt,
16 by his dad. He got that every time he peed the bed.

17 He says he then went to Stobswell Secondary School
18 and didn't get on very well there. He could read and
19 write, but there were no qualifications at the end of it
20 and he says they basically opened the doors and threw
21 you out.

22 He left as soon as it was his 15th birthday and his
23 dad got him a job in the mill.

24 We know, my Lady, from his records that he was on
25 two different probation orders. Firstly, in May 1960,

1 when he was aged 11. It was a 12-month probation order
2 for theft, which was completed. Then April 1963, aged
3 14, again for theft, and that was 12 months and
4 completed.

5 He tells us from paragraph 7 he was a barrow boy in
6 the mill, he was only there for about six months when he
7 was sent to Rossie. He'd been in trouble with the
8 police two or three times for minor things before then
9 and been put on probation by the court but there was no
10 welfare department involvement with the family. He says
11 he was sent to Rossie Farm for assault and robbery when
12 he was still 15.

13 We know from his records, my Lady, he was admitted
14 to Rossie on [REDACTED] 1965, aged 16, and he seems to
15 have been there until [REDACTED] 1967, according to the
16 records that we've been given, and he would have been
17 aged 18 at that time. He was put there, it says in the
18 records, for theft.

19 He talks about a situation of a scenario of assault
20 and robbery. He tells us about robbing a sailor on the
21 train on the way back from Newcastle and says that he
22 assaulted the sailor and took cigarettes, a lighter and
23 wallet off him. He was with other boys and they jumped
24 off the train and got lifted by the police. The sailor
25 had reported it and they were done for it. However, he

1 was the one who went to Rossie and his other friend got
2 three years' probation.

3 He says he was taken to a police station in
4 Edinburgh, put into a cell, questioned by the police,
5 didn't see a lawyer, and then two police came and took
6 him to a remand home in Gilmerton, Edinburgh, he was
7 there for about a month before he went to court. He
8 wasn't told how long he was going to be in the remand
9 place.

10 Then he tells us about a remand home in Gilmerton,
11 which we think is Gilmerton, Liberton, Howdenhall,
12 my Lady, from paragraph 10.

13 He tells us it was run by a man and his wife. He
14 was the gaffer, she did all the cooking, and there was
15 one or two young female staff as well. The doors were
16 all locked. There were about ten boys there, aged from
17 about 9 or 10 up to his age, and there were two or three
18 of them to a bedroom.

19 He says he was treated all right there. They went
20 to bed early, got up early. The food was fine and he
21 was given money to buy tobacco.

22 The only complaint he has at paragraph 11 is he says
23 it was a bit boring, because there were no workshops or
24 anything like that.

25 'The gaffer's wife used to ask us if we wanted to

1 give her a hand peeling the tatties and that sort of
2 thing, but I mostly spent the day playing cards and
3 snooker.'

4 He says:

5 'I got punished once for fighting with a boy who was
6 picking on a younger one. I got locked in a wee room
7 until the next morning. There were no other
8 punishments.'

9 He had no visitors, apart from a woman who came from
10 Edinburgh to talk to him now and again, to write
11 a report for the court. He thinks that she was
12 a probation officer.

13 He was there, he says, for about a month and then
14 two police officers came and took him up to court and he
15 was told he was going to the High Court, because it was
16 assault and robbery, but it turned out to be the Sheriff
17 Court and then he tells us about this appearance from
18 paragraph 15.

19 This was Edinburgh Sheriff Court and, my Lady, we
20 have a record that shows that he had a conviction on
21 [REDACTED] 1965 from Edinburgh Sheriff Court for theft.

22 He says he didn't have a lawyer, he wasn't given
23 a chance to say anything and he was just asked if he was
24 guilty or not guilty and he didn't get to read the
25 probation report.

1 He says that the probation officer spoke to the
2 judge about him in court and she gave a good enough
3 report about him, and said he was a bit wild but it was
4 just his age.

5 However, his mum was there and the judge asked his
6 mum what she thought he should do with him and she said
7 that she had no time for him and he should just put him
8 away.

9 The judge then gave him one to three years in Rossie
10 and he was put down in the cells under the court, taken
11 back up to the remand home for a couple of days before
12 going to Rossie.

13 We know, my Lady, from the records he was admitted
14 to Rossie on [REDACTED] 1965, so it was maybe only a day
15 that he was back in overnight at Gilmerton.

16 He then tells us that he travelled to Rossie in
17 police custody and this was in handcuffs. He says they
18 came and took him from the remand home to the train
19 station in a police car. They handcuffed him, marched
20 him from the car down into the station. He was then
21 handcuffed to the ashtray inside the train on the way
22 all the way up to Montrose and he said everyone could
23 see him, as they walked past, handcuffed.

24 He says at paragraph 17:

25 'I remember two old wifeys asking why I was cuffed

1 like that and the cop said it was where I belonged.'

2 He talks about them going to get a cup of tea and
3 they didn't ask him if he wanted one.

4 He was cuffed again when they were getting off the
5 train at Montrose and he says there was a pick-up van
6 that belonged to Rossie waiting and the guy driving the
7 pick-up van told the police to get the cuffs off him,
8 but they said to him that he was still in their custody
9 and they'd take them off when they got to Rossie. Then
10 they went to Rossie.

11 He talks about Rossie from paragraph 19. Again, he
12 thinks he was 15, but we know he was a bit older. He
13 tells us about there being about 100 lads space-wise,
14 but it was never full. There were only about 85 to 95
15 at any one time.

16 He talks about the huge grounds and there being no
17 fence around it and it was open, but there was
18 a separate building which was the closed block, and that
19 was completely secure for persistent runaways and guys
20 that had done serious stuff. He says that he never
21 mixed with them and they weren't allowed to even speak
22 to them when they walked past on the way out for a walk.

23 At paragraph 21, he says:

24 'Looking back, I didn't think of the staff as prison
25 officers. The people who worked there did different

1 jobs.'

2 He says that part of it was a school:

3 'Some of the boys did metalwork and joinery and we

4 all did PT.'

5 He says:

6 'You knew some of the names of the people and

7 addressed them as 'mister' and their surname.'

8 At paragraph 22, he says:

9 'SNR [REDACTED] was LLY [REDACTED] and [REDACTED]

10 [REDACTED] a guy called LOH [REDACTED]. There was a PT

11 instructor as well and a guy that worked in the kitchen,

12 but I don't know what he did. LLY [REDACTED] was an old boy.

13 He retired [REDACTED] and

14 LOH [REDACTED]. I think LOH [REDACTED] would have been in his

15 30s, he was from Aberdeen.'

16 He talks about there being staff houses on the

17 grounds and that LLY [REDACTED] lived with his wife in

18 a separate big house [REDACTED]

19 [REDACTED] and he continued living there after he

20 retired.

21 He describes his wife as -- he says:

22 'His wife was an old git, she didn't work there.

23 She would say loads of horrible things to you like,

24 "What are you looking at?", when you walked past her.'

25 He gives us some layout at paragraph 24 and talks

1 about a games hall, with pool and ping pong tables,
2 a clothing store and a TV room. He also said there were
3 cells beside the rec room. He thinks there were only
4 two. All the dorms were upstairs.

5 He tells us at paragraph 25:

6 'I wasn't really that feart about going to
7 Rossie Farm. Arriving there felt like I was going into
8 a big, posh hotel.'

9 He says:

10 'After the cuffs were taken off of me, we just had
11 to stand outside SNR [REDACTED]'s room.'

12 When he went in, he was given a speech and he said
13 during that he just stood there thinking, 'Aye, right'.

14 He was told there was a grading system from 1 to 4,
15 you started at 4 and were supposed to do about three
16 months in each before you got out.

17 He was then shown around by someone who he says was
18 a trusted convict and he was taken to a clothing store,
19 given an old RAF uniform, a blazer, pyjamas, jeans,
20 plimsolls and a pair of dress shoes and a shirt and tie.

21 He was told that once you got out of grade 3, you
22 were allowed to go down to Montrose for the afternoon
23 and he says that all the lads wore the same clothing and
24 there was a locker-type things with their names on the
25 doors to keep their clothes in.

1 He was told by the trusted guy that he didn't know
2 which dorm he was going to be in and he was shown the
3 dorm that he was in, but they were all the same and he
4 says they weren't grouped into dorms by age or grade.
5 There was a mix of ages and grades in each dorm.

6 He was shown the rec hall and he was told that
7 everyone else was at work at the time and he was shown
8 a boot hall and a pigeonhole there to keep boots and
9 plimsolls in.

10 He then tells us about routine and he says it
11 depended really on what job you had about what time you
12 got up. This is from paragraph 29. At the latter end
13 he was working on a farm, so he usually got up at
14 5.00 am. He says that one of the guys in his dorm
15 worked on Rossie Farm, which was the dairy farm, so he
16 had to get up at 5.00 am. He says he didn't need to get
17 up at that time because the farm he was on was arable,
18 but the member of staff who woke them up used to wake
19 him up at the same time because he worked on the farm as
20 well.

21 He talks about some of the food and the routine,
22 about going out to work, coming back for a dinner break,
23 and then going back to work and they'd finish about
24 4.00 pm and get their tea back at Rossie Farm.

25 He then says that they would have a shower before

1 bed at about 8.00 pm or 9.00 pm and then you'd be
2 allowed to read for a bit before the lights went out.

3 He tells us about parade at paragraph 32 and they
4 had to do that every time they were going somewhere,
5 morning, dinner time, before they went to tea, and
6 before bed. They had to line up in the rec room with
7 the other boys from the dorm and the number would be
8 shouted out and they had to shout out at the end -- the
9 lad at the end of the line would shout out:

10 'All present and correct.'

11 He says the food was all right and there was plenty
12 of it and they all ate their dinner at the same time,
13 apart from those who worked in the kitchens. He tells
14 us that the showers were between 15 to 20 showers all
15 open plan and a teacher would stand while they showered
16 and would shout the next lot in.

17 He then tells us about work and says from
18 paragraph 35 there was no schooling and they all had
19 jobs and there was one boy who went to the high school
20 in Montrose because he was bright and could have gone to
21 university.

22 His first job, 'Alastair' says, was in the Forestry
23 Commission and there was no choice. He tells us about
24 some of the activities they did there, about chopping
25 down trees, sawing them up and making logs and kindling.

1 He says that he was in that job for about
2 six months. He then got a job on Westerton Farm and the
3 boy he had been in trouble with before ended up at
4 Rossie for something else and he says that he had a job
5 on Westerton Farm and suggested that he go for it when
6 someone was leaving. This was a farm that grew tatties,
7 neeps and bulbs and some of the food was used on Rossie
8 and some was sent away. He tells us about what he would
9 do there in that job.

10 They had also cows that went to slaughter and they
11 made the hay for the cow beds. He says he learnt how to
12 drive a tractor on the farm, at paragraph 40, and there
13 were other jobs in metalwork and woodwork places and the
14 woodwork bit made bunk beds for the holiday place that
15 they used to go to in Glenmarkie. There was also a big
16 garden with lots of greenhouses and some of the lads
17 worked there.

18 One of the lads, he says, worked in SNR [REDACTED]'s
19 house as sort of a house boy and if his wife had
20 a party, that boy had to go down and be the waiter and
21 that he would bring some of the alcohol from the parties
22 back for them to drink.

23 He says he never had to work at the weekends, but he
24 said when you were in grades 3 or 4, you had to go on
25 a six- or seven-mile supervised walk on a Saturday and

1 Sunday, and those were the two walks they did.

2 In relation to leisure, he says at 44 you had to put
3 your name down if you wanted to watch TV, because there
4 was only room for about two dozen in the TV room. You
5 only got two hours at a time and everyone wanted to
6 watch Top of the Pops on a Thursday night, so you had to
7 put your name down about three months in advance.

8 He says that there was ping pong and pool and guys
9 were pretty fair with each other, you would just chat
10 the table if you wanted a turn at pool and there was
11 a little library.

12 He talks about being able to go to Montrose once you
13 got to grade 3 every Saturday and he was given half
14 a crown to spend. He said that they would save up the
15 money until they had enough to do something with it and
16 his mother sent him tobacco every week, but that was the
17 only thing she ever sent him.

18 Paragraph 47, 'Alastair' says they did PT about once
19 a month and he mentions 'murderball' and he describes
20 using the big medicine ball to throw it at others and
21 the last one standing was the winner. He says:

22 'You battered folk with that ball. The only other
23 time I was in the PT hall was for fighting. If you were
24 caught fighting, LLY would tell you to go and see the
25 PT instructor and he'd arrange for you to have a square

1 go. He'd put the boxing ring up and you and the person
2 you'd been fighting with would go in and do the boxing.
3 Once you'd finished, you'd shake on it and that was the
4 end of it. I was in there quite a few times.'

5 He says there were no trips, but they went for
6 a fortnight to Glenmarkie in the summer every year.
7 They did that in two batches. They did hillwalking and
8 fishing and they would light their own fire and eat
9 their fish before they went back. He says that
10 Glenmarkie was one of the good bits.

11 He says that the only time they had to go to church
12 was when they were at Glenmarkie and he used to do
13 something minor to get a punishment and get out of going
14 to church and his punishment would be to sit on a stool
15 and peel a whole sack of tatties while they were away.

16 He says he got sent home from Glenmarkie three or
17 four days early one time, when he and the boy he
18 mentioned earlier found empty bottles of rum and whisky
19 in a dump and they took all the tops from the bottles
20 and emptied the drips into a bottle and made a cocktail
21 and got drunk. He says they got caught because they
22 were swapping some of it for cigarettes with other boys.

23 He says at Christmas there would be a fortnight's
24 leave over Christmas and New Year.

25 He talks about the fact that he ended up in the wee

1 hospital there, this is at paragraph 52, once for three
2 weeks with chickenpox and he says he was put into
3 quarantine on his own at first, then two other lads came
4 with him and he got his meals there.

5 He says that he went to an optician to get glasses
6 and that's because the janitor who looked after the boot
7 room saw him struggling to read and reported it.

8 He tells us that his mother and father didn't come
9 to visit him there, even though Montrose is only
10 30 miles from Dundee. His uncles came up once and took
11 him out to Montrose for a pint.

12 He says that the fortnight's leave at Christmas and
13 during the summer, you were given enough money for the
14 bus fare to Dundee and the bus to your mum's house, and
15 you made your own way there. But if you did something
16 bad, home leave would be cancelled and that happened to
17 him once in the summer.

18 In relation to the grading system, he says you
19 started at grade 4 and made your way up to grade 1,
20 three months in each grade or thereabouts, and if you
21 had no complaints against you, you would move up. But
22 if you did things wrong, a couple of things wrong like
23 backchatting, you stayed in the same grade and didn't
24 move up.

25 If you did something more serious, like fighting,

1 you would be put down a grade.

2 He says he was put back two or three times and ended
3 up in Rossie for about two-and-a-half years.

4 He said they had internal meetings to decide if you
5 were going to go down a grade and LLY, LOH, and
6 all the teachers would talk about how you were doing.
7 The lads didn't get to take part in that. They were
8 told the decisions in the games room, where they had
9 a sort of stage, and the name would be read out of the
10 boy and they stood up and were told the decision.

11 You weren't allowed to say anything, but if you did,
12 that would be on your charge as well.

13 He says that the only difference in the grades was
14 that you could go down the town when you were out of
15 grade 3.

16 He says at paragraph 60 that his pal, who had been
17 on the train with him, with the robbery, was only in
18 Rossie for about a year when he had an argument with the
19 guy who worked in the kitchen and stabbed him and his
20 friend then was taken out of Rossie and put into
21 borstal.

22 He tells us at paragraph 61 there were two or three
23 guys he felt sorry for. One boy who was in there for
24 just bunking off school and should never have been put
25 in there, he was always crying and wanted his mum and

1 was probably bullied by some of the lads and he says:

2 'There was bullying in the place. You had to look
3 after yourself and let folk know that they couldn't walk
4 over you. I was probably a bit of a bully. I didn't
5 bully the lad from Aberdeen, I felt sorry for him. The
6 staff would put you on report if you got caught
7 bullying, you would get a couple of palmers from LLY ,
8 which was belted on the hand with the tawse.'

9 He then says that he got palmers dozens of times for
10 fighting or backchatting. It was usually six, but
11 sometimes less, depending on LLY 's mood, and you had
12 to hold your hands out one on top of the other and you
13 weren't allowed to swap hands.

14 He says:

15 'Sometimes if you had no jersey on, your wrist would
16 get it, which was quite sore, but the palmers were
17 nothing. They'd be forgotten about by the time you left
18 LLY 's room.'

19 He then talks about abuse at Rossie from
20 paragraph 63 and he says:

21 'LLY was a psycho. He used to stand on
22 his rostrum and everybody had to be quiet and listen to
23 him. Everybody was scared of him. He would give you
24 what we called jump-ups. You had to take your breeks
25 off, bend over the table in his office and grip the

1 other end and he would whack you over the buttocks with
2 a huge, thick teacher's tawse. You kept your underpants
3 on. He'd give you six whacks and he didn't hold back
4 with them. Your bum would be like a ploughed field and
5 stinging for days after. He did this to me about a half
6 dozen times, usually for fighting. It was only ever him
7 or LOH [REDACTED] that gave out the punishments. The other
8 staff would report you for doing something wrong and
9 they'd dish out the punishment. It was always LLY [REDACTED]
10 that gave me the jump-ups.

11 'I'd only been in Rossie for three days when I got
12 six jump-ups for fighting. I learned straight away that
13 you had to look after yourself and make sure the other
14 lads knew that you were no pushover, so the first lad
15 that said anything to me, I set about him. Two teachers
16 saw this and took me down to LLY [REDACTED]'s office and told
17 him what I'd done and he gave me six jump-ups. If you
18 didn't go back in time after the fortnight, you were
19 classed as absconding and you got six jump-ups. I never
20 did that.

21 'If LLY [REDACTED] decided you were to get more than six, he
22 would do six one day, then leave it to the next day to
23 dish out more. This never happened to me. I just heard
24 about it. The boy from Aberdeen who was in there for
25 not going to school ran away two days in a row. He got

1 six jump-ups when they brought him back. He ran away
2 again the very next and LLY gave him three jump-ups
3 that day and another three the next day.

4 'I never ran away, but I got six jump-ups from
5 LLY for aiding and abetting when a guy [who he names]
6 ran away. Me and him were in a line picking tatties on
7 the farm and as soon as the digger went round the
8 corner, he was off his mark. I carried on picking my
9 own bit and I did his bit for a wee while, so they
10 didn't discover straightaway that he'd done a runner.
11 That's why I got the same punishment as him.

12 'I arrived at Rossie Farm on the Friday and was put
13 in one of the cells on the Saturday. One of the lads
14 told me that we had to go out for a walk on Saturdays
15 and Sundays if we were in grade 3 or 4 and not entitled
16 to town leave. I didn't fancy it and thought the lad
17 was having me on, so I asked one of the teacher guys on
18 the Saturday morning if it was right enough that we were
19 going out for a walk in the afternoon. He said that we
20 were and asked why I wanted to know. I just told him
21 that I was asking because I didn't believe the guy who
22 told me.

23 'Later, when we were lined up for parade, the guy
24 LOH got hold of me by the scruff of the neck and
25 marched me along to a cell. I didn't know what was

1 happening. It turned out that they thought I was going
2 to be off my mark because I had asked about the walk, so
3 they locked me up in the cell to teach me a lesson.
4 I was in there on my own and didn't get out until the
5 Sunday night.

6 'I was locked up in a cell about six or seven times
7 during my time there. I was always fighting. One time
8 I got put in there for threatening behaviour towards a
9 female staff member who worked in the kitchen. The most
10 amount of time I spent in a cell was a week.

11 'It was always LLY or LOH who decided whether
12 or not you were to go into a cell. I doubt if any of
13 the other staff had a key. It was solitary confinement.
14 There was a bed and a toilet in the cell and all your
15 meals were brought to you. You didn't get your tobacco
16 when you were in there. You could climb up the bed and
17 slide the window over a wee bit so that your pals could
18 hand fags over to you.'

19 He says he was in Rossie for about two-and-a-half
20 years and left just before his 18th birthday, but it
21 might have been a bit later.

22 He says that when he got put into grade 1 the second
23 time, LOH said to him that he wanted him to stay
24 there this time -- I think that means in grade 1 --
25 because he wanted rid of him:

1 'LOH told me that I would be leaving about
2 a month before I left. He told me to write a letter to
3 my mum to let her know.'

4 He didn't want to tell her, so he wrote to his
5 auntie and asked if he could move in with her and she
6 said he could and when he left, he got about a tenner
7 spending money from Rossie and was shown the door.

8 He then tells us about life after being in care from
9 paragraph 73. He said his auntie used to ask him about
10 what it was like in Rossie and he'd tell her that he'd
11 been fed and watered and it was all right. He told her
12 about the jump-ups and she just said that she'd need to
13 get herself one of those belts. He never told anybody
14 else.

15 He says:

16 'To me, it was just punishment. Some of it was
17 severe, but it was just punishment.'

18 He didn't see his mum when he stayed with his
19 auntie, only saw his dad when he came down for New Year
20 at a drink and once or twice when he was out. He stayed
21 with his auntie until he started going out with a woman,
22 who later became his wife.

23 Then he says his auntie was Catholic and didn't want
24 his girlfriend to stay the night with him, so she told
25 him to go back to his own house so that's what he did

1 and his mum let him move back in.

2 At that time, he says he had a job with a building
3 company and he could pay digs. He started off as
4 a labourer, became a scaffolding groundsman and worked
5 with them for five years, then got a job as a van
6 driver. He then got his HGV licence and started work as
7 a long-distance lorry driver and did that until he
8 retired.

9 He says he had some other brushes with the law when
10 he was young and he did three months in Perth when he
11 was about 22.

12 He moved out of his mother's house when he got
13 married at 19 and he says that he and his wife had four
14 children together and that his wife passed away at the
15 time of this statement, five years before.

16 He tells us about having some strokes and he has
17 diabetes and epilepsy.

18 He says in relation to impact from paragraph 80:

19 'I wouldn't say that my time in Rossie Farm had an
20 impact on me in later life, I just accepted it.'

21 He said he's never needed counselling or other
22 support. He thinks back to the things that happened,
23 but he says:

24 'All in all I think it wasn't too bad a time. As
25 I said, I never tried to run away from the place.'

1 At paragraph 82, he says:

2 'I don't know what lessons can be learned from my
3 time in Rossie Farm. It's too long ago for anything to
4 be done about it. LOH and LLY will be dead by
5 now. They don't treat the lads the same way nowadays
6 anyway.'

7 He tells us that [REDACTED] works there and he's
8 told them that there's nothing like that going on up
9 there now.

10 He tells us some of the things that he's been told
11 about the changes. He says:

12 'I don't know if this still happens, but the one
13 thing I would say that the government should learn is
14 that boys who are bunking off school don't belong in
15 places like that. They shouldn't be put into the same
16 places as lads who have committed crimes.'

17 He has signed his statement and it's dated
18 11 January 2021.

19 LADY SMITH: Thank you.

20 MS FORBES: There may be a short read-in I could do.

21 LADY SMITH: Maybe we should do it then.

22 'Trevor' (read)

23 MS FORBES: This statement is an applicant who is anonymous
24 and is called 'Trevor', his statement reference is
25 WIT.001.001.0486.

1 My Lady, 'Trevor' was born in 1959 and tells us
2 about his background from paragraph 2. He was born and
3 brought up in Edinburgh. He had a brother and sister.
4 Growing up, he hated his mother and related more to his
5 dad, but he had a fairly normal, happy childhood until
6 an accident aged 5 when he was ran over outside school.

7 [REDACTED]
8 [REDACTED] Secondary Institutions
9 Secondary Institutions - to be published later

10 [REDACTED]
11 [REDACTED]
12 [REDACTED]
13 [REDACTED]
14 In 1967, he was moved to a children's home. Secondary Inst
15 Secondary Institutions - to be published later

16 [REDACTED]
17 [REDACTED]
18 [REDACTED]

19 He was then sent back to a hospital unit in 1969.
20 Secondary Institutions - to be published later

21 [REDACTED]
22 [REDACTED]

23 He was then sent to what he describes as a special
24 school. I think we know from the records it was

25 [REDACTED] 1970. Secondary Institutions - to be published later

8 He was then admitted to Balgowan and he tells us
9 about that between paragraphs 28 and 33. That evidence
10 was read in on 15 February 2024, which was Day 418 of
11 the Inquiry.

12 We know from his records, my Lady, that he was
13 admitted to Balgowan on [REDACTED] 1972, aged 11, and he
14 was there until [REDACTED] 1972, again still 11, when he
15 was allowed home.

16 Whilst there, he was physically abused by staff,
17 denial of rights and denial of food, and he told his
18 mother about that and he told the panel.

19 He then went to Liberton Assessment Centre and he
20 tells us about that from paragraph 34. He says the
21 first visit there was a few weeks. From our records,
22 my Lady, we know he was admitted there [REDACTED] 1973,
23 aged 14. He was returned home [REDACTED] 1974, aged 14
24 still.

25 I think he says he had good memories of his time

1 there that first time. He started to get some kind of
2 schooling and he got projects to do and he went to
3 Panmure House for education, but broke into their safe
4 and stole money and so he didn't last long and went to
5 Liberton High School and then that was going well until
6 he was asked to read from a book and he couldn't read or
7 write.

8 He said he was there for a matter of days because
9 the headmaster tried to give him the belt and he smashed
10 the office up. He was about 13 at the time. I think we
11 know he was older, but that is what he said in the
12 statement. He was sent home then for a period, but then
13 ended up back at the assessment centre and we know from
14 his records it was [REDACTED] 1974 that he was
15 readmitted and he was there.

16 He was 15 by that point and he was there until
17 [REDACTED] 1974, so a short period, and then he tells
18 us about his second time there.

19 My Lady, in relation to the second visit, he talks
20 about that from paragraph 37. He says he ran away from
21 the assessment centre and regularly broke into houses
22 and stole things and he says he was only there for a few
23 weeks and regularly ran away until eventually one time
24 they refused to take him back and he was taken to the
25 police station where he spent the weekend and then he

1 was taken to Children's Panel where, under the
2 Unruly Act, he was sent to Saughton.

3 He tells us at paragraph 38 about abuse:

4 'Mr EWA the gym teacher at the assessment centre
5 liked playing around and he got me to stay behind one
6 time to help him put the gym mats in to the store room
7 where he shut the door and tampered with me and forced
8 me on to him. He put his hand down my trousers and was
9 masturbating me and forced me to masturbate him. This
10 happened twice. Once was that time in the gym and once
11 in the changing room. The second time was when I was
12 getting my pyjamas on in the changing room upstairs and
13 he tried to force himself upon me but I managed to
14 wriggle out and ran into the dorm. This happened to
15 other people too.

16 'I told other staff at the assessment centre what
17 Mr EWA was doing. Mr MTQ, who was SNR
18 SNR, Mr HTY, SNR,
19 and Mrs, who was Mr MTQ's wife, me
20 and others told all of them but they didn't listen and
21 just said it didn't happen and was all in our heads.

22 'When I was at the Children's Panel I told Donald
23 Stirling, the reporter, about what Mr EWA had done to me
24 and I remember he wrote it down. I don't know if he did
25 anything after that with the information. I later heard

1 that someone else had made a complaint about Mr EWA and
2 he'd been caught.'

3 He then names who his social worker was at the time.

4 He tells us about Saughton from paragraph 41. He
5 spent six weeks there. He then says he went to
6 Geilsland, from paragraph 42, and we know he was
7 admitted there on [REDACTED] 1974, aged 15, and
8 I don't think that really ties in with the dates we have
9 in our records, him being at Saughton for six weeks, but
10 in any event, he seems to think he was at Saughton for
11 six weeks, but we know he was admitted to Geilsland on
12 [REDACTED] 1974 and he was there until [REDACTED]
13 [REDACTED] 1976.

14 He says he was just over 13-and-a-half but again, we
15 know that that's not correct. He was a lot older, he
16 was 15. He says that it was a very strict place and
17 they were quick to give you the belt, but he describes
18 it as being like a holiday camp and he doesn't compare
19 it to any of the other places he'd been. He learned
20 about plumbing there and he says he got a weekend leave
21 to find a job.

22 He went to a house with the intention of breaking
23 in, but the people were in and the next thing he knew,
24 he asked them if they had a job and they offered him
25 a job as a heating engineer.

1 When he got the job, he left Geilsland and he says
2 that he told the police from about 1996 about all the
3 things that happened to him whilst in care.

4 He then tells us about life after care and says he
5 was sent to borstal. I think we know that that was [REDACTED]
6 [REDACTED] 1976 when he was aged 16 and that he went to
7 Glenochil. I think he thinks it was 1977 but he says he
8 was in and out of young offenders. He eventually went
9 on to Saughton when he was 20 and then Perth Prison.

10 He continued to break into houses, he was involved
11 in crimes of dishonesty and between 21 and 34 years of
12 age, he spent most of his time in prison.

13 He's been married twice and he lives with his
14 current partner at the time of the statement for a long
15 time and he has children and stepchildren from these
16 relationships.

17 His wife was involved in a car accident in 1994 and
18 that's when he found out about his own accident and
19 [REDACTED] injury and he says that's when he stopped
20 committing crimes.

21 He talks about impact between paragraphs 51 and 55
22 and he says that he had COPD and has been on oxygen 24/7
23 and sadly we know that 'Trevor' has passed away since
24 giving this statement, so that was his health situation
25 prior to his death.

1 He talks about some other matters and treatment and
2 support, which we can read, and his hopes for the
3 Inquiry, and some of this has been read in before, and
4 it's about his whole time in care and he's made the
5 usual declaration, my Lady, and he passed away after
6 signing his statement but before being able to give
7 evidence, so signed it on 27 February 2017.

8 LADY SMITH: Thank you very much.

9 That takes us neatly to 4 o'clock. We'll stop there
10 for today.

11 Just before I forget, I've got a list of names here
12 we have mentioned this afternoon of people whose
13 identities are protected by my restriction order.

14 There's a Mr GWT , a Mr GWC ,
15 LLY , Mr LOH and Mr EWA . I think
16 actually I have mentioned all of these on previous
17 occasions and they're not to be identified outside this
18 room as having been referred to in our evidence.

19 That will take us to Tuesday at 10 o'clock with
20 a witness in person.

21 MS FORBES: With a live witness, my Lady.

22 LADY SMITH: I wish you all a good weekend and see those of
23 you who are attending on Tuesday at that time. Thank
24 you.

25 (4.00 pm) (The Inquiry adjourned until 10.00 am on

1 Tuesday, 21 January 2025)
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