

Scottish Child Abuse Inquiry

Witness Statement of

MWK

Support person present: No

1. My name is MWK. My date of birth is 1963. My contact details are known to the Inquiry.

Life before going into care

2. I was born and brought up in . My parents were called and . I had an older sister and a younger brother. Family life was far from normal, but it wasn't the main issue for me. I think I did cope and would've continued to cope with the family situation. My parents were together but not happy. My mother was an excessive drinker and my father was violent towards me.
3. I attended Primary School in . I didn't have any difficulty getting on with people at that stage of my life. I had friends. I enjoyed the company of other people and playing with people, going out and about and doing things that people do. Realising I was gay in 1975 or 1976 wasn't something that I was able to talk about. I was unable to talk to my parents about my sexuality. I felt great shame about it. I'd been brought up to feel shame and I felt ashamed of everything.
4. When I started at Secondary School in , I hated it. I refused to go to school and that was where all the trouble began. I was coming to terms with my sexuality as a twelve, thirteen year old adolescent and I hated PE and organised games. I didn't mind doing things on my own, I just hated team games. On the days when there were team games, I was physically shaken and frightened going to school.

It just seemed easier not to go. At first, I made a pretence of going to school. After a while, I just got up, went for a long walk and came home at night. I had no schooling between stopping attending and being placed in Lendrick Muir School in [REDACTED] 1977. Beyond going to the library and reading books, I wasn't doing anything.

5. Social workers, psychologists and all the machines of local government came into play. I think it was about spring-time when I was twelve by the time they all caught up with me. I can't remember the names of any of the people who were involved. They came from the local authority in Fife.
6. It seems like such a daft reason for not going to school, but I just hated games. It seemed so trivial that I didn't tell anybody that was the reason. Everybody else seemed to be quite happy, kicking a ball around. I didn't tell the social workers because it seemed too trivial. I've never been good at articulating my feelings. From an early age, I realised it was better not to say anything and not to tell people how I felt.
7. I was able at class work. I don't think I enjoyed any subject in particular. I probably enjoyed science and geography more than anything. We were really poor so we didn't have interests like kids have nowadays. We just did what other poor kids did at the time, go down the beach, raked around, walked about and ran through fields, nothing in particular.
8. I think social workers only became involved with the family when I stopped attending school, but they were very much aware of the bigger picture. They spent a lot of time asking me and my family questions. I did tell the social workers that my father had been violent towards me. My siblings were both attending school at that time, [REDACTED]
[REDACTED]
9. Educational psychologists were called in once or twice to assess me. I didn't see a psychologist regularly. The psychologist did IQ tests, problem solving tests and word association tests. There was never any offer of assistance whilst I missed school. They didn't try and find a solution. Looking back, I think social work made their minds up quite quickly that I was going into residential care without really exploring other

options. It may have been to do with my family situation. They did whatever they needed to do and wrote the reports that needed to be written. I was never sure on what evidence they were able to base their decision because they never spent a great deal of time with anybody. I think it was almost social work by numbers: "We see this situation, we see this background, therefore this is the answer." They didn't really involve the players in the answer. That's what it felt like to me then and it still feels like that now.

10. Eventually, I was dragged before the Reporter to the Children's Panel and a supervision requirement was placed upon me that I attend at Lendrick Muir School. I was asked some questions at the Children's Panel, but the bulk of the evidence was report based. The decision was based mainly on the reports and the opinions of professional people rather than what my parents said or what I said.
11. My sexuality was never discussed with social workers. I'd imagine the term maladjusted was meant to refer to the chaos in my home life and the fact that I wasn't attending school, but I don't know. By the time I started at Lendrick Muir, my sister was starting work [REDACTED]

Lendrick Muir School, Near Rumbling Bridge, Kinross-shire

12. I attended Lendrick Muir School from [REDACTED] 1977 until [REDACTED] 1981. It was a List G residential school. I'm not sure what was meant by List G. The term used at the time was that Lendrick Muir was a school for maladjusted children of above average intelligence. It had a remit of having set itself up for maladjusted bright children in a wonderfully therapeutic regime. They claimed to be quite ground-breaking in what they were trying to do at Lendrick Muir. I disagree.
13. I'm still unclear what was meant by that term "maladjusted". I think it was a strange phrase, even at that time. I'd never heard the term used before I went to Lendrick Muir.

Nobody was ever able to explain what it meant. We, as residents, took ownership of it and referred to ourselves as 'The Mallies'. Children were at Lendrick Muir for a variety of reasons. School refusal was probably the biggest reason, but there were kids there who were obviously on the autistic spectrum and couldn't cope. There were also kids there who were violent and had been in trouble. The only thing that probably connected everybody was poverty. That was the common thread. I don't think we were any odder than anybody else who was an adolescent at the time.

14. Lendrick Muir was run by a trust, but I can't remember the name of the trust. It took referrals from all over Scotland. It was run independently, rather than by any particular council. It was a fee-paying school, but the council paid my fees. I think all the fees were paid by the local authorities who placed children there. Everybody was there through social work referral or a supervision requirement from the Children's Panel. There were children there from as far afield as Elgin and Ayrshire. One boy came from Middlesbrough.
15. The school was in a beautiful, mid-nineteenth century building with modern extensions. The building is still there. It's now run by the Scripture Union. The accommodation was in the old building. SNR [REDACTED] lived in the school. The pupils similarly lived in the school in different dormitories.
16. The youngest children were eleven. The ages of children went up to nineteen, because supervision requirements could be continued until somebody's nineteenth birthday at the time. It was mixed, but there were far more boys than girls. There were about sixty boys to a maximum of fifteen girls. There was a maximum of about one hundred children, but the numbers varied quite a bit. Girls lived down at Seamab House in Rumbling Bridge. The boys lived in the main building, which was called Naemoor House.
17. The classrooms were a modern extension to the school. You could get to the classrooms through the school. It was all self-contained. In the school, there was the original school building, the games hall and the classrooms. Additionally, there were about eight houses on the grounds where staff members lived. A lot of the teachers

lived in these houses. At least three members of staff lived in the main building during the week or during the term-time. They had their own rooms. A few of the staff lived locally, but it was all very inward and self-contained.

18. SNR [REDACTED] was KVV [REDACTED]. I think there were twelve to fifteen teaching staff. SNR [REDACTED] was called [REDACTED]. The other teachers were Joe Campbell, who taught games, Brian Smyth, who taught art, KMN [REDACTED], who taught science, MKF [REDACTED], who taught music and took a lot of the younger kids before they started preparing for O'Grades, David Simmons, who taught geography, Claire Walker, who taught biology, KDG [REDACTED], who we called KDG [REDACTED], taught maths and Kenny Speirs, who taught English. Some of the teachers were there forever, but quite a few staff came and went. They were all qualified teachers. I was aware of that because I think that had not long happened. Before that, I think that some of the teachers were unqualified.
19. There were cleaners, catering staff, laundry staff and house parents. There were far more of those than academic staff. House parents were there to generally look after people. Norman and Marion Bissett were house parents. They stayed in one of the houses on the grounds. Mr Catenach looked after the school grounds and his wife was a house parent. Isobel Ramage, Mary Swan, who later became Mary Kelly, and [REDACTED] SNR [REDACTED]'s wife, were also house parents. The house mothers were the equivalent of matrons, but we would have been laughed at if we'd gone to anybody with an injury.
20. Marjory Sharp was the cleaner. Her daughter, also called Marjory Sharpe, worked in the kitchen. Ruby Wardrop was another cleaner. They were all lovely people. They were very kind and caring. They were just ordinary folk. They weren't part of the big machinery of social workers, Children's Panels, teachers and the education system.
21. I remember some of the other children at the school, such as [REDACTED], [REDACTED] and [REDACTED]. I've been in touch with a few of them since via social media. There is a former pupils site. The school was sold as being for children of above average intelligence, but I don't think the children there were very clever. I remember

the social worker having a glossy, green-covered, A5 size brochure, which he gave my parents before I went to Lendrick Muir. When you unfolded it, it became four or five different pages which painted a picture of this wonderful therapeutic environment for children with problems. It mentioned the innovative methods that they were using. What was promised and the reality were just so far apart. The brochure painted this picture of the school, with this caring ethos and with a culture of therapy. People would be made well and cured of their maladjustment, whatever maladjusted meant. It was nothing like that at all. There was no love or caring.

Routine at Lendrick Muir

First day

22. The day came when the placement was to begin. I was thirteen years old. I had to have the regulation underwear, socks and shirts and all that kind of thing. I had all of that with me. The social worker came and took me and my mother to the school. My mother was allowed to say goodbye to me at the door of the place and then that was it. There wasn't any ceremony. I remember standing in the entrance hallway and saying cheerio to my mum and then that was me.

Mornings and bedtime

23. There were six or seven boys in my dormitory. I think there were about ten or twelve dormitories altogether. The dormitories were dotted around where space allowed. There was a kind of hierarchy of age groups. When I first arrived, I was placed in the middle floor with other thirteen, fourteen year old boys. There were four dormitories in that area. The younger kids, who were aged eleven and twelve, were all in one kind of wing. It held about four or five dormitories. The senior kids were upstairs.
24. We were woken up at 7.30 in the morning. The academic staff had a rota for duties such as waking us up. We got up, had access to the showers, brushed our teeth, got

dressed and went down for breakfast. After breakfast, we had to clear the tables. We then made our beds and tidied up before morning assembly.

Mealtimes/Food

25. We queued up to get into the dining hall, which was communal. We all ate there. The meals were at the same time every day, but I can understand that. The whole day was structured around food. Our evening meal was at four thirty. We said grace before we ate.
26. The food was fine. I came from a background where food wasn't always available, so the food was a bonus. I did have one issue with mealtimes, which was an issue which pervaded the whole school. There was a hierarchy, depending on age. The older boys ran the food and lots of other things. Leaving sixteen and seventeen year olds in charge is never a good idea. Some handled it well and some didn't. I had that responsibility when I was older.

Washing/bathing

27. Showering was compulsory at night. There were open showers. There was a member of staff on duty, whose job it was to be around while we were getting ready for bed, but there was no formal supervision. One teacher, who went on to sexually abuse me, used to hang around the shower area quite a bit. The other boys would mention it.

Clothing/uniform

28. We wore long charcoal trousers. After six o'clock, we could change into what we wanted. We had to wear our uniform and green blazer to church on Sundays.

Leisure time

29. After prep, we had a meeting at six o'clock in room three. We had to indicate which room we were going to be in for the evening. There were things on at night time. Some

staff organised canoeing, swimming, hill rambling and things like that. We could also go to the village, Crook of Devon, to use the public phone. There was a pay phone in the school but we weren't permitted to use it. We didn't have much contact with the outside world at all. We weren't supposed to have money. There was a tuck shop of sorts when I first arrived, but it stopped quite quickly. We could go to the shop in Crook of Devon.

30. At one stage, there was some kind of cadet force. I'm not sure if it was Air Training Corps, but it was some sort of semi-military group which came along once a week. I wasn't part of it.
31. Other activities had been promised in the A5 brochure we had been given, but there wasn't really anything like that. We had a library, which was really just a classroom with a few books in it. We didn't really have access to many books. We had an observatory without a telescope and a dark room, but no cameras. There was the making of things but no resources. I think the roof had blown off the observatory and damaged the equipment. Everything was very much that these were remnants of what had gone before. In the time I was there, they weren't really offered.
32. At the weekend, we also had to say where we would be after meal times. Sometimes, I would say that I was going to be studying and end up in a different room. It was a strange level of control, a level of control that I thought was unnecessary.

Trips

33. We went to the swimming pool in Alloa or Stirling about once a month. Some of the staff would organise camping trips at the weekend. We would go to places like the Perthshire Highlands and the outdoor centre at Ardroy.

School

34. We attended school Monday to Friday. The school day started with morning assembly. One of the teachers would stand up and give us some words of wisdom, then we went to our classes. The standard of schooling was exceedingly poor.
35. In theory, we moved from classroom to classroom for different subjects. We were in classes with our age range. We followed a timetable and had a break for lunch, maybe around midday. We had classes until about three o'clock, followed by games between three and four o'clock. We then did prep work between five and six o'clock.
36. I seldom went to class. I did attend French, which I enjoyed. I didn't go to English and nobody ever asked me why or said that I should be in the class. The English teacher spent most of his time playing his guitar during class and talking to a small group of people that he was friendly with. It wasn't in a sexual way, but the rumour was that they smoked cannabis together. I've not idea whether that's true or not. I didn't do the sciences and maths was a complete joke.
37. Despite everything, I did attain some qualifications. I did gain some O'Grades and two very poor Highers at grade C. That was without any formal education. The standard of schooling was poor. Some of the staff were kind, eager and keen but they were completely out of their depth and unable to cope with the behaviour that was going on.
38. We were split into two houses, the Muirs and the Devons. There were competitions between the two houses. Hockey was the official school sport and football was also played. We never played against other schools. I just didn't go to games and nobody ever asked me why I didn't go. I did yoga at one stage, but mainly I just skived about and did nothing in particular during games.

Healthcare

39. There was a doctor, Doctor Marr, who came to the school once a week. If anybody needed to see the doctor, they would see him when he came. We were expected to see the dentist outside of school time. In loco parentis didn't apply to our teeth.

Religious instruction

40. The school was non-denominational, but it was heavily focused on Christianity. We said Grace before meals. At first, attendance at church was compulsory. We had to wear our school uniform and green blazers. The Catholic children were taken to the chapel in Kinross.

Visits/Inspections

41. I didn't see the psychologist again after I went to the school. As soon as I was at Lendrick Muir, I was no longer a problem to the social worker. My social worker was a Mr McNulty or Mr McCracken. When I started at Lendrick Muir, the social worker told me he'd be in regular touch. He said he'd visit every three months. That never happened. The only time he ever came to do a visit was immediately before a Children's Panel review. It was just to see me briefly, get a report from the school and do his next report to say why the supervision requirement should be continued. I feel the social work department did very little, even before placing me there.
42. When I did see my social worker, I had a one to one meeting with him. When I spoke to him, it was within the parameters of knowing that what I was going to say would be noted and then repeated to the school.
43. Legally, I had to go to the Children's Panel in [REDACTED] every six months. They were quite a big thing. I went there every six months throughout my time at Lendrick Muir. The school had a social worker called Richard Russell. In all the time that I was there, I spoke to him two or three times, but not in any child to social worker capacity. He

once drove me to [REDACTED] for a Children's Panel. Despite promise in the brochure of social work support, there was none.

44. I don't think the Children's Panel ever listened to me. They would ask me a few questions and have a chat. From my perspective as a young person, the decision making of the Children's Panel was that most of the responses were from social workers and, once they had talked for a bit and asked a few questions, the chair sitting in the middle would then turn to a Panel member on one side and turn to the one on the other side and then say they'd made a decision. If decision making was just based on looking at somebody and saying a few words, likewise on the other side, then it seemed to me it was based upon the lightest of evidence. It certainly wasn't based upon what had happened in the room on that day.
45. I remember one Children's Panel when I was desperately keen not to go back to Lendrick Muir. I was around thirteen. I indicated that I didn't want to return. Before the Panel, I'd gone to see my GP to say that I wasn't coping and to ask for help. Somehow, my social worker knew that I was going to see the GP. He phoned and spoke to the GP whilst I was there. The GP's attitude changed. Instead of listening to what I had to say about how I felt and how my mental health was, he just decided that I was a manipulative young person. He chucked me out. He just didn't want to hear what I had to say. Institutionally, nobody seemed to want to listen to the fact that I didn't want to go back to Lendrick Muir. Thereafter, I didn't articulate what was going on.

Family contact

46. There was one parents' day a year, but I don't think my parents were ever able to come. We were permitted to go home for a long weekend once every three months, which was Friday night until Monday morning. We could also go home for one other weekend each term from Friday to Sunday. I also went home for the school holidays.
47. After breakfast., the staff would hand out mail. The staff had a right to read our mail. Every Sunday, we were made to write a letter home. We had to place the letters in

unsealed envelopes because the staff had the right to read them, although I don't think they ever did.

Running away

48. We weren't locked in, but there was a sense of, "You're here and if you don't like it, we can move you to a secure unit." Children quite often ran away. They were rounded up by the police or staff. Persistent runaways were removed from the school.

Bed wetting

49. Bed wetters slept on beds with plastic sheets. They had to walk with their sheets to the laundry, like a walk of shame. There was no punishment for wetting the bed, beyond the embarrassment. Recently, I have been reading a book by Maurice Bridgeland, *Pioneer Work with Maladjusted Children*, which was published in 1971. It refers to Lendrick Muir School and cited the reasons for referral of boys and girls at page 37. One of the reasons for referral cited is enuresis, albeit almost every child had more than one such reason. Despite that, in my time at Lendrick Muir there was no therapeutic assistance offered for the difficulty.

Discipline

50. Smoking was forbidden, but people did smoke. Alcohol was strictly forbidden. I don't think many people had alcohol. Nobody had any money and there was nowhere to buy it. Alcohol did feature heavily in my experience there, but it was given to me by a member of staff.
51. There was no formal discipline in the school. It was all or nothing. There was either no discipline at all or violent outbursts and getting the senior boys to deal with things. There were no official punishments. I never saw a school belt or any form of corporal punishment. There were members of staff who punched children with their fists, which was far in excess of using a school belt. In the school's propaganda pamphlet, it stated that they didn't believe in corporal punishment. That seemed very modern, but physical

punishment was very much in evidence. Some staff members were completely unable to control their tempers. They would lash out at children. Mostly, punishments were carried out by the older boys.

52. I remember kids behaving like kids. There were regular incidents, but they were part of every day. Although class sizes were really small, there was never much actual teaching. It was just about trying to do some teaching and people misbehaving. Some staff members responded appropriately and others reacted with violence. I can remember their names, but I don't wish to state their names. It tended to be the same staff on these occasions. There was a hard-core of about six to eight teaching staff who became violent. There were also a lot of good members of staff there, who tried their best to make a difference with a difficult client group in a difficult setting.

Abuse at Lendrick Muir

Physical abuse

53. SNR [REDACTED] was public school educated. He was proud of that fact and made it known. He [REDACTED] the school as if it was a public school in Kinross-shire. It was like the bad stuff of *Tom Brown's School Days*. Much of the physical abuse came from older boys who had come through that brutality themselves.
54. There was a rigid age hierarchy at Lendrick Muir. There was a sports day every year. Afterwards, each house would get together to discuss their performance. Anybody who had performed badly would be punished by the older boys. It was a kind of kangaroo court system. I was before that and asked why I hadn't participated. The older boys were there with cricket bats and things. The suggested threat was that they were going to use those. I managed to get out before any of the beatings started and I'm not sure what happened. I told them that I had an appointment to see the social worker, which was a lie.

55. It was quite common for older boys to hit younger boys with cricket bats. It never happened to me, so I can only tell it second-hand. I understand boys would be forced to bend over and the older boys would take a run up and hit them with the cricket bat. I never saw that myself, but I heard about it from other boys.
56. The staff knew that this was going on. I think it was done with their blessing. The teachers would tell the older boys that a group had been misbehaving and ask them to deal with them. It was then up to the older boys to mete out punishment. I didn't go on to do that. I was never directly asked to, but I couldn't do it.
57. The games hall treatment was quite famous. It was done at the request of staff members, so in a sense it legitimised any other interventions that the older boys chose. If some kids weren't sleeping or messing about after lights out, staff would get the older boys to take the whole dormitory down to the games hall for a punishment. Staff wouldn't be there so there were no controls on it. The kids would be made to run round to use up energy, but there were physical punishments as well. People were injured in the sense they had bruises and minor cuts, but nobody was ever taken to hospital.
58. I was in the science lab one day when I was about fourteen years old. I was asked to do something. I did it, but I think I did it in a truculent manner. I didn't swear and I wasn't obstructive. **KMN** grabbed me by the hair and pulled me across the bench I was sitting at and across the classroom. He pulled quite a lot of my hair out in the process. I don't know what was going on in his house that made him react like that, but he did. I was upset about this and I asked for the police to be called. **[REDACTED]**
[REDACTED] The police were not called. Instead I was isolated from the others for some hours whilst **SNR** persuaded me not to report the matter. He said that if I did report it then I'd be removed from Lendrick Muir School and placed in a List D school.
59. That was the first time I had experienced violence at Lendrick Muir. Given part of the reason that I was there was because I'd experienced violence in the house, it seemed at best contradictory to me. Even as a child, I realised that this was far from right. It

reinforced what I had seen at the school. It meant I had experienced what I had seen going on elsewhere in the school.

Sexual abuse

60. In my first year at Lendrick Muir, I settled in quite quickly and made a lot of friends. I got on with people and I think I was always able to use verbal skills to stay out of bullying and trouble. I was able to talk my way out of situations and just generally get on with everybody on a low-key level. That situation changed when I returned after the holidays in 1978. I think it might have been after the summer holidays, but I don't know. A member of staff had died over the holidays. She had been replaced by MKF MKF. Things were never quite the same after that.
61. MKF was a very odd character, both physically and more so as a person. Everybody acknowledged that. Even as a child, I could see that he had a major chip on his shoulder. He started to take an interest in me. He started to tell me things that nobody had ever told me before. He told me that he could see that I was a decent kid. He told me that he could see that I was different from the other boys, that I was better than the other boys, that I had potential. This was all drip-fed to me over the weeks and months, that I was special in some way. It sounds ridiculous now, but this is what happened.
62. As time went on, the pressure from him built up. He started to tell me what to wear and how to get my hair cut and how to behave. He told me that I should avoid the other kids in the school and that I shouldn't spend time with them. He said that if I did, they would "bring me down to their standards". He was giving me all this rubbish about how wonderful I was and telling me at the same time that I needed to cut myself off from the other kids.
63. His message to me was that I should spend time with him and not with the other kids. That became self-perpetuating quite quickly. As I stopped socialising and hanging about with the other kids, I started to get bullied so then I didn't want to spend time with them and so on. MKF was there all the time, telling me that he was the

only friend that I had in school and that there was something unique about me that made him want to be friends with me. There was never anything of a sexual nature at this point. It was just this process of isolating me within a very inward-looking community. It got to the stage where, if he saw me laughing with any of the other kids, he would have a go at me for demeaning myself.

64. He was really quite manipulative and clever. Looking back now, I can see it for what it was but that's with the benefit of hindsight. He would tell me what other members of staff were saying about me. The gist of it was that the other staff didn't like me and that I was awkward and difficult. They thought I was trouble and troubled and not worth a jot. It made me feel very isolated and very paranoid. He would tell me that he could see that they were all wrong.
65. It was all hidden in plain sight. The staff knew what was going on. He lived in a room on the same floor as my dormitory. He allowed me to use his room at night, just to sit. I spent a lot of time there, thinking he was the only person that had any time for me. This went on for a period of time. Time seems to move differently when you're older. A month seemed like forever then, so I'm not sure of the timescales. He said he wanted to go to France and he had nobody to go with and asked if I wanted me to go with him. The headmaster okayed it, although it was just me and the teacher. It happened over a summer holiday. I think we were away for three or four days. I think we went by bus and ferry. He paid for the holiday.
66. When we arrived at the hotel in France, lo and behold there had been a mix-up and there was only a double bed. I was expected to share the bed with him but I didn't. I told him I'd just sleep on the floor. He was really annoyed with me because I slept on the floor. He went on about it, saying things like, "Do you find me so repulsive that you won't sleep in the bed?" Looking back, I ask myself why the headmaster allowed that to happen? Why would you allow a teacher to take a child away on holiday?
67. After the trip to France, he asked me to come away with him for a weekend. It wasn't unusual for staff to take kids out for the weekend on camping trips or whatever. Some staff also had "at home" evenings, where they'd invite kids up to their houses to watch

telly or play games. This was really unusual, that it was just him and me going away together.

68. He took me to a bed and breakfast place in Blantyre. It seemed to be a place that he used quite a lot. I don't think we had to share a bed. That's when he touched me for the first time. Before that, he had been giving me small gifts and things. When we were in Blantyre, he said that he was going to buy me a new pair of trousers and he needed to measure me. I thought that was okay. He measured my waist, which felt slightly uncomfortable. Then he measured my inside leg. That felt really uncomfortable because he touched me in an inappropriate way. I just thought it was accidental. I couldn't believe it was meant as a sexual gesture, so I ignored it.
69. Later that day, he was talking to me about the same old nonsense as always, that nobody at the school liked me and that he was the only one that did. I got a bit upset and then he hugged me. That was when I knew he wanted to touch me in a sexual way. He undid my trousers and undid his own. He masturbated us. That was the first time and I was disgusted, but at the same time, as he pointed out, my physiological reaction suggested otherwise. The body was doing one thing, being stimulated, but the mind is doing another.
70. The morning after, he took me for a run in the car. We were still away for the weekend, so it might have been Saturday morning. He drove for miles and miles. I was in the car with him. I couldn't get away, I couldn't go anywhere. I told him that what had happened the night before was wrong, I didn't want it and it mustn't happen again. The whole of the journey, which was hours and hours, was about him telling me why it was right, why I wanted it and why it was natural.
71. I remember him telling me that he was an educated man, he'd been to university, he'd studied psychology and he knew that when you get friendly with somebody, it's natural to feel sexual attraction towards them. I was a young person and he was person with God-like status, a teacher who had been to university, who knew what he was talking about. He was telling me that he was the only person in the world who thought I was any good and what had happened was a natural consequence of him feeling friendly

towards me. I maintained that I didn't want it to happen again, but he kept saying it was natural. I asked him what would happen if the police found out. He said something like, "What if they do? Who are they going to believe? You, a disturbed kid from a rough background, or me?" I thought, "Yeah, you're right. Who are they going to believe?" That was how it all started.

72. From then on, it just became routine. I'm unclear about the order in which things happened, but he started to buy me alcohol. He started with a bottle of wine. The first time he gave me a bottle of wine and I drank it I felt as if all my life problems had been sorted out. Then he would do what he wanted to do to me. I became very quickly addicted to the alcohol. I felt that I needed it every day. He was happy to give me alcohol every day and in return he was getting his payback.
73. I would spend the evening in his room, drinking. I would give his room number when we had to tell the staff where we were for the evening. I wouldn't go to bed at lights out, I'd go to bed at ten, eleven, twelve o'clock or whatever. I wasn't in my bed. I was obviously not there, so every staff member knew where I was. They didn't know what was happening when the door was closed, but there's no way they couldn't have known that I was drinking. It just didn't seem to be an issue.
74. My recollection is that I was drinking every day. I find that difficult to believe, thinking back. I can't think how I could possibly have done it. At the start, he was giving me a bottle of wine a day. Then, he gave me two bottles of wine or a bottle of wine and a bottle of sherry. I was drinking quite heavily for a young person, quite heavily for anyone. I was drunk every night. I was often caught, drunk, including by the headmaster. Nobody ever intervened to ask what was going on.
75. The situation I was in was that I was hooked on alcohol and the only way to get it was through him. There was also the kind of Stockholm Syndrome thing. I didn't have a dislike for the guy, I still don't. I think I felt a kind of pity for him, even then. My need for alcohol was such that the payback seemed fine. The alcohol was helping me to cope with the mental health problems and the bullying that was going on. The bullying

was quite intimidating and quite threatening. The other boys could see what was going on. They were calling me the teacher's bum boy and less polite things.

76. He kind of cut me off from my family as well. During the holidays, I was still drinking. I was dependent on alcohol by then. The teacher would give me money for it. I would still see him during the holidays. He worked during the holidays and he liked me to go with him. He worked on a fruit farm, supervising the fruit pickers, over the holidays. One Christmas holiday, he told me to go home for Christmas day and then he'd come and get me on boxing day. When I was there, I decided that I wasn't going so I phoned him to tell him that I was just going to stay at home. He wasn't pleased about that.
77. He was very clever about it because he would take me to visit my parents. He was friendly towards them and chatty with them. He got to know them as well. I can see now what that was, but I didn't see it at the time.
78. It wasn't like a violent assault in the dark where he grabbed me and forced me into something. It was insidious. It was grooming. It was about getting me away from the other kids. It was mainly masturbation and oral sex. He asked me to penetrate him, but I didn't. It went on for about three years, until I left the school. He's still alive. He's no longer teaching, but he was a risk to other children. It's my shame that I've never named him. If he was still of an age to be teaching, I would name him.
79. He told me afterwards that he had had other "friends" before me. He told me that nobody had ever understood him and he'd had to leave other schools. He seemed to go round a lot of different schools. He had left mainstream schools because of "friendships" that he'd had. I think he left before he was investigated or was forced to leave. I think Lendrick Muir was his first residential school.
80. Before I left, he was beginning to get very friendly with another, younger boy. I'm wary of treading on other people's lives, but his name was [REDACTED] and he came from [REDACTED]. He was about two years younger than me. I think I got too old for him quite quickly and probably too much trouble with the drink. He orchestrated me leaving the school early, before taking my final exams. I think he just wanted me out of the

way. He kept in touch with me for a few years afterwards. He moved to St. Ninian's School in Falkland. I'm aware that he had a "friendship" there. Whether it progressed beyond that, I don't know. I think he probably left for St. Ninian's quite soon after I left Lendrick Muir in 1981.

Reporting of abuse at Lendrick Muir

81. When KMN pulled me by the hair in the science lab, I asked for the police to be called. SNR came to speak to me. I was taken away from the rest of the kids and taken to SNR study. My recollection is that I was in SNR study for hours while SNR explained the folly of calling the police. He told me that if I called the police to report this, the only thing that could happen would be my removal from the school, pending an investigation. He said I would be taken to the List D school in Montrose, because that would be the only place that would have me.
82. The threat was that I could report this assault to the police if I really wanted to do so, but I would come off worse for it. I maintained that I did want the police, but over a period of time they broke me down with their arguments. They asked if the person apologised to me, whether it would be enough. I had to settle for an apology rather than being able to report the violent assault to the police. I think the apology took place in the headmaster's study. The headmaster was involved in that. He knew what he was saying, he knew what had happened and he made every attempt to hush it up. He didn't want the police coming in.

Leaving Lendrick Muir School

83. I was seventeen and a half when I left Lendrick Muir. The supervision order was still in place and would have been in place until I was at least eighteen, which was in 1981. MKF who sexually abused me somehow persuaded me that I should leave and that school really wasn't the right place for me. I went to the

Children's Panel and gave them a long story, that he'd helped me to concoct. I told them that I was enjoying my time at school and that I was hoping to leave in the summer holidays. I told them that I just had a few months to go until the exams and everything was working out really well.

84. The Children's Panel lifted the order on the basis that it was [REDACTED] and the exams were in May. Because I was apparently doing so well, there was no need for the supervision order any longer and I would just attend voluntarily. When I got back to school that day, there was no longer a legal requirement for me to be there so I left. I thought I was leaving of my own volition, but now I'm not so sure. The teacher drove me back over to [REDACTED] and that was the end of my academic career.

Life after being in care

85. I was just out of the thing known as care and thrown back into a fairly chaotic lifestyle at home at home with my parents. I was expected to make that transition. There was no social work involvement or ongoing support, that was it. I was dependent on alcohol. I started working when I left school, but I couldn't get on with people. The teacher was no longer there, but he was still seeing me occasionally and giving me money. There was no sexual contact between us by then. I think I was too old for him.
86. I was sectioned for my drinking, but I don't know what exactly happened leading up to it. I know I was in Falkirk Royal Infirmary because I'd had so much to drink and had taken an overdose. I was there for treatment and was exceedingly intoxicated. I wasn't behaving so the doctor sectioned me. I was taken to Bellsdyke Hospital in Larbert. I was kept in for a few days until I'd seen the psychiatrist and sobered up and that was it.
87. I joined Alcoholics Anonymous. I was prompted to do so by a guy from school. Around 1980, he could see how much I was drinking. He said that I behaved exactly how his dad used to behave when he was drinking. I asked him what he meant and he told me and then he told me about Alcoholics Anonymous. It was through knowing about it that

I got in touch with them shortly after leaving school. I was in touch with them quite a bit from the age of 17 to 21, when I stopped drinking for good. I had met my current partner and was living with him by that time. I haven't drank since 21 May 1985.

88. Drinking was gone, but my mental health problems remained. Although I had a job, I spent years seeking help from my GP. I had been on various treatments from the GP ever since I left Lendrick Muir. One day, he suggested that I get an education. It had never occurred to me to go back to education. I don't think I wanted to go back, in light of what had happened. At the age of 26, I enrolled in the Open University. I surprised myself by managing to cope and finish the course. That led to the career I'm in now, a lecturer in [REDACTED] at [REDACTED] College.
89. I went to a meeting of survivors in Glasgow in the mid-1980s or early 90s. It was called Males Against Male Sexual Abuse. I don't know if the group still exists or not. I went along a couple of times. It was very much a campaigning group. They wanted to go on marches and demonstrations, everything like that. They were looking for revenge. That's not what I've ever looked for, certainly not now. That didn't work. I've tried to talk to people about it a couple of times, but I'm not good at it.
90. My mother is still alive, but my father passed away in 2002. My mother is quite disabled so it's difficult to have a relationship with her, but I maintain regular contact with her. She kept on drinking, but her excess drinking seemed to subside when she got older.

[REDACTED]

Impact

91. When I was at school, I didn't realise I was been groomed by the teacher who sexually abused me. I didn't realise it until I was 26. I remember a news report on the TV about a similar thing and I thought, "That's what happened to me." It just dawned on me. It

was grooming. It was about getting me away from the other kids so I wasn't talking to them.

92. I couldn't cope with people at all after I left Lendrick Muir. Every single person I met, I just assumed that they hated me, disliked me and that there was nothing worthy about me that they could like. It made life exceedingly difficult. I believe that was because of what I'd been told by the teacher who sexually abused me. I'd been fed for so long that I was worthless to everybody except him.
93. Although I was there to get an education and to be in a place of safety, I got neither. I was alcohol dependent when I left school. My drinking was very serious and all my money was going on alcohol. I was sectioned because of alcohol. I stopped drinking when I was 21, but my mental health problems remained.
94. In a lot of senses, I feel angrier about the emotional damage than what else happened with the teacher who sexually abused me. I strongly believe that my mental health problems stem from that, that I was useless and hopeless and that he alone could see things differently. From then on, right up until I was in my thirties, I found it exceedingly difficult to interact with people and talk to people. I still have this inner voice at the back of my head, saying that I'm a fraud, I shouldn't be doing this and I'm not good enough for my job. I'm exceedingly self-critical. If things are anything other than perfect, I feel that everything's a disaster.
95. I think I used to be very difficult to live with. Now, I just put on this smiley, happy act all the time. I did try going to counselling, but I found it too difficult. I wasn't good at it, at saying what I wanted. I've thought a great deal about whether my mental health difficulties are attributed to Lendrick Muir. I can see that before I went to Lendrick Muir, I had no difficulty relating to other people and got on really well with everybody in a quiet way. I was able to enjoy the company of other people. Since then, I haven't been like that. There's still a belief that I'm not worthy of this situation or people and I don't form relationships with other people beyond my partner. I don't have friends, I don't nurture friendships, I don't do social things. I'm fine in [REDACTED] because I play the part of doing my job. [REDACTED] would have no idea that I'm anything other

than the cheery person before them. So I do think my mental health problems are heavily related to my time at Lendrick Muir. However, I ask myself why I was there? There must have been something wrong with me that I was there in the first place.

96. I used to have really bad flashbacks and nightmares. They've all gone over time. I think time's a healer. For me, I think I've come to terms with it. Sometimes, it feels like I'm not talking about myself when I talk about it. It just seems so long ago and such a different time and different perspective. I think I've got to the stage of feeling pity for the perpetrators. There was clearly something far wrong with this guy to act in the way that he did.
97. I've never been given a formal diagnosis. I've just been on a very high dose of antidepressants for the last twenty years. Outwardly, people think I've been successful. I have been in the sense that I finished my degree and did well in it and I've got the job I'm in now, but my mental health problems have carried on throughout. I still find it really difficult to tell anybody. Sometimes, the hardest thing is pretending that everything's okay, acting happy and putting on an act all the time, never being able to just scream.

Reporting of Abuse

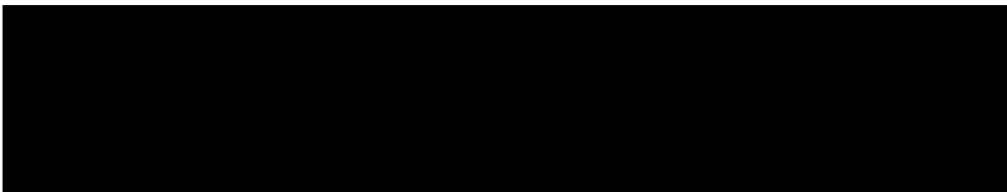
98. I did speak to the police round about the turn of the century. I think that the police officer I spoke to was from the Child Protection Unit in Perth. It was an informal meeting. The police officer said that she was aware of the individual who had abused me, but they didn't have anything concrete that they could do. I didn't make a formal statement. The meeting lasted about an hour. The officer was very understanding.
99. I also went to see SNR [REDACTED] of Lendrick Muir, KVV [REDACTED], in the early years of this century. The school closed in 1998. He bought a house in [REDACTED] and still stays there. He always had a kind of open door policy to former pupils. I went to see him and he and his wife welcomed me into their home. I told them everything that had happened. His wife became quite upset and borderline abusive. She said that it

couldn't possibly have happened and that I was making it all up. She said there had never been any sexual abuse at Lendrick Muir.

100. KVV [REDACTED] was much more calm and measured. He told his wife to calm down and let me have my say. He admitted to me that he had had his suspicions all along about the teacher who abused me. He said that whenever he had been asked for a reference subsequently for this individual, he didn't give a good reference if it was for a residential establishment. If it was for an ordinary day school, he was happy to give him a reference.
101. The teacher who sexually abused me phoned me after my dad died [REDACTED]. He'd seen the death notice in the [REDACTED] newspaper. He wondered if it was my dad so he phoned my mother, who was still in the phone book. He chatted to her for ages and then he phoned me to say he was sorry to hear about my dad. I wondered why he was phoning me, after all that time. He said that I'd done so well since I left. He said that I'd turned round and stuck two fingers up at them all, after everything they said about me. I thought to myself that after all this time, he was still trying to tell me that everybody was against me. I could see it now and I could see what he was doing for what it was.
102. I told him that I didn't think it was like that at all and that I didn't stick two fingers up at all the people who were against me. I told him that I had mixed feelings about what happened there and everything that went on. I said that I'd been to counselling to try to get some support for what went on. He told that I shouldn't listen to the counsellors, they just talk a lot of nonsense and would put daft ideas in my head. He said I should just forget everything they'd said and get on with my life. The conversation ended quite sharply.
103. He phoned me back the next day. He said something like, "After what you were saying yesterday, when I went off the phone, I just thought, I wonder if you were needing a loan of any money?" I asked what on earth made him think I needed a loan of money? I was working, I had my own house, I was settled. He said it was just what I had been saying, about my time at Lendrick Muir. He was basically trying to buy me off, all these

years afterwards. I didn't have any contact with him after that. I made it clear that I didn't need any money and I didn't want to speak to him again.

Records

104. With the advent of the internet, I came across other people on a Lendrick Muir website. It made me interested in recovering my records. The last time I contacted Fife Council, they said that all records were destroyed after ten years. The social work department said all my records would be gone. The only thing I've ever seen is my GP notes. I would like all the blanks to be filled in. I'd like to see them all.
105. I do have some material relating to the school. I still have the pamphlet that was given to my family before I started at Lendrick Muir. I have provided a copy of the pamphlet to the Inquiry. It refers to the school's programme, but there was no such programme. It was a badly run boarding school. They didn't even offer a good education. There was no therapy or assistance offered. There was no support or help from psychiatrists, psychologists or social workers. The pamphlet referred to pupils being reviewed as necessary, but that certainly never involved me. It refers to external professional advice being sought, where necessary. I am not aware of such external professional advice being sought for any pupil. It also refers to childcare staff who "were there to be turned to and are available to help those who are not fully sharing in the life of the school". This support did not exist in any formal way. The cleaners were generally kind, but they were not childcare staff.
106. 
107. There was also a farewell book, written by the staff. I have provided copy of the farewell book to the Inquiry. The staff had written chapters about their time at the school as it was closing. I think what they say is illuminating. It made me think how

little they valued us. They were people who I would say didn't understand kids. They said that they'd never worked in an environment where people were so self-destructive. They were working in a special school like that, they should have understood that some of the kids would be self-destructive, some of them would be their own worst enemies and that's why they were there. Not all of the teachers were like that. Some of them talked about how important the kids had been, how they'd tried to make a difference and it hadn't always succeeded, really honest reflections.

108. The teacher who abused me talks in this booklet about his inexperience in the job and how he had no formal training for it. He mentioned his doubts about being able to manage extra-curricular activities. Regardless, he surely realised that his understanding of extra-curricular overstepped the mark.

Lessons to be Learned

109. I think Lendrick Muir was very much a product of its time. Although it was only 25 miles from [REDACTED], that was a whole planet away for me at that time. We didn't have a car, we didn't have a telephone. We didn't have the ability to phone out of the school if we wanted to, although my family didn't have a phone anyway. We were living on this campus, with all the staff. It was a very inward environment. It was like being in a prison without having any prison gates or anything. It was such a strange, strange place. SNR [REDACTED] it like his public school, with all its rituals and everything that went with that. Bullying was endemic, the education was a joke, social work support was non-existent. It was just like being put into a machine, being on a conveyer belt and not being able to get off at any point.
110. Because [REDACTED], I've got a fair idea of what the education system is like now. I would certainly assume that matters like this are very rare now because residential placements are not the way forward any longer. Very few local authorities use residential placements and, when they do, they seem to be much more tightly controlled. However, I know that if the man who abused me was still in education, he

would find a way to do what he wanted to do. You can regulate all you want, but how do you stop behaviour? It's difficult.

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

Signed. MWK

Dated. 6/June/2019