

1 Thursday, 10 July 2025

2 (10.00 am)

3 LADY SMITH: Good morning, and welcome back to our evidence
4 in relation to this part of the case study that's
5 looking into the provision of residential care in one or
6 two places providing healthcare and additional support
7 needs provision for children.

8 Now, we're going to start this morning by a link
9 that looks as though it's working; is that right
10 Ms McMillan?

11 MS MCMILLAN: It is, my Lady, and on the link this morning
12 we have 'Douglas', and 'Douglas' was employed at
13 Woodlands between 1986 and 1993.

14 LADY SMITH: Thank you very much.

15 'Douglas' (called)

16 (Evidence given via videolink)

17 LADY SMITH: 'Douglas', good morning, can you see me?

18 A. Good morning, ma'am -- my Lady.

19 LADY SMITH: Can you see me and can you hear me all right?

20 A. I can see you. I can see and hear you clearly.

21 LADY SMITH: Good. I'm Lady Smith and I chair the Scottish
22 Child Abuse Inquiry here in Edinburgh.

23 Thank you for joining us over the video-link this
24 morning so that we can hear evidence directly from you.
25 It's very helpful that we've been able to organise that

1 and that you're able to join us today.

2 Thank you also for the written statement that
3 I have, which is also part of your evidence. It's been
4 good to be able to study that in advance and, as I think
5 you'll understand, we're not going to go through it word
6 for word, but there are certain parts of it we'd like to
7 explore in a little more detail with you, if that's all
8 right.

9 Now, as we go through your evidence, do let me know
10 if you've got any questions or concerns, or if you want
11 a break, don't worry about the fact that we're all
12 linked up through the Webex and you've just got to
13 plough on, if you need a break, we will have a break.
14 So you just tell me if that's required.

15 There's something else that is really important is
16 that you appreciate that although this is a public
17 inquiry, and it's not a court, it's not any type of
18 court, you have all the rights that you would have if
19 you were appearing in court. That includes the right
20 not to incriminate yourself. So if we have to ask you
21 any questions, the answer to which could amount to
22 an admission of crime, an incrimination, you don't have
23 to answer them. You can, it's your choice, and of
24 course if you choose to answer, I expect you to do so
25 fully but you have the same protection as you would have

1 anywhere else.

2 If you're in any doubt as to whether it's one of
3 those sorts of questions we're asking you, just say and
4 we'll explain whether or not we're in that territory.
5 So speak up if you are in any doubt.

6 If you don't have any questions at the moment, I'll
7 hand over to Ms McMillan and she will take it from
8 there; is that all right?

9 A. That's okay, my Lady, thank you.

10 LADY SMITH: Thank you very much, 'Douglas', thank you.

11 Ms McMillan.

12 MS MCMILLAN: Thank you, my Lady.

13 Questions from Ms McMillan

14 MS MCMILLAN: Good morning 'Douglas'. As a matter of
15 formalities first, can I ask you to look at your witness
16 statement, which is reference WIT-1-000001587, and could
17 I ask you to go to the back.

18 A. Yes, there, yeah.

19 MS MCMILLAN: Sorry, my Lady, there's just one matter
20 arising. I don't think 'Douglas' has been placed under
21 oath.

22 LADY SMITH: You're absolutely right. Thank you.

23 'Douglas', one other thing before we get into the
24 body of your evidence. I'd like to you take an oath,
25 please. Would you raise your right hand and repeat

1 after me?

2 'Douglas' (sworn)

3 LADY SMITH: Thank you.

4 Ms McMillan.

5 MS MCMILLAN: Thank you, my Lady.

6 So turning to your witness statement, which is

7 reference WIT-1-000001587, can I ask you to look at the

8 back page of that, so that's page 36?

9 A. Yes.

10 Q. Do you have that there?

11 A. Yes, yes, I have it here.

12 Q. We can see that at paragraph 162 it says:

13 'I have no objection to my witness statement being

14 published as part of the evidence to the Inquiry,

15 I believe the facts stated in this witness statement are

16 true.'

17 And it was signed by you on 17 April this year?

18 A. Yes, that's true.

19 Q. Now, can I ask you to turn back to the first page of

20 your statement, please.

21 A. Yes.

22 Q. So you tell us that you were born in 1952; is that

23 right?

24 A. Yes, it is, yes.

25 Q. And --

1 A. Correct, yeah, it is.

2 Q. And that you -- at paragraph 2, you talk a bit, start to
3 talk a bit about your background, and you say you left
4 school and you joined the army.

5 A. Yes, true.

6 Q. And I think you tell us that you were in the army for
7 11 years and you came out in 1979?

8 A. Correct, yes.

9 Q. Would you have been around about 26 years old when you
10 came out of the army?

11 A. 27, I believe.

12 Q. 27.

13 A. Or thereabouts.

14 Q. And then you tell us that you started driving lorries as
15 a job until around 1985, and I think --

16 A. Yes.

17 Q. -- roughly you would have been about 33 years old?

18 A. Yes, yes.

19 Q. And I think you tell us that you had a stroke and had to
20 give up your licence at that time?

21 A. Correct.

22 Q. Now, you then tell us at paragraph 3 that you started
23 working at Woodlands around a year later in 1986.

24 A. Yes, approximately, yes.

25 Q. And you'd been saying that you got a bit of hassle from

1 the unemployment office who were telling you --

2 A. Uh-huh.

3 Q. -- to try and find a job?

4 A. Yes, yes. It was whilst I was trying to recover from

5 the stroke, yes.

6 Q. Sorry, I never caught that answer there?

7 A. The -- I was getting harassment for to look for work

8 whilst I was recovering from the stroke.

9 Q. Whilst you were recovering from the stroke?

10 A. Yes.

11 Q. And I think you then heard about a vacancy that had

12 opened up at Woodlands?

13 A. Yes, correct. Yes.

14 Q. And this was -- I think you tell us, that the Social

15 Work Department had sent you on a course in Preston

16 which you didn't enjoy, but you found out about the

17 opportunity at Woodlands and applied for that instead?

18 A. Yes. Yes, correct.

19 Q. Had you heard about or heard of Woodlands before you

20 applied for the job?

21 A. I would have had to a certain degree because it was --

22 I don't live far from the place for a start, I didn't

23 know any of the ins and outs or the going ons, or the...

24 what it was about, if you know what I mean.

25 Q. So you had heard about it because you don't live or you

1 didn't live too far from it; is that correct?

2 A. Yes, yes. I didn't -- I mean -- mainly, yes. Okay, if

3 I was driving past -- I'd drive past it most days,

4 that's right.

5 Q. You'd drive past it most days?

6 A. Yes.

7 Q. Now, just turning over to the next page of your

8 statement then, you say that:

9 'The purpose of Woodlands was basically to look

10 after children as best we could and to possibly try to

11 mend their ways.'

12 A. Yes.

13 Q. What did you mean by 'mend their ways'?

14 A. Well, possibly the mindset would be that they were taken

15 into Woodlands because they'd done something wrong in

16 their life or whatever, and far as we could put on the

17 right path and try and educate them better.

18 LADY SMITH: So tell me if I've got this right, 'Douglas'.

19 You understood that children in Woodlands would have

20 been there because they'd done something wrong before

21 they got there; is that right?

22 A. Well, basically. Yes, basically.

23 LADY SMITH: Okay. Thank you.

24 A. As I had -- sorry, as I had no insight into this sort of

25 thing previously, so that was my first impression, views

1 on it.

2 LADY SMITH: All right. So they were naughty children; was

3 that the feeling about it?

4 A. Well, that is one word you could use, I suppose -- er --

5 no -- yeah, I suppose, I would say that, yes.

6 LADY SMITH: Okay, thank you.

7 A. They done -- they're doing something wrong in the

8 community, in possibly an earlier -- you know -- thing,

9 just ...

10 LADY SMITH: Right, thank you. I've got the feeling of what

11 you mean. Thank you very much.

12 A. Aye.

13 MS MCMILLAN: Now, you go on at paragraph 5 to talk about

14 your first impressions. So other than, kind of, getting

15 the feeling that some of these children might have done

16 something wrong in the community, what were your first

17 impressions of Woodlands?

18 A. As a -- as a place -- as a place of work or as a --

19 what -- what -- can you point me in some direction

20 there, please, can you?

21 Q. So, sorry, I never caught that last bit, there

22 'Douglas'?

23 A. Do you mean as a place of work or the building, or

24 the -- what my job was, or what?

25 Q. So as a just in general, your general impression of it.

1 A. Well, to start with I thought it was a -- oh, how do you
2 put it -- I thought it was a well-run establishment,
3 there's a little bit of order and putting some order in
4 people's lives, sort of thing, and we had these children
5 there to learn -- I have to say I had never been in this
6 sort of thing before, this sort of employment before,
7 shall I say, so I had to sort of learn from experience
8 which most people would do from following others and
9 just picking up as you go on.

10 Q. You tell us that -- and I think you say that as well --
11 that this was your first time working with children?

12 A. Yes, yes, it was, yes.

13 Q. And you say -- you do say in your statement that you
14 found it quite strange to begin with?

15 A. Obviously coming from -- as I'd just spent 11 years in
16 the regular army and then I'd been driving a job,
17 driving lorries and I'd been sort of my own boss as such
18 and to come into this sort of -- it was a completely
19 different environment. Had to be very ... I suppose --

20 Q. And with --

21 Sorry, 'Douglas', I'm talking over you there.

22 A. No, I suppose just this is a totally different
23 environment that we were going into, so to come and
24 learn from what you see and what you hear, what you ...
25 are told to do basically. I was used to following

1 orders anyhow from previous employments.

2 Q. Now, you go on to say that when you started, at
3 paragraph 5, that the children were initially older and
4 that you could relate to them easily.

5 A. Yes. Yes. Yes, so, when I first started working
6 there -- sorry -- I would say they were, er, 14, 15, 16,
7 17, late teens, late -- mid to late teens, and they
8 were -- as I had seen it then, they were more or less
9 getting ready to leave school as such and move on into
10 employment, because a lot of them were going to --
11 outwith the school to work at farms, at garages, at
12 different places, hotels, and they would usually come
13 back and they'd tell you what they got up to that day,
14 and, 'We're doing this', and, 'We're doing that'. And
15 you could just have conversations and they were -- well,
16 I suppose, they were speaking to a general colleague
17 maybe, of me, they were -- a bit of an age gap, but
18 there seemed more interest mutually, conversation
19 mutually, interest mutually, interaction mutually, even
20 I suppose into that sort of thing, like, you are.

21 Q. And then I think you say with some of the younger
22 children, they didn't appear to be as interested?

23 A. In the latter stages, correct.

24 Q. Did you find that more difficult?

25 A. Yes. I would say so. Yes.

1 Q. And why was that?

2 A. More challenging, maybe, as opposed to difficult. More
3 challenging.

4 Q. Why did you find it more challenging?

5 A. Well I would say because basically, well, the older --
6 the older boys had, er, how can I say -- good progress
7 from them sort of years, them years, behaviour style,
8 sort of thing, to being young adults as opposed to --
9 how do you put it -- older children. Do you know what
10 I'm saying, sort of thing? The older ones, you could
11 relate to better and the young ones, they just -- they
12 didn't seem to have the same interest as the first of my
13 group did, when I first started.

14 Q. You go on and you say that you think the relationship
15 between the staff and boys was, on the whole, pretty
16 good.

17 How did you form that opinion?

18 A. Well, because, er, if I went up at 4 o'clock at night,
19 what they were saying was, 'Are we going fishing
20 tonight? Are we going cycle run tonight? Are we going
21 this tonight? Are we doing this tonight? Are we doing
22 that? What activities are on tonight?', whereas the
23 younger ones just didnae -- they just didnae want to
24 seem to want to interact in that sort of pursuits.

25 Q. So it was because of the interactions for evening

1 activities as such between the staff that allowed you to
2 think that the relationship between staff and the pupil
3 was good? Is --

4 A. That would be one of the reasons, yes. Yes.

5 Q. And what were the other reasons?

6 A. Just in the general -- hindsight now, in the general,
7 er, attitude of the children and the -- you can see it
8 in -- outwith, in daily life nowadays, things have
9 changed that much between the ages, what they do and how
10 they pass their time and I think it's just a progression
11 on from that or a -- well, I would say on a downwards
12 scale as opposed to -- whereas before, they was always
13 looking for something to do whereas nowadays, these kids
14 seem to be happy just to go along with life as it comes,
15 and ...

16 Q. Okay. So you then go on -- so moving on in your
17 statement, you talk about your recruitment and how you
18 ended up at Woodlands. So did you complete
19 an application form when you found out that there was
20 a job?

21 A. Honestly, I don't think so.

22 Q. You go on and tell us that you had an interview. How --

23 A. Yes.

24 Q. -- with the headteacher. How did that interview come
25 about?

1 A. Because, er, my then ex-wife was friendly with the
2 headmistress, housekeeper, cleaner, whatever, and so
3 that's how we found out about the job, so they arranged
4 to get an interview. I believe it was a Saturday
5 morning, I think I interviewed, I believe it was the
6 headmistress and then it would be the then headteacher,
7 as such.

8 Q. Okay.

9 A. And, er ... aye.

10 Q. And I think you initially were employed as a detention
11 officer?

12 A. Yes. Yes.

13 Q. So what did that role involve?

14 A. That would entail like if children had been pulled out
15 of class during the day, or had been misbehaving in
16 class during the day, which the teacher said was
17 obviously separate from the -- how you put it? The
18 house side as such, and they would be pulled out of
19 class, or this, that and the next thing, the teacher
20 might have given them an hour's detention out of --

21 LADY SMITH: 'Douglas', I am sorry to interrupt. I have
22 just lost you a bit in what you were explaining there.

23 You said something about being involved in what the
24 children were doing in class during the day, misbehaving
25 or something?

1 Can you tell me that again and tell me slowly.

2 A. Yes, the teaching staff would have the children from, er

3 9.00 am 'til 4.00 pm or whatever, ma'am, and they

4 would -- if the children had misbehaved in class,

5 I believe, or whichever reason, they ended up with

6 one-hour detention or two hours' detention, which in

7 this case, in the winter times, would entail me sitting

8 away in a classroom with them and they'd have to do --

9 I would refer to them now as menial tasks, like

10 completing written exercises or copying pages out of

11 a book or doing -- we used to make up sum sheets, like,

12 mental arithmetic sheets for them to do, that sort of

13 thing, or in the better weather they would be out,

14 they'd be cleaning the yard or picking up paper, doing

15 this, doing that. Just sort of menial tasks to keep

16 them away from enjoying their normal -- I say normal --

17 their evening activities, they'd be doing this to --

18 LADY SMITH: Don't -- we'll get to that in a minute, I'm

19 sure.

20 So the basic was children would start the day in

21 class, but if they misbehaved, the teacher might tell

22 them to go somewhere else, which would be the detention

23 where they would be for two hours --

24 A. Yes.

25 LADY SMITH: -- and if you were the detention officer on

1 duty, then you would be supervising wherever they were
2 doing their detention; have I got that right?

3 A. Yes, but the -- that this would happen -- no, not
4 really. Well, the detention would be awarded, awarded
5 as such, during the day, but they'd have to do it with
6 me outwith the school hours as such, in the evening
7 of --

8 LADY SMITH: After 4 o'clock?

9 A. Yes, yes, yes, was after --

10 LADY SMITH: Because you were off between 1 o'clock and 4
11 o'clock in the afternoon?

12 A. Yes, yes, yes.

13 LADY SMITH: And when you went back at 4.00, you'd find out
14 whether there were any detention classes to supervise?

15 A. Yes.

16 LADY SMITH: Thank you, I understand.

17 A. That's exactly, ma'am, yes, exactly that.

18 LADY SMITH: Ms McMillan.

19 MS MCMILLAN: Thank you, my Lady.

20 So in your role as a detention officer, were you
21 always monitoring detention on a daily basis, for
22 example, were there always pupils in detention?

23 A. Not all the time. Not all the time. In that case,
24 I would then go on to join maybe one of the units doing
25 activities or whatever, because I still had to go and do

1 my hours as such. So if there was nobody in detention,
2 as such, I would then go and join maybe the -- whether
3 it was going cycling or doing this or doing whatever or
4 -- to do my hours, my weekly rate of hours.

5 Q. And you say that during the course of detention, if you
6 felt like the child deserved it, you could knock some of
7 the time off their detention?

8 A. Yes. Yes. If, for example, they were doing lessons or
9 tasks in a classroom or such, like writing pages out of
10 a book or doing this or doing that, if some of them
11 could still keep their head down, no hassle, everything
12 went well, you could say, well, I'll give you an extra
13 half hour off your detention tonight or whatever. And
14 if they -- if they didn't perform properly, you just
15 left it, as such, as it was. I wouldn't give them any
16 extra detention, I just had to give them their normal
17 delegation as such.

18 Q. Were you told the reason why the children were in
19 detention?

20 A. Not as I recall. Not as I recall. No, I just ken --
21 they'd say, 'So-and-so has got so many hours', this or
22 that thing, no, I --

23 Q. So you were told, for example, that a pupil had been
24 given X amount of hours for detention --

25 A. Yes.

1 Q. -- and that was all the information you really got?

2 A. Yes. Yes.

3 Q. Now, I think after roughly perhaps about two years, you

4 then became an assistant houseparent?

5 A. Approximately, yes. The dates and times are all just

6 sorta approximately, ma'am.

7 Q. And you say at paragraph 12 of your statement that you

8 became an assistant houseparent because a vacancy came

9 up. Did you apply for the role of assistant

10 houseparent?

11 A. I don't believe so. I believe, as I recall, it was

12 placed upon me, 'Do you want it?' And obviously there

13 would be a wage increase and what -- I was thinking

14 about more regular employment then, or a route to more

15 regular employment, so I took it on.

16 Q. So when you say it was placed upon you, was it something

17 you were interested in doing?

18 A. It was better than the present employment, as

19 a detention officer, whichever you want to call it. It

20 was like a step up a ladder, sort of thing, in my

21 opinion. So, obviously, I got offered it and I took it.

22 Q. So it was really because of the job security that you

23 took it?

24 A. Well, I wouldnae say job security, as such, I would say

25 it would be a better job because in detention you're

1 always -- how do you put it -- you'd be getting the
2 downside of everything, whereas in the houseparent side,
3 you would be getting some of the joys of the job, like
4 going on bike runs with the kids and actually
5 interacting in a positive manner. Does that sound --

6 Q. When you took up the post as assistant houseparent, did
7 you receive any training?

8 A. I don't believe at that stage, no, but I went -- when
9 I was either in -- I think I was in that post when
10 I went to college in Dumfries to -- it was Dumfries -- I
11 think it was called Dumfries Technical College then. It
12 was an ISCS course, In Care Social Care Services --
13 I can't actually remember the name of the course, but it
14 was a SCOTVEC recognised course.

15 Q. The course, I know you talk about it later on in your
16 statement, but how long do you remember the course
17 lasting?

18 A. I think it was a year and you went once a week and you
19 then, like, two or three -- what do you call it? Like,
20 overnight, two-night stays at -- residential for
21 a couple of nights, two or three times during the
22 course. I think residential is the right type of word.

23 Q. So you had the course which was external to Woodlands.
24 Did you have any internal training for your role?

25 A. Yes, there were a couple of courses in health and

1 hygiene, food, er -- what's the word? Food hygiene,
2 health hygiene and restraints. Er, that's -- first
3 aid -- we used to do very -- that may be it, as
4 I recall, it's ...

5 Q. Just turning back to your statement, you say that you're
6 not sure how long you were an assistant houseparent, but
7 you think it was about around a year. So in your time
8 as an assistant houseparent, what sort of things did you
9 do?

10 A. In what respect really, sorry?

11 Q. So what was your role, what was your duties?

12 A. Oh, yes, at that stage, it was a sort of split shift.
13 You were in at 8 o'clock in the morning, you got the
14 kids up, got them dressed and ready, down for breakfast;
15 back up, ready for school, you took them down to school
16 and that was you off then until -- I can't remember,
17 about 3.00 or 4.00, I can't remember exactly what time
18 it was, and you were back on shift then and then -- you
19 then -- back on shift then and then -- I can't remember
20 what we did 'til tea time. They had their evening meal,
21 and then it was activities, either they had a bike run
22 or football in the pitch in the yard, or some went
23 fishing, some -- just general activities, outdoor
24 activities usually. Or sometimes we did trips away, we
25 used to go to the Magnum Centre at Irvine, for skating

1 and swimming, and down in Dumfries also the same sort of
2 activity. Just general activities.

3 Q. Okay.

4 And I think the children -- I know this changed over
5 time, but the children were residential, so they stayed
6 at the school, but you didn't, you stayed off the -- or
7 away from the school?

8 A. Yes. Yes, yes. I stayed at home.

9 Q. You then tell us at paragraph 14 that you became
10 a houseparent --

11 A. Yes.

12 Q. -- rather than -- well, a sort of promotion, I guess,
13 from an assistant houseparent?

14 A. Well, I would say, so yes, that's the direction which
15 you were going -- the direction I perceived to be going,
16 it was because -- in the -- sorry.

17 Q. Sorry, on you go.

18 A. Were you going to say how did it come about?

19 Q. Yes.

20 A. I presumed that. Well, in the first instance, when
21 I became an assistant houseparent, the person that was
22 in that role, he went away and became a prison officer,
23 so I progressed into his job.

24 And I was in that job, and the guy that was the
25 houseparent, he went away to England to work in the same

1 sort of role -- well, I say role, the same line of work,
2 I believe. So I got into his job, as such. It was a
3 case of when somebody either moved or they passed away,
4 you were the one who progressed. Or at least how I
5 looked at it.

6 If -- whether the powers that be pointed you in that
7 direction or pointed somebody to put you in that
8 direction, I don't know, but it just seemed to be the
9 role or -- the way it went.

10 Q. Okay, so you're saying that if someone sort of left,
11 then the roles got filled by you -- or you tell us about
12 your progression like that?

13 A. Yes. And most internally.

14 Q. Internally.

15 A. Yes.

16 Q. Now, you go on to say that as a houseparent there was
17 more responsibility because you ran the unit. So how
18 did your responsibilities change?

19 A. Well, you were away -- well, for a Saturday you had to
20 organise -- you had to organise all the outings you were
21 going on, you had to arrange for the children to take
22 them down to town to the shops to buy clothing. They
23 got a clothing allowance and you had to take them down
24 the shops to make sure they had their clothes to fit
25 them and everything, and if any problems arise on the

1 unit, you had to arrange -- deal with them, or take it
2 to someone senior to, if you felt you couldnae deal with
3 it, someone senior to deal with it.

4 Q. And you say that -- as well as sorting out the
5 activities, you would sort out the children's pocket
6 money?

7 A. Yes, aye.

8 Q. And where did the pocket money come from, do you know?

9 A. Just -- I would think it would come from several funds,
10 from the school funds. I really don't know. You
11 would -- it would come up from the office in wee sorta
12 -- the wee sorta pay packets like you have some and some
13 of the boys had jobs like a couple like setting up
14 the dining room or helping clean the kitchen, I believe
15 that was allocated before I knew about it. It was -- it
16 would be put in a pay packet as such.

17 Q. So if a child, as you say, was maybe cleaning the
18 kitchen or setting up, would they get paid more pocket
19 money than others?

20 A. I believe so, aye.

21 Q. Do you know how much the children got? Roughly?

22 A. I couldnae even hazard a guess, ma'am. Couldnae.

23 Q. Now, you say that, turning on to page 5 of your
24 statement at paragraph 15, that during your time as
25 a houseparent, the appraisal system for staff seemed to

1 improve.

2 A. Aye, it did, yes. Because -- sorry?

3 Q. I was going to say can you tell us a bit more about

4 that, please?

5 A. Ah, I thought you were.

6 Well, as you see so far, I just progressed up

7 because someone moved on as such, but then that -- it

8 always seemed to be the same senior staff in the same

9 posts, but then they started getting the new staff in

10 and they seemed to be more, in my opinion, maybe

11 I shouldnae say this, but they seemed to be more, in my

12 opinion, qualified or maybe -- how do you put it? More

13 -- more confident in their outlook to the job and as

14 I was sorta outwith the office staff, you notice things

15 a lot more, whereas somebody worked within the office

16 staff, the way they would be, 'Well, that's so-and-so,

17 that's the way he works', but the outsider looking in,

18 I think you tend to get a different -- a different

19 aspect, a different view. And then that just felt --

20 how do you put it -- you were being more confidently

21 led. Is that a statement I could use?

22 Q. So did you feel then that by the time you were

23 a houseparent, the management or the senior management

24 were better qualified?

25 A. Yes. And it seemed to -- it seemed to continue in that

1 direction for some time and ...

2 Q. And how did you get the impression that they were better
3 qualified? What made you think that?

4 A. Possibly -- er, possibly the way they dealt with things
5 and the way -- if you kinda prompted someone to like --
6 a member of staff you were confident dealing with, the
7 ones you felt were better qualified, you seemed to sense
8 within yourself that you got a more positive result. Is
9 that right? Positive result -- befitting result maybe.
10 Would that be better?

11 Q. Now, you go on in your statement, so skipping on to
12 page 6, you are talking about some of the staff here,
13 and you say that you think that Peggy Smith was in
14 overall charge of the whole of Woodlands and that she
15 was also a family liaison officer.

16 Was she in charge when you started as a detention
17 officer?

18 A. Yes, yes. Yes, she was, yes.

19 Q. And then you talk about, I think it's perhaps -- is it
20 Paul Mitchell was possibly --

21 A. Maitchell.

22 Q. Maitchell?

23 A. I think it's M-A-C-H-E-L-L, I think.

24 Q. He was the principal or headmaster of the school. Was
25 he in that role when you started?

1 A. Aye. I'd have said headmaster as such. Main leader,
2 whatever it's called.

3 Q. Did you get the impression that there was a division
4 between the person that was in charge of the school in
5 the education side of things and the person that was in
6 charge of, for example, like a care side of things?

7 A. I would say there would be -- how do you put it? Aye,
8 I would say there would be a difference.

9 Q. And --

10 A. I would say in between.

11 Q. Did you notice that difference when you started?

12 A. No, not when I started because I took it for, well,
13 that's the way the job runs, sort of thing, but when you
14 progressed further on, you notice things happening and
15 you see things happening and you walk around with your
16 ears out, so you hear things as well and you do notice
17 there was a bit of ... I wouldnae say aggression or
18 whatever, but there was a difference a bit, aye.
19 I wouldn't even go as far as to say conflict.

20 Er, matters of opinion, maybe, or that sort of
21 thing.

22 Q. So when you are talking about perhaps the different
23 opinions, who would they be between?

24 A. I would think generally the whole A versus B sort of
25 thing. Do you follow me?

1 Q. So when you say A versus B, who is A and who is B?

2 A. The teaching staff and the care staff.

3 Q. Okay.

4 A. For example, we had to -- we would be -- people in the

5 care staff side would -- you see the teaching staff --

6 how to put it -- giving them more space and the children

7 misbehaved more and do things that you wouldn't do as

8 a parent even, you know. Because come the end of the

9 day, the teaching staff went home, we'd be left to pick

10 up the pieces, come down and say, 'You shouldn't have

11 done that', sort of thing. From the word go you were

12 the bad one, sort of thing. That was my opinion anyway.

13 Q. So when you talk about, using that example of the

14 teachers maybe letting the pupils get away with more,

15 that you would then have to sort of speak to the pupils

16 about -- what sort of things was it that the teachers

17 would let them do?

18 A. Well, very slight, but an example is like, they just --

19 possibly an upset in the classroom, one thing or

20 another, maybe fighting, one thing or another --

21 Q. Did you say fighting there?

22 A. Aye. If there was a bit of a scrap between children.

23 They'd -- you know, 'Calm down, calm down, calm down',

24 then we'd have to deal with that come the end of the

25 day, sort of thing. If it flared up again, 'Oh, he hit

1 me earlier and Mr So-and-so just said this, and you're
2 saying this to me', and meaning this like, you know, you
3 just stop -- 'You've stopped my activities for fighting
4 but Mr So-and-so just lets us carry on with it'; that
5 sort of thing.

6 Q. I think I have picked you up there, 'Douglas', as saying
7 that if the teachers sort of seen the pupils scrapping
8 or fighting, they would maybe just have a word with
9 them --

10 A. Yes.

11 Q. -- whereas you would have to take a harsher approach and
12 maybe stop them from going to their activities?

13 A. Aye. Yes, activities or something along like that --
14 that line, yes.

15 Q. You go on at paragraph 26 of your statement to say that,
16 when you were a houseparent that Glen Wood started at
17 Woodlands --

18 A. Yes.

19 Q. -- and he took over the care side of things and you
20 thought that he was very highly qualified, he was a very
21 formal boss and he made sure everything was more
22 structured?

23 A. Yes. Yes. He did, aye, and -- how you put it --
24 everything was on the board, that's happening, that's
25 happening, this happened, that happened, that sort of --

1 more structure is the best way that I can put it myself.
2 Things seemed more structured and properly -- properly
3 run, properly, I suppose, or not -- different, run
4 differently.

5 Q. So did you feel that the school was being properly run
6 when he came in?

7 A. I'm not saying it was mis-properly run before, if you
8 know what I mean, but I was saying that it was -- I felt
9 it was more structured as a place.

10 Q. When you say structure, do you mean structure for staff,
11 structure for the children or structure for both?

12 A. I would say for both actually because -- aye, for both.
13 I seen -- if a member of staff -- he saw a fall out with
14 a member of staff, for example, you would go up to
15 Mr Wood and say, 'Look, blah, blah, blah, this happened,
16 this happened', and he might get you -- I suppose Glen
17 Wood then would talk through the things and it would be
18 sorted out to hopefully an amicable decision -- or an
19 amicable result, should I say.

20 And the children also because I believe he was
21 more -- everything had to be black and white, done
22 officially, this, that and the next thing, than before,
23 or we'll do it next week or it should be done there,
24 because the board was up in the corridor saying go to
25 the whiteboard and see, 'This is to be done this week,

1 this is to be done that week'.

2 Q. Okay.

3 A. Do you follow?

4 Q. Yes, I'm just picking you up there, the children then

5 could look and see at a whiteboard what could be done

6 this week, what could be done next week, there was more

7 real structure for them?

8 A. No. I'm not saying that -- how do you put it -- let me

9 think. It would be -- if one of the children thought

10 they were being picked upon or whatever, be it by a peer

11 group or by members of staff or whatever, they would go

12 to Mr Wood, Glen Wood -- and me, as a houseparent, would

13 know it would be dealt with properly. It wouldnae be --

14 do you understand?

15 Q. Yes, I think I have caught you there.

16 A. Aye.

17 Q. And you go on to say that you felt more comfortable

18 working under Mr Wood than you did Mr Maitchell?

19 A. I'd say comfortable -- sorry?

20 Q. You preferred working under Mr Wood than Mr Maitchell,

21 You say that at paragraph --

22 A. I never really -- well, I suppose I did. I never really

23 worked under Mr Maitchell because he was the headmaster

24 as such, but then again he was the sort of overall of

25 the school and the care side but I never really did

1 directly as such -- well, I suppose I did, he was the
2 top boss, but I never really -- if I wanted to contact
3 Mr Maitchell, I'd go through the care side boss and he
4 would then liaise that way. But I actually felt more
5 confident working when Mr Wood was there.

6 Q. Now, you go on to talk about -- at the bottom of page 7
7 of your statement, about volunteers coming in to the
8 school and you say that there were also some prisoners
9 who came in to help out.

10 A. Aye.

11 Q. What was the role of the prisoners?

12 A. Supposedly in the side of the school, I would think it
13 would be a way of re -- what's the word for -- reform --

14 Q. Rehabilitation of prisoners?

15 A. Rehabilitation, the prisoners possibly. I don't know,
16 but that could possibly have been one of the reasons,
17 but also they probably assist the house staff with
18 activities and that because -- I don't think they took
19 the kids out, but they would play pool, we had a pool
20 table in the hall, they'd play pool, that sort of thing
21 and generally discuss -- just sit around and talk and
22 that sort of thing. That was ...

23 Q. So they would be interacting with the children, playing
24 pool with them, talking to them?

25 A. Yes. Yes.

1 Q. And --

2 A. Yes, and in the evenings. So I would say, I cannae
3 remember the exact hours, but possibly from 6.00 'til
4 8.30 or 9.00, I don't know what time it would be.

5 Q. Did they come in every night?

6 A. No. No. I say no, I cannae remember.
7 I couldn't say -- quite regularly during --
8 throughout the week. I couldn't honestly say they come
9 Monday, Wednesday, Friday, or Tuesdays, Thursdays or --
10 I couldn't honestly say, but they were fairly regular.

11 Q. And you say that you didn't really agree with this, but
12 you didn't have a say. You say that --

13 A. Aye.

14 Q. What did you mean by that?

15 A. I suppose in a way maybe my view, my outlook and that,
16 I believed they could have been a bad influence on some
17 of children. Because some of these children, they
18 seemed to thrive in the conversations they were having
19 with these guys and -- but I may have perceived that
20 totally wrong perspective, you know what I mean. But
21 obviously it's my opinion because -- how do you put
22 it -- a lot of the time they were oriented towards that
23 sorta life, I believe. It may be the wrong word to use,
24 but if you don't want the rest of them going there; do
25 you understand what I'm saying?

1 Q. I am, I'm picking you up.

2 So just following on from that, then, did the

3 children know that these volunteers were prisoners?

4 A. Oh yes, because a lot of the children, they knew

5 somebody that the prisoners would know, somebody would

6 know, somebody would know, my auntie so-and-so knows

7 your uncle so-and-so, it's a sort of a grapevine

8 community, I would say.

9 Q. And --

10 A. I may be using the wrong words here, but this was --

11 Q. It was more that they might have had mutual connections

12 to the prisoners?

13 A. Possibly.

14 Q. And as far as --

15 A. They wouldnae be conversations that the likes of myself

16 would be taking part in, put it that way.

17 Q. The prisoners that came in, you might not know this, but

18 did they get any vetting or any training to work with

19 the children?

20 A. No. I honestly don't know. There was -- it must have

21 been done at the prison side of the thing or when I was

22 off duty. But it wasn't done when I was on duty. There

23 was no training or vetting. Not that I was aware of.

24 Q. And the involvement of prisoners, did that -- as

25 volunteers, did that continue throughout your full time

1 at Woodlands or did that stop at any point?

2 A. I honestly can't remember. I honestly can't remember.

3 I just remember them being there for some time.

4 Q. Now, moving on, we've touched on training this morning,

5 but you do specifically say at paragraph 32 of your

6 statement that you weren't involved in the training of

7 staff and that your involvement in their personal

8 development would be passing on experience and knowledge

9 to people that you were working with, and when you were

10 a houseparent you would mentor the assistant

11 houseparent, but it was unofficial.

12 So was that how things worked?

13 A. Just the same way as I was when I was assistant

14 houseparent, the houseparent would say, 'Right, HFM you

15 got to do this, you do this, that's the way we do this,

16 that's the way we do that', well I would pass that on to

17 my assistant houseparent then.

18 They just -- you always kept your eyes and ears

19 open, listening to your seniors sort of thing. Learn

20 from experience.

21 Q. So it was a sort of learn from experience and on-the-job

22 training?

23 A. Yes. Yes. Basically, yes.

24 Q. And you go on and say at paragraph 39 that there were --

25 you had nothing to do with any written policies and

1 you're not sure if there were things such as policy
2 documents. Were there any policies that you were aware
3 of?

4 A. You had to write your report up the night before you
5 went off duty, what had happened in the evening, if
6 there'd been -- 'We were away today', or, 'We had
7 a peaceful day at the park, playing football ...', or
8 whatever. 'But on the way home, a fight broke out in
9 the bus, so-and-so was scrapping in the back of the
10 bus.' That went on and then, if it was okay, back to
11 school, 'We all had supper and went to bed', sort of
12 thing. That was the daily routine report that we did.

13 Q. So the daily report that you would have to write, did
14 you have to do that as a detention officer or did this
15 start sort of later on in your time at Woodlands?

16 A. No, later on. The detention officer was always making
17 verbal communication and handover sort of thing and
18 you'd say, you'd say that to the teacher, 'So-and-so
19 done well last night, so he's only got two hours left
20 instead of three hours', or vice versa, that sort of
21 thing.

22 Q. As an assistant houseparent, were you required to do
23 reports at that point, or do you think it was when you
24 took up the role as a houseparent?

25 A. Occasionally, as an assistant houseparent, if perhaps

1 the houseparent was away somewhere or off sick, you'd
2 move up then sort of thing and for some reason, if they
3 were on holiday or something, you had to -- that
4 wouldnae arise because there were school holiday blocks,
5 as such, if they were away for some reason, you would
6 have to do it.

7 Q. These daily reports, when they were written, where
8 did -- who were they sent to or where did they go?

9 A. They were just -- they were just put down in a report
10 folder, and if something untoward that you thought
11 needed more attention -- you'd say to your senior,
12 'Look, this happened last night, written down there',
13 'Have you recorded it?', 'Aye, it's written down there',
14 blah, blah, and they dealt with it, that was done --
15 that then moved on from me. I had done my bit by
16 recording it in here and reporting it to someone else.
17 That was my duty done as such.

18 Q. You said you had done your bit, you wrote it down, you
19 put it in the folder.

20 When you then started your shift the next day, would
21 you look at the daily report form from the day before,
22 would you go back into it at any point?

23 A. No. Not until you're writing that evening one.

24 Q. So when you come on to your shift to start --

25 A. Sorry, there was never any -- again, there was never any

1 feedback left for me to say if it had been picked up on
2 or it had been looked at by somebody else or ...

3 Q. When you started your shift then, were you provided
4 information about what had been happening or any of the
5 goings on?

6 A. Just -- sometimes, if one of the pupils had a really
7 exceptionally bad day, had run away during the day or
8 done this or that, some of the teachers might say to
9 you, 'Watch out tonight, he's' -- or, 'He's had bad news
10 fae home', or something like that's happened, that's
11 what's going on. Something along that line. But
12 normally I would say no, no, there was no -- we could
13 have done with seeing more. We could have done with
14 more liaison, liaison between the two teams, as such.

15 Q. Now, skipping on to the children that were at Woodlands,
16 you say at paragraph 41 that you had no idea when and
17 who the next child was that was coming into Woodlands.
18 So I take it from that you weren't aware of how they
19 were placed, children were placed at Woodlands?

20 A. Not as I recall, no. No ... er, no.

21 Q. And then you say that at paragraph 42, that you weren't
22 made aware of a lot of their background, you never saw
23 any handover document or, in fact, any document and that
24 you were basically taking children without any
25 information on them.

1 A. Aye, but having said that, the child's nominated social
2 worker would -- from their own region, they would come
3 and visit every -- I couldnae tell you how long now,
4 and you'd be involved with them and then they'd say,
5 'How's so-and-so?', and you'd say this, that and the
6 next thing, and it would just be a small 10-minute, 15-
7 minute conversation, that would be it. I would say
8 there were some social workers seemed to be more --
9 could keep up the conversation and talk a bit more, but
10 some just come in and say, 'Well, that's that, is he
11 doing okay, yeah? Okay, we'll head back up the road
12 now, that's it'. It just depended who you were seeing.
13 But mostly we had not a lot of contact with them.

14 Q. So your knowledge of the children and their background
15 really depended on how much of a conversation you could
16 have with a social worker?

17 A. And this would be after -- after they'd been placed at
18 Woodlands or such. When they come on their first visit.
19 I couldnae say whether it was -- I can't remember if it
20 was a month or three months after, how often the visits
21 were, but they weren't -- they didn't appear -- as far
22 as I recall, they didnae appear to be very regular.
23 They were quite well spaced out and some I never even
24 met the social worker of some of the kids that were
25 there. So this gives you an idea of how things panned

1 out.

2 Q. So your interactions with social workers, it wasn't

3 consistent, so --

4 A. No. It wasn't consistent, it was very rarely. Very

5 rarely.

6 Q. You go on to talk a wee bit more about the routine --

7 and I don't want to go into that in a lot of detail --

8 but at one point at paragraph 50 of your statement, on

9 page 12, you say that you had camping weekends to the

10 Mull of Galloway --

11 A. Yes.

12 Q. -- and that you would even take your son along when he

13 was about 7.

14 A. Aye, yes.

15 Q. But you then say:

16 'Towards the end of [your] time, things changed and

17 I wouldn't have thought about taking my son into my

18 work.'

19 A. Mm-hmm.

20 Q. What was it that changed that --

21 A. Just going back to some very, very early mention in the

22 statement here, where the bigger boys -- I would say,

23 they looked upon my son as a wee brother sorta

24 relationship. And if they were going fishing they would

25 help his fishing off the rocks, 'You keep back here,

1 keep way back', that sort of thing. But latterly, maybe
2 it was just my interaction with the younger children,
3 I just maybe wasn't trained for it, or whatever, but
4 I just -- I wouldn't have felt confident because I felt
5 at some stages if I took my son along, I could be
6 putting him in danger with some of the fishing group; is
7 that fair to say?

8 LADY SMITH: So are you saying the change was in the type of
9 boys that were coming in?

10 A. Yes, ma'am. Well, yes, mainly. Mainly. I don't know
11 for why, because you'd have thought -- you'd have
12 thought that the older boys would have been, how would
13 you put it, more set in their ways or more worldly wise,
14 as they say nowadays. But no, it was the opposite, it
15 was the complete opposite, the younger ones, they seemed
16 more worldly wise than the older boys did. You know
17 what I'm getting at there, my Lady?

18 LADY SMITH: Yes, I see what you mean. Thank you.

19 A. Very good, thank you.

20 MS MCMILLAN: Thank you, my Lady.

21 Now, just touching on, again something that we've
22 covered briefly this morning, but you say when it comes
23 to schooling, that:

24 'The teachers were separate from the care staff but
25 there was contact and discussion between both.'

1 So that's at paragraph 53.

2 When you talk about the contact and discussion

3 between the teachers and the care staff, how frequent

4 were the discussions and what was discussed, if you

5 remember?

6 A. 53, you're saying? Yeah, yeah. Yeah.

7 Q. Yes, paragraph 53.

8 A. Yeah, yeah, yeah. (Pause)

9 Occasionally -- how do you put it? Aye, there would

10 be, as I said before, 'So-and-so had a bad day', or,

11 'So-and-so has had bad news today', but I'm thinking

12 I don't believe I mentioned it last time, there

13 wasn't -- I think it was once a week, we had a full care

14 staff and teachers meeting and I don't believe I've

15 mentioned that before, did I go on about that? It was a

16 while ago.

17 Q. So what happened at these meetings, the full staff

18 meetings?

19 A. They'd just sit and discuss what was happening and what

20 might happen. So-and-so is moving on, or just a general

21 update on the goings on of the week, I would think.

22 Q. How did you feel that these meetings went? Did they go

23 well?

24 A. Depends how you say well. At least the general --

25 sometimes you'd come out and say, 'Well, that wasnae

1 much of a success that meeting there, was it? Nothing
2 to learn from that, was there?' Or a lady would come in
3 and say, 'Keep a watch on so-and-so because he's got a
4 lot of problems going on at home', so you'd be a wee bit
5 more -- not more lenient but you'd lean towards giving
6 a bit of support possibly.

7 Q. If you had any concerns about anything, would you be
8 able to raise them at these staff meetings?

9 A. Aye, yes, you would. But sometimes you'd feel -- how do
10 you put it -- sometimes you'd feel is it worth
11 mentioning or are you going to get shot down here;
12 should I say or should I not say or ...

13 Q. Who would shoot you down?

14 A. Well, if you said something, a team member, teaching
15 staff, you know, 'So-and-so run round the classroom,
16 broke this window, broken that window, and he got half
17 an hour detention or something. Well, I thought that
18 was appropriate', and he would say, 'Well, I certainly
19 didn't'. But that's the thing, an example just come to
20 mind there, something like that. There would always
21 seem to be a wee bit of -- no competition, how do you --
22 aggression?

23 Q. Tension? Was there tension?

24 A. I wouldn't even go as far as to say tension. Just you
25 felt an air of something, you know what I mean, possibly

1 the teachers maybe were qualified and we weren't as
2 qualified, or they were better than us or we were better
3 than them. A wee bit of competition, maybe, whatever.
4 There's several words I could use, I suppose, to fit the
5 situation.

6 Q. Now, I want to turn, 'Douglas', to discipline and
7 punishment at Woodlands. You talk about this from
8 page 15 of your statement at paragraph 63, and you say
9 that there was -- you never saw a written policy in
10 relation to discipline and punishment or a code of
11 conduct. Were you aware if there was anything like
12 that?

13 A. Not as such -- how do you put it -- when I first went,
14 it started on a points system as such.

15 Q. Can you tell us a bit about that points system?

16 A. Ah, well, I'll try, it's hard to remember. I cannae
17 remember how many points were allocated to the children.
18 I honestly can't remember, but we'll go along with 20
19 points per week. If there'd been a misdemeanour or
20 something wrong, they'd lose so many points. If
21 I remember correctly, I think, whichever points they
22 had, it upgraded their pocket money, as such, if
23 I remember correctly. But that was -- sorry?

24 Q. Sorry, just to cut across you there, if they lost
25 points, they would get deductions from their pocket

1 money; did I pick you up right there?

2 A. No, I think coming to the bottom line, if they had more
3 points, they'd get more pocket money. There'd be a
4 certain rate, I mean, they wouldnae get nothing. Are
5 you with me?

6 They would get a bonus for -- the more points they
7 had, the more they would get on top of the flat rate,
8 sort of thing.

9 Q. So that I am clear then, the points system appears to be
10 connected to the pocket money; is that what you
11 remember?

12 A. Yes, yes. It would be, aye.

13 Q. And the children --

14 A. As in --

15 Q. The children would never -- so even if they had been
16 bad, for example, or misbehaving --

17 A. Uh-huh.

18 Q. -- they would still get pocket money?

19 A. Oh yes, yes, yes, aye. Aye.

20 Q. But if they had been rewarded or there had been
21 something positive that happened, would they get more
22 pocket money?

23 A. Get more. Yes.

24 Q. Because they would get more points?

25 A. Yes. And I would have said that, I remember, I think it

1 was Glen Wood, when he arrived -- it's 30-odd years
2 ago -- if I remember correctly, I think that was classed
3 as punishing negative behaviour. When Glen arrived, the
4 system changed and he was rewarding positive behaviour.
5 Q. Okay.
6 A. I cannae remember the ins and outs and how it all
7 worked, but that's something that always stuck in my
8 head, reward positive; don't punish negative. Do you
9 understand?
10 Do you understand what I'm saying there?
11 Q. Yes, I think I've got you there, 'Douglas'. You are
12 saying that when Glen arrived he said not to punish the
13 negative behaviour, but to reward the positive
14 behaviour?
15 A. Positive -- positive things, yep. I think he --in a
16 sense -- in my opinion that's when things changed to
17 like a -- how you put it -- a more positive -- I don't
18 know the word to use.
19 LADY SMITH: Was the idea to encourage children to behave
20 well?
21 A. Yes, ma'am, yes.
22 LADY SMITH: Thank you.
23 A. As opposed to punishing the negative behaviour.
24 LADY SMITH: Yes, thank you.
25 MS MCMILLAN: And just on that, was there still a points

1 system when Glen arrived, or did that go?

2 A. I honestly can't remember. I would think -- there must
3 have been somewhere where you recorded it because there
4 was bound to have been -- but as I say, instead of --
5 how do you put it -- just, for example, say, 'You lost
6 five points today because you broke the bedroom window'.
7 You would do that but you'd say, 'You helped so-and-so
8 clean up his room today, we will give you five extra
9 points' sort of thing. In that sorta -- that's, as far
10 as I can think back, it's just ...

11 It's all vague, but you know where I'm going, that's
12 the sort of direction, and in my opinion that's the
13 direction or the model that the school was going also,
14 with doing, systematic thing.

15 Q. Just moving on from that, 'Douglas', you then talk
16 about, at paragraph 70 of your statement, at page 16,
17 about restraint. Were you aware if there were any
18 guidelines or any policies in relation to restraint?

19 A. Aye, we had courses. We had internal courses. Now,
20 I do believe we also had external courses. A group come
21 from down in England or somewhere, and like I said this
22 name before, they had a weird name, the name is stuck in
23 my mind but, for heaven's sake of me, I cannae remember
24 it. They did a lot of courses like that sort of thing,
25 in restraint and along the lines I was saying there,

1 like behaviour modules and how do you manage 'em and
2 things along that line, like. At least for the --
3 Q. You're telling us that there was internal training and
4 you think there was maybe external training and
5 restraint was covered at both of these things?
6 A. Yes.
7 Q. Do you remember what you were told internally about
8 restraint or what you were to do if you were restraining
9 a child?
10 A. Well, I think the main -- the main thing was to stop
11 a child from injuring themselves or injuring others and
12 damaging property. That was it. The three main, as
13 I recall, the three main aspects, so -- aspects.
14 Q. How were you told to restrain a child if they were
15 falling into one of those aspects?
16 A. You'd -- hold their feet, hold their arms. And put
17 something soft, like get a cushion and put it under
18 their head, otherwise they would start banging their
19 heads and that, that sort of thing.
20 Q. How many staff were required to do a restraint?
21 A. Well it would depend. It depended -- you always tried
22 to get somebody there, at least one more, to witness
23 you, to help you, whatever, to make sure it was done
24 properly I would say too, also.
25 Q. Now, you say at paragraph 73 that there were times that

1 you did have to restrain children when you thought that
2 they were a danger to themselves. And you go on to say
3 that if you did have to restrain a child, you would
4 always try and make sure there was another member of
5 staff with you?

6 A. Yes, yes, aye, because (a) because you needed two
7 people, you needed two people, aye, to hold their arms
8 and their legs and also because of allegations.

9 Q. In case of allegations?

10 A. Yes. Yes. Because there was always -- sorry?

11 Q. Sorry, on you go.

12 A. There was always allegations being flung about, whenever
13 anybody was restrained -- so-and-so did this, so-and-so
14 did that. But if there was someone else other than
15 myself there, or another child maybe, if there was
16 a bigger child nearby, you'd say, 'Can you pick up that
17 cushion and put it under his head', or something to save
18 him injuring himself. Some of the other children were
19 actually quite helpful on occasions like that.

20 Q. So if there wasn't a member of staff there, if there was
21 an older child, you would maybe ask them to assist in
22 getting the soft cushion or something?

23 A. And some of them would turn around and just say, you
24 know what ... they wouldn't help you. But usually they
25 would. Yeah, they would give you an impolite answer,

1 some of them.

2 Q. You say that you would do this when you thought that the
3 child was a danger to themselves. What sort of things
4 would they be doing that would give you the impression
5 they were a danger to themselves?

6 A. Obviously bang their heads against the floor or against
7 the wall. Or if they were going to smash something, the
8 television or something like that, you'd have to hold
9 them then too. Sometimes it was damage to property or
10 fabric or whatever.

11 Q. And as well as you carrying out restraints with
12 children, did you see other staff members doing that
13 too?

14 A. Aye, aye. For example, in the bedroom, if a fight broke
15 out in the dining room, you'd have to have plenty of
16 staff there to help you, assist you more.

17 Q. I want to skip on again in your statement to page 19,
18 where you talk about abuse.

19 I'll just give you a moment to find the page.

20 A. Yeah, aye.

21 Q. You say that you weren't aware of there ever being
22 a definition of abuse when you were at Woodlands.

23 A. No. Not that I can ...

24 Q. I think you also say that you never saw any behaviour in
25 Woodlands that you thought could be considered as abuse

1 during your time?

2 A. No. No. No.

3 Even, I suppose, an outsider looking on at somebody

4 being restrained, I daresay they could be saying that

5 was abuse, but no, because if you're holding a child

6 down by their legs and their arms, I suppose some people

7 could class that as abuse, but no, no -- no

8 straightforward abuse jumps out.

9 Q. But you go on to talk at paragraph 86 to say that there

10 was no guidance on how children in care in Woodlands

11 should be treated, cared for and protected against

12 abuse. Was there ever any discussion or training about

13 this?

14 A. I don't quite understand --

15 LADY SMITH: If you look at paragraph 86, 'Douglas', that's

16 where we are.

17 A. Yes.

18 LADY SMITH: Okay?

19 A. 'There was no guidance on how children in care in

20 Woodlands should be treated, cared for and protected

21 against abuse ...'

22 No I don't quite understand what --

23 MS MCMILLAN: I think what you might be saying is --

24 A. Example?

25 Q. -- that there doesn't appear to have been any guidance

1 on how children should be cared for or protected against
2 abuse. Do you remember there being any guidance about
3 how children should be cared for or protected against
4 abuse?

5 A. No. No.

6 Q. Do you remember if you got any training about that?

7 A. No. No, I just can't really grasp the question. Do you
8 mean abuse by other children, abuse by staff, abuse by
9 outside people or --

10 Q. In all of those situations. So, for example, abuse by
11 other children, staff, was there any guidance about how
12 you would deal with that?

13 A. No. No.

14 Q. You go on to say that it was almost like a common sense
15 approach that would dictate if anything was to be
16 reported.

17 A. Aye, yes. There was no written guidelines as to say you
18 can't do this, you can't do that, you can't do this, but
19 I'd say common sense approach, well, that was done
20 wrong, that was mishandled wrongly there, you'd have
21 to go and see --

22 LADY SMITH: I think, tell me 'Douglas' if I have picked
23 this up correctly from your statement, I think you are
24 telling me that it would be for each person, you, for
25 example, to use your common sense to decide whether

1 something which was reported to you needed to be handed
2 on, for example to your line manager or the police or
3 a social worker.

4 A. I understand you now, yes.

5 LADY SMITH: Have I got that right?

6 A. Aye, I see what -- I understand you, ma'am.

7 Yes, if one of the kids come up to me and said,
8 'So-and-so did this to me', or, 'did that to me', or,
9 'did this to me', I would then say, it would be my
10 discretion then to say, 'Well, that's not right that'.
11 So I would then go and see my line manager and say
12 'Look, so-and-so did this to so-and-so and I don't
13 really think that's right'. It would be up to them then
14 whether they -- well, I presume it would be up to them
15 then whether they took it further or whether they dealt
16 with it.

17 I wouldn't necessarily get any feedback on that. Do
18 you understand? Does that --

19 LADY SMITH: Yes, but it wasn't that management had ever
20 told you what sort of things you needed to pass on?

21 A. No.

22 LADY SMITH: They left it to you to decide?

23 A. Yes. That's my discretion, aye, as -- and of course,
24 everybody, every member of staff's level of discretion
25 would be different, wouldn't it?

1 LADY SMITH: Yes.

2 A. I'm presuming it.

3 MS MCMILLAN: 'Douglas', moving on to paragraph 95 of your
4 statement at page 21, you say that when you were at
5 Woodlands, you were never made aware that you were the
6 subject of an allegation of abuse or ill-treatment?

7 A. That's correct. I see here, middle of the page, 95.
8 Yeah. Never aware of it, no.

9 Q. Now, I want to turn to page 26 of your statement, so
10 skipping forward a few pages.

11 A. Yeah, yeah.

12 Q. I think, since you have engaged with the Inquiry, you
13 have now been made aware of allegations against you?

14 A. Yes. Yes.

15 Q. So I want to just talk about them now.
16 So I think you've been made aware, or you have seen
17 the statement of someone by the name -- we know them by
18 the name 'Sean', who has given evidence to the Inquiry
19 and just following on at paragraph 119 --

20 A. Yes.

21 Q. -- you'll see that he says:
22 'Douglas' is a guy who was a member of care staff
23 but not in my unit. I had problems with him...'
24 Then he goes on to provide a description:
25 'I would say he was 6 feet tall, he was in his late

1 forties or early fifties, strong looking and he
2 previously had a stroke.'

3 Do you remember this person that we know as 'Sean'?

4 A. Yes, yes.

5 Q. And you say that at paragraph 120 that he took
6 an instant dislike to you?

7 A. Yes.

8 Q. Do you know why that was?

9 A. As I said before, no, I don't. As I say, I hazard
10 a guess, I'm obviously quite tall and he was very small
11 and of slight build, possibly that. I don't know.

12 But --

13 Q. You go on to --

14 A. -- I heard that he --

15 Q. -- sorry -- you go on to say that you had several
16 run ins?

17 A. Aye, every time I come on duty he would start on me,
18 with his -- how do you put it, he just went to make
19 trouble for me.

20 Q. And what sort of way would he try and make trouble for
21 you?

22 A. He was only a small, slight built person, the kids
23 seemed to -- some of his peer group of the same type,
24 same age, whatever, seemed to maybe look upon him as
25 a leader and I don't know why because, as I say, he was

1 slight, one thing and another, and they would start, you
2 know, doing things like trying to get me into trouble
3 and just in general, they just don't comply,
4 non-compliant -- you ask him to do something and he
5 wouldn't do this. He done nothing -- you'd tell him to
6 do something and he would always go off, he would always
7 run away, sort of thing.

8 Q. I think you say that you did have to restrain him, but
9 you can't remember what the circumstances were?

10 A. I would think I probably had to restrain him a couple of
11 times. I don't know whether I said it before, but
12 I would probably think a couple of times.

13 Q. Now, turning over to page 27, you'll see that 'Sean'
14 tells us -- I have just summarised this -- that the
15 first time he was at an evening meal, he was sitting at
16 the table, you were there and you were telling him what
17 to do. And you said that -- or he said that he thought
18 that you thought he was 'a wee hard man'.

19 Did you ever tell him that he was 'a wee hard man'?

20 A. No, no. No, no, no. And it's in a paragraph somewhere,
21 I remember saying it to the statement maker that, for
22 example, he said that on his first day of arrival there,
23 that I made him or forced him into saying grace and he
24 couldnae say it, so I made a fool of him, this, that and
25 the next thing.

1 Surely, in -- I wouldn't say common sense is the
2 word but you don't know the -- if you don't know what a
3 person can say. You don't go and say to somebody, 'Go
4 and drive that car out there round the front of the
5 block', because you know he can't drive; you are not
6 going to ask somebody to say grace who you don't know
7 where he's come from, or what -- his business or where
8 he was before or -- you wouldn't put someone in that
9 position, would you?

10 Q. So he says that at one point, when his elbows touched
11 the table, that you started shouting and swearing at
12 him, telling him to get his elbows off; did you shout
13 and swear at him?

14 A. I never swore at a child at Woodlands School in my life.
15 I can honestly say that-- I'm under oath anyhow -- so
16 I can honestly say that, I've never in my life sworn at
17 a child at Woodlands School.

18 Q. He goes on and talks about grace and he didn't, from
19 what he tells us, understand it to be a prayer before
20 dinner.

21 Did you ask him or -- he says that you were
22 screaming at him, asking if he was taking the piss. Did
23 you do that?

24 A. No, no, I never -- for example, in his first day, for
25 example, you wouldn't ask somebody to say grace if

1 possibly -- or probability that he wouldn't even know
2 what grace was, what saying grace was. You just
3 wouldn't put someone in that predicament, position or
4 whatever.

5 Q. He goes on and says that you then dragged him through
6 the room, slapped him on his face and he thinks that he
7 was -- that you hit him with the bottom of your hand
8 because it was more like a thud than a slap. Did you
9 ever slap him?

10 A. Never. Never. Never. Never raised my hand to a child
11 in my life.

12 Q. Did you ever drag -- did you drag him out of the room?

13 A. For a start, I really would have been quite careful
14 because I have got -- I have a weakness on my right side
15 where I had the stroke and I wear a calliper in my right
16 leg, I'd be using a different kind then, and I have
17 a weakness in my righthand side anyhow. So if I was to
18 hit him with my hand, I wouldnae -- I wouldnae be
19 able -- I don't know how I would be hitting him because
20 I had no real control over that hand as such. So
21 I would either just fall short of hitting him or knock
22 his head off, if you follow what I'm saying? I've no
23 real control over that hand and never have had since my
24 stroke.

25 LADY SMITH: 'Douglas', looking back, do you reckon that

1 this boy regarded himself as 'a wee hard man'?

2 A. For some reason, ma'am, I don't think he did. I think

3 possibly his peer group maybe put that upon him at one

4 stage and he thought maybe, 'I'll live up to this'. But

5 I don't see why he would even think himself that or why

6 anybody else would think himself that.

7 LADY SMITH: Well I wasn't asking why or whether he did,

8 I just wondered whether, at the time, that was how it

9 appeared?

10 A. No. No.

11 LADY SMITH: But his peer group thought of him that way; was

12 that it?

13 A. I got that impression, ma'am.

14 LADY SMITH: Okay. Thank you very much.

15 Ms McMillan.

16 MS MCMILLAN: Thank you, my Lady. Just on that point about

17 the assault that he alleges that you did, have you ever

18 physically assaulted a child?

19 A. Never.

20 Q. Now, moving on, and just really moving away from the

21 abuse and the allegations, you talk about helping the

22 Inquiry towards the end of your statement. And I've

23 just really got one final question to ask you,

24 'Douglas', but is there any lessons that the Inquiry can

25 learn from your time, looking back as someone that was

1 working with children in care?

2 A. Possibly that, with hindsight now, and it's probably
3 different in this day and age now, this was about
4 35 years ago and some time has passed, but the way
5 recruitment for a start could be better managed and more
6 training, more training given. Well, more training
7 given also but more qualified people than us doing the
8 job.

9 And also that the management played a very big role
10 in the job and that's to say I had no friendship, or
11 whatever you want to say, with Glen Wood, but I still
12 maintain to this day when he arrived at the place, you
13 could see it was being run more professionally and more
14 ideally better for the staff and the client group and
15 that the whole place benefited from it.

16 That sort of thing should be looked into in the
17 future because, well, I should imagine it is nowadays,
18 because we are that far forward, we'd surely learn
19 something by the mistakes in the past, as a group, as
20 a school, as a whatever it is, an establishment, and
21 just further training should be given.

22 And training should be an ongoing thing. You passed
23 that exam, that's you qualified. But training should be
24 given every -- because things do move on in every
25 occupation, every job, so training would be a big

1 advantage and a big step on the way to running it. It
2 would be better.

3 MS MCMILLAN: Thank you very much, 'Douglas', for that.

4 I don't have any further questions for you. Thank you.

5 LADY SMITH: 'Douglas', nor do I. I just want to thank you
6 again for helping us with your evidence this morning.

7 It's been really good to hear from you in person.

8 Now, you can, I hope, go away and have a more
9 relaxing time for the rest of today. Thank you.

10 A. Thank you, ma'am. Thanks for your interest. Thank you.

11 Bye.

12 LADY SMITH: Well, we will stop now for the morning break
13 and I will sit again in about a quarter of an hour.

14 Thank you.

15 (11.33 am)

16 (A short break)

17 (11.50 am)

18 LADY SMITH: Ms Innes.

19 MS INNES: Thank you, my Lady. The next witness has the
20 pseudonym 'Philip'. He worked at Monken Hadley or, as
21 it later came to be known, Woodlands in Newton Stewart
22 from 1 October 1979 until 13 January 1986. He was
23 employed there as an assistant houseparent and was then
24 promoted until he ultimately became [REDACTED] in
25 about 1984.

1 On [REDACTED] 2002, at Stranraer Sheriff Court,
2 'Philip' pled guilty to certain charges and I wonder,
3 please, if we could look at JUS-000000255.

4 Your Ladyship will see that this is a section 76
5 indictment.

6 LADY SMITH: Yes.

7 MS INNES: And if we move on to page 3 -- sorry, page 4,
8 rather, yes -- the next page, please.

9 LADY SMITH: I think there were 12 charges in total on this
10 indictment.

11 MS INNES: 12 charges of physical assault involving 11
12 complainers. And if we move on to page 5, sorry, this
13 is the extract conviction.

14 And your Ladyship will see that this was at
15 Stranraer Sheriff Court. The date of conviction was in
16 [REDACTED] 2002 and he was sentenced in [REDACTED] 2003. The
17 period of offending commenced in January 1980 and it
18 continued over the period during which 'Philip' was
19 employed in the establishment.

20 If we move on to page 7, we can see there, if we
21 scroll down to the bottom of the page, that he pled
22 guilty to these charges, he was initially sentenced by
23 the sheriff to two years' imprisonment. However, your
24 Ladyship will note that on appeal against sentence, on
25 [REDACTED] 2003, the appeal was sustained and the original

1 sentence quashed and a sentence of nine months'
2 imprisonment substituted.

3 LADY SMITH: Thank you very much.

4 Good morning, 'Philip'.

5 A. Good morning.

6 LADY SMITH: Could you raise your right hand, please, and
7 then repeat after me.

8 'Philip' (sworn)

9 LADY SMITH: 'Philip', do sit down and make yourself
10 comfortable.

11 'Philip', thank you for coming along this morning to
12 help us with your evidence regarding a period of I think
13 about seven years or so in the 80s into 90s when you
14 worked with children. It's very helpful to have you
15 here, to enable us to explore some matters in evidence
16 with you.

17 What we're proposing to do is Ms Innes will be
18 asking you questions, and let me say at the outset that
19 you have, in this public inquiry, the same rights that
20 you would have in a court, so a court of civil law, for
21 example, or a court of criminal law, although this is
22 neither, the job here that I have is not to decide
23 whether or not anyone has committed a crime, or whether
24 or not anybody has committed a civil wrong, but it does
25 mean that you're entitled to decline to answer any

1 question which would directly incriminate you.

2 Now, by that, I mean any question which, if you
3 answered it, you would be admitting that you committed
4 a wrong, whether a civil wrong or a criminal wrong,
5 whether a crime.

6 Now, that doesn't mean that we can't ask you
7 questions and we do want to explore with you what you
8 remember about your time working with children over the
9 period that I've referred to. That can help me keep
10 building the picture of, for example, the regime there,
11 the way children were looked after, the way people
12 behaved towards the children, the people that were
13 there, the way management worked, that sort of thing.

14 And I hope you're following that?

15 A. Yes.

16 LADY SMITH: It's not that it means you can't answer any
17 questions and you are entitled to say you are not
18 answering any questions -- that's not right.

19 A. No, ma'am, but that's what I was -- that was
20 instructions I was given prior to coming here.

21 LADY SMITH: Well, if that's what you have been instructed,
22 it's wrong, 'Philip'.

23 A. Yes.

24 LADY SMITH: I'm sorry about that, but it is wrong. We need
25 to explore with you, because we know you worked there at

1 an important time for us to inquire into for the
2 purposes of this public inquiry. And you are here and
3 I really would very much like to hear from you about
4 anything that you can help me with.

5 If at any time you've got any queries, please do
6 ask, and of course if, at any time, you're in doubt as
7 to whether a question we are asking you is one that you
8 are entitled to decline to answer, do ask and I will
9 explain to you -- and Ms Innes will explain to you --
10 whether or not it's one of those sorts of questions.

11 Quite separately from that, 'Philip', I do
12 understand that what we're asking you to do is
13 difficult. You're in a public place, you are being
14 asked questions about things that happened a long time
15 ago and very sensitive things, because they're to do
16 with children and what happened to children and
17 children's wellbeing. Also, just the job of thinking
18 back, a few decades back, I know isn't straightforward.

19 So if you need a break at any time, please just say.
20 I will stop at 1 o'clock for the lunch break. We may
21 finish your evidence by then, we may not. But if,
22 before then, you would like a breather, speak up and
23 tell me, will you?

24 A. Yes.

25 LADY SMITH: Okay.

1 Do you have any questions at the moment?

2 A. No, ma'am.

3 LADY SMITH: Very well.

4 Well I'll hand over to Ms Innes and she will take it
5 from there. Thank you.

6 Questions from Ms Innes

7 MS INNES: Thank you, my Lady.

8 'Philip' if we could look first of all at
9 WIT-1-000001624, this is a notice that was sent to you
10 by the Inquiry in April of this year and if we look on
11 to page 3 of this notice, if we scroll down the page, we
12 can see that you were asked your full name and your date
13 of birth and we can see that you were born in 1947, is
14 that correct?

15 A. That's correct.

16 Q. And then if we go on to page 10 of this document,
17 I think that, if we scroll down, we can see that you
18 refer to certain convictions that you have and we'll
19 come back to those in due course. But below the
20 question towards the bottom of page, in handwriting, you
21 note the questions that you've answered and you say
22 there that on the basis of legal advice obtained:

23 'I decline to answer any other questions at this
24 stage.'

25 And I think you signed that response maybe on

1 25 May 2025; is that correct?

2 A. That's correct.

3 Q. Okay.

4 Now, as Lady Smith has explained to you, I have

5 a number of questions relating to your time at

6 Monken Hadley, and -- which I think probably became

7 Woodlands during your time there and we are aware that

8 you worked there between 1 October 1979 and

9 13 January 1986; is that right?

10 A. I think so, I'm not quite sure, but I think so.

11 Q. I want to ask you some questions --

12 LADY SMITH: Just before we finish on that: can you at least

13 remember how old you were when you started working

14 there?

15 A. What date was it you said, 1979?

16 MS INNES: 1979, yes.

17 A. 31. 32.

18 LADY SMITH: You'd be 31.

19 A. Yes.

20 LADY SMITH: Does that fit with your memory of when you

21 started there?

22 A. Roughly, ma'am, yes.

23 LADY SMITH: So early 30s?

24 A. Yes.

25 LADY SMITH: Thank you.

1 MS INNES: I want to begin, first of all, by asking you some
2 questions about Monken Hadley, I think, as it was when
3 you joined it; what the buildings were like, what the
4 accommodation was like, so I am going to ask you some
5 questions about that.

6 We've heard it described as an old hunting lodge?

7 A. That's what it was previous.

8 Q. Okay. And was there accommodation in addition to the
9 hunting lodge or not?

10 A. It was inside, it was in the lodge.

11 Q. Okay, so accommodation for the children was in the
12 lodge. Were there outbuildings?

13 A. Yes.

14 Q. What was in the outbuildings?

15 A. One was turned into a classroom for doing things like
16 working with mechanics and that.

17 Q. Okay. And was there staff accommodation?

18 A. There was staff that stayed overnight, that slept --
19 that resided there during the time.

20 Q. Did they stay in the lodge itself or were there other
21 properties on --

22 A. They were inside, they'd be on their units.

23 Q. Were there any other houses on the grounds of --

24 A. There was a bungalow that Mr HSO owned, lived in,
25 he was the owner of the school at the time.

1 Q. Was he the owner of the school when you went to work
2 there?
3 A. Yes.
4 LADY SMITH: You said his name was Younger?
5 A. No, Mr HSP .
6 LADY SMITH: HSP , he was the owner?
7 A. Yes.
8 LADY SMITH: Thank you.
9 MS INNES: So Mr HSP was the owner when you went there
10 and then I think Mr HSO became --
11 A. Mr HSO bought it later on.
12 Q. So in terms of the hunting lodge, that's where the
13 children lived and I wonder if you can help us with the
14 accommodation. We've heard some evidence that there
15 were different floors in the lodge and different groups
16 of children lived on different floors; is that right?
17 A. There was three units in the building, the juniors, the
18 inters and the seniors and each lived in a different
19 level of the lodge.
20 Q. Okay, and were the juniors on the lower floor and did it
21 go up from --
22 A. They were on the first floor.
23 Q. They were on the first floor. Where were the inters?
24 A. Well, they were on the same floor, but it was in
25 different directions.

1 Q. Okay, and then the floor above that?

2 A. The seniors.

3 Q. And what --

4 A. And above that was the flat where SNR [REDACTED] lived.

5 Q. Okay.

6 When -- was SNR [REDACTED] Mr HSP [REDACTED] and

7 Mr HSO [REDACTED]?

8 A. No.

9 Q. So that's somebody different?

10 A. Yes.

11 Q. Okay, so who was SNR [REDACTED] --

12 A. Mr Walker.

13 Q. Mr Walker, was he there for the whole time that you were

14 there?

15 A. No.

16 Q. No. So was he there when you started there?

17 A. Yes.

18 Q. And who came after he left?

19 A. Mr Thorburn.

20 Q. Okay, and was there anybody else after Mr Thorburn?

21 A. No, when Mr Thorburn died, it was turned into a girls'

22 unit.

23 Q. Okay, so he was SNR [REDACTED], Mr Thorburn, and who

24 became SNR [REDACTED] after Mr Thorburn died, or were

25 you not there anymore?

1 A. I was still there. SNR was a Mr M --
2 Mr Maitchell. Mr Maitchell. Or near by it, yeah.
3 Q. Okay. So you have told us about the units on the first,
4 the second and then the top floor.
5 What was on the ground floor of the building?
6 A. Things like sort of the dining room, the kitchen,
7 classrooms.
8 Q. Okay. And in terms of the sleeping accommodation that
9 the children had, were they in dormitories or in single
10 rooms?
11 A. Dormitories.
12 Q. How many children would be to a dormitory?
13 A. I don't know. I mean, I only worked in the one unit at
14 the time.
15 Q. Okay.
16 So how many were in the unit that you worked at?
17 A. 21.
18 Q. And were they in separate dormitories within the unit?
19 A. Yes.
20 Q. And how many were in these dormitories?
21 A. There could be six or seven. They were in bunk beds and
22 things like that.
23 Q. Okay.
24 And were there boys and girls in the unit or --
25 A. No, it was just boys to start with.

1 Q. Right. And then did girls come at --
2 A. During Mr HSO's time.
3 Q. Right, okay, and we've heard some evidence that they
4 lived on the top floor?
5 A. What was SNR's house became part of the
6 girls' unit and the rest of them went into the bungalow,
7 it became the other half of the girls' unit.
8 LADY SMITH: Where did SNR move to? What about
9 SNR, where did he go?
10 A. Well Mr HSO -- SNR moved into the
11 village, but Mr HSO, when Mr HSO bought the
12 premises, he lived in the bungalow to start with and
13 when he then bought a house and turned the bungalow into
14 accommodation for, I don't know how many, six girls,
15 something like that.
16 LADY SMITH: But where did he move to live?
17 A. He bought a house just across --
18 LADY SMITH: He bought a house close by. Thank you.
19 MS INNES: And in the unit that you were responsible for,
20 what were the ages of the boys in the unit?
21 A. It would be something like about 12 to 14.
22 Q. Okay.
23 Now, we've heard some evidence about there being
24 a separate special unit?
25 A. No, there was no special unit.

1 Q. Okay. So there was the unit that you were in charge of
2 and then how many other units were there?
3 A. Another two.
4 Q. Another two.
5 A. It eventually became three because they started having
6 girls in.
7 Q. So initially there were three units and then there were
8 four in total?
9 A. Yes.
10 Q. Okay.
11 And in the unit, was it just bedrooms or were
12 there -- was there a living area for --
13 A. No, bedrooms.
14 Q. Sorry?
15 A. Bedrooms only.
16 Q. Just bedrooms, okay.
17 And how were the children divided into the different
18 units; was it by age or --
19 A. Age.
20 Q. Okay.
21 When you were working there, were you living in the
22 unit?
23 A. No.
24 Q. Where were you living?
25 A. In town.

1 Q. Okay. And did you ever live in?
2 A. I would -- you would do sleepovers on your turn. On
3 your own unit.
4 Q. But you always had your own separate accommodation that
5 you lived in, in the town?
6 A. Yes, I had my own house.
7 Q. So when you were on duty, you might be there overnight,
8 for example?
9 A. Yes.
10 Q. And what was your working pattern when you were there?
11 Was it -- presumably it would be shift work?
12 A. Split shifts.
13 Q. Okay.
14 So what sort of hours, what --
15 A. You'd get in in the morning to get the children ready
16 for their day's work, and then you'd go home and if you
17 weren't -- if you weren't on playground duty, you'd go
18 back in at 4 o'clock until bed time.
19 Q. Okay. And what sort of time would bed time be?
20 A. About 9.30, 10 o'clock.
21 Q. Okay, and then you would, if you weren't on a night --
22 A. You'd go home.
23 Q. You'd go home. And if you were on a night, would you
24 work from 4.00 in the afternoon right -- and stay
25 overnight?

1 A. Yeah, yeah.

2 Q. Okay.

3 And did you have to stay awake overnight when you

4 were on night duty?

5 A. No.

6 Q. You went to sleep?

7 A. No, we went to sleep.

8 Q. Okay.

9 In the unit that you were responsible for, how many

10 other care staff were working with you in the unit?

11 A. I mean, teachers took a turn doing overnights and then

12 there was other staff who were like -- they come in to

13 cover different units, they might do a night here and

14 a day somewhere else. I can't give you the exact

15 number.

16 Q. I mean, were there always two of you on duty for

17 example?

18 A. No, there would be one on duty at night, one on duty in

19 the unit.

20 Q. One on duty in the unit at night, and then during the

21 daytime, when you were getting the children up in the

22 morning?

23 A. One person.

24 Q. One person.

25 And did you feel that was enough when --

1 A. No.

2 Q. -- you had 21 children to look after?

3 A. No. No.

4 Q. In terms of -- you've mentioned teachers, so were the

5 classrooms -- and the classrooms, I think you said, were

6 inside the lodge?

7 A. Yes.

8 Q. Were they ever put into Portakabins when you were there?

9 A. Yes, Mr HSO bought a set of Portakabins.

10 Q. And then the classrooms were over there in the

11 Portakabins?

12 A. No, they still kept the classrooms in the building but

13 because he had got -- he had extended by bringing in

14 girls --

15 Q. I see.

16 A. -- he had the Portakabins built.

17 Q. Okay, so there were more children there, which meant

18 they needed more classroom accommodation.

19 A. Yeah.

20 Q. Do you know how many classes there were in the school?

21 A. Probably four, five.

22 Q. And do you know how the children were divided in terms

23 of the classes?

24 A. No. I've got no idea -- that was -- it was kept quite

25 separate.

1 Q. Okay.

2 You don't know if they did -- if they had different

3 subject teachers, for example?

4 A. Sorry?

5 Q. You don't know if they stayed in the same class all day

6 or if they moved between subjects?

7 A. No, they stayed in the same class, as far as I'm aware.

8 Q. With the same teacher throughout the day?

9 A. Yes.

10 Q. Okay.

11 And to what extent were you involved with the

12 children during the school day?

13 A. Only if -- going in in the morning, and then if I was on

14 playground duty and then in the evening.

15 Q. Okay, and what was the role of playground duty?

16 A. There was a big square in front of the building and they

17 used to play in there. They'd just do what -- some

18 would play football, some would do other things and you

19 just made sure there wasn't anybody coming to any harm

20 and ...

21 Q. Okay, and when would you have been doing playground

22 duty?

23 A. After lunch 'til school went back in.

24 Q. Okay, so essentially during the lunch hour?

25 A. Yeah.

1 Q. Okay. And did -- I am assuming from what you say you
2 didn't have to do that every day, you would take turns?
3 A. No, no. No.
4 Q. Would any other staff be on playground duty with you?
5 A. Yes.
6 Q. How many staff would normally be on?
7 A. One more. At least one more.
8 Q. Okay.
9 And you've mentioned the number of children in your
10 own unit and the fact that the school got a bit bigger
11 later on; do you know roughly how many children were at
12 the school when you were there at any --
13 A. I think it ended up about 60.
14 Q. Right.
15 What was it before it -- so you said it ended up at
16 60?
17 A. Well, there was about, I don't know, probably 12 girls
18 or -- that eventually came.
19 Q. Okay.
20 So until then it would have been just the 48 --
21 potentially 48 boys?
22 A. 48 roughly, yes.
23 Q. And from what you're saying, it sounds like children
24 were at school for the usual school day from sort of
25 9.00 in the morning until maybe 4.00 in the afternoon;

1 is that right?

2 A. That's correct.

3 Q. To what extent was there liaison or cooperation between

4 members of the care staff and the teachers?

5 A. Well, we had nothing to do with the education part of

6 the school, but teachers would sometimes maybe work in

7 the evening in the unit if we were short of staff.

8 Q. Okay, but did you have regular meetings with them?

9 A. Not during Mr HSP's time.

10 Q. Okay. So did that happen during Mr HSO's time?

11 A. We would have a staff meeting.

12 Q. How frequent was that?

13 A. Once a week.

14 Q. Okay. And did you find that a positive development

15 or --

16 A. Yes. Uh-huh.

17 Q. Why was it positive?

18 A. Because there might be something towards the child that

19 you didn't know, whereas after the meeting you'd know

20 maybe if somebody was upset or if there was a problem.

21 Q. Okay, so prior to that, there were no staff meetings and

22 was there any kind of handover between care and

23 education staff?

24 A. No. Not to start with.

25 Q. Okay.

1 A. The only handover would be in the morning. The children
2 would line up in classrooms and then the teacher would
3 come out and that was the handover, they took the
4 children up to their class.

5 Q. Okay, so there wouldn't be a discussion, say, somebody
6 had had a bad night?

7 A. No.

8 Q. There wouldn't be a discussion saying, 'So-and-so's had
9 a bad night'?

10 A. Not to start with, no.

11 Q. Did you have to write anything down in logbooks?

12 A. Yes.

13 Q. Okay, what sort of things were recorded in log books?

14 A. Anything untoward that had happened that day or during
15 your shift. That somebody would have to -- needed to
16 know.

17 Q. Okay, was that a general logbook that was kept in the
18 unit?

19 A. It was one per unit.

20 Q. Okay. And when you say anything untoward, what sort of
21 things were recorded?

22 A. If somebody had been to the doctors, or something like
23 that, it was recorded, or if there had been maybe
24 a fight, 'cause I mean they were fighting every single
25 day amongst themselves, you know, so that was all

1 recorded.

2 Q. Okay. And do you know if anybody -- what use was made

3 of the material that was written down in the logbooks?

4 A. Well, it was all read by Mr HSO in the end.

5 Q. Okay.

6 LADY SMITH: Were they available to you each time you came

7 on shift to see what had been happening in the previous

8 shift?

9 A. Yes, ma'am.

10 LADY SMITH: So where were they kept?

11 A. It was kept in the unit.

12 LADY SMITH: A particular room?

13 A. No, no.

14 Well actually, it was probably in the sitting room

15 where everything was kept, you know, because unless

16 there was a staff on, then the children wurnae in the

17 sitting room, they would be outside doing something

18 else, or something like that.

19 LADY SMITH: Okay, and if you had something to enter, you

20 would just go and put it in?

21 A. You would put it in, yeah.

22 LADY SMITH: Would it be up to you to choose whether or not

23 to check what had happened on the previous shift or was

24 that something you were told to do?

25 A. We were told to check.

1 LADY SMITH: Right. Thank you.

2 MS INNES: And you mentioned a moment ago there in your
3 evidence that Mr HSO checked the books. Do you
4 know if Mr HSP did?

5 A. No.

6 Can I just say, Mr HSP wasnae a man that you
7 could approach.

8 Q. Right, okay. Why not?

9 A. Because that was it, you just couldn't approach him.
10 When I went there, Mr HSP was in his 80s and he
11 didn't -- I mean, if you said the wrong thing to him, he
12 just told you to go down the road, you were finished.

13 Q. Okay.

14 LADY SMITH: When you say 'get down the road', that could be
15 the end of your job?

16 A. You were finished, you were fired.

17 LADY SMITH: Thank you. I probably should have asked you
18 this before and I'm sorry to ask it out of order: what
19 did you do before you went to work there? We've
20 established you were maybe 32 or so, 31/32 when you
21 started. What had you been doing before that?

22 A. I'd -- I'd been in the army for quite a while and then
23 when I come out the army, I lived in Luton and I worked
24 in the car factories and then, because my wife was
25 expecting a child, we came home. And then prior to

1 that, I was working in making concrete for blocks.

2 LADY SMITH: Thank you. Where was the concrete work?

3 A. Creetown.

4 LADY SMITH: Oh, so that's in the south-west of Scotland as

5 well?

6 A. Yes, ma'am.

7 LADY SMITH: Thank you.

8 MS INNES: Thank you.

9 If we can look on to a document which might help us

10 talk about your -- how it came to be that you worked

11 there and what your role involved, if we could look,

12 please, at CFS-000014898, and page 3 of it. So it's

13 going to come up on the screen, 'Philip'. So it's

14 page 3.

15 This is a document that is, as we understand it,

16 a reference that you were given by Mr HSO at the

17 time that you left what was then -- by then called

18 Woodlands, and it refers to you in the first line, and

19 this is where we know your dates of employment from. So

20 it says that you were employed by the school from 1979

21 until 1986; that you came as an assistant houseparent

22 and then you were promoted.

23 Just pausing there. When you were recruited, who

24 interviewed you?

25 A. Mr Walker.

1 Q. Mr Walker was SNR [REDACTED] ?
2 A. He was SNR [REDACTED] .
3 Q. Was Mr HSP [REDACTED] involved in the interview at all?
4 A. No.
5 Q. How did you find out about the job?
6 A. My neighbour worked in there as a teacher and he
7 approached me and asked if I'd be interested and to be
8 quite honest with you, the job I was doing wasnae very
9 good, and he knew I'd been in the army and he says,
10 'I think you'd enjoy this' and I was took along,
11 interviewed and got the job.
12 Q. Okay.
13 And from what you've said about your career history,
14 you hadn't worked with children before?
15 A. No.
16 Q. No. And you didn't have any --
17 A. The fact was my family -- I had four children and they
18 thought this was a good basis for what I was going to
19 do, but I'd never worked with children before that, no.
20 Q. Okay. So you had four children of your own and you're
21 saying that Mr Walker perhaps, and your neighbour,
22 thought that that was a good basis for the work that you
23 were going to apply for?
24 A. Yes, ma'am.
25 Q. Okay.

1 I assume again you didn't have any qualifications in
2 terms of looking after children?

3 A. No.

4 Q. When you got the job, as it says here, you started as
5 an assistant houseparent?

6 A. No, I started as a houseparent. I was the only one in
7 the unit.

8 Q. Okay, so there was only one in the unit. So even
9 although perhaps you might have been called assistant
10 houseparent, it was only you in the unit?

11 A. It was only me, yes.

12 Q. Okay.

13 When you started, did you receive any training?

14 A. 'There's a set of keys', that was it.

15 Q. Were you given any information about the children in the
16 unit?

17 A. No.

18 Q. Was there somebody who was working as a houseparent in
19 that unit already?

20 A. No.

21 Q. Was there somebody who had worked there as a houseparent
22 previously?

23 A. I never saw anybody else, no.

24 Q. Okay.

25 How did you --

1 A. Oh, sorry, the first day I started, somebody came with
2 me, I think it was Mr Walker, and he said to the boys,
3 'This is your new housemaster', and he was there for
4 a couple of hours and he left, and that was it, I was on
5 my own.

6 Q. What did you think about that?

7 A. I wasnae happy with it. I was actually terrified, to be
8 honest.

9 Q. What terrified you about it?

10 A. I just felt out of my depth.

11 Q. And how did you -- we obviously know that you remained
12 there. So how did you get over that feeling?

13 A. I just felt, as each day went on, it seemed to get a bit
14 easier for me.

15 Q. Okay.

16 Did you express any concerns to Mr Walker about
17 being sort of plunged in at the deep end, as you say?

18 A. No.

19 Q. Why did you not speak to him about it?

20 A. Because I had just started and I didn't want him to
21 think I couldn't do it in case they fired me now, I've
22 got a wife and four kids to look after.

23 Q. Okay.

24 When -- so when you started working there, it was in
25 the unit with the 21 boys?

1 A. That's correct, yeah.

2 Q. And you told us about your hours of work. Was it seven
3 days a week or did you have the weekends off?

4 A. We'd work five days out of seven.

5 Q. Who worked at the weekends then?

6 A. It was relief staff coming in. Not necessarily at the
7 weekends. We were generally on at the weekend. You
8 probably had two days off during the week -- that's what
9 I'm saying, maybe like a teacher would take over, or
10 somebody like that would take over.

11 Q. Okay, yes, so you would be there at the weekends when
12 the boys were not in school --

13 A. Yes.

14 Q. -- and you would have a couple of days off during the
15 week when other staff would cover?

16 A. Yes. Yeah.

17 Q. Okay.

18 Now, it goes on in this document to say -- well, it
19 says that you were promoted to houseparent, but you're
20 telling us you were there -- that was your role from the
21 beginning. And then it says you became senior
22 houseparent.

23 Can you remember that promotion?

24 A. Yes.

25 Q. And did that change your job in any way?

1 A. It just brought me more work. I still worked on the
2 unit, but it brought me more responsibility.

3 Q. What additional responsibilities did the role of senior
4 houseparent involve?

5 A. Well, you were overall then -- you were then overall of
6 the three units to start with. So if staff had
7 a problem on the unit, instead of trying to solve it
8 theirselves, they'd would pass it up the stairs to me.

9 Q. So not only were you still working on your own unit, but
10 you had two houseparents that were reporting to you, as
11 it were?

12 A. Yeah.

13 Q. Okay.

14 And did you apply for the promotion?

15 A. No.

16 Q. Did you want the promotion?

17 A. It was more money, so yeah, I suppose so.

18 Q. And you mentioned that the other houseparents would be
19 coming to you with issues. How did you find managing
20 that as well as your other -- as well as your day-to-day
21 tasks?

22 A. I would try my best to help them and if I couldn't help
23 them, I'd go and see the headmaster and ask what
24 I should do.

25 Q. Okay.

1 And so at this stage, from what you're saying, you
2 were reporting directly to the headmaster?

3 A. Yes.

4 Q. Then it goes on to say that you became -- you were then
5 promoted again to SNR [REDACTED]. It's blanked out
6 on the screen, but it was SNR [REDACTED] that you
7 then were promoted to?

8 A. No.

9 Q. You can't remember being promoted to another position?

10 And then it says for the last two years you held the
11 post of SNR [REDACTED].

12 A. That's right.

13 Q. And was that a further promotion?

14 A. I suppose it was, but I mean it was the same job.
15 Different titles, really.

16 Q. Okay, so same job that you had been doing as a senior
17 houseparent?

18 A. Senior houseparent.

19 Q. And did you have SNR [REDACTED] reporting to you --

20 A. Yes.

21 Q. -- at that stage?

22 A. Again, but he was also a houseparent.

23 Q. Okay. How many other houseparents were there at that
24 time; can you remember?

25 A. Well, if there were five units, there'd be five

1 houseparents, and you'd have -- you'd maybe have another
2 two or three staff who would cover days off. But they
3 didn't work in the same unit all the time.

4 Q. Okay.

5 So when you were, as it became ultimately, SNR
6 SNR, were you still responsible for the unit that
7 you've been talking about?

8 A. No.

9 Q. So at that stage, did you move on from having that
10 day-to-day involvement in the specific unit?

11 A. You would still work a unit, but then you actually
12 worked longer hours because after the kids went to
13 school, you'd go into the office and do things like sort
14 of checking reports, organising money for anything
15 needing done, or anything to do with medicals, that was
16 all down to you.

17 Q. So you'd have some things that you would have to do in
18 the office. You said you wouldn't be working in the
19 same unit -- were you working in the different units
20 depending -- or filling in for other staff?

21 A. It would be one of the three boys' units.

22 Q. Okay.

23 So somebody took over the unit that you'd been
24 responsible for?

25 A. Yes.

1 Q. Okay.

2 A. Again, that was a neighbour of mine who come in for
3 a job because he knew I worked there, no qualifications,
4 and he got a job.

5 Q. Did a lot of people work there from the local community?

6 A. Most of them worked there.

7 Q. And did they all get jobs in a similar way, sort of word
8 of mouth?

9 A. More or less, yeah. Unless they were teachers. They
10 used to come through the ...

11 Q. In terms of the care staff, did any of them have
12 qualifications?

13 A. No.

14 Q. Did any of them have experience working in residential
15 care?

16 A. Not that I know of, no.

17 Q. Okay.

18 Now, if we go down into the next paragraph,
19 Mr HSO explains that Woodlands is an established
20 List G educational resource for 54 emotionally disturbed
21 and behaviourised disordered boys and girls.

22 A. 60.

23 Q. And you think it was maybe 60 rather than 54?

24 A. Yeah.

25 Q. From 9 to 18 years of age?

1 Is that --

2 A. Yeah.

3 Q. That age range seems right to you?

4 A. I don't think it was -- 18?

5 Q. Mm-hmm.

6 A. I don't remember any girls there being 18 or boys being

7 18.

8 Q. Maybe up to 16?

9 A. 16 was probably ...

10 LADY SMITH: I suppose it may be that they had the necessary

11 permission to take children up to 18, but there just

12 weren't any that old when you were there, and that's

13 what he means.

14 A. Yeah, I don't know, ma'am.

15 MS INNES: And as young as 9?

16 A. Yes.

17 Q. And he then goes on to say:

18 'We cater for a broad spectrum of learning

19 disability and special need within the maladjusted

20 spectrum.'

21 When you went to the school initially, when you were

22 recruited, what was your understanding of why the boys

23 were there?

24 A. We were told they were either outwith parental control,

25 refusing to go to school, causing problems in the area,

1 and they wanted them to be in a setting -- away from
2 where they lived, 'cause it was in the country.

3 Q. Okay.

4 Now, you mentioned causing problems in the area, but
5 also them being away from where they lived. Did the
6 children come from the local area or further afield?

7 A. No. No.

8 Q. Whereabouts did they come from?

9 A. Glasgow. Edinburgh. Lothians.

10 Q. Okay, and so your understanding of the reasons why they
11 were there was, as you've given, that they were outwith
12 parental control, refusing to go to school, or causing
13 problems in the area.

14 Did you have any understanding that they might have
15 learning disabilities?

16 A. No.

17 Q. Or that they had special educational needs?

18 A. No.

19 Q. No.

20 And did that -- your understanding of why the
21 children were there, did that change over the time that
22 you worked there or not?

23 A. Not really, no.

24 Q. Okay. And did you know what the sort of purpose or goal
25 of them being there was?

1 A. No. No.

2 Q. For example, were they going to -- was the aim that they
3 were going to return to day schools or --

4 A. No. No, they wurnae going back to any other type of
5 school.

6 Q. Why not?

7 A. I don't know, I mean, it was above my pay scale, in that
8 job.

9 Q. Once children came to Monken Hadley or Woodlands, did
10 they tend to stay there for the rest of their -- until
11 they were 16, or did they move on elsewhere?

12 A. Some moved on, but not many.

13 Q. For what reason would they move on?

14 A. Perhaps things got better in their own place. I don't
15 know. It's -- it's not -- that was things we wurnae
16 privy to, anything like that, you know?

17 Q. Do you know if there was social work involvement with
18 these children?

19 A. Yes.

20 Q. Did you ever have to speak to social workers?

21 A. Yes.

22 Q. Did you have meetings with social workers?

23 A. Yes.

24 Q. And what was the purpose of those meetings with social
25 workers?

1 A. One was to see if there was any progress in the
2 children, their welfare and let you know what was going
3 on within their family life and you'd go to panels with
4 them, Children's Panels.

5 Q. Did you know if the children had, you know, sort of
6 a plan or aims as to what should happen?

7 A. No.

8 Q. No. Okay.

9 Now, if we carry on looking in this document, it
10 then talks about your responsibilities by the time that
11 you were SNR and it says that by that stage you
12 were a team of 12 care staff,
13 by SNR and senior houseparent.

14 Is that ultimately what your job was?

15 A. Yes.

16 Q. And then it says that your remit included coordinating
17 individual treatment strategies on the care side with
18 those of education.

19 A. Say that again?

20 Q. What it says is that your job involved coordinating
21 individual treatment strategies on the care side with
22 those of education?

23 A. No.

24 LADY SMITH: Can I just check, 'Philip', you should have
25 this showing up on that screen in front of you. This is

1 where Ms Innes is reading from. This is the paragraph
2 about halfway down that page. And it's the third line
3 of that paragraph. And this is written in the reference
4 that was provided for you when you left Woodlands.

5 A. I don't understand it, ma'am.

6 LADY SMITH: I mean, that's fine, if that's your answer.

7 It's just we were just wondering what you make of that
8 having been written and you wouldn't have seen the
9 reference, I don't suppose, at the time.

10 A. No. No.

11 MS INNES: So this sounds like you and education were
12 working together in respect of individual children and
13 making a plan.

14 A. No, we were not.

15 I mean, I don't know if I'm going wrong here. My
16 whole job was just to make sure the children were looked
17 after outwith school hours. That was our sole function.
18 We didn't get involved in plans or what was happening on
19 the education side of the school.

20 Q. Okay, thank you.

21 Then it says that you had an overall responsibility
22 for the quality of care and assessment procedures.

23 Do you understand that?

24 A. Not really. What am I -- no.

25 Q. So it's saying that -- well, if we break it down. So

1 Mr HSO is saying that in your role, you had overall
2 responsibility for the quality of care procedures --
3 A. Can I just say Mr HSO was very clever at putting
4 things on paper, right?
5 Q. Okay.
6 So if we just think about -- maybe think less about
7 the words that he used, but the concept, he is saying
8 that you were in the role of SNR, you were
9 essentially SNR of the quality of the care that
10 the children received.
11 A. Yeah.
12 Q. Would you agree with that?
13 A. Yeah.
14 Q. Yes.
15 He then also mentions assessment procedures, so he
16 might be -- that might mean assessing how well children
17 were doing socially, for example, not in an education
18 sense. Would you say that that's something that you had
19 an involvement in?
20 A. Yes.
21 Q. Okay.
22 A. You'd to fill in an assessment form every now and again,
23 if there's maybe a child that was coming up for
24 a hearing or something was going on, you'd to give
25 a report on what was happening.

1 Q. And if, in your role as SNR [REDACTED], if one of the
2 other houseparents was completing that assessment, would
3 you review it?

4 A. Yes.

5 Q. Okay.

6 A. It's a situation where the man SNR [REDACTED] didn't really
7 want to be SNR [REDACTED]. All he wanted was the money, so
8 he had somebody who he called that and somebody who he
9 called that and the responsibility was left to them to
10 get on with it.

11 Q. Okay, so just for completeness, at the end of this
12 reference, we see that he refers to you as:

13 'A very competent individual, conscientious and
14 extremely dedicated with good leading qualities, gifted
15 in relating positively to children with difficulties.'.

16 And he then says that he has -- he:

17 '... worked closely with [you] for some five years,
18 and I am confident he would be a positive asset to any
19 school. I recommend him without reservation of any
20 kind.'

21 Is it correct that he worked closely with you?

22 A. Hardly ever saw him.

23 Q. Okay.

24 A. I can tell you now most plans were done some nights in
25 a pub over a pint. That's where we discussed, 'What do

1 you think about this? What do you think about that?'

2 But that's what it was honestly.

3 LADY SMITH: Which pub; do you remember?

4 A. Yeah, well, there was two or three pubs. Generally

5 The Crown.

6 LADY SMITH: Okay, thank you.

7 A. As I say, he's very good with words, ma'am, and he's

8 painting a picture here that I just don't recognise at

9 all.

10 LADY SMITH: You're making that very clear, it is very

11 helpful. Thank you, 'Philip'.

12 A. You know?

13 LADY SMITH: Yes, I see exactly what you mean.

14 MS INNES: So moving away from that document, I just want to

15 ask you some other questions about the work at the

16 school.

17 So you mentioned that you had no training at the

18 beginning of the time that you went there. Was training

19 ever offered during --

20 A. No.

21 Q. -- the whole time? No. No training on specific

22 subjects like child protection?

23 A. The only thing I ever did would have been an inservice

24 course, once a week for X number of weeks in

25 Dumfries College, along with the guy who became the

1 depute. That was the only training we ever got.

2 Q. Okay, and what was that course?

3 A. It was a course run by social work. It was to

4 incorporate all aspects of care, because there was

5 people there from children's care to adult care.

6 Q. Okay. And did that give you a qualification at the end

7 of it?

8 A. It gave me, what was it called? An inservice course on

9 social care, nothing -- a piece of paper, which

10 Mr HSO [REDACTED] liked titles.

11 Q. Okay.

12 So you and a colleague went to this once a week?

13 A. For X number of weeks.

14 Q. Okay. And so when you are saying it is X number of

15 weeks, it was less than a year?

16 A. Oh yes, aye.

17 Q. And was it a whole day?

18 A. Yes.

19 Q. And what sort of things were you taught at this course?

20 A. I'll give you an example. We walked in and nobody spoke

21 to us. It was to make us realise how we should approach

22 when somebody new comes to your premises, how you

23 introduce yourself to them, welcome them in, introduce

24 people. We were left with nothing and it was how it

25 made you feel, and it stayed with me the whole time.

1 I felt, you know?

2 Q. So that sounds like there was maybe some sort of attempt

3 to do some practical training as well as theory?

4 A. I can't remember, we're talking 40 years ago.

5 Q. I understand that.

6 Did you find the course useful or not?

7 A. No, because, as I say, it was a general course for all

8 aspects of care, from children right through to elderly.

9 LADY SMITH: And it was just one day?

10 A. One day, ma'am, a week.

11 LADY SMITH: For everything?

12 A. For everything.

13 LADY SMITH: Thank you.

14 MS INNES: When you were in a more senior position, did you

15 have to organise training for the staff who were

16 reporting to you or not?

17 A. No.

18 Q. Was there any training organised internally that would

19 have happened in the school?

20 A. No.

21 Q. In terms of the staff who were reporting to you, was

22 there any system of appraising them or checking up on

23 their progress?

24 A. Anything that was done was done verbally.

25 Q. Okay, so there was no formal system?

1 A. No.

2 Q. Mr HSO didn't bring that sort of thing in, no?

3 A. No.

4 Q. Were you involved in recruiting other staff?

5 A. No.

6 Q. Okay.

7 A. You'd be working on the unit and somebody would appear

8 and you would be told, 'Oh, this is Mr So-and-so or

9 Mrs So-and-so and they are going to work over there',

10 and that was it.

11 Q. So even when you were in a senior position, you weren't

12 involved in recruiting more junior staff?

13 A. No. No.

14 Q. Okay. So who was doing the recruitment?

15 A. Mr HSO.

16 Q. Okay, and prior to that, at the time that you were

17 recruited, who would have been SNR?

18 A. Mr Walker.

19 Q. Mr Walker?

20 A. Mr Walker, yeah.

21 Q. Okay.

22 Were there any sort of policies or procedures?

23 A. Not that I could tell.

24 Q. When Mr HSO came, was there any sort of written

25 guidance or documents about anything?

1 A. No.

2 Q. Okay.

3 How would you describe the sort of culture of

4 Monken Hadley or Woodlands over the time that you were

5 there?

6 A. If I'm being perfectly honest, it was a money-making

7 scheme for the people that owned it; nothing else.

8 Q. So that applies to Mr HSP and Mr HSO?

9 A. Especially Mr HSP.

10 Q. Okay, and why do you say 'especially Mr HSP'?

11 A. He took nothing to do with the place. All he wanted was

12 just to put -- have people in, children in the building.

13 Every child meant X number of thousands of pounds in his

14 pocket.

15 Q. Did that continue under Mr HSO?

16 A. No, it changed a bit with Mr HSO. Yeah.

17 Q. How did it change?

18 A. Well first of all, he completely -- he spent a lot of

19 money changing the whole outlook of the building, making

20 it more friendly. With Mr HSP, the building, there

21 was a big hall and there was stags' heads all over --

22 really intimidating people and that. That all went with

23 Mr HSO. He made it far more friendly, you know?

24 He bought two minibuses for the school, so as the kids

25 could go out on trips.

1 Q. So you mention the sort of money-making culture. What
2 impact did that have on the care of children and how the
3 workplace felt?

4 A. It was basic. Absolutely basic; you know? There was
5 nothing for them. I say Mr HSO, he bought
6 minibuses and organised trips away and, I mean one night
7 I came up to Edinburgh and brought kids to see a show,
8 you know, that was the kind of things Mr HSO
9 introduced.

10 Q. Okay.

11 What was the sort of dynamic of the staff like? Did
12 you feel that you worked well together? I mean you've
13 told us about the division between care and education,
14 but did you feel that you worked well with the other
15 care staff?

16 A. Yes, I felt we worked very well.

17 Q. Insofar as you had involvement with the teachers, did
18 you feel that you worked well with them or not?

19 A. I felt we got on together, but we didn't work with them.

20 Q. Okay.

21 Then in terms of the sort of leadership style,
22 you've already said that Mr HSP was unapproachable;
23 how was Mr HSO in terms of leadership?

24 A. He was more approachable, yes, uh-huh.

25 Q. You mentioned the staff meetings, so if things were said

1 at staff meetings or ideas came from staff, did you feel
2 that he took them on board?

3 A. Yes, uh-huh.

4 Q. Now I want to ask you a little bit more about the day to
5 day routine for the children.

6 You'd mentioned already that they would get up in
7 the morning and get ready for school. They presumably
8 would have had their breakfast in the morning that was
9 overseen by the houseparents?

10 A. Yes, that's right.

11 Q. Would they have showers in the morning or the evening?

12 A. Some had showers in the morning, 'cause some of them
13 were bedwetters, so they would go for showers and that,
14 but they would mainly get a shower in the evening; plus
15 we used to go swimming, so they'd shower after the
16 swimming as well.

17 Q. How was bedwetting dealt with?

18 A. Discreetly, I may add.

19 Q. In terms of the showers, were they in cubicles or were
20 they -- was it a kind of open communal shower, can you
21 remember?

22 A. It was cubicles -- on my unit.

23 Q. On your unit, okay. Was that different in other units?

24 A. I don't know what -- I can't remember what the juniors
25 had. I think they just used shower over a bath. I'm

1 not quite sure.

2 Q. Okay, and did children have privacy when they were

3 showering?

4 A. Of course.

5 Q. Okay.

6 Did children have to help with any sort of day to

7 day chores like tidying things up, cleaning?

8 A. They would make their own bed in the mornings, clear

9 their -- cleaning their room -- well, I say clean,

10 'cause there was cleaners coming in behind them.

11 Q. Okay.

12 Now we've heard the general regime of the school

13 described as harsh. Is that how you would describe it

14 or not?

15 A. Not really.

16 Q. Sorry?

17 A. Not really, no.

18 Q. No? How would you describe the sort of regime for the

19 children?

20 A. Well, you were told to treat the children as if it was

21 your own children. So that's what you would try and do.

22 Not everybody would accept that, the children wouldn't

23 accept that but, in the end, they had to do what they

24 were told.

25 LADY SMITH: Have if I picked you up correctly, 'Philip',

1 that under Mr HSP , things were rather harsher --
2 A. Yes, ma'am.
3 LADY SMITH: -- than under his successor, Mr HSO ?
4 A. Yes, ma'am.
5 LADY SMITH: Yes? Thank you.
6 MS INNES: Now, social workers, you mentioned meetings with
7 social workers a moment ago. Do you know if they came
8 to the school to meet with children?
9 A. Yes, they did.
10 Q. Did they meet with them on their own or --
11 A. Yes, they did. Aye.
12 Q. Can you remember if any psychologists or psychiatrists
13 came to the school?
14 A. No.
15 Q. So the people that had been coming into the school were
16 maybe -- mainly social workers?
17 A. Yes.
18 Q. Yes. Were there ever any inspections of the school when
19 you were there?
20 A. No.
21 Q. You can't remember anybody coming in to look at the
22 school or the home or anything? Okay.
23 Other than the logbooks that you've mentioned, were
24 there any other records kept for children? Were there
25 any individual records for children?

1 A. Not that I know of.

2 Q. Okay.

3 A. That might have been kept through the office but not

4 that I know of.

5 Q. Okay. So when, for example, you mentioned that you

6 would do an assessment for a Children's Panel or

7 something that would be coming up, did you keep a copy

8 of that in the school, or was that just sent to social

9 work?

10 A. No, there was a copy made for the school.

11 Q. Okay, so presumably that must have been stored somewhere

12 in the office maybe?

13 A. I would imagine so, yes.

14 Q. Were there office staff responsible for that?

15 A. Yes.

16 Q. Okay.

17 Now, I want to ask you just about a few staff

18 members -- you've mentioned some already. You've talked

19 about Mr HSO; did Mrs also work in the

20 school?

21 A. Yes, she worked in the school.

22 Q. Was she a teacher or a member of care staff?

23 A. No, she was in -- doing office work, things like that.

24 Q. Okay. Did she have much involvement with the children

25 or not?

1 A. Not really, no. No.

2 Q. What was she like? What was her character like?

3 A. She was a very pleasant person, very approachable.

4 Q. Okay.

5 A. Mr and Mrs HSO-SPO had been there prior to this and

6 then, when the school was up for sale, he came back in

7 and bought it.

8 Q. So they had been there before you started working?

9 A. Oh yes, long before.

10 Q. Do you know what they had done at that time?

11 A. No. No.

12 Q. Okay. So was Mr HSO a teacher or a --

13 A. I think he was SNR prior.

14 Q. Right. Did you see him interact with the children when

15 you were there?

16 A. Yes, quite a lot.

17 Q. What was your impression of that?

18 A. I thought it was very good.

19 Q. Okay. What was very good about his interaction with the

20 children?

21 A. Well, he always listened to the children. As I say, he

22 would do things and organise games and nights out -- he

23 would go through Edinburgh and say he wants to watch

24 Showaddywaddy, because the kids wanted to see that, you

25 know, and that was all down to him.

1 Q. Did you ever have any concerns about Mr and Mrs HSO-SPO
2 in terms of their interactions with children?
3 A. No.
4 Q. Then we understand that there was a Mr Heap who was
5 there, maybe; was he there during your time?
6 A. He was the man that introduced me to the school.
7 Q. Okay. Was he a teacher or did he have a more senior
8 role?
9 A. He started off as a teacher and then he became SNR
10 SNR, because Mr HSO withdrew right back from
11 it all.
12 Q. Why did Mr HSO withdraw?
13 A. Because it was easier to pay somebody else and he could
14 do what he wanted.
15 Q. Okay, and what was Mr Heap like? What was his character
16 like?
17 A. He was all right.
18 Q. What was his style of [REDACTED]? You may not have
19 interacted with him in that context, if he was on the
20 education side.
21 A. I don't think so, no. No.
22 Q. Did you see him interacting with children?
23 A. Not very often.
24 Q. Okay. Did you have any concerns about his interaction
25 with children?

1 A. No.

2 Q. Then we understand that there was a person called Ms or

3 Mrs KXP ?

4 A. Ms KXP .

5 Q. Ms KXP . Who was she?

6 A. She was the houseparent for the juniors when I arrived.

7 Q. Okay. What was she like?

8 A. She wasn't liked by the children.

9 Q. Why not?

10 A. I don't know. It's not my -- it wasn't my place to be

11 there, you know?

12 Q. How did she get on with the other staff?

13 A. Who, her?

14 Q. Yes?

15 A. She was very -- didn't mix very well. I think one of

16 the reasons was she was very, very friendly with the

17 HSP-SPO and people were very wary of her.

18 Q. So she had maybe been there for a while?

19 A. A long time, as far as I know.

20 Q. Or at least worked with the HSP-SPO for a long time?

21 A. Yes.

22 Q. Perhaps, okay. Did you ever have any concerns about her

23 interaction with children?

24 A. Have I got to answer this, ma'am?

25 LADY SMITH: Yes.

1 Ms Innes, would you like to ask the question again?

2 MS INNES: So I'm asking about did you have any concerns

3 about Ms KXP's interactions with children.

4 A. Yes.

5 Q. I'm asking about her; I'm not asking about anything that

6 you did.

7 A. Yes.

8 Q. So that is why Lady Smith is directing you to answer the

9 question.

10 So the question is: did you have any concerns about

11 Ms KXP's interactions with children?

12 A. Yes.

13 Q. What were those concerns?

14 A. I just felt she was a very harsh person and there were

15 things she could have been far more nicer to the

16 children than what she was.

17 Q. How was she harsh to the children?

18 A. She was -- she was an elderly spinster and I don't think

19 she'd ever had any sorta direction in life how to mix

20 with other people, especially children.

21 Q. Okay. What sort of things did she do?

22 A. She was just very severe. Like she would get in the

23 dining room and they had their dinner in front of them:

24 they had to pick up their meat, knife and fork, cut it;

25 they had to put their knives down before they could eat

1 their food. These little things -- I didnae think that
2 was right. Things I wouldn't have done, I thought what
3 she was doing was wrong.

4 LADY SMITH: If they didn't put their knife down before they
5 ate their food, what would happen to them?

6 A. They put their knives down, ma'am.

7 LADY SMITH: Because of the way she was?

8 A. Yes.

9 LADY SMITH: Were they scared of her?

10 A. Yes.

11 Fuck, I don't like this at all.

12 MS INNES: Was she there the whole time that you worked
13 there or did she leave?

14 A. She got paid off during my time there.

15 Q. Okay. Do you know why she left?

16 A. No.

17 LADY SMITH: 'Philip', in fairness to you, I should probably
18 tell you that the quiet things you're saying that you
19 may not realise are coming across are being picked up on
20 the transcript and I can see, for instance, that you
21 just said something --

22 A. Sorry, ma'am.

23 LADY SMITH: -- that was using the F-word.

24 A. Sorry, ma'am. It's just I feel very --

25 LADY SMITH: Yes, I do understand that. As I said earlier,

1 and I promise we're going to have a break in a few
2 minutes to take a breather.

3 A. No, I don't need a break.

4 LADY SMITH: Well, we are going to have a break at 1
5 o'clock.

6 A. I am just thinking of my time getting back.

7 LADY SMITH: But I want to be fair to you and you need to
8 know that whispering under your breath is still going to
9 end up on the transcript and the transcript becomes
10 public, so be careful.

11 A. Sorry.

12 MS INNES: So some other staff members, a KWG [REDACTED], was
13 she there when you were there?

14 A. She was a teacher.

15 Q. What was she like?

16 A. Lovely.

17 Q. Any concerns about her interactions with children?

18 A. No.

19 Q. You mentioned a Mr Thorburn who died. Was there more
20 than one -- the Inquiry's heard some evidence that there
21 was a Mr Thorburn and Mr PCQ [REDACTED] --

22 A. Yes.

23 Q. -- worked perhaps in Monken Hadley as well?

24 A. Yes.

25 Q. So in terms of Mr Thorburn [REDACTED], he was SNR [REDACTED]

1 SNR , I think, at some time you said?

2 A. Yes.

3 Q. What was he like?

4 A. Very nice.

5 Q. Any concerns about him, his interactions with children?

6 A. No. Not at all.

7 Q. Mr PCQ , what was his role?

8 A. He started off as a housemaster and then he became SNR

9 SNR .

10 Q. Okay, and how did he interact with children?

11 A. Very good.

12 Q. Any concerns about his interactions?

13 A. No, none.

14 Q. And then a person called KXL . What was his

15 role?

16 A. He started off as one of the cover houseparents and he

17 went on to be the houseparent.

18 Q. Okay. How did he get on with the children?

19 A. He seemed to be okay. He was also a neighbour of mine,

20 you know.

21 Q. Did you have any concerns about his interactions with

22 children?

23 A. No, none whatsoever.

24 Q. Okay.

25 If we look, please, at CFS-000014910, and page 2,

1 this is a letter from you to Mr HSO saying that you
2 wish to resign from the school as from -- I think it was
3 in January 1986.

4 So you stopped working at Woodlands in 1986; is that
5 right?

6 A. Yeah.

7 Q. Where did you go to work after Woodlands?

8 A. I went to a home in Glasgow, working for the Strathclyde
9 Regional Council.

10 Q. A children's home?

11 A. Yes.

12 Q. Which home was that?

13 A. Carsewood.

14 Q. Okay, right. Did you stop working at -- why did you
15 stop working at Woodlands? Was it because you had got
16 this other job?

17 A. I was asked to resign.

18 Q. By whom?

19 A. Mr HSO.

20 Q. Why were you asked to resign?

21 A. He'd received an anonymous letter.

22 Q. What was the content of that letter?

23 A. I've no idea.

24 Q. Sorry?

25 A. I've no idea.

1 Q. Okay. Did he give you any clue as to --
2 A. No. no.
3 Q. Okay, and did he -- just say, was it as quick as that,
4 he said he was requiring you to resign and you resigned
5 straight away?
6 A. Yep.
7 Q. How did you feel about that?
8 A. I felt let down very badly. I thought I was doing
9 a very good job, actually.
10 MS INNES: Okay. I think it's the lunch hour now.
11 LADY SMITH: Yes.
12 'Philip', I'm going to rise now for the lunch break
13 and I will sit again at 2 o'clock. Thank you.
14 A. Okay, ma'am.
15 (1.06 pm)
16 (The luncheon adjournment)
17 (2.00 pm)
18 LADY SMITH: 'Philip', welcome back.
19 A. Thank you, ma'am.
20 LADY SMITH: Are you ready for us to carry on?
21 A. Yes.
22 LADY SMITH: Thank you. Ms Innes.
23 MS INNES: Thank you, my Lady.
24 'Philip', I'm going to move on to some other --
25 initially some more general questions and the first

1 thing that I want to ask you about is the system of
2 discipline that was used at the school. And we've heard
3 some evidence that there was a points system in place.
4 Does that ring a bell with you?
5 A. Yes, that's right.
6 Q. How did that work?
7 A. The points, they got five points in the house and five
8 points in the class daily --
9 Q. Okay.
10 A. -- and that related to how much pocket money they got at
11 the end of the week.
12 Q. Okay, and when you say they got five points in the house
13 and five points in the class, is that what they started
14 with?
15 A. They would start with that.
16 Q. Okay. And could you add to those points during the
17 day --
18 A. Yes.
19 Q. -- if things had gone well?
20 A. Yes.
21 Q. And would points be taken away if --
22 A. That's correct.
23 Q. Okay.
24 And would the points be tallied up every day to see
25 the total number at the end of each day?

1 A. End of the week.

2 Q. End of the week.

3 A. On a Friday morning.

4 Q. Okay.

5 And how did that then impact on the pocket money?

6 A. There was a top amount of pocket money they could get

7 and if they had points deducted, after so many points,

8 the pocket money came down in stages.

9 Q. Okay, and this pocket money that they were due to get,

10 do you know who had funded that?

11 A. No.

12 Q. Was it the Social Work Department or was it coming from

13 Mr HSO or the school itself?

14 A. I'd have thought it was Mr HSO's -- off his

15 account. I -- I can't be certain of that.

16 Q. You're not certain. Okay.

17 And so their pocket money would be affected. We've

18 heard some evidence that sometimes their ability to go

19 on activities would be affected, depending on the number

20 of points they had; is that something that was done?

21 A. No. If there was an outing and they'd been maybe doing

22 something seriously wrong that day, then they were left

23 behind with another unit.

24 Q. Okay.

25 A. It was to try and be an incentive for good behaviour.

1 Q. Okay. So that was something separate from the points
2 system?
3 A. Yes.
4 Q. Okay.
5 And you say that if they didn't get to go on the
6 outing, where would they go?
7 A. With another unit.
8 Q. Okay. And what would they be able to do in the evening
9 then?
10 A. Just whatever the unit was doing.
11 Q. Okay.
12 Was there -- were they able to watch TV and things?
13 A. Yes.
14 Q. Was that ever restricted because of behaviour?
15 A. No.
16 Q. No. And did they ever have to go to bed early if they
17 hadn't behaved?
18 A. No. They were actually more trouble if in their bed
19 early, not if they were sitting up.
20 Q. Why was that?
21 A. Because you'd have to try and watch two different lots.
22 Q. Okay. And were they ever put on detention after school?
23 A. No.
24 Q. No. Okay.
25 We've also some -- seen some evidence in the

1 statements about people being on different grades; an E
2 grade or a C grade, for example. Is that something that
3 rings a bell with you?

4 A. That's how the pocket money was based out.

5 Q. I see. So it had a grading system?

6 A. Yes.

7 Q. And then, depending on the grade that you were at at the
8 end of the week, your pocket money would be deducted --

9 A. According to that grade.

10 Q. Okay.

11 And, sorry, earlier in the evidence I asked you if
12 they start with five points, could they add to that?

13 A. If they lost points, could maybe ask if they could do
14 something extra to try and gain their points back.

15 Q. Okay. But they wouldn't get, you know, a special treat
16 or --

17 A. No.

18 Q. Or something, if --

19 A. No.

20 Q. Okay.

21 So the five points from the house and the school was
22 at the maximum and then it moved up and down below that;
23 is that right?

24 A. Yes.

25 Q. Okay, I understand.

1 And were records kept in relation to this system?
2 Was it noted in the logbook, for example?
3 A. It was in the unit log every week.
4 Q. Right. Okay.
5 And how did the children react to this system of
6 deductions to their pocket money?
7 A. Well, they weren't very happy because they knew they
8 were losing money, so they would come along later on and
9 see if they could do something to try and get their
10 points they'd lost back.
11 Q. And where would they normally spend the pocket money
12 that they were getting?
13 A. Down the town.
14 Q. So were they allowed to go down the town in the evenings
15 or at the weekends?
16 A. No, generally the weekend.
17 Q. Okay, and if they were going down the town, would they
18 be accompanied by a staff member?
19 A. No, there would be a staff member walking -- there would
20 be two or three staff members walking around about the
21 town just to make sure they were all right in case
22 something was wrong.
23 Q. Okay.
24 And then I want to ask you some questions about the
25 issue of restraint.

1 A. The issue of?

2 Q. Restraint.

3 So do you understand what I mean by 'restraint',

4 first of all?

5 A. Yes.

6 Q. Okay. Did the school have a particular method of

7 restraint that was to be used?

8 A. No.

9 Q. No. Was there any training in relation to restraint?

10 A. No.

11 Q. Was there any training about restraint at the general

12 course that you mentioned, the inservice course?

13 A. No.

14 Q. And how did staff members know how to go about restraint

15 and what was permissible or not permissible?

16 A. We were told it was to be within how you'd treat your

17 own children.

18 Q. Okay. No further guidance on that?

19 A. No.

20 LADY SMITH: What if a staff member didn't have their own

21 children?

22 A. I don't know, ma'am. I mean, I had four children, so

23 I did it the way my children were brought up.

24 LADY SMITH: Yes, but you see what I am asking, why --

25 A. Yes, I do, aye.

1 MS INNES: In terms of any complaints being made by
2 children, if a child had a complaint about something,
3 who could they make that complaint to?
4 A. Their houseparent or they could go -- they could go to
5 any member of staff. They were free to go to any member
6 of staff.
7 Q. Okay. And was there a system in place for dealing with
8 those complaints?
9 A. Yes.
10 Q. And what was that system?
11 A. If -- he'd be taken into the office with SNR
12 Mr HSO, and he'd go through the complaint with you
13 and he'd try to come to a conclusion, whether it was
14 right or wrong.
15 Q. Okay. And so I am talking here about a child makes
16 a complaint to you about something, do you then
17 accompany them to the -- to Mr HSO, or do you
18 arrange a meeting with him, or what?
19 A. You'd go and arrange a meeting to see Mr HSO.
20 Q. Okay, and then would you bring the child with you to
21 that meeting?
22 A. Yeah, but I wouldnae go into the meeting 'cause that was
23 between him and the child.
24 Q. I see. I see.
25 And if Mr HSO thought that there was a valid

1 complaint, what would he do next; do you know?

2 A. I don't know.

3 Q. Okay.

4 A. I only know that one child complained about a guy

5 hitting him and Mr HSO sacked the member of staff

6 on the spot.

7 Q. Okay, so that was a member of staff hitting the child?

8 A. Yeah.

9 Q. What was that member of staff's name; can you remember?

10 A. Mr PVL (?).

11 Q. Mr PVL ?

12 A. PVL .

13 Q. Okay.

14 And so he was dismissed on the spot by Mr HSO ,

15 okay.

16 Did you ever see -- so I'm talking about other staff

17 members here -- did you ever see any behaviour by other

18 staff members which you considered was abuse towards

19 children?

20 A. Just Ms KXP .

21 Q. Okay. And you've already referred to Ms KXP and

22 the type of things that she would do, and you considered

23 that to be abusive towards the children, did you?

24 A. Yeah, I didn't like it at all.

25 Q. Did you feel that you were able to do anything about

1 that?

2 A. No.

3 Q. Why not?

4 A. Because, as I said before, she was very, very friendly

5 with Mr and Mrs HSP-SPO .

6 Q. Yes, okay.

7 A. They couldn't see past her.

8 Q. And had she gone by the time that Mr HSO came?

9 A. She went very soon after.

10 Q. I see. Okay.

11 And do you think her departure was linked to the

12 arrival of the HSO-SPO ?

13 A. I think so. Because, I said before, they had been at

14 the school before, so they obviously knew her.

15 Q. Okay.

16 Now, in terms of behaviour between children

17 themselves, you mentioned earlier in your evidence

18 today, that there were often fights between children.

19 Did you ever see any behaviour by any child towards

20 another child which you considered to be abuse?

21 A. Yes, all the time. There was fights all the time.

22 Q. Okay.

23 And how were those fights dealt with?

24 A. They were separated.

25 Q. Okay.

1 A. I mean, as quick as it started, it would stop.

2 Q. Okay.

3 A. You know?

4 Q. And how did you -- so apart from physically separating
5 them, would there be any follow-up with either of the
6 children?

7 A. They had points loss.

8 Q. Would there be any discussion with the children about
9 how it had come about and --

10 A. Well, you'd ask them what happened, you'd try and solve
11 it and say, 'Well, that's silly', you know. You'd ask
12 them what happened.

13 Q. And did -- you know, after, say, a fight happened, did
14 children have to carry on living together in the same
15 unit or --

16 A. Yes.

17 Q. Why were -- so there was no thinking of perhaps
18 separating them so that they wouldn't have these
19 clashes?

20 A. That's nothing to do with me. That was -- you know,
21 that was their unit and that was the only place they
22 had.

23 Q. Okay.

24 And beyond these physical instances of abuse, did
25 you ever see any other behaviour between children which

1 you considered to be abusive, so verbal or emotional
2 abuse, for example?

3 A. They'd be calling each other names and telling -- saying
4 things about their parents and that, things they'd know
5 would upset the kids, or each other.

6 Q. How did you deal with that?

7 A. You'd take them apart and try and talk to them and say,
8 'Look, behave'. You know, explain that's their parents
9 you're talking about; somebody who loves 'em and who
10 they love', you know. But I mean, in and out there,
11 they wurnae really interested.

12 Q. The impression that you give in terms of the children,
13 you say fights happened all the time --

14 A. Mm-hmm.

15 Q. -- so it doesn't seem to have been a very calm
16 environment?

17 A. I say, all the time, there was loads of fights and loads
18 of aggravation between them. That's how you spent the
19 most of your shift, just making sure everyone was calm
20 as it could be done.

21 Q. And if you're spending all your time doing what might be
22 called crowd control --

23 A. Nah, it wasnae that bad. You're actually painting
24 a picture here, it wasnae that -- there was fights and
25 you'd to try and stop them, nine times out of ten it was

1 quite a quiet place, a pleasant place to be in the
2 evenings. They'd be watching football, they'd be
3 playing games, you know --

4 LADY SMITH: How many times each week do you think you had
5 to stop a fight?

6 A. At least once a day, ma'am.

7 LADY SMITH: At least once a day. Thank you.

8 MS INNES: In terms of these issues, would they be noted in
9 the logbook?

10 A. Yes.

11 Q. Would they be reported to social workers?

12 A. I don't know. If they were in the logbook, then
13 Mr HSP would then deal with the log books the next --
14 Mr HSO would deal with the log books the next day.

15 Q. Okay. And if you were preparing an assessment for
16 a Children's Panel, for example, would you --

17 A. You'd refer to it.

18 Q. -- refer to that?

19 A. Yes.

20 Q. Okay.

21 And if children had to be restrained, was that noted
22 down in the logbook?

23 A. Yes.

24 Q. Okay.

25 Now, I want to ask you now about -- sorry,

1 medication.

2 A. About what?

3 Q. About medication. Did any of the children in your unit,
4 were any of them on medication?

5 A. Yes.

6 Q. And who was responsible for making sure that they got
7 their medication?

8 A. There was a nurse lady in the home.

9 Q. Okay. And were any children on medication that perhaps
10 might be administered to calm them down or sedate them?

11 A. No.

12 Q. No.

13 A. It was mainly for things like diabetes, so -- and you'd
14 get insulin and stuff like that.

15 Q. Okay. And there was a nurse or a lady that was
16 responsible for the medication throughout the whole time
17 that you were there?

18 A. Yes. Yes.

19 Q. Okay.

20 Now, the next thing I'm going to ask you about is
21 your conviction. So you told us about your conviction
22 in the statement that you sent back to the Inquiry. If
23 we could look, please, at JUS-000000255, please, and to
24 page 5, it's coming up on the screen.

25 So this is details of the various things of which

1 you were convicted and if we scroll down to the bottom
2 of the screen, we see the offences there. So, for
3 example, the first offence is that you -- between 1980
4 and 1983, that you punched a pupil at the school,
5 slapped him on the head and on one occasion pushed him
6 against a wall and repeatedly punched him on the body.

7 So that's an example of one of the charges to which
8 you pled guilty.

9 I think if we go on to page -- there's more charges
10 on page 6, and then if we go on to page 7, and we can
11 see towards the bottom of the page that you pled guilty
12 to 12 charges and they were all in respect of physical
13 assault; is that correct, that you pled guilty to those
14 charges?

15 A. Yes.

16 Can I tell you why I pled guilty?

17 Q. Yes.

18 A. My QC, Paul McBride, said to me I should plead guilty to
19 those and I would definitely be entitled to legal aid,
20 and that's why I pled guilty to those charges. That's
21 what I was told.

22 Q. Okay. So you understood there was a connection between
23 pleading guilty and getting --

24 A. Legal aid.

25 Q. -- legal aid. But if you pled guilty, the case would be

1 at an end. So I'm not really understanding.

2 A. It's way above what I know but that's what I was told.

3 This was my first ever time appearing in a court.

4 Q. Okay. So you're saying that you pled guilty because of

5 that advice. Did you plead guilty because you accepted

6 that you had done these things?

7 A. I pled guilty 'cause that was his advice.

8 Q. Do you accept that you did these things?

9 A. Pardon?

10 Q. Do you accept that you did the things that you pled

11 guilty to?

12 A. No.

13 Q. And we can see that you were initially sentenced to

14 a period of two years' imprisonment, but that was

15 reduced on appeal to nine months; is that right?

16 A. Correct.

17 Q. Okay.

18 And we know that this came up in -- well, the plea

19 was at the end of 2002, so obviously it was some time

20 after you had left Woodlands.

21 Do you know why it was that this came up at this

22 stage?

23 A. No, I do not know.

24 Q. Now, I'm going to move on and ask you about some other

25 material, some of which is in relation to allegations

1 that have been made against you. I want to ask you to
2 look, first of all, at SGV-001033717, and page 12. It's
3 going to come up on the screen. It's on the screen in
4 front of you.

5 So this is a letter which you won't have seen
6 before. It's a letter from the school, Monken Hadley
7 School, on 24 September 1982 to the Scottish Education
8 Department. It's a letter from Mr HSO and in the
9 course of this letter, Mr HSO tells the Scottish
10 Education Department that a pupil at the school had died
11 suddenly?

12 A. That's right.

13 Q. Do you recollect that happening?

14 A. Yes.

15 Q. And it goes on in the next paragraph to say that the
16 death of the child occurred shortly after he had begun
17 a PE lesson and because of the sudden nature of his
18 death, the police had been involved and full statements
19 had been taken from all concerned. These had been
20 passed on to the Procurator Fiscal and it's noted that
21 the conclusion on the death certificate was that the
22 child died of an anomalous condition of the coronary
23 artery; so an issue to do with his heart, it says
24 everything --

25 A. He had a hole in the heart.

1 Q. Sorry?

2 A. He had a hole in his heart.

3 Q. Okay. And it says:

4 'Everything possible was done at the time and we

5 were fortunate to get an ambulance and a doctor within

6 a very few minutes of the child collapsing.'.

7 And then it goes on to say that Mr HSO attended

8 the funeral with the boy's housemaster and two of his

9 closest friends, and parents had expressed their

10 gratitude for what the school had done for this child.

11 Were you this boy's housemaster or not?

12 A. Yes.

13 Q. Right, okay.

14 Were you present at the PE lesson when he died?

15 A. Sorry?

16 Q. Were you present when he died?

17 A. Yes.

18 Q. What happened?

19 A. We were -- we weren't in PT and PE, we were playing

20 games and we had lined up boys and girls in three rows,

21 and we were doing running up so far, coming back,

22 touching the next person and they run up, come back and

23 that's all we were doing. And the boy in question came

24 back and he's passed me, he says, 'This is great fun',

25 and the next moment he was down on the ground. And

1 I went to him and I sent a child up to get Mr HSO
2 and he come along instantly and tried to do -- give him
3 resuscitation, but it turned out he had a medical thing
4 wrong we didn't know about.
5 Q. Okay.
6 And did you give a statement to the police --
7 A. Yes.
8 Q. -- in their investigation. Okay.
9 Were there any other staff members present when he
10 initially collapsed?
11 A. No.
12 Q. And in terms of the allegation against you, you may know
13 from some of the -- from the statements that you've been
14 provided with, that some applicants to the Inquiry, and
15 another person who wrote to, I think, it's within
16 Scottish Government files at the time, they allege that
17 this didn't happen in the context of games, as you've
18 said, but in the context of you giving the children
19 a punishment?
20 A. No. No.
21 Q. And making them exercise to an extreme?
22 A. No, we were playing a game, we were in three rows
23 running up the hill, come back, touch, that's all we
24 were doing.
25 LADY SMITH: Running up a hill?

1 A. It wasn't, it was just a bit of an incline, ma'am.

2 LADY SMITH: I think you just said 'running up a hill', did
3 I pick you up correctly?

4 A. Yeah, just a bit of an incline. They were running about
5 10 yards and coming back.

6 LADY SMITH: Where was the hill?

7 A. In the school grounds, just next to the -- next to the
8 entrance to the school.

9 LADY SMITH: Thank you.

10 MS INNES: Okay, to give you further opportunity to comment
11 on this, can I ask you, please, to look at SGV-001033827
12 which is the letter that I mentioned that was within the
13 documents recovered by the Inquiry from the Scottish
14 Government.

15 If we look down to the third paragraph, the
16 paragraph third from the bottom on this page, it says
17 'One 14-year-old boy'.

18 'One 14-year-old boy was forced to run around the
19 school yard so much that he collapsed from exhaustion.
20 He died later that day. At the time, his parents
21 naively believed what they were told, that their teenage
22 son had a weak heart. What they were not told was what
23 had happened immediately before their son died...'

24 This person says his murderer is called 'you', and
25 notes that you were his housemaster at the time.

1 And it goes on to say that you:

2 '... continued your reign of terror on us children
3 for years after the boy's premature death. At one point
4 my parents almost commenced legal action. They only
5 backed down when they were told by SNR [REDACTED] that
6 your temper would be monitored. SNR [REDACTED] also
7 subscribed to abusing children.'

8 And it goes on in relation to other matters.

9 So just breaking that down a bit, these are the
10 allegations that I'm now putting to you, and you'll
11 remember the warning that Lady Smith gave to you at the
12 beginning.

13 Did you force this boy to run around the school
14 yard?

15 A. No.

16 Q. Did you -- or would you describe your time as being
17 a reign of terror?

18 A. No, they actually did a survey once during the school
19 time as to who they thought the most popular person was
20 and I was against it, and it turned out it was me that
21 came out as the most popular person.

22 Q. That was the children that were asked?

23 A. The children were asked this.

24 Q. Okay.

25 And then there's a suggestion that SNR [REDACTED]

1 would monitor your temper --

2 A. No.

3 Q. Do you recall that happening?

4 A. No, that never happened.

5 Q. Did SNR [REDACTED] ever speak to you about your temper?

6 A. No.

7 Q. Would you say that you have a temper or that you had

8 a temper at the time?

9 A. Sometimes, but not -- I try and control my temper at all

10 times.

11 Q. Now, I'm going to take you to statements that have been

12 given to the Inquiry. The first statement is at

13 WIT-1-000000748 and this is from an applicant who has

14 the pseudonym 'Wallace'.

15 A. Sorry?

16 Q. This is an applicant who has the pseudonym 'Wallace' and

17 I think, at the beginning of your folder, you'll have

18 a key which will tell you who that applicant is.

19 It should be at the very start of your folder,

20 I think.

21 A. No, I cannae see it.

22 LADY SMITH: Can we just check that it is in the folder.

23 Hang on a minute, 'Philip', we'll check whether it's

24 there or not.

25 Just let Ms Innes see, because she knows what she's

1 looking for.

2 MS INNES: Right, so there is no pseudonym key. These are

3 statements that have been sent to you by the Inquiry,

4 I think you were sent two statements by two people who

5 had given evidence to the Inquiry.

6 A. That's right.

7 Q. Do you remember getting those statements?

8 A. Yes.

9 Q. Okay, so I'm going to go through certain things that are

10 said in those statements.

11 And the first statement is of a boy who was born in

12 1970 and we understand was at the school from 1980 to

13 1986.

14 A. Ma'am, if I have to answer questions that's gonnae --

15 LADY SMITH: You weren't actually being asked a question at

16 that moment, you were being told what's going to happen.

17 A. Yes.

18 LADY SMITH: So why don't you wait, 'Philip', until you hear

19 what the question is, all right?

20 Ms Innes.

21 MS INNES: Thank you, my Lady.

22 Within the statement, and within the second

23 statement, there are -- you will know that there are

24 various allegations against you?

25 A. Yes. Yes.

1 Q. And as I said a moment ago, and reminded you that
2 Lady Smith gave you a warning at the beginning of your
3 evidence that you don't need to answer questions, the
4 answer to which might incriminate you, okay?

5 A. Mm-hmm.

6 Q. So I'm flagging for you that these are statements in
7 which I will be asking you whether you behaved in
8 a criminal manner, okay?

9 A. Yes.

10 Q. So if we can go on to page 7 of this statement, please,
11 and at paragraph 30, the boy says that the first time
12 that he met you, you grabbed him by the hair.
13 Did you do that?

14 A. No. No.

15 Q. Did you -- he goes on to say you picked up a knife that
16 you were going to eat with and continually whacked him
17 on the back of the hand with the handle.
18 Do you see that, that he suggests that that
19 happened?

20 A. No.

21 Q. And did you do that?

22 A. No.

23 Q. And if we go on to paragraph 35, which is on the next
24 page, the bottom of the page, this talks about the
25 creation of a special unit for --

1 A. Sorry?

2 Q. The first line of paragraph 35, talks about the creation
3 of a special unit for some children with discipline
4 problems and needed to be punished. And he says this
5 unit consisted of one or two bedrooms, a living area, a
6 shower, toilet facilities and one room dedicated to
7 a classroom where Mr Heap was the teacher and it's
8 suggested that you took charge of the unit out of school
9 hours.

10 Now, I asked you in your evidence this morning --

11 A. We didn't have a special unit.

12 Q. No, okay. Do you know --

13 LADY SMITH: Was there anywhere that fitted this general
14 description?

15 A. No, ma'am. No.

16 There was the three units plus the girls' unit split
17 in two, that was all that was in the premises.

18 LADY SMITH: Okay, well, forget the word 'unit' for
19 a moment, was there somewhere that children --

20 A. No.

21 LADY SMITH: What did you think I was going to say,
22 'Philip'?

23 A. Where children were put into for -- because of their
24 behaviour.

25 LADY SMITH: Right. Was there anywhere to get them out of

1 the classroom, they were put for that?

2 A. No, ma'am. No.

3 LADY SMITH: Right. Do you remember this man, Mr Heap?

4 A. He was SNR . He was the man that actually got

5 me the job to start with.

6 LADY SMITH: Okay, and was there somewhere that he was in

7 charge of, a room that he was in charge of, anywhere?

8 A. No.

9 LADY SMITH: All right. Ms Innes.

10 MS INNES: Thank you, my Lady.

11 This paragraph goes on to say that this boy and

12 three other boys were placed in a unit together and

13 totally isolated from all the other pupils. Can you

14 remember that happening?

15 A. No.

16 Q. He says that, 'Every morning we had to make up bed

17 blocks like the army which meant stripping our beds and

18 folding the bedding in precise squares at the bottom of

19 our beds.'

20 Did the boys have to do that?

21 A. Yes.

22 Q. And he goes on to say that you would check these. Did

23 you do that?

24 A. No, they just folded their blankets up into a square in

25 the morning. That's all they did.

1 Q. And he says that if they weren't correct, they had to be
2 redone; is that right?

3 A. No.

4 Q. And he says that after leaving the school room, they had
5 to stand by their beds until you had given them
6 permission to make their beds and this had to be in
7 a sort of military fashion?

8 A. No, that's not true.

9 Q. Okay.

10 He goes on to refer, towards the end of that
11 paragraph, about that they had to take cold showers
12 every morning.

13 A. No, that is not true.

14 Q. Was the water always hot in the showers?

15 A. Yes.

16 Q. Okay.

17 It goes on to say that you would get the boys up at
18 6.00 in the morning to clean the unit?

19 A. No.

20 Q. When did the boys get up?

21 A. 7.30/8 o'clock.

22 Q. He says it was just like being in the military?

23 A. No.

24 Q. Is that correct?

25 If we move on, please, to page 9 of this statement,

1 and paragraph 40. At paragraph 40, he says that he
2 doesn't recall any of the care staff having to deal with
3 any incidents through the night other than pupils
4 absconding.

5 'I do recall we had a fire drill but that was always
6 through the day. The only movement at night was when
7 [you] took the boys out of bed to punish them, which was
8 really abusing them.'

9 Did you take the boys out of bed during the night to
10 punish them?

11 A. No, I did not.

12 Q. If we go on to page 10, please, paragraph 45. This boy
13 says that he was unable to eat broccoli, brussels
14 sprouts or cauliflower, he says that you would force him
15 to eat those foods, 'He would force me even if I was
16 being sick. If I was physically sick', then you would
17 force him to eat all of the food and his own vomit?

18 A. That's lies.

19 Q. Okay.

20 So would you ever force children to eat?

21 A. No, you'd try to encourage them by saying, 'Come on eat
22 up your veg, it's good for you'. But if they didnae
23 take it, it was left.

24 Q. And would you ever force a child to eat the food, even
25 if they were being sick in it?

1 A. No.

2 Q. Now, if we can move on, please, to page 15, and at

3 paragraph 64, it is at the very top of the page, the

4 first three lines on the page, and it says that you were

5 fond of grabbing the boys' hair and slapping them about

6 the face, kicking them when they were down and punching

7 them.

8 So did you grab the boys' hair?

9 A. No.

10 Q. Did you slap them about the face?

11 A. No.

12 Q. Did you kick them when they were down?

13 A. No, if they'd been kicked and slapped, there'd have been

14 a doctor attending them.

15 Q. And did you ever punch them?

16 A. No.

17 Q. Now, if we can move on, please, to page 16, and

18 paragraph 67. This is a more general statement where

19 the boy talks about being put on an E grade, which we --

20 the grading system that we discussed earlier.

21 A. Yeah.

22 Q. And he says that meant that you got no pocket money.

23 A. They got money. They always got something.

24 Q. Okay.

25 Was the E the lowest?

1 A. Yes.

2 Q. And then he says that the -- there were different
3 punishments, that you were banned from smoking, not
4 allowed to watch TV, had to go to bed before everybody
5 else, couldn't go on outings, no pocket money.
6 Were these things that happened generally?

7 A. No, they were allowed to watch TV. They just didn't get
8 as much money as everybody else and if there was
9 actions -- if there was activities going on, say, then
10 they couldn't go on them. Somebody else -- they'd go to
11 another unit that time.

12 Q. He says:

13 'I remember as one of these different punishments
14 being given a toothbrush and told to clean the
15 playground or car park while wearing shorts and your
16 knees and lower leg would be bare on the hard tarmac and
17 stone ground and this had to be done every day for
18 a week.'

19 A. No, that is absolute lies.

20 Q. Can I just break it down just so that we're clear as to
21 your response?

22 Can you remember boys ever being given a toothbrush
23 and asked to clean the car park?

24 A. No. No.

25 They did clean the square one day of the week, but

1 they were given bass brooms and it was just a matter of
2 a quick brush across.

3 LADY SMITH: What sort of brooms?

4 A. The bass broom, ma'am.

5 Q. A broad one?

6 LADY SMITH: I'm not sure I know what you're describing.

7 A. A bass broom, it's like -- it's what builders use for
8 brushing floors and that.

9 LADY SMITH: Okay, right, so the long --

10 A. Yes.

11 LADY SMITH: -- straight part --

12 A. Yes.

13 LADY SMITH: -- that's for the floor with a handle at right
14 angles to it?

15 A. Yes.

16 LADY SMITH: Thank you.

17 MS INNES: Now, can I ask you, please, to look at page 17 of
18 this statement and paragraph 72, and there it says that
19 you were not afraid of what you were doing to the boys
20 as you did it openly and in front of other pupils and
21 other members of staff. And he says that the HSO-SPO
22 knew about the abuse because it was reported.

23 Can you recall any pupil making a complaint of abuse
24 against you when you were at the school?

25 A. No. And I can assure you if I'd been accused of abuse

1 and what this is saying, I wouldn't have been in that
2 job, I'd have been gone.

3 Q. The next sentence goes on to refer to Ms KXP, who
4 you've mentioned already in your evidence, and it says
5 there that she would tell you if the boys had been bad
6 when they were in the juniors and you would then go and
7 punish them.

8 This consisting of you telling the boys that you
9 would see them later on, which meant later at night when
10 it was quiet:

11 'And the punishment he dealt was not punishment but
12 abuse. He would hit us like we were fully grown men
13 using his fists and kicking us.'

14 So again, I'm going to break that down a bit.

15 Did Ms KXP ever ask to you assist her with
16 disciplining the juniors?

17 A. No. Never.

18 Q. Did you ever go down to the juniors later at night?

19 A. When I first started, I used to go down at night because
20 they wanted me to talk to them about what I had done in
21 the army. That was the only time I ever went down at
22 night and after a couple of -- a couple of weeks in
23 there, I stopped going down.

24 Q. Okay.

25 Did you ever hit the children like they were fully

1 grown men?

2 A. No.

3 Q. Did you ever use your fists on them?

4 A. No.

5 Q. Did you ever kick them?

6 A. No.

7 Q. Could we go on to page 18, please, and paragraph 75. He

8 says that:

9 '[You] would get the boys out of their beds during

10 the night and lock them alone in an underground cellar

11 near the kitchen area for as long as he wanted, which

12 could be an hour or several hours at a time wearing only

13 pyjamas and the cellar was full of water. There were

14 lights in the cellar and I couldn't find them so I was

15 in the dark feeling very scared. It was a terrifying

16 experience. This happened to me on two separate

17 occasions, once before and once after the HSO-SPO took

18 over.'

19 So, again, breaking that down a bit: did you ever

20 take any of the boys out of bed during the night and

21 lock them in a cellar on their own?

22 A. Of course not.

23 Q. Do you have any idea what he might be referring to as

24 an underground cellar?

25 A. There was a cellar on the grounds.

1 Q. Was it ever used for any purpose?

2 A. It stored the garden stuff, grass cutter stuff and
3 things like that.

4 Q. Did you ever put any child into that?

5 A. No.

6 Q. He then goes on to say that he -- that you threatened
7 and did put pupils in a room with senior boys and the
8 boys had been instructed to beat you up, and this is
9 what happened.

10 'Or he'd threaten us with having senior boys come
11 into the dormitory while we were sleeping and batter us.
12 I was threatened with these by [you] but it never
13 happened to [this boy] but you always had it at the back
14 of your mind.'

15 Again, breaking that down, did you ever threaten
16 boys with being put into a room with senior boys?

17 A. No.

18 Q. Did you --

19 A. If I am on duty, if I'm on the inters, there's a member
20 of staff up on duty in the seniors.

21 Q. And was it always the inters that you looked after?

22 A. Yes.

23 Q. Okay.

24 And did you ever put any pupils in a room with
25 senior boys?

1 A. No, I did not.

2 Q. Did you ever instruct senior boys to beat up younger
3 boys?

4 A. No. No.

5 Q. Did you ever threaten them with having the senior boys
6 come into their own dormitory?

7 A. No.

8 Q. And then if we look down to page -- to paragraph 76, it
9 says that you would get the boys up through the night
10 and make them sit on stairs in the main staircase?

11 A. That did happen, but that was with -- when Mr Walker was
12 SNR. He had them sitting on the stairs, not
13 us.

14 Q. Okay. And can you tell us why he had them sitting on
15 the stairs?

16 A. If he found some child misbehaving, he would tell them
17 to go and sit on the stairs to take them away from the
18 unit.

19 Q. Okay, and would that be during the school day or in the
20 evening?

21 A. In the evening.

22 Q. Okay.

23 So although you've maybe described Mr Walker as SNR
24 SNR, he seems to have had management
25 role beyond the school day, as it were?

1 A. Yes.

2 Q. And how long would the boys have to sit on the stairs
3 for?

4 A. He would come back later on and he'd either send them
5 back to the unit, because he could use the belt or they
6 would maybe get the strap and then they would be sent,
7 but nothing to do with us at all.

8 Q. And this boy says that you would make the boys take
9 their pyjama pants down and sit naked from the waist
10 down on the cold concrete stone steps for hours at
11 a time.

12 A. It was concrete steps but they wurnae sitting there with
13 no clothes on. In actual fact, they'd be sitting on
14 their pillow.

15 Q. And would they be in their pyjamas when this happened;
16 can you remember?

17 A. Depends what time something happened.

18 Q. Okay.

19 And do you know -- well, you said he would then come
20 back at some point, there was no sort of fixed time that
21 they would sit on the stairs for?

22 A. No. I mean, we're talking minutes. Half an hour at the
23 most.

24 Q. Okay.

25 And was the stairway heated?

1 A. No, it was a concrete stairs.

2 Q. Was there any heating in that area or was it a cold
3 place? The stairway?

4 A. It was a pretty cold place, aye.

5 Q. In the next paragraph, paragraph 77, he says that, on
6 one occasion, one of the boys wrote something like --
7 this is referring to you, so using your pseudonym
8 'Philip' is a bastard' on the toilet wall using faeces.
9 It then goes on to say that you got wind of that and
10 decided to punish the boys so that after the school was
11 finished:

12 '... he lined the whole school up in the large hall
13 and asked the person who had written the message to own
14 up. We all stood there for hours. No one came forward
15 until 6.00 pm. At 6.00 pm, still wearing our school
16 uniforms, we went to the dining room. After our meal we
17 returned to the large hall and again had to stand until
18 it was time for bed.'

19 A. That's lies.

20 Q. Can you recall an incident happening where a message was
21 written on a toilet wall?

22 A. No. No, I cannot.

23 Q. Can you recall the boys ever being lined up in the hall
24 as a whole school in the large hall?

25 A. They lined up to go to their meals. That's the only

1 time they lined up in the hall.

2 Q. Can you recall them being lined up waiting for somebody
3 to own up to having done something?

4 A. No.

5 Q. Then if we go on over the page to paragraph 78, this
6 applicant then says that the next morning, you continued
7 the punishment and got all of the junior school to go
8 into the school yard for exercise. The exercise lasted
9 for more than an hour and only ended because the boy
10 that we've already referred to collapsed and died. Is
11 that correct?

12 A. No. That is not correct.

13 Q. At the end of paragraph 79, towards the end of it, maybe
14 about six lines from the bottom of the paragraph, he
15 says that:

16 'The HSO-SPO could and should have finally put
17 a stop to the cruelty and reign of terror by [you] at
18 the school but they did nothing to stop that. [You]
19 stayed at the school for years and continued the
20 abuse.'

21 Which this boy then says:

22 'Finally resulted in a girl being sexually abused
23 before SNR, before the HSO-SPO, finally
24 took action, but only by the removal of 'Philip', but to
25 the best of my knowledge [he says] this wasn't reported

1 to the police or the authorities.'

2 So, again, just breaking that down, did you sexually

3 abuse any girl at the school?

4 A. No. Certainly not.

5 Q. Was the reason that you were asked to resign by

6 Mr HSO because of an allegation of sexual abuse?

7 A. I don't know why I was asked to resign. I was just told

8 I had to resign. He'd got a -- he'd received

9 an anonymous letter, which I stated earlier.

10 Q. And you didn't question -- ask him for more details?

11 A. There was no point. I was -- he told me I was gone and

12 that was it.

13 Q. Now, if we move on, please, to page 20, and to

14 paragraph 82.

15 So this begins by saying that you would have no

16 hesitation in punching or kicking boys and he then goes

17 on to say, 'He would also throw you down the stairs.'

18 Did you do that?

19 A. No, I did not. No.

20 Q. It then goes on to say that:

21 'I remember when the girls came to the school, he

22 took a shine to a particular lassie. She would sit on

23 his knee and he would put his hand up her skirt between

24 her legs.'

25 Did you do that?

1 A. No, I did not.

2 Q. He goes on to say:

3 'I think the girl was about 12, all the staff could
4 see this happening and did nothing about it.'

5 Then at paragraph 83, he refers to an incident where
6 three boys were coming back from the town and, on the
7 way back, they killed a hedgehog and you heard about it
8 and summoned the boys to the living room in the seniors,
9 although they were all juniors at the time, and the
10 living room was full of all the senior pupils:

11 'He layed right into us with a bamboo stick, hitting
12 us all over our bodies.'

13 So can you remember there being an incident when
14 a hedgehog was killed?

15 A. No, I do not remember that at all. And I never hit
16 anybody with a stick.

17 Q. Now, if we move on to page 21, please, and if we can
18 look down, please, to paragraph 85, this boy says that
19 on one occasion he was stood outside the main entrance
20 to the school, the entrance's external walls were made
21 of stone.

22 'I wasn't aware that ['Philip'] was there. He
23 deliberately physically abused me by pushing me with the
24 full weight of his body and using a bent, outstretched
25 arm to knock me off balance and hitting my head into the

1 cornerstone column of the school entrance. My head was
2 split open and bleeding badly, but I was not offered any
3 medical help.'

4 So can you recall a boy being injured?

5 A. No, and if that had happened, he'd have been taken to
6 a doctor instantly.

7 Q. Did you ever push a boy into the column at the school
8 entrance?

9 A. No. Not that I remember, no.

10 Q. Then if we go on to page 23, please, and paragraph 93,
11 he says that you took some of the boys into a new car
12 that you had, that you had -- you said that you had been
13 promoted and you told them:

14 'In no uncertain terms that we were not to make any
15 more complaints about him or it would be worse for us.'

16 A. That's not true.

17 Q. Did you ever threaten the boys to make no complaints
18 about you?

19 A. No, I did not.

20 Q. Okay.

21 A. They were free to make any complaints they wanted at any
22 time. They just had to go to Mr HSO or anybody
23 that was in there and that would be dealt with.

24 Q. Okay.

25 Now I'm going to take you to the other -- another

1 statement provided to the Inquiry. This is
2 WIT-1-000000833, this applicant has the pseudonym 'John'
3 and if we can look on, please, to -- so we know that
4 this boy was at the school between 1982 and 1983.

5 So if we can look on, please, to page 5, and
6 paragraph 17.

7 The boy is talking about the morning routine and he
8 talks about having to be -- in the bottom part of the
9 paragraph -- about 'having to line up by our chairs
10 before being told to sit down by ['Philip'].'

11 '['Philip'] would come into the dining room like
12 a major general from the army with his shoes clicking on
13 the floor and he would call each table to go and up
14 receive breakfast. ['Philip'] was a sadistic and brutal
15 man and he would dish out physical punishment if you
16 didn't eat your breakfast.'

17 Did you dish out physical punishment if the boys
18 didn't eat their breakfast?

19 A. No, not at all.

20 Q. Do you recognise the picture that he paints of you in
21 being like a major general from the army?

22 A. No. I don't.

23 Q. Can you move on, please, to page 7 and paragraph 27.

24 He refers here to a boy being thrown down the stairs
25 by you and the medical authorities being told that he

1 had fallen and nothing was questioned, despite him
2 having a broken leg. Can you remember a boy getting
3 a broken leg?

4 A. No, no boy got a broken leg in the time that I was
5 there.

6 Q. Okay.

7 Did you ever throw any boy down the stairs?

8 A. No, I did not. You're talking about, maybe, 15, 20
9 concrete steps.

10 Q. Okay.

11 We move on, please, to page 8 and paragraph 31.

12 This is, I think, speaking about brushing the car
13 park or the playground. So it says:

14 ['Philip's'] favourite work task was to brutalise
15 the kids on a Saturday morning in autumn, was to get the
16 children to sweep the 60-foot by 30-foot courtyard.
17 There would be thousands of golden leaves, we would be
18 given massive industrial brushes and we would line up
19 across the yard and together we would sweep as we
20 crossed the yard and the brushes would cause blistering
21 to our hands. If we didn't do it properly, ['Philip']
22 would physically punish us brutally, he would grab you
23 by the hair and run with you and throw you to the
24 ground. When you got up, he would do it again and then
25 kick you when you were down. He also slapped you

1 several times very hard across the face.'

2 Again, breaking this down, you mentioned earlier in

3 your evidence that the children would brush the

4 courtyard or the playground; is that right?

5 A. That's right, yeah.

6 Q. Was that a weekly task in the autumn?

7 A. A Saturday or Sunday morning task.

8 Q. And is it correct that they would line up in a row with

9 the brushes?

10 A. That's right, across the square.

11 Q. Did the brushes cause blistering to their hands?

12 A. No.

13 Q. If it wasn't done properly, would you physically punish

14 them?

15 A. No, of course not.

16 Q. Would you grab them by the hair?

17 A. No.

18 Q. Would you run with them whilst pulling them by the hair?

19 A. No.

20 Q. Would you throw them to the ground?

21 A. No, I did not.

22 Q. If they got up, did you do it again?

23 A. No.

24 Q. Did you kick them when they were down?

25 A. No.

1 Q. Did you slap them several times very hard across the
2 face?

3 A. No, I did not.

4 Q. If we move on to page 9, paragraph 35, there's reference
5 here to this child having, I think, taken an overdose at
6 some point and he explains that --

7 A. Is this a boy or a girl we're talking about?

8 Q. A boy.

9 A. A boy, right.

10 Q. Who got -- there was an issue with a dog, he says that
11 he -- he and a girl:

12 '... got a Springer Spaniel called Shandy which
13 HSO allowed me to keep. On one occasion when
14 ['Philip'] was having a go at me, Shandy bit him and he
15 kicked the dog down the stairs. I went home for the
16 weekend and when I returned, I found he had got rid of
17 the dog. I loved the dog and I was devastated.'

18 Can you recall that happening?

19 A. 'We got a dog'. No, that is correct -- and I know the
20 boy you're talking about. I don't even remember him
21 taking an overdose and I don't remember the dog being
22 gone when he came back.

23 Q. Okay.

24 And then if we move on to page 10 of the statement,
25 and paragraph 40, this boy says that there was

1 an occasion when he ran away to Blackpool. Can you
2 remember this boy running away to Blackpool?

3 A. I think I remember a boy going to Blackpool, yeah.

4 Q. He says he broke into a self-contained holiday flat and
5 then the police picked him up and he says that you were
6 sent to pick him up:

7 'And every 20 minutes, he would stop on our journey
8 back to the school and hit [him] across the face. Blood
9 was streaming down my face. I remember stopping in
10 a country lane and he got out and battered me.'

11 Again, breaking that down, do you recall going to
12 collect a boy from Blackpool?

13 A. I went with another member of staff, yeah.

14 Q. Okay.

15 Did you stop the car and hit him across the face?

16 A. No, I did not.

17 Q. Did you hit him so that he bled on his face?

18 A. No.

19 Q. Did you stop in a country lane and get out of the car
20 and batter him?

21 A. No.

22 Q. Now, if I can move down to paragraph 42, which is a more
23 general statement about absconding from school. So he
24 says:

25 'If you absconded from the school, you would be made

1 to wear your pyjamas and slippers all week and you
2 weren't allowed out at weekends and you would be made to
3 do more work.'

4 Did that happen when boys absconded?

5 A. If they absconded, they weren't made to wear their
6 pyjamas, but they wouldn't be allowed out at the weekend
7 and that. That was part of the E grade punishment for
8 being away, running away from school.

9 But that wasn't my doing, that was the school rules.

10 Q. Okay. So, just to be clear, so did the school rule
11 include them being made to wear their pyjamas or not?

12 A. No.

13 Q. No. Okay. So you wouldn't be made to wear your
14 pyjamas, but you would be prohibited from going out at
15 the weekends?

16 A. Yes.

17 Q. Okay.

18 Would you be made to do more work?

19 A. No, no.

20 Q. And those were the school rules?

21 A. That was the school rules.

22 Q. And if we can go on to page 11, please. And
23 paragraph -- paragraph 43. In there, he talks about
24 being punished for not eating. I've already asked you
25 about that. He then says:

1 'I can recall seeing children being grabbed by their
2 hair onto the floor and dragged away from the dining
3 room.'

4 Did you drag children away from the dining room by
5 the hair?

6 A. No, I did not.

7 Q. He says:

8 'The thumping and beating would last about 15
9 minutes and when the children returned, they had black
10 eyes and they were shaking with fear.'

11 Did you thump them and beat them?

12 A. Sorry?

13 Q. He says the thumping and beating would last about 15 --

14 A. No, that never happened.

15 Q. Okay.

16 At paragraph 44, he says that at times during the
17 night, you would come into the rooms and shout for the
18 boys to get up, they would go outside into the yard in
19 all weathers to do military exercises. Did you do that?

20 A. No.

21 Q. He says:

22 'I remember a time when it was snowing and he made
23 us lie down and raise our legs off the ground.'

24 Can you remember being outside in the snow and
25 asking the boys to do that type of exercise?

1 A. No.

2 Q. And he says that one girl was kicked by you and she was
3 made to run around the yard and she was wearing only
4 pyjamas. Did that happen?

5 A. No.

6 Q. And then at paragraph 46, he says that you raped a girl
7 who had learning difficulties and raped another girl,
8 who took an overdose and nearly died, he says.

9 Did you rape any girl at the school?

10 A. No, I did not.

11 Q. Did you sexually assault any girl at the school?

12 A. No, I did not.

13 Q. At paragraph 47, he refers to another girl and he says
14 that you punched and kicked this girl and, in the final
15 sentence, he says that:

16 'When you saw ['Philip'] and this girl together,
17 I remember thinking that he was acting as if she was his
18 girlfriend.'

19 Did you ever act in that way towards any of the
20 girls at the school?

21 A. No, but, I mean, you tried to be friendly with them, but
22 that didn't mean -- no.

23 Q. Okay. If we go on to page -- at the bottom of page 11,
24 at paragraph 48 and on to the top of page 12, this boy
25 suggests that he would be stopped from going home if he

1 had injuries and he remembers an occasion where it was
2 said that you had accidentally clipped his face causing
3 an injury to his eye with your ring. Did that -- can
4 you remember that happening?

5 A. No. No.

6 Q. If we look down to paragraph 50, he says that, as
7 a result of the incident with the ring referred to, that
8 you had to move out of the -- of a school bungalow?

9 A. I had to move out of the school -- my wife and family
10 were in the -- living in the bungalow, at Mr HSO's
11 insistence, and then he decided that he would have girls
12 in the school and I was asked if I would move out of the
13 bungalow and he would find me a council house and that's
14 why I moved out of the bungalow.

15 Q. Okay. So you told us earlier in the evidence that you'd
16 been living in the town but you --

17 A. No, no, I lived in the town and then I went -- he asked
18 me to move into the bungalow and I did. Now, a while
19 later he decided he wanted to use the bungalow for
20 a girls' unit so I moved back into the town.

21 Q. Right. And if we can look at the bottom of this page at
22 paragraph 52, he says that there would be -- he might be
23 out in the school minibus with you driving:

24 'He would make us all chant a song, the song would
25 start with ['Philip'] saying, "Who is our leader?", and

1 we would have to respond by saying, "Ginger is our
2 leader". If you didn't join in, ['Philip'] would stop
3 the bus, and pull you out. He would slap your face and
4 bang your head against the side of the bus. ['Philip']
5 was forcing kids to worship him.'

6 So first of all, I'm going to break that down again.

7 Did that song, chant, happen in the bus?

8 A. This happened one night. There was a boy called
9 [REDACTED]. We were going somewhere and he started
10 this song. I knew nothing about it. And that's what
11 the song was, nothing to do with me.

12 Q. Okay, and did it become a thing that it was done
13 regularly on -- in the bus?

14 A. If they decided to sing it, they sang it. It wasn't
15 anything to do with me.

16 Q. Did you stop the bus and pull the boys out of the bus if
17 they didn't join in?

18 A. No, I did not.

19 Q. Then on page 13, at paragraph 57, he says that you
20 regularly verbally abused female members of staff, you
21 were a tyrant. Did you regularly verbally abuse female
22 members of staff?

23 A. I certainly did not.

24 Q. And at paragraph 60, the final page here, he says:
25 'I discussed going to the police about the abuse

1 with another boy, but we were prevented from doing so
2 because ['Philip'] regularly told us that he was friends
3 with the police.'

4 Did you tell the boys that?

5 A. No. I've never liked the police in my life, so
6 I don't -- I don't -- no. No.

7 MS INNES: Right, 'Philip', I have no more questions for
8 you. Thank you.

9 LADY SMITH: 'Philip', I don't have any more questions
10 either.

11 Thank you again for coming here today and bearing
12 with us, as we inquired of your knowledge and memory of
13 Woodlands and certain things related to you. I'm
14 grateful to you for having cooperated as you have done.

15 A. Thank you very much, ma'am.

16 LADY SMITH: Do feel free to go and I hope you have a safe
17 journey home.

18 A. Thank you very much, ma'am.

19 (The witness withdrew)

20 LADY SMITH: Ms Innes.

21 MS INNES: My Lady, we do have a read-in available which
22 I think -- is quite long, I think it could take about
23 an hour to do. We don't need to do that today. We do
24 have time to do it at another juncture.

25 LADY SMITH: I think we should just leave that then and rise

1 now until 10.00 tomorrow morning, when we should have
2 another oral witness ready in the morning and one in the
3 afternoon as well?

4 MS INNES: That's correct, my Lady. I am not sure whether
5 you wish to give any direction in terms of -- there've
6 been a whole number of names used.

7 LADY SMITH: I'll get to that in a moment, yes.

8 MS INNES: Yes.

9 LADY SMITH: Well, actually the ones that I noted, actually,
10 were probably only a couple, but tell me if you think
11 I've missed some.

12 The HSO-SPO and Mr HSO in particular, but
13 obviously his wife will identify him, so Mr and
14 Mrs HSO-SPO, however you spell it, and a boy called
15 .

16 Did I miss anybody else?

17 MS INNES: Ms KXP.

18 LADY SMITH: Oh, Ms KXP.

19 MS INNES: And Mr Thorburn.

20 LADY SMITH: And PCQ. And PCQ as well. Yes, thank
21 you very much indeed. Thank you.

22 Right, until 10 o'clock tomorrow morning.

23 (3.11 pm)

24 (The Inquiry adjourned until
25 10.00 am on Friday, 11 July 2025)

I N D E X

1	'Douglas' (called)	1
2	Questions from Ms McMillan	3
3	'Douglas' (sworn)	4
4	'Philip' (sworn)	61
5	Questions from Ms Innes	64
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

