

Thursday, 17 July 2025

(10.00 am)

LADY SMITH: Good morning, and welcome back to our evidential hearings in relation to this section of our case study in which we're looking at the provision of residential care for children with healthcare needs, with additional support needs and children with disabilities.

As you know, we are planning to hear oral evidence this morning and there is a witness ready to start when we're ready, I think, yes?

MS INNES: Yes, my Lady. The witness this morning is 'Alex'. 'Alex' attended Lendrick Muir School from [REDACTED] 1977 until [REDACTED] 1981. That information is from his statement, as we were unable to recover any records in respect of 'Alex'.

LADY SMITH: Thank you.

'Alex' (affirmed)

LADY SMITH: 'Alex', thank you for coming along this morning to help us with your evidence. I see that you have already found your statement and that's written evidence from you that I've already got in front of me and thank you for the trouble you've taken in providing that. It's been a real help to me to be able to study it in advance.

1 We're not going to go through it word for word,
2 don't worry, but there are some particular parts of your
3 evidence that we'd like to explore with you, if that's
4 all right?

5 A. Yep.

6 LADY SMITH: As we go through your evidence, if you've got
7 any questions or concerns, please speak up. Don't sit
8 there thinking you're not allowed to volunteer anything
9 or ask. You certainly are.

10 If you need a break at any time, that's not
11 a problem at all. Just say, and we can let you leave
12 the room, if that's what you need, or sit still for
13 a while, whatever. If it works for you, it will work
14 for me, all right?

15 A. Okay. Thank you.

16 LADY SMITH: Other than that, 'Alex', and I know a lot of
17 people come along in your position to give evidence of
18 the sort that we're going to explore with you, thinking
19 they're sorted, they're ready for it, it's going to be
20 fine, they're going to be fine, but when, in this sort
21 of setting, you actually start talking about yourself
22 and your own life, your emotions can take you by
23 surprise. I know that can happen. Don't worry about it
24 if it does. We'll deal with it. Okay?

25 A. Right. Thank you.

1 LADY SMITH: If you're ready, I'll hand over to Ms Innes and
2 she'll take it from there.

3 A. Thanks.

4 LADY SMITH: Thank you. Ms Innes.

5 Questions by Ms Innes

6 MS INNES: Thank you, my Lady.

7 'Alex', if I can take you to your statement first of
8 all, please. It's WIT.001.002.6437. If we look on to
9 the final page of this statement, please, at page 28, we
10 see at paragraph 111 that you say there:

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

15 And I think you signed this statement on 6
16 June 2019?

17 A. Correct.

18 Q. Now, subsequent to that, and more recently, you provided
19 some additional evidence to the Inquiry and this will
20 come up on the screen, I think it's in your folder as
21 well, it's at WIT-3-000001332?

22 A. Yep.

23 Q. We see that you say there:

24 'I wrote this statement between January and March
25 2025'?

1 A. Mm-hmm.

2 Q. Your initial statement had been given, as we have seen,
3 in the summer of 2019, but you felt on reflection that
4 you wanted to express things perhaps a little more
5 clearly than you thought, on reflection?

6 A. Yeah.

7 Q. And you'd also obtained additional information, namely
8 letters that you wrote as a child, as well as report
9 cards?

10 A. Yeah.

11 Q. And this statement also forms part of your evidence to
12 the Inquiry?

13 A. Yeah.

14 Q. Now, I just want you, if you can, please, to look down
15 at page -- this page and there's a heading:
16 'Naming abusers'.
17 And you say:
18 'Throughout this process, I have maintained that I
19 do not wish to make a complaint to the police, that I do
20 not wish to see a prosecution and that I do not wish to
21 appear in court as a witness. My reason for this is
22 that I decided long ago not to allow my anger to dictate
23 my feelings. I would, though, like an acknowledgement
24 of the wrongdoings committed by my abusers and I would
25 like an acknowledgement of the failures by the

1 institutions involved in my care.'

2 Now, I wonder if you can just give us a bit more
3 information in relation to that. Are you referring to
4 an acknowledgement of wrongdoings committed by those who
5 abused you, or are you referring to the institution, or
6 both?

7 A. Both. I'm not seeking an apology, as such. I am though
8 seeking acknowledgement that what happened was wrong and
9 I believe that the individuals should acknowledge that,
10 although I'd be surprised if they did, and I would like
11 the institution to acknowledge that, as well as other
12 institutions such as the local authority and the
13 Children's Panel and so on.

14 It's also come to my attention in the last few days
15 that the trust, or, sorry, the charity, which ran
16 Lendrick Muir, continues, and I found that really
17 distasteful to think that this charity is still on the
18 go, albeit in a completely different form, and I think
19 one of the outcomes -- a positive outcome for me would
20 be to see that charity disbanded, to acknowledge that it
21 has failed in the past and the charity to start up as
22 a new entity with no links whatsoever to what has gone
23 on in the past.

24 Q. Okay, and in terms of the -- you said you're not seeking
25 an apology as such?

1 A. Yeah.

2 Q. Why are you not seeking an apology?

3 A. I think it's all too easy for people just to say, 'Oh,

4 I'm sorry for what happened'. I think it's much harder

5 for them to acknowledge that what happened was wrong and

6 to acknowledge the long-term effects that their

7 behaviour, their abuse, has had on me and no doubt other

8 people.

9 Q. Okay. Now, if we can go back to your statement, please,

10 so WIT.001.002.6437, and you tell us there that you were

11 born in 1963?

12 A. Yeah.

13 Q. And at paragraph 3, you say that you initially attended

14 a local primary school. How did you get on at

15 primary school?

16 A. Fine. I had no difficulty at school. I coped well with

17 the work. I got on with other kids. I was just

18 a typical primary school child, albeit from a, erm, kind

19 of deprived background. So, you know, we didn't have

20 access to a lot of the things that maybe some of my

21 peers did, but poverty was quite common in the school,

22 so in that sense I was just very much, er, normal, if

23 that makes sense.

24 Q. And then you tell us that you went to secondary school?

25 A. Yeah.

1 Q. And you hated it there?

2 A. Yeah.

3 Q. And to the extent that you stopped attending school?

4 A. Correct.

5 Q. Why was that?

6 A. I think -- it was a combination of things. Er, mainly

7 I think it was my hatred of organised games and PE --

8 organised games rather than PE, and there was such

9 a kinda emphasis placed on team games and I just hated

10 it. I just didn't want to be part of it. So much so

11 that I kind of felt really anxious on the days that we

12 would have games. So I just stopped going. It wasn't

13 anything to do with educational ability or other

14 children or anything else, it was simply that I just

15 hated some aspects of school.

16 Q. And then if we go on over the page, to page 2, and

17 paragraph 5, you say that social workers, psychologists

18 and local government became involved?

19 A. Yeah.

20 Q. And you then go on at page 3, at paragraph 10, to say

21 eventually you went to the children's --

22 a Children's Hearing, I think?

23 A. Yeah.

24 Q. And a supervision requirement was made that you attend

25 Lendrick Muir School?

1 A. Mm-hmm.

2 Q. And did you think that there was any consideration of
3 trying to support you in attending the local school?

4 A. No, that was never, ever an option. It was never
5 discussed. Very little was ever discussed with me or
6 with my parents and, er, the -- I think it was just
7 quite clear it was either I go back to mainstream school
8 or I'd be admitted to -- or I'd be -- sorry, the subject
9 of a supervision requirement and made to attend
10 Lendrick Muir School. There was never any other form of
11 assistance offered.

12 Q. Okay, and did you feel like your parents had a choice or
13 did they challenge what was going on?

14 A. My parents didn't have the cultural skills to challenge
15 what was going on. I think my parents were of the
16 generation where, you know, people, doctors, social
17 workers, so on, were gods and they knew best and what
18 they said was right and they would never have dreamed of
19 disagreeing with anything that was put to them.

20 Q. Okay, and then at the bottom of this page, you talk
21 about Lendrick Muir School?

22 A. Yeah.

23 Q. And you say that at the time -- you understand that the
24 term used was a school for maladjusted children of above
25 average intelligence?

1 A. Yeah.

2 Q. Was that something that you were conscious of at the
3 time or is that something that you've learned
4 subsequently?

5 A. That was something I was conscious of at the time, in
6 some senses I think it was a selling point from the
7 social worker, who said, 'This is a school for bright
8 kids', so it made it sound like quite a positive option.
9 I never, ever understood and I still don't understand
10 the term 'maladjusted' and how it described me.

11 Q. You say at paragraph 13 that you're still unclear --

12 A. Yeah.

13 Q. -- on that phrase?

14 A. Yeah.

15 Q. And then if we go to the top of the next page, you say:
16 'We as residents took ownership of it and referred
17 to ourselves as "The Mallies".'

18 A. Yeah. Yep. Er, that was a kinda humorous,
19 light-hearted way, I think, of other -- we and other
20 kids just used that phrase in much the same way that,
21 you know, gay people have adopted the phrase 'queer' and
22 so on. You know, about, I think, empowerment almost.
23 But I'm not sure that we thought it out in that sense,
24 but that's what it amounted to.

25 Q. And insofar as you could see at the time, why were other

1 children at Lendrick Muir? What were the reasons that
2 they had come to Lendrick Muir?

3 A. The main reason, I think, was, er, failure to attend
4 mainstream school, but I think probably in almost every
5 case, that was the factor that brought things to a head.
6 I imagine there was a lot of other issues going on
7 behind the scenes with most people, as indeed there were
8 with me.

9 Q. And you say that there were kids who were obviously on
10 the autistic spectrum and couldn't cope?

11 A. Yeah.

12 Q. There were also kids who had been violent and had been
13 in trouble?

14 A. Yeah.

15 Q. You say the only thing that probably connected everybody
16 was poverty?

17 A. Yeah.

18 Q. What made you think that?

19 A. I think everybody was from a very poor background. It
20 was very much, you know, people were there from the kind
21 of -- the roughest housing estates in Glasgow or
22 Edinburgh or Fife or wherever, and nobody had any money.
23 Nobody had any -- I just imagine everybody was from
24 a kind of similar background to me, you know, people who
25 were raised in poverty and whose parents were probably,

1 er, not articulate enough to defend their children.

2 Q. Then you say that there were children there, as you've

3 just mentioned, from all over Scotland and I think even

4 a child from England?

5 A. Yeah.

6 Q. And then you describe the building.

7 A. Mm-hmm.

8 Q. At paragraph 15, you say it was a beautiful building.

9 A. Yep.

10 Q. But what was your impression of the state of it at the

11 time that you were there?

12 A. The building from the outside is a beautiful building.

13 It was and remains a beautiful building, but inside it

14 was, er -- my memory is that it was dirty. There were

15 lots of graffiti. There was spit on one of the walls.

16 It was just generally badly maintained. I think, you

17 know, floors were clean and surfaces were clean, but

18 walls weren't and just the whole place just looked very,

19 very impoverished. It looked almost like a -- I don't

20 know, some kinda prison or other. I had no experience

21 of what a prison looked like, but when I saw the metal

22 beds and the thin mattresses and so on, it just all gave

23 that impression. Nothing had been painted for years.

24 The doors were a kinda -- they looked like they hadn't

25 seen a kinda coat of paint and the walls hadn't seen

1 a coat of paint for years and years.

2 Q. And then at paragraph 16, you talk about children living

3 in the school in different dormitories. You say the

4 youngest children were about 11 and children went right

5 up to about the age of 18 or 19?

6 A. Yeah, that's correct.

7 Q. And you say that there were about 60 boys to a maximum

8 of 15 girls?

9 A. Yeah, that would be about right.

10 Q. And there was a maximum of about 100 children in total

11 but the numbers varied quite a bit?

12 A. That's correct, yeah.

13 Q. And then you mention that the girls lived in a separate

14 house while you were there?

15 A. Yeah.

16 Q. And I think you say, or you've told us subsequently in

17 your subsequent statement, that the girls' building was

18 called Craigard, I think, rather than Seamab?

19 A. Yeah.

20 Q. Then at paragraph 17, you say that the classrooms were

21 in a modern extension but they were attached to the old

22 building; is that right?

23 A. Yeah. They were what we would call huts in school, you

24 know, just sort of temporary buildings, but they'd been

25 there for a number of years and, er, I'm sure they

1 continued to be there.

2 LADY SMITH: So are these what we might call Portakabin

3 buildings?

4 A. Yeah, yeah -- yep.

5 LADY SMITH: Thank you.

6 MS INNES: And there was a games hall.

7 A. Yeah.

8 Q. Next to the classrooms or near the classrooms?

9 A. Yeah, er, on the way to the classrooms.

10 Q. And you say that there were about eight houses on the

11 grounds where staff members lived?

12 A. Yeah.

13 Q. And these were teaching staff lived in the --

14 A. Teaching staff mainly, but there were also houseparents,

15 who lived on site and some of the teachers lived in the

16 school, so some of the teachers had a room in the school

17 and SNR [REDACTED] lived in the school on the top floor.

18 Q. Okay, and you mention SNR [REDACTED] on page 5 in

19 paragraph 18 of your statement, where you think -- you

20 say that you think there were about 12 to 15 teaching

21 staff at the time?

22 A. Yeah, mm-hmm.

23 Q. And you mention some of the teachers, some of them were

24 there forever, so the whole time that you'd been there

25 and maybe for many years before that?

1 A. Yeah.

2 Q. And other staff came and went?

3 A. Yeah.

4 Q. And you say:

5 'They were all qualified teachers. I was aware of

6 that because I think it had happened not long before

7 that.'

8 So how did you become aware of the fact that they

9 were all now qualified?

10 A. I think there had been a change in the law shortly

11 before I started, that teachers had to have qualified

12 teaching status and the only reason I knew was one

13 member of staff had previously taught but he was no

14 longer teaching. He was a housemaster.

15 Q. I see, so he'd moved --

16 A. Because he was no longer able to teach, so it was just

17 kinda known because of that.

18 Q. Okay, and then you say in the next paragraph that there

19 were obviously other staff, cleaners, catering staff,

20 laundry staff, houseparents?

21 A. Yeah.

22 Q. And you refer to the various people involved there.

23 Were the houseparents in the main building overnight if

24 they were on shift, for example?

25 A. No, no. Nobody was ever on a shift overnight as such.

1 SNR lived on the top floor and he was the
2 only person on site at night, other than, erm, MKF
3 MKF , who had a room in the building, who might or
4 might not be there at night, but he wasn't obliged -- he
5 wasn't working at night. And the English teacher,
6 I think, also had a room in the school, but again, he
7 wasn't working at night. He just had a room there to
8 use if he chose to. So the only person on duty at night
9 was SNR .
10 Q. Okay, so would the houseparents go away home once they'd
11 finished?
12 A. Yeah.
13 Q. Once you'd gone to bed or ...
14 A. Er, yeah, probably before we went to bed. The
15 houseparents didn't really have much to do with us other
16 than waking us up in the morning, er, and handing out
17 laundry and so on.
18 Q. Okay. Just going back up to the top of this page, the
19 very first paragraph, you say -- you mention the three
20 staff members who lived in the main building, so the
21 staff members that you've mentioned?
22 A. Yeah.
23 Q. Then you say a few of the staff lived locally but it was
24 all very inward and self-contained?
25 A. Yep.

1 Q. What impact do you think that had on the -- sort of the
2 feel of the place?

3 A. I think for me it reinforced that sense of being
4 isolated. I was in this community and although the
5 doors weren't locked or anything, it was very much
6 a kinda community that was very, very difficult to
7 escape from. We didn't have access to -- even to
8 a telephone in the school. There was a payphone but we
9 weren't allowed to use it. So the outside world was
10 very much cut off and when we were -- in the evenings
11 when we weren't at school, we were with the same
12 teachers who would be with us during the day, so they
13 would work on a shift pattern to cover evenings in the
14 school.

15 Q. And what did you think of that as a system?

16 A. I think it just made it all the -- I think it made it
17 easier for the culture to be almost self-perpetuating
18 where misdemeanours by the staff were accepted, where
19 the style of teaching was accepted. There was no -- it
20 was almost as if, because they were living on site, they
21 weren't really having contact with other people as well.
22 It just -- to me it seemed to make it feel as if we
23 could never get away from them. Not that all the staff
24 were bad by any means, but there was no -- there was
25 no -- it was difficult to make contact with anybody who

1 wasn't part of Lendrick Muir and I think too -- we have
2 to -- I'd like to say that although it was only 20 miles
3 or so from where I lived, it could equally have been
4 200 miles away as far as I was concerned, as a kinda
5 naive child with -- you know, whose parents didn't have
6 a car, whose parents didn't have a telephone, er, who
7 just didn't really have experience of the wider world.
8 So it was like a completely different world to me.

9 LADY SMITH: And when you went to Lendrick Muir, you must
10 have been about 14, 13, 14 years old; would that be
11 right.

12 A. Yeah, 13 when I arrived.

13 LADY SMITH: And until then you'd been living at home and,
14 as you've said, not going to school, so freely going out
15 and about in the world around you?

16 A. Yeah, yep.

17 LADY SMITH: And suddenly you were isolated in this place.

18 A. Isolated. No contact with anybody other than other kids
19 in the school and staff there.

20 LADY SMITH: Thank you.

21 A. And I think I was quite -- a kinda -- a naive person,
22 looking back. You know, I really didn't -- I didn't
23 have the ability to overcome the -- kind of the
24 geographical distance or the cultural distance between
25 life in [REDACTED] and life in Lendrick Muir.

1 MS INNES: And in terms of the teaching staff being involved
2 in your care, so teaching you during the day and they're
3 also involved in caring responsibilities, that was
4 obviously something new to you?

5 A. Yeah, mm-hmm.

6 Q. What did you think about that?

7 A. It seemed strange and particularly it seemed strange
8 that they would be involved in bedtime routine. So
9 staff members would supervise showers, for example, and
10 one in particular used to spend a lot of time
11 supervising the showers, er, and just -- it meant that
12 the teaching staff knew everything about us, everything,
13 because a whole -- we didn't have a life that we could
14 call out-of-school life. It seemed strange, but as
15 a child you just accept these things.

16 Q. At the bottom of page 5, paragraph 21, you talk again
17 about the school being sold as being for children above
18 average intelligence?

19 A. Yeah.

20 Q. But you say:

21 'But I don't think the children there were very
22 clever.'

23 A. Yeah.

24 Q. And then you refer to a glossy, green-covered, A5-sized
25 brochure which was given to your parents before you went

1 to Lendrick Muir?

2 A. Yeah.

3 Q. And do you still have a copy of this brochure?

4 A. I do, yes, and I think I've given a copy to the Inquiry.

5 Q. You have --

6 A. Yeah.

7 Q. -- if we could perhaps have a look, please, at

8 WIT.003.002.2022.

9 LADY SMITH: We'll bring it up on screen for you.

10 A. Right, thank you, yep.

11 LADY SMITH: There it is, but have you brought your own copy

12 with you?

13 A. I think I have, yeah.

14 LADY SMITH: If you have, feel free to get that out if you

15 find that helpful.

16 MS INNES: So we can see that this is a brochure and if we

17 go on to page 2, we see that it's described as

18 a residential special school, grant-aided by the

19 Scottish Education Department for secondary age children

20 with special educational needs and a small number of

21 places for primary aged pupils, and then it talks about

22 where it's situated in the pleasant country and then it

23 talks about the buildings, the grounds include about

24 60 acres of meadow, wood and moor providing ample room

25 for games, athletics, field studies and other outdoor

1 activities.

2 A. Yep.

3 Q. So some description of the accommodation there.

4 And then if we go on over the page, there's

5 a paragraph beginning, 'The physical health of the

6 children'?

7 A. Yeah.

8 Q. 'The physical health of the children is in the hands of

9 a local doctor and the matron supplemented by the

10 assistance of the resident deputy headmaster's wife who

11 is an SRN. Pupils are also helped by housemothers and

12 a senior social worker based at the school. Visits from

13 supporting professionals (such as psychiatrists,

14 psychologists or social workers) are very welcome,

15 particularly to join our internal review of pupils at

16 which we are fortunate to have with us on a monthly

17 basis Dr Rogers, formerly consultant psychiatrist at the

18 Royal Hospital for Sick Children, Edinburgh. He has

19 also kindly agreed to offer on those visits consultation

20 to staff and pupils, should this be requested.'

21 Now, during your time at the school, can you

22 remember meeting Dr Rogers?

23 A. Can I go back a point first?

24 Q. Yes.

25 A. Just, if I may, when I've said in my statement that

1 I don't think the children there were very clever, that
2 was really, really clumsily worded. And what I should
3 have said there was I don't think that all of the
4 children there were very clever. I don't think being
5 clever was a requirement for entry to the school,
6 despite what the school ethos claimed. I would just
7 like to kinda clarify that, if I may.

8 Q. That's fine.

9 A. In reference to the paragraph that you've quoted there,
10 it's all nonsense, I think. Er, there was indeed
11 a local doctor, who attended, I think, once a week on
12 a Wednesday, if I remember, and in order to see the
13 doctor, we had to go through the gatekeeper of the
14 school matron and she would decide if we would be
15 allowed to see the doctor or not, and she would also be
16 in attendance during any doctor's visits. So if
17 somebody wanted, for example, to talk about anxiety or
18 issues within the school, it would be very difficult to
19 do so in a way which would be between the patient and
20 the doctor.

21 Housemothers; the main duty of housemothers was to
22 give us out laundry twice a week when we got clean
23 underwear and clean socks and to give us a clean bed
24 sheet once a week or once a fortnight or however often
25 that was done.

1 Occasionally they'd be there in the morning to --
2 during the kinda -- the wake-up and most of the time
3 they sat in a room, the housemothers' room, and they
4 darned socks or did minor clothing repairs or played
5 games with some of the younger kids.

6 They were never there to support us in any way
7 beyond that. There was never any suggestion that they
8 were there to support us with any emotional difficulties
9 that we might be having.

10 During my time there, I was never aware of Dr WJ
11 Blachford Rogers, who -- I've no idea who he was. I do
12 not believe he attended the school. If he did, he may
13 have attended one or two staff meetings or he may have
14 met regularly with the headmaster.

15 I never saw the school social worker. I think
16 I spoke to him two or three times during the period
17 I was there. I'm not sure what his role was, but it
18 certainly didn't seem to have anything to do with me,
19 and there was never any psychologist, psychiatrist
20 coming in to support us. We -- I had my own social
21 worker from Fife Council -- Fife Regional Council,
22 I think it would be at the time, but he only appeared
23 a week or two before our review at the Children's Panel.

24 So there was no ongoing support whatsoever. None of
25 that happened.

1 Q. And can you remember -- there's reference there to
2 an internal review of pupils -- can you remember being
3 present at any internal reviews?

4 A. No.

5 LADY SMITH: Do you remember whether you were seen by
6 a psychiatrist before you went to Lendrick Muir?

7 A. I don't think I was, no. I think I did see
8 an educational psychologist on a couple of occasions,
9 but not a psychiatrist.

10 LADY SMITH: The reason I was asking that is because, as you
11 know, this also says that applications for admission had
12 to be accompanied by a psychiatrist -- a psychiatric
13 report?

14 A. Yes. I certainly have no recollection, that's all I can
15 say. But I think the reports were all done by
16 educational psychologists and social workers.

17 LADY SMITH: They should certainly have involved
18 interviewing you and assessing you personally.

19 A. Sorry?

20 LADY SMITH: Shouldn't they?

21 A. Yes. But I was never involved in any of the process.
22 It was just -- it was like being put on a conveyor belt
23 and then just moved along from department to this agent,
24 to this outcome. There was never any direct involvement
25 from me other than I did some problem solving tasks, an

1 IQ test, I think, with the educational psychologist and
2 the social worker, of course, must have spoken to me at
3 some point, but not in any meaningful way. Never in any
4 therapeutic way and never in any way to try to get to
5 the bottom of what was going on.

6 LADY SMITH: I have the impression from the way you describe
7 it, that this was something that was being done to you
8 --

9 A. Yes.

10 LADY SMITH: -- rather than with you?

11 A. Yes, absolutely.

12 LADY SMITH: Have I got that right?

13 A. Yeah, yeah.

14 LADY SMITH: Thank you. Ms Innes.

15 MS INNES: Thank you, my Lady.

16 If we can move on to page 4 of this document,
17 there's then a statement of policy by the headmaster
18 approved in committee, it says.

19 A. Yeah.

20 Q. And it begins:

21 'Being a boarding school, we should set out to be
22 a good one. The first essential is to have an orderly
23 framework of rising, working, playing, feeding and going
24 to bed. Within this framework, the bulk of discipline
25 is to be provided by personal influence and the

1 cultivation of mutual tolerance and respect.'

2 Does that reflect your experience?

3 A. No. I think what I'd like to point out is that the
4 statement of policy begins with the phrase 'being
5 a boarding school'. Lendrick Muir was not meant to be
6 a boarding school. Lendrick Muir was meant to be
7 a residential school for children of above average
8 intelligence who found mainstream education difficult in
9 some way or who were 'maladjusted', to use that phrase.

10 But this sets out here to discuss the school almost
11 as if it was being sold as a private boarding school,
12 the -- sorry, I've just kind of gone off on a rant
13 there.

14 There was an orderly framework of rising because we
15 all got up at the same time and if anybody refused to
16 get up then the teachers would get some of the older
17 boys just to tip us out of bed or whatever. Then there
18 were classes during the day, which I talked about in my
19 statement, how kind of poor the educational standards
20 were.

21 Playing, I think probably referred to playing
22 sports, 'cause that was a big part of the school. And
23 feeding was indeed regular. You know, at very, very set
24 times and going to bed was at very specific times.

25 So to an extent, some of these things are true.

1 'The bulk of discipline is to be provided by
2 personal influence.'

3 Now, I'm not clear at all what that means, but
4 I think the idea is that we would -- the theory was that
5 everybody would just learn to get along and tolerate
6 each other and be respectful towards each other.

7 With a group of 60 'maladjusted' boys, that just
8 didn't happen and there was lots of bullying, lots of
9 issues with people. There were lots of behaviour issues
10 and the discipline, there was no formal discipline.
11 Lendrick Muir made a great selling point of saying, 'We
12 don't use corporal punishment', at a time when corporal
13 punishment was legal in Scotland, but there was
14 an informal discipline process, whereby if somebody was
15 misbehaving or not co-operating or whatever, kicking
16 off, the teachers would ask the older boys to sort out
17 the younger boys, and by 'sort out', I mean they would
18 physically assault them or threaten them or something.

19 Q. Now, 'Alex', I want to take you back to your statement
20 again and move away from this document now. So going
21 back to your statement, you say at paragraph 23 on
22 page 6, that there were six or seven boys in your
23 dormitory?

24 A. Yeah.

25 Q. And was that pretty much the same for all of the

1 dormitories?

2 A. Er, no. I think that there were six or seven boys in
3 dormitories in the -- there was a very kind of
4 hierarchical system where the youngest children were on
5 the -- on one floor and then children, kind of 14, 15,
6 16, were on the middle floor and then older boys were
7 moved up to either the top floor or to smaller rooms on
8 their own.

9 When -- by the time somebody reached the top floor,
10 the rooms were generally a bit smaller, maybe four or
11 five, and if anybody reached the bottom floor, then
12 there might be as few as two or three people in a room.

13 Q. And then, if we move on to page 7 of your statement, and
14 to paragraph 26, where you're talking about meal times
15 and you describe that as also being hierarchical in the
16 way that they were served?

17 A. Yeah.

18 Q. And you tell us that I think each table would have
19 a senior boy in charge?

20 A. Yeah, that's correct.

21 Q. And what impact did that have on you being served?

22 A. It had two different impacts, I think. One was that the
23 seating was very prescribed. So we had to go to the
24 same table and on a weekly basis, we would change place,
25 so we'd sit three along the table and three on the other

1 side and the senior boy at the top of the table. The
2 person at the bottom was responsible for taking the
3 dishes back and then he would move up to the middle the
4 following week and then the top and so on.

5 So it was never possible to get away from somebody
6 if you'd had a falling out that day, for example, if you
7 happened to be sitting at that particular table.

8 The other thing was that the senior boy would give
9 out the food. So food came in big dishes and he would
10 slap some of it on to each plate and pass it down to us
11 and they had the ability then to decide who was getting
12 what amount of food, because of maybe how they felt
13 about somebody or whatever.

14 Generally, food wasn't an issue, but there was the
15 opportunity there for some of the older boys to play
16 games with some of the younger kids, and they did.

17 Q. And then you go on at paragraph 27 to mention showering
18 and you say that these were open showers, so there's no
19 privacy in the showers?

20 A. Yeah. No privacy at all. Er, the room in which the
21 showers were based had a large window, possibly similar
22 in size to the one behind me, er, with no curtains and
23 no blinds or anything on it, although there was a kinda
24 wall up to maybe kinda waist height, so anybody outside
25 would be able to see in and the staffroom was on the

1 same floor as the showers, just maybe, I don't know,
2 5/10 metres away from the showers and so staff coming up
3 and down into the staffroom would be able to see boys
4 showering as well. Female staff/male staff.

5 Q. And you mention, as you've already said in your
6 evidence, that there was a staff member who used to hang
7 around the shower area quite a bit?

8 A. Yeah.

9 Q. And you say in your statement that this was a teacher
10 who went on to sexually abuse you?

11 A. Correct.

12 Q. And I think we know that this person is MKF
13 and I think we're going to refer to him as 'MKF
14 MKF' in your evidence, if that's okay?

15 A. Yeah, that's right.

16 Q. And you say that other boys would mention what he was
17 doing?

18 A. Yeah. People would openly talk about it. Erm, he had
19 an unfortunate condition, and
20 and
21 so people would make fun of him because of that, and
22 they kinda linked that to him hanging about the shower
23 area. The suggestion was that they felt he was there to
24 be a voyeur.

25 Q. Then at the bottom of the page, at paragraph 29, you

1 talk about a meeting taking place at 6 o'clock each
2 night after prep?

3 A. Yeah.

4 Q. So this would be on a school day?

5 A. Yeah.

6 Q. And what was the purpose of the meeting?

7 A. To indicate where we would be that evening. So to
8 indicate what activity we would be taking part in. So
9 it was kind of a roll call to see where we were. It was
10 a very strange affair because if, for example, we said,
11 'I'm going down to Crook of Devon for a walk', then that
12 was fine, we could walk down there and walk back.

13 If, though, we wanted to stay in the school, we had
14 to stipulate what room number we would be in for the
15 evening, so that the member of staff could come and
16 check that we were there.

17 Q. And did this happen for the whole time that you were at
18 the school?

19 A. Yeah, yeah. This was a daily occurrence. Weekends as
20 well.

21 Q. Okay, so at some point during the weekend would it still
22 be at 6 o'clock in the week --

23 A. It would be morning, lunchtime and 6 o'clock at the
24 weekend, because they needed to know or they wanted to
25 know where we were at all times.

1 Q. And would you be saying where you were or did you note
2 it down in a book?

3 A. Er, names would be shouted out and we would indicate
4 where we were and then it would be written down on a
5 register of some sort.

6 Q. I see.

7 A. I think it was one of these things that possibly the
8 school did without even thinking, 'Why are we doing
9 this?' I do remember challenging it at one point and
10 nobody was really able to explain why they needed to
11 know what individual room we would be in, and I seem to
12 recall that eventually they changed that, just that we
13 could say we were staying in school of the evening.

14 Q. And I think you say in your supplementary statement that
15 on one occasion you were going between rooms and the
16 headmaster caught you doing that?

17 A. Mm-hmm. Yeah.

18 Q. What was his reaction?

19 A. To send me back to my dormitory, because that's where
20 I said I would be and then, when I was in a different
21 room, he wasn't at all pleased.

22 Q. Now, if we move on to page 9 of your statement and
23 paragraph 34, you say at the end of that paragraph:
24 'The standard of schooling was exceedingly poor.'

25 A. Yeah.

1 Q. Can you tell us a bit more about that?

2 A. Very few lessons were structured. Some teachers did try
3 their best to deliver some form of schooling, but the
4 behaviour of other kids made it very, very difficult and
5 some teachers just didn't attempt to teach. They just
6 sat and chatted or play their guitar or do, you know,
7 unrelated activities. So there really was very, very
8 little focus.

9 It possibly became more focused, er, when we were
10 older, because classes became much smaller. So, for
11 example, when I was doing Higher French, I was the only
12 pupil in the class, although the social worker's wife
13 also joined in the class because she wanted to learn
14 French. So it was very difficult then -- well, it
15 wasn't difficult, sorry, the French teacher was
16 therefore more focused on a lesson because there was
17 only one person or two people in the room.

18 Q. Okay, and you say at paragraph 35 that, in theory, you
19 moved from classroom to classroom for different
20 subjects?

21 A. Yeah.

22 Q. But did that not happen?

23 A. Er, no, 'cause none of the rooms were specialised in any
24 way, apart from the science room. So it really didn't
25 matter which room we were in, because it wasn't

1 a question of going into a room that had maths
2 facilities or English facilities. So I don't think we
3 did move rooms much.

4 Q. Okay, so did the teachers come in then?

5 A. Yeah, yep.

6 Q. So you stayed in the same classroom, other than when you
7 were doing science, for example?

8 A. Yeah.

9 Q. And the teachers --

10 A. As far as I recall, yeah.

11 Q. You say at paragraph 36 that you seldom went to class?

12 A. Yeah. Initially I did, when I first arrived there. But
13 after MKF arrived and after he started to
14 isolate me from other people, after he started grooming
15 me, one of the things that I stopped doing was going to
16 class, because I felt frightened of the bullies who
17 would be -- the other kids who would be bullying me were
18 in these other classes. So I very, very seldom went to
19 English, for example. I don't think I went at all.

20 And, er, nothing was ever said or done about it.

21 Q. Okay, so nobody tried to address with you why you
22 weren't going?

23 A. No, no.

24 Q. And as we mentioned at the beginning of your evidence,
25 you have found some report cards --

1 A. Yeah.

2 Q. -- more recently?

3 A. Yeah.

4 Q. Perhaps if we can look at a couple of matters in
5 relation to that. So this is in your supplementary
6 statement at WIT-3-000001332 and if we can look, please,
7 at page 8, and section 4.2 where you refer to report
8 cards.

9 You refer to your school report first of all from
10 June 1976 --

11 A. Yeah.

12 Q. -- from your high school before you went to
13 Lendrick Muir?

14 A. Yeah.

15 Q. You were placed at two out of 29 pupils for achievement.
16 You had grade As in a variety of subjects, including
17 French, English, arithmetic and the like?

18 A. Uh-huh.

19 Q. Then the next report card that you found, winter 1977,
20 so this was when you were at Lendrick Muir and perhaps
21 the first report from Lendrick Muir, I think?

22 A. It was, yeah.

23 Q. And it says it was a generally positive report with
24 a range of A to C grades. Comments from the staff
25 included: 'a good deal of natural ability', 'works

1 hard', 'very enthusiastic and able', 'a pleasure to
2 teach'.

3 And there were no behavioural issues mentioned?

4 A. Yeah. Mm-hmm.

5 Q. Then you've noted a report from summer 1978. It was
6 improved and, for example, the French teacher said that
7 you were very promising. You had worked well and -- so
8 again, positive comments.

9 And then, I think, as you said in your evidence,
10 that after the abuse started with MKF [REDACTED] --

11 A. Yeah.

12 Q. -- there was a change in your reports?

13 A. Yeah. Er, there was a change. So initially I was going
14 to classes and doing reasonably well in classes, despite
15 having missed, I don't know, about a year-and-a-half of
16 high school previously.

17 But then in August 1978, when MKF [REDACTED]
18 started, he began to -- I don't know if you want me to
19 just kinda go on at this stage --

20 Q. Yes please.

21 A. -- he began to tell me not to mix with the other kids.
22 He began to say that I was special and that he was my
23 friend and that I should spend time with him and not
24 with the other kids.

25 That then resulted in, er, a lot of bullying because

1 kids were, you know, calling me his 'bum boy' and things
2 like that, you know, unpleasant things and there were
3 threats of violence towards me as well from some of the
4 more unstable kids, because of what was going on.

5 And so I became gradually more and more withdrawn
6 and I also started drinking alcohol at some time around
7 then, which MKF was giving me, and so
8 I was either never in a good state to be in class or I
9 wasn't going to class because I was too frightened to be
10 in the same room as these bullies.

11 Q. Then you note here that in summer 1979, you see
12 a comment from the French teacher, who had previously
13 said that you were very promising, now saying you were
14 'self-willed, sulks or works as the mood takes him'?

15 A. Yeah.

16 Q. And then you refer to the issues that were going on at
17 the time that you've mentioned in your evidence.

18 A. Mm-hmm.

19 Q. And then if we go on to the next page, page 9, winter
20 1979, your English grades had slipped to a C. The
21 French teacher said that you were working willingly but
22 still blind to your own mistakes. And then at summer
23 1980, there's a comment, I think, from SNR
24 in your report, in which it says:

25 'Not a mixer with his peers and perhaps

1 overdependent on one teacher for support.'

2 A. Yeah, uh-huh.

3 Q. And what did you take from that comment when you saw it
4 in your report?

5 A. So I think what I was trying to do here by putting these
6 quotes in was to show how my academic progress slid
7 quickly, er, and yet no interventions were offered.

8 SNR clearly felt there was an issue and
9 he clearly felt that the issue was related to MKF
10 MKF and my overdependence on that one teacher.

11 I was dependent on that teacher because by this time he
12 was my only so-called friend in the school and he
13 was the only person, he told me, who liked me. Nobody
14 else liked me in the school. This was a constant theme.
15 This was a constant thing that he told me, that the
16 other staff didn't like me, the pupils didn't like me,
17 they weren't good enough for me, they were -- they would
18 drag me down to their level, that I shouldn't spend any
19 time with them, and then he would tell me things that
20 the staff had said in staff meetings about me and it was
21 all very, very negative and then he would make some
22 comment to the effect of, 'But I know that you're not
23 like that'.

24 So what I was being told was that the only person
25 who had any time, who cared for me in any way, was him.

1 So, yes, I did spend a lot of time with him.

2 Q. And SNR [REDACTED] seems to have been aware of this?

3 A. He was aware of it, yeah.

4 Q. Okay.

5 A. The whole school was aware of it. Everybody was aware

6 of it, you know, the other kids, the other teachers.

7 Everybody was aware of it.

8 Q. And did anybody try to address that with you or?

9 A. Other than the bullying and the threats of violence and,

10 er, the name calling, no. No.

11 Q. If we can go back to your statement again, please, and

12 if we can look at page 11 and paragraph 45. So you've

13 spoken already in your evidence about the lack of

14 contact with your social worker, about issues in

15 speaking to the school doctor, because the matron was

16 always there?

17 A. Yeah.

18 Q. -- and the contact or lack of contact with the school

19 social worker.

20 A. Mm-hmm.

21 Q. And you say at paragraph 45 that you remember

22 a Children's Panel where you were keen not to go back to

23 Lendrick Muir?

24 A. Yeah.

25 Q. You think that you were around 13 at the time. So was

1 this before MKF had arrived or --

2 A. This was -- yes, before MKF, as far as

3 I remember.

4 Q. And you say before the panel, you'd gone to see your own

5 GP?

6 A. Yeah.

7 Q. And what had you told your GP?

8 A. I was explaining to my GP that, er, I've -- just talking

9 about my level of anxiety and how difficult I was

10 finding coping with being in the school. And then the

11 social worker called and spoke directly to the GP.

12 I'm not quite sure how the social worker knew I was

13 there, and the GP just then essentially chucked me out.

14 He said, 'Oh, you're just being manipulative. You need

15 to go down to the Children's Panel and do what you're

16 told'. So nobody listened to the very real anxiety and

17 fear that I was trying to express.

18 Q. And what impact did that have on you feeling that you

19 could speak to somebody about what was happening as

20 things developed?

21 A. I think it just demonstrated to me quite clearly that

22 there was no point in speaking out, because people in

23 positions of authority wouldn't listen to what I had to

24 say.

25 Q. Now, at the bottom of the page, at paragraph 47, you

1 mention about mail.

2 A. Yeah.

3 Q. You've already said about the issue of contact and lack

4 of ability to phone.

5 A. Yeah.

6 Q. You mention that every Sunday you were made to write

7 a letter home?

8 A. Yeah.

9 Q. But you had to place the mail in unsealed envelopes?

10 A. Yeah, that's correct.

11 Q. And do you know what the point of that was?

12 A. The -- as far as I recall, the staff or the headmaster

13 said that they had a right to read letters before they

14 went out, but I don't believe that they ever did so.

15 LADY SMITH: But I suppose that's not the whole point,

16 because you would write the letter feeling there was

17 a possibility it might be read by them; have I got that

18 correct?

19 A. Yeah. It would be very difficult to say, 'I'm having

20 a really bad time and this is happening and that's

21 happening', because it was unsealed, yeah. However,

22 I never shared any of this with my parents anyway, so

23 I wouldn't have written that.

24 MS INNES: And again you've more recently come into

25 possession of the letters or letters that you wrote when

1 you were at Lendrick Muir.

2 A. Yeah, yeah, uh-huh.

3 Q. And you tell us about that again in your supplementary

4 statement at WIT-3-000001332 and at the bottom of

5 page 6.

6 Initially, you say that the bullet point at the

7 bottom of the page, in [REDACTED] 1977, you are telling

8 your parents that you have settled down quite nicely?

9 A. Yeah.

10 Q. And then at the top of the next page, you say that

11 there's many letters followed with the main themes being

12 classwork, what you were doing, comments on the weather,

13 pleas for writing paper and you say:

14 'I feel that the tone of these letters suggests that

15 nothing much was amiss at the time.'

16 A. Yeah.

17 Q. So you said just there in your evidence that you

18 wouldn't have told your parents what was going on. You

19 would have been positive?

20 A. Yeah. I didn't like being at Lendrick Muir but I think

21 I had settled into a pattern where I was making friends.

22 I was getting on with everybody in the school and, you

23 know, going to classes, doing some activities and, yeah,

24 everything just seemed to be okay.

25 Q. And then you again notice a change in your letters then

1 being only occasional?

2 A. Yeah.

3 Q. And can you remember sort of not writing to your parents

4 as much or is this something that you realised when you

5 found the letters that your mother had kept?

6 A. I'm not sure. Certainly, erm, when I first started,

7 I was writing weekly to my parents and other family

8 members. Remembering it was the only way that I had to

9 keep in contact with no telephone or any other way of

10 getting in contact.

11 I think by the time that MKF started

12 and he began to isolate me from other people, he

13 probably also -- I'm not saying he told me not to write,

14 but I can imagine that he would not want me to write as

15 often.

16 Q. And then you also note in what you saw in the letters,

17 information about things that you did or places that you

18 went with MKF?

19 A. Yeah.

20 Q. So for example, on 4 June 1979, you talk about having

21 gone to the King's Theatre in Glasgow?

22 A. Yeah.

23 Q. And you think that that would have been with MKF

24 MKF, for example?

25 A. Yes. So I was away with him for the weekend and I

1 alluded to that in my letter that we did this on
2 Saturday, we did this on Friday, whatever.

3 Q. And then 25 June 1979, further down the same page, you
4 weren't going home for the summer holidays?

5 A. Yeah.

6 Q. You were going somewhere in Brechin?

7 A. Yeah, that's correct.

8 Q. Why were you going there rather than going home?

9 A. MKF worked over the summer holidays in
10 a fruit farm and he took me with him to -- as a -- to
11 give me a summer job but really to give him company
12 during the summer break.

13 Q. And then, in September 1979, you say that you would be
14 coming home on Friday and that you would be bringing MKF
15 MKF with you?

16 A. Yeah.

17 Q. 'If it's possible, we'd like our tea.'

18 So this seems to suggest that MKF was
19 being -- meeting your parents?

20 A. Yeah, it suggests to me that he'd met them before this
21 and that I can only imagine it must have been his idea
22 to have him for tea. He wanted, I think, to get to know
23 my parents so that he could, er, commit -- continue to
24 do what he was doing kinda in plain sight, if you like.

25 Q. Okay, then the next one is 16 July 1980 --

1 A. Yeah.

2 Q. -- where you again talk about -- it's the summer
3 holiday, but you were in Brechin again?

4 A. Yeah.

5 Q. And you say that:

6 'An interesting aside is that I note in the letter
7 that I had been at a casino with [MKF] .'

8 A. Yeah.

9 Q. And you say that he constantly told you that you were
10 a very mature young person and took you to various
11 age-restricted places?

12 A. Yeah.

13 Q. Okay.

14 A. Yeah -- he often took me into licensed premises of
15 different kinds, er, and I think he wanted to be seen --
16 I think he wanted to present me as a friend rather than
17 as a pupil from the school. I can remember one pub we
18 were in. I believe it was in Kirriemuir, but I couldn't
19 swear to that, where he was playing the piano and I was
20 sitting with one of his friends from Kirriemuir and he
21 was asking me what I did for a living and so on and I
22 explained I was still at school and that [MKF]
23 [MKF] was one of my teachers, and he was furious when
24 he found out that I'd said that, because he didn't want
25 other people to see me as a pupil. He wanted them to

1 see me as a friend.

2 Q. Okay.

3 A. He also changed the way I dressed, which, er, I find

4 really disturbing. I found it disturbing at the time

5 and I find it even more disturbing now. So he would buy

6 me clothes and tell me what to wear and tell me how to

7 get my hair cut and, you know, perhaps he was trying to

8 make me look older so I would look more like a friend

9 rather than a pupil.

10 Er, I don't know. Maybe he thought he was doing

11 good things for me by buying me clothing, but, you know,

12 I was 15/16. I didn't want to look like a 35-year-old.

13 Q. Okay. If we can go back to your statement again,

14 please, and at page 12, you mention there about bed

15 wetting?

16 A. Yeah.

17 Q. And you say that people who -- or children who wet the

18 bed had to walk with their sheets to the laundry like

19 a walk of shame?

20 A. Yeah.

21 Q. And so you can recall them doing that?

22 A. Yeah. The laundry was, er, a short walk away from the

23 main building and any children who wet the bed had to

24 bundle up their sheets and then take them -- walk over

25 to the laundry with them.

1 Q. And did anybody say anything to them; can you remember
2 about that?

3 A. I think there was probably some teasing and some mild
4 bullying going on over that, but I don't know for sure.

5 Q. Then at the bottom of the page, at paragraph 51, you
6 say:

7 'There was no formal discipline at the school.'

8 So as you've already mentioned, there was no
9 corporal punishment at the time, but you say that there
10 were members of staff, for example, who punched children
11 with their fists?

12 A. Yeah.

13 Q. But -- and you say physical punishment was very much in
14 evidence?

15 A. Yeah.

16 Q. Was that all staff or was that particular staff that did
17 that?

18 A. It definitely wasn't all staff. There were good staff
19 members there, er, but certainly MKF and
20 KMN, among others, did indeed use their
21 fists, slap people, throw things at people and so on.

22 Q. And you say that in paragraph 52 on page 13, that you
23 remember kids behaving like kids. There were regular
24 incidents, but they were part of every day?

25 A. Yeah.

1 Q. And the staff -- some staff members would become
2 violent. You say there was a hard core of about six to
3 eight teaching staff --
4 A. Yeah.
5 Q. -- who became violent in class?
6 A. Yeah.
7 Q. Would they -- essentially what would they do in terms of
8 being violent?
9 A. They would -- it would range from just simply throwing
10 something at somebody to having somebody up against
11 a wall and physically assaulting them. I'm not even
12 sure that I could say there was a definite pattern.
13 I think a lot of it depended upon the mood of the people
14 at the time.
15 Q. Now going on, on that page at paragraph 53, you say that
16 SNR [REDACTED] the school as if it was a public
17 school?
18 A. Yeah.
19 Q. And I think you were alluding to that in your evidence
20 earlier when you said --
21 A. Yeah.
22 Q. -- you referred to it as a boarding school?
23 A. Yeah.
24 Q. What impact did you think that had on the culture?
25 A. I think it meant that many of the traditions of boarding

1 schools, from the 40s and 50s, perhaps, the time when he
2 was there, were seen as the norm. So things like, you
3 know, the kind of rigid routines, the games, the house
4 system, the attitude of staff all seemed to be that this
5 was a boarding school. It wasn't a special school.
6 There wasn't any emphasis at all on the special school
7 aspect of it.

8 And there were lots of minor rules, really silly
9 rules, like we weren't allowed to use the front door.
10 We had to use the -- a back door, you know, like the
11 staff entrance -- well, it wasn't even the staff
12 entrance because they did use the front door. We
13 couldn't walk up a particular staircase. Just really
14 silly, wee rules and rituals which I think are probably
15 quite common, or were quite common, in some boarding
16 schools.

17 Q. And you mention -- you go on to talk about the role of
18 senior boys?

19 A. Yeah.

20 Q. And you say that particularly in relation to sports,
21 there might be punishment meted out by senior boys?

22 A. Yeah.

23 Q. You go on to discuss that over the page, on page 14, in
24 paragraph 56, for example. You say:

25 'It never happened to me so I can only tell it

1 secondhand.'

2 A. Yeah.

3 Q. And you didn't see these things, but you were told about

4 it by other boys?

5 A. Yeah. So I had no reason to doubt that it was true

6 because I'd heard it from groups of other boys. So if

7 staff felt that there were issues with certain

8 individuals, or groups of individuals, they would ask

9 the senior boys to deal with them.

10 And remember, the senior boys had themselves been

11 junior boys at one time, so they had been on the

12 receiving end of this type of treatment and that just

13 became self-perpetuating over time, and it was

14 unsupervised. It was older boys who weren't old enough

15 to be mature, but who were maybe 16/17/18, who would

16 take younger boys down to the games hall and mete out

17 punishments there unsupervised.

18 Q. You mention at paragraph 57 that the games hall

19 treatment was quite famous?

20 A. Yeah.

21 Q. What did it involve?

22 A. It involved, I think, various things, depending on which

23 senior boys were involved. It might just have been

24 simply forcing the kids to run round and round and round

25 the games hall until they collapsed with exhaustion.

1 It might be getting kids to lie over the horse, you
2 know, the thing you jump over, and running at them and
3 hitting them with cricket bats and that kind of
4 behaviour.
5 But I never witnessed it myself.
6 LADY SMITH: How did you know about it, 'Alex'?
7 A. Because the boys talked about it. You know, none of it
8 was a secret. Er, so the other boys talked about it.
9 The senior boys would talk about it. They might kinda
10 talk about it in a boastful way of how they'd done this
11 to person X or whatever.
12 LADY SMITH: So would you have boys coming back from
13 receiving these punishments and then talking to other
14 boys like you about it, what had happened?
15 A. Er, yeah, they would talk about it quite openly, yep.
16 Often this happened at night, so we would hear about it
17 the next day or whatever.
18 LADY SMITH: Mm-hmm. Thank you. Ms Innes.
19 MS INNES: Can you remember ever being got out of bed during
20 the night and made to go to the games hall?
21 A. No, no.
22 Q. No, okay. Now --
23 A. This -- that mainly happened with the junior pupils and
24 I was never a junior. I was straight into the middle
25 corridor.

1 Q. Yes. Okay.

2 Now, at paragraph 58 you talk about something that

3 happened in the science lab one day.

4 A. Yeah.

5 Q. And this was, I think, with KMN who we

6 know to be KMN?

7 A. Yeah.

8 Q. Can you tell us what happened?

9 A. Er, we were in the science lab, I recall I was sitting

10 on the third bench back from the front. And I've said

11 in my original statement that I reacted in a truculent

12 manner.

13 On reflection, I don't imagine that I was truculent.

14 I think I may have been reluctant or I may have looked

15 at him the wrong way or something, but I never had

16 a habit of misbehaving in class when I was there.

17 Er, but out of the blue, whatever had happened to

18 KMN, he rushed over to me, grabbed me by

19 the hair and pulled me over the bench and along the

20 classroom and I still don't know why. I don't know what

21 crime I had committed and even if I had committed some

22 misdemeanour, it was not an appropriate way to deal with

23 it.

24 Q. And you say that you were upset about it and you asked

25 for the police to be called?

1 A. Yeah. I was. My first reaction was, 'I'm not happy.
2 I want the police to be called'. So I was taken to the
3 headmaster's study. The headmaster was involved and
4 I told him what happened and I said, 'I want the police
5 to be called'. And the headmaster spent hours talking
6 to me, kept me in his study and said that if I did call
7 the -- if the police were called in, he would call the
8 police if I insisted, but that the outcome of that would
9 be that I would then have to be removed from
10 Lendrick Muir and moved to a more secure unit because I
11 couldn't be allowed to be in the same building when
12 there was an investigation ongoing.

13 So it was a threat that I'd be moved from the frying
14 pan into the fire, a much worse fire than Lendrick Muir,
15 and so I had to give in and say, 'Okay, I'll accept
16 an apology from KMN'.

17 Q. And so when you said, 'I want to complain to the
18 police', did you say that in the classroom to KMN
19 KMN?

20 A. Yes, yeah.

21 Q. And then did he take you to the headmaster's office?

22 A. He did, yeah.

23 Q. And did he leave during the time that you were speaking
24 to the headmaster or was he there or can you not
25 remember?

1 A. I can't recall.

2 Q. And then you say that you said that you would accept
3 an apology from KMN --

4 A. Mm-hmm.

5 Q. -- and did he give you an apology?

6 A. I don't recall it, but I think he must have done.
7 I think he must have said, 'I'm sorry for what
8 happened'.

9 The next day some of the other kids asked me what
10 had happened, 'cause, you know, a small, inward-looking,
11 close community, everybody knew, and I explained what
12 had happened and I said that KMN had
13 apologised to me and I remember one of the other kids
14 saying, 'How did you manage to get KMN to apologise
15 to you? He never apologises for anything that he does',
16 which makes me believe that he had assaulted other
17 people and never apologised for it.

18 So my getting an apology from him was seen as
19 something quite unusual.

20 Q. Now, you go on, on page 15 of your statement, to talk
21 about what happened with MKF.

22 A. Yeah.

23 Q. And you say, as you've already mentioned, that he came
24 to the school after you had been there, so you arrived
25 in 1978?

1 A. Yeah.

2 Q. And you say at paragraph 61 that he started to take
3 an interest in you and you've already said the sort of
4 things that he was telling you --

5 A. Yeah.

6 Q. -- about the other -- what the other children were
7 saying?

8 A. Mm-hmm.

9 Q. And that developed as you -- as things went on?

10 A. Yep.

11 Q. And you say at paragraph 63, at the bottom of the page
12 that this had the result, as you've already mentioned,
13 that you stopped socialising and hanging about with
14 other kids and you started to get bullied because the
15 children were observing that you were spending a lot of
16 time with this teacher?

17 A. Yeah.

18 Q. And if we go on to the next page, to paragraph 65, you
19 say there that he asked if you wanted to go to France
20 with him over the summer?

21 A. Yeah.

22 Q. Or for a visit?

23 A. Yep.

24 Q. And you say that you understand it was sanctioned by the
25 headteacher?

1 A. Yeah, it was, yeah. He sought the approval of the
2 headteacher, who agreed that it was okay.

3 Q. And were your parents also asked to agree?

4 A. Yes, although I think it would be presented as a fait
5 accompli to them, that he was offering me this
6 magnificent opportunity.

7 LADY SMITH: And I think you saw in your letters to your
8 parents, one of them was asking for your parents to put
9 a signature on a blank piece of paper.

10 A. Yeah.

11 LADY SMITH: And you think that must have been to do with
12 you getting a passport?

13 A. I think that would be to get a passport, yeah, 'cause
14 I didn't have a passport at that stage.

15 LADY SMITH: Yes, I think, just to get the reference for
16 that, that would have been on page 7 of WIT-3-000001332.
17 You say that you'd written:
18 'I need your signature on a piece of paper and my
19 birth certificate.'

20 A. Yeah.

21 LADY SMITH: And you think this would be so you could apply
22 for a passport to let you go to France --

23 A. Yeah.

24 LADY SMITH: -- and the timing would have fitted, early June
25 1979 when you were 15?

1 A. Yes. Yeah, that all ties in.

2 LADY SMITH: Thank you.

3 MS INNES: Then at paragraph 66 of your statement, you refer
4 to what happened when you arrived at the hotel. So what
5 happened when you got to the hotel in France?

6 A. When we got to the hotel, it suddenly transpired that
7 there had been a mix up in the booking, according to MKF
8 MKF, and instead of it being a room with twin
9 beds, it was a room with one double bed, with one bed
10 only.

11 And he expected me just to share the bed with him
12 and I refused. I said, 'No, I'll just sleep on the
13 floor. I'll be okay down on the floor'. And his
14 response was -- well, as I've said there, 'Do you find
15 me so repulsive', something like that, 'That you won't
16 sleep in the bed?' And he was obviously really upset by
17 the fact that I was going to sleep on the floor.

18 So my contention now is that he booked a double
19 room. He booked a room with one double bed in it.

20 Q. And did he try to change the room at all, as far as
21 you're aware?

22 A. No it was a very, very small room, there was no --
23 sorry, I see what you mean, did he try to change it with
24 the hotel?

25 Q. With the hotel.

1 A. No, no, no. That was the room. That was it.

2 Q. Did you end up sleeping in the bed with him or did you
3 stay on the floor?

4 A. I stayed on the floor.

5 Q. And if we hear evidence from MKF that you
6 explained that when you slept, you had some kind of
7 involuntary movement of your body and that that was
8 an explanation that you gave for concern about this,
9 what's your response to that?

10 A. I don't recall the explanation I gave and what you've
11 said may very well be something that I thought of in
12 the, kinda, the heat of the moment, to not offend him,
13 to not upset him.

14 Q. And beyond the issue with the bed, did anything sexual
15 happen on that holiday? Did he try to touch you or
16 anything on that holiday?

17 A. No, no. I do remember him buying me alcohol when we
18 would eat, but nothing sexual, nothing certainly overtly
19 sexual. He would talk in a sexualised manner at times.
20 You know, he would make comments. Er, but there was
21 nothing directly sexual, no.

22 Q. And then you say at the bottom of the page, at
23 paragraph 67, he then asked you to go away with him for
24 a weekend?

25 A. Yeah.

1 Q. And you say:
2 'It wasn't unusual for staff to take kids out for
3 the weekend on camping trips or whatever.'
4 A. Yeah.
5 Q. And some staff had 'at home' evenings?
6 A. Yeah.
7 Q. But would these be with single children or were they in
8 groups?
9 A. These were always group -- sorry, these were always
10 group activities.
11 Q. And what was the purpose of staff taking groups of
12 children, either to their homes or away?
13 A. I think it might have been an easy option for the staff.
14 I don't know. So rather than having to find something
15 to do down in the main building, they could take them to
16 their houses which were on the same grounds and in the
17 same area and listen to music or play games or whatever.
18 And I'm sure some kids enjoyed it. I don't think for
19 a second there was anything untoward going on in these
20 situations.
21 Q. And was everybody included in these sorts of things?
22 A. No, I think it was by invitation. So, you know,
23 teachers would know who they wanted or who they liked or
24 whom they trusted.
25 Q. And then if we move on over the page, to page 17, and

1 paragraph 68, you say that he took you to a bed and
2 breakfast. I think you say in your statement here that
3 you thought it was Blantyre, but you've said in your
4 supplementary that you're not sure exactly where it was?
5 A. Yeah. I don't recall it exactly. I'm sure it was in
6 that area of Lanarkshire somewhere, it seemed to be
7 a bed and breakfast, a kind of boarding house that he
8 used quite a bit. He seemed to know the people there.
9 Q. And you say it was on that occasion that he touched you
10 for the first time?
11 A. That's correct.
12 Q. And what happened?
13 A. So, er, earlier in the day he said he wanted to buy me
14 a new pair of trousers. This was part of his, you know,
15 he liked me to dress in a particular way and he said,
16 'I'll need to measure you before we go to the shop to
17 see what size you are'.
18 And I thought that was strange, but he measured my
19 waist. That felt uncomfortable. Then he measured my
20 inside leg, but rather than asking me to hold the tape
21 at the crotch, he held the tape from the bottom and then
22 moved his hand up and, er, touched me then and that made
23 me feel really, really uncomfortable.
24 Nothing else happened at that stage, though, but
25 over that weekend, he -- I got upset over something. He

1 was talking to me about how nobody liked me and how he
2 was the only person who had time for me in the school,
3 all this stuff that he fed me constantly, and I became
4 upset and he came and sat beside me and hugged me and
5 then it was after that that he started to undo my
6 trousers and undo my zip and touch me and he
7 masturbated -- he undid his own trousers and masturbated
8 both of us.

9 Q. You say, at paragraph 70, that the next morning --

10 A. Yeah.

11 Q. -- you remember being in the car with him?

12 A. Yep.

13 Q. And him trying to discuss what had happened?

14 A. Yeah. I said to him the next morning that what had
15 happened was wrong and it must never happen again and
16 that, you know, I didn't want it and we would just
17 forget about it and move on.

18 But he drove a long way in the car, so I was trapped
19 in the car with him, in the middle of wherever we went,
20 you know, don't know, Loch Lomond side, wherever it was,
21 a long way away from home. And he turned everything
22 round, so every objection I had about what had happened,
23 he turned around and he said to me that he's an educated
24 man, he'd been to university, studied psychology, and he
25 knew for a fact that when you get friendly with someone,

1 sexual feelings always follow on. So he tried to kind
2 of bamboozle me with his knowledge of, or his apparent
3 knowledge of psychology and science.

4 And he basically said if I wanted to be his friend,
5 and by this time he was the only person who was friendly
6 towards me, then it had to be all or nothing, because he
7 couldn't have a friendship without the sexual contact
8 continuing.

9 Q. And you say, at the top of page 16, that you asked him
10 what would happen if the police found out?

11 A. Yes. And his response was just simply, 'Well, who are
12 they going to believe? A maladjusted delinquent like
13 you?', I can't remember the words, or, 'Are they going
14 to believe me, an educated teacher?' And the answer in
15 my head was, 'They'll believe you', because, you know,
16 all my experiences to date had been that professional
17 people didn't listen to me.

18 Q. And then you say at paragraph 72 that from then on it
19 just became routine?

20 A. Yeah.

21 Q. And you tell us later in your statement that he
22 continued to either masturbate you or ask you to engage
23 in oral sex --

24 A. Yeah.

25 Q. -- or masturbate himself?

1 A. Yeah.

2 Q. And this carried on for the rest of the time that you
3 were at the school?

4 A. That's correct, yeah.

5 MS INNES: Okay. Now, we usually take a break about this
6 time. So, I wonder if that might be --

7 LADY SMITH: Would that work for you just now, 'Alex'?

8 A. Yeah, yeah, yeah, that would --

9 LADY SMITH: To take a break for about a quarter of an hour
10 or so --

11 A. Yeah, that would be grand.

12 LADY SMITH: -- and then carry on with your evidence after
13 that?

14 A. Great, thank you.

15 LADY SMITH: Thank you.

16 (11.30 am)

17 (A short break)

18 (11.45 am)

19 LADY SMITH: 'Alex', are you ready for us to carry on; is
20 that all right?

21 A. Yeah, I am. Thank you.

22 LADY SMITH: Ms Innes, when you're ready.

23 MS INNES: Thank you, my Lady.

24 If we can look back to your statement on page 18 and
25 paragraph 73, you say there that you would spend the

1 evening in MKF's room drinking?

2 A. Yeah.

3 Q. And that you would give his room number when you had to

4 tell staff where you were going for the evening?

5 A. Yeah.

6 Q. And did nobody raise any issue about that when you were

7 giving that room number?

8 A. Er, some of the other kids would make comments and

9 would, you know, be abusive towards me, but none of the

10 staff members ever questioned what was going on or why

11 that was happening.

12 Q. Can you recall having a key to his room?

13 A. Yes, I did have a key. He gave me a key to his room so

14 that I could use it at any point.

15 Q. And you say, as I've mentioned there, that you were

16 drinking?

17 A. Yeah.

18 Q. And you say at paragraph 74 that your recollection is

19 that you were drinking every day, but you found that

20 difficult to believe with the benefit of hindsight?

21 A. Yeah. I just don't know. My recollection is that

22 I would have a minimum of a bottle of wine or typically

23 two bottles of wine or wine and fortified wine of some

24 sort, and that he would leave it in his room, er, and

25 that I was drinking that every single day. But it just

1 seems -- I don't know. I really -- my recollection is
2 that that's what happened but, on reflection, I don't
3 know if it could have been that much.

4 Q. And was he giving you the wine or the fortified wine to
5 drink or were you taking it kind of behind his back?

6 A. He was giving it to me. He would buy it for me and he
7 would leave it in the room for me.

8 Q. And you say that you became hooked on alcohol?

9 A. Yeah, yeah. It made me feel calmer. It made me feel
10 relaxed. And it just became a way for me to cope with
11 what was going on with the bullying, with the name
12 calling, with what he was doing, with the fact that
13 I was in this place that I didn't want to be in.

14 Q. And then if we go on, over the page, you talk there
15 about what we've already discussed in terms of spending
16 time with him during holidays and him coming to visit
17 your parents?

18 A. Yeah.

19 Q. And then you say, I think at paragraph 78, that -- or
20 maybe by reference to your updated statement, that he
21 also took photographs of you, you recall?

22 A. Yeah. At one point on a weekend away, I think we were
23 in Brechin, living -- not living, but boarding in a bed
24 and breakfast or something, he took some Polaroid
25 photographs of me naked, wearing a cowboy hat which

1 sounds kinda almost ridiculously funny, but it's not, if
2 you know what I mean.

3 Q. And you tell us in your supplementary statement that he
4 later claimed that he'd burned those photographs?

5 A. Yeah.

6 Q. Had you expressed some concern to him about those?

7 A. I think I asked him what had happened with them and his
8 response was just that he'd burned them. Yes, I
9 obviously felt a bit concerned about them, yeah. The
10 photographs were, you know, taken in a state of sexual
11 arousal. They weren't just artistic shots in any way.

12 Q. And then at paragraph -- if we go on in your
13 statement to paragraph 79, you say he told you
14 afterwards that he had had other friends before you?

15 A. Yeah.

16 Q. So when you say 'afterwards', what do you mean?

17 A. I mean during the time when, er -- kinda probably a year
18 or so after I first met him. So when this so-called
19 relationship was ongoing, he told me that he'd had other
20 friends, as he put it, and these friends had been kids
21 from other schools and that as the pressure was on him,
22 he'd move from one school to another.

23 Q. Then you say at paragraph 80 that before you left, he
24 was beginning to befriend another younger boy?

25 A. Yeah.

1 Q. What are you able to tell us about that? Obviously you
2 don't need to name the boy involved or anything like
3 that.

4 A. I can't tell you a great deal about it, other than I was
5 aware that the way he was speaking to this young boy
6 was the same way that he would speak to me, so start off
7 in a very kinda jovial and friendly way and then almost
8 a kinda teasing way, making up a nickname for him and
9 spending some time with him. But I've no idea what
10 happened, if anything.

11 Q. And then you say that he orchestrated you leaving school
12 early?

13 A. Yeah.

14 Q. In what way did he orchestrate that?

15 A. Er, he basically put into my head the idea, and
16 supported -- I think I was a part of this as well.
17 I wanted to get out of school and he very much
18 encouraged me to do that and the way to do that would be
19 to go to the next Children's Panel, to the next hearing,
20 and say, 'Look, it's only a few months to go now to the
21 exam. I'm really happy. I'm loving it. It's going
22 really well. And then once the exams are over
23 I'll leave'. And on that basis the supervision
24 requirement was lifted.

25 So it was no longer a legal requirement for me to be

1 at Lendrick Muir and as soon as I got back, I told the
2 headmaster I was leaving and MKF was there
3 to then drive me back over to my home town, with my few
4 belongings.

5 Q. And did he keep in contact with you after you had left
6 Lendrick Muir?

7 A. Yes, he did. Er, sporadically he would keep in contact
8 with me. I think to some extent it was about checking
9 up on me, to see how things were, but, yeah, he did
10 attempt to keep in touch.

11 Q. And you note at the top of page 20 that he moved to
12 St Ninian's School in Falkland?

13 A. Yeah.

14 Q. You say:

15 'I'm aware that he had a "friendship" there.'

16 A. Yeah.

17 Q. How are you aware of that?

18 A. He told me that he'd become friendly with this boy, so
19 he kept in contact and he said he'd become friendly with
20 this boy and he had helped this boy's mother to move
21 from Glasgow, where she had been living, to Brechin to
22 live in a caravan. And he put it that this was a
23 -- kinda an act of benevolence to help them out, but
24 again, I'm suspicious of that, because he inveigled
25 himself into the boy's family life and then became so

1 involved with them that he moved them to Brechin where
2 he spent a lot of his spare time.

3 Q. And did he admit to you that he had sexual contact with
4 this boy or not?

5 A. No, no. He just said he had a new friend, if you like.
6 I'm not quite sure how he put it, but he had made
7 a friend with this boy and his mother. But given my
8 experience, it just felt like the same kinda process
9 that he'd used with me.

10 Q. And then in the next part of your statement, you go on
11 to refer back to the time that you had spoken to the
12 headmaster about the physical assault on you --

13 A. Yeah.

14 Q. -- and the potential of reporting matters to the police?

15 A. Yeah.

16 Q. How -- did the headteacher's reaction to what happened
17 on that occasion have any impact on your ability to
18 report what was happening with MKF ?

19 A. I don't know. There wasn't -- at that time, I didn't
20 want to report what was happening, because I genuinely
21 believed that nobody liked me in this place, apart from
22 him, and I was hooked on alcohol, so it was the only way
23 to get it. So there really wasn't a question of me ever
24 reporting it to the head.

25 Q. Okay.

1 A. But the headmaster knew what was going -- he had to know
2 what was going on. And so although I didn't go to him
3 and say, 'This is what's happening', he must have known
4 that untoward things, inappropriate things, were going
5 on. He commented on the report cards which we talked
6 about earlier and he called at MKF's room,
7 which was just a small room next to where the boys
8 slept, where my room was, in the early hours of
9 a morning, when MKF and I were in bed
10 together, to see if I was in his room.

11 So he obviously suspected that I was there and I was
12 there, although MKF didn't respond, didn't
13 answer.

14 Q. And did the headteacher just go away?

15 A. Yeah.

16 Q. And did he ask you the next day, 'Oh, I couldn't find
17 you last night, where were you'?

18 A. No, my absence was never queried. I frequently, by the
19 time I was probably 16, I frequently wasn't in bed at
20 bedtime, so I must have been missed, you know. It was
21 a small enough number of people with small enough rooms
22 that the teacher on duty must have realised I was not
23 there.

24 Q. And what awareness, if any, do you think that Mr KMN,
25 KMN, would have had of this?

1 A. I don't know. My thinking is that he wasn't SNR
2 when I was there, but he may have been SNR.
3 I can't recall. He and I never really had much of a --
4 kinda spent any time together. I think I dropped
5 physics after O-Grade and so I never really spent time
6 in his class again. I never really saw him.

7 Q. Okay, and he didn't live in the building at the time
8 that you were there, the main building?

9 A. Not at the time I was there. He lived in one of the
10 houses on the estate.

11 Q. Now, if we go on, please, to page 21, you talk there
12 about your life after being at Lendrick Muir, and
13 I think the impact of your time there and you talk about
14 issues with alcohol and issues in relation to your
15 mental health?

16 A. Yep.

17 Q. Are you able to tell us a bit more about your
18 reflections on the impact of your time at Lendrick Muir?

19 A. I think that I probably started Lendrick Muir as
20 somebody with mental health problems of some sort,
21 certainly anxiety was a big issue for me. By the time
22 I left Lendrick Muir, I was in a much worse state than
23 I had been when I had arrived.

24 I was addicted to alcohol. I needed to drink and
25 when I started to drink, I couldn't stop drinking.

1 I would invariably get drunk and I would spend all my
2 money on alcohol.

3 The worst thing though was perhaps the voice that
4 was -- that remained and remains in my head, which was
5 his voice telling me that nobody liked me and that
6 everybody was out to get me in some way. And
7 unfortunately that means I think I spent a long time in
8 my 20s and 30s believing -- never trusting people.
9 Always believing that people were out to get me. Always
10 assuming that people wouldn't like me and then
11 approaching people in that way.

12 So I found it took me a long, long time to realise
13 that actually maybe I was all right. You know, maybe
14 I was okay, rather than always hating myself as
15 an individual.

16 Q. And you said there in your evidence that that voice
17 remained and remains in your head?

18 A. Yes.

19 Q. So do you still feel an ongoing impact from what you
20 were told?

21 A. Yes, yeah. I've -- I think it's always kinda driven me
22 on to be a perfectionist, so anything other than
23 perfection would be seen as a big failure. I've been on
24 anti-depressants and other drug treatments, other
25 prescribed drug treatments, since my early 20s, so

1 that's 40 years, and I put all that down to the -- my
2 time in Lendrick Muir.

3 Q. And if we look at page 22, and paragraph 91 of your
4 statement, you say there that at the time, you didn't
5 realise that what had happened to you was grooming?

6 A. Mm-hmm.

7 Q. You didn't realise it until you were 26?

8 A. Yeah.

9 Q. Can you tell us about that realisation?

10 A. Yeah. I think that the message that MKF
11 gave me all the time was that the institution, the
12 people in it, everybody hated me, disliked me, it wasn't
13 right for me. It was -- I was far too good for other
14 people. Er, I didn't understand it as grooming and then
15 one day, I saw a documentary on the television where
16 people were talking about how they had been sexually
17 abused.

18 I think before that I always assumed that sexual
19 abuse took place in the form of a direct assault. But
20 when I heard this guy's story on the television
21 programme, he had been, erm, told that he was special.
22 He had been systematically and slowly removed from other
23 people. Told not to spend time with other people. It
24 all made perfect sense and I just had a kind of big
25 penny dropping moment when I realised that everything

1 that MKF had done was part of that same
2 process and that he had used all these different
3 techniques. I don't know that he'd even thought it out,
4 but he had just done all these things in a way to
5 isolate me, so that he would be the only person that
6 I could turn to.

7 Q. And if we move on to page 24 of your statement, and
8 paragraph 98, as you said at the beginning of your
9 evidence and it's in your supplementary statement, you
10 have not reported what happened to you to the police?

11 A. Yep.

12 Q. But you say:

13 'I did speak to the police [around] ... the turn of
14 the century.'

15 A. Yeah.

16 Q. Why did you speak to them at that point?

17 A. I think once I'd realised that what had happened -- once
18 I'd reframed my experience and saw it for what it was,
19 and I had escaped that voice telling me what he wanted
20 me to believe it was, I wanted to explore opportunities
21 to see what could happen.

22 So I had an informal meeting with the child
23 protection police officers in Perth. They said they
24 were aware of the individual, but they didn't have any
25 concrete information and that they needed me or other

1 people to make an official complaint.

2 I received a phone call from the police, perhaps
3 about three years ago, to ask me to -- if I'd be willing
4 to speak to them about the same individual and I said
5 I would be, but then they never followed up on it, so
6 I'm not sure what that was about.

7 But I've reached a stage where I don't have any
8 desire to see a prosecution. If a prosecution takes
9 place, that's fine, but I don't see a desire -- I don't
10 feel a desire to do that. I've moved on from the kind
11 of anger of that and my way of coping is just to forgive
12 people. But I do find it difficult to forgive
13 organisations.

14 Q. And when you talk about forgiveness of MKF

15 MKF --

16 A. Yeah.

17 Q. -- for example, are you able to tell us a bit more about
18 that?

19 A. I don't know if you're familiar with the poem 'This Be
20 the Verse' by Philip Larkin, which begins with the -- am
21 I permitted to swear at this point?

22 LADY SMITH: Please do if -- oh, I think I know the one that
23 you're going to tell me. Go on.

24 A. 'They fuck you up, your mum and dad. They may not mean
25 to, but they do', and then it goes on to say how they

1 were fucked up in turn --

2 LADY SMITH: 'They give you all the faults they had and add

3 some extras just for you'.

4 A. That's it, the very one.

5 That, I think, helps me to see that these two people

6 are flawed human beings and they have some went in their

7 life or they had some went in their life that they

8 needed to exert physical power, in the case of **KMN**

9 **KMN**, or emotional, psychological and sexual

10 power over a child, in the case of **MKF**.

11 I've forgotten what your question was, I feel I've

12 gone off --

13 MS INNES: It was about forgiveness and you were saying that

14 you can forgive essentially the two individuals for

15 their fallibility, I think --

16 A. Yes, mm-hmm.

17 Q. -- but you can't forgive the institution?

18 A. No, because the institution was there. They promised to

19 support me through this difficult period of time and did

20 nothing to support me. They -- and allowed the flawed

21 behaviour of these two teachers to make me worse.

22 Q. And at paragraph 99, you say that you also went to see

23 the person who had been **SNR** at the time that

24 you were there?

25 A. Yeah.

1 Q. And that's a Mr KVV ?
2 A. Correct.
3 Q. And you say he was a person who lived locally to the
4 school and he had a kind of open-door policy to former
5 pupils?
6 A. Yeah.
7 Q. And why did you go to see him?
8 A. I was out for a run in the car and I was in that area
9 and when I drove past, I saw him cutting his hedge and
10 I just decided on the spur of the moment to stop the car
11 and say hello, and he very kindly invited me in to his
12 house for a cup of tea or coffee.
13 And he asked me to think about my time at
14 Lendrick Muir and I was quite open and honest with him
15 at that time.
16 Q. And did you speak about what had happened with KMN
17 KMN ?
18 A. Yes.
19 Q. And what was his reaction to that?
20 A. I don't recall what his reaction to that was, but
21 neither he -- I don't recall any specific reaction.
22 However, when I mentioned what had happened with MKF
23 MKF , his wife got really upset. She also
24 worked in the school. And she said, 'No, nothing like
25 that, nothing of that sort ever happened'.

1 So I would infer from that that she was aware that
2 assaults had happened on pupils, because she didn't get
3 upset about that, but she didn't accept that sexual
4 assaults had happened on pupils and she got really upset
5 about that, and almost abusive, I think, kinda
6 suggesting that I was lying.

7 But SNR [REDACTED], in his inimitable way said, 'Oh,
8 calm down, dear', and he allowed me to talk about it and
9 that makes me think that he was accepting that what
10 I was saying was true.

11 Q. And did he indicate that he had any concern about MKF
12 [REDACTED]?

13 A. He said that he'd always felt uncomfortable with him and
14 that since -- since MKF [REDACTED] had moved on, any
15 time when he'd been asked to give a reference, as he
16 moved from school to school, he never gave him a good
17 reference if it was a boarding school, if it was
18 a school where he would have access to children outwith
19 of the classroom.

20 Q. And beyond that, did SNR [REDACTED] acknowledge or
21 apologise for what had happened to you?

22 A. No. He said something like, 'I've had many kids pop in
23 to see me over the years, sitting on the same sofa that
24 you're sitting on now, and they always talk about the
25 wonderful experience that they had'.

1 Q. And then you say at paragraph 101 that after your father
2 passed away, MKF [REDACTED] contacted you again. I
3 think you say that he contacted your mother first?

4 A. Yeah, mm-hmm.

5 Q. So was this a call out of the blue?

6 A. Completely out the blue. The death notice was in The
7 [REDACTED] newspaper and he'd read it and he then took it
8 upon himself to look up my surname in the phone book.
9 There aren't many people with my surname, and he found
10 my mother or my father's entry, it would be my father's
11 entry, I suppose, at the time, and he called and he had
12 a long chat with my mother, which really annoyed me, the
13 fact that he should do this.

14 And she gave him my phone number and he phoned to
15 offer his condolences by way of it and this was just out
16 of the blue, having never had any contact with him for
17 15 years or more.

18 Q. And did you speak to him about what had happened?

19 A. Yeah. He said -- he started to say some of the same
20 things that he would say to me when I was a child, when
21 I was his pupil. Things like, 'Oh, you were always too
22 good for that place', and, 'You did right to get out of
23 it', and so on, and I just felt this kind of anger
24 coming back, that he was again trying to tell me how to
25 think about the place.

1 And he said, 'You did the right thing when you
2 turned round and stuck up two fingers to them'. I never
3 did turn round and stick up two fingers, either
4 metaphorically or literally. I didn't have that nature,
5 but he constantly said that that's what I should do,
6 that I should stick up two fingers.

7 I still find it quite a triggering phrase to hear it
8 and he said that I'd done really well to stick up two
9 fingers to them and kinda was a bit patronising, you
10 know, 'Oh, you're doing well because you've done this
11 and that', and it was all just so hollow and kinda
12 meaningless.

13 He also spent a lot of time talking about himself
14 and various academic qualifications that he'd been doing
15 and so on, he was always -- kinda had a bit of a chip on
16 his shoulder about, you know, he needed to make himself
17 seem important and he was just doing all that.

18 When it came to the phrase that I'd turned round and
19 stuck two fingers up at them, I felt I needed to say,
20 'No, I didn't do that. I didn't ever feel like that',
21 and that, with the passage of time, I've rethought what
22 happened at Lendrick Muir and I see things in
23 a different way.

24 And he said, 'What do you mean?' What do you mean?'
25 and I said, 'Well, I've been to see a counsellor'.

1 I had tried counselling at this stage. 'Oh, you don't
2 want to be going to see counsellors. They just mess
3 with your head. They just put daft ideas into your head
4 and, you know, they won't do anything to help you'.
5 Again, it was that control. I could just feel it,
6 bearing in mind, you know, now I was a 30-year-old adult
7 rather than a child. And I said, 'No, I disagree with
8 you. I see things differently now'. And that was
9 pretty much the end of the call that day.

10 The next day, he called again and he said, you know,
11 hoped I was feeling okay and everything, and he just
12 wondered if I needed a loan of any money, if -- he just
13 wondered if he could lend me some money. And I was just
14 absolutely outraged and annoyed and -- I asked him what
15 made him think that I needed to borrow money. I didn't
16 need to borrow money, you know, I was working, I was
17 comfortable. It wasn't about money. It was almost as
18 if he -- I think he was trying to buy my silence.
19 That's what I took from it, and that this loan of money
20 would be him paying off me for what had happened.

21 So I left and -- you know, he was quite clear,
22 I think, by the time the call ended, that I didn't want
23 money. This has never been about money or compensation
24 or anything. This is about acknowledgement of failings.
25 Q. And you were clear, I think, as you say at the top of

1 page 26, that you didn't want to speak to him again?

2 A. Yeah, yep.

3 Q. Now, you go on at paragraph 105 to refer to some

4 material in relation to the school?

5 A. Yeah.

6 Q. And you've already referred to the booklet and at

7 paragraph 107, you say that there was a farewell book,

8 which was written by the staff?

9 A. Yeah.

10 Q. And I think you reflected, as you say in your

11 supplementary statement as well, that it made you think

12 how little some staff valued the pupils?

13 A. Yeah.

14 Q. And were there any particular sort of standout comments

15 that you saw that made you think this?

16 A. There was one in particular, that I found quite --

17 I don't know, strange would be a mild word perhaps.

18 I felt it was really disrespectful and I read it

19 through the lens of: this is this person's real feelings

20 about the children with additional support needs that he

21 had been working with for a number of years.

22 So this was KMN and he makes

23 comments -- do you want to hear the --

24 Q. We'll have -- I think I know what you're going to refer

25 to.

1 So if we could look, please, at WIT.003.002.2027 and
2 we can see, I think, that it says 'Lendrick Muir
3 School', and if we scroll down a little, it says:
4 'Souvenir edition.'

5 A. Yeah.

6 Q. And I think this was compiled at the time that the
7 building was being sold and suchlike?

8 A. Yeah, yep.

9 Q. And if we look at page 18, this is, I think, something
10 that was written by Mr KMN, KMN --

11 A. Yeah.

12 Q. -- who later went on to, I think, ultimately be SNR
13 SNR. You mention him being SNR and SNR?

14 A. Yeah.

15 Q. And it says:
16 'At this time of worldwide concern about the rate of
17 extinction of plants and animals, it is sad to report
18 the fast disappearance of a unique species found only in
19 one habitat in Central Scotland.'

20 Then he goes on to refer to Homo Lendrickanthropus,
21 so presumably, because he was a biology teacher, this is
22 the background?

23 A. Yeah.

24 Q. And then he says:
25 '[This] has shown an amazing variety of behavioural

1 patterns but space will only permit a brief review of
2 its eating habits, its response to training and its
3 migratory instincts to illustrate how these have led him
4 into an evolutionary blind alley.'

5 And what was your reaction to that?

6 A. It's just so dismissive. It makes the children with
7 special education needs who were in his care sound like
8 some kind of barbaric creatures, who would never evolve,
9 you know, that we were in an evolutionary blind alley,
10 we would never be any better. We would never become any
11 better.

12 And -- sorry, I know you've got other things to say.

13 Q. Then he goes on to talk about eating habits, if you
14 like.

15 A. Yeah.

16 Q. And then there's a paragraph beginning, 'Attempts':

17 'Attempts have been made over many years to train
18 [this creature as he names it] but although he does have
19 remarkable imitative powers, experience has shown that
20 there is little prospect of establishing habits of
21 tolerance and co-operation over the longer term
22 (especially the Spring Term). Training sessions are
23 often marked by his inattentiveness and he has been
24 known on occasion to turn on his trainers. The use of
25 tools has been regularly observed but usually to attack

1 others or destroy his living area. There is little
2 evidence [that this species] having made the cultural
3 leap to an appreciation that tools can be used
4 creatively.'

5 And then goes on to refer to them having:

6 'Considerable ability to express himself
7 artistically and examples can be seen all over the
8 walls.'

9 Presumably that's a reference to graffiti?

10 A. Yes.

11 Q. Again, what were your reflections on this description of
12 children at Lendrick Muir?

13 A. 'What was the point?', I would be asking. What was the
14 point of intervening in young people's lives, taking
15 them into care, taking them into your establishment, if
16 you believed that they would never evolve, if you
17 believed that they would never get better, that they
18 would be constantly inattentive, that they would turn on
19 their trainers, that they could use tools to destroy
20 their living area. What was the school doing to address
21 these humorously expressed ideas, but ideas which
22 I think were based on his feeling about the people who
23 he was meant to be caring for.

24 LADY SMITH: 'Alex', you say 'humorous', but in reality,
25 isn't this the most dreadfully disparaging attack --

1 A. It is, yes.

2 LADY SMITH: On --

3 A. I think he thinks it's humorous but -- sorry.

4 LADY SMITH: He's using children, who he is supposed to be

5 helping and guiding and educating, as figures of fun --

6 A. Yeah.

7 LADY SMITH: -- to be disparaged?

8 A. Yeah.

9 LADY SMITH: For what? His benefit?

10 A. And he says that kids were primitive. He talks about

11 artistic writing on the walls. 'Somewhat primitive when

12 compared to cave paintings'. So very much bringing the

13 kids, pupils -- bringing us down to that level.

14 LADY SMITH: Well, that's not just disparaging, it's

15 offensive, isn't it?

16 A. It is offensive and then he says:

17 'It's often bizarre [he has a possessive apostrophe

18 there when he shouldn't have in the word its, sorry]

19 usually self-destructive behaviour has provided much of

20 value and has made life in this unique community

21 a valuable, ethological experience.'

22 Is that all it was, just an experience for him? And

23 if kids were self-destructive -- and some of us were

24 self-destructive -- where was the therapy? Where

25 was the support? Where was the care to stop kids from

1 being so?

2 MS INNES: So the part that you've just mentioned there,

3 'Alex' is at the top of page 19, so his conclusion

4 referring to:

5 'It's often bizarre, usually self-destructive

6 behaviour.'

7 A. Yeah.

8 Q. But in contrast to what he says, I think you feel that

9 some of the other things that staff said were more

10 positive?

11 A. Yeah.

12 Q. Are you able to give us an example of that?

13 A. Yeah. I don't know what page it's on. There's a quote

14 from Jessie Gilchrist, who --

15 Q. I think it might be on page 6. Or maybe the page before

16 that. She finishes speaking on page 6 so maybe on

17 page 5?

18 A. I think it just starts on the page before.

19 She talks very affectionately about some anecdotes,

20 but it's all done in an affectionate and -- a kinda

21 nice, reminiscent way.

22 My experience was that the majority of the domestic

23 staff, as they were called, were really, really nice,

24 supportive, pleasant, ordinary people and they didn't

25 live in the school or they didn't live in the grounds.

1 They came in from the local community, so they weren't
2 part of this 24-hour a day culture of Lendrick Muir.

3 And some of the teachers talk nicely too, but many
4 of them pick up on incidents which were maybe not in
5 themselves the best incidents to think of in terms of
6 reminiscent, if you can only think of negative examples
7 then maybe it'd be better not to include any at all.

8 And there's a statement there from MKF
9 as well, which is just such -- so much at odds with the
10 things he said to me.

11 Q. What statement is that that you're referring to?

12 A. In the final, souvenir edition booklet.

13 Q. So I think his -- he's maybe at page 13?

14 A. Yeah. He says things like:

15 'To evaluate the success of a concept such as
16 Lendrick Muir would be no mean task. It has been
17 a positive experience for most who have entered and left
18 its portals.'

19 He talks very positively about the place, but my
20 experience is it wasn't like that and he didn't -- he
21 didn't say these things to me. He didn't say it was
22 positive. Erm ...

23 Q. So we're just looking at page 12 of the document. He
24 talks about:

25 'My four years on the teaching staff.'

1 And the second paragraph there is the part that you
2 referred to, to evaluate the success of such a concept?

3 A. Yeah, that's it.

4 Q. Now, if we can look back, please, at your statement and
5 page 27, and paragraph 109, we're asking -- you were
6 asked there about what lessons the Inquiry can learn
7 from your experience.

8 A. Yeah.

9 Q. And you refer there to Lendrick Muir being very much
10 a product of its time?

11 A. Mm-hmm.

12 Q. And I think you have said before that it was a very
13 inward-looking environment.

14 A. Yep.

15 Q. So although that was the position at the time, I suppose
16 there are things that we could still learn from that
17 today --

18 A. Yeah.

19 Q. -- in terms of the danger of an institution that becomes
20 insular?

21 A. Yeah. I think that -- I haven't spent a lot of time
22 thinking about this but if I was to offer any
23 suggestions, it would be that a place like this should
24 be inspected frequently. There should be telephone
25 access. I'm sure there must be now. Kids must be

1 allowed to use telephones to contact people. There
2 should be regular attempts to keep kids in touch with
3 their family. There was no attempt to do that, you
4 know, the visits home were very restricted.

5 And I think there should be a duty of reporting, if
6 somebody feels suspicious then they should report that
7 suspicion.

8 And I think too an institution like this needs to
9 know what its role and purpose is. I don't think they
10 ever did know what their role was. You know, this
11 leaflet which I talked about, just -- it sounds like
12 it's trying to sell a boarding school. It doesn't -- it
13 didn't seem to have a clear focus.

14 Why were we there? And what was the school doing in
15 order to address the difficulties that every child there
16 must have had to have ended up there? It did nothing.

17 MS INNES: I've come to the end of my questions for you,
18 'Alex'.

19 Obviously, your statement and the supplementary
20 statement that you've provided all form part of your
21 evidence to the Inquiry. Thank you.

22 A. Thank you.

23 LADY SMITH: 'Alex', thank you so much for coming today.

24 A. Thank you.

25 LADY SMITH: I have no further questions. You've given us

1 so much rich detail in the course of your oral evidence
2 that I have run out of questions for you.

3 A. Thank you.

4 LADY SMITH: Thank you. It's been very, very helpful having
5 you here. Safe journey home and do relax for the rest
6 of today.

7 A. Okay. Thank you very much.

8 (The witness withdrew).

9 LADY SMITH: Now, just before we move on, there are some
10 names I want to mention of people whose identities are
11 protected by my General Restriction Order so they can't
12 be identified as referred to in our evidence outside
13 this room. That was **KMN**, **KVV** and
14 **MKF** -- no, not **MKF** -- yes, he
15 is. Yes, he is on the list as well. Yes. Thank you.

16 Now, where next?

17 MS INNES: Ms McMillan will have some read-ins to undertake
18 just now.

19 LADY SMITH: Thank you.

20 Yes, whenever you're ready, Ms McMillan.

21 MS MCMILLAN: My Lady, the first read-in that I intend to
22 begin with is the read-in for the witness who is known
23 as 'Mark'.

24 LADY SMITH: Thank you.

25 MS MCMILLAN: The reference for 'Mark's' statement is

1 WIT-1-000000442.

2 'Mark' (read)

3 'Mark' was born in Dundee in 1968. In his
4 statement, he talks about his experience in foster care
5 and Quarriers Village and, specific to this phase, his
6 time in Lendrick Muir.

7 He says that he went to Lendrick Muir when he was 13
8 and remained until he was 16.

9 Records indicate that he was enrolled in [REDACTED] of
10 1982, when he was 14 and left in [REDACTED] 1984, when he was
11 15, just before his 16th birthday.

12 In his statement at paragraphs 2 to 13, he talks
13 about his life before going into care. He had four
14 brothers and one sister and lived at home with his
15 mother and the person he assumed was his father.

16 He talks about the abuse him and his siblings
17 suffered at the hands of this man. Social work became
18 involved with the family and at age 5, he was put in
19 a short-term foster placement for around two to three
20 months before going to Quarriers Village.

21 He then talks about his experience in Quarriers from
22 paragraph 29 to paragraph 205 of his statement. In
23 doing so, he notes the physical and sexual abuse he
24 suffered there and how he ended up disclosing the sexual
25 abuse.

1 After involvement with a psychologist at Quarriers,
2 he tells us that he was taken to the Douglas Inch Clinic
3 in Glasgow for a further assessment. 'Mark' then talks
4 about how he ended up at Lendrick Muir and his
5 experiences there.

6 Starting from paragraph 206, on page 27, he says:

7 'Douglas Inch Clinic classed me as a maladjusted
8 child and recommended that I be placed in a List G
9 school for kids that they classed as having problems.

10 'When I was told that I was to be sent to
11 Lendrick Muir, I said I wasn't going. They persuaded me
12 to go by telling me it was 20 minutes from my mum's
13 house so I would see her more. That was the reason I
14 agreed to go, but it ended up being two hours from my
15 mum's house so they had lied to me.

16 'I didn't really have anything to take with me.
17 I went to Quarriers with nothing and I left with
18 nothing.

19 'Lendrick Muir had given Quarriers a list of things
20 that I needed to take with me, such as a number of pairs
21 of underpants, socks and an anorak and other things.
22 Quarriers got all of these things for me to take with me
23 and they put my name on everything.

24 'I was 13 years ... when I went to Lendrick Muir.
25 A social worker from Dundee called James Dunsmuir took

1 me there.

2 'The building was a lovely big mansion house with
3 big grounds. There was a big staircase that took you up
4 to the junior floor, middle floor and the top floor
5 where the dormitories were.

6 'There was a kitchen, a pool room and a big
7 gymnasium on the ground floor. There were also
8 classroom blocks that had been added on to the building.

9 'There were about 30 kids in the school, aged from
10 13 to 18 years old. They were mostly boys and they were
11 all hard guys.

12 'It used to be a boys' school but it now had a few
13 girls too. Another girl from Quarriers had come with me
14 to that school. There weren't a lot of girls in there
15 and they had different dormitories from the boys which
16 were in a separate house about a mile away from the
17 school.

18 'I can't remember who was in charge. I don't
19 remember any of the staff, but I know that we called
20 them by their first names and that's how they addressed
21 us.

22 'When I arrived, I met the headmaster and he told
23 an older boy who was about 17 years old to show me the
24 ropes. I can't remember the boy's real name but his
25 nickname was [REDACTED].

1 'I was put into the junior corridor when I first
2 went in because that's where the new starts went. I had
3 a single bed in a dormitory with about five or six beds
4 in it. [REDACTED] was a senior and so was on the top floor.

5 'After about a year, I moved up to the middle floor
6 and had a double bed in a room with three beds in it.

7 'I got into a fight on my first night there because
8 the other boys wanted to find out how hard you were.
9 They called it initiation. The staff were in their own
10 quarters. From what I remember, the staff weren't
11 around much. It was the top floor boys who seemed to be
12 in charge.

13 'After that, [REDACTED] would look after me while I was
14 in school and make sure nobody picked on me.

15 '[REDACTED] left after a while because he was 18 and he
16 had to leave. One of the older boys from the top floor
17 battered me and when [REDACTED] later came back to visit,
18 I told him. [REDACTED] waited for the guy and battered him
19 and knocked his front teeth out for what he did to me.

20 '[REDACTED] was about 5 feet and 10 inches tall with an
21 Edinburgh accent. He was slim, attractive and had
22 a bald head.

23 'In the morning, we got up and had to make our own
24 beds. We then went to the sinks, which were near the
25 shower blocks to brush our teeth.

1 'We got ready and we just wore casual clothes.
2 I had the clothes that Quarriers had bought for me.
3 I got made fun of because I had my name on everything.
4 Eventually my parents started buying me things.
5 'Then we had breakfast in the dining room and [we]
6 went for your schooling. In the evenings, you just sat
7 around and [you] didn't really do anything.
8 'We didn't have chores to do, but we just had to
9 keep our bedroom areas tidy, make our beds and generally
10 clean up after ourselves.
11 'There was always a member of staff on duty at night
12 and they slept in a room on the top floor. They would
13 go round and make sure that everybody was in their beds
14 and doing what they were told. Mostly everybody did
15 what they were told.
16 'The juniors, seniors and top floors generally sat
17 together at meal times.
18 'The food was okay. You got your three meals a day.
19 You got cereal for breakfast. The food was average.
20 Cooks came in to cook and if you didn't like the food
21 then you didn't have to eat it.
22 'There were classroom blocks added on to the
23 building where the classes were. We had separate
24 teachers for English, history, geography and French.
25 There were about four or five subjects. Some teachers

1 taught more than one class. The teachers all lived in
2 wee houses in the school grounds.

3 'We didn't wear school uniform or anything. We just
4 dressed casually. The teachers had houses within the
5 grounds.

6 'There was a shower block and all the boys showered
7 together. There were no cubicles and no privacy at all.
8 It wasn't supervised.

9 'You could shower whenever you wanted.

10 'When I first went in, I was allowed out every
11 second weekend. It was rotated between going to my
12 mum's house in [REDACTED] and going to Quarriers. I
13 preferred going home because my siblings were all home
14 by then but I still fought with them.

15 'I think I was home for Christmas holidays because
16 I don't remember a Christmas at Lendrick Muir.

17 'After a while, I was allowed out every weekend and
18 I took it in turns between my mum's house and Quarriers.
19 I would take a local bus and the school gave me bus
20 fares. I would leave on a Friday afternoon and come
21 back on a Sunday night. Sometimes I hitched rides and
22 kept the bus fares and sometimes my stepdad drove me
23 back on a Sunday night.

24 'When I was going to Quarriers, I was staying at
25 Isobel Valenti's cottage. I didn't want to go any more

1 and I told my Dundee social worker that. I was then
2 allowed to stay in Lendrick Muir on the weekends when
3 I didn't go to Quarriers.

4 'After a while, I told my social worker I just
5 wanted to go back to Quarriers to say goodbye, which
6 I did. Then I didn't go back at all.

7 'When I stayed at Lendrick Muir for the weekends,
8 there would also be other boys there who stayed too far
9 away and couldn't go home at weekends.

10 'The school took us on trips in the minibus and we
11 went hillwalking, visited railway tunnels in the
12 mountains, hand gliding and swimming. They were good
13 that way.

14 'They took us skiing when it was snowy. That
15 was the best thing ever and I learned how to ski.

16 'I went on a camping trip to France with nine other
17 boys and the French teacher. I remember it cost £120
18 each and the Dundee social work paid for that. We went
19 in a boat and I remember drinking before we got on and
20 I was sick on an old lady on the boat.

21 'When we got to France, we stayed in tents. We
22 learned a lot of history and it was a good trip.

23 'When I was on the middle floor, the top floor boys
24 were really aggressive towards my floor. This was when
25 I was about 15 years old.

1 'The older boys ran that place. You hardly ever saw
2 the teachers. They knew what was going on but weren't
3 interested.

4 'Lendrick Muir was better than Quarriers because the
5 staff didn't sexually abuse me there. Sexual abuse by
6 the staff did go on and I knew that, because one of the
7 boys told me that he was having sex with the matron and
8 the French teacher. I can't remember the matron's or
9 the teacher's name.

10 'For me, it was the older boy called [REDACTED] who was
11 told to look after me on the first day. He had sex with
12 me from the first day I went in, when I was 13, he was
13 17 years old. He made sure that nobody else was allowed
14 to touch me so I didn't have sex with anyone else. It
15 carried on for a year until [REDACTED] left when he was 18.

16 '[REDACTED] had sex with me in the woods, in my bed and
17 in the bathroom. I wanted it as much as he did. The
18 other boys knew it was going on. He would just shut the
19 door and tell another boy not to come in.

20 'There was also sexual activity going on between the
21 boys. The two boys I shared a dormitory with were
22 having sex every night. I could hear them when I was in
23 my bed.

24 'There weren't many girls there, but there would
25 always be a boy trying to get into their pants.

1 I remember being in class and one of the boys was having
2 sex with a girl behind the blackboard in the classroom.
3 I think it was consensual between them.

4 'The teacher was writing on the blackboard and we
5 were all laughing because we knew it was going on.
6 I think the teacher was hard of hearing. I can't
7 remember what class or the names.

8 'The staff must have known there was sexual activity
9 going on because there would be a member of staff on
10 duty at night and they would sleep on the top floor.
11 They must have been aware of what was going on.

12 'We weren't supposed to leave the school and if you
13 did, the top floor battered you.

14 'Just before I left Lendrick Muir, the whole of the
15 middle floor ran away, including me. We had been
16 getting a lot of grief from the top floor and [REDACTED] had
17 left by then so nobody was helping me out. I had had
18 enough and wanted to be at home with my family.

19 'I was sniffing glue and taking magic mushrooms at
20 the time. I ran away with other middle floor boys and
21 we broke into log cabins near the hills. I remember
22 seeing the school minibus driving past us but they
23 didn't know where we were.

24 'We found a big bottle of glue and we were sniffing
25 it. When the school found us, we were all out of our

1 faces. We were brought back to the school by staff when
2 they found us.

3 'We were all taken into the room and the staff had
4 a word with us and said that there would be
5 repercussions. They wouldn't let us out of the school
6 as a punishment.

7 'I remember being in the bathroom with another
8 middle floor boy after we got brought back. A senior
9 boy called [REDACTED] came in and battered us. But the
10 other boy got it worse. That was one of the worst
11 experiences.

12 'Me and the other middle floor boys retaliated by
13 climbing up onto the roof and refusing to come down.
14 The staff tried to talk us down but they couldn't. It
15 was between us and the senior boys, not between us and
16 the staff.

17 'The police had to be called and we were throwing
18 roof slates off the roof. We eventually came down
19 because the police were there and the senior boys
20 couldn't batter us in front of the police.

21 'I don't really remember any names because I think I
22 blocked it all out when I left.

23 'I hated being at Lendrick Muir but it was better
24 than Quarriers.

25 'After the running away incident, I pleaded with my

1 mum to let me come home. I had just turned 16 years old
2 and my mum agreed and came and got me.

3 'I left in the [REDACTED] after I turned 16 and I was
4 supposed to stay until the [REDACTED] after sitting my
5 exams. I left before that and didn't go back to sit my
6 exams.'

7 'Mark' then talks about his life after care. He
8 moved back to [REDACTED] and lived with his mum, brothers
9 and sisters. He tells us that he began working in
10 a shop.

11 At about 16 or 17 years old, he came out as gay and
12 told his mum and stepdad who put him out on the streets.

13 He experienced a number of difficulties in his own
14 life when he assisted -- and he also assisted the police
15 and gave evidence in the High Court against his abuser
16 from Quarriers. This was many years later.

17 From paragraph 298, he talks about the impact of his
18 time in care. At paragraph 299, he says:

19 'I feel like I have always had to fend for myself
20 and luckily I have turned out okay. Lendrick Muir made
21 me stronger in a lot of ways because I had to stick up
22 for myself.'

23 'Mark' then tells us that he struggles with trust,
24 problems with his ear which he attributes to the
25 physical abuse he suffered. He says he has a lot of

1 anger from the abuse. He tells us that he doesn't have
2 a strong relationship with his family and has had to
3 fend for himself his whole life. He has ongoing support
4 from a counsellor.

5 'Mark' then reflects on his experience in care.
6 Starting from paragraph 315, on page 40, he says:

7 'Abusers could be anywhere, either teaching, in
8 Boys' Brigade or even kids' own parents. Social workers
9 made mistakes and they still do. They need to be better
10 at vetting people who [work] with kids.

11 'I believe there were paedophile rings back then
12 between Quarriers and Ireland and that there are still
13 paedophile rings out now. I was groomed by Porteous
14 [his abuser at Quarriers] who had access to everything.
15 People need to be more aware of what these people are
16 doing.

17 'I didn't know that sexual abuse was wrong. It kept
18 happening to me. I think it would be good to teach
19 children what is right and what's wrong when it comes to
20 their bodies.

21 'I reported my abuse and I wasn't believed. I know
22 what my abuser did to me and he did it to others. Kids
23 need to be believed.

24 He says:

25 'I have no objection to my witness statement being

1 published as part of the evidence to the Inquiry.
2 I believe the facts stated in this witness statement are
3 true.'

4 And he has signed his statement and it is dated
5 29 September 2020.

6 LADY SMITH: Thank you.

7 MS MCMILLAN: My Lady, there is one very short read-in that
8 I think I would be able to complete before the lunch
9 adjournment.

10 LADY SMITH: Let's do that just now then, thank you, Ms
11 McMillan. Which one?

12 MS MCMILLAN: So my Lady, this would be the read-in for the
13 person that's known as 'Christopher'.

14 LADY SMITH: Thank you.

15 MS MCMILLAN: The reference for 'Christopher's' statement is
16 WIT-1-000001550.

17 'Christopher' (read)

18 MS MCMILLAN: 'Christopher' was born in Dundee in 1982 and
19 in his statement he talks about his experience in
20 Seamab. He says that he went to Seamab in 1989 when he
21 was about 6 or 7 and left in 1990.

22 We unfortunately do not have any records for
23 'Christopher's' time in care.

24 He talks about his time before going into care from
25 paragraph 2 to 8 of his statement. He says that he

1 lived with his mum, stepdad and three other siblings.
2 He says his stepdad was physically abusive towards his
3 mum, him and his siblings. And his stepdad also had
4 issues with drugs.

5 As a result, 'Christopher' and his siblings were
6 taken into care.

7 'Christopher' initially went to Colonsay House in
8 Perth when he was 3 years old. At the age of 4 or 5, he
9 then went to Duncan Place Children's Home and at page 8
10 from paragraph 41 of his statement, he then begins to
11 talk about his experience at Seamab.

12 He says:

13 'From my records, I know I went to Seamab in 1989 so
14 I was 6 or 7. I was there for over a year. There was
15 a big, long corridor with toilets at one end and
16 Mr PDV , who was SNR at Seamab, had a room just
17 off that corridor. My room was next to Mr PDV 's room.
18 He was a horrible man. I shared a room with [another
19 boy] who was the same age as me. He became my first
20 ever best friend.

21 'I remember they had square carpet tiles on the
22 floor that were very itchy on your skin. We sat on them
23 while we were watching television. I remember sitting
24 on them and watching Neighbours for the first time.
25 I think it first came on around 1986.

1 'I remember we played a lot with the other kids at
2 Seamab, that was more or less the regime there. We did
3 a lot of running about and cycling. The army came and
4 built this assault course for all the kids and we played
5 on that all the time.

6 'I remember being made to eat seaweed at Seamab.
7 I didn't know if it was something you could eat.
8 I thought it was picked up off the beach and we were
9 being made to eat it as a punishment.

10 'I was made to eat beetroot as well. It was
11 beetroot and seaweed almost every other day. It was
12 horrible food at Seamab, we had pickles and this soup
13 with these leaves in it. It was just all the wrong food
14 to give to 6-year-olds. We weren't allowed to leave the
15 table until we had eaten all the food on our plate. We
16 would also get the same plate of food back in front of
17 us the next day if we didn't eat our food.

18 'Sometimes, if we didn't eat the food that was put
19 in front of us, we would be taken out and made to run up
20 the hills, that was a punishment. That was the
21 punishment all the time for everything at Seamab.

22 'I remember going on holiday to a place called
23 Carrick when we were at Seamab. It was by the sea but
24 I didn't like it very much. It was cold, rainy and
25 noisy and I didn't like the noise.

1 'There was a school on site at Seamab. I remember
2 we sat at these old square school desks that you could
3 open up and keep things in. They had a hole for an ink
4 pot on the top.

5 'I vaguely remember Margaret Anderson [who's
6 a teacher] and a guy called Ted Noble and his wife.
7 They were all teachers at the school and they all lived
8 close by. They were all lovely people. Ted used to
9 collect fancy rocks and stones and things like that.

10 'I also remember that we had school classes outside
11 in the car park during the summer time.

12 'Mum visited me a few times when I was at Seamab.
13 I got to stay some weekends at home in Dundee as well.
14 I remember my stepdad and mum taking me back to Seamab
15 from Dundee on one occasion. It would have been
16 a Sunday night or Monday morning. I was in the Jaguar,
17 my stepdad always drove a Jaguar, and I had locked
18 myself in with the keys because I didn't want to go back
19 to Seamab. I wouldn't get out of the car because I knew
20 I was going to be punished for something. I did
21 eventually come out and then after my mum and stepdad
22 left, I was punished by Mr PDV . He was waiting for
23 his moment after they left to punish me and he beat me
24 up for that. He pulled my breeks and pants down and
25 skelped my backside. He had massive hands and would hit

1 both cheeks with one smack of his hand. It was quite
2 frenzied, about five or six smacks, it left red marks
3 and it was sore.

4 'I do remember a Mr PDV from Seamab. For
5 misbehaving, I used to get beaten up by him. Everybody
6 did. He would put you over his knee and smack your bare
7 backside with his hand. It was quite hard and it was
8 painful, just as I've described.

9 'I remember he would come for me whether I was in
10 the classroom, eating lunch or playing with other kids,
11 it didn't matter. It could be for the slightest
12 misdemeanour. He would come and get you and punish you.

13 'He also used to get changed in front of me. It was
14 in a room in Seamab. I can't remember where. He wore
15 a T-shirt and these blue shorts with a single line down
16 each leg. I remember that. He also wore these
17 hillwalking boots. He would take me away in his car,
18 just the two of us and I had no idea where we were going
19 the first time. He would drive to Glenochil Hills and
20 then drag me up the hills to go running.

21 'Those runs were never-ending. He was super fit and
22 he would have me running up and down the hills. He
23 would also grab me and physically launch me over walls
24 and ditches and little trench things. I once landed on
25 the ground and hit my head on a rock. I've still got

1 the scar from that. I remember I was screaming and
2 crying and just felt helpless and hopeless, isolated,
3 alone, frightened and terrified.

4 'He would also lie on top of me and shout in my face
5 while punching me in the ribs. After all that, we would
6 run back down to his car and he would drive back to
7 Seamab. He did that with me nearly every other day.
8 I didn't see him do it with any other boys. I firmly
9 believe he only did it with me and I have no idea why he
10 picked on me. I hated that and I've never been
11 hillwalking since. I don't even go out in the
12 countryside because of that.

13 'I remember seeing other kids in Seamab being abused
14 as well. I do remember this girl who was abused in many
15 different ways. That was probably by Mr PDV, who
16 I think may have been the only male member of staff.
17 I don't remember any others, but there probably were.

18 'I did have sexual contact with [this girl] but
19 I wouldn't say it was sexual abuse, not looking back
20 now. I think I experienced the abuse that was happening
21 to her. I think the things that she did to me were
22 indicative of what someone who had been abused would do.
23 I didn't actually see her being abused so I can't say
24 for sure, but they weren't things a 7-year-old would
25 know anything about. We were both about 7 at the time.

1 She was snogging me and touching me in different places
2 and seemed to know what she was doing. Looking at it
3 now as an adult, a child of that age shouldn't know how
4 to do or perform those things.

5 'The impact of the abuse on [her] seemed to be that
6 she was acting out what she was being subjected to. The
7 abuse in her life was so ingrained and entrenched that
8 it was probably normal for her to do these things. They
9 weren't the things a 7-year-old should know anything
10 about.

11 'My friend sent me a birthday card when I was 15 and
12 staying at Balnacraig School. That was the last contact
13 I had with him. With the card there was a cassette
14 tape. On the tape he confessed to me about all the
15 abuse he suffered when he was at Seamab. He asked me to
16 destroy the tape, which I did and I've done my best to
17 forget about that since. He described sexual abuse that
18 he had been the victim of and I don't want to describe
19 that further.

20 'I also remember getting drawing pins stuck in me at
21 Seamab. That was by some of the other kids.

22 'We did leave Seamab for a few months during our
23 time there. I'm not sure exactly when that was, but we
24 ended up returning. We went home but my stepdad never
25 changed. He was always violent and always on drugs of

1 some kind.

2 'Eventually mum jumped in the car and took me [and
3 siblings] to my uncle's house in Newton-le-Willows in
4 Merseyside. We stayed there for a few months. I was in
5 school and quite enjoyed it down there. I wouldn't have
6 minded living down there, but mum got homesick and
7 decided she wanted to come back.'

8 'Christopher' then goes on to talk about his foster
9 care placements in Arbroath. He then details the time
10 he spent at Argyle in Brechin where he stayed when he
11 was around 12 or 13 for a year.

12 He spent two years at Balnacraig School in Perth,
13 leaving when he turned 16.

14 From paragraph 87 to 89 of his statement he talks
15 about life after care. He tried to join the army, but
16 due to a squint in his eye, he never passed the medical.
17 He's had over 50 jobs since he turned 16 but has really
18 enjoyed the time he spent in catering.

19 'Christopher' then goes on to talk about the impact
20 of his time in care. He says he doesn't like it when
21 people raise their voice and he's become violent towards
22 people who do that. He says that he has taken the path
23 of domestic abuse in his life and at the time of his
24 statement, he was in prison as a result.

25 At paragraph 93, he says:

1 'I didn't know why I was doing what I was doing. No
2 one had ever shown me or taught me how to deal with
3 emotions when you feel certain things. There is
4 a possibility that a lot of that could have come from
5 being in care and the lack of experience I have had with
6 relationships. There is a lot of emotion when you're in
7 a relationship and I just never knew how to deal with
8 any of those emotions.'

9 As a result of therapy, 'Christopher' says he's been
10 able to learn about emotions but he has had to deal with
11 flashbacks and night terrors. He tells us that he loves
12 being on his own and that he loves to write. He has
13 written short stories and is currently writing a book.
14 He has won an award for poetry.

15 From paragraph 109, he talks about the lessons to be
16 learned from his experience, and he says:

17 'I don't know what it's like these days with people
18 getting jobs in care homes, but there does need to be
19 proper disclosure when people apply for jobs. It needs
20 to go back into the life of the person applying for
21 a job. It needs to look at how they were treated as
22 a child because I have found out in prison that a lot of
23 people who were sexually abused as a child go on to do
24 the same as adults to other children. It's a continuous
25 cycle.

1 'The application process needs to be quite stringent
2 and detailed and there should always be a period of
3 probation. Each person should be given a key worker who
4 is completely independent who is allowed to monitor the
5 process of the member of staff to ensure they are an
6 effective member of staff who can provide an effective
7 level of care.

8 'The early years of a child's life are the most
9 important and if you get that right, hopefully the child
10 will go on to make good progress and become something of
11 value in life. Children need to be encouraged to be
12 creative. If they are abused as children and have long
13 periods of instability, they could end up like myself in
14 prison.

15 'I'm not [so] sure taking children out of the family
16 home is always the best thing for children. The social
17 workers in Dundee thought there were problems in our
18 family home and taking the children out of the home
19 was the answer to those problems. There was violence in
20 our home but it wasn't all the time and we were actually
21 treated better at home than we ever were in children's
22 homes.

23 'CCTV should be a thing in all children's homes
24 wherever possible. If anything should happen, there
25 should be complete transparency for the kids. No one

1 should be afraid to tell someone about any kind of
2 abuse. The staff at a children's home should also have
3 the kindness within their hearts not to be hurtful
4 towards the people that they are entrusted to look
5 after.'

6 'Christopher' then says about his hopes for the
7 Inquiry:

8 'I don't know a great deal about the outcome of
9 these kind of inquiries, but in my mind, the Scottish
10 Child Abuse Inquiry is an agency or body that looks at
11 abuse that happened in care settings. You build up
12 a lot evidence to get a picture and story of what
13 happened in all these places and then a judge looks at
14 it all and decides what can be learned from all the
15 mistakes that were made in the past. I hope that can
16 happen and things are learned.'

17 He then says at paragraph 116:

18 'I have no objection to my witness statement being
19 published as part of the evidence to the Inquiry. And
20 I believe the facts stated in this witness statement are
21 true.'

22 And 'Christopher' has signed his statement and it is
23 dated 15 January of this year.

24 LADY SMITH: Thank you very much.

25 Just before I rise for the lunch break, one name of

1 a person whose identity is protected by my General
2 Restriction Order and that was Mr PDV , Mr PDV we've
3 just been referring to there.

4 Otherwise, I'll stop now for the lunch break and sit
5 again at 2 o'clock.

6 (1.02 pm)

7 (The luncheon adjournment)

8 (2.00 pm)

9 LADY SMITH: Good afternoon, and welcome back to our
10 evidence in the current run of hearings.

11 I think we move to another witness in person next;
12 is that right?

13 MS MCMILLAN: Yes, my Lady. That is correct.

14 The next witness that we have is someone who will be
15 known as 'Johnstone'.

16 'Johnstone' will be speaking about his experiences
17 at Lendrick Muir.

18 He went there when he was around 11 years old in
19 1965 and left when he was 17 years old.

20 Again, these dates are obtained from his statement.
21 There are no records.

22 LADY SMITH: Yes. Can I just check? Is it 'Johnson' or
23 'Johnston'? I thought it was 'Johnstone'? Yes,
24 'Johnstone'.

25 Yes, thank you very much.

1 'Johnstone' (sworn)

2 LADY SMITH: 'Johnstone', thank you for coming along this
3 afternoon to help us with your evidence. I've been able
4 to read your written evidence in advance and that's been
5 really helpful, but it's also going to be of great
6 assistance to hear from you directly.

7 You've got the statement there that's got your
8 written evidence in it in front of you in that red
9 folder and that will be available for you to look at, if
10 you need to. And we'll also bring parts of it up on the
11 screen as we go through it, if that works okay for you.
12 If you don't like the screen being on, just tell us and
13 we'll switch it off, but most people find that useful
14 too.

15 But, 'Johnstone', separately from that, I do
16 appreciate that we're asking you to cast your mind back
17 a number of decades to things that happened in your life
18 when you were a young boy and that can be difficult and
19 it can be stressful. And if you want a break at any
20 time, please let me know. I do take a break anyway at
21 about 3 o'clock in the afternoon, so you can plan on
22 that happening. But any other time is fine with me, if
23 it's what would help you.

24 Otherwise, if you've got any questions, do speak up.
25 Let us know. I don't want you sitting silent and

1 worrying about anything, so raise it if you need to.

2 If you're ready, I'll hand over to Ms McMillan and
3 she'll take it from there. All right?

4 Ms McMillan.

5 Questions by Ms McMillan

6 MS MCMILLAN: Thank you, my Lady. Thank you.

7 Good afternoon, 'Johnstone'. Could I ask you
8 firstly to have a look at your statement and in
9 particular at the final page of your statement, which is
10 page 24. And for the Inquiry purposes, the reference of
11 'Johnstone's' statement is WIT-1-000000729.

12 Now, on that final page you can see at paragraph 148
13 it says that:

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

18 And it was signed by you and that was on 18 June
19 2021?

20 A. That's correct.

21 Q. Now, can I ask you to turn back to the first page of
22 your statement. You tell us that you were born in 1953?

23 A. Correct, yeah.

24 Q. And you talk about your family. You say you were born
25 in Edinburgh and you lived with your mother, father and

1 two brothers?

2 A. That's right.

3 Q. And you go on to talk at paragraph 3, to say that your

4 dad was an insurance broker and you were economically

5 comfortable?

6 A. Correct, yeah.

7 Q. At paragraph 5, you then tell us that your parents split

8 up. Do you know what age you were at that point?

9 A. Could you repeat that again, please?

10 Q. You talk at paragraph 5, you say that your parents split

11 up and your dad moved away. Do you know what age you

12 were?

13 A. I would be 7 or 8 years old.

14 Q. You go on then at paragraph 6, on page 2 of your

15 statement, to say that you were initially sent to

16 Melville College at that point, but you say that -- you

17 go on to say that you were not cut out for that kind of

18 regime.

19 What did you mean by that?

20 A. Erm, I found Melville College to be quite strict. There

21 was a lot of punishment for -- and a bit of ridicule if

22 you didn't do as well as one of your brothers or

23 anything like that, because one of my brothers had moved

24 to the school by that time as well.

25 It was an all-male school. I just don't feel I was

1 cut out for that school. Yeah.

2 Q. And then you go on to say that, at paragraph 9, you
3 became a bit aggressive and you would lash out when you
4 were in primary 4. Do you know what the cause of that
5 was?

6 A. Erm, I think it was probably a reaction to the emotional
7 upset of not having parents together, where I think at
8 that time it was probably the norm that there would be
9 a mother and father in the house as well as, you know,
10 your other siblings, and being the youngest, I suppose
11 there's an inevitability that you have to sometimes be
12 able to fight your corner.

13 If I didn't understand something at the time,
14 I could be possibly disruptive. I wasn't enjoying food,
15 you know, I was -- snack or eat rubbish -- and these are
16 my words actually -- you know, so that would be --
17 generally my behaviour was probably deemed to be not on
18 a par with what might be 'normal', in inverted commas.

19 Q. You say there that you would perhaps become disruptive
20 if you didn't understand something. Did you have any
21 difficulties following education in the school or the
22 lessons?

23 A. I was on a fairly good grade at school until my parents
24 split up and I had a repeat teacher from primary 2 that
25 took us in primary 4 and, er, I think that then there

1 was quite a noticeable change in how I was reacting to
2 school and possibly not, erm -- not learning as I had
3 been.

4 So that would be -- a critical time would be about
5 primary 4.

6 Q. You go on to say, at paragraph 10 of your statement,
7 that your mother then sought some advice from the family
8 doctor and the minister at the local church. Were you
9 aware of why she'd done this?

10 A. No, I mean, I would know retrospectively about that, you
11 know. I had a very good relationship with my mother and
12 with the doctor and with the minister, yeah, so I didn't
13 know that there was that sort of discussion going on,
14 no.

15 Q. And you say that you know retrospectively about those
16 discussions. What have you been told about those
17 discussions?

18 A. Erm, that there was concern about my behaviour, about
19 some of the things I was doing at that stage, erm, and
20 my mother's a single parent bringing up three children
21 in around 1959/60/61, you know, was, I assume, you know,
22 at that time was quite a testing situation.

23 Q. You go on to talk about seeing a psychiatrist at
24 paragraph 11 and you say that you were cynical about it.
25 Why were you cynical?

1 A. Well, I didn't like going -- being taken to this place
2 at The Meadows and, erm, I just felt --
3 LADY SMITH: That was Rillbank Terrace.
4 A. Sorry?
5 LADY SMITH: That was Rillbank Terrace.
6 A. Terrace, that's right.
7 LADY SMITH: Close to the main Sick Kids building.
8 A. What was the name of the --
9 LADY SMITH: Close to the main Sick Children's Hospital
10 building.
11 A. Yep, yep, yep, that's right -- that's right, Lady Smith.
12 LADY SMITH: Do you remember the name of the psychiatrist?
13 A. Do I remember the name of the psychiatrist? Dr Methven.
14 LADY SMITH: Dr Methven, thank you.
15 A. And a Dr Kumar.
16 LADY SMITH: Thank you.
17 Ms McMillan.
18 MS MCMILLAN: My Lady.
19 Now, these doctors that you mentioned, were they --
20 did you see both of these psychiatrists at this point?
21 A. Yeah. I probably saw them -- probably Dr Kumar more
22 than Dr Methven. I think Dr Methven was possibly the
23 head psychiatrist at the Rillbank Terrace.
24 I thought the sessions were -- and I remember at the
25 time doing jigsaws or doing -- playing with sand or

1 water and probably not seeing what the point of this
2 was.

3 Q. Now, you go on to say that the recommendation was that
4 you went to Douglas House and I understand that that
5 was the psychiatric side of the Sick Kids Hospital?

6 A. That's correct, yeah.

7 Q. And you go on to say that you went there for a period of
8 around five weeks?

9 A. Yeah, five to six weeks, yeah, that's right.

10 Q. Were you receiving any input during those five to six
11 weeks there?

12 A. When I reflect on it, I remember that we spent most of
13 the time in bed and one of the great pleasures was
14 having a cup of tea and a digestive biscuit in the
15 morning. We also went swimming down at Sciennes
16 Primary School and a couple of classes there. I think
17 you would call some what would probably be now known as
18 art therapy, erm, and I have some sort of recollection
19 of the possibility of an ECT being done while I was
20 there, but that would be up in the main Andrew Duncan
21 Clinic.

22 LADY SMITH: So when you talk about the main clinic, that
23 would have been over in Morningside, at the main
24 buildings of the Royal Edinburgh Hospital?

25 A. It was. It was. Because I had grandparents that lived

1 over that way so I recognised it and it was one of these
2 images, Lady Smith, that remain in your brain, you know,
3 when you associate something with where one of your
4 relatives lived.

5 LADY SMITH: What makes you remember that it was
6 electroconvulsive therapy, ECT?

7 A. I recall my mother saying that there had been a test
8 done, erm, and that my father had had that test done as
9 well, but that's the extent of it. It's not necessarily
10 fact, though I could have possibly established that from
11 looking at NHS records.

12 LADY SMITH: Do you remember any equipment or contraption
13 that was used?

14 A. It was -- sorry if I use my hands here -- it was
15 equipment that was put onto my head with various what
16 would be presumably cathodes and anodes.

17 LADY SMITH: Yes, thank you.

18 A. And you were fully conscious at the time.

19 MS MCMILLAN: You go on to say, at paragraph 17 in your
20 statement, that after your time at Douglas House you
21 went back to living with your mum and grandparents again
22 and then you went back to Melville College.

23 And how were things when you went back to
24 Melville College at this point?

25 A. Er, I think it would be fair to say the things in life

1 in general and behaviour was completely falling apart
2 and the elements, sadly, and bullying or being
3 aggressive and thieving, stealing from my mother.

4 Q. Were you still in touch or getting any -- attending
5 appointments with psychiatrists at this point?

6 A. Yes, yes, there would be.

7 Q. You go on to say that there were -- you then ultimately
8 went to a place at Craigerne Residential School in
9 Peebles at paragraph 19 of your statement?

10 A. Yeah.

11 Q. You say that your mother explained why you were going,
12 but you didn't really understand at the time. What was
13 it your mother explained to you, if you remember?

14 A. Erm, no, I have to be honest, I do not -- I do not
15 remember. She would tell me that I was going and that
16 I was leaving my friends and moving out from the house
17 and leaving my brothers behind and going to this school
18 in the country.

19 Q. Did you have any --

20 A. Countryside.

21 Q. Did you have any idea why you were going to this school?

22 A. I think probably at that stage my behaviour was probably
23 at quite a low and my mother found it difficult to cope
24 with it and, you know, at the time I obviously resented
25 being separated and very upset about being separated

1 from my mother and my two brothers.

2 It did feel, erm -- yeah, unfair, and, yeah, it

3 wasn't a happy time.

4 LADY SMITH: And that was Craigerne, the place in Peebles

5 that was run by Barnardo's.

6 A. That's correct, Lady Smith, yep, that's correct.

7 LADY SMITH: Yes, thank you.

8 MS MCMILLAN: And I think you talk about meeting a social

9 worker or a Barnardo's worker, I should say,

10 Miss Massie, who your mother got on well with before you

11 went there.

12 A. Yeah, I think the lady was a Barnardo's worker at

13 Drumsheugh. There was no social workers in those days,

14 as far as I recall.

15 Q. And were you part of the discussion about going to

16 Craigerne, was there anything raised at that meeting

17 about it?

18 A. I don't recall any discussion. I was going. Despite my

19 protestations.

20 Q. Now, you go on in your statement then to talk about your

21 experiences at Craigerne Residential School.

22 I understand that you went there when you were around 9,

23 almost 10?

24 A. Yes, that's right.

25 Q. How long were you at that school for, if you remember?

1 A. I was there from [REDACTED] 1963 to [REDACTED] 1965. 62 and 60
2 years ago.

3 Q. And we won't need to go into so much detail about this
4 today as part of your written statement, which does form
5 the evidence to the Inquiry, but I understand that you
6 talk about your experience there and some of the abuse
7 that you suffered at that school?

8 A. That's right, yeah.

9 LADY SMITH: And 'Johnstone', you'll be aware that I did
10 previously hear evidence about Craigerne.

11 A. Sorry, I didn't quite catch that.

12 LADY SMITH: I have previously heard evidence about
13 Craigerne and provision by Barnardo's.

14 A. Right, yes, I understand, Lady Smith.

15 LADY SMITH: And you may be aware that there is
16 a publication of my findings in relation to Craigerne.

17 A. Yep. Yep.

18 LADY SMITH: I don't know if you've studied it or not, but
19 it is a public document.

20 A. I'm quite happy with the statement I made previously
21 about Craigerne.

22 LADY SMITH: Well, indeed, but if you wanted to see what
23 else has been found about Craigerne by me as a result of
24 Inquiry evidence, it's there. It's on the website.

25 A. Right. I've nothing further to say about Craigerne, no.

1 LADY SMITH: Thank you.

2 MS MCMILLAN: Now, moving on then, I'm going to skip forward
3 to the part of your statement then where you start to
4 talk about Lendrick Muir.

5 So can I ask you to look at page 13 of your
6 statement.

7 And you talk about leaving Craigerne School and
8 there was discussion that you would go to Boroughmuir
9 High School and that you were even fitted for a blazer.

10 A. Yeah.

11 Q. So was the plan then to go back then to mainstream
12 school?

13 A. Yeah, I think that was my understanding of the
14 situation. When I got a blazer to go to Boroughmuir
15 after doing the Eleven-Plus, I thought I was going back
16 and there was some exchanges of letters which
17 I've subsequently seen and read. I used a freedom of
18 access -- freedom of information and got information
19 that basically there was -- advice was given to my
20 mother that it would be better that I -- instead of
21 going back to mainline school, that I went to
22 Lendrick Muir to continue with hopefully behavioural
23 improvement and academic and emotional improvement.

24 Q. You say that advice was given to your mother. Do you
25 know, from what you've been able to find, who gave that

1 advice?

2 A. No, I don't know that advice, no.

3 Q. And were you still under the care of any psychiatrists

4 at this point?

5 A. Yeah, there would, erm -- there would be an occasional

6 visit or the occasional visit to Rillbank Terrace, but

7 I think it would be fair to say on reflection that it

8 had started to taper off by the time I was 12 and at

9 Lendrick Muir, there tended to be social workers that

10 came, that were assigned to the school and came in.

11 I do have a recollection of seeing Dr Methven

12 a couple of times when I was at Lendrick Muir.

13 Q. And when you had seen him at Lendrick Muir, was this

14 something that, as far as you were aware, the school

15 organised or was it something that you and your mum had

16 organised?

17 A. No, I think the school actually started to take -- have

18 as an employee, a social worker, a dedicated social

19 worker to the school.

20 Q. So had you seen the --

21 A. So there was one that you could see quite regularly or

22 took part in activities, whether it was youth work-type

23 of activities, play activities or, you know, more

24 one-to-ones -- situations.

25 Q. It was the social worker that would do that?

1 A. Yep, yeah.

2 Q. And when the social worker took up their employment
3 then, did the visits from the psychiatrist stop?

4 A. Yeah -- no, I think it tapered off, as I said earlier,
5 yeah, and that's my recall of it.

6 Q. So going back, then, to when you found out that you'd be
7 going to Lendrick Muir, you say that you recall visiting
8 Lendrick Muir before you started there.

9 Can you recall what your first impressions were?

10 A. Erm, it was a big building, it was a lovely setting. It
11 was a bigger school than Craigerne, but then that's the
12 expectation for everybody moving from primary school to
13 secondary school.

14 Erm, it seemed a long way from Edinburgh. There was
15 some other pupils that had been at Craigerne that were
16 going or had already been to Lendrick Muir, so that,
17 I suppose, eased the rites to passage a wee bit, but
18 I was still very, very homesick. For at least the first
19 two years, I was quite miserable and, erm, living in
20 myself in many ways and after two years kinda settling
21 in, started to blossom, I think.

22 Q. So you talk about -- you say that, in your statement,
23 you started Lendrick Muir when you were 11 years old,
24 nearly 12?

25 A. Yeah, 11 years old, coming up for 12 years.

1 Q. And at paragraph 80 of your statement, you say that it
2 was labelled as a residential school for maladjusted
3 children of above average intelligence. Were you aware
4 of that at the time?

5 A. It was a heading on the letterhead of the letters that
6 were from Lendrick Muir, so it was kind of -- didn't
7 fully understand it in terms of as an 11-year-old, but
8 it was, you know, a label that obviously -- that
9 I recognised.

10 Q. You talk about that you think you were admitted based on
11 your results from your Eleven-Plus exams and maybe on
12 the recommendation from a psychiatrist.

13 Did anyone assess you; do you remember that?

14 A. I remember sitting the Eleven Plus examination at
15 Craigerne and that being deemed that I could go to
16 a senior secondary school, but other than that, you
17 know, I remember just doing lots of tests at different
18 times, which were obviously IQ tests.

19 Q. Now, I think you say that you -- that there was a fire
20 not long after you had started there and the school then
21 went through a period of renovation?

22 A. There was a -- sorry, could you repeat that? What
23 section are we at?

24 Q. Paragraph 82 of your statement, you say that you think
25 there was a fire after you started there and the place

1 was renovated?

2 A. Ah, yes, there had been a fire and, er, one of the
3 corridors had fire damage and we were relocated in
4 different dormitories and suchlike. It wasn't an
5 extensive fire and I don't even recall -- I recall the
6 smell of smoke damage at one point, erm, but, yeah, that
7 did happen, yes.

8 Q. And as a result of some of those renovations, you say
9 that it became more recognisable as a school with the
10 new changes.

11 So just pausing on that point, what was it --

12 A. There was new classrooms built around that time and it
13 was then that you could make that association that there
14 was, you know, that it was a school and not necessarily,
15 erm, the same sort of care situation as what happened at
16 Craigerne.

17 Q. So before the new classes were built, can you remember
18 what the set-up was?

19 A. Yeah. There was classrooms inside the main -- in the
20 main building and there remained classes in the main
21 building. The fire damaged bit was actually into -- in
22 dormitories areas. So the school, at that time, had
23 some major investment and got new classrooms, so we
24 tended to move and a laboratory with the lab at that
25 time was the old laundry for the big hoose, so there was

1 more adaption's that made you recognise that this was
2 a school.

3 Q. You mentioned the dormitories. Can you tell us a bit
4 about the set-up for the dormitories?

5 A. Yep. Erm, I mentioned that in the report to -- that I
6 signed off, that there was a separate accommodation for
7 girls, which was down in the village of Rumbling Bridge,
8 and the boys' dorms would be probably four or five
9 youngsters going up to when -- and S6 would be -- one or
10 two would be sharing a dormitory. Erm, yeah, it could
11 resemble probably a wee bit like St Trinian's at times,
12 erm, but there was a sense of, you know, orderliness
13 and, erm, no other comment to make about that, to be
14 honest.

15 Q. When you say that it was like St Trinian's at times, can
16 you tell us a bit more about that?

17 A. We'd do pranks. We'd apple pie people's beds, if you
18 understand what that is. There would be fun and frolics
19 and noise and chatter and, yeah, what would -- you'd
20 associate if you take young people away on a Scout camp
21 or a youth club camp. There would be funny noises
22 during the evening or whatever, at night.

23 Erm, I don't recall a lot of aggressive behaviour or
24 anything like that. It was -- I remember -- you know,
25 certainly the headmaster or other teachers that were on

1 duty at night would come and tell you to be quiet, you
2 know.

3 Q. Do you remember who the headmaster was at this point?

4 A. Yep. When I first went to Lendrick Muir, the headmaster
5 was a man called Mr Nicholson, [REDACTED] fairly
6 soon after I came and this was possibly where some of
7 the regime resembled more of a school, was
8 [REDACTED].

9 Q. So just focusing firstly on Mr Nicholson, what do you
10 remember from his time in charge?

11 A. Well, Mr Nicholson had been the headteacher when
12 I arrived at Craigerne and moved from Craigerne to
13 Lendrick Muir and the late [REDACTED] was [REDACTED]
14 [REDACTED] at Craigerne and [REDACTED]
15 Mr Nicholson. So I suppose at the time I might have
16 thought, 'Dearie me, I've been very bad that the two
17 headteachers have gone and been replaced'. But there
18 was -- even as a youngster at the age of 9 and 11/12,
19 I recognised that there was a change in the regime at
20 both schools, and I have to say the leadership, in my
21 opinion, had improved dramatically at both schools.

22 Q. How had it changed?

23 A. Erm, there was a lot of change in both places, about
24 giving children, young people, responsibility,
25 encouraging them to take part in sport, other outdoor

1 pursuits, er, developing what might be seen as
2 developing character or developing young people,
3 hillwalking, youth hostelling. Erm, I remember that
4 from a very early age at Craigerne being introduced.

5 There was a very -- both schools, I think the change
6 of regime moved people outwards, that you were more
7 a part of the community than apart from the community.
8 I think the previous regimes were probably around --
9 Craigerne was then an institution and Lendrick Muir was
10 an institution. They became more than that with the
11 change of leaderships and I recognised that even as
12 a youngster, that there was greater freedom, greater
13 encouragement to develop skills and greater movement
14 from becoming more independent and making choices.

15 There was also sanctions if you misbehaved, which I
16 regarded as being fair.

17 Q. So we'll come to the sanctions later on in your
18 evidence, but just focusing on [REDACTED]
19 Mr Nicholson [REDACTED] KW [REDACTED], the things that you've
20 spoken about there, was that something that you
21 recognised, that change, when you were at Lendrick Muir?

22 A. It was. It was recognised, because I'd also had the
23 experience of [REDACTED] a new younger SNR [REDACTED]
24 with new ideas and new dynamism from both Craigerne and
25 at Lendrick Muir, yeah.

1 Q. Now, moving on to paragraph 90 of your statement, this
2 is where you start to talk about the routine at
3 Lendrick Muir and you mention that --
4 A. 90's about the regime at Craigerne?
5 Q. I think it's -- I think you say that the routines were
6 very similar --
7 A. Or very similar, sorry. Sorry, I misunderstood that,
8 yep. I apologise.
9 Q. And you mention that there were prefects who would be
10 involved in inspecting the boys' dorms. Can you tell me
11 a bit more about the role of the prefects when you were
12 at Lendrick Muir?
13 A. Yeah, the prefects would encourage you to make your bed,
14 tidy up, clean your shoes, make sure you were washed and
15 suchlike. I think it was part of the regime of giving
16 responsibility. I have no recall of anything other
17 than, you know, that sort of regime of it. I have no
18 recall of, erm, bullying by prefects or suchlike. It
19 was very -- it was a rigorous inspection, erm, but it
20 seemed to be a fair -- I think the people were quite
21 close-knit. I think because there was a house situation
22 where you competed, you also did activities together in
23 your house and often you had a house captain and house
24 prefects would be involved with you. So I don't recall,
25 other than occasional arguments and as you have, I don't

1 think there was any persistent issues of punishment or
2 anything like that, no.

3 Q. I take it, from what you're saying that the prefects,
4 they would have been the older pupils in the school?

5 A. They would probably be S4, 5 and 6, yeah, or -- yeah.

6 Q. What would happen if the prefect was carrying out
7 an inspection and perhaps wasn't happy with what they
8 had seen?

9 A. I think that the course of action would have been
10 reporting it to the headteacher or another teacher at
11 the school. I don't recall any major conflict other
12 than, 'Go back and clean your shoes and apply a bit more
13 polish and a bit more spit to them', yeah.

14 Q. I think you then go on to talk about the breakfast and
15 food at the school and at paragraph 93, you talk about
16 the cook. And you say that he always had a cigarette
17 hanging out of his mouth as he stirred the porridge?

18 A. Sorry, if I laugh at that. Yes, and that is -- it's
19 still a standing joke amongst the former pupils that
20 I still associate with and have contact with. It didn't
21 put us off our porridge, mind you. It was, erm,
22 I suppose -- I suspect that the cook had been --
23 remembering that the National Service in the war wasn't
24 long past and cigarettes were smoked with great
25 regularity by staff members. You know, we would -- it

1 was whimsical rather than a serious issue for us to be
2 honest, yeah.

3 Q. I think because otherwise you do go on to say at
4 paragraph 94 that the food was good there?

5 A. Sorry, I just found that funny when you mentioned that.
6 Sorry about that, yeah. On to?

7 Q. At paragraph 94, I think you do say overall that the
8 food was good there?

9 A. It was, yep.

10 Q. Now, moving on, then, to schooling and you talk about
11 this at paragraph 97, you talk about the pupils being
12 divided up into six classes and you moved from
13 classrooms for different subjects.

14 And then you go on to talk about SNR
15 Mr KVV, and you say that he was
16 a very forward-thinking educationalist.

17 What do you mean by that?

18 A. Having spent a career in education, erm, I found that I
19 reflect on his ideas, erm, his encouragement with
20 a degree of, erm -- you know, encouraging children or
21 young people to learn, take responsibility, make
22 decisions but also within the parameters of having
23 some -- a disciplinary code that was quite easy to
24 understand.

25 You could have certain privileges withdrawn or you

1 could be confined to a room.

2 There was no physical punishment. There was maybe
3 lines. He also encouraged us to take part in
4 interschool activities, whether through hockey, and at
5 one point he encouraged us also that -- it seems
6 ridiculous looking back now and saying encouraged us to
7 level the playing field. We had a very slopey pitch for
8 our hockey and he got in an excavator and suchlike and
9 we all helped with actually levelling the pitch. It was
10 that sort of doing things and encouraged hillwalking,
11 youth hostelling, caravanning and canoeing. It was -- I
12 responded to that.

13 Q. You talk about there that certain privileges would be
14 withdrawn or you would be confined to your room if, for
15 example -- as part of the disciplinary code. What sort
16 of things would people do that would result in being
17 disciplined from what you can remember?

18 A. Erm, aggressive behaviour towards staff, aggressive
19 behaviour towards other pupils, erm, running away was
20 quite an issue with a number of -- of my cohorts at that
21 time, erm, over-fraternisation with the girls and
22 suchlike too could be deemed to be not acceptable.

23 LADY SMITH: 'Johnstone', do you know why people were
24 running away? Do you know why people were running away?

25 A. I suspect a lot of people didn't like some of the

1 discipline issues, the -- you know, that -- and some
2 wanted a greater freedom of returning back to the city,
3 whether it be Glasgow, Edinburgh or Dundee, where most
4 of the pupils came from. Erm, it might have -- I don't
5 know, Lady Smith, it would be speculation on my part,
6 but I do know that some ran away and got caught up in
7 issues while they were on the run, break-ins or
8 whatlike and the police being around. That had been
9 a path I had decided against, even at that age.

10 LADY SMITH: Thank you.

11 MS MCMILLAN: I think you had mentioned, 'Johnstone', that
12 you were quite aware of the punishment and that you --
13 it worked for you, that regime of perhaps being confined
14 to your room or missing out on something?

15 A. Yeah. I'll just add that I just thought that structure
16 and that code of conduct was quite easy to understand
17 and it was quite easy for me to live alongside.

18 Q. Now, you talk at paragraph 99 about the class sizes and
19 you say it was a good ratio for learning. What do you
20 remember about the class sizes?

21 A. Yeah, I mean, for some classes as you went through the
22 age, a lot of youngsters would leave maybe at 15. There
23 was some children that were expelled from school, erm,
24 and class sizes became smaller as you went through --
25 the post-school leaving age was 15, if I recall right,

1 at that time, but there were specialist teachers for
2 history, geography, science, maths, English, French. So
3 I have to be honest to say that I responded. I found
4 that very stimulating.

5 There was a lot of individual, almost tutorial-type
6 situations as you went through and various of the
7 teachers took also part in post-school time activities
8 like football and hockey and swimming and basketball or
9 whatever else, you know. So there was a very close,
10 I would say -- I don't know how deliberate it was, but
11 it was an integrated learning process, er, which
12 I have to -- for me, suited me.

13 Q. And from what you remember, while it suited you, did you
14 ever get the feel from some of the other children you
15 were at school with, that it didn't suit them?

16 A. Yes, but I don't know fully the reasons why. I think
17 the allure of running away or being unhappy with
18 whatever was happening in their lives, it wasn't just
19 obviously a school thing. We all went home for long
20 periods during the holidays. It wasn't -- you know, we
21 had the school holidays that were normal across the
22 education system at the time.

23 What other youngsters got -- did with their
24 post-school activities in terms of when they were home,
25 there would be a lot going on for a lot of kids when

1 they went back home. I had a positive home environment
2 and positive school environment, so I -- yeah,
3 I recognise there was a lot that -- of things that
4 probably failed a lot of young people both from --
5 whether it was home or school. I couldn't discern.

6 Q. I think you do say that because that environment was
7 positive for you, you got nine O-Levels and five Highers
8 when you were there.

9 You say at paragraph 101 that you were thinking of
10 going to university and they were aghast as they
11 expected you to go into the forces?

12 A. Yeah.

13 Q. Where did that expectation come from?

14 A. I don't know. I think it was -- we got -- I think
15 O-Level time and then -- this was particularly at
16 O-Level time, I remember, erm, that we went into the
17 medical room with the careers adviser, who probably came
18 from Perth and Kinross Council or wherever at that time,
19 and the first thing that we got was weighed and measured
20 and eyesight checked and suchlike and they'd say, 'Well
21 there's the armed forces'.

22 And quite a number of pupils did go into the armed
23 forces or the -- even the police too. It seemed a bit
24 bizarre when I and a couple of others, we'd say that we
25 hoped to go to university or further education or maybe

1 get a job in a bank or an insurance company.

2 It was -- at that time, the careers service was
3 not -- it was maybe an add-on for somebody's job.

4 Q. Now, you go on and talk about some of the
5 extracurricular activities that you have mentioned and
6 you say that on one occasion, you were playing hockey
7 against other schools -- or playing against other
8 schools in Dundee and you would get a bit of abuse for
9 your uniforms because they would think you were
10 Catholic.

11 Did you feel sheltered at Lendrick Muir from some of
12 that external abuse?

13 A. I didn't know anything at that time about bigotry or
14 anything like that or -- it was -- it was when we were
15 going for lunch after a hockey match that I overheard --
16 we overheard fairly direct insults about because we were
17 wearing green uniforms, you know. It took me totally
18 left field.

19 Q. And then as well as the sporting activities that you
20 have mentioned, you talk about an investment scheme that
21 was set up by SNR [REDACTED]. Was that KVV [REDACTED]
22 that set that investment scheme up?

23 A. Yes.

24 Q. What was it?

25 A. Erm, it was known as the Twisters' Investment Club and

1 the pupils would put some of their pocket money into it
2 and KVV would explain about the stock market
3 and investing some of your pocket money and he held an
4 annual general meeting and paid out a dividend on the
5 profits from the shares, it kind of took people's
6 interest in how the economy worked, because economics
7 wasn't part of curriculum anyway. Even my brothers,
8 when I talked to them, they would say, 'What's this
9 about the stock market? What's this about investment?
10 What's this about dividends? What's a board?', and
11 suchlike and it was very interesting.

12 Q. So there was a dividend payout and almost like a return
13 on your investment as such through this scheme?

14 A. It was a recreational activity. Nothing more and
15 nothing less in my view. It was, erm -- providing
16 information.

17 What I -- on reflection, that I look back, that
18 these -- some of the extracurricular activities, there
19 was an astrology group, there was a stamp collecting
20 group and everything like that, that was, you know,
21 probably about, in my view -- would be about preparing
22 people into the wider curriculum.

23 Now, that wouldn't have been a term we used in those
24 days, but these sort of single interest activities,
25 whether it be from sport to hillwalking to this

1 investment club, was actually, I think, quite -- quite
2 unique at the time.

3 Q. Now, you move on --

4 A. I don't think there was anything in the name 'Twisters'
5 incidentally. I don't want anything taken from that.

6 Q. You move on to talk about visits and you say that every
7 fortnight your mother would come visit and your brothers
8 would do that too. At paragraph 108, you talk about
9 seeing a psychiatrist on a one-to-one basis. Can I ask
10 you -- and I know we've touched on this already -- but
11 was this still those psychiatrists that you had been
12 seeing before you went to Lendrick Muir?

13 A. Yes. I mean, I don't know if it happened more than four
14 occasions or so, it would be Dr Methven doing a visit to
15 the school at that time, along with -- there was a chair
16 of the board of Lendrick Muir, an absolutely delightful
17 woman, Ms Helen M Lowe who was a very successful
18 accountant, and they would be -- I don't know whether it
19 was about assessing the value of the school and what was
20 going on and suchlike. As some sort of tier of
21 management of the staff of KVV [REDACTED], I assume.
22 But the school at that time, as I mentioned earlier,
23 around 1968/1969, had a -- took on a residential social
24 worker.

25 There was also a youth worker too who was

1 an extremely dynamic personality as well.

2 Q. So the visits by the psychiatrist and Helen Lowe, was
3 that sort of organised visits to the school?

4 A. It was to the school.

5 Q. Now, moving on then to page 18 of your statement, where
6 you start to talk about discipline and I know we've
7 covered some of this already.

8 You talk about that staff would maybe give you lines
9 and we mentioned some of the discipline that happened by
10 the teachers. What about the care staff? What sort of
11 things would they do if there was misbehaviour?

12 A. What sort of thing --

13 Q. How would they discipline children if there was any
14 misbehaving, the care staff?

15 A. I think, as I say in the statement, there wasn't a fear
16 about, you know, any punishment of being physically
17 punished. Erm, there was -- you know, you could maybe
18 not watch television or whatever at that time. So
19 that -- it was, you know -- society has to have rules,
20 schools have to have rules and -- or we have mayhem and
21 chaos. By that stage of my life, I'd actually conformed
22 to that sort of situation, being realistic.

23 Q. So the punishments for misbehaviour, for example, that
24 the teachers would give you, like missing out on
25 activities and being confined to a room, is that the

1 same punishment that care staff or houseparents would
2 also give you? Was it the same structure of punishments
3 --
4 A. Yeah.
5 Q. -- for example, from both the care staff and teachers?
6 A. I think staff obviously had some sort of disciplinary
7 code that had been agreed with them, because the phrase,
8 if there was a misbehaviour, would be, 'Johnstone'
9 you'll be gated tonight and you'll have to go to room 3
10 and not to the youth club'. Well, yeah, that was all
11 the staff had a right to make some sort of chastisement.
12 Q. Turning on to page 19 of your statement, you say that
13 there was some bullying and fighting which we've spoken
14 about again this afternoon. But at paragraph 117, you
15 say that you didn't experience any physical or sexual
16 abuse personally at Lendrick Muir, but a friend of yours
17 was on one occasion physically assaulted quite badly by
18 a member of staff?
19 A. Yep.
20 Q. Can you tell us a wee bit more about that incident?
21 A. Yep. It is burnt on my conscience. I was a prefect and
22 my friend was a prefect. We had a delightful matron,
23 Ms Duff, if I'm -- Lady Smith, am I allowed to mention
24 names?
25 LADY SMITH: Well, you don't need to mention names. If you

1 do, I can deal with it. What sort of person are we
2 talking about --

3 A. Can we delete the Ms Duff bit then and redact that and
4 I will talk about the matron.

5 LADY SMITH: That's fine.

6 A. The matron at that time was an elderly -- must have been
7 approaching retirement, but a lovely person who had
8 a nursing background but we used to laugh about, you
9 know, that her cure for everything was an aspirin. Erm,
10 and one evening my friend had been cheeky to her, maybe
11 made a nasty comment, and the woodwork teacher, who was
12 a pretty new teacher, who was either a black belt in
13 karate or -- forced his way into the room and certainly
14 bloodied my friend. Erm, it shocked me. I walked in as
15 it was finishing off and seeing your pal being battered
16 was not a pleasant experience at all, and it was
17 a unique experience, and I am aware retrospectively that
18 that teacher did not last long in the school and I think
19 Ms Duff, I remember -- sorry --

20 LADY SMITH: That's all right, go on.

21 A. -- the matron being quite distraught when I spoke to her
22 and said, 'This is terrible'. She felt at the time that
23 that was excessive, unfair, but she couldn't -- this guy
24 just had taken the white mist, the red mist, the blue
25 mist, or whatever. It was just -- but I mentioned to my

1 friend and --

2 LADY SMITH: Can I just check something? Have you told me

3 then your friend made a cheeky comment to the matron?

4 A. Yeah.

5 LADY SMITH: And then this member of staff launched in and

6 physically attacked your friend?

7 A. That's right.

8 LADY SMITH: Because of the way he'd spoken to the matron?

9 A. That's correct, Lady Smith.

10 LADY SMITH: Was the member of staff a member of the

11 teaching staff or a member of the care staff?

12 A. He was the woodwork teacher.

13 LADY SMITH: Woodwork teacher, thank you.

14 Ms McMillan.

15 MS MCMILLAN: Do you remember the name of the woodwork

16 teacher?

17 A. It was a Mr PXW. He wasn't at the school very

18 long.

19 Q. And you say that this is something that --

20 A. And I have to say, too, that my friend, who I still have

21 regular contact with, does not want any further action.

22 He had accepted it as being part of his own learning

23 curve.

24 Q. You go on now to then mention in your statement about

25 leaving Lendrick Muir and at paragraph 118, you say that

1 you don't think you remained maladjusted throughout your
2 time there.

3 What do you mean?

4 A. I think it was a label that was applied to us and that
5 we -- if something is applied to you long enough, you
6 accept it and it becomes part of your norm and your
7 self-identity to some extent. Whether it's now the
8 label would be the equivalent of maybe ADHD or whatever.
9 I think the need to find a reason for behaviour can take
10 away from the value of that individual as a child, as
11 an adolescent, as an adult, and it has its, I suppose,
12 benefits. It also has its restrictions, in my view,
13 yeah.

14 Q. And as you've been telling us this afternoon, you do say
15 that at paragraph 121, that your time at Lendrick Muir
16 was a positive experience and you cried when you started
17 there and you cried when you left at 17 years old?

18 A. Yeah. And ironically, I am -- all these years ago --
19 this is the most emotional bit I've found of the whole
20 experience, is I did cry when I went and I shed a tear
21 on the bus taking us to the railway station to go home.

22 A new adventure was about to begin and, er, I think
23 I had huge benefits from being a pupil at Lendrick Muir
24 School. It might have gone wrong for other people,
25 I don't know, and certainly it went well for a lot of

1 people that I've continued to meet and chat with and
2 engage with all these years later. But I do know that
3 there were various young people that were damaged either
4 beyond the repair shop that was offered at
5 Lendrick Muir, whether that was stuff from home or from
6 their local community or from various things that
7 happened to them as individuals at Lendrick Muir.

8 I have only fond memories and I will have to -- I'd
9 be honest that I still have contact with KVV ,
10 who is a man in his 90s, who made a major impact, and
11 BLI from Craigerne, into my life and probably
12 forged where I am or what I've done since then.

13 LADY SMITH: Just picking up what you said about

14 KVV in his 90s now --

15 A. Sorry, I didn't catch that, Lady Smith?

16 LADY SMITH: Just saying what you mentioned about KVV

17 KVV and that he's a man in his 90s now, do I take
18 it, thinking of the time that you were at Lendrick Muir,
19 he would have been, let me think, in his 40s, early 40s?

20 A. Probably about 38, I would think.

21 LADY SMITH: A young man.

22 A. Yeah, 1965, yeah, if my maths works out, yeah. Near to
23 40, yeah.

24 LADY SMITH: Thank you.

25 MS MCMILLAN: My Lady, I am conscious of the time but I do

1 only have a couple more questions for 'Johnstone'.

2 LADY SMITH: Well, let's just carry on.

3 MS MCMILLAN: Now, you go on now in your statement to talk

4 about your life after your time in Lendrick Muir.

5 And I think initially you had some work experience

6 in an accountancy firm with Ms Helen Lowe?

7 A. Yes, I did.

8 Q. And I understand that she had some involvement with the

9 school?

10 A. She was the chair of the board or a trustee of the

11 board. Erm, she always seemed like a really old auntie,

12 a great-aunt to people. She was very interested in what

13 was going on and ran a very successful business and was

14 ahead of her time, as a woman that owned a lot of

15 Charlotte Square in Edinburgh.

16 Q. Did she have a lot of interaction with the pupils at the

17 school?

18 A. No, I think because there was -- I was maybe going to be

19 considering going into accountancy, that she took a bit

20 of interest through the gate of KVV saying,

21 you know, we've got somebody that might be going down to

22 study accountancy and finance at the City of London

23 Polytechnic and, er -- I don't know if I mentioned that,

24 but she offered me a placement to start -- to have a go

25 at it and during that placement I found out that -- that

1 it wasn't probably for me and one of the most delightful
2 things that anybody has ever done was that Ms Lowe
3 called me into her office in Charlotte Square when I was
4 about to finish up. I was waiting to see if she was
5 going to offer me to continue. She had a cup of tea and
6 a scone, pulled me in, and we had a chat and she said,
7 'IXD [REDACTED], I don't think you're cut out to be
8 an accountant', and I bless her still for that.

9 Apologies to anybody that's listening that is
10 an accountant.

11 Q. I think, as a result of that conversation, you go on to
12 tell us that you ultimately developed a long career in
13 social care and community education before you retired.

14 A. Community education, youth and community work, community
15 development, yep, that's right.

16 Q. Now, at paragraph 131, you talk about the impact of your
17 time in care. What do you think the impact was on
18 you -- well, what was the impact --

19 A. What paragraph was that, sorry?

20 Q. At paragraph 131 you begin to talk about the impact of
21 your time in care. What was the impact that
22 Lendrick Muir had on you?

23 A. I think about -- the major impacts was about developing
24 democratic styles of management, an interest in
25 politics, an interest in identifying with the

1 underdog -- well, the disadvantaged, because every pupil
2 that went to Lendrick Muir or Craigerne was
3 disadvantaged in societal terms, and I think it was
4 about giving me some sort of core values of people's
5 worth and identifying with people's needs to be
6 encouraged, nurtured and developed and that was probably
7 at the heart of my professional career.

8 Q. And finally, 'Johnstone', you talk about the lessons to
9 be learned in your statement from paragraph 144.

10 What do you think the lessons are to be learned from
11 your time in care?

12 A. I think -- I'm not sure that vulnerable children are
13 listened to. Obviously from my experience of what
14 happened to me at Craigerne, to some of the children
15 that came along to my youth groups and other activities,
16 I have shown some sort of interest in care, safeguarding
17 for children and I think that is still a major issue in
18 this city, for example.

19 I'm currently aware that there has been a petition
20 to the Scottish Government about safeguarding and
21 whistleblowing. I think there's important lessons still
22 to be learned about safeguarding, listening to children,
23 identifying what children need.

24 I don't think I'm the last generation to be exposed
25 to the wickedness of some other human beings. I hope we

1 LADY SMITH: Ms Innes.

2 'Tia' (read)

3 MS INNES: Thank you, my Lady.

4 I'm going to read in part of a statement for
5 an applicant who has the pseudonym 'Tia'.

6 LADY SMITH: Thank you.

7 MS INNES: Her witness statement is WIT-1-000000740.

8 Parts of her statement were previously read into the
9 Inquiry's evidence on Day 461, 11 July 2024, in relation
10 to the Phase 8 case study into Secure Care, I think
11 particularly in relation to her experiences at Cardross.

12 In her statement, 'Tia' tells us that she was at
13 Lendrick Muir School for two separate periods. The
14 first period, she says, was when she was about 11 years
15 old, from 1973 until she was 14 years old in about 1976.

16 Records do indicate that she was formally enrolled
17 in the school on [REDACTED] 1974, which was indeed when
18 she was 11, it was a month short of her 12th birthday,
19 and she left formally on [REDACTED] 1976, although it is
20 noted in her records that she had absconded frequently
21 over the preceding year.

22 She also tells us that she was at the Crichton Royal
23 Hospital between the ages of 14 and 15 for a little over
24 a year and records show that she was admitted there in
25 [REDACTED] 1976 and discharged in [REDACTED] 1977. So just

1 under a year but not far away from what she says.

2 LADY SMITH: Thank you.

3 MS INNES: 'Tia' was born in Glasgow in 1962. She tells us
4 in her statement about the difficulties that she faced
5 in childhood. She lived with her mum and was not aware
6 of who her father was. She says that at the age of 5 or
7 6, she went to Quarriers at Bridge of Weir for a number
8 of weeks. After that, she returned home to live with
9 her mother.

10 At this time, her mother had a new partner, who
11 sexually abused 'Tia'. He was also abusive towards her
12 mother and on one occasion tried to kill her mother in
13 front of her.

14 After this, 'Tia' said that something changed in her
15 and if we look at page 12 of her statement -- sorry,
16 page 13 of her statement, and at paragraph 51, she says
17 that following this happening at home, she had stopped
18 going to school and at paragraph 51, she says:

19 'From that, came the involvement of Miss Glen, who
20 was a psychiatric nurse and Dr Nelson, who was
21 a psychiatrist who was attached to Hawkhead Hospital in
22 Renfrewshire.'

23 At paragraph 52, she describes that some tests were
24 done on her at Hawkhead Hospital over the course of
25 a few days.

1 They were some kind of intelligence tests. She was
2 then put in to Hawkhead Hospital. She says nothing bad
3 happened, it was just more tests that they did and she
4 describes the treatments as having been very strange.

5 Moving on to page 14, and paragraph 56, she says:

6 'I sat my Eleven-Plus and did very well. I was
7 found to have a high IQ. Dr Nelson and Miss Glen then
8 put it into my mother's head that there was a place that
9 they could send me called Lendrick Muir School. They
10 said that they thought I was very intelligent and so on.
11 My mother, who wasn't the brightest spark because of her
12 brain tumour and subsequent haemorrhage, gave in to
13 them. I think what won her round was the thought of her
14 daughter potentially going to university. That idea
15 made her that happy and she agreed to letting them
16 trying to place me in Lendrick Muir.

17 'I don't know how the decision was formally made to
18 send me to Lendrick Muir other than my mother agreeing
19 to it. I know there were Children's Panels later on
20 when I was placed in other places where Miss Glen was
21 involved but I don't know whether that happened around
22 this time. All I knew at this time was that
23 Lendrick Muir was a boarding school and that there was
24 a chance that I could go there before I was accepted.
25 I also knew that going there might offer me the chance

1 of ultimately going to university.

2 'I was initially taken to Lendrick Muir to see
3 whether I would be accepted. On that day, I was taken
4 into the dining room. I remember that my mother had
5 dressed me in a kilt and a frilly blouse and that the
6 other children at the school were laughing at me. I had
7 a meal in the dining room and spoke to the headmaster.
8 After that, it was decided that I was suitable to go to
9 the school. Later on, a driver took my mother and me in
10 a car to Lendrick Muir and I was dropped off.

11 'I was 11 years old when I went to Lendrick Muir.
12 That would have been in 1973. The starting age for
13 going there was supposedly 12 years old but they let me
14 start early. I stayed until I was nearly 14. That
15 would have been in about 1976. I then spent a few weeks
16 at Cardross after periods of running from Lendrick Muir
17 School before returning to Lendrick Muir for a period of
18 a few weeks.

19 'I don't know who it was that was funding my place
20 at the school. The school was sold to my mother as
21 being a boarding school but in my experience of being
22 there, it was just a hellhole. When I looked into the
23 place later in life, I discovered that it was really
24 a place for disturbed children who wouldn't conform.
25 That's what I subsequently discovered it was classed as.

1 'The main building looked like one of those big old
2 buildings that you would see in a period drama. To the
3 left of the entrance there was an office. As you went
4 in, there was a huge big hall. There was a double sided
5 staircase in the hall where we would have our morning
6 assemblies. I didn't go upstairs all that often in the
7 main house. That's where the boys had their
8 dormitories.

9 'On the ground floor, there were two doors either
10 side. One door lead you to the kitchens. The other
11 door took you deeper into the building towards the
12 recreation room. That's where we had art and various
13 other classes. There was also a billiards room there.
14 As you went further on, you got to a new extension to
15 the building where the prefab classrooms were located.
16 There were four classrooms. Beyond the classrooms up
17 a small incline were where the staff houses were
18 located. I think there were four or five of those up on
19 a hilly bit to the back of the main building.

20 'There were some really old buildings near the
21 school that I think must have been stables in the past.
22 There were two rooms that were used in those buildings
23 as workshops for doing things like carpentry during the
24 day. In the evenings they were used for children to do
25 activities in their clubs or music and things like that.

1 'The girls stayed in a house that was about
2 a mile-and-a-half away separate from the school campus.
3 It was over the Rumbling Bridge itself. I think the
4 house was called Craigard House. It was right by the
5 side of the road opposite a shop. There was a dividing
6 wall between where the housemaster lived and where we
7 stayed within the house. We didn't go into that part of
8 the house but we did share a fire escape.

9 'If you went in the front door for where the
10 children were, there was a television room on the left
11 as you walked in. Further on to the left was a big
12 dining room. Also on the ground floor were kitchens and
13 an area you could use for recreation. Up the stairs
14 was the first landing. On that floor there were three
15 bedrooms, a medical room and the nurse's office. On the
16 second floor, there were four bedrooms, a shower room
17 and a bathroom. There was another wee landing on that
18 floor but I can't remember what was there. It would
19 have been another bit for the nurses.

20 'I think that there were quite a few staff members
21 in the school. It was probably about 30 staff members
22 in total. That includes staff other than just the
23 teaching staff. I think that some of the teachers
24 doubled up on the subjects they taught. There was
25 a secretary who worked in the office in school. The

1 kitchen staff were lovely. There were about six or
2 seven of them. There were a couple of cooks and the
3 other ones who helped them. All the ladies who worked
4 in the kitchens at the main school were nice and helped
5 me keep my sanity quite a lot.

6 'There were nurses for the boys in the main school
7 and for the girls at Craigard House. We called them
8 nurses but I suppose, looking back, they were more like
9 housemothers who had had medical training. I think they
10 were really just there to do whatever was needed. They
11 would take it in shifts to look after the children as in
12 staying in Craigard at night in a room off the stairs.
13 I think there were only two nurses who worked in
14 Craigard House. There would be one nurse on one night
15 and another nurse on another night. They would take it
16 in turns to stay in one of the rooms overnight in
17 Craigard House.

18 'I think that the name of SNR [and it
19 should be Mr KV] . There were a few teachers in
20 the school but I don't remember them all. Mr KDF
21 taught maths. I can't remember the gym teacher's name.
22 There were a lot of rumours concerning him. The rumours
23 surrounded him having relationships with the older
24 girls.

25 'Mr KDG was the master of the girls' house but

1 he was also a maths teacher in the school. I remember
2 him being on a par with the headmaster in terms of
3 seniority. He stayed in one part of Craigard House with
4 his wife and children and we stayed in another. I don't
5 remember his wife having a role at the school or
6 Craigard. I don't remember her really all that much at
7 all.

8 'I can't remember either of the names of the nurses
9 who worked in Craigard House, but I think there was at
10 least two of them.

11 'There were around 20 girls in total at
12 Lendrick Muir. I couldn't say how many boys were there
13 because I never stayed in the building where they were
14 and wasn't really interested in them. There were a lot
15 more boys than girls though. I'd say there were roughly
16 over 50 children in total there.

17 'I didn't know it during the time, but I now know
18 that Lendrick Muir was a place where they put children
19 who were disturbed and didn't conform. My experience of
20 the place was that the staff didn't look into why the
21 children there were disturbed. It was just as if they
22 stuck them in there and told their parents that it was
23 a school preparing them for university.'

24 Moving on to page 19, paragraph 74:

25 'The nurses would wake us early in Craigard House.

1 We would then either have a bath or a shower. We would
2 then get dressed, go downstairs, have breakfast in the
3 dining hall and do the dishes. After that, we would be
4 taken in a minibus up to the main school. We would have
5 assembly then spend the morning in classes followed by
6 lunch then more classes. We would then have tea at the
7 school. After tea, we could either go back to Craigard
8 or go to our clubs to do recreational activities at the
9 school. If you decided that you wanted to go to a club
10 or do a recreational activity, you would be at the
11 school until about 6.30 or 7.30 pm.

12 'At the weekends we would get up, get ready, have
13 breakfast and then do some cleaning chores. You were
14 then taken up to the school and left to do whatever you
15 wanted for the entire day after that. You could go to
16 the clubs, play billiards or just hang around with the
17 boys. It was the same on Sundays but we went to church
18 in the morning.

19 'When I first went to Craigard House I was placed in
20 a bedroom with [two other girls]. You were allowed to
21 move bedrooms so I moved to different bedrooms within
22 the house later on.

23 'There were two bathrooms and a shower in Craigard
24 House. We had a bath or a shower in the mornings and
25 most nights. Shower and bath times weren't supervised.

1 'Breakfast was had in Craigard House. Lunch and
2 I think tea was had at the school. On those mealtimes
3 the whole school ate together at the same time. I don't
4 think you could sit where you wanted in the dining hall
5 during meal times at the school. I think you were given
6 a seat at one of the tables. I think that there were
7 eight tables in total. Some of the staff would eat in
8 their offices at the front of the building but most ate
9 in the dining hall at the same time as us.

10 'I really don't know who did the cooking in Craigard
11 House but there were kitchen staff at the school. The
12 food was okay. I would say that it was like normal
13 institution food. I remember eating things like kippers
14 and sausages. It could be that the food might have been
15 delivered from the main school. Nothing happened if you
16 didn't eat your food during meal times, you just didn't
17 get anything.

18 'The other girls liked to take your food and
19 threaten you if you didn't give it to them. I remember
20 the other girls stealing your food during mealtimes.
21 [One girl] was bad for that. She would say I was too
22 fat and steal my sausages. If you objected, you got
23 battered by her.

24 'The children did the dishes in Craigard House every
25 day. I think there were a couple of cleaners that came

1 into Craigard during the week to do cleaning which meant
2 Saturdays and Sundays were really the only days when we
3 did chores. We would each be given a set of chores to
4 do by one of the nurses. There was like a rota which
5 was used. We would clean the bathrooms, clean the
6 showers and polish the stairs and things like that. If
7 you didn't do your chores, the staff would take
8 privileges from the other girls and that would result in
9 you getting a beating from them. Most of the time,
10 I did what I was expected to do when it came to chores.
11 It wasn't something that bothered me.

12 'You wore a uniform most of the time. At the
13 weekends, you could wear your own clothes. They had
14 some sort of grant which they used to buy me clothes.
15 I was happy about that because the clothes my mother
16 bought and dressed me in made me look like a weirdo.
17 They weren't appropriate for the age I was. The nurses
18 would take me to a clothes place in Dollar to get my
19 clothes. I remember getting shoes, jumpers, my uniform
20 and various other things from there. I remember
21 occasions when I traded bits of clothing with the other
22 girls that were in the house.

23 'We were given pocket money to spend at the
24 weekends. I can't remember how much that was. You
25 could spend that money however you wanted to. That was

1 a privilege that would be taken away if any of the girls
2 misbehaved or were caught smoking.

3 'I don't know which curriculum the school was
4 following but the quality of the education at the school
5 was absolutely crap. The place was supposed to be
6 a place that was priming you for university, but I don't
7 think the lessons were of that quality. You didn't
8 learn much because they just went over stuff you already
9 knew. The stuff that was covered in class was probably
10 all stuff that I'd covered in primary school. Looking
11 back, I think I probably knew more about maths than one
12 of the teachers who taught it there. The only subject
13 that was good was art. I don't know whether they put
14 any of the children through exams. I don't think they
15 actually put any children through to university either.

16 'We would go to clubs and activities after tea
17 during school days. I remember there was a billiards
18 room that we used to use but we also used the old
19 buildings that used to be the stables. Some nights we
20 used to do arts and crafts. Other nights we would do
21 things like woodwork or dancing. The activities weren't
22 really all that well supervised. I remember the sports
23 and the gym master was the one who was supposed to be
24 supervising but you didn't really see much of him.

25 'The activities that were available in the evenings

1 and at weekends were all optional. You could choose not
2 to do them if you didn't want to. I remember that on
3 Thursday nights, all the girls went back to Craigard
4 instead of activities because that was the night that
5 Top of the Pops was on.

6 'They used to do things for the parents every year
7 at the school. The school would put on fairs and fetes
8 to raise funds for the school. On one occasion, I was
9 a fortune teller and told people's fortunes. I enjoyed
10 that.

11 'We went up to church in the village every Sunday.

12 'They took us out on various trips. Sometimes they
13 used to take you to the swimming pool. I enjoyed
14 learning to swim and competing in competitions against
15 other schools.

16 'There was a girl ... whose parents owned a holiday
17 home in Fife. We used to be taken as a group of girls
18 and boys on trips there. Their cabin was right next to
19 a waterfall and a natural pool that we used to swim in.
20 We'd go home at the end of the day. I was quite happy
21 on the occasions we went there.

22 'I can't remember being taken on holidays with the
23 school outside of term time. I do remember being taken
24 on walks in the hills surrounding Perth. I also
25 remember being pushed to walk way further than I should

1 have been until I was completely exhausted. What I did
2 during the school holidays depended on whether or not
3 I was suspended for trying to run away. If I was
4 suspended, I wasn't allowed to go back to my mother's.
5 I also remember on one occasion I was home visiting my
6 mother. I went to visit friends in Cochrane Castle
7 Primary School. I broke my ankle skipping a rope and
8 was allowed to stay at home with my mother for several
9 weeks until it healed. That made me happy as I was not
10 having to worry about her and was there to take care of
11 her, emptying her pee bucket and keeping the house
12 clean.

13 'You used to get a birthday cake from the kitchen on
14 your birthday. We would eat that in the dining room at
15 school during lunchtime. You went home for Christmas.
16 I can't remember whether the school did anything in the
17 lead-up to Christmas. I could have been running away
18 during those periods.

19 'My mother once came to visit me whilst I was there.
20 Someone brought her up in a car to see me. I was left
21 to talk to her. I think after that visit I ran away.
22 I seem to remember that I got back to home before she
23 did.

24 'I wasn't visited by a social worker whilst I was
25 there but I did have a social worker come to see me

1 during periods when I went back home to my mother's.
2 I didn't see Dr Nelson while I was there. The last time
3 I saw her was when I visited Hawkhead Hospital.
4 Miss Glen came to visit me occasionally, both at
5 Lendrick Muir and my mother's house. I think she came
6 to see me after occasions when I ran away. I can't
7 remember what it was that she discussed with me.

8 'I don't remember there being any inspections when
9 I was there.

10 'The healthcare at the school and in Craigard wasn't
11 the best. I remember there was once a treasure hunt at
12 the school. I don't know how I managed it but I fell
13 and ripped my leg open. All they did was stick plasters
14 on it. To this day, I still have a scar on my leg for
15 that. I've had to put a tattoo over it to hide it. On
16 one occasion, I was taken to the doctor with stomach
17 pain. If you were ill you could stay in Craigard House
18 during the day. I think there was one of the nurses
19 there all the time to cover that potentially happening.

20 'I don't ever remember being taken to a dentist
21 during the time I was there. I would have remembered,
22 given my experiences of dentists in the past.

23 'At one point, I started wetting the bed when I was
24 there. By that time the assaults from the other girls
25 were really getting quite bad. I hadn't done that since

1 I was a small child. I hid from the staff that I had
2 wet the bed. That happened a couple of times.

3 'I decided that I had had enough and started running
4 away after I started wetting my bed. I just didn't like
5 it because I was getting battered by the other girls.
6 That was only a week or so into my time there. The
7 first time I ran away, I was caught trudging through a
8 potato field trying to get to a road. It was Sunday and
9 the rest were at church. They came back when I was
10 halfway through the field and I was caught. In those
11 days, I was daft and didn't know where I was going.
12 I was heading in totally the wrong direction. I was
13 just taken back to Craigard House.

14 'The next time I ran away, I got as far as the
15 nearby village. I can't remember the name of it. On
16 that occasion, the housemaster brought a couple of the
17 boys along with him to chase me. He used them like
18 hounds. I was jumping over fences and things and was
19 eventually caught in a woman's back garden. After the
20 second time I ran away, I took a bit of time to study
21 where I was and how to get to places. That was when I
22 decided to hitchhike. That is what I did the third time
23 I ran away and managed to get all the way home to my
24 mother's.

25 'After each time I ran away, I was punished when I

1 got back. All of my privileges were taken away. It was
2 things like being able to go to the clubs at school in
3 the evenings or having my pocket money taken away and
4 not being able to buy sweets from the shop across the
5 road. If I caused any further trouble, then the other
6 girls in the house would have their privileges taken
7 away from them too. That would result in me being
8 beaten up by the other girls in the house. I remember
9 having the shit kicked out of me by the other girls
10 practically every night when I went to bed because of
11 that.

12 'It wasn't all bad, but that doesn't mean it was
13 right. Unlike Quarriers and Cardross, I have some good
14 memories from my time there. However, the whole system
15 was abusive at Lendrick Muir. There was no one who
16 lived up to their duty of care. There was no care
17 within that place at all. There was a bit of sexual
18 abuse. However, for me the abuse surrounded more that
19 there wasn't enough control of the children by staff and
20 that led to me being physically and mentally abused by
21 them.

22 'Mr KDG lost his temper with me once and
23 shouted at me but he was never physical with me. The
24 nurses never physically assaulted me either. However,
25 I think the way that they disciplined the children was

1 abusive. If you were getting into trouble, you would
2 have privileges taken away. If you continued to get
3 into trouble, if you did not quite fit in or you refused
4 to do something, they used the same technique as they
5 used in Quarriers and Cardross. They would take away
6 some of the other girls' privileges and that would
7 result in you getting beaten by those girls. It was
8 like a tier system in the house. The nurses and
9 Mr KDG tweaked it at the top and knew exactly what
10 buttons to push to get the other girls to have a go at
11 you. They used the other children to inflict the
12 punishments that they didn't do.

13 'The abuse from the other girls was really
14 a knock-on effect from the staff's way of disciplining
15 the children. That then became the real way in which,
16 when you did something wrong, you were disciplined. The
17 staff couldn't do anything but take away privileges and
18 freedoms. They knew that if they took privileges away
19 from girls who hadn't misbehaved then there would be
20 consequences from the one who had further down the line.
21 They would take away those privileges from all the girls
22 and turned a blind eye to what happened next.

23 'I know that Mr KDG and the nurses were aware
24 of the bullying. I remember that on one occasion I had
25 been beaten so badly by the other girls that I ended up

1 having severe pains in my stomach. Because of that,
2 I went and chapped one of the nurse's doors. I was in
3 absolute agony and I told the nurse that. She told me
4 it was probably just my period starting. I was then put
5 into one of the lower room beds for the night. The next
6 morning, I was taken to see a doctor in one of the
7 nearby villages. I don't know what was said to the
8 doctor but something was said.

9 'I got the shit kicked out of me a few times by the
10 other girls following Mr KDG or one of the nurses
11 taking away privileges from them all because of things
12 I was accused of doing. It would be for things like not
13 doing the chores right or something like that. I was
14 slapped, beaten, punched, had my hair pulled, kicked and
15 bit by the other girls during those incidents. That was
16 always done up in the bedrooms and not in front of the
17 staff. They'd wait until I was on my own then a wee
18 group of them would jump on me.

19 'There was a girl ... who liked to batter me
20 whenever she could. She was about three years older
21 than me. She was one of the worst for beating the
22 girls. She was a horrible bully. She was the sort of
23 leader of the pack on the top floor of Craigard House.
24 She also had the only single room. I could tell that
25 she enjoyed beating me up and got a lot of pleasure from

1 doing that. I think part of the way she acted was
2 because she was actually physically quite ugly and
3 didn't like girls who were prettier than she was.

4 '[The girl I mentioned] wasn't the only one who was
5 a bully. [There was another girl who was] the sort of
6 leader of the pack on the lower floor ... It was only
7 really [these two girls] who never got used to me and
8 continued to assault me. One day I had had enough and
9 I turned on the first girl. I fought back and she never
10 hurt me again. I'm not a violent person and I don't
11 like violence but can put on a bloody good show if
12 I need to. If I get pushed too far I snap. I don't
13 like it when that happens because I lose control.

14 'There were only really a couple of girls who
15 enjoyed battering the other girls. The rest of them
16 didn't like doing that. I remember, in particular,
17 [certain other girls] not liking hitting people. They
18 were all actually quite nice. [Another girl] was kind
19 of half and half. I think they all just did the hitting
20 to avoid getting hit themselves.

21 'I wasn't the only one who was being assaulted by
22 the other girls in the house. There were a couple of
23 other girls who were treated in just the same way.
24 However, I would say I was the one that got it the most.
25 I don't like seeing others getting picked on and could

1 be quite vocal. I think that was because I was stubborn
2 and wouldn't give in to anybody.

3 'There was sexual interaction between the boys and
4 girls at Lendrick Muir. I know that happened because
5 I witnessed it between pupils at the school. The
6 children were without morals and were totally
7 promiscuous. There was one occasion where a boy tried
8 to get me in the woods to do that to me as well.
9 I don't know whether that was just a thing kids do at
10 that age between themselves.

11 'I think there was one occasion when a staff member
12 at the school used physical force against me. I think
13 I lost my temper and I was held down by Mr KDF .
14 It could be that I'm mixing that up with an incident
15 with the one that happened in the Crichton Royal. I was
16 restrained quite a few times there.

17 'There were a load of rumours concerning the sports
18 master having relationships with the older girls.
19 I remember girls sitting and talking at length about sex
20 and things to do with the sports master and one other
21 teacher. These were sexual things and acts that they
22 would discuss and compare. [One girl] got pregnant and
23 was taken away. There was talk surrounding whether it
24 was one of the boys or whether it was a member of staff.
25 I did not witness any of the sexual abuse between staff

1 and students myself and appreciate to get to the bottom
2 of that, some of the older girls who were there at the
3 same time would need to be spoken to.

4 'I never reported what happened to anyone at the
5 school or anyone else official. I don't remember anyone
6 ever coming up to me and asking me questions about how
7 I was. Even if there had been, I wouldn't have said
8 anything. By that time I felt they wouldn't have
9 believed it anyway. Nobody cared.

10 'I told my mother what was happening with the other
11 girls but she just wouldn't listen. She didn't believe
12 a single word that came out of my mouth. Things like
13 that just didn't happen in her little world. I was just
14 a "liar", and a "dirty little bitch". She called me
15 those things even though she had previously discovered
16 I was telling the truth about [her partner].

17 'I was put into Cardross because I was running away
18 all of the time. I basically just ran away one time too
19 many. I recall that Miss Glen had a role with the panel
20 that sent me to Cardross. She seemed to be involved in
21 everything. The Children's Panel hearing was in
22 Paisley.'

23 'Tia' then goes on to discuss her time in Cardross,
24 which, as I've already said, was referred to in evidence
25 in relation to that institution previously.

1 Moving to page 38 and paragraph 156:

2 'I was between 13 and 14 when I returned to
3 Lendrick Muir. That would have been in 1976. I was
4 only there for a period of a few weeks. It wasn't
5 a long period of time at all. Going back to Lendrick
6 Muir wasn't as bad as going back to Cardross because
7 I knew I could get out of there if I needed to
8 relatively quickly.

9 'I think by that point the staff were more scared of
10 me than I was scared of them. They'd basically turned
11 me into a monster and I wouldn't do anything that they
12 told me. The staff didn't remove my privileges or do
13 anything with me during the time I was there. There was
14 no more of the staff doing things that resulted in the
15 other girls beating me up. The girls did continue to
16 bully me though. Every time that happened, off I went.
17 The staff just couldn't contain or control me. I was
18 then sent home for a very short period of time. Looking
19 back at that period, I think it was just a waiting game
20 until Miss Glen found another place [into which she]
21 could shove me.'

22 'Tia' then goes on to describe at paragraph 158
23 being taken to an interview at the Crichton Royal and at
24 paragraph 159, she says that she was accepted into the
25 Crichton Royal into Eskdale House.

1 She then goes on to discuss her experiences at
2 Eskdale House and at page 40 and paragraph 166, she
3 refers to Eskdale House as being for children over 12
4 who had psychiatric issues, who were anorexic and she
5 notes that there were boys and girls there at the time.

6 She goes on to discuss her experiences in the
7 following paragraphs at the Crichton Royal which
8 included, I think, at paragraph 188, she talks about
9 having an ECG and having dreams of needles being put
10 into her head and the like.

11 And going on to page 46 and starting at
12 paragraph 191, she describes some of the experiences
13 that she had at the Crichton Royal. For example, on
14 page 47, at paragraph 192, she talks about the use of
15 injections to control children, children being kept in
16 their beds and, at paragraph 193, she says that there
17 were times she wondered about things there, that she
18 wasn't clear whether things happened or whether they
19 were in her dreams or reality.

20 She talks at paragraph 195 about being physically
21 assaulted by another girl and then on page 48, at
22 paragraph 196, she talks about being kissed by a staff
23 member.

24 She then says that she left the Crichton Royal in
25 1977, which is in line with her records.

1 Moving on to the -- through her statement, she goes
2 on to talk about the impact of her -- on her of her
3 experience.

4 Moving on to page 58 and paragraph 240, she says:

5 'The people who were supposed to care for me and
6 others in these places have stolen generations of people
7 who could have been scientists and doctors and so on.
8 Their abuse and neglect is not just about the harm they
9 have caused on individuals. It's also the harm they
10 have caused to wider society. I am sure that there are
11 a lot of other people out there like me who are
12 intelligent and could have gone on to do so many things
13 and benefited society. These people stole that from
14 them. It's such a waste of lives and intelligence.

15 'I don't know why, but I had a dream that said to me
16 I had to speak to the Inquiry. I don't know why that
17 happened. I suspect that came from the fact that I have
18 researched abuse in institutions and discovered things
19 that have been going on since the early 1900s.

20 I discovered that children were not just abused but also
21 shipped off to other countries. These are children who
22 there aren't any records of any more. I am certain that
23 there are thousands who may have experienced the things
24 I did. Many of these children don't have a voice, but
25 I do. That is why I have come forward.

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

5 And 'Tia' signed her statement on 25 June 2021.

6 LADY SMITH: Thank you very much.

7 So the plan for tomorrow?

8 MS INNES: The plan for tomorrow, we have oral evidence
9 tomorrow and more read-in evidence as well.

10 LADY SMITH: Yes. Thank you very much indeed.

11 Well, I'll rise now until tomorrow morning, but
12 before doing so, again, further names, some of which
13 I've mentioned already; KVV [REDACTED], Mr PXW [REDACTED],
14 Mr KDF [REDACTED] and Mr KDG [REDACTED]. These are people whose
15 identities are all protected by my General Restriction
16 Order and they're not to be mentioned or identified as
17 referred to in our evidence outside this room.

18 Thank you very much.

19 (3.48 pm)

20 (The Inquiry adjourned until
21 10.00 am on Friday, 18 July 2025)

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