

Scottish Child Abuse Inquiry

Witness Statement of

MKF

Support person present: No.

1. My full name is MKF My date of birth is 1949. My contact details are known to the Inquiry.

Background and Qualifications

2. I have a master's degree from Dundee University, an Honours degree and a PhD. I also have a diploma in education. My degree was in Modern History and Education.
3. After I qualified as a teacher, I started teaching in Perth Academy and then I went to teach at Rosehall High School in Coatbridge, Lanarkshire and then to Lendrick Muir school. After that I went to teach in St Ninian's in Falkland, Fife. I wasn't there for very long before it closed down sometime around 1982 or 1983. After that I went to teach in Dundee and then finally at Dundee University. I think that was my last job. I retired not long before I turned 65. At Dundee University I was teaching English to foreign students. My subject has mainly been English.
4. I was registered with the General Teaching Council. I wasn't required to do any training to maintain my registration. I suppose when I taught in Dundee there were in-service training days and it was the same when I taught in Fife. They had in-service training days in the day schools, but not for residential schools.

Experiences at Lendrick Muir

5. I taught at Lendrick Muir from probably 1978 to 1981. It is a school near to a place called Fossoway, Crook of Devon and near to Kinross. Its purpose in relation to children was to be a residential school for very clever, mal-adjusted children with a high IQ. The maladjustment wasn't specified. There were various reasons why children were there, but basically they were school refusers. The children may have been from homes where parents were too busy working and neglected their children slightly.
6. The job at Lendrick Muir was advertised somewhere and I applied for it. I was interviewed and I was offered the job. I just thought I'd give the school a try and see what it was like. There were big differences from the school I'd worked at before Lendrick Muir. I didn't have a qualification for teaching in a special school, which some people had and they were maybe more au fait with things. It was a case of sink or swim as far as I was concerned.
7. My first impression of Lendrick Muir was of shock because it was quite a culture shock from an ordinary day school. There was a lot of adjustment and re-adjustment to be made. The children were quite informal, open and challenging. Some of them got involved in nefarious practices as well.
8. There was one occasion when one guy missed the bus when he was coming back to school after a weekend and he stole a car and came back in the car. There were other situations when the children demonstrated and caused a problem. I think there was one occasion where the children were on the roof. They did eventually come down but they were protesting about something. It wasn't a big deal what they were protesting about, but they were anyway.
9. There was one occasion where I remember some children absconded and went to a local farm, broke in and presented the owner with a shotgun which he had lying there anyway. It was anti-social things like that. There was probably more, but I can't recall them. Those instances happened while I was teaching at the school.

10. I remember one rabble behind the school one day when there was a demonstration about something and myself and another teacher went round to see what was going on and I got thumped. I reported it to the school social worker, but nothing ever came of it. These were things you just had to endure and that was it.

The Institution / Culture

11. I wasn't there very long when one boy referred to me as a 'megalomaniac', because I was quite strict, but fair with children because that was the way we were in a day school. But now I was in a different school, a special residential school and it was a very different ball game. It didn't seem to work.
12. It's difficult to remember somewhere I worked forty-five years ago. In some ways it was organised as a school and the routines were like a school, but there were a lot more freedoms and that sort of thing there. You were expected to forge relationships with children and help them that way, rather than simply be the teacher.
13. As to the attitude of the staff towards the children, I can't think of anything that was untoward. The staff had a job to do and they were quite sympathetic and understanding. Sometimes it was difficult to motivate these children and to be fairly formal with them in a formal teaching situation. You had to try to understand them a bit, to better understand their behaviours and their reactions to certain things as well.

My role and recruitment at Lendrick Muir

14. I was just a teacher at Lendrick Muir. I taught in general subjects to begin with, although it was mainly English that I taught. General subjects could be history, geography, maths or English. I never taught maths, although at one stage, later on, on one occasion I was asked to take an O'Grade maths class and I wasn't qualified in maths so I found it quite a stressful situation to be in. There was one pupil, [REDACTED] in the school who was really quite switched on with maths. I used to ask for his help sometimes with the maths and he was very good and helpful.

15. I was interviewed for the job by the headmaster on his own. I would think that I needed to provide references for the post. Usually when you apply for a job they ask for the references, you don't provide them yourself. You just give the names to your new employers. I think those references were spoken to. I think my former headmaster had said that I had assisted with making aeroplanes or something like that and it was mentioned by the headmaster at Lendrick Muir. He'd clearly read the references.
16. SNR [REDACTED] at Lendrick Muir is still alive, he's in his nineties. His name is KVV [REDACTED] KVV [REDACTED] I think he's English and he was a graduate of a university down in England. I believe he still lives [REDACTED] in a bungalow with his wife, who is French. They had three children. I was speaking to Marion Bissett who told me that, and although SNR [REDACTED] is in his nineties he is quite switched on mentally. I've never spoken to him since I left the school.
17. The only other person I keep in touch with was a housemother at Lendrick Muir when I was there. If I speak to her I ask her how KVV [REDACTED] is doing and she told me he's still alive and in his nineties and he's still 'alright up top'.
18. There wasn't a probationary period at Lendrick Muir. KVV [REDACTED] was SNR [REDACTED] SNR [REDACTED] and although he wasn't my line manager, [REDACTED] Mr KVV [REDACTED] was SNR [REDACTED] of the teaching staff. There was a SNR [REDACTED] who had just left and a new one came. He was called [REDACTED]. I don't know what happened to him. There was nobody there assessing you or checking you out or anything like that. There wasn't really any monitoring or appraisal of my performance. To be honest, as I said, it was sink or swim and you just fell into the role and that was it.
19. I had my own living quarters in the school. It was situated between one dormitory and across the way was another dormitory. The staff room was in that area as well. I used my room all the time except for when I went home when I wasn't on duty. We were given duties, not just teaching but there were extraneous duties as well, such as being on duty for a weekend or if you were on for a special day.

20. If I was free at weekends I tended to go home in Abernethy. That was probably about ten miles from the school. I had a girlfriend at that time in Brechin and I also tended to go up there. I then met a housemother, [REDACTED] who worked in Lendrick Muir and she had a husband that she was away from and I got engaged to her. It was a silly thing to do because she went back to her husband and he was foolish enough to take her. He was a fireman in Dundee.
21. Other adults in positions of responsibility stayed in the school grounds in bungalows. I never applied for a bungalow and they were more for married people who had children. The bungalows were situated in the grounds of the school. It had quite a big estate. It had formerly been a private school and then was taken over as Lendrick Muir.
22. All the staff had access to the children's residential areas at any time they wished. I think there was house staff available overnight.
23. I remember being told once that I was on 'senior duty'. I had to stay in a room set aside for members of staff to stay in up the stairs near the senior boys.

Layout and Structure

24. The school was set back from the road by a couple of hundred yards. You couldn't get a car up to it, you had to walk. The school was in an old mansion house and they had classrooms added to it. The classrooms were joined to the main building by a corridor. There was a sports hall also added to it. The dormitories were in that main building and above the kitchen. The kitchen was on the lower ground floor and so was the hall. There was a grand piano in the hall. There were stairs going up from there and that's where the dormitories were.
25. The headmaster stayed on the top floor of the main house in a flat. There were staff houses on both sides of the building. When they discovered dry rot in the main building it had to be fixed, so the headmaster and his wife moved out [REDACTED]
[REDACTED] I don't know why they called it

that, but maybe it reflected his sense of humour. Then the senior boys moved upstairs when the dry rot had been fixed and the headmaster had moved [REDACTED]. They made the upstairs flat that the headmaster had occupied available for the senior boys. There were maybe about eight senior boys in the old headmaster's accommodation.

26. The school was privately owned and funded by local authorities placing children there. The school was governed by an organisation from Edinburgh and a Miss Lowe, who was in charge. Someone called Mr Nisbet worked there as well, but Miss Lowe ran the show from Edinburgh. The headmaster was responsible to her. Miss Lowe died and she left over £7 million in her will as she apparently owned a lot of property in Edinburgh as well.
27. I think there were three dormitories in the junior section and in the middle section there were two or three dormitories. Once they reached a certain age there was a specific room downstairs for two pupils. There were five or six dormitories in total, with possibly seven or eight boys in each one. I remember in the junior corridor there were a couple of housemothers who stayed there and they were available for the juniors. I was there too, but I can't ever remember being called upon to see to anything. That was for the middle corridor.

Staff structure

28. There was the headteacher and below him was his deputy. Then below him were ordinary teachers. There were also care staff employed who were separate from the teachers. There was also a school social worker employed by the school. His name was Richard Russell. There was also a secretary to the social worker. Her name was Netta Robson. The rest were all subject specialists. There was a specialist art teacher. He's dead now. He used to teach at Dollar Academy before he came to Lendrick Muir. The students all had field social workers as well from their home area.
29. There were maybe five teachers in the school. There were care staff on a rotational basis and I think there was about four on a shift at a time. There was also a man and

wife. The wife was a member of the care staff and the man was responsible for the juniors, for their bedding and making sure they showered and went to bed and all that sort of thing. He died when I was there. I don't know if someone else took on his role afterwards. His name was Norman Bissett. His wife, Marion, is still alive and she lives in Crook of Devon. She's a bit forgetful but she's not demented or anything like that. I still keep in touch with Marion Bissett and I ask her about people we knew at the school and ask after their health.

30. The technical teacher there at that time [REDACTED] one evening, so that was a loss. His name was Mr Irwin. The technical teacher taught woodwork and metalwork and things like that. I was never involved in that so I don't know how he operated. He seemed nice enough and he was quite a religious man. I think he was Plymouth Brethren or something like that. He was married and had children. He took his own life during my time at the school. I think I'd been there around a year when it happened.
31. We had another teacher, a woman, Miss Urquhart, and she died. She'd gone away somewhere at the weekend and took ill on the motorway and died. That was while I was teaching at the school as well.
32. I think they had sports in the afternoon because I remember there was a sports teacher called Joe Campbell. I wasn't sporty myself and it was one thing I didn't like. I was never involved in sports.
33. As to KVV [REDACTED] leadership style, I never had much to do with him, but he seemed on the ball. You didn't see a lot of him. He didn't come into your classroom or do this or do that. You saw him sometimes in the evening when the pupils had their options and he would be there to take some of those classes. The options involved what they did in their leisure time.
34. I think KVV [REDACTED] was involved a lot in interviewing people and prospective students and that sort of thing. He wasn't in your face or anything like that. He wasn't

intrusive at all. He was alright. The students used to call him KVV and I suppose that was because he was SNR the school.

Recruitment of staff

35. I was never involved in the recruitment of staff at Lendrick Muir. I don't have knowledge of recruitment practices or policies at the school. It was all done at Mr KVV level or maybe with SNR I don't know.
36. I can't recall any volunteers at Lendrick Muir. There was a Miss Deas who came from Fife, who I think wanted to know what was happening at the school or she was sent there to see how the school functioned. She wasn't strictly a volunteer as she was employed by Fife Region. She was sent for a number of weeks. I didn't know who she would answer to on that. SNR KVV would probably know more. It was between the two of them I suppose if she gave him any feedback.

Supervision / appraisal / evaluation

37. I worked at the school for between three and four years and in that time there were no one-to-one appraisals between me and the headmaster or his deputy.
38. There was an inspector who came once. I never yet discovered what the inspector had reported on at all, because I then left.
39. I think Miss Deas was maybe a psychologist or a special education lecturer with Fife Region and she came to see what was happening in the school. She wasn't impressed with the behaviour of pupils or the way things were. It's a funny thing because one of the persons who made allegations, MWK got a lift to Kirkcaldy once from her and she had said to him if it wasn't for MKF, that's me, she would have left a long time ago. She was there for a number of weeks and at the time she came in every day. She seemed to think in a positive way about what I was doing. That was all there was. There was nobody else.

40. I didn't get any specific training or any induction training in my role with Lendrick Muir. I had no qualifications or experience of working with kids with special educational needs.
41. I didn't oversee or manage any members of staff at Lendrick Muir. I was quite new and young. Some of the staff had been there for quite a while and knew the ropes. I wasn't involved in the training or personal development of other staff. I wasn't involved in the supervision or appraisal of any staff. There was no formal appraisal or supervision of teaching staff but the headteacher or other teachers couldn't help but be aware of what was what.
42. 'Big J', was what the boys used to call the cleaner, I can't remember her name, she was rather large and I was rather small. I remember on one occasion, she complained to me that one of the pupils had a tendency to ensconce himself in one of the toilets when she was cleaning and he was masturbating himself deliberately so he could expose himself to her. I remember she said she wasn't going to clean up that mess. That's all I can remember and otherwise they did their job.

Policy

43. Regarding training or personal development policies in the school, I was aware that a couple of members of staff had done the special education qualification and that was it. We weren't encouraged to go on any courses. I didn't do the special education qualification myself. There was no pressure put on me to do it.
44. In my time at Lendrick Muir I didn't have any involvement in or responsibility for policy in relation to the care and residential care of children. Everything was decided further up the tree. There was a staff meeting from time to time and anything relevant was discussed or suggested at that meeting. I don't recall any handbook on policies and procedures. It was a long time ago and you do forget certain things.
45. I remember one boy who came to the school from Edinburgh and he was in the same class that [KIS] was in. [KIS] is someone who has made an allegation against me that is discussed later in this statement. It was a challenging

class to be honest. They were very challenging and they just weren't cooperative. They'd do anything to sidetrack you and anything but formal learning. The class was so disruptive that all the members of staff at the meeting complained about it and asked the headmaster to throw him out, but for some reason he said no and that we would give him a chance, but the headmaster didn't have to teach the boy.

46. They had a school nurse there as well, a matron. The school was run like an old-fashioned boarding school in terms of how the children were housed. They were comfortable in the dormitories I think. There were about six or seven boys to a dorm. It was a very basic kind of thing, rather spartan. There was nothing homely about it. It was more like the headmaster's boarding school when he was young.

Strategic Planning

47. I had no responsibility for or involvement in strategic planning for the school. I didn't know anything about the school's strategic approach.

Children / Routine at Lendrick Muir

48. It was a mixed-sex school but it was predominately boys that were placed there. There was a unit down in another part of the village which was for housing the girls. There was only about five of them. There was a man and wife who were house parents to them. The girls came up to the school to be taught during the day. One of us had to take the minibus and go down and fetch them and take them back at the end of the school day. We were all given this duty from time to time.
49. There were maybe about forty boys at the school. They ranged in age from first year secondary to sixth year. That would be aged twelve to eighteen. I think the children were subject to social work intervention and it was suggested that they might benefit from a spell at Lendrick Muir for their secondary education. It was ostensibly a school for mal-adjusted children, who had refused to go to school or had had problems at school. They were all problematic children. I think the children went to a children's

panel and were placed at the school on an Order made by the Panel. I think it was mainly children's panel decisions that caused children to be placed in Lendrick Muir. I don't think they went there privately. We were never really told why the children were there or what they had done. Maybe we were just left to take people as they were and not be in judgment of them and give them a fresh start.

50. I've no idea what assessments if any were carried out on a child before they were placed at Lendrick Muir. I imagine a psychologist would have been involved and a social worker prior to them coming in. The social workers used to visit the children from time to time.
51. There was a parents' day as well, when parents came to the school and were told or they asked how their children were doing. The children who were at the school when I worked there mainly lasted the course, but I'm sure one or two left the school.
52. The children were placed in classes according to their age. If there were forty boys in the school and around five teachers there would be around one teacher for every eight pupils. I think there were four care staff per shift which gives a ratio of one care staff per ten children.
53. One of the ladies there, Isabel Ramage, was a member of the care staff and I remember her because she got married and asked me to play the organ at her wedding, so I did. She died quite prematurely, after she was married. I remember on one occasion she told me that the kids used to get up to pranks and somebody had put a bucket of water on top of the door, which, when she opened it, fell on her head. Also, somebody once put clingfilm under the ladies' toilet seat.

Mealtimes / Food

54. All the children ate in the dining hall. The meals were fine I think. I would imagine that they were worked out by some dietetic point of view and that they were square meals. They were served by kitchen staff, who also worked as cleaners in the school.

55. The food seemed to be alright as far as I was concerned. The children all ate together. I think there were two teachers assigned to the dining room as supervision at mealtimes. There was also a meal provided in another room for staff who weren't on duty so they could go in there to eat and to talk. They ate the same food as the children did. I think in the morning at breaktime the children used to be provided with snacks like flapjacks with a cup of tea. If a child didn't like the food on offer they didn't get a different choice. It was all or nothing.

Sleeping Arrangements

56. Bedtime would be around 9:00 pm. I think the juniors showered first and the older ones showered slightly later to fit around their bedtimes.

Washing and Bathing

57. They all showered at a set time in the evening of every day I think. In the middle section they all showered at one time and the juniors all showered at a certain time. There were two sets of communal showers. They all went in together, a dorm at a time, and there were no curtains or cubicles. I was never in the shower area except for supervision so I couldn't say how many showers there were.

Trips / Holidays

58. I think camping was on offer, but at weekends. One of the teachers, KIT who was a St Andrew's graduate had taught French and he was into camping and orienteering. He used to organise trips away.
59. I did trips myself. I remember once going to Montrose with a group just for something to do. There were maybe about ten boys with me. I can't remember if there was another adult with me at the time. We had a minibus. We got paid by mileage if you took your own car for any trip at the weekend. I used to do camping as well and take them away for the weekend.

60. They used to go swimming. The school had a big double-decker bus that we used to take them to the swimming pool in Stirling on a Saturday, if there were any children in the school at the weekend.
61. Usually, the children went away on trips in small groups of boys. As a member of staff, you could opt to do something, but there were usually two or three children who came at one time. The school used to have what they called 'at homes' and the social worker had an 'at home' and a number of children used to go down to the village to his house. I suppose to watch television or to have a cup of tea, every week. A lot of the staff stayed in the school in bungalows in the grounds. I don't think they were encouraged to take pupils home, although some had.

Healthcare

62. There was a matron there and she used to hold a surgery every day and boys went to see matron if they required anything health wise. Her name was Morag Gillette. She had a room set aside for this purpose. I don't think she was a trained nurse but she had an understanding of certain things. I remember her asking me for advice when someone had cut their hand and it was bleeding and I just told her to apply pressure to it.
63. If pupils were on medication she would manage it and knew what to give them and when. There was also a local doctor from Kinross who used to hold a surgery in the school about once a week. Anyone who was ill enough could see the doctor when he came in. If there was an emergency they would take you out to see a doctor, but I don't know as I was never involved in that.
64. I don't know if any children had to take medication to manage or control their behaviour. I would have thought staff should have been told if that was the case. I remember one boy took medication because he was diabetic and he had to take it every day. I'm sure there were others who had specific pills to take and they were meted out.

Schooling

65. We had a morning assembly every day and different members of staff took the assembly. After that it was classes, then a break before more classes up to lunch time. They then had lunch in the school dining hall.
66. There wasn't a curriculum as such, it wasn't written down but some of the older pupils took Highers and O'Grades. I can't remember if just some pupils or if all of them took the exams. I remember the local minister, Mr McConkey, used to come and supervise for the O'Grades and Highers. The pupils were organised into classes with boys of their own age. I tended to get the younger ones to teach and they'd be aged from twelve to fourteen or so.
67. I knew PDV [REDACTED] who taught Higher English and he used to take them camping as well. He and his wife stayed in one of the cottages in the grounds. He became in charge of the house for the girls when KDG [REDACTED] died.
68. After 6:00 pm they used to have prep time after they ate their tea. Prep lasted for an hour. I think they would write home or revise their lessons during prep. After prep they had options for what they wanted to do. They all met in the main hall and there were various options given. They decided where they wanted to go and with who they liked to be with or didn't want to be with. Not many of them ever came to me, but I never had much to offer. It was more musical and theatre and things like that on offer. The art room was on offer and the sports hall. They had to do something, they couldn't just sit around and do nothing.

Chores

69. I don't remember the children having to do any manual work. There was a woman who worked in the laundry who dealt with the washing. The laundry was in the school. They had a housekeeper as well who had overall responsibility for the kitchens and cleanliness of the school. Her name was Miss Bianchi. It wasn't up to the children to do any cleaning.

Visits/Visitors

70. The boys went home at weekends if they'd earned the privilege. They had to make their own way home and back again. They were trusted to come back. One or two didn't or they were late coming back. The boys came from all over Scotland, but mostly Glasgow. They were quite streetwise and intelligent.
71. As well as weekends, the kids would go home during the school holidays at Christmas, Easter and in the summer. Parents tended not to visit the children in the school. A lot of the parents didn't care and they just wanted to get rid of their kids or they were busy in other ways. They had their parents' day once a year when parents were invited to come up and to meet the teachers. I remember we had a girl from Edinburgh called [REDACTED] and her mother came up to the school. The mother referred to me in a way when I'd spoke to her that implied that I fancied myself. That was the phrase the mother used according to [REDACTED].
72. I remember meeting the parents of another boy from Edinburgh called [REDACTED]. He was at Lendrick Muir when he died. He and another boy had been climbing the crags or the castle in Edinburgh and had fallen off. I wasn't at the school when this happened and it was later on I heard about it.

Review of Care/placement

73. Social workers came in to the school to see the children and I think that was maybe once a month or every six weeks. When they saw the boys I think it was privately for one-to-one conversations. I was never there when they conducted their interviews. The school social worker was probably there as well. There were reports made by the school social worker and typed up by his secretary, Mrs Robson. I can't remember if the child's own social worker took his or her child out of the school to speak to them.
74. Miss Deas, the psychologist, came in as an observer for a few weeks. She came to my class and various other areas in the school. I was told by [REDACTED] ^{MWK} that she

told him that she wasn't impressed with the school, but she was with me. I referred to this conversation earlier on in my statement I don't know if any other psychologist came in to see the children.

75. I don't know if there was a review carried out about the children's continued stay at Lendrick Muir, but I think there should have been. I know the school social worker sometimes got reports typed up by Netta Robson so someone was asking after the children. Her husband was head of art at Dollar Academy and she came in to help Richard Russell. I was never aware of what was said.
76. I can't remember if it was just a verbal report or a written report to the social worker or if it would be discussed when you were having a meal. If he was there he'd ask after one or other of the boys. I would never have had a meeting with the headteacher or the deputy headteacher and social worker to discuss a review of a child.
77. For a child leaving or being discharged from Lendrick Muir it would have to be agreed by the children's panel. The child would attend and try to convince the panel that they should leave or could leave the school. I assume the parents and the social worker were there as well and the issue would be discussed. I wasn't invited to panel hearings.
78. I don't think children were given help or support when they left the school or after they'd left. That was Norman Bissett's job. He dealt with pocket money and that sort of thing. I don't know if he followed up on people when they left. I don't think he did, but I may be wrong.
79. There was a room for two older boys downstairs in the main house and I'm not sure if that was about training them in independent living. I walked past that room but I was never in it for any length of time. I think help or training was given by individual teachers. The school was about forging relationships with pupils and helping them to re-adjust and to experience real life situations and that kind of thing. I would hope that I helped them to do to this. A lot of the children didn't want to be there in the first place and weren't really interested in what you had to say or do. They were quite vocal in

many respects about situations. I think it was left to the teachers to try to socialise those who wanted to be socialised by you or what you had to offer.

Discipline and Punishment

80. There wasn't any formal punishment like the strap. Sometimes the kids were so cheeky and challenging that they would get a cuff or something, but that was about it. They weren't beaten up or anything like that. A cuff would be what a reasonable parent would do. I've heard rumours of a slap or a hit but it was just rumours. I never cuffed them that I was aware of. Sometimes I felt like it, because some of them were really quite challenging children, quite obnoxious, cheeky and confrontational. If they were cheeky I would think they should be reported to the headteacher, but I don't think he did very much about it. There was no formal means of punishment, I think you just dealt with things as they arose and as you saw fit as a teacher. Normally they were just spoken to or they had things explained to them.
81. If someone was becoming out of order and cheeky in my classroom you could be quite forceful about it. I never hit them or anything like that. I'm aware one person said I had kicked him or slapped him and threw a bunch of keys at him. That was a pupil called KIS [REDACTED]. I can't remember that at all. I never kicked him and if I threw a bunch of keys it was to get his attention only, not to harm him.
82. The children there seemed to latch on to any weaknesses that staff had. I said to the police that I had never thrown a bunch of keys at KIS [REDACTED] and if I did it would have been to attract his attention rather than hurt him. I did have a bunch of keys. There were things that teachers did that were unorthodox in a way. I remember being belted at school for something I hadn't done, but you didn't complain about it and you just accepted that was what happened.
83. The children might be sanctioned and have their home leave taken away for a couple of weekends. I think each teacher had their own way of disciplining children. There weren't any set policies that you must do this or you must do that. If they did something serious like steal a car then they would forfeit their weekends. I remember when some

of the boys went up on the roof as a demonstration and the headmaster did nothing. He just said to leave them and they'd come down in their own time, and they did. I think that was his ethic that you didn't confront the children.

84. I think that's the mistake I made, when another teacher, Kenny Spiers, and I, went out the back where boys were congregating, to confront them and I got attacked. I don't know what happened to the lad that thumped me. Nothing as far as I know. The boy was called [REDACTED] I can't remember his first name. We had a tussle. I was then rescued by Kenny Spiers who was a lot bigger than I was and he pulled the boy off me. I reported it to the school social worker, but nothing was ever done about it that I knew of.
85. I remember another boy punched me in the face. He came to my room and knocked on the door. When I came out he made some accusation that I had been unfair to his cousin who was in a lower class, in that challenging class of boys, nothing that I could remember. He then punched me and walked away and said 'That'll teach you not to pick on my cousin' or something like that. He was a boy called [REDACTED] I reported it to the social worker. How he dealt with it I don't know. I got no feedback.
86. When [REDACTED] punched me I was entertaining Norman Bissett and his wife in my room at the time. I didn't tell them, I just told Richard Russell the next day. I don't know if there was policy there that if the children did get involved in confrontations that you tried to defuse it and that was the end of it, or whether it was taken further. What was the point if it was part of their behaviour. You were expected to deal with it.
87. I'm not sure if children were segregated for periods of time as part of their punishment.
88. I didn't particularly discipline children. The ones I had who were younger and they were more biddable so they did what they were told. You would shout at them or raise your voice.
89. No record or punishment book was kept to my knowledge. When I was teaching in a day school there was a record made and every teacher had a book. I used to make a

note if I had belted somebody and the reason why and how many strokes. That was directly before I went to work at Lendrick Muir. There was no formalised form of punishment at Lendrick Muir. It was seen as you should not resort to physical punishment if it can be avoided. It may have been explained to me by the headteacher that corporal punishment was not the norm at Lendrick Muir, I don't know. When I taught in day school I had my own tawse. I can't recall how I was told, but I just knew it wasn't allowed at Lendrick Muir and that was it and I was aware of it from the start.

90. I remember belting a child once in day school who was kind of 'special ed' and she got on my wick and she was cheeky and rude. When you had a class, the class listened and I gave her one of the belt. Her father was a teacher in the school. That was the only time I ever belted a child whom I would have said had special needs. She'd been told several times to be quiet and get on with her work. She was quite disruptive which was a rare thing in a day school.

Restraint

91. I remember going in the dining room for some reason and I saw one of the teachers was on the floor tussling with a pupil. Whether something had been said or if there had been an argument, I don't know. There were confrontations. I remember on one occasion, Claire Walker, who was a teacher there, and is now dead, was on the floor with a boy called [REDACTED] and she was sitting on him. I think I asked her what was wrong and she said she was just restraining him. Whether that was a strategy of hers, I don't know. He was an awkward child as well. These kids were big as well and they would attack you as quick as look at you if they got away with it. He was maybe taken to a classroom somewhere and told to sit there to compose himself.
92. That was the only time I saw restraint being used in the school. I can't remember any other children being restrained. I don't know whether the teacher was having a tussle on the floor with a boy or whether she was trying to restrain him when I walked into the dining hall. I don't think she would have tried to hit him.

93. I suppose Kenny Speirs restrained the boy who attacked me after he got him off me. I can't recall anybody being restrained, but maybe it happened. I didn't see it happen. I didn't restrain anybody.
94. Children may have been removed from other children or placed in another room alone to calm them down. I don't remember it and I didn't see it. Claire Walker might have done that with [REDACTED] to let him cool off. I believe the school had a 'cooling off' and padded room at some time, but not in my time. If pupils misbehaved or took what they called a 'flaky' they were removed to the cooling off room. I never saw it, but I believe it happened. I was told about it. I can't remember who mentioned it to me.
95. I never saw medication administered as a means to restrain or calm down or sedate a child to my knowledge.
96. There weren't policies or practices relating to restraint at Lendrick Muir. I never saw excessive restraint used there.

Concerns about the institution

97. As far as I know the school was not the subject of concern within the school itself or any external body or agency because of the way in which children were treated.

Reporting of complaints/concerns

98. If any child or any person on their behalf wished to make a complaint or report a concern they could complain to any other teacher or to the head teacher. I wasn't aware of any major complaints being made, but the children always seemed to be complaining about something. I didn't receive any complaints of abuse. I have no idea if complaints would be recorded.

Trusted adult/confidante

99. You would think a child would complain to a teacher or to somebody that they felt close to. The children didn't have key workers at the school. There was a social worker at

the school. No child raised any concerns with me about any other person in the school that I can think of.

Definition of Abuse

100. The school didn't have a definition of abuse in my time at the school that applied to the treatment of children. You were just expected to know what abuse was and what wasn't. A lot of children were abusive in their own way. It was just dealt with and that was it. Children never complained to me about staff being abusive towards them. There were no specific complaints of abuse made to me by a child.
101. Looking back, I would have thought that abuse of any kind would have come to light at or around the time it was occurring. News travels fast and gossip travels fast, but what do you believe and what do you not believe. Some people say there's no smoke without fire and others say anything could be said to incriminate anybody and there's no truth to it. I never heard any rumours of abuse at the time I worked at the school. If it had happened I would have hoped it would have come to light. I wasn't aware of any abuse happening in my time at Lendrick Muir. I hope abuse wouldn't have happened and gone undetected in my time, but you never know.

Child protection arrangements

102. I wasn't aware of any guidance or instruction given to staff on how children in their care should be treated, cared for and protected against abuse, ill-treatment or inappropriate behaviour towards them. Teachers just dealt with things as they arose. Apart from the two instances I've described earlier when I was thumped or punched and I spoke to the school social worker, I've not dealt with anything that I felt needed to go further up the ladder of command.
103. Apart from those times, I've not been told nor dealt with anything that I felt the necessity to go higher than I was. Apart from the boy stealing the car and the other

ones absconding and presenting the farmer with his own shotgun and threatening him. I never dealt with them, I just heard about it. There was no guidance or instruction given to me or during my time there on how children should be treated.

104. No guidance or instruction was given on how to handle and respond to reports of abuse or ill-treatment of children at Lendrick Muir. Staff and other adults just dealt with these matters as they occurred and then reported it to the headteacher I would have thought. In that respect staff would have had a degree of autonomy and discretion in how to deal with matters as they saw fit.
105. I wasn't aware of any child protection arrangements in place to reduce the likelihood of abuse, ill-treatment or inappropriate conduct by staff or other adults towards children.

External monitoring

106. I remember one inspection over the time period I worked at Lendrick Muir. I don't know his name, but it was a man who came from the Scottish Education Department and he sat in one of my classes and I can't even remember what we did. He sat in and made his report then that was it and I never saw him again. He didn't speak to the children. I can't remember if he spoke to me. He probably introduced himself and that's about it. He didn't conduct a lesson. I didn't get any feedback from the inspection or from the headmaster, although later I asked him, but to no avail.

Record-keeping

107. I can't remember any general record-keeping at Lendrick Muir. I don't remember keeping any written records in my class as I remembered things in my head at the time. When the parents came for Parents' Day once a year they were only interested in how their child was and were they behaving themselves. I can't remember writing any report cards so I don't remember recording anything to use on report cards for the children in Lendrick Muir at all.

108. I don't know about any historical record keeping from before I was there. I remember Norman Bissett used to keep his own records of things but he didn't teach, he was in control of the junior corridor. Where I'm concerned I didn't keep nor was I asked to supply records of any child that was in my class. When I was on duty at weekends or at night, I can't remember there having been an incident that I had to record on paper. Normal practice was to inform the headteacher and let him deal with it. When I was there I recall [REDACTED] broke into my garage where I kept my car.

Allegations of abuse

109. I have never been the subject of an allegation of abuse or ill-treatment of a child who resided at Lendrick Muir while I was there.

Investigations into abuse – personal involvement

110. I was never involved in any investigation on behalf of the school into allegations of abuse or ill-treatment of a child at Lendrick Muir.

Reports of abuse and civil claims

111. I was never involved in the handling of reports to the school by former residents, concerning historical abuse. I was never involved in the handling of civil claims made against the school by former residents concerning historical abuse.

Police investigations/ criminal proceedings

112. I was not aware of police investigations into alleged abuse at the school. Around one year ago the police knocked at my door because of an allegation made to them by a former pupil against me. That came out of the blue for me after all these years and

suddenly I was confronted by it and asked various questions about it which I answered. As far as I knew that was the end of it. I can't remember exactly what the allegation was but it was something to do with ^{KIS} [REDACTED] who had been at Lendrick Muir.

113. I don't know if he was just after money or after a claim. He alleged that during a class he didn't have a page in his book and I kicked him and threw a bunch of keys at him. I said if I'd thrown keys it would have been to alert his attention and that was it. The police came to my house and then took me to the police station in Dundee and then took me back home again.
114. I have never given a statement to the police or the Crown concerning alleged abuse of children cared for at Lendrick Muir.
115. I have never given evidence at a trial concerning alleged abuse of children at the Lendrick Muir.

Convicted abusers

116. I don't know of anyone who worked at Lendrick Muir being convicted of the abuse of a child or children at the school.

Other Staff

Mr ^{KDF} [REDACTED]

117. I have never heard of a maths teacher called Mr ^{KDF} [REDACTED] at Lendrick Muir.

Mr ^{KDG} [REDACTED]

118. That will be ^{KDG} [REDACTED] he's dead now. I think he was at Lendrick Muir when I was there. I think he taught maths, but I'm not sure. He was also master of the girls' house.

He was still there when I left, but then he very quickly took unwell. I went to visit him once and he was 'away with the fairies' and his wife told me not to expect KDG to be compos mentis. He had either Alzheimer's or something like that. I don't know his age at all. He must have been about sixty when I worked at Lendrick Muir with him.

119. At school he was quite strict and he didn't stand any nonsense. I didn't see him interact with the children, but he was there. I may well have seen him with children or interacting with them, but I can't recall anything specific. I can't recall ever seeing him disciplining children. I remember as a person and as a teacher he was quite firm. I didn't see him teach at any specific time. I remember the girls weren't too keen on him. They used to call him KDG. He was small and rotund. They were disrespectful towards other people as well. I didn't see him teaching, but I heard what he was like. I never saw him abusing children. I never heard of him abusing children.

Mr Campbell

120. I remember a PE teacher called Joe Campbell. He was at Lendrick Muir when I was there. I think he was there when I started and was still there when I left. He was in his forties or fifties when I worked with him. I remember he played the drums because I had a group that played for assembly and jamming. He played the drums in the group.
121. He was married to the head of a French department in a school in Fife. His wife died. He was just there and that's all I remember about him. I had nothing to do with sport so I wasn't involved with him at all. I only knew him so-so. I played the piano in our jamming group. I knew him more through the group than in teaching children.
122. I saw him with groups of children doing sport or going for team sports. He seemed to be alright with the children. He was quite a disciplinarian himself. He was one of the gym-teacher types that you didn't mess with. I think he was quite assertive. I never saw him abusing children. I never heard of him abusing children. On one occasion when I started courting one of the housemothers at Lendrick Muir, he was reputed to have said to her if he, that meant me, gives you any trouble, just tell us and we'll sort him out. I thought what a cheek that was. I didn't confront him about that.

KIT

123. He was a French teacher and he was quite strict. I knew him as KIT but the kids used to call him KIT because of [REDACTED] of the lorries. He used to give the odd public lecture about where he had been and he was a bit of a traveller and had taken photographs and slides of what he'd seen. He was at the school for all of the time I was there. He seemed to lack a personality and was more like an automaton than a teacher. He was alright with me.
124. He was maybe in his forties when I knew him. He never stood any nonsense and he was quite well disciplined. Everything had to be done properly and put in its place. He was a St Andrew's University graduate. He was quite methodical and meticulous about things. I heard a story from someone else that he took a party away and they were shoplifting and when he discovered that was the case he made them take the stuff back to the shop rather than say 'C'est la Vie'. That was what I heard but I can't vouch for it being true.
125. I saw him interacting with children and he was alright. He was quite methodical and matter of fact and firm in his principles. I didn't see him disciplining children. I remember once there was a fight arranged between KIT and a senior pupil, [REDACTED] who wanted to take him on at boxing. It was abandoned eventually and the senior boy had thought better of it, because KIT was quite strong and he was a hill walker. The boxing match was the talk of the place at the time. I never saw KIT abusing children. I never heard of him abusing children. He was firm, but I wouldn't say that was abuse.

KVV

126. He was SNR and he was there over the whole period I was at the school. He was in his fifties at that time. I don't remember a great deal about him. He was seen but wasn't actively involved in anything at all. He was involved in making decisions beyond my knowledge. Many of the staff thought he was great.

127. He had his inadequacies as well. I remember once when I went for an interview for another job and he said 'Well, you'd better go and have your interview and see if they like the cut of your jib'. It was an interview for a job in a day school and I didn't get it.
128. I saw KVV interact with the children when he sometimes took morning assembly. I didn't see him teach as he was SNR I think he took a French class. I sometimes took assembly. After we'd sung a hymn I had to make a speech which I'd learned from a book because I wasn't au fait with that kind of thing. I chose a certain topic usually of a moral or religious angle. I never saw KVV disciplining children. I never saw him abusing children. I never heard of him abusing children.

KMN

129. I remember him. He was a member of staff and he eventually became SNR the school while I was there. I think he taught science. I didn't know him well. He wasn't somebody you could sit and have a joke with or a chat. He just did what he had to do and that was it. He became SNR when left. That was maybe after I'd been at the school for a year. He was aged between forty and fifty when I knew him. I never witnessed him teaching science. I didn't see him interacting with the children. I didn't see him disciplining children or abusing any children. I never heard of him abusing any children.

Allegations that have been made to the Inquiry about me

KIS

130. KIS has given a statement to the Inquiry. At paragraphs 68 and 69 of his statement, he has said,

"One of the teachers that I had a problem with was MKF He was the junior form teacher. He taught reading and comprehension. He was fine when things were going okay".

"There were about twelve pupils in his class. We sat in two's at each table. On one occasion I was asked to read a passage from a book. I couldn't as the page had been ripped out. When I didn't start reading Mr MKF threw a bunch of keys at me but they missed. He then came over and was screaming in my ears. I couldn't say anything. This lasted about three or four minutes. The same thing happened to me on two or three other occasions".

131. I don't think that was true. My memory of him is pretty scant. If I'd thrown a bunch of keys at him it would be to attract his attention because he wasn't paying attention. I think formerly he had said I'd kicked him, although it's not said in these paragraphs. I maybe shouted at him and told him to pay attention but I didn't scream in his ear or anything like that. I didn't ever sanction or punish him. I didn't ever abuse him.
132. The passage of time has not affected my recollection of what is alleged. I'd not thought anything about it until the police arrived at my house and it was mentioned out of the blue and I had no recollection of him at all or anything happening with him either. If you read about other places, they're looking for compensation or money and that has been the case at times. I don't know if he's just taken a dislike to me. After all these years to suddenly come up with this seems a bit strange to me or he has been in cahoots with others and trying his luck.
133. If a child was treated in the way described it wasn't really abuse. It was just teaching. It was the way things were taught in those days and it wasn't regarded as abuse. They were a very difficult lot although he wasn't, I don't think. The others in the class were and it was no joy to teach them, I can assure you. I certainly didn't scream in his ear. It happened often in schools that if pupils were not paying attention the teacher would throw chalk or throw a duster or throw keys or something just to get their attention. It's not really abuse. If I did throw keys at him it wouldn't be aimed at him, it would be to

make him pay attention. You could aim to anywhere at the side of the pupil, at the desk or at something like that.

134. KIS [REDACTED] went on to say at paragraph 70 of his statement,

"I also saw [REDACTED] being slapped on the head by Mr MKF [REDACTED]. This was because [REDACTED] laughed when the teacher mentioned about tossing the caber. [REDACTED] wore glasses and Mr MKF [REDACTED] took these off before he slapped him".

135. I can't remember anything about that at all. Maybe the passage of time has affected my recollection of events. Odd teachers would slap a pupil, but not to deliberately damage them or anything. It was more as a parent would do, just to say they didn't approve of what you've done. Anything like that would not have been meant on my part to hurt anybody.

136. He goes on to say at paragraph 71 of his statement,

"When Mr MKF [REDACTED] was on 'lates' he would pace up and down the junior corridor. He would check the boys to see if they were wearing underwear beneath their pyjama bottoms. He shouted me over more than once and told me to take my underwear off. I would go away and do this. When I came back MKF [REDACTED] would have a look and check then say, "That's fine".

137. That's not true. I can't recall that at all. It's just a fabrication. The passage of time has not affected what has been alleged. I know I never did that. I don't know why these things have been said. These kinds of children have got all sorts of ideas and think things have happened that haven't happened. This boy maybe just didn't like me and that was it. If it had happened as described it might not have been abuse.

138. This kind of thing happened to me when I was in school in my third year. The gym teacher used to check to see that you had your underpants removed. There was a reason why he did that, I would think he didn't want boys to do PE with their underwear

on in case you soiled them or got sweaty. In the paragraph of this statement, I wouldn't be aware if they would wear anything under their pyjama bottoms.

139. If a child was treated in the way described I wouldn't really accept that was abuse because of what happened to me when I was at school. I didn't do what was described in the paragraph above. Having a look at what the child is wearing and examining them could be different things. If you're examining whether they've got pants on or not is a different story. You can check if someone is wearing underwear just by opening their trousers or pyjama tops. You can see and you don't need to check further down.

140. He goes on to say at paragraphs 72 and 73 of his statement,

MKF used to take all the boys to his room after class to listen to music. I noticed that he was making wine in his room. He never offered any to me".

MKF had one of the boys, MWK in his pocket. He was always with him. MKF used to let MWK sit in the front of the minibus on trips. I didn't see anything happen with him and MWK but the talk was rife with the other boys that something was going on. What this was I don't know".

141. My room was always open to anybody who wanted to come in who was interested in music or watching television. I can't recall making wine. Where would I get the tools to make it with? But it was my room and I had freedom to do what I liked in my room up to a point. If they were there, either invited or whatever, nothing happened that shouldn't have happened. There was nothing going on between me and MWK

142. He goes on to say at paragraphs 74 and 75 of his statement,

"Around 1980, when I was in form 1, we went on an outing to Dunfermline. MKF was in charge of the trip. I tried to stay away from the trouble makers. Some of them, including had found some small petrol capsules. They set fire to a waste paper bin in the street. A shop keeper saw this and shouted at them. "

told the man to 'f off'. MKF turned up and the shopkeeper informed him what had happened and pointed out [REDACTED] as the worst offender".

"Even though I hadn't been involved in this MKF still made me do the same punishments as the rest when we got back to the school. I saw this as another occasion when I was picked on for something I hadn't done despite my protestations".

143. 'When you fly with the crows, you're shot with the crows'. I think he's got a bee in his bonnet about this and about other things that weren't as bad as he made out. It was just a means of him having a go at me or trying to pick a fault. I can't remember a trip to Dunfermline or anybody setting fire to a bin and then everybody being punished. Maybe he just didn't like me at all. Maybe he's after money. He had no reason to say all these things about me. I didn't do anything untoward, I don't think.
144. He makes himself out to be a goody-two-shoes and he was too timid to be involved in anything and he was this, that and the other. In a school like that you've got to try to fit in and be the same as anybody else. They've all got issues. I don't think he can bring his personal issues as far as that. When I was his teacher I was never told about any personal issues and I was never told he was a timid so-and-so. I would have just been told he would be in my class and that would be it.

MWK

145. MWK has given a statement to the Inquiry. At paragraph 27 of his statement, he has said,

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

146. MWK goes on to say in his statement at paragraphs 60 to 80,

"In my first year at Lendrick Muir, I settled in quite quickly and made a lot of friends. I got on with people and I think I was always able to use verbal skills to stay out of bullying and trouble. I was able to talk my way out of situations and just generally get on with everybody on a low-key level. That situation changed when I returned after the holidays in 1978. I think it might have been after the summer holidays, but I don't know. A member of staff had died over the holidays. She had been replaced by MKF [REDACTED] [REDACTED] Things were never quite the same after that".

"MKF [REDACTED] was a very odd character, both physically and more so as a person. Everybody acknowledged that. Even as a child, I could see that he had a major chip on his shoulder. He started to take an interest in me. He started to tell me things that nobody had ever told me before. He told me that he could see that I was a decent kid. He told me that he could see that I was different from the other boys, that I was better than the other boys, that I had potential. This was all drip-fed to me over the weeks and months, that I was special in some way. It sounds ridiculous now, but this is what happened".

"As time went on, the pressure from him built up. He started to tell me what to wear and how to get my hair cut and how to behave. He told me that I should avoid the other kids in the school and that I shouldn't spend time with them. He said that if I did, they would "bring me down to their standards". He was giving me all this rubbish about how wonderful I was and telling me at the same time that I needed to cut myself off from the other kids".

"His message to me was that I should spend time with him and not with the other kids. That became self-perpetuating quite quickly. As I stopped socialising and hanging about with the other kids, I started to get bullied so then I didn't want to spend time with them and so on. MKF [REDACTED] was there all the time, telling me that he was the only friend that I had in school and that there was something unique about me that made him want to be friends with me. There was never anything of a sexual nature at this point. It was just this process of isolating me within a very inward-looking community. It got to the stage where, if he saw me laughing with any of the other kids, he would have a go at me for demeaning myself".

"He was really quite manipulative and clever. Looking back now, I can see it for what it was but that's with the benefit of hindsight. He would tell me what other members of staff were saying about me. The gist of it was that the other staff didn't like me and that I was awkward and difficult. They thought I was trouble and troubled and not worth a jot. It made me feel very isolated and very paranoid. He would tell me that he could see that they were all wrong".

"It was all hidden in plain sight. The staff knew what was going on. He lived in a room on the same floor as my dormitory. He allowed me to use his room at night, just to sit. I spent a lot of time there, thinking he was the only person that had any time for me. This went on for a period of time. Time seems to move differently when you're older. A month seemed like forever then, so I'm not sure of the timescales. He said he wanted to go to France and he had nobody to go with and asked if I wanted me to go with him. The headmaster okayed it, although it was just me and the teacher. It happened over a summer holiday. I think we were away for three or four days. I think we went by bus and ferry. He paid for the holiday".

"When we arrived at the hotel in France, lo and behold there had been a mix-up and there was only a double bed. I was expected to share the bed with him but I didn't. I told him I'd just sleep on the floor. He was really annoyed with me because I slept on the floor. He went on about it, saying things like, "Do you find me so repulsive that you won't sleep in the bed?" Looking back, I ask myself why the headmaster allowed that to happen? Why would you allow a teacher to take a child away on holiday?"

"After the trip to France, he asked me to come away with him for a weekend. It wasn't unusual for staff to take kids out for the weekend on camping trips or whatever. Some staff also had "at home" evenings, where they'd invite kids up to their houses to watch telly or play games. This was really unusual, that it was just him and me going away together".

"He took me to a bed and breakfast place in Blantyre. It seemed to be a place that he used quite a lot. I don't think we had to share a bed. That's when he touched me for

the first time. Before that, he had been giving me small gifts and things. When we were in Blantyre, he said that he was going to buy me a new pair of trousers and he needed to measure me. I thought that was okay. He measured my waist, which felt slightly uncomfortable. Then he measured my inside leg. That felt really uncomfortable because he touched me in an inappropriate way. I just thought it was accidental. I couldn't believe it was meant as a sexual gesture, so I ignored it".

"Later that day, he was talking to me about the same old nonsense as always, that nobody at the school liked me and that he was the only one that did. I got a bit upset and then he hugged me. That was when I knew he wanted to touch me in a sexual way. He undid my trousers and undid his own. He masturbated us. That was the first time and I was disgusted, but at the same time, as he pointed out, my physiological reaction suggested otherwise. The body was doing one thing, being stimulated, but the mind is doing another".

"The morning after, he took me for a run in the car. We were still away for the weekend, so it might have been Saturday morning. He drove for miles and miles. I was in the car with him. I couldn't get away, I couldn't go anywhere. I told him that what had happened the night before was wrong, I didn't want it and it mustn't happen again. The whole of the journey, which was hours and hours, was about him telling me why it was right, why I wanted it and why it was natural".

"I remember him telling me that he was an educated man, he'd been to university, he'd studied psychology and he knew that when you get friendly with somebody, it's natural to feel sexual attraction towards them. I was a young person and he was person with God-like status, a teacher who had been to university, who knew what he was talking about. He was telling me that he was the only person in the world who thought I was any good and what had happened was a natural consequence of him feeling friendly towards me. I maintained that I didn't want it to happen again, but he kept saying it was natural. I asked him what would happen if the police found out. He said something like, "What if they do? Who are they going to believe? You, a disturbed kid from a rough background, or me?" I thought, "Yeah, you're right. Who are they going to believe?" That was how it all started".

"From then on, it just became routine. I'm unclear about the order in which things happened, but he started to buy me alcohol. He started with a bottle of wine. The first time he gave me a bottle of wine and I drank it I felt as if all my life problems had been sorted out. Then he would do what he wanted to do to me. I became very quickly addicted to the alcohol. I felt that I needed it every day. He was happy to give me alcohol every day and in return he was getting his payback".

"I would spend the evening in his room, drinking. I would give his room number when we had to tell the staff where we were for the evening. I wouldn't go to bed at lights out, I'd go to bed at ten, eleven, twelve o'clock or whatever. I wasn't in my bed. I was obviously not there, so every staff member knew where I was. They didn't know what was happening when the door was closed, but there's no way they couldn't have known that I was drinking. It just didn't seem to be an issue".

"My recollection is that I was drinking every day. I find that difficult to believe, thinking back. I can't think how I could possibly have done it. At the start, he was giving me a bottle of wine a day. Then, he gave me two bottles of wine or a bottle of wine and a bottle of sherry. I was drinking quite heavily for a young person, quite heavily for anyone. I was drunk every night. I was often caught, drunk, including by the headmaster. Nobody ever intervened to ask what was going on".

"The situation I was in was that I was hooked on alcohol and the only way to get it was through him. There was also the kind of Stockholm Syndrome thing. I didn't have a dislike for the guy, I still don't. I think I felt a kind of pity for him, even then. My need for alcohol was such that the payback seemed fine. The alcohol was helping me to cope with the mental health problems and the bullying that was going on. The bullying was quite intimidating and quite threatening. The other boys could see what was going on. They were calling me the teacher's bum boy and less polite things".

"He kind of cut me off from my family as well. During the holidays, I was still drinking. I was dependent on alcohol by then. The teacher would give me money for it. I would still see him during the holidays. He worked during the holidays and he liked me to go

with him. He worked on a fruit farm, supervising the fruit pickers, over the holidays. One Christmas holiday, he told me to go home for Christmas day and then he'd come and get me on boxing day. When I was there, I decided that I wasn't going so I phoned him to tell him that I was just going to stay at home. He wasn't pleased about that".

"He was very clever about it because he would take me to visit my parents. He was friendly towards them and chatty with them. He got to know them as well. I can see now what that was, but I didn't see it at the time".

"It wasn't like a violent assault in the dark where he grabbed me and forced me into something. It was insidious. It was grooming. It was about getting me away from the other kids. It was mainly masturbation and oral sex. He asked me to penetrate him, but I didn't. It went on for about three years, until I left the school. He's still alive. He's no longer teaching, but he was a risk to other children. It's my shame that I've never named him. If he was still of an age to be teaching, I would name him".

"He told me afterwards that he had had other "friends" before me. He told me that nobody had ever understood him and he'd had to leave other schools. He seemed to go round a lot of different schools. He had left mainstream schools because of "friendships" that he'd had. I think he left before he was investigated or was forced to leave. I think Lendrick Muir was his first residential school".

"Before I left, he was beginning to get very friendly with another, younger boy. I'm wary of treading on other people's lives, but his name was [REDACTED] and he came from [REDACTED]. He was about two years younger than me. I think I got too old for him quite quickly and probably too much trouble with the drink. He orchestrated me leaving the school early, before taking my final exams. I think he just wanted me out of the way. He kept in touch with me for a few years afterwards. He moved to St. Ninian's School in Falkland. I'm aware that he had a "friendship" there. Whether it progressed beyond that, I don't know. I think he probably left for St. Ninian's quite soon after I left Lendrick Muir in 1981".

147. MWK [REDACTED] goes on to say in his statement at paragraph 83,

"I was seventeen and a half when I left Lendrick Muir. The supervision order was still in place and would have been in place until I was at least eighteen, which was in [REDACTED] 1981. The teacher who sexually abused me somehow persuaded me that I should leave and that school really wasn't the right place for me. I went to the Children's Panel and gave them a long story, that he'd helped me to concoct. I told them that I was enjoying my time at school and that I was hoping to leave in the summer holidays. I told them that I just had a few months to go until the exams and everything was working out really well".

148. My first response is, what a load of shite. There's a lot in that that isn't true and has been misconstrued by him. I met him first at Lendrick Muir before I went home for one weekend. The housemother brought him to my room for some reason and he was crying and I thought nothing about it. But when I came back I asked him what it was about. He was special in many ways and he had potential. He had the 'gift of the gab' and he could certainly talk his way into and out of anything.

149. He told me confidentially that he was gay and I told him it didn't matter if you're gay, there's a lot of people in the world who are gay and I wouldn't hold it against him because I understood what was going through his mind. I was not judgmental. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] I never once made him feel inferior because I would have said the opposite. I recognised that he had potential and that he was well-liked. That was a lot of rubbish to say that I told him not to mix with the rest of the pupils. He had every opportunity to do so and did so.

150. I had arranged to go to France during the summer holidays and because he was interested in French he said that would be good and he would like to come with me. I thought it would expand his cultural horizons. I said he would have to get permission from the Headteacher and from his own social worker and his parents and the school social worker, so he did. He got permission from his social worker, he was called Mr

McCracken and obviously from the Headmaster. The idea was for him to become socially and culturally more aware because that was what we were aiming to do.

151. This business about lying on the floor was quite correct because we had a big double bed and he was lying on the floor and I said to him 'Why are you lying on the floor?' because it wasn't common for people to sleep on the floor. I eventually found out why, he did come to the bed and lie in it, and I said you can sleep there if you like, it's not a problem, so he slept there. I realised afterwards and he told me afterwards that he didn't want to sleep with anybody because he had some kind of involuntary movement that simulated sex. Not with me, but his body movement indicated that he was moving in a sexual way. I just ignored that, I just left it and that was that.
152. In hindsight it probably wasn't wise to have taken him to France by myself, but at the time I thought I was just trying to help him and give him the right advice. At the time I thought nothing about it as he seemed keen on French and wanted to learn about French culture and I thought why not. If he wanted to come then he should. There was nothing untoward. Probably it was maybe a bit naïve to do it, but I never thought it at the time. I thought he was sound and he was truthful and he was honest and he valued the things I did for him.
153. He accused a member of staff of grabbing him by his hair. He had long hair like a woman's style and I said to him 'why don't you get your hair cut in a style that a man would have if people are grabbing you by the hair'. So, he did get his hair cut and he looked more like a man. That's what I advised him to do. I didn't tell him to do it.
154. The trip to Blantyre never happened. I've never been to Blantyre ever. I don't know why he mentioned Blantyre as there was nothing ever in Blantyre.
155. As to drinking the wine in my room in Lendrick Muir, I discovered that he had been stealing sherry that I had in a cask in my wardrobe and he had been helping himself when I wasn't there. He wasn't drunk, but he had obviously been tippling away at it. The mention of drinking wine is a fabrication. He had access to my room because I allowed him to. It was locked but he had a key to get in if he wanted to get in so he

could sit and watch television or read a book. He was the one who wasn't interested in mixing with other people latterly. I told him he could use my room if he liked to. But when I wasn't there he was tipping away at sherry in my cask. That was happening later on in my time at the school.

156. Then he told me about being addicted to drink and he said he was going to Alcoholics Anonymous which he had every right to do. It's nonsense that I told him to leave Lendrick Muir. I suggested to him that he stayed to complete his education and get his Highers. He would have been aged about seventeen at the time.

157. I had a closer bond or relationship with this boy during all of his time at Lendrick Muir. He related to me. He liked music and he did a music exam and he participated in musical activities. We went to the theatre and I arranged tickets every so often for the theatre and we went to Kirkcaldy and we went to Stirling to the MacRoberts Centre and we went to Perth. Other people went as well, but he enjoyed that sort of thing.

158. I never sanctioned or punished MWK. I never abused him. My response to the allegations is that they were a lot of rubbish. The facts have been twisted and contorted. I think the passage of time has affected his recollection of events and not mine. I can't explain why he has said the things he has. [REDACTED]

159. If a child was treated in the way described and it was true then I would say that was abuse. He seems completely unhinged to say things like that.

160. I was never bad to him at all and I was very good to him and helped him with many things. At Christmas time he told me that his parents didn't have any money and there was no food. So, I bought food to give his parents and to him for Christmas. You take people at face value. It's the kind of thing we were encouraged to do at school. I also

felt sorry for him because he seemed to be a good kid. I wouldn't get money back from the school for the money I spent buying the food for the family. It was my decision to spend the money. I was helping people and I was always taught to try to help people if I could.

161. Maybe in retrospect it was a bit naïve. I wish that I had never met him or tried that strategy with children. Not many of them were interested in me or what I had to offer, but he was. He was frequently beside me and he followed me around and naturally other people would talk and assume that there was something going on when there was nothing going on. Wherever you went that's what they would think that you were teacher's pet. Maybe that's what he was, up to a point.
162. It's a well-constructed and creative resume of events, but it's not true. It was nothing as bad as what he paints in his statement. Anything that was done was done with the best of intentions and for his benefit. He wasn't ill-advised about anything or advised to stay away from the children. That was his desire. He wasn't stupid.
163. MWK goes on to say in his statement at paragraphs 101 to 103,

"The teacher who sexually abused me phoned me after my dad died in [REDACTED] He'd seen the death notice in the [REDACTED] newspaper. He wondered if it was my dad so he phoned my mother, who was still in the phone book. He chatted to her for ages and then he phoned me to say he was sorry to hear about my dad. I wondered why he was phoning me, after all that time. He said that I'd done so well since I left. He said that I'd turned round and stuck two fingers up at them all, after everything they'd said about me. I thought to myself that after all this time, he was still trying to tell me that everybody was against me. I could see it now and I could see what he was doing for what it was."

"I told him that I didn't think it was like that at all and that I didn't stick two fingers up at all the people who were against me. I told him that I had mixed feelings about what happened there and everything that went on. I said that I'd been to counselling to try to get some support for what went on. He told that I shouldn't listen to the counsellors,

they just talk a lot of nonsense and would put daft ideas in my head. He said I should just forget everything they'd said and get on with my life. The conversation ended quite sharply."

"He phoned me back the next day. He said something like, "After what you were saying yesterday, when I went off the phone, I just thought, I wonder if you were needing a loan of any money?" I asked what on earth made him think I needed a loan of money? I was working, I had my own house, I was settled. He said it was just what I had been saying, about my time at Lendrick Muir. He was basically trying to buy me off, all these year afterwards. I didn't have any contact with him after that. I made it clear that I didn't need any money and I didn't want to speak to him again."

164. I did phone him when I saw the death in the papers. I phoned to commiserate with him. That was all I could do was show sympathy. I can't recall phoning his mother. I was interested in knowing he was ok and he didn't need anything. I knew who he was living with and I phoned Directory Enquiries to get his number. I called him once. I can't recall discussing money with him. The rest is not true. I didn't have any money to give him. I felt he was not showing emotion after losing his father.
165. MWK [REDACTED] has given a further supplementary statement to the Inquiry that I have been asked to comment on.
166. MWK [REDACTED] has mentioned in his statement the arrangements for mealtimes in the school. What he described is not different to the arrangements for dishing out food in my own high school as a child. This method is not unusual.
167. He mentions there was no discipline in the classroom at Lendrick Muir and I disagree. I know I was strict to the point that somebody complained. I had had high standards to maintain and maybe that was wrong going into a special school. He mentions one way of disciplining pupils was throwing objects at pupils. I think that they have both been on the internet looking for similarities and I think they may have colluded on certain things, given the similarities in what they are saying.

168. MWK has told the Inquiry that his hair was pulled in the classroom by another teacher. I advised MWK to cut his hair so it couldn't be easily pulled by someone else and he did this. His hair was shoulder length at the time. I think the teacher that did this was KMN MWK told me that the teacher had done this and I advised him to get his hair cut at the time. I think KMN was a reasonable teacher and would not have behaved in this way unless he was really provoked by MWK in the classroom.
169. In a French lesson a mature student observed, and then told me afterwards, that MWK was smelling of body odour and possibly wasn't looking after himself properly so I spoke to him.
170. MWK spent a lot of time in my room at the school. He was in there until 10 pm on some days. I thought he should try to spend more time with other pupils and be more sociable with them.
171. I don't think we were ever in Blantyre.
172. There was sherry in my room at the school. It wasn't wine. He was tipping away at the sherry in my room. I didn't ever buy him wine.
173. As a teacher I encouraged him to improve his education and improve himself. He was clever, but he was manipulative. I wasn't keen that he left school and I wanted him to continue his education.
174. In reference to his comment about paragraph 93 of his initial statement. His peers maybe felt that way because he spent a lot of time with me. They could see that and they would make up stories about him. It was all hearsay and make believe.
175. He was never cruelly treated or neglected. On one occasion he was rude to me and it showed me how far he could go. He was very clever and manipulative.

176. I can't ever remember saying to MWK that he was sticking two fingers up to other people. I can't recall that at all. To say it was a way of alienating him from other staff and pupils is not true. He was not coerced into anything. He had a mind of his own.

177. I never encouraged him to leave school mid-way through his final year. I told him to sit his final exams and see where he was then. [REDACTED]
[REDACTED]
[REDACTED].

178. [REDACTED]

179. I don't know about staff being aggressive or violent at Lendrick Muir. A lot of staff were not trained to deal with those circumstances. They got annoyed by some of the things these children said. The pupils were cheeky and rude and staff felt inclined to intervene and the only way they could do that was to lash out.

180. Maybe MWK was right that Lendrick Muir wasn't the right school for him. The reason he befriended me was for me to be a role model for him and the way that was done was misconstrued by him.

181. He has said I was isolating him from other people and his family and that wasn't the case. It was his choice. I encouraged him to communicate with his family.

182. This was not grooming at all. I felt he had certain needs. He said to me one year the family had no money and I foolishly gave him food to take home for Christmas. I was helping him, not grooming him.

183. The trip to France was because he was very keen to go and it was his own decision to go. He took French as a subject and it was an ideal chance for him to experience another culture. There was no ulterior motive. He wanted to go. He was strongminded and he would only do it if he wanted to. I didn't talk him into going at all. His parents were agreeable and the headteacher was agreeable, as was the social worker. I never bought him wine on the trip to France. We did sightseeing and that was it. I didn't buy him wine before that. he was stealing my sherry from my room at the school. When the sherry was finished I had a bottle of wine in case another staff member came to my room to socialise.
184. I cannot recall having a Polaroid camera and I never took any photographs of MWK
185. Nobody stopped him going home. I secured summertime employment for me to earn money and experience life. With the money he made I'm sure he bought a bicycle. I thing saying he wanted to go home is an excuse. I never stopped him going home. It was his decision not to go. I was in charge of the fruit picking. His sister and her boyfriend were both there and they were earning extra money. I was introduced to his sister.
186. He says in his statement that he was using his weekend breaks from school to be with me. That was his choice. He wasn't coerced into it at all. He told me that his father was physically abusive and his mother was an alcoholic so why would he want to be in his family home in that situation.
187. He accused me of being physically abusive to other pupils. It wasn't true. I had high standards of behaviour and that is what we did as teachers.
188. I never took him into pubs. I never go to pubs, so that's not true. I don't recall ever taking him to a casino. I didn't buy him any clothes. I think I once loaned him a jacket to look respectable when we went to the theatre.

189. He was never encouraged to distance himself from other pupils. He did that himself. He could see how other pupils were misbehaving and maybe he wanted to distance himself from that.
190. Towards the end of his supplementary statement, he mentions changing his views on certain things. As he was getting older he was changing his ideas about certain things.
191. His comments that nobody ever discussed mental health concerns at the school was because nobody was trained in that. He would need to approach somebody to ask to discuss these things. There were care staff who tended to other needs apart from educational. To say there was no child care staff is not true. I can remember one, Isabel Ramage and Marion Bissett was another. There was also a girl called Miss Brown who came in as child care staff. These people were there and to be approached as necessary by pupils and it's up to the pupils to approach them. I'm sure the care staff did what they could for pupils.
192. He was never groomed and it's rubbish. He decided these things for himself. If he is referring to me here, I never knowingly groomed him. My actions could have possibly been misconstrued by someone else as grooming. He was bright enough and forthright enough to make up his own mind about these things at the time.
193. He was spending a lot of time with me at school. To quote from poetry 'A favourite has no friends' and that is possibly the case.
194. The fact that other teachers said negative things about him was never an issue. Anything they said about him was for his own development. They were not being judgemental. He has done his best to degrade the school. It was never as bad there as he alleges.
195. To me this statement is looking for excuses and trying to justify the way things went. He keeps mentioning the word grooming. It is an exaggeration. He was never groomed. He was never forced nor persuaded to do things he didn't want to do.

196. He had the privilege in the school of using my own room to relax and watch television. He mentions drinking heavily. He was tipping away at my sherry and that could make his moods erratic. He was drinking when he left Lendrick Muir to the extent he was hospitalised.
197. **MWK** says his progress was never reviewed with me. I don't know. I don't know how other teachers dealt with things. There was a social worker at the school who presumably related to him and reviewed the situation.
198. How he can say things like that. [REDACTED]
[REDACTED]
[REDACTED] I don't know what happened.

Leaving Lendrick Muir

199. I left Lendrick Muir because I got a job elsewhere at St Ninian's in Fife. They wouldn't have employed me without a reference, but I don't know who gave the reference after all this time.

Helping the Inquiry

200. I think in **KIS**'s case he probably just didn't like me and he thought he'd get at me. I think his allegations are a bit far-fetched.
201. I wasn't aware of any abuse happening at Lendrick Muir. If people who were pupils have been affected by their experiences there so be it, but I wasn't aware of it. Sometimes people make a big deal about things that were not genuine at all.

Lessons to be Learned

202. I think the school could have been more carefully organised with staff being more closely monitored. It should be more structured. Things shouldn't have been so laissez-faire and staff should have been more accountable. Events should have been documented and records kept that were not in my time at the school. People were just left to their own devices.

Other information

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

Signed..

MKF


Dated..

28/5/25