

1 Tuesday, 15 July 2025

2 (10.00 am)

3 LADY SMITH: Good morning, and welcome back to our
4 evidential hearings in relation to the provision of
5 residential care for children with healthcare,
6 additional support needs and children with disability,
7 and this section that we're in at the moment, those of
8 you who were here last week, may remember we're
9 particularly looking at the provision of residential
10 care in schools for children with additional support or
11 special educational needs.

12 We turn this morning to oral evidence and the first
13 witness is a witness in person, I think, who's here; is
14 that right, Ms Innes?

15 MS INNES: That's correct, my Lady. The first witness has
16 the pseudonym 'Harry'. He worked as a teacher at
17 Starley Hall School for two separate periods, the first
18 being from 198█ to 198█, and then again from 198█ to
19 199█.

20 LADY SMITH: Thank you.

21 'Harry' (sworn)

22 LADY SMITH: 'Harry', thank you for coming along this
23 morning to help us with your evidence in person. As you
24 well know, I already have your written evidence and it's
25 been very helpful to me to be able to study that in

1 advance. I'm grateful to you for providing that
2 statement.

3 What we're going to do this morning, is focus on
4 some particular aspects that we'd like to ask you
5 a little bit more about, if that's all right with you.

6 A. Yeah.

7 LADY SMITH: If at any time you've got any questions, don't
8 hesitate to speak up. If you want a break, that's not
9 a problem, you just tell me and I can have a break at
10 any time, whether just letting you pause where you are
11 or leaving the room.

12 I say these things because I do understand that it's
13 very difficult being asked to take yourself back
14 decades, which is mostly what we need to do with you
15 today, to events that happened when you were younger and
16 events, the description of which and the questions in
17 relation to which, may be very stressful for you to deal
18 with. I understand that. So I'm very happy to help you
19 be as comfortable as you can in answering our questions.

20 I do have to also remind you, and you probably
21 already know this from your engagement with us so far,
22 that although this is a public inquiry and not
23 a courtroom, you have all the rights that you would have
24 if you were in court, so if any of the questions we ask
25 you would result in answers which would incriminate you,

1 you don't have to answer them. It's your choice. But
2 if you do answer them, I do, of course, expect you to do
3 so fully. Do you follow that?

4 A. Yes.

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

7 Ms Innes.

8 Questions by Ms Innes

9 MS INNES: Thank you, my Lady.

10 'Harry', if I can begin with your statement, please,
11 which is at WIT-1-000001617. It's in the folder and it
12 will come up on the screen in front of you as well. If
13 we can begin by looking at the final page of that
14 statement, please, page 32, and at paragraph 184 it says
15 there:

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

20 And I think you signed your statement on 10 June of
21 this year; is that correct?

22 A. That's correct.

23 Q. Now, if we go back to the start of your statement,
24 please, and you tell us that you were born in 1958; is
25 that right?

1 A. That's correct.

2 Q. And then, at paragraph 2 of your statement, you tell us
3 that after leaving school, you initially worked for the
4 DHSS for a few years?

5 A. That's correct.

6 Q. And you then applied for a primary school teaching
7 course, which -- in part of Moray House at the time?

8 A. That's right.

9 LADY SMITH: 'Harry', could I ask you just maybe to come
10 a little bit closer to the microphone.

11 A. Okay?

12 LADY SMITH: That's much better. Thank you.

13 MS INNES: And you tell us at paragraph 3 that this was
14 a three-year diploma in education and that was in
15 primary teaching?

16 A. That's right.

17 Q. And your first job after qualifying was at
18 Starley Hall School?

19 A. Yes.

20 Q. And you tell us that in total you worked at Starley Hall
21 for 13 years, first of all a three-year period, 198█ to
22 198█, just after you obtained your diploma and then
23 between 198█ and 199█; is that right?

24 A. Yes, that's right.

25 Q. Now, if we can move on, please, to page 2 of your

1 statement. At paragraph 7, you set out there your
2 understanding of what Starley Hall's purpose was. What
3 was your understanding of why children came to be at
4 Starley Hall School?

5 A. That they couldn't cope in mainstream school or the
6 mainstream school couldn't cope with their needs, and
7 they had social, emotional, behavioural problems.

8 Q. So they had social, emotional or behavioural problems?

9 A. Yes.

10 Q. And you say that whilst you were there, the number of
11 children that attended increased over the time. You say
12 there were ultimately about 40 children?

13 A. I think so, yeah.

14 Q. Is that only residential pupils or did that --

15 A. No, no, that was residential and day students as well.

16 Q. Roughly how many children came on a day basis only?

17 A. About half a dozen, I think.

18 Q. Okay. So it was mainly children who were there on
19 a residential basis?

20 A. Yes.

21 Q. And you say that there were boys and girls ranging in
22 age from 8 to 18?

23 A. Correct.

24 Q. Although you say that there were very few girls, maybe
25 only five or six?

1 A. That's right.

2 Q. And is that five or six at any given time that you were
3 there?

4 A. Yes, yeah.

5 Q. How did that gender imbalance affect the dynamic within
6 the school?

7 A. Erm, I'm not sure what you're asking. Erm, there was
8 separate -- obviously areas for accommodation for the
9 girls. They had the girls' flat which they would use of
10 an evening. Erm ...

11 Q. Okay.

12 LADY SMITH: Did it affect the feel of the school? Was
13 there a feeling that decisions on activities, what was
14 provided for the children, were more directed to boys'
15 requirements than girls' requirements?

16 A. Well, no, I think the girls could join in on anything
17 that was going.

18 LADY SMITH: So you thought the girls could join in anything
19 that was going --

20 A. Yeah, yeah.

21 LADY SMITH: What about the choice of what was going? Would
22 the choice be dominated by what boys would choose rather
23 than girls would choose?

24 A. No, I don't think so.

25 LADY SMITH: Thank you.

1 Ms Innes.

2 MS INNES: Thank you, my Lady.

3 What were your first impressions of

4 Starley Hall School?

5 A. I quite liked the smallness of the classes and the fact

6 that the youngsters were in uniform.

7 Q. Sorry, you'll need to move the microphone.

8 LADY SMITH: Just a moment.

9 A. I'll try and speak up a bit.

10 LADY SMITH: Can you try a little bit closer to the

11 microphone and I know you are generally quite soft

12 spoken, 'Harry', but if you can really try and speak up.

13 A. Yeah, I will do.

14 LADY SMITH: We do need to make a transcript of the

15 evidence.

16 A. Okay.

17 Yeah, I liked the smallness of the classes and the

18 fact that the youngsters were in uniform. Erm ...

19 MS INNES: Why did you like the fact that they were in

20 uniform?

21 A. Because it sort of, erm -- not alleviated, but it kind

22 of combatted any kind of bullying over clothes and

23 things like that and fashions and things like that.

24 Q. Okay, you can also move the microphone towards you as

25 well, 'Harry', just -- if that's a bit better.

1 A. Okay.

2 Q. You say at paragraph 9 that you also thought that the
3 relationships between the staff and the children were
4 quite good?

5 A. Yes, aye.

6 Q. And you describe the school as having a family feel?

7 A. That's right.

8 Q. What made you feel that about the school?

9 A. Oh, erm ...

10 (Pause)

11 LADY SMITH: 'Harry' was there something about the way
12 people behaved in the school that you thought made it
13 feel more like a family than a school?

14 A. Well, you had SNR [REDACTED], was I suppose a bit
15 like a father figure, erm, er, and you were told that
16 you were in loco parentis, so you were there to -- not
17 replace the parents, but to take that place when the
18 youngsters were ...

19 LADY SMITH: Was this your first experience of being in
20 a residential school?

21 A. Yes, yeah.

22 LADY SMITH: Maybe it was the requirements of a residential
23 school that you were noticing for the first time --

24 A. Possibly, yeah, yeah.

25 LADY SMITH: Thank you.

1 MS INNES: You described, I think, SNR or SNR
2 SNR as a father figure.
3 A. Mm-hmm.
4 Q. Who was that, that you --
5 A. That was FXE.
6 Q. Okay.
7 If we go on, please, to page 3, and paragraph 11,
8 you say that when you applied for the position, you
9 applied for a position of general subjects primary
10 teacher?
11 A. Correct.
12 Q. And you say that it was with an interest in music. Were
13 they specifically looking for somebody --
14 A. Yes, they wanted somebody who could teach music. But
15 I wasn't a music teacher. I was interested in music and
16 I was prepared to introduce as much as I could, but
17 I wasn't trained as a music teacher.
18 Q. You say that, at paragraph 11 -- that you understood,
19 when you applied for the job, that it would involve
20 working in the residential side in the evenings and
21 weekends?
22 A. That's correct.
23 Q. And if we look at paragraph 12, you say:
24 'I had not had any prior training for working with
25 children with social or emotional needs.'

1 A. That's correct.

2 Q. Had it not formed any part of the diploma that you'd
3 done?

4 A. No, it was just a general diploma I did.

5 Q. Okay, and during the course of your diploma, did you go
6 on placements?

7 A. No, you had teaching practices, but not a placement, no.

8 Q. So you had teaching practice --

9 A. Yes.

10 Q. -- maybe I'm getting the terminology wrong, so teaching
11 practice would be a period during your diploma when
12 you'd go into a school and work --

13 A. Correct.

14 Q. -- there? When you went on any of these teaching
15 practices, were any of those in special schools?

16 A. No, I didn't know there was such a thing as a special
17 school at the time. It wasn't until I applied for the
18 job.

19 Q. Okay, and you say that you had a particular interest in
20 children with disabilities?

21 A. Yes. I did quite a lot of work with youngsters with --
22 erm, Gogarburn Hospital on the outskirts of Edinburgh
23 and used to organise the play schemes during the summer
24 for them, erm, and I used to work with a disabled
25 basketball group at the Scouts.

1 LADY SMITH: Was it Gogarburn Hospital?

2 A. Gogarburn Hospital, yes.

3 LADY SMITH: Yes, which was a place for children where there

4 was special provision for children with disabilities?

5 A. Yes, yeah, yeah.

6 MS INNES: Was that children with learning disabilities or

7 children with physical disabilities?

8 A. With special needs, yeah.

9 Q. And is that -- that background and that experience that

10 you had, is that why you decided to apply to

11 Starley Hall?

12 A. No, no. The -- when -- I finished my primary diploma,

13 it was difficult to get a job and I seen this

14 advertisement and it simply said: 'Are you a special

15 teacher? Can you teach general subjects and with

16 an interest in teaching music as well?' And I got into

17 Starley Hall, that was the first time I'd ever been to

18 a special school.

19 Q. Okay, and did you feel like you had sufficient

20 qualification and experience for the role at the time?

21 A. With hindsight, no. But at the time, I thought I did a

22 pretty good job with what I had.

23 Q. Okay. And you then go on at paragraph 13 of your

24 statement to talk about the interview for the job and

25 I think you were interviewed by Mr FXE [REDACTED], who you

1 mentioned?

2 A. That's correct, yeah.

3 Q. And it looks like the interview process seemed to

4 include you taking some music classes with the children?

5 A. Yeah. He'd asked me to prepare a music lesson, erm, and

6 so I prepared -- I went to the music department at the

7 college and with their help, I organised a music lesson

8 involving a guitar and chimes. When I got to

9 Starley Hall, Mr FXE said, 'Oh, we've got someone

10 off sick today. Can you take another class after it?'

11 And I ended up taking three classes and he saw the same

12 lesson three times because I'd obviously only prepared

13 the one.

14 Q. So he was sitting in in each of these three classes --

15 A. Yes.

16 Q. -- watching you essentially, or --

17 A. Yes.

18 Q. Okay. Then you say at paragraph 14, when he called you

19 to say that you had got the job, you said that you

20 couldn't take it because you weren't a music specialist?

21 A. Correct, yeah.

22 Q. And what was his response to that?

23 A. That it was obvious to him, after watching me in the

24 three -- in the lessons, I wasn't a music specialist,

25 but I had enough enthusiasm and that was fine.

1 Q. And so you then took up a job as a general subjects
2 teacher?

3 A. Yeah, primary teacher.

4 Q. And you say at paragraph 15 that you were also made,
5 what you call, a duty person in 198█?

6 A. That's right, yeah.

7 Q. And what did that involve?

8 A. That was on -- working in the care side, the duty person
9 was the person who was in charge of the shift, make sure
10 that -- well, just was in overall charge and make sure
11 that the activities are provided for the youngsters and
12 everybody's looked after.

13 LADY SMITH: So you'd been taken on for the education
14 side --

15 A. Yeah.

16 LADY SMITH: -- as a teacher --

17 A. Yeah.

18 LADY SMITH: -- of primary level children, but then, about
19 a year later, by which time you must have been about 25,
20 would I have that right --

21 A. Yeah.

22 LADY SMITH: -- you were also asked to do duties on the care
23 side?

24 A. Yeah.

25 LADY SMITH: And you were in charge of a team?

1 A. Yes, yeah.

2 LADY SMITH: Thank you.

3 MS INNES: You say that was a team of care workers --

4 A. Yeah, it could be care workers and teachers together.

5 Q. Okay.

6 A. Because other teachers worked evenings and weekends as

7 well.

8 Q. Okay, so when you -- you said a moment ago that you were

9 in charge of the shift?

10 A. Yeah.

11 Q. So you'd be in charge at that particular time. Outwith

12 the actual shift, did you have, sort of, more senior

13 responsibility for --

14 A. No.

15 Q. -- the care workers?

16 A. No.

17 Q. So when you would be on shift, you would be essentially

18 the most senior person there?

19 A. Yes, yeah.

20 Q. And you say this involved working evenings and weekends?

21 A. Yeah.

22 Q. And was this an increase in hours from what you'd been

23 doing before or not?

24 A. No, I -- from memory, I would work maybe a couple of

25 nights a week and one weekend day.

1 Q. Okay, and it just carried on the same?

2 A. Yeah.

3 LADY SMITH: Were you still also teaching --

4 A. Yes, yeah.

5 LADY SMITH: -- during the day?

6 A. Yeah.

7 MS INNES: And how did you feel about taking on this

8 additional level of responsibility?

9 A. It's -- I was quite pleased to have been promoted.

10 Q. And did you feel like you had sufficient experience and

11 qualifications to work essentially moving from teaching

12 to having responsibilities on the care side?

13 A. I didn't give it any thought at the time, but I mean,

14 obviously with hindsight, I wouldn't have had.

15 Q. And once you started that role, how did you find it?

16 Did you find it something straightforward to do or did

17 you find it challenging?

18 A. No, I found -- it was quite a challenge, but I quite

19 enjoyed it.

20 Q. And what was challenging about it?

21 A. Just to try and maintain harmony throughout the shift,

22 make sure that everybody was okay and they were quite

23 safe.

24 Q. Okay, and why would there be issues with maintaining

25 harmony?

1 A. Because the children could be involved in fights or
2 disputes or whatever.

3 Q. Okay, and how were those -- how did you manage that
4 then?

5 A. Often just by separating them and getting them into
6 another different kind of activity.

7 Q. Okay.

8 And when you were teaching, were you always teaching
9 primary-age children?

10 A. Er, no, it was mainly the primary end that I would
11 teach, but I could sometimes teach some of the general
12 subjects to the older kids.

13 Q. Okay, and when you were in this role as a duty person,
14 presumably, from what you're saying, you would be in
15 charge of the shift and that would be in respect of all
16 of the residential pupils?

17 A. Yes, yeah.

18 Q. Okay. Now, you tell us that you left Starley Hall in
19 198█ for a couple of years and you went to work with
20 Aberlour; is that right?

21 A. That's correct.

22 Q. In what role were you working with Aberlour?

23 A. Er, I started out as a childcare worker and then I was
24 promoted to senior childcare worker.

25 Q. Okay.

1 LADY SMITH: Was that at their place in Fife?
2 A. I started out in a children's home in Dunfermline and
3 then I moved to Sycamore in Kirkcaldy, yeah.
4 LADY SMITH: Thank you.
5 MS INNES: So this sounds like it was more a childcare role
6 than a teaching role?
7 A. Yes, it was, yeah.
8 Q. So presumably you weren't doing any teaching within that
9 period?
10 A. No, no.
11 Q. Focused on care?
12 A. Yeah.
13 Q. Yep, okay.
14 A. It was a children's home.
15 Q. Then you returned to Starley Hall again as a general
16 subjects teacher in 198█?
17 A. Yeah.
18 Q. Why did you go back to work at Starley Hall again?
19 A. Because I needed to get back to teaching, and ...
20 Q. Okay, and why did you decide to apply there than
21 other --
22 A. Well, I applied all over the place, but Starley Hall was
23 the one that took me back.
24 Q. And were you interviewed again when you applied?
25 A. Yes, yeah.

1 Q. And who interviewed you this time?

2 A. That would be FXE and KYU then.

3 Q. Okay, so Mr KYU was there at that time?

4 A. Yes, yeah.

5 Q. And was it just an interview, can you remember, on this

6 occasion or did you also have to teach a lesson?

7 A. No, I didn't have to teach again.

8 Q. Okay, and the role was as a general subjects teacher?

9 A. Yes.

10 Q. And you continued to work there. I think you tell us

11 that you were -- initially in 198█, you started as

12 a general subjects teacher. In 198█, I think you say

13 that you were promoted to acting deputy --

14 A. Care, yeah.

15 Q. -- care. So what did that involve?

16 A. It was just the same role, but it was a sort of

17 recognition of, erm -- like the time served or whatever.

18 LADY SMITH: 'Harry', when you use the expression 'general

19 subjects teacher' --

20 A. Yeah.

21 LADY SMITH: -- what was it you were teaching?

22 A. I was teaching all the -- well, the primary subjects;

23 maths, English, ordnance studies, geography, history,

24 music.

25 LADY SMITH: So everything?

1 A. The whole gambit, yeah.

2 LADY SMITH: And when, as you told me happened, you actually

3 taught the older children as well, what were you

4 teaching the older children as general subjects?

5 A. Well, it could be maths or English or music.

6 LADY SMITH: Anything that was needed?

7 A. Anything that was needed, yeah.

8 LADY SMITH: Thank you.

9 MS INNES: And so in this role of acting-depute care, were

10 you essentially doing the same role as you'd had as

11 a duty person?

12 A. Yes.

13 Q. And then you say that you were promoted -- sorry, was it

14 acting-depute care and assistant principal teacher; was

15 that --

16 A. Yes, it was a double role, yes.

17 Q. It was a double role, okay. And then in 199█, I think

18 you were promoted to principal teacher?

19 A. Correct.

20 Q. And what did -- how did your role change at that point?

21 A. It would be more to do with making sure that the reports

22 and things were ready for the children's reviews, taking

23 reviews -- I'd be taking reviews, and ...

24 Q. So at that stage did you have --

25 A. It would be more administrative.

1 Q. Sorry?

2 A. It would be more administrative.

3 Q. Okay. Did you have responsibility for classroom

4 teachers at that stage?

5 A. (Pause)

6 Just as an overview, but not as -- like directly

7 a manager or whatever.

8 Q. Were there teachers there who were just teachers or

9 assistant principal teachers; can you remember?

10 A. Yeah, there were other teachers there.

11 Q. But they didn't report directly to you?

12 A. No.

13 Q. Who did they report to?

14 A. To Mr KYU .

15 Q. To Mr KYU , okay.

16 Now, if we go on over the page, please, to page 4,

17 you talk about your role as a general subjects teacher

18 and you say that when you were teaching the youngest

19 class group, there would be around five or six children

20 in your class between the ages of 8 and 13.

21 A. That's correct.

22 Q. And then you say you also took an induction class for

23 any child who had just started at the school?

24 A. Yeah.

25 Q. What did that involve?

1 A. Well, if a youngster -- when a youngster first came and
2 they obviously didn't know where to place them, they
3 would place them into my class until they got their feet
4 and then they would see what the space was.

5 Q. And did you have to carry out any kind of assessment as
6 to their abilities in terms of literacy, for example?

7 A. Yes, aye. You would do reading tests and things with
8 them, yeah.

9 Q. And did that then determine the class into which they
10 went?

11 A. It would inform it but I don't think it determined where
12 they ended up, no.

13 Q. Okay. So from what you're saying here, because you say
14 they'd come to you first before going into the class
15 group for their age --

16 A. Yeah.

17 Q. -- so they might go into -- this might be an older child
18 who comes to you?

19 A. Mm-hmm. Yeah.

20 Q. You do some initial testing with them?

21 A. Mm-hmm.

22 Q. They go into a different class group?

23 A. That's right.

24 Q. Do you share the results of the testing with the
25 teacher?

1 A. Yes, yeah. Yeah.

2 Q. At paragraph 17, you say:

3 'I did not get any training when I started, which

4 I always found strange. I was basically put straight

5 into it and I had to work from there.'

6 A. That's right.

7 Q. And what training do you think you would have benefited

8 from when you started?

9 A. Well, I expected somebody who's a probationary teacher

10 to be able to be shadowed and see what was happening in

11 the other classes, erm, and get some instruction how to

12 prepare timetables and whatever.

13 Q. Okay, so even in your, sort of, probationary year,

14 nobody was overseeing your lesson plans --

15 A. No, that's right. That's right.

16 Q. No. Okay.

17 And you say that it was really tough at first and

18 you say because the school had only been open [REDACTED]

19 before you started?

20 A. That's right. Yeah.

21 Q. What made it challenging at that time?

22 A. Just to try and fit everything in. Make sure that the

23 lessons were covered and the kids were getting occupied

24 and, erm, working evenings and weekends, it's quite

25 a lot to do.

1 Q. Did you know what curriculum was expected?
2 A. Just the primary curriculum -- they'd take from where
3 the youngsters came in and work from there.
4 Q. Would you have known that from your training, from the
5 diploma that you'd done?
6 A. Yes, aye, yeah.
7 Q. But you were then just expected to go on --
8 A. Get on with it, yeah.
9 Q. You mention having to go and buy textbooks?
10 A. That's correct, yeah.
11 Q. Why did you have to go and do that?
12 A. Because they didn't have any. It was after I'd been
13 there a little while, we took a trip into Edinburgh and
14 went to the book shops and got course books and
15 textbooks and things.
16 Q. You say at paragraph 18 that it also took you a long
17 time to get your GTCS registration?
18 A. That's correct.
19 Q. Why did it take a long time?
20 A. Because we -- when we applied for it, they came to the
21 school and they said that for me to get registered at
22 the GTC, they would send me off to the local primary
23 school to teach for a while and get a report to see how
24 I'd got on with the whole class rather than just a small
25 group and -- but they couldn't get anybody to take my

1 job, so in the end they had to -- they registered me --
2 fully registered.

3 Q. Okay, so was it because of the small number in the class
4 or was it because of the subjects that you were
5 teaching?

6 A. No, I was teaching -- I had to prove that I was teaching
7 all the primary subjects and to the right level and that
8 I was doing all my planning and things properly. I had
9 to wit -- sorry, had to evidence all that to the GTC.
10 Er, it was to do with the fact that they couldn't get
11 anybody to come and teach at Starley Hall.

12 LADY SMITH: So the GTCS wanted you to go and get some
13 experience --

14 A. Correct.

15 LADY SMITH: -- in a bigger school; would that really be it?

16 A. Yes, yeah.

17 LADY SMITH: Starley Hall couldn't release you because they
18 didn't have anybody to take your place?

19 A. No, they were quite happy for -- to do that. The GTC --
20 the person from the GTC that came said that they would
21 organise the -- for someone to come and teach my class
22 while I taught in the primary school and they couldn't
23 get anybody to take it on.

24 LADY SMITH: So one way or the other, whether it was GTCS
25 couldn't get it or GTCS had told Starley Hall to get it

1 and Starley Hall couldn't --

2 A. Yes.

3 LADY SMITH: -- there wasn't somebody to take your place.

4 A. No, that's right.

5 LADY SMITH: So you couldn't go and get this other

6 experience?

7 A. That's right.

8 LADY SMITH: But at the end of the day, the GTCS still

9 registered you; is that right?

10 A. Yes, yeah.

11 LADY SMITH: Thank you.

12 MS INNES: And was there anybody in the school supporting

13 you with gathering together the evidence that you needed

14 for your GTCS registration?

15 A. No. No.

16 Q. Do you think you would have benefited from some support?

17 A. Yeah, absolutely, yeah.

18 Q. Do you know why it was that nobody was helping you with

19 that?

20 A. No, I -- just on reflection, you were just left to it

21 and to get on with it.

22 Q. Okay. If we can move on, please, to page 5 and at

23 paragraph 26, you talk about your own line managers --

24 A. Yeah.

25 Q. -- and you've initially mentioned that when you started,

1 it was Mr FXE who appointed you and he was your
2 first line manager?

3 A. Yeah.

4 Q. And then Mr KYU came?

5 A. Yeah.

6 Q. He was then your line manager; is that right?

7 A. Yeah.

8 Q. And then you say [REDACTED] it was Nigel Lloyd and
9 Mr KYU ?

10 A. Yeah.

11 Q. What was Nigel Lloyd's role?

12 A. He was Head of Care.

13 Q. So because you had the dual role in respect of care and
14 education --

15 A. Yeah.

16 Q. -- is that why you essentially seemed to have had two
17 line managers?

18 A. Yes, yeah.

19 Q. Mr Lloyd and Mr KYU ?

20 A. Yeah.

21 Q. And who was Mr Lloyd reporting to; do you know? Who was
22 his line manager?

23 A. It would be Mr FXE or Mr KYU .

24 Q. Okay. And to what extent were you involved with
25 Mr Lloyd as a line manager? Did you have meetings with

1 him about how your work was going? Did he give you
2 direction?

3 A. Yeah, sometimes we would have meetings, yeah.

4 Q. Okay, and the same with -- when Mr **FXE** was there,
5 did you have meetings with him?

6 A. Yes, yeah.

7 Q. And what were those meetings about?

8 A. Just about the -- whatever had happened on the shifts
9 leading up to them.

10 Q. Okay, and did you also have meetings with Mr **KYU** ?

11 A. Yes.

12 Q. And would these be one-to-one meetings?

13 A. Yes, yeah.

14 Q. You mention in the next paragraph that there was --
15 paragraph 27, that there was a fortnightly staff
16 meeting?

17 A. Correct.

18 Q. And am I right in understanding that the children
19 certainly initially went home every second weekend?

20 A. That's right.

21 Q. And the staff meeting would be on the weekend that they
22 went home or --

23 A. No, no, it would be the middle weekend.

24 Q. It was the middle weekend, okay.

25 A. Middle Friday.

1 Q. And would information in relation to individual children
2 be discussed at these staff meetings?

3 A. Yes, yeah.

4 Q. And did these staff meetings, the fortnightly staff
5 meetings, happen over the whole time that you were at
6 Starley Hall?

7 A. Yeah. Yeah.

8 Q. Now, if we go on, please, to page 6 and paragraph 31,
9 you talk about when a child was placed at Starley Hall,
10 you would be told that they were coming in advance?

11 A. Mm-hmm.

12 Q. And the senior management team would get reports from
13 social work about them. You say:

14 'We might be told about any problems they were
15 having in school but there was very little really.'

16 A. Mm-hmm.

17 Q. So just to be clear about this, when you say there was
18 very little, do you mean that you didn't get much
19 information from the Social Work Department or, as
20 a classroom teacher, not much was shared with you?

21 A. Not much was shared with me as a classroom teacher.

22 Q. Okay, and did that change as you were promoted and --

23 A. Yes. I had access to more information.

24 Q. Okay, and so if we think about the earlier period when
25 you were a classroom teacher, what sort of things would

1 be shared with you before a child came into your class?

2 A. Erm, just where they were coming from. What sort of

3 primary level they were at. Erm, there wasn't an awful

4 lot of information.

5 Q. Do you feel like you would have benefited from more

6 information?

7 A. Of course, yeah.

8 Q. And then you say that when you were in a more senior

9 position, you got more information about children. Was

10 that given to you orally or did you see written

11 reports --

12 A. You would get written reports.

13 Q. And what did you do with that information?

14 A. I would try and share it with the class teacher that the

15 youngster was going to.

16 Q. Would you give them a bit more information than you've

17 described getting yourself?

18 A. If I could, yes, yeah.

19 Q. And would you expect the classroom teacher to use that

20 information to inform their teaching?

21 A. Yes.

22 Q. And you say that over the years there was a key worker

23 system developed?

24 A. Yes, aye.

25 Q. And was it the key worker that got the bulk of the

1 information about a child?

2 A. Yeah.

3 Q. Okay, and you say it was their responsibility to read

4 the reports and complete necessary reports?

5 A. Mm-hmm.

6 Q. In terms of a key worker, could that be a teacher or was

7 it always a member of the care staff?

8 A. No, it could be either.

9 Q. It could be either. Okay.

10 How was it determined that somebody would be

11 a child's key worker?

12 A. Oh, I don't know. They're just allocated.

13 Q. Okay. So somebody allocated each child to a key worker?

14 A. Yeah.

15 Q. Do you know who did that allocation?

16 A. Oh, it would be FXE or KYU, I think.

17 Q. And then you say at paragraph 32:

18 'In addition, we had a meeting every fortnight about

19 each child before they went home for the weekend.'

20 Is that different from the staff meeting?

21 A. No, that was -- that would be a staff meeting.

22 Q. Okay, and you say that the key worker would take the

23 child home?

24 A. No, no. They would pass on to whoever was taking the

25 child home the information.

1 Q. Okay, so there would be a discussion about each child,
2 the key worker would collate that information --
3 A. Yeah.
4 Q. -- and then share it with the child's parents or carers?
5 A. Yeah.
6 Q. Okay. Can you recall having direct contact with
7 children's parents?
8 A. Yes, yeah.
9 Q. And would that be in the sense of a parents' evening or
10 report writing or --
11 A. Yeah, we had parents' evenings. We had reports every
12 six months. We would have an open day with parents who
13 come to it and when you're doing travel, you did have
14 direct contact with parents.
15 Q. So sometimes did you do the travel?
16 A. Yes.
17 Q. And you'd meet parents --
18 A. Yes.
19 Q. -- as you were dropping the children off?
20 A. Yeah.
21 Q. If we move on, please, to page 7. At paragraph 36, you
22 say that there would be five or six care staff on duty
23 during the day --
24 A. Mm-hmm.
25 Q. -- plus the teaching staff.

1 A. Mm-hmm.

2 Q. So what was the role of the care staff during the day
3 when the children were in class?

4 A. Some were teaching assistants and would be in the class
5 with the teacher. Erm, others would have duties around
6 the house to be involved in.

7 Q. And when you had a teaching assistant in a classroom
8 with you, what sort of role would they perform?

9 A. Er, just a general role. If I asked them to hear
10 somebody read or to go over some work with the
11 youngsters or whatever.

12 Q. Now, at paragraph 38, you refer to the food that
13 children and staff, I think, ate together in the dining
14 room, you say everyone ate together in the dining room?

15 A. Yeah, that's right.

16 Q. You say that you didn't see food being re-served to
17 a child, for example?

18 A. No, no.

19 Q. Did you ever see children being forced to eat food?

20 A. No, no.

21 Q. Did you ever see them being punished for not eating?

22 A. No.

23 Q. Now, if we go over the page, to page 8 and paragraph 39,
24 you say showering was done on set days, mainly every
25 second Thursday?

1 A. Mm-hmm.

2 Q. That doesn't sound very much. Was it just every second

3 Thursday that they had showers or was it more frequent

4 than that?

5 A. No, it would be more -- it'd just be -- probably

6 a couple of times a week, I think.

7 Q. But maybe you particularly remember every second

8 Thursday, because that would be --

9 A. Yeah.

10 Q. -- just before --

11 A. They travelled, yeah.

12 Q. And you mention a Sunday night?

13 A. Yes, aye.

14 Q. If we move on to paragraph 40, you say that there wasn't

15 really any privacy in the showers?

16 A. That's correct, yeah.

17 Q. In what way was there hardly any privacy? What were the

18 showers like?

19 A. Er, well, they were just open, basic showers. I think

20 there was a privacy screen between them, but there was

21 no curtains or anything.

22 Q. Okay. So they were maybe partitioned, but there was

23 no --

24 A. Yeah.

25 Q. Curtain --

1 A. Yeah.

2 Q. Nor screen or door in front of them?

3 A. No, I don't think so.

4 Q. Would staff members supervise what was going on in the

5 showers?

6 A. Uh-huh, yeah.

7 Q. And would that be whoever was on shift --

8 A. Yes.

9 Q. -- at the relevant time.

10 A. Yeah.

11 Q. Okay.

12 And do you have any reflections now on the -- this

13 issue of lack of privacy that you mention?

14 A. I don't know how they would organise it in a different

15 way to get everybody showered, erm, and -- I mean, they

16 would need a different physical set-up altogether than

17 the way the showers were laid out.

18 Q. So work would have been needed to be done to --

19 A. Yes, aye.

20 Q. -- to the shower room --

21 A. Like cubicles and things.

22 Q. -- to create cubicles?

23 A. Yes, yeah.

24 Q. Reflecting back now, do you see that some children might

25 have felt uncomfortable being in that environment?

1 A. Yes, yeah.

2 Q. Now, if we move on, please, to page 9 and paragraph 50.

3 You say that families could visit children and normally

4 did so at the weekends, although they could come at any

5 time?

6 A. Uh-huh.

7 Q. They could phone up the office and say they were coming.

8 A. Yeah.

9 Q. Do you know if any children were ever stopped from

10 seeing their families, because of their behaviour, for

11 example?

12 A. No, I don't think so.

13 Q. In terms of making arrangements with families for them

14 to, for example, come to the school and see a child, is

15 that something that you were involved in or not?

16 A. No. No.

17 Q. Who would have been responsible for making those

18 arrangements?

19 A. There would be office staff, and Mr FXE and

20 Mr KYU would do that.

21 Q. Okay.

22 A. Or the social worker.

23 Q. When you say the social worker, do you mean the social

24 worker --

25 A. The school social worker.

1 Q. The school social worker?

2 A. Yeah.

3 Q. And so was there always a school social worker when you
4 were working at Starley Hall?

5 A. Yeah, I think so.

6 Q. Okay. And can you remember the name of any of the
7 social workers that worked there when you were there?

8 A. Erm ... (Pause)

9 No, sorry.

10 Q. And what did their role involve?

11 A. There would be care workers who were training to be
12 social workers and had to go for qualification.

13 Q. Okay, and did they have a specific role liaising with
14 children's social workers, for example?

15 A. Yes, aye, yeah.

16 Q. If we go on to the next page, page 10, and paragraph 52.
17 You say that there was almost an open-door policy at
18 Starley Hall and you talk about other people coming into
19 the school, so for example --

20 A. Yeah, that's right.

21 Q. -- social workers, educational psychologists and
22 perhaps speech and language therapists?

23 A. Yeah.

24 Q. And did you -- were you involved in meetings with
25 children's social workers?

1 A. Yes, yeah.

2 Q. And when you were at those meetings, were you on your
3 own with the social worker or would the child also be
4 there?

5 A. No, the child would be there, yeah.

6 Q. And what was the purpose of that -- of those meetings?

7 A. Well, you'd have a review meeting every six months.

8 Q. Okay, and other than you and the social worker and the
9 child, would there be other people at the review
10 meeting?

11 A. Yeah, there'd be parents, there'd be educational
12 psychologists.

13 Q. Would there be any other staff from the school?

14 A. Yeah, there would be a care work -- a care worker,
15 sorry, pardon me.

16 Q. And outwith those meetings, did you have meetings with
17 social workers?

18 A. No, not that I can think of, no.

19 Q. Did social workers come to visit children and speak to
20 them on their own?

21 A. Yes, yeah.

22 Q. And can you remember children maybe being taken out of
23 your class, or --

24 A. Uh-huh, yeah.

25 Q. They would go to meet with the social worker somewhere?

1 A. Yeah.

2 Q. And then you mention educational psychologists.

3 A. Mm-hmm.

4 Q. Would they provide sort of feedback to you to assist you
5 in your teaching of a particular child?

6 A. Yeah, if it was relevant, yeah.

7 Q. At paragraph 53, you say there was never an indication
8 of how long a child would be with you, but the usual
9 period of time would be about 18 months with a review
10 every six months?

11 A. Yeah.

12 Q. So your experience was that generally children were
13 there for about 18 months?

14 A. 18 months was usual, yeah.

15 Q. And you say that the six-monthly reviews would be to
16 consider the child's progress and would consider whether
17 the child was suitable for being integrated back into
18 a mainstream school?

19 A. Yes.

20 Q. And was that what you were always trying to move towards
21 with all of the children that you were teaching or not?

22 A. Yeah, it was the ultimate aim -- but it only worked with
23 a very small amount of the children.

24 Q. Okay, so it was the ultimate aim, but it only worked
25 with a small number of the children?

1 A. Mm-hmm, yeah.

2 Q. What happened to the other children that it didn't work
3 with? If they didn't go on to mainstream, what happened
4 to them?

5 A. They would either go to another kind of residential
6 school or they would be, erm -- some would be returned
7 to the community, erm, or they would just leave at the
8 end of their time.

9 Q. Okay, so they might go on to some other residential
10 establishment or they might return -- they might be
11 leaving school anyway?

12 A. Yes, yeah.

13 Q. Now, if we look down at -- further down page 10 and
14 paragraph 55, you say that the loss of the right to
15 participate in activities was a recognised means of
16 discipline?

17 A. Mm-hmm.

18 Q. And children were aware of that. And you give an
19 example that if a child was misbehaving in class, they
20 wouldn't be allowed to go to football that night?

21 A. Yeah, yeah.

22 Q. And then you say that at the end of every school day
23 there would be a meeting --

24 A. Yeah.

25 Q. -- and teachers would feed back how their class had

1 been?

2 A. Yeah.

3 Q. Now, did that meeting involve children or was it just

4 teachers?

5 A. No, it was everybody.

6 Q. Okay.

7 A. It was like a handover meeting.

8 Q. Okay, so all of the children and all of the staff would

9 be there?

10 A. Yes.

11 Q. At that meeting would you say, for example, so and so's

12 misbehaved in class today --

13 A. Uh-huh, yeah.

14 Q. So there --

15 A. You would have tended to already have written it up in

16 the logbook and people would be aware -- to read the

17 logbook before they started their shift.

18 Q. Okay, but would you also say at this meeting --

19 A. Yes.

20 Q. -- somebody had misbehaved perhaps and they wouldn't get

21 to go to football?

22 A. Yeah.

23 Q. And this would be said in front of the children as well?

24 A. Yes, yeah.

25 Q. And what did you think of that as a procedure? Did you

1 think that was a good thing for the children or not?

2 A. (Pause)

3 Yeah, it worked.

4 Q. No children seemed unhappy that their misdemeanours were

5 being discussed publicly?

6 A. Yeah, but you would normally have had a word with them

7 beforehand and say this and this was going to happen and

8 work out another plan of action for them for the

9 evening.

10 Q. Okay. When you say 'work out another plan of action',

11 what do you mean?

12 A. Well, if I was duty person that night and I knew that a

13 child wasnae going to be allowed to go to the football

14 because of his behaviour, I would already have had a wee

15 word with him and say, 'Look, things have not gone well

16 for you today in class, you're not going to get to

17 football but we can do this or this, this instead'.

18 Q. Okay, so if a child wasnae going to the activity, would

19 you replace it -- from what you're saying, would you

20 replace it with another activity?

21 A. Yes, aye.

22 Q. And what sort of misbehaviour would have the consequence

23 of a child not being able to partake in an activity?

24 A. Er, well, if they were fighting, I suppose.

25 Q. And were there some children who -- I suppose, there

1 would have been some children who had been deprived of
2 activities more than others, perhaps?

3 A. Perhaps, aye.

4 Q. And do you have any reflection, looking back on that
5 consequence, that something that happened during the
6 school day would mean that they couldn't do an activity
7 at night?

8 A. No.

9 Q. Okay. If we look on, please, to page 11 and
10 paragraph 59, you talk about restraint and your
11 understanding was that you were allowed to use restraint
12 if you needed to, but that it must be as gentle as
13 possible?

14 A. Correct.

15 Q. You think that must have been communicated to you in
16 some way when you started, but you can't remember now if
17 it was or how?

18 A. Yeah.

19 Q. There was no training and you learned by watching
20 others?

21 A. Yes.

22 Q. Is that right? And if we go on to paragraph 30, you
23 say:

24 'I wouldn't be sure how frequently restraint would
25 be used but ...'

1 LADY SMITH: Paragraph 60?

2 MS INNES: 60, sorry.

3 LADY SMITH: Thank you.

4 MS INNES: You wouldn't be sure how frequently restraint

5 would be used, but perhaps every couple of days?

6 A. Yeah.

7 Q. Okay, and why would restraint be used?

8 A. To stop anybody getting hurt, to stop the youngsters

9 when they're fighting or hitting each other, or

10 whatever.

11 Q. You say in this paragraph:

12 'Normally there would be two staff members

13 involved.'

14 A. Yes, yeah.

15 Q. Sometimes would it be more than that?

16 A. It depends on the situation. If there's more than one

17 youngster needing to be restrained, yeah.

18 Q. Okay, but in respect of restraining one child, how many

19 staff --

20 A. Normally two.

21 Q. Normally two. Okay. And you say at paragraph 61 that

22 some -- children were never locked in a room on their

23 own --

24 A. That's right.

25 Q. -- but they might be taken away from other children, so

1 would that be physically removed?

2 A. Yes. Yeah.

3 Q. Would that be by just one staff member or more than one?

4 A. Well, where possible it would be with two, because you'd

5 have one to make sure that everything was above board.

6 Q. At paragraph 62, on page 12, you say if you had to use

7 restraint, you had to fill in an incident report?

8 A. That's correct.

9 Q. Did that happen over the whole time that you worked at

10 Starley Hall, or is that something that came in during

11 the time you were --

12 A. No, no, that was always there.

13 Q. Okay, and you say that report would go into the daily

14 log?

15 A. Yeah.

16 Q. What sort of things would you put down in the incident

17 report?

18 A. Who was involved, erm, what the reason -- what happened

19 and what the reason for using any restraint was.

20 Q. And you say in this paragraph, 'All incident reports

21 would be scrutinised and queried'?

22 A. Mm-hmm.

23 Q. By whom?

24 A. By the senior management team.

25 Q. And can you recall members of the senior management team

1 talking to you about restraint?

2 A. Yes, yeah.

3 Q. And what sort of queries would they raise?

4 A. Just to make sure that what happened had been

5 appropriate and it needed to happen at that time.

6 Q. Okay. You say at paragraph 64 that you never saw

7 excessive restraint being used during your time at

8 Starley Hall?

9 A. No, that's right.

10 Q. And you say, at paragraph 65, in later years you had

11 training in a method of restraint called CALM?

12 A. That's right.

13 Q. Can you remember receiving training in something called

14 'management of violence'?

15 A. No.

16 Q. No, okay. You say that the CALM training was at the end

17 of your time at Starley Hall?

18 A. Yes, yeah.

19 Q. And, prior to that, you can't remember having any

20 training in restraint?

21 A. That's right.

22 Q. Okay. Do you have any reflection on that now, the lack

23 of training in relation to restraint?

24 A. Well, obviously, I wish there had of been more training,

25 but, er, erm, it was just the way it was. You just had

1 to deal with things and get on with it.

2 Q. And at paragraph 68 at the bottom of this page, you say

3 that if any child had wished to make a complaint, the

4 starting point would be for them to speak to their key

5 worker?

6 A. Or any of the care staff, yeah.

7 Q. Or any of the care staff, okay. So that would be the --

8 who they would speak to rather than a member of the

9 teaching staff?

10 A. Well, they could talk to a teacher, yeah.

11 Q. Was there a complaints process that you were aware of,

12 that if a child had a complaint that you would send them

13 to a particular person?

14 A. No, no.

15 Q. If we go on over the page, please, to page 13, and

16 paragraph 71, you say that during the time that you were

17 at Starley Hall, you weren't aware of any complaints

18 being made about yourself?

19 A. Correct.

20 Q. And you weren't aware of any complaints being made about

21 any other members of staff while you were there?

22 A. Yeah, that's right.

23 Q. If we look down to paragraph 72, you say that there was

24 no definition of abuse at Starley Hall applied?

25 A. Mm-hmm.

1 Q. You were expected to have your own understanding of what
2 that would be?

3 A. Yeah.

4 Q. And what was your understanding of what abuse was?

5 A. That you had to be as gentle as possible when you
6 restrained someone and that you weren't allowed to
7 strike them or to sexually abuse a child.

8 Q. And at paragraph 73, you say that during the time that
9 you were at Starley Hall you never saw anything that you
10 considered to be abusive --

11 A. Abusive, that's right.

12 Q. -- within that definition?

13 A. Yeah.

14 Q. At paragraph 75, you were asked essentially, I think, if
15 a child was being abused at the time, do you expect that
16 it would have come to light then?

17 A. Er, no, I obviously -- it didn't.

18 Q. And why do you think that was, that it--

19 A. I don't know.

20 Q. And then you reference a person who had been one of the
21 social workers at the school --

22 A. Yeah.

23 Q. -- and he told you that he'd been charged with abuse?

24 A. Yeah, yeah.

25 Q. And what was your reaction to that when he told you?

1 A. Well, I was astonished, yeah.

2 Q. And what had been your impression of him at the time
3 that you worked with him?

4 A. That he was a genuine, gentle guy, yeah.

5 Q. And if we go on, please, to page 14 and paragraph 76,
6 you say that this person is dead now?

7 A. Yeah.

8 Q. And beyond him telling you that he'd been charged in
9 respect of offences, you don't know what happened with
10 those?

11 A. No, no.

12 Q. You say at paragraph 78:
13 'I think now that I must have had blinkers on,
14 because as far as I was concerned, there was no abuse
15 going on.'

16 A. Yeah.

17 Q. Can you explain why you think now that you must have had
18 blinkers on?

19 A. Well, because of the situation now, that obviously
20 you're going back over things that happened or people
21 have been accused of, but I never knew about.

22 Q. Allegations have been made since that you didn't know
23 about at the time; is that what you mean?

24 A. Yeah, yeah.

25 Q. At paragraph 79, you say:

1 'I don't know if any child protection measures were
2 put in place at Starley Hall.'

3 You don't remember being given any training in
4 relation to these matters?

5 A. Yeah, that's right.

6 Q. Do you think you would have benefited from that sort of
7 training?

8 A. Yeah, of course.

9 Q. At paragraph 80, you say that you can't remember there
10 being a full school inspection?

11 A. That's correct.

12 Q. But there were inspections of the teaching side and you
13 mention the GTCS and the Social Work Department
14 monitoring the care side of things?

15 A. Yeah.

16 Q. I just want to be, again, clear about this: can you
17 remember Her Majesty's Inspectors of Education coming in
18 to carry out any inspections?

19 A. No.

20 Q. No. But you can remember the GTCS being there perhaps
21 to monitor probationers or look at registration?

22 A. Yeah.

23 Q. I see. And then the Social Work Department, did you --
24 in what sense were they monitoring the care side of
25 things?

1 A. Well, obviously they would be attending all the
2 different reviews that the youngsters had and reading
3 the reports and obviously having meetings with the
4 youngsters, and ...

5 Q. Okay. If we go on over the page, please, to page 15 and
6 paragraph 81, you refer to the daily log which you've
7 already mentioned?

8 A. Yeah.

9 Q. So this sounds like it was a central -- a book?

10 A. Yes, yeah.

11 Q. It was a book. And did all staff members write in this
12 book?

13 A. Yeah.

14 Q. And was it sort of one single book that was being
15 written about -- in at the time or were there different
16 books for different classes?

17 A. No, no, there would be the one main log in the main
18 office.

19 Q. And when were you expected to write things in the book?

20 A. Well, every day, if -- if the -- I would write about my
21 class now, the class had been that day and if anything
22 had happened in the evenings or whatever, you'd maintain
23 a log of what was going on.

24 Q. And did you also read what was in the logbook?

25 A. Mm-hmm. Yeah.

1 Q. And was that a sort of change of shift, as you've
2 described, or a handover from care to education?
3 A. It would be throughout your shift. You would check
4 periodically.
5 Q. And you say that children also had their own individual
6 files?
7 A. Mm-hmm. Yeah.
8 Q. And information would be transferred from the daily log
9 to those if it was relevant?
10 A. Yeah.
11 Q. And who would do that transfer; was that something that
12 you did or somebody else?
13 A. No, that would be like the night care workers or -- they
14 would often do that.
15 Q. So maybe the key worker might --
16 A. Yes, yeah.
17 Q. -- transpose information, okay. Now, if we could go on,
18 please, to page 16 and paragraph 87, you note there that
19 you were charged with various offences and, in 2022,
20 there was a High Court trial and I think we understand
21 that the charges against you were withdrawn during the
22 course of the trial?
23 A. Yeah, I was acquitted.
24 Q. You were acquitted, yep.
25 And if we can move down on this page, please --

1 sorry, onto the next page, page 17 and paragraph 93, you
2 talk about some of the staff who were at the school and
3 some people you've mentioned already.

4 A. Yeah.

5 Q. The first person that you mention at paragraph 93 was
6 Mr FXE .

7 A. Yeah.

8 Q. What was Mr FXE like?

9 A. As I said earlier, he was like a father figure. He
10 , erm, and he was very much SNR
11 that went on.

12 Q. And was he visible around the school in terms of being
13 a leader?

14 A. Yes, aye. He would do like the duty person role on
15 several nights and then he'd -- yeah.

16 Q. And did his involvement decrease over time?

17 A. Aye, Mr KYU came, SNR
18 SNR and Mr FXE 's role would, er, become
19 less by then.

20 Q. Okay, and what was Mr FXE 's management style?

21 A. (Pause)

22 Er, I'm not sure how to answer that. Erm, well, he
23 expected you to do as he asked you to do.

24 Q. Okay. Was he approachable?

25 A. Yes, yeah.

1 Q. You say that at paragraph 94 that he had a-- he was very
2 much [REDACTED] --
3 A. Yes.
4 Q. -- and had an air of authority about him?
5 A. Yes.
6 Q. He was quite strict?
7 A. Mm-hmm.
8 Q. And when you say he was quite strict, was that with
9 staff members or pupils or both?
10 A. With both.
11 Q. And you say -- and you knew he was [REDACTED] ?
12 A. Yes.
13 Q. And in terms of his interaction with children, did you
14 see anything that gave you cause for concern?
15 A. No.
16 Q. The next person you mention is Nigel Lloyd, who you've
17 mentioned previously.
18 A. Yeah.
19 Q. And you say that he was a senior care worker?
20 A. Yeah.
21 Q. And he was there at Starley Hall almost the whole time
22 that you were there?
23 A. Yeah.
24 Q. What was he like as a work colleague?
25 A. He was great to work with, yeah. Very enthusiastic.

1 Q. And how was he with the children?

2 A. He was good, yeah.

3 Q. And you mentioned that if a child wasn't allowed to

4 participate in a particular activity for one reason, he

5 would already have worked out something else?

6 A. Yes, he was very good at that, yeah.

7 Q. Okay, and did you have any concerns in relation to his

8 interactions with children?

9 A. No.

10 Q. Was he somebody that you kept in contact with after you

11 left Starley Hall?

12 A. No.

13 Q. And then you mention KYU [REDACTED] and you say that he

14 became SNR [REDACTED] just before you left for Aberlour?

15 A. Yeah.

16 Q. And he was obviously there when you came back to

17 Starley Hall?

18 A. Yeah.

19 Q. What was his leadership style like? What was he like as

20 SNR [REDACTED]?

21 A. He was an enthusiastic person. Er, he was good with the

22 children. He was very sporty, yeah.

23 Q. And you mentioned, when you were talking about

24 Mr FXE [REDACTED], that he had an air of authority about him,

25 and you knew he was SNR [REDACTED]. Was Mr KYU [REDACTED] the same or

1 was he different?

2 A. A different kind of authority, yeah.

3 Q. So he still --

4 A. Yes, aye.

5 A. Was an authoritative --

6 A. He was still SNR , yeah.

7 Q. And did you ever see him discipline children?

8 A. (Pause)

9 Well, I must have done, but I never saw him --

10 nothing that caused any concern.

11 Q. And you say that you think you would have seen him

12 restrain a child, but you can't remember any?

13 A. Yes, yeah.

14 Q. And was he somebody that you kept in touch with after

15 you left Starley Hall?

16 A. No, I didn't keep in touch with anyone.

17 Q. Okay, and then if we go on, please, to page 18 and

18 paragraph 101, you refer to Bertie Jennings?

19 A. Yeah.

20 Q. And you worked with him for a period. What was he like?

21 A. He was quite a big, jovial character.

22 Q. And did you have any concerns in relation to his

23 interactions with children?

24 A. No, no.

25 Q. And are you aware that he was convicted in relation to

1 a charge?

2 A. No.

3 Q. Okay. If we can move on, please, to page 19 and

4 paragraph 108. You mention a Robert Taylor?

5 A. Yeah.

6 Q. What was he like?

7 A. He taught in the secondary school part of the building.

8 Erm, he was okay, yeah, yeah.

9 Q. Did you see him much with children or not?

10 A. No, just in passing.

11 Q. Just in passing.

12 And you say that you didn't see anything which gave

13 you cause for concern?

14 A. No.

15 Q. And then at paragraph 110, you refer to Angus Munn?

16 A. Yeah.

17 Q. And he was a care worker when you were at Starley Hall?

18 A. Yes, a care worker.

19 Q. And what was he like?

20 A. He was great with the kids. He had a real sort of knack

21 to him.

22 Q. And did you have any concerns about him?

23 A. No, no.

24 Q. And did you keep in touch with either Mr Munn or

25 Mr Taylor after you left?

1 A. No, no.

2 Q. Now, you tell us, if we move on, please, to page 21 --

3 A. Obviously I met Mr Munn and Mr Lloyd and things at the

4 High Court trial I was involved in, but I didn't keep in

5 touch with them in between times.

6 Q. You weren't in, sort of, social contact with them?

7 A. No, no.

8 Q. You're saying you saw them at the --

9 A. Yeah --

10 Q. At the trial?

11 A. Aye, at the trial, yeah.

12 Q. And then if we look at page 21, at paragraph 119, you

13 tell us that you left Starley Hall, as you said, to go

14 and work at Aberlour?

15 A. Yeah.

16 Q. Then at paragraph 120, you say that you left in 199█?

17 A. Yes.

18 Q. And why was it that you left?

19 A. Well, because I never actually taught in an ordinary

20 primary school, a normal class of kids of 20 or 30

21 rather than five or six, and it was something I always

22 thought I should try and do.

23 Q. And up until you left Starley Hall in 199█, had you

24 continued to be involved in sort of care work, so

25 working at the weekends --

1 A. Yes, yeah, yeah.

2 Q. -- and evenings?

3 A. Yes.

4 Q. You say when you left it was very strange because Fife
5 Education Authority wouldn't take an applicant for
6 a teaching post from Starley Hall?

7 A. That's right. I applied for several jobs in Fife and
8 never got anywhere. Erm, er, so I actually took a job
9 in Dundee, with Dundee Council and then from there,
10 because I was working in Dundee, I found it easier to
11 get a job in Fife.

12 Q. So are you saying that Fife had a general rule against
13 employing somebody from Starley Hall or it just so
14 happened that you didn't get --

15 A. It just so happened, but that's the way it felt, yeah.

16 Q. Okay. And then you got back to Fife, as you say, having
17 worked somewhere else?

18 A. Yes, yeah.

19 Q. Now, if I can move on, please, to page 22, and ask you
20 about some of the allegations that were put to you, that
21 have been made by applicants to the Inquiry.

22 So at paragraph 126, you refer to a statement of
23 a person who has the pseudonym 'Anthony'?

24 A. Yeah.

25 Q. And at paragraph 127, he says that he had things like,

1 for example, semolina, he refers to, being forced down
2 his throat?

3 A. No, it would never have happened.

4 Q. Would you have been involved in meal times with the
5 children?

6 A. Yes, yeah.

7 Q. And then at the bottom of this page, at paragraph 130,
8 you say:

9 'I would accept such behaviour would be abusive if
10 a child was treated in this way.'

11 A. Yes, yeah.

12 Q. 'I think this has been a fabrication to gain attention
13 and compensation.'

14 A. Yeah.

15 Q. So if I could just break that down. Why do you think
16 it's a fabrication to gain attention?

17 A. I don't know. Just -- something like that would never
18 have happened.

19 Q. And why do you think it's a fabrication to gain
20 compensation?

21 A. Because it seemed to be a thing with the High Court --
22 the trial at the High Court, that there's -- that was
23 the thread that was running through it, that people had,
24 erm, got into this -- if you've been abused then you
25 could apply for compensation. So they tended to add on

1 things to the statement to make it seem like abuse.

2 Q. And if we look, please, at page 23 and paragraph 131,

3 'Anthony' talks about refusing to go to church and being

4 punished for that and he refers to you as having been

5 a person who punched, kicked and knee'd him --

6 A. No.

7 Q. -- for refusing to go to church?

8 A. No, I never hit anybody.

9 Q. Did you kick him?

10 A. No, I never hit or kick or knee or anything.

11 Q. And at paragraph 134, you say that he sees there that

12 staff would cover their fist with, for example, a towel

13 and/or use the duvet and hit --

14 A. No, that would never happen.

15 Q. And at paragraph 136, he says that he was pulled by you

16 out of bed by the mattress or by his legs?

17 A. No.

18 Q. Did you do that?

19 A. No.

20 Q. You also see there that he says that you slammed him

21 into the wall during a lesson. Did do you that?

22 A. No.

23 Q. Is it possible that something like that might have

24 happened in the course of a restraint?

25 A. No, I wouldn't think so.

1 Q. And then at page 24, and paragraph 138, he refers to you
2 as -- well, first of all, watching him in the shower.
3 Did you supervise 'Anthony' when he was in the shower?
4 A. I could have done, yeah.
5 Q. And he also talks about you getting close to him and he
6 says 'you could feel his penis pressing against you'.
7 A. No.
8 Q. And then, if we look down on page 24, to paragraph -- it
9 begins at paragraph 141, it talks about a person who has
10 given a statement to the Inquiry who has the pseudonym
11 'Ellen'. And you remember this child as well, I think?
12 A. Yes, yeah.
13 Q. And if we look down to paragraph 142, 'Ellen' says that
14 she remembers hearing or seeing you dragging a girl out
15 of her room by the hair?
16 A. Mm-hmm.
17 Q. Did that happen?
18 A. No.
19 Q. Is it possible that you might have restrained a person
20 and removed them forcibly from a room?
21 A. It's possible, yeah.
22 Q. And in the context of that, could that have looked like
23 you dragging a child?
24 A. No, I wouldnae have dragged them by their hair. That
25 wouldn't happen.

1 Q. Could you have dragged them?

2 A. Well, I could certainly have moved them out. I wouldn't

3 have dragged them along the ground or anything.

4 Q. And if we move on, please, to page 25, and

5 paragraph 146, you will see that 'Ellen' says that she

6 was physically punished by you. She describes that you

7 just came at her without saying anything:

8 '... put his hand around my throat and pinned me

9 against the wall near the front door.'

10 Did that happen?

11 A. No.

12 Q. Are you able to give any explanation as to why 'Ellen'

13 might say these things?

14 A. No, no.

15 Q. And then you go on in the next part of the statement to

16 refer -- to go through the charges that you faced during

17 the course of the prosecution?

18 A. Yeah.

19 Q. I think, in essence, your position is that you don't

20 accept that any of the things that you were charged with

21 happened?

22 A. That's right.

23 Q. If we can move on, please, to page 31 of your statement

24 and paragraph 179. You say there:

25 'It's nearly thirty years for these allegations to

1 suddenly come to light and it became clear, when the
2 court case was ongoing, that the youngsters had been
3 coached into saying that they had been abused so that
4 they could claim compensation.'

5 A. Yeah.

6 Q. So you have already mentioned this issue of claiming
7 compensation?

8 A. Yeah.

9 Q. Who do you say had been coaching them?

10 A. I don't know. I mean, I think when they were being
11 interviewed by the police and they were giving their
12 statement, they would say that they'd been held, then --
13 adding to their injury. I never, ever injured anyone or
14 to the threat of their life. That never, ever happened,
15 either.

16 LADY SMITH: 'Harry', just going back to what Ms Innes was
17 asking, you say you think they had been coached.

18 A. Yes.

19 LADY SMITH: Who do you think had coached them?

20 A. The police, I think.

21 LADY SMITH: The police?

22 A. Yes.

23 LADY SMITH: Why?

24 A. Because I think it was to make the charge or the
25 allegation to more of a charge and might make it more

1 serious than it was.

2 LADY SMITH: Why would the police do that?

3 A. I don't know.

4 LADY SMITH: Had you any basis for accusing the police who

5 had interviewed these children of doing that?

6 A. No, just that's the way it felt at the time, that --

7 they'd, erm, been told to say more than had actually

8 happened.

9 LADY SMITH: Of course, I said children, but these would be

10 adults the police were interviewing.

11 A. Yes, yeah.

12 LADY SMITH: So you didn't hear or see the interviews?

13 A. No, no.

14 LADY SMITH: Nobody from the police indicated to you that

15 that was what had happened?

16 A. No, no.

17 LADY SMITH: That's just what you thought?

18 A. Just what I thought.

19 LADY SMITH: Thank you.

20 Ms Innes.

21 MS INNES: Thank you, my Lady.

22 And you say at paragraph 181 that you don't

23 understand why things weren't raised at the time?

24 A. Correct.

25 Q. And if we go on to paragraph 182, you say that you are

1 aware that some people who made allegations said that
2 they didn't report it at the time because they thought
3 that what happened was essentially the norm. What's
4 your response to that?

5 A. I think that must have been what happened here as well,
6 that they didn't report it at the time.

7 LADY SMITH: You spent many years working with children.

8 A. Yeah.

9 LADY SMITH: That is how children often think, isn't it?

10 A. I think so, yeah.

11 LADY SMITH: Good things happen, life's like that. Bad
12 things happen, life's like that.

13 A. Yeah.

14 LADY SMITH: Because they're learning all the time about new
15 experiences and don't know in advance what life should
16 and shouldn't hold in it.

17 A. Yeah.

18 LADY SMITH: Thank you.

19 MS INNES: Then finally at paragraph 183, did you use
20 restraint in a way that was excessive?

21 A. No.

22 Q. Do you think anybody was hurt by the restraints that
23 you --

24 A. No, no, no.

25 MS INNES: I don't have any more questions for you, 'Harry',

1 thank you.

2 LADY SMITH: 'Harry', I don't have any more questions for

3 you either. I just want to thank you again for coming

4 along this morning and bearing with us and coping with

5 our questions. I'm really grateful to you for doing

6 that. You are now able to go.

7 A. Thank you.

8 LADY SMITH: Safe journey home. Thank you.

9 (The witness withdrew)

10 LADY SMITH: I will stop now for the morning break, but

11 there are two names we've used during 'Harry's' evidence

12 and they're of people whose identities are protected by

13 my General Restriction Order, one was KYU [REDACTED] and

14 the other was FXE [REDACTED], so they're not to be

15 identified as referred to in our evidence outside this

16 room.

17 I'll sit again in about 15 minutes. Thank you.

18 (11.30 am)

19 (A short break)

20 (11.45 am)

21 LADY SMITH: Now, Ms McMillan.

22 MS MCMILLAN: Yes, thank you, my Lady. Now we'll commence

23 with another read-in. This will be the read-in for

24 Neville Storer and the reference for his witness

25 statement is WIT-1-000001632.

1 And Neville Storer was a teacher in Lendrick Muir
2 between approximately 1980 and 1988 and he was
3 headmaster of Linwood Hall School between approximately
4 1994 and 2001.

5 LADY SMITH: Thank you.

6 Neville Storer (read)

7 MS MCMILLAN: He tells us that he was born in 1948.

8 Beginning then at paragraph 2 of his statement he says:

9 'I was a police constable in Nottinghamshire between
10 1967 and 1973. I was one of three officers that lived
11 and worked in a small town. We were known as
12 residential beat officers. In 1973, I began my teaching
13 training at Trent Polytechnic. I concluded my training
14 in 1977 and went on to do a Bachelor of Arts with
15 Honours until 1978. That involved attending placements
16 in both junior and secondary schools. I also attended a
17 'Working with Young Offenders' evening class at HMP
18 Lowdham Grange for four or five weeks.

19 'In 1978, I took up a teaching post at a large
20 co-educational comprehensive school in Ollerton. It was
21 a temporary post that lasted one year. I was covering
22 someone's maternity leave. In 1979, I became Head of
23 Art at Retford Girls' High School in Nottinghamshire.
24 I stayed there until 1980. At that time, due to
25 personal reasons, I needed to find employment that came

1 with accommodation. I interviewed for two different
2 schools and accepted a job at Lendrick Muir School,
3 a term-time residential school, which offered on-site
4 accommodation. I was a teacher there until 1989, when
5 there were talks of the school potentially being closed
6 down. We were all told that we were being made
7 redundant due to lack of funding and social work cuts.

8 'Between 1988 and 1989, I was offered free
9 accommodation in a country house that belonged to
10 someone I had met through Lendrick Muir School.
11 I worked on the estate in exchange for my accommodation.
12 That led to me being involved in a project on a boat
13 called the Ocean Mist, which was owned by the same
14 people who owned the country house. It was being
15 converted into a restaurant and bar. I worked on that
16 project with a group of four or five teenage kids from
17 Drake's Trust, which helped children who had lost their
18 way. The Ocean Mist is now moored in Leith.

19 'In 1989, I went to Parkview School in Dundee. It
20 was a privately run residential school for children with
21 social and/or emotional difficulties. The school had
22 a 52-week residential provision where necessary. I was
23 initially employed as a temporary art teacher, covering
24 maternity leave. I was then asked to cover an English
25 class and latterly I covered English and art before

1 being appointed assistant head of the school.

2 'In 1994, I took up the post of headteacher at
3 Linwood Hall, a local authority school. I had to retire
4 from that position in 2001 on medical grounds.

5 'Lendrick Muir School was in the countryside near
6 Crook of Devon. The house was set in large grounds with
7 lots of land, forest areas and playing fields. The
8 school was co-educational with boys' accommodation in
9 the main building and girls' accommodation in a separate
10 property called Craigard House, approximately two miles
11 from the school.

12 'Lendrick Muir was initially set up for those with
13 above average IQ. When finances became tight, the
14 requirement was lowered. When I worked there, the
15 school's purpose was to take children who were simply
16 not managing in mainstream education. We worked with
17 them to achieve educational success.

18 'There was generally a good atmosphere at the
19 school. There were, of course, some teachers who were
20 not particularly liked by the kids but on the whole,
21 staff and students lived together amicably and
22 relationships were formed on a very individual basis.
23 It was quite an informal setting with kids calling staff
24 by their first names. We tried to take a fairly
25 holistic approach because we all lived together and even

1 when we were not on duty, you were around all the time.
2 The informality allowed us to build better relationships
3 with the kids. That said, there was recognition that,
4 in the classroom, we were teachers and more formality
5 was observed.

6 'I was employed as an art teacher for the duration
7 of my time at the school. I attended an in-person
8 interview and I believe I provided references. I can't
9 remember who my referees were, but they would have been
10 from my previous employment.

11 'As well as teaching responsibilities, because we
12 lived on site, the teachers also had a role in caring
13 for the children, mostly in the evenings. The children
14 mixed in class during the day but in the evening the
15 girls would be in their own accommodation and I had no
16 involvement in their care. I would be involved in
17 arranging activities for the boys, taking them on
18 outings, supervising showers and making sure they got to
19 bed. Once they were in bed, we would let the headmaster
20 know and he then had responsibility for the children
21 overnight.

22 'SNR [REDACTED] of the school was KVV [REDACTED].
23 SNR [REDACTED] was KMN [REDACTED]. There were
24 approximately 10 to 12 teachers altogether. As far as
25 I'm aware, none of the teaching staff were childcare or

1 social work qualified. They were purely appointed as
2 teachers albeit we did have some responsibility for
3 looking after the children in the evenings. There was
4 a senior social worker, Richard Russell who was based at
5 the school. He was the one who had most contact with
6 the parents of the children and with the Social Work
7 Department.

8 'The children were primarily looked after by
9 housemothers during the day and to some extent in the
10 evening. They were the ones responsible for the
11 majority of pastoral care, any illnesses or ailments and
12 administering medication. There were two senior
13 housemothers, Margaret Aird, and Marion Bissett. Marion
14 lived in the cottage on site with her husband Norman
15 Bissett. He was friendly with the headmaster but
16 I don't believe he had any role at the school. There
17 were also two younger more junior housemothers called
18 Karen and Anne. [SNR [REDACTED]'s] wife, [REDACTED]
19 [REDACTED] was the matron in charge of overseeing the
20 housemothers and assigning shifts.

21 'Almost all staff, with the exception of the social
22 worker, Richard Russell, lived on site with their
23 spouses and children in cottages provided by the school.
24 Single men like me lived in a room within the school
25 building. I had a room next to one of the boys'

1 dormitories. MKF and Kenny Spiers also had
2 rooms within the school building. SNR, KVV
3 KVV, his wife and children, initially lived in
4 a large flat on the top floor of the school. He later
5 had a cottage built on the grounds which he moved into
6 with his family and KMN lived in the top flat
7 within the school.

8 'I wasn't involved in the recruitment of staff at
9 Lendrick Muir, so I'm not aware of any recruitment
10 practices or policies. The staffing situation was very
11 consistent right up to the possible closure of the
12 school, at which point people started to find other
13 employment and leave.

14 'I didn't receive any additional training on top of
15 my university training when I took up my post at
16 Lendrick Muir. There was no specific ongoing training,
17 but if there were any changes to social work practices,
18 Richard would update us.

19 'My line manager would have been SNR
20 SNR KMN, but there was no real
21 monitoring or appraisal as such. I recall when I first
22 started I gravitated towards Kenny Spiers who wasn't an
23 official mentor but someone who had experience at the
24 school. I looked to him for guidance. It was much more
25 of a communal approach rather than individual. If we

1 had questions, we would ask each other and help each
2 other. We had weekly staff meetings where we would
3 discuss everything that was going on within the school
4 and any particular issues or concerns.

5 'I had no involvement in policy making or
6 implementation at Lendrick Muir. Nor was I made aware
7 of any particular policies that the school had in place.
8 I wasn't given a handbook. It was very much a case of
9 learning by example and experience.

10 'I had no responsibility for strategic planning in
11 the school. I was involved in meetings when the future
12 of the school was in doubt but nothing beyond that.
13 There were, of course, certain things that KVV had to
14 guide within the school but he generally didn't like to
15 dictate and allowed staff to deal with matters
16 themselves. Each member of staff had autonomy in areas
17 that they were responsible for. The school, both staff
18 and children, was a community. We lived together, ate
19 together and talked together. We were all in it
20 together.

21 'Children came to Lendrick Muir from all over
22 Scotland by referral from the Social Work Department
23 and/or Education Department. The staff had no
24 involvement in admissions but we were given general
25 information about the background of children who came to

1 the school. When I first went to Lendrick Muir, there
2 were around 80 or 90 pupils but that quickly reduced
3 dramatically, because of lack of funding to around 40
4 pupils. The kids were between the ages of 12 or 13 up
5 to 16 or 17 and they resided at the school, during the
6 school week and term-time. Children could come to
7 Lendrick Muir at any stage of their secondary schooling
8 but there had to be some indication that they could gain
9 exam qualifications.

10 'We had a number of extremely talented children.
11 I remember one lad who was around 14 or 15 years old
12 when he came to us. He was an accomplished pianist and
13 went on to become a concert pianist. Equally, we had
14 one of the first children to be recognised with what was
15 then called for La Tour Syndrome now known as Tourette's
16 Syndrome. The head had explained to staff that this boy
17 was coming to the school and advised us of the symptoms
18 of Tourette's. We believed that it might be quite
19 a difficult placement for the youngster in terms of kids
20 having a go at one another, but it turned out to be the
21 complete reverse. He wasn't given any adverse treatment
22 from his peers and did very well at the school.

23 'The expectation, once children came to
24 Lendrick Muir, was that they would stay for the duration
25 of their secondary education and sit their exams. There

1 was no real move to get them back into school in the
2 community.

3 'The staff and children ate in the dining room
4 together, with staff sitting at tables with the kids.
5 We all ate the same food and I thought it was excellent.
6 We had some permanent kitchen staff and some local
7 people came in to cook. All the kids' dietary needs
8 were catered for, but if it was a case of they didn't
9 just like something they didn't have to eat it.

10 'We had a tuck shop in the school. If the kids had
11 pocket money from home, they could spend it there.
12 There was also a tea trolley that went round before the
13 kids went to bed. They were offered a hot drink and
14 a snack.

15 'All of the children slept in dormitories. The
16 girls' accommodation was outwith the school at Craigard
17 House. The younger boys' dormitories were in one part
18 of the school building and the older boys' dormitories
19 were off the same corridor as my room. Each dormitory
20 catered for around four pupils. Each child had a bed
21 and a cupboard for storing their personal possessions.
22 I think one of the younger boys' dorms had bunk beds in
23 it.

24 'We had a senior boys' accommodation section at the
25 school which allowed the older boys a bit more

1 independence in preparation for leaving. They had more
2 freedom on the estate and more flexible bed times.

3 'All the kids had to have a shower each night.
4 Staff were expected to supervise showers to make sure
5 that there was no horseplay. The shower rooms were
6 communal, but with some degree of privacy. There was
7 a row of three or four showers with a wall in front of
8 them but it was open at both ends. There was also
9 an area for them to put their clothes and get dried and
10 dressed.

11 'The kids had downtime each day. The sports
12 facilities were always open and available for them.
13 There was also lots of activities put on to keep the
14 children occupied and entertained. Individual staff
15 offered different activities to the children in the
16 evenings and at weekends for children who didn't go
17 home. I used to take kids out for a drive and we would
18 get fish and chips. It was a good opportunity to
19 interact with kids, engage them in conversation and to
20 hear what they were talking to each other about as well.

21 'Children had the opportunity to do things like ice
22 skating, horse riding, snooker or billiards and play
23 cricket or football. There were often staff versus
24 children matches and competitions. We had a pop group
25 made up of staff and students, which played concerts for

1 the rest of the children. It was very popular.

2 'It would, of course, be frowned on now, but at the
3 time, staff who lived on site could offer children what
4 we called 'at homes'. One or two children could go to
5 a staff member's home to spend some time there and get
6 out of the school environment, especially if the staff
7 member had their own kids. Staff also took small groups
8 of children on trips. I used to take groups of two or
9 three children on camping trips to Loch Morlich during
10 the summer holidays. I had a big framed tent and used
11 one part for the kids to sleep in and the other for me.
12 Other teachers organised trips elsewhere.

13 'If any child came to the school with an ongoing
14 healthcare need, all the staff would be informed of
15 that. If something arose with a child, if they were
16 feeling unwell or suffered cuts or bumps, one of the
17 care staff would manage that. The care staff would also
18 be the ones who administered any medication if required.
19 The teachers had no involvement in that.

20 'The children followed a set curriculum and
21 timetable similar to a mainstream school. They would
22 move from class to class to a specialist teacher for
23 each subject. The kids were grouped according to age.

24 'The children didn't have any chores as such, they
25 were expected to keep their own space tidy and respect

1 other people's property, but that was it. There was
2 certainly an opportunity to do manual work but it wasn't
3 mandatory. When I eventually moved into a cottage on
4 the grounds, I wanted to dig a vegetable patch. I asked
5 if any of the boys wanted to help and some of them did.

6 'There was one open day per year when parents would
7 come to the school, but other than that I don't
8 particularly remember the children having visitors.
9 When you consider the geography of the place, it wasn't
10 particularly easy to come and go from. Generally, the
11 children were at Lendrick Muir from Monday to Friday
12 during term time. Most went home at weekends and during
13 school holidays. The staff would assist with
14 transporting the kids home for weekends by minibus. For
15 those who didn't go home at weekends, there were staff
16 on duty who worked alternate weekends.

17 'I do recall children's social workers visiting them
18 but I'm not aware of any other professionals coming and
19 going. I would assume children got to speak to their
20 social worker in private but that is not something I was
21 involved in.

22 'I'm not sure if or how children's placements were
23 reviewed at Lendrick Muir. I wouldn't have had any
24 direct involvement in that. If there was anything of
25 significance on the social work side that had to be

1 discussed or staff had to be made aware of, Richard
2 would raise it at the weekly staff meeting.

3 'There were consequences for poor behaviour, similar
4 to those you would expect in a family environment. For
5 example, if a child misbehaved when we were out doing
6 an activity, they might be told that they couldn't go on
7 another outing for a week or two.

8 'When KVV [REDACTED] retired towards the end of my
9 time there, we had a new SNR [REDACTED] who took a different
10 attitude towards the type of behaviour that was
11 acceptable in the school. As a result, there were
12 a number of suspensions. That was discussed at a staff
13 meeting and the new SNR [REDACTED] asked my view on the
14 matter. I'm not normally very contentious but I told
15 him that I felt strongly that kids being suspended for
16 things that they were previously not suspended for was
17 not the best way to go about it. I felt like he was
18 digging himself a hole and I think that reflected the
19 general view of the staff. I wouldn't say we had
20 a laissez faire attitude before, but we definitely
21 didn't react so harshly. Unfortunately, I can't
22 remember the name of the new SNR [REDACTED].

23 'The school had become less manageable by that point
24 and the new SNR [REDACTED] did place more emphasis on
25 behaviour. Perhaps we needed that change, but I just

1 felt that these were kids who had been working -- we had
2 been working with for years and they had made good
3 progress in that time. The new SNR had not been
4 there to see the progress they had already made so
5 perhaps was expecting a little much from them.

6 'There was no corporal punishment used at
7 Lendrick Muir during my time at the school. There was
8 also no segregation used as a form of punishment.

9 'I don't believe the consequences of discipline were
10 recorded anywhere by staff. That was a reflection of
11 the times and I appreciate that that wouldn't happen
12 now.

13 'There was no training on restraint and no formal
14 restraint used at Lendrick Muir that I'm aware of.
15 I don't think Therapeutic Crisis Intervention was around
16 at the time. The only thing I remember happening, if
17 two kids were having a go at one another, was the staff
18 member getting in between them to calm things down. It
19 usually didn't take more than telling them to pack it
20 in. I don't remember any instances between the kids
21 where things escalated beyond a bit of pushing and
22 shoving. In those instances, the staff/child
23 relationship was enough to de-escalate the situation.

24 'My general view, not specifically in connection
25 with Lendrick Muir, is that, once TCI training came

1 about, there was more of a propensity to think that
2 restraint was the way to deal with most situations and I
3 totally disagreed with that.

4 'I'm not aware of any external concerns about
5 Lendrick Muir while I worked there. That said, I did
6 have some of my own concerns. The atmosphere within the
7 school soured at one point. There was a head boy chosen
8 each year normally by the headmaster. The head boy in
9 my last year was not a very nice character at all,
10 neither were his friends. I'm not clear whether he was
11 officially appointed head boy or whether it was
12 an unofficial appointment amongst the children. He
13 essentially became the head bully, along with his
14 conclave of hangers-on. I can't recall the specifics,
15 but his behaviour was concerning enough that the school
16 had to close early for the summer holiday that year.
17 There were also specific concerns about the safety of
18 one particular teacher and his family.

19 'Unfortunately, there was also a period when solvent
20 abuse was rife, not just aerosols but also packets of
21 glue. We knew which kids were abusing solvents and we
22 were very careful about who we allowed to do what.
23 There was a particular area of woodland within the
24 grounds of the school that the boys liked to frequent.
25 The staff made a point of going there frequently to make

1 sure nothing untoward was going on.

2 'I don't think there was any official complaints
3 process when I worked at Lendrick Muir. The nature of
4 the place was such that if a child had a complaint, they
5 would make it known to a member of staff. Children
6 could approach anyone in the school they felt
7 comfortable with and situations were dealt with on
8 a there and then everyday basis.

9 'I don't recall ever being involved in the handling
10 of a complaint and I don't recall any child making
11 a specific complaint to me about another child or staff
12 member. Children might make general comments about
13 other kids winding them up, but that was it.

14 'I've been asked whether Lendrick Muir had
15 a definition of abuse that applied in relation to
16 children. I don't believe there was. It's not unfair
17 to ask that question, but it wasn't a question at that
18 time. You have to bear in mind this was approximately
19 50 years ago. Undoubtedly the attitudes towards abuse
20 now are very different to the attitudes towards it then.

21 'I honestly can't think of anything that I heard of
22 or witnessed at Lendrick Muir that in the context of the
23 time or by today's standards would have constituted
24 abuse. There was certainly nothing that I was aware of.

25 'If a child had been subjected to abuse, I do

1 believe it would have come to light. KVV was
2 a guy who was very caring when it came to the kids. He
3 didn't necessarily make it obvious all the time but he
4 knew all the kids individually. He also knew what was
5 involved in every minute of the day in the school.
6 I have no doubt that if a child was being abused, it
7 would have come to his attention and would have been
8 responded to appropriately. Even if something was going
9 on with a child, that the child hadn't reported,
10 I'm sure KVV would have picked up on the subtle
11 changes in behaviour.

12 'I can't remember staff being given any direct
13 guidance in relation to child protection. I think we
14 had our own expectations of what that meant and we tried
15 to create as much harmony as possible. New members of
16 staff learned from other members of staff with more
17 experience. New pupils learnt from older pupils. If
18 there was anything of concern that a staff member became
19 aware of, it would be shared with all staff and
20 an agreement would be reached as to how best to deal
21 with it.

22 'I don't remember any form of formal external
23 monitoring taking place from either the Social Work
24 Department or the Education Department. We did have
25 a visit from a member of the Scottish Parliament, but he

1 came to have a look around the school, rather than
2 inspect it.

3 'I'm quite sure that there must have been some form
4 of records kept because there were case conferences and
5 things like that, but I can't remember any daily
6 logbooks. My only involvement in any record keeping was
7 writing education reports for the subject I taught.

8 'I was not involved in any investigations into abuse
9 at Lendrick Muir.

10 'I was not involved in any reports of abuse or civil
11 claims at Lendrick Muir.

12 'I am not aware of any police investigation having
13 taken place during my time at Lendrick Muir.

14 'I am not aware of any member of staff having been
15 convicted of the abuse of a child during my time at
16 Lendrick Muir.

17 'KIT [REDACTED].

18 'I believe KIT [REDACTED] was the outdoor co-ordinator at
19 the school. I think he did sailing, canoeing and things
20 like that with the kids. I can't say I knew KIT [REDACTED]
21 very well as he wasn't in the school a lot.

22 'KVV [REDACTED].

23 'KVV [REDACTED] was SNR [REDACTED] at Lendrick Muir.
24 He was very definite in what he wanted to achieve in the
25 school. He was also a very caring man when it came to

1 the kids and very much in touch with what was happening
2 individually with the children. During the period of
3 time I worked at the school, I heard him telling kids
4 off. KVV was very clear about the types of behaviour
5 he would accept and that which he wasn't prepared to
6 accept. If it was behaviour he would not accept, he
7 would give the child a talking to. I heard him raise
8 his voice on occasion, but I did not see or hear KVV
9 ever abusing any child.

10 MKF .

11 MKF was at Lendrick Muir at the same time as me.
12 He was another individual who lived in a room within the
13 school close to mine. MKF was a teacher who was
14 a year or two older than me. I can't remember what
15 subject he taught. He was a very quiet man, quite
16 difficult to get to know. I certainly didn't get to
17 know him and I didn't have much to do with him.
18 I always thought he was a bit distant. He didn't
19 interact with the kids but he didn't seem to be a person
20 who children naturally gravitated towards. He didn't
21 really come across as open and approachable. I didn't
22 see or hear of MKF disciplining or abusing any child.

23 KDG .

24 KDG was a well-established member of staff when
25 I arrived at the school. I'm fairly certain that he was

1 one of the few who didn't live on site. I think he was
2 a bit older than me and I believe he was a maths
3 teacher. I remember him being quite a fatherly figure
4 with the children. I didn't see or hear of him
5 disciplining or abusing any child.

6 [KMN] .

7 [KMN] became [SNR] when I worked at
8 Lendrick Muir. He was still in the role when I left.
9 He was maybe eight to ten years older than me. He was
10 a very approachable man and the kids seemed to respond
11 well to him. I didn't see or hear of [KMN] disciplining
12 the children any more than was ordinary and I didn't see
13 or hear of him abusing any child.

14 'In or around 1988, we were told that funding was
15 being cut and there was a possibility of the school
16 closing down. I made the decision to leave to find
17 other employment.

18 'In 1994, I applied for the role of headmaster at
19 Linwood Hall. I think three candidates, including me,
20 were interviewed for the job and I was successful. One
21 of the other candidates was Derrick Bruce who was head
22 of Rimbleton School in Glenrothes. I can't remember who
23 the other candidate was.

24 'Linwood Hall was a Fife Council local authority
25 school for secondary school children who had social,

1 emotional or behavioural needs. As far as I'm aware,
2 the children were referred to the school via
3 psychological services. It was the first local
4 authority school I had worked in and I took up my
5 position at the end of the summer holidays, before term
6 started. I was given no information about what I should
7 or should not be doing and I do not recall there being
8 a school handbook, although one was created during my
9 time as headteacher. I was made aware at the interview
10 stage, that the school had been without an appointed
11 headmaster for quite some time. SNR [REDACTED], GLT
12 [REDACTED] had been SNR [REDACTED] during that period.

13 'Linwood Hall was a large country house set in its
14 own grounds. When you go into the premises, there was
15 a large entrance hall with a school office. On the
16 right-hand side there was a doorway which led into
17 a very large dining room and kitchen. Next to that was
18 a very large room which was the headmaster's study.
19 I remember when I arrived one whole wall was covered in
20 A4 sheets of script. It appeared to be a thesis from
21 the studies of the previous headmaster.

22 'On the left of the entrance hall was another room
23 which had a row of desks in it, maybe four or five, for
24 use by the care staff. To the side of that room was
25 a large social area used for meetings and recreational

1 activities. Next door was a science lab. The
2 classrooms extended down a corridor on the left-hand
3 side. Off to the right, there was another corridor with
4 a very small room off it. That room had a couch and
5 a table in it and was perhaps big enough for three or
6 four people. I learned that this was the staffroom.

7 'The total number of children at the school was
8 somewhere in the mid-20s. At the time I became
9 headmaster, some children lived at the school during the
10 school week and the boys' residential rooms were
11 upstairs and there was a very nice cottage next to the
12 school for the girls. That was supervised entirely by
13 care staff.

14 'It wasn't until the staff returned from the summer
15 holiday that I was able to see how the school had been
16 operating. In the other schools I had worked in, there
17 was something very comfortable about the situation
18 between staff and pupils. There was a commonality
19 amongst the staff and between the staff and pupils. I
20 soon discovered that this was not the case at
21 Linwood Hall and I set about making changes to rectify
22 that.

23 'I was based in the headmaster's study for a lot of
24 time on my own. I became aware that the kitchen staff
25 and the domestic staff tended to use a room right at the

1 back of the school for their breaks and refreshments.
2 The care staff tended to sit at the desks in the school
3 office to have their breaks and their lunch. Teachers
4 used the small staffroom for breaks and worked in their
5 classrooms. It was almost as if there was a segregation
6 of posts within the school. Not necessarily deliberate,
7 but possibly something that naturally happened over time
8 and this was not aided by the internal layout of the
9 school. There was really no time, other than the
10 regular staff meetings in the headmaster's study, when
11 the staff were all together. There wasn't the same
12 sense of togetherness that I was used to and that's not
13 the school that I wanted.

14 'There was something that I saw in my early days at
15 the school that was an example of how I wanted the
16 culture to be. One morning, when I was going into
17 school fairly early, one of the domestic staff was
18 trying to take the vacuum cleaner upstairs. A boy, who
19 I had already identified as being somewhat troublesome
20 at times, ran after this lady and said, "Annie, come on
21 I'll take that for you". He proceeded to lift the
22 vacuum cleaner and carry it up the stairs for her. The
23 kids were lovely with the domestic staff and kitchen
24 staff and were on first-name terms. It really brought
25 it home to me that the non-teaching staff and the

1 non-care staff were as equally important as everyone
2 else in the school and I had to do something to bring
3 about a sense of unity.

4 'Over time, I moved the headmaster's study and
5 turned that very large room into a staffroom for all
6 staff. It created a more integrated group rather than
7 each group of staff going about their business and
8 performing their roles independently of each other. The
9 idea was to foster a more collaborative and
10 communicative approach between the staff. Some kids
11 might feel comfortable sharing information with one of
12 the care workers than one of the teachers or vice versa.
13 If you've got the staff talking to each other and
14 working together, I believed that would create a more
15 holistic approach to the benefit of both the children
16 and staff.

17 'One of the gentlemen who also interviewed for the
18 headmaster post at Linwood Hall, Derrick Bruce, went on
19 to become the Head of Education Services. He ultimately
20 became my line manager and he was not an easy man to
21 deal with. We differed hugely in our approach to the
22 school. I wanted a cohesive environment between all
23 staff and children but he didn't believe in that.
24 I think he believed that I should divide and rule. He
25 had a big issue with the children all sitting down

1 together with an adult at each table to eat. I don't
2 know why he had such a bee in his bonnet about it. To
3 me, children sitting down to have a meal together isn't
4 book learning but it's social learning and to me that's
5 what education is. Learning to read and count is
6 important, but learning how to exist within the normal
7 parameters of society is equally important.

8 'I also introduced a breakfast club for the children
9 years ahead of anyone else. I think Linwood Hall was
10 possibly the first school in the country to do that.
11 When the children came to school in the morning, when
12 they got off their transport, they would come into the
13 dining room and sit down at a table with members of care
14 staff and teaching staff to have a cup of tea and
15 a slice of toast. It was another opportunity to
16 interact with each other and the staff outside of the
17 care setting or classroom.

18 'One of the things that I changed was in relation to
19 the meetings that we had with individual children and
20 social workers. Reports were prepared for those
21 meetings which contained information about the
22 children's care needs. I didn't feel that we were
23 providing enough of the right information for those
24 meetings so I introduced individual education plans
25 (IEP). In hindsight, the title might not have been the

1 best way to describe the reports. It might have been
2 more accurate to call them individual development plans
3 as we looked at how far the children had come since the
4 last meeting. I wanted to focus, not only on the
5 educational needs of the child, but their development
6 and the bigger picture.

7 'We had a SNR [REDACTED], KZP [REDACTED], who
8 was [REDACTED] the care staff. We also had two
9 qualified social workers; Pearl McBride and
10 KNH [REDACTED]. They were based in Linwood Hall and
11 together they looked after a group of around five or six
12 care staff members. To help the staff and children
13 build better relationships, we got the care staff to
14 focus on smaller groups of children. I think we had two
15 or three pupils allocated to each member of care staff.
16 That allowed the care staff to provide valuable
17 information for the IEPs. It also came to my attention
18 that some children were being driven to and from the
19 school by taxi. I felt it would be better for care
20 staff to take on this role. Parents or guardians were
21 able to discuss things with the carers or pass
22 information via them that they wouldn't necessarily
23 share with the taxi driver. It was a way of maintaining
24 a better link with the child's home.

25 'I introduced a behavioural management scheme

1 whereby teaching staff could award points to each child
2 in their class for good behaviour. They had autonomy to
3 award points as they saw fit. I think there were five
4 down to zero points awarded to each child in class
5 during the school day and during break times. The
6 teachers were given a book in which they entered the
7 points and points could be awarded for things like
8 behaviour in class or during break, completing a task,
9 and attitude towards work. I've had sight of the school
10 prospectus document with reference number FIC-000001371
11 that was disclosed to me prior to the session. Page 12
12 of the document refers to the behaviour management
13 scheme that I've described.

14 'Each Wednesday afternoon, we had activities, some
15 of which involved going out of school. The children
16 could do things like the motorbike club, which was run
17 by one of the teaching staff, Gavin Sked who was
18 a qualified motorcyclist. He had three or four dirt
19 bikes which he would put on a trailer and take to a bike
20 track. The children would get to ride the dirt bikes
21 which was obviously very appealing but it was very safe
22 because they would do that under Gavin's supervision.
23 They could also go on various outings to places like
24 St Andrews or the beach. There were all kinds of
25 activities.

1 'When I first went to the school, there was a rifle
2 range. It was overseen by one of the care staff, Tom
3 Eltringham, who was a Territorial Army reservist. There
4 had been some issues within the local community with the
5 air rifles and a child had been severely injured by a
6 ricochet. In light of that, I felt like it was a wrong
7 thing to have the rifle range in the school and there
8 was no question for me that it had to go.

9 'The children who were top scoring got the first
10 choice of activity and the three children who scored the
11 lowest, didn't get a choice. I didn't consider the
12 behaviour management scheme to be a punishment. It was
13 to encourage the children. The pupils who ended up in
14 the bottom three invariably tried to do better the next
15 time to get their choice of activity. It provided
16 an incentive for them.

17 'We did have some children in the school with some
18 very challenging behaviours and I can't say that
19 everything I introduced to try to create a more holistic
20 environment worked perfectly all of the time. These
21 were my small attempts to establish something within the
22 school that may not have been reflected in the various
23 attitudes of those in education services.

24 'I do not recall any written policies when I became
25 headmaster of Linwood Hall. In those days, it appeared

1 not to be a requirement. I implemented a number of
2 changes to the running of the school which were recorded
3 for staff information and became implemented as
4 policies. Not all were written as formal policies.
5 These were things that developed as and when required
6 and were conveyed to staff at our regular staff
7 meetings.

8 'One policy that I did introduce was in relation to
9 the children smoking. It came to my attention that kids
10 were skipping off to a little woodland area next to the
11 school and getting their cigarettes out. Obviously
12 smoking isn't a good thing, but I felt that we couldn't
13 stop it and rather than have children sneak off to do it
14 unattended, I wanted to try and manage that situation
15 more effectively.

16 'I had a number of discussions with Jimmy McGregor
17 in education services about developing a smoking policy.
18 I developed a policy whereby any children who wanted to
19 smoke was added to a smokers' list and had to hand in
20 their cigarettes to a member of staff when they came
21 into school. They were then allocated a cigarette at
22 break and dinner time. They had to smoke in a room at
23 the back of the school, which had double doors that
24 opened for fresh air with a member of staff supervising.
25 I believe it reduced the risk of bullying and coercive

1 behaviour. If they didn't stick to the policy, they
2 were taken off the smokers' list for a period of time.
3 I accept that there are downsides to a policy like that,
4 but at least we gained some control over something that
5 the kids were going to do anyway.

6 'When I took the post of headmaster at Linwood Hall,
7 the local authority gave me no information about the
8 long-term direction of the school. They didn't even
9 tell me what the budget was, or if there was a budget,
10 despite repeated requests for that information. So, as
11 headmaster, I made changes as and when the situation
12 arose. That was an ongoing thing. I suppose I had
13 autonomy to set the school's aims and objectives, which
14 is why I set about trying to create a more
15 collaborative, holistic environment.

16 'I think one of the most significant involvement in
17 terms of strategic planning was when Linwood Hall was
18 set to close. There was a review of residential care in
19 Fife towards the end of my time as headmaster. There
20 was a move towards inclusivity and schooling taking
21 place in the community. The review identified too many
22 bed placements at Linwood Hall as our residential input
23 had gone down significantly. We were told by the local
24 authority that they intended to close Linwood Hall and
25 sell the building. Then we were told that the school

1 was to be relocated to The Bridges in Rosyth on
2 a non-residential basis. By this time, we didn't have
3 any residential children at Linwood Hall.

4 'During my last two years at the school, I was only
5 there around 50 per cent of the time due to health
6 concerns. Despite that, I wanted to make sure the
7 transition was as seamless as possible. I wrote
8 a report outlining what should happen during the interim
9 period prior to the new premises being available and I
10 attended some meetings with the architect in charge of
11 the new premises.

12 'As headmaster, I was line managed by the Head of
13 Local Authority Education Services. This was initially
14 Jimmy McGregor but changed to Derrick Bruce during my
15 time at the school. SNR [REDACTED] of Linwood Hall was
16 GLT [REDACTED], SNR [REDACTED] was KNG [REDACTED].
17 We had three resident social workers; KZP [REDACTED]
18 who was a SNR [REDACTED], Pearl McBride and KNH [REDACTED]
19 KNH [REDACTED]. We also had a very good educational
20 psychologist, Carolyn Brown, who visited the children
21 regularly. There were no volunteer workers that I can
22 think of.

23 'I was in charge of the staff as a whole, but in
24 terms of the day-to-day running of the school, I managed
25 the educational staff. KZP [REDACTED] [REDACTED] care

1 staff but obviously some of the decisions I made
2 affected the care staff too.

3 'I think all the staff at Linwood were suitably
4 qualified. Our teaching staff were certainly qualified
5 teachers. We did have ongoing training for outsiders,
6 including social workers and the external agencies would
7 come in to talk about different topics. I can't
8 remember exactly what those topics were. Therapeutic
9 crisis intervention training was introduced during my
10 time at Linwood Hall. The social worker that delivered
11 that training gave us a format of what she was going to
12 be talking about and she didn't deviate from that. She
13 simply read it out. We also did a lot of team building
14 and delivered in-house training on how to write reports.
15 I read every report that was prepared for a meeting.
16 I would try to make suggestions about the best way to
17 present the information. Sometimes that meant taking it
18 back to the person who wrote it or taking it to
19 KZP [REDACTED] to discuss it with the care staff.

20 'There was no formal supervision or appraisal
21 process in place. Staff monitoring was a continuous
22 process and staff had the ability to meet with any
23 member of the senior management team. Those meetings
24 happened as and when necessary but were not recorded in
25 writing. I can't remember ever being appraised or

1 supervised in my role as headmaster by Jimmy McGregor or
2 Derrick Bruce who became the Educational Service Manager
3 under the new tier of management. That said, I had
4 access to them if the need arose.

5 'In terms of recruitment of new staff, guidance came
6 from the local authority and they would carry out some
7 background checks to see if a person had a criminal
8 record. I wasn't involved in the recruitment of care
9 staff but I was responsible for interviewing new
10 teaching staff and deciding whether or not I felt they
11 would fit in at Linwood Hall. Prospective staff would
12 complete an application form and were asked to provide
13 details of two referees. There was an expectation that
14 the referees could be contacted if I felt it was
15 required. I don't actually recall having to recruit
16 many teaching staff while I was there, I think there was
17 one drama teacher that I recruited and that wasn't my
18 best decision. He was very highly qualified but just
19 not the right fit for the school.

20 'There was no written policy regarding discipline
21 and punishment at Linwood, not at the time I was there.
22 I believe Fife Council offered training in respect of
23 managing challenging behaviours, but I can't remember
24 them ever having a policy on it.

25 'The use of corporal punishment was gone by the time

1 I went there. We also, to my knowledge, never isolated
2 or segregated a child as a form of punishment. If that
3 had ever been done without my knowledge, I would be very
4 cross about that.

5 'I didn't think of it as discipline and punishment,
6 I thought of it more in terms of rewards and sanctions.
7 You had to have boundaries, not just for the sake of the
8 young person, but for the effect that their behaviour
9 could have on the other young people around them. We
10 all know that in any group of young people, you have
11 your acolytes. So you have to have some sort of
12 accepted standard of behaviour that is consistently
13 enforced by care staff and teachers. That is why
14 I introduced the behaviour management scheme.

15 'You cannot operate successfully with a child if
16 they are constantly exceeding the limits put in place.
17 In those circumstances, you have to look for alternative
18 ways to manage that behaviour. That might include
19 losing out on privileges. My preferred way to manage
20 behaviour was through staff/child relationships. If
21 each child had someone they could turn to and talk to,
22 or a sufficient relationship with a staff member, that
23 the staff member would turn to them if they were acting
24 out, that made a difference. We wanted a culture where
25 it was clear that the staff at Linwood Hall were with

1 the kids and for the kids, not against them.

2 'During my time at Linwood Hall Therapeutic Crisis
3 Intervention was introduced but I can't remember exactly
4 when that was. I had never heard of it before then.
5 I had to accept that the local authority's approach to
6 behavioural management had this TCI insert. Although,
7 in all honesty, I never felt comfortable with it.

8 'An external TCI trainer came in and all staff,
9 including myself, had training to learn the basic
10 principles, what it was about, when we should use it and
11 what we should be doing. They demonstrated TCI being
12 used, but as is the case in most training programmes,
13 the demonstration is carried out in the ideal, textbook
14 scenario which very rarely exists in practice.

15 'Once you have a system in place, you have to stick
16 to it, but I felt there were better ways to deal with
17 situations rather than TCI. Trying to intervene in
18 passive ways by taking a child away from the immediate
19 situation or trying to diffuse the situation by talking
20 to the child were preferable to me. We certainly had
21 ideals of deflection and de-escalation. But the child
22 was not always receptive to that once they had reached
23 a certain point and the adrenaline was pumping.

24 'I do feel that, after the introduction of TCI,
25 incidents of restraint increased dramatically. Some of

1 the staff seemed to think that it was the only way to
2 deal with things. I accept that sometimes it was
3 necessary, for example in situations where two children
4 were going at it and one of them was likely to get
5 physically injured. Obviously you have to intervene to
6 try and stop that. If the child you were trying to stop
7 continued to be aggressive, you have to have some sense
8 of physical control over them, but I don't think that
9 that was the case every time TCI was used. I think
10 quite often it came down to a battle of will between the
11 staff member and the child.

12 'I should have been made aware as headmaster of
13 every instance restraint was used. Every restraint
14 should also have been recorded in the child's log and
15 the daily logbook, which could be completed by one of
16 the care staff or teachers. It was difficult to review
17 whether or not restraint had been used appropriately
18 because I felt it was very personal. Each staff member
19 had to make the best decision they could, based on how
20 they felt in the situation.

21 'There were very few occasions when I personally had
22 to get involved in restraint at Linwood Hall. I think,
23 on a couple of occasions, I was called into situations
24 that were already ongoing. I do recall one female
25 resident who had been behaving in an aggressive way for

1 some time. There were occasions when she had to be
2 restrained but her behaviour got so bad I felt it
3 couldn't be contained within the school situation. On
4 one occasion I made the decision to call the police.
5 The girl was suspended as a result and I had a full
6 meeting with her parents.

7 'Restraint is often very difficult to do safely,
8 especially if the young person is your height, very fit
9 and very strong. That is ultimately one of the reasons
10 I had to retire. I was obviously involved in
11 a situation where, unbeknownst to me at the time, I
12 damaged nerves in my neck. It resulted in me having
13 symptoms of continuous migraines. So you have to be
14 very careful with regards to the young person's safety
15 and your personal safety. That's why I favoured other
16 forms of behaviour management, where possible, and using
17 restraint as a last resort. I'm not aware of any staff
18 member going straight to restraint without at least
19 trying to de-escalate the situation. I also didn't
20 witness or hear of instances where I felt restraint was
21 used excessively.

22 'I had no concerns about Linwood Hall while I was
23 there. We would receive feedback from social workers
24 and psychologists, but nothing that I recall being
25 negative. The only thing I was uneasy with was TCI as

1 I've said. When you give people a checklist process, so
2 to speak, it's easier for them to reach the top level.

3 'There was no reporting process as such but if a
4 child wished to make a complaint, they could make it
5 known to care staff, a teacher, the educational
6 psychologist or their social worker. If a child had
7 raised a complaint, it is likely to have been recorded
8 in the daily log and brought up in one of the planned
9 staff meetings. I can't recall any peer or staff
10 complaints being made directly to me.

11 'I personally received a complaint from the father
12 of a young person. The boy had said that on one
13 occasion in the corridor I had taken his arm and pushed
14 it up his back. I distinctly remember the incident.
15 The boy was storming down the corridor. I asked him
16 where he was going and he muttered a response but kept
17 walking. I did take his arm and, as he kept walking,
18 his arm went behind him but not up his back. The story
19 had obviously been enlarged and this child had a history
20 of exaggeration. The situation was looked into. There
21 was a review meeting, which the father of the boy
22 attended paralytically drunk, and the child took
23 a picture from the wall and skimmed it across the room
24 like a frisbee. The complaint was discussed and nothing
25 more came of it.

1 'I also had cause to suspend a female member of care
2 staff. I can't remember her name but she was in her 30s
3 and from Perth. I had taken notice of her because she
4 always seemed to have one lad, who was around 15,
5 gravitating towards her. He started to come to school
6 with fairly expensive clothing, shoes and jewellery.
7 I wasn't aware of anything that linked them, but it was
8 something I took notice of.

9 'Unfortunately, the female member of staff was
10 caught shoplifting while she was employed at the school
11 and was involved in a further incident that had
12 something to do with her car. Under the circumstances,
13 I felt I couldn't allow her to come back to the school
14 straightaway. I suspended her and she ended up leaving
15 her employment after that.

16 'Child protection and abuse weren't really talked
17 about as a subject when I worked at Linwood Hall. There
18 was no real definition of abuse other than it could take
19 the form of physical or sexual abuse.

20 'I think trying to protect children from abuse again
21 came down to good staff/child relationships. You would
22 hope that if a child felt comfortable with staff or
23 specific staff members, the child would talk to them
24 about any concerns. Likewise, if you have staff who are
25 very alert, you would hope that they would be able to

1 pick up on potential situations.

2 'I was never involved in any investigations into
3 abuse nor was I made aware of any allegations of abuse
4 being made by any of the young people.

5 'GLU [REDACTED].

6 'I remember GLU [REDACTED] very well. He was the
7 art teacher. I can't remember if he was already at
8 Linwood Hall when I became headmaster. He had a huge
9 interest in making and flying model aircraft. He would
10 bring them to the activity sessions to show the
11 children.

12 'GLU [REDACTED] always appeared to be on good terms with
13 the children. I didn't see or hear of him disciplining
14 or abusing any child.

15 'GLT [REDACTED].

16 'GLT was SNR [REDACTED] of Linwood Hall. He
17 was SNR [REDACTED] and then
18 [REDACTED] SNR [REDACTED]. I think he was at the
19 school the whole time I was there. He was absent during
20 a period of illness, but I can't remember when that was.

21 'GLT was responsible for a lot of the day-to-day
22 running of the school, particularly in the lead-up to my
23 retirement. His office was next to the classrooms and
24 he took on the responsibility of the classroom floor
25 when the majority of my time was spent dealing with the

1 relocation of the school.

2 'GLT' was a larger than life character. He could be
3 full on one minute and then sulky and grumpy the next.
4 I think he generally got on well with the children. He
5 could be very loud and would give the children a good
6 telling off. I'm sure he had initiated one of the
7 restraints that I became involved in as it was ongoing.
8 I never saw or heard of 'GLT' inappropriately
9 disciplining or abusing any children.

10 'HPH' .

11 'I don't recall a staff member called 'HPH' .

12 'GLS' .

13 'I don't recall a staff member called 'GLS' .'

14 'GLQ' .

15 'I remember 'GLQ' . He was a sports teacher
16 and was there throughout my time at the school. He was
17 quite a character. He was never frightened to voice his
18 opinions, sometimes rather forcefully.

19 'GLQ' was totally committed to the kids. He had
20 a bit of a love/hate relationship with the boys. He
21 made them do what he wanted but I think they actually
22 wanted to do it anyway because he was a sports teacher.

23 'GLQ' was involved in activities outside school and
24 trips. He raised his voice sometimes when he was out on
25 the sports field, for example. You almost expect that

1 from a sports teacher. I never saw or heard of him
2 disciplining or abusing any child.

3 'KZP [REDACTED].

4 'KZP [REDACTED] was a SNR [REDACTED] at
5 Linwood Hall. He was there before my time at the school
6 and I believe he was still there when I retired. I do
7 not recollect where he went when the care staff were
8 redeployed. He had his own office opposite GLT [REDACTED].
9 My contact with him was to talk about things that
10 I wanted to which involved the care staff and keeping in
11 touch on an ad hoc basis about the children.

12 'KZP [REDACTED] was a calm, collected man who I trusted to
13 [REDACTED] the care staff. From what I saw, he was always
14 fairly measured in his interactions with the children.
15 I didn't see or hear anything concerning him
16 disciplining or abusing any child.

17 'I retired from Linwood Hall in 2001 due to
18 ill-health. I oversaw the relocation of the school and
19 then I left.

20 'I have had sight of the document with reference
21 number FIC-000001406 as it was disclosed to me prior to
22 the session. The Mrs Buckle referred to in this
23 document is now my wife. Buckle was her name at the
24 time.

25 'I believe this document is an excerpt from the

1 incident log at Linwood Hall. It refers to the girl
2 that I had to suspend. I can't recall her name. Her
3 behaviour had been increasingly aggressive and on this
4 occasion, she had to be restrained. I can't remember
5 what set it off but she was crashing around violently.
6 The restraint unfortunately went on for some time as the
7 young lady simply would not calm down. The police had
8 to be called and they attended the school. The girl
9 then assaulted a female police officer.

10 'I have had sight of the document with reference
11 number FIC-000001322 as it was disclosed to me prior to
12 the session. It is a document providing information of
13 the status of [REDACTED] who I remember as a pupil
14 at the school. He is the boy that started coming to
15 school with expensive new clothing, shoes and jewellery.
16 We all had our suspicions as to where the money was
17 coming from to allow him to buy these things. [REDACTED]
18 basically saw no further need for his attendance at the
19 school.

20 'I can't remember seeing this kind of report in
21 relation to this individual during my time at
22 Linwood Hall. It looks to me as though it might have
23 been prepared by one of the social workers perhaps for
24 the educational psychologists but I can't be sure.

25 'If allegations of abuse have been made about

1 Lendrick Muir or Linwood Hall but the individuals or
2 parents didn't complain to the school at the time, then
3 I have to wonder why. If a complaint had been raised
4 with the schools, it would have been dealt with.

5 'It's very easy for kids to exaggerate things that
6 happened because it makes their case appear to be
7 stronger. It's a difficult thing because if kids want
8 to get back at you, they can do so in any number of ways
9 and it might be for something very minor like not
10 getting to do an activity they wanted to do. But they
11 are not always the innocent ones they appear to be.
12 I think it's very difficult to know where any
13 allegations might generate from.

14 'I think the best thing that can be done to protect
15 children in residential establishments is to ensure that
16 the adults who work with the children are connected.
17 It's no good having separate teams and departments.
18 A unified approach is best.

19 'It is also no good having children receive support
20 in an establishment but when they go home they're
21 unsupported. I know there are huge cost implications
22 there, but we should encourage these kids the chance to
23 realise all aspects of their potential.'

24 Neville then 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 that statement and it's dated 7
5 July this year.

6 LADY SMITH: Thank you very much.

7 MS MCMILLAN: I think, my Lady, that concludes this part of
8 the day. There will be another witness this afternoon.

9 LADY SMITH: At 2 o'clock. I think we're going to have
10 a Webex link then, aren't we? Yes.

11 MS MCMILLAN: Yes, my Lady.

12 LADY SMITH: Before I stop for the lunch break, quite
13 a number of names I want to mention, because these are
14 people who are not to be identified as being referred to
15 in our evidence outside this room.

16 That's MKF [REDACTED], KVV [REDACTED], GLT [REDACTED],
17 KNH [REDACTED], GLU [REDACTED], somebody called GLS [REDACTED],
18 [REDACTED], KMN [REDACTED], KIT [REDACTED] and
19 KZP [REDACTED], HPH [REDACTED] and GLQ [REDACTED]. I
20 think that covers everybody, but no doubt you can let me
21 know over the lunch break if you think I have missed
22 someone.

23 Very well. I'll stop now for the lunch break.

24 Thank you.

25 (12.47 pm)

1 (The luncheon adjournment)

2 (2.00 pm)

3 LADY SMITH: Good afternoon. Now we return to further oral
4 evidence this afternoon.

5 Ms Innes.

6 MS INNES: My Lady, the witness giving evidence this
7 afternoon is Brian Dailey. Brian Dailey was
8 a houseparent at Woodfield Ladymary from 1974 until
9 1977.

10 As previously referred to in this case study,
11 Mr Dailey has convictions from 2017 and 2022 in relation
12 to 21 charges, 16 of which are sexual offences. Those
13 21 charges are against 13 complainers from four
14 institutions and seven of those complainers were at
15 Woodfield Ladymary.

16 The period of offending identified in the various
17 charges of which he was convicted spans 15 years from
18 1969 to 1984. If we might perhaps look, first of all,
19 at JUS-000000211. I think we see there the extract
20 conviction from -- following the 2017 trial.
21 Your Ladyship will see there that he was convicted on 29
22 June 2017 and sentenced on 27 July of the same year.
23 And then below, we see the offences for which he was
24 sentenced and we can see at the bottom of the page that
25 he was imprisoned for a period of ten years, commencing

1 on 29 June 2017, in respect of four of the charges, and
2 then there was a separate sentence in relation to charge
3 7 of four years but that was to be served concurrently.

4 Perhaps if we could look at the indictment, which is
5 at JUS-000000215.

6 Your Ladyship will see there that the first charge
7 relates to a child [Secondary Institutions - to be published later] and then
8 if we scroll down, the charges 4 and 6 relate to conduct
9 at Ladymary and this relates to a complainer who has the
10 pseudonym 'Alec'. The first charge there, charge 4, is
11 an assault and charge 6, if we go on over the page,
12 is -- sets out various sexual offending.

13 Charge 7, on the next page, is in respect of a child

14 [Secondary Institutions - to be published later]

15 [Secondary Institutions - to be published later]

16 In the second trial, in 2022, if we could look
17 please at JUS-000000216 first of all. Mr Dailey was
18 convicted on 18 August 2022 at Glasgow High Court and
19 sentenced on 15 September 2022. He was convicted in
20 respect of 16 charges and your Ladyship will see that
21 these primarily involved sexual abuse with two -- three
22 charges, rather, of assault.

23 And your Ladyship will see at the bottom of the page
24 that, following his trial, he was sentenced by the trial
25 judge to a period of 15 years in prison and I'll come

1 back to that in due course, because your Ladyship will
2 also see that sentence was quashed and a period of
3 12 years substituted, and I'll come back to that in
4 a moment.

5 If we perhaps again can look again at the charges,
6 please, at JUS-000000212.

7 Your Ladyship will see that charges 3, 4 and 5
8 relate to offences committed whilst he was at Smyllum
9 Park. And then going on to the next, 13 charges were
10 committed during Brian Dailey's time at Ladymary and, as
11 I've said, there are seven complainers.

12 Charge 9, at the bottom of the page, is a sexual
13 offence against an applicant who is known to the Inquiry
14 as 'Patricia', and then, going on over the page, at
15 page 2, and charge 10 is a charge of rape, again the --
16 that's in respect of the applicant, 'Patricia'.

17 And then the various charges continue on to page 3;
18 charge 19 is a sexual offence and that relates to
19 an applicant to the Inquiry known as 'Megan' and
20 includes compelling her to engage in sexual relations
21 with a male child. That material is spoken to in
22 'Megan's' statement and was spoken to in her evidence to
23 the Inquiry at an earlier stage.

24 And then the remaining offences, as your Ladyship
25 will see, continue and they are all in respect of

1 children who were at Ladymary School.

2 I mentioned a moment ago that Mr Dailey's sentence
3 was reduced on appeal and if we could look, please, at
4 JUS-000000210.

5 This is a minute of the hearing in relation to his
6 sentence appeal, it's 28 October 2022. And
7 your Ladyship will see, if we scroll down towards the
8 bottom of the page, issue was taken with the cumulative
9 length of the sentence, so because he was already
10 sentenced to a period of imprisonment for ten years,
11 that meant that, cumulatively, he was serving a total
12 sentence of just over 20 years for all of the offences.

13 LADY SMITH: Of course.

14 MS INNES: And if we go on to page 4 --

15 LADY SMITH: Because he was only five years into the
16 ten-year sentence at the time of the second trial and
17 sentence.

18 MS INNES: Yes, and if we look on page 4, we can see the
19 summary given by the court noting the seriousness of the
20 offending, including material which were then lewd and
21 indecent practices but which would now be charged as
22 rape.

23 So the sentence appeal court noted the nature of the
24 offending. They referred to the case of HMA v Collins
25 and sentences imposed in relation to cases where

1 a person is in a position of trust, so, for example, in
2 dealings with children who are in residential care, and
3 ultimately the court concluded that a sentence of
4 20 years for the offences encompassed in the two
5 indictments was excessive, bearing in mind the age of
6 the appellant, but they did consider that a sentence in
7 excess of that imposed in respect of the first
8 indictment is appropriate, ie more than ten years which
9 was a particular issue mentioned in Collins, and they
10 therefore substituted a sentence of 12 years. So,
11 essentially, the cumulative sentence is obviously just
12 over 17 years.

13 So I think that's all that I have to say by way of
14 setting out the convictions.

15 LADY SMITH: Thank you very much. Thank you.

16 (Pause)

17 (Evidence via videolink)

18 LADY SMITH: Good afternoon, now, can you hear me and can
19 you see me?

20 A. Yes, I can.

21 Q. Thank you. How would you like me to address you, by
22 your first name or your second name? I am happy to use
23 either, 'Mr Dailey' or 'Brian', which would you like?

24 A. Brian, please.

25 LADY SMITH: Thank you. Brian, could we begin with you

1 raising your right hand, please.

2 Brian Dailey (sworn)

3 LADY SMITH: Now, Brian, you probably appreciate who I am.

4 I'm Lady Smith and I chair the Scottish Child Abuse
5 Inquiry here in Edinburgh and we're grateful to you for
6 engaging with us this afternoon to enable us to talk to
7 you directly about some aspects of your evidence and,
8 of course, I've already got your written statement which
9 is part of your evidence and it's been very helpful to
10 have that in advance.

11 If at any time you've got any questions, please
12 don't hesitate to speak up. If you want a break, that's
13 absolutely fine, just let us know, we can accommodate
14 that. Whatever would work for you in that respect will
15 work for us, because although I know this is difficult,
16 perhaps you find it hard to understand, I do want to do
17 anything I can to make the difficult challenge of giving
18 evidence in relation to these matters that we're talking
19 about here as comfortable as possible for you.

20 A. Okay.

21 LADY SMITH: Now, you've got the text of your written
22 statement, I think, available to you and we'll signpost
23 where, in particular, we're going to it, to help you
24 with that.

25 It's possible, Brian, that at some stage you may be

1 asked questions about matters of which you haven't been
2 convicted but the answer to which could incriminate you.
3 Although we're a public inquiry and not a court, you
4 have all the rights that you would have in the court
5 setting and that means that you don't have to answer any
6 question which could incriminate you of something of
7 which you haven't been convicted. It's your choice but
8 of course, if you choose to answer, I expect you to
9 answer fully. Does that all make sense to you?
10 A. Yes.
11 LADY SMITH: Thank you.
12 If you're ready, I'll hand over to Ms Innes and
13 she'll take it from there. Is that all right?
14 A. Yep.
15 LADY SMITH: Thank you. Ms Innes.
16 Questions by Ms Innes
17 MS INNES: Thank you, my Lady.
18 Good afternoon, Brian.
19 A. Good afternoon.
20 Q. I wonder if, first of all, I could ask you to look at
21 the witness statement that you've prepared. It's at
22 WIT-1-000001618. And if we can look on to the last page
23 of that statement, please, at paragraph 255, it says
24 there:
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 I think we can see that you signed this statement on
5 10 June of this year; is that correct?

6 A. That's correct.

7 Q. Thank you. Now, if we go back to page 1 of your
8 statement, you tell us that you were born in 1947; is
9 that right?

10 A. Correct.

11 Q. And at paragraph 2, you tell us that once you left
12 school, you initially worked in some local shops and
13 then ultimately a pharmacy, I think, in your local area;
14 is that right?

15 A. Correct.

16 Q. And then you say at paragraph 3 that you first worked in
17 the care environment as a volunteer at Smyllum Park?

18 A. Yep.

19 Q. And you worked there from the age of 19 until your early
20 to mid-20s, and would I be right in thinking that you
21 were doing that at the same time as doing your day job?

22 A. I was, yes.

23 Q. And then you worked there again for a couple of months
24 during the school holidays, and that -- in 1976?

25 A. That's correct, yes, uh-huh.

1 Q. That would have been during the time that you were
2 working at Woodfield Ladymary; is that right?
3 A. No, that's when I was at college in Oxford, that was --
4 Q. Oh right.
5 A. -- the summer break.
6 Q. Okay, so maybe a wee bit later on then when you were at
7 college in Oxford, you came back --
8 A. Yes.
9 Q. -- in the summer break --
10 A. Yes, uh-huh.
11 Q. And you worked at Smyllum?
12 A. Yes, that's correct.
13 Q. Okay, and then you also tell us that you worked
14 part-time in the evenings at Ridge Park Special School?
15 A. Yep.
16 Q. And you worked there on a part-time basis from about
17 1971 to 1974; is that right?
18 A. Correct.
19 Q. And then you went to Woodfield Ladymary and was that as
20 a houseparent?
21 A. That's -- yes, I was.
22 Q. And was that a full-time role?
23 A. That was, yep.
24 Q. And then, as you said, after you were -- after you left
25 Ladymary, you went to college in Oxford and then, once

1 you returned from college in Oxford, you worked for
2 a period at Millpark Children's Home?

3 A. That's right.

4 Q. And then I think, after that, did you go on to work
5 in -- you moved away from work with children; is that
6 correct?

7 A. That's correct, yes, uh-huh.

8 Q. Okay. Now, if we move on, please, to page 2 of your
9 statement, you note the degree that you undertook in
10 Oxford, but you say, at paragraph 5, that you don't have
11 any formal childcare or social care qualifications?

12 A. That's right.

13 Q. You do mention replacing a member of staff from Ladymary
14 who'd been doing an in-service course one day a week?

15 A. Yes.

16 Q. And you managed to persuade, I think it's Sister MHT
17 to let you replace that member of staff and do the
18 course. What did that course involve? What sort of
19 things were -- was being taught?

20 A. I really can't remember, it's such a long time ago now,
21 but it wasn't terribly intensive, it was very general
22 basics about how to care for people, because there were
23 people of all ages in all care settings in my team, from
24 old folks' homes as well as children's homes.

25 Q. Okay, so maybe it was a sort of general, social care?

1 A. It was, yeah -- yeah, something like that, yes, uh-huh.

2 Q. And was it one day a week for how long?

3 A. A year.

4 Q. A year.

5 A. Yeah.

6 Q. And did you get some kind of qualification or
7 certificate at the end?

8 A. We did, we got the -- I can't remember what it was
9 called, the in-service -- yeah, probably still got
10 something at home, but I haven't a clue where.

11 Q. And did you find this course helpful?

12 A. It was. It gave me insights to various care settings
13 and to -- to -- I also met other people who were in the
14 same position as me, both working with children, with
15 difficult children, with disabled children and with
16 elderly people, so it gave me a very broad-based
17 education.

18 Q. Okay. So, you then go on to tell us about your time at
19 Smyllum and obviously that's not the focus of your
20 evidence today. So I'd like you to move on to page 8 of
21 your statement and paragraph 46.

22 So you went to Smyllum and then, as we know, you
23 went to Ridge Park?

24 A. Yeah, uh-huh.

25 Q. And you say that you had heard about Ladymary being

1 a very progressive, good place to work?

2 A. Yes, uh-huh.

3 Q. Can you tell us what you'd heard about it and who had

4 told you about it?

5 A. It was -- as far as I can remember, a fairly new school,

6 the sister in charge -- it was run by the Good Shepherd

7 Sisters and the founder of the place, Sister Teresa, had

8 a very good reputation for caring both for children and

9 for staff. There was just -- it was difficult children,

10 it was maladjusted children, difficult children and it

11 was a new way of looking at difficult children.

12 Q. And was that because you'd heard about Sister Teresa's

13 work, was that why you decided to go and work there?

14 A. Well, I decided to apply, yes, uh-huh. I thought that

15 sounds as if it -- because by that time I had worked for

16 two or three years at Ridge Park. I had worked for --

17 because I volunteered for several years at Smyllum which

18 was an ordinary children's home and Ridge Park, which

19 was a mal -- a difficult children's school, special

20 school, for difficult children. So I was just trying to

21 build up my expertise, if you -- for want of a better

22 word.

23 Q. Okay. And if we go on to page 9, and paragraph 48, you

24 say that you provided references when you applied for

25 the job at Ladymary?

1 A. Yes, uh-huh.

2 Q. And you say one was from the headmaster of Ridge Park
3 and the other one was from the person who was SNR
4 SNR at Smyllum at the time?

5 A. Yes, uh-huh.

6 Q. And you provided their names and addresses. You don't
7 know what -- if the references were taken up?

8 A. That's it, I've no idea.

9 Q. And can you remember if you were interviewed for the job
10 at Woodfield Ladymary?

11 A. Yes, I was given quite an intensive interview by
12 Sister MHT, SNR.

13 Q. Okay. And you mention her in the next paragraph of your
14 statement, paragraph 49. She was the person who was SNR
15 SNR when you were at Ladymary, I think?

16 A. Yes, uh-huh.

17 Q. What was she like? What was your impression of her?

18 A. She -- she was a very caring person, a small person,
19 well, getting on for older -- elderly, very caring
20 person. Lots of knowledge. We -- we both got on okay.

21 Q. Okay. Now, you mentioned Sister Teresa a moment ago in
22 your evidence. SNR by the time that you
23 arrived?

24 A. She SNR as headmistress, yes, uh-huh. She was
25 in a convent which was attached to the school and so

1 I saw her occasionally but -- and occasionally she'd
2 come through, but she really had nothing else to do with
3 the school.

4 Q. And you say that -- at paragraph 49 that each of the
5 units had a nun who was in charge of the unit?

6 A. Yes, uh-huh.

7 Q. And you go on to explain a bit more about the units at
8 the bottom of the page, at paragraph 51, and you say
9 there were three units?

10 A. That's right, yes, uh-huh.

11 Q. You say, 'They were just called the wee unit, the middle
12 unit and the big unit'?

13 A. Yes, uh-huh.

14 Q. Now, is that referring to the number of children in the
15 units or the ages of children in the units?

16 A. That referred to the number of children in the unit, the
17 wee unit was smaller -- it -- was the smallest in size
18 and new children tended to go in there for a few months
19 until a space became available in one of the other
20 units.

21 Q. And in terms of the middle unit and the big unit, were
22 there particular ages of children that were in each of
23 those units?

24 A. There was a similar age from 6 'til -- to 11-ish
25 I think. They were both similar age, but just ...

1 Q. And were all of these units in the main building?

2 A. Yes, uh-huh. One after another, the three units were

3 one after another in the same corridor.

4 Q. Okay, and what floor of the building were they on?

5 A. Erm, well, it was -- you walked up from the school to

6 the first floor, to the dining room and then up more

7 stairs to the stairs, so it would be -- I suppose,

8 second floor, it might be, because it was ...

9 Q. Okay, so the school was on the ground floor?

10 A. Yes, uh-huh.

11 Q. And then on the first floor there was the dining room?

12 A. Dining room, that was a separate, erm, entity, and then

13 walk up more stairs.

14 Q. Okay. And then upstairs there were the dormitories and

15 the units for the children?

16 A. Yes, the three units, uh-huh.

17 Q. And if we look just at paragraph 50, on this page, you

18 say, as you've mentioned, that the nuns were working in

19 the unit, they were fully involved in the work that was

20 going on?

21 A. That's right.

22 Q. And you say, I think, that you were the only male member

23 of staff at Ladymary at the time; is that right?

24 A. That's correct, yes, I was.

25 Q. And you talk about being involved in supervising the

1 boys having showers or baths?

2 A. Yes, uh-huh.

3 Q. Was it only boys that you worked with or did you also

4 work with girls?

5 A. We only had the one girl in the unit and the sister in

6 charge always dealt with the girl. I never, ever dealt

7 with the girl.

8 Q. And sorry, I should have asked, in terms of the unit

9 that you were in, were you in the small unit, the middle

10 unit or the big unit?

11 A. I was in the big unit.

12 Q. Okay.

13 A. The big one.

14 Q. And --

15 A. Which is -- as well as being the biggest in size had

16 a few more children.

17 Q. Roughly how many children were in the unit?

18 A. 11 or 12, I think. I really can't remember.

19 Q. If we move on over the page, please, to page 10, at

20 paragraph 50, you talk about your job and you say that

21 your job was to look after the kids.

22 Now, during the school day, what was your -- did you

23 work during the school day or were you off during those

24 hours?

25 A. We - we all took turns -- all the staff took turns of

1 being in the quiet room area, if a child was disruptive
2 in class and couldn't be calmed in the classroom, he or
3 she'd be taken out the classroom and put in what we
4 called 'the quiet room', so we all took a turn with
5 that. We took a turn of sitting in the dining room with
6 a group of children and then outside -- supervised them
7 outside at play time.

8 Q. Okay, so there were various things that it sounds like,
9 that you would do during the day. You might supervise
10 in the playground; is that right?

11 A. That's right, yeah, at dinner time, aye.

12 Q. You might be supervising at dinner time or lunchtime?

13 A. Yes, whilst they were having their lunch, uh-huh.

14 Q. And then sometimes you would be -- take a turn of
15 supervising a child in the quiet room?

16 A. Yes, uh-huh.

17 Q. And you mention at paragraph 52 here that quite a few
18 children would abscond from the school?

19 A. Yes, there was quite a lot of absconders, uh-huh.

20 Q. Why did they run away, do you know?

21 A. We never discussed it with them. They would say that
22 they were fed up, that they wanted to go back home, they
23 wanted to be with their parents or back to the
24 children's home where they came from. It was never
25 anything that we, the staff, discussed. They discussed

1 that with the social worker, who belonged to the school,
2 but there was nothing that anybody -- anything that we
3 ever discussed with children really.

4 Q. So what would happen if a child went missing? Who would
5 go and look for them?

6 A. Well, we would initially, and if we couldn't find them
7 'em, they would contact the police.

8 Q. I see.

9 A. But most -- more children would be found fairly quickly,
10 because it was a fairly open area -- well, not open, but
11 it was a little village and there's only the one main
12 road, so if they were on that road, we could follow
13 them, we could catch them.

14 Q. And then are you saying that once you took them back --
15 well, once you took them back, what would the -- would
16 there be any consequences for them of running away?
17 Would they be --

18 A. The only -- the only consequence I can think of is that
19 they'd be stopped from going outside to play for a week
20 or a few days.

21 Q. And then, as you say, you wouldn't have any discussion
22 with the children as to whether -- as to why they had
23 run away?

24 A. No, no.

25 Q. At paragraph 53, you talk about the evening routine and

1 you say that the boys would get into their pyjamas and
2 dressing gowns and they would be walked downstairs to
3 get washed and brush their teeth?

4 A. Yes.

5 Q. So were the bathrooms on the floor below?

6 A. Yes, it was an old building, and it had a downstairs
7 area where the showers and toilets were.

8 Q. Was that on the same floor as the dining room or not?

9 A. No, no, it was separate from the dining room. It was
10 attached to the unit.

11 Q. And you say sometimes there would be other staff but you
12 would often be on your own with the boys?

13 A. Yes, because I was the only male member of staff and to
14 save the boys from embarrassment.

15 Q. And where would the nun be that was working on the unit
16 with you, where would she be when you were --

17 A. She'd be usually dealing with the girl -- the only girl
18 that we ever had in the unit. She would bathe that girl
19 and do her hair and prepare her for bed.

20 Q. And then you talk about the boys going to their beds.
21 Were they in different dormitories within the unit?

22 A. Yes, there was four or five dormitories. I can't
23 remember how many rooms there were. Four or five of
24 them, which there was four children in each room.

25 Q. And the girl that you've mentioned, was she in a room on

1 her own?

2 A. Yes, uh-huh.

3 Q. And then you mention at paragraph 54 that when you

4 worked at Ladymary, you lived there?

5 A. Yes, uh-huh.

6 Q. And you say your room was next to the dining room?

7 A. That's right, yeah, uh-huh.

8 Q. So that -- was that on the floor -- you say:

9 'On the other side of the dining room from me were

10 the dormitories where all the children slept.'

11 A. Yes, uh-huh.

12 Q. So --

13 A. Yes, the rooms -- the bedrooms were one area, then

14 there's a sitting room and a kitchen area and a -- and

15 then my room was off that.

16 LADY SMITH: And you said earlier that was one floor up, was

17 it? The classrooms were on the ground floor and then

18 the next floor up had the dining room and the

19 dormitories?

20 A. Yes. Yes, that's right, yes, uh-huh, then further up

21 from the dining room was the dormitories, yes, uh-huh.

22 LADY SMITH: Thank you.

23 MS INNES: So was your room on the same floor as the

24 dormitories or not, the dormitories --

25 A. Yes, it was the level of the dormitories.

1 Q. And then you go on at paragraph 55 to say there were no
2 night staff as such at Ladymary, so I'm assuming you
3 mean there weren't staff that were staying awake
4 overnight?

5 A. No, that's right, yes. It was only the staff who worked
6 in the unit.

7 Q. Okay, and you refer to that being yourself and then you
8 mention, I think, the nun who worked in the unit with
9 you. Where was her room?

10 A. Her room is at the end of the corridor where the boys'
11 dormitory was. There was a door and through that door
12 was a small kitchen, toilet and shower area, and the
13 Sister's room.

14 Q. You say that there were three members of staff every
15 night for the unit that you were in, so there was you,
16 the nun and who else?

17 A. At least -- at least one other female member of staff.
18 Sometimes were two or three female members of staff.
19 There was always at least three of us on until 9 o'clock
20 at night.

21 Q. And then you say, as you say here in this paragraph,
22 'Then there would be one member of staff left and the
23 others would go off duty'?

24 A. Yes, that's right.

25 Q. So there would be one person who would be on duty

1 overnight?

2 A. Yes, but we weren't waking staff. We just supervised
3 the children until they fell asleep, then we went to bed
4 about 11 o'clock, I presume.

5 Q. Okay, right. So there would be a time between, say,
6 9 o'clock and 11 o'clock when the other two staff
7 members, say the nun and the female member of staff,
8 they would go off duty?

9 A. That's right.

10 Q. And I think you say, perhaps elsewhere in your
11 statement, that they would perhaps go off and do their
12 own thing before they went to bed at whatever time they
13 were going to bed?

14 A. Yes, uh-huh, mm-hmm, yeah.

15 Q. And would you take turns then, so sometimes you would
16 stay on until 11.00 and sometimes the nun would stay on
17 until 11.00?

18 A. Yes, uh-huh.

19 Q. Okay. Yes, you say at paragraph 56 that the children
20 would go to their beds at 8.00 p.m and the staff who
21 went off duty would go to their rooms in the attic or
22 socialise among themselves or go out or whatever.

23 Now, are you meaning that the female member of
24 staff, who was involved in your unit, that she had
25 a room in the attic?

1 A. Yes, uh-huh.

2 Q. So the nun would go to her room or socialise with other
3 members of staff?

4 A. Uh-huh, or the other nuns.

5 Q. Yes. Okay.

6 And then at paragraph 57, on page 11, you say that
7 when you were on duty, you did a tour of the dormitories
8 to check the children before you went to bed?

9 A. Yes, uh-huh.

10 Q. You know, go round to see what was going on? Okay.

11 A. Mm-hmm.

12 Q. Now, if we move on, please, to page 11 -- sorry, we're
13 on page 11, I think --

14 LADY SMITH: Yes, we are.

15 MS INNES: Paragraph 59, you're asked there about child
16 protection and you say that you were given some guidance
17 or instruction from Sister MHT, who was very strict.
18 What guidance did she give you about child protection?

19 A. Just that there was no smacking them. We were not
20 allowed to smack them. We shouldn't shout at them,
21 abuse them, things like that, verbally abuse them,
22 that -- that was it basically.

23 Q. And did she -- well, you say there that was because
24 children may have been abused in that way before they
25 came to the school?

1 A. That's correct, yes, uh-huh.

2 Q. Was that what she told you, this was the reason behind
3 it?

4 A. That's it, yes, uh-huh.

5 Q. And then, at paragraph 60, you mention that you didn't
6 shout at them, that, 'We didn't smack them', and:
7 'We didn't make any our favourites. If we bought
8 something for one child in the unit, you'd have to buy
9 something for every child in the unit.'

10 So, buying things for children in the unit, was that
11 something that happened? Buy them small gifts and
12 things?

13 A. It was only birthdays, we would be allowed to buy them
14 a small gift for a birthday. It wasn't a regular thing,
15 it wasn't a weekly thing or that.

16 LADY SMITH: Could I just have that screen go back to
17 paragraph 59, in the last line but one there, we've got
18 the name 'Ladywell', that should be 'Ladymary',
19 shouldn't it?

20 MS INNES: Yes.

21 LADY SMITH: Do you see that, Brian?

22 A. Oh, God, aye, that's the first time I've looked at that,
23 yeah.

24 LADY SMITH: That should be Ladymary, shouldn't it?

25 A. Ladymary, uh-huh.

1 LADY SMITH: Yes, thank you.

2 MS INNES: If we can look, please, down to paragraph 61, you
3 talk about children being given tablets at night to make
4 them sleep and then you go on about giving out
5 medication. Were you involved in giving out medication;
6 was that part of your responsibility?

7 A. Only if it was a prescribed medication from the doctor.
8 That's absolute rubbish. They were never given sleeping
9 tablets. That's just an absolute fabrication by that
10 particular child.

11 Q. And presumably you would give tablets out whenever they
12 were prescribed, whether they were morning or evening,
13 were you involved in that, handing out --

14 A. Yes, if I was on duty, yes, uh-huh.

15 Q. Were children ever given medication to calm them down if
16 they were distressed or anything like that, do you know?

17 A. No, not that I can think of it, no. Not that I can
18 remember, no.

19 LADY SMITH: I don't suppose though, Brian, it would have
20 been for you to question or get involved with what it
21 was a doctor had prescribed. You'd just know that you
22 had to give it to the children?

23 A. Yes, uh-huh. If the doctor prescribed it, yes, uh-huh.

24 LADY SMITH: Whatever it was.

25 A. Mm-hmm, yes.

1 LADY SMITH: You might not have known what it was, I
2 suppose?

3 A. That's it. I mean ...

4 MS INNES: If we look on to page 12 and paragraph 62, you
5 tell us a bit more about the quiet room, which you've
6 mentioned already. Where was the quiet room?

7 A. That was downstairs, not far from the classrooms.

8 Q. And what was in the quiet room?

9 A. There was a bed and that was basically it, a soft
10 mattress and a duvet cover.

11 Q. Were there any toys or pictures or anything like that --

12 A. No.

13 Q. -- in the room?

14 A. No.

15 Q. And what was the purpose of the quiet room?

16 A. As it says, to quiet them down. If they were so
17 disruptive in the classroom, they were disrupting their
18 class completely, that's probably why there'd be no toys
19 because they couldn't throw things around. They would
20 be -- they could be a very highly emotional state if
21 they got taken to the quiet room. I have known them to
22 get under the bed and kick the bed, the -- kick the bed
23 off the floor, which was screwed down, because they were
24 so angry and so powerful.

25 Q. Okay.

1 A. So ...

2 Q. And was it just used during the school day or was it
3 also used outwith school hours?

4 A. I don't recall it ever being used outwith school hours.

5 Q. And you mention that there would be a member of staff in
6 the quiet room with the child; is that right?

7 A. That's right, yes, trying to keep them calm, talk
8 quietly to them.

9 Q. So would a child be in the quiet room on their own?

10 A. No.

11 Q. And would the door of the quiet room be kept open all
12 the time or was it closed when there was an incident
13 like this going on?

14 A. When we were sitting in with them, it was kept open all
15 the time and we had to -- very quick, make sure they
16 didn't run out.

17 Q. And did you have to restrain children then who were
18 behaving in the way --

19 A. Sometimes, you had to, you had to hold them because they
20 were so high with anger and frustration and all the rest
21 of it, that the only way that they -- they -- as
22 somebody explained it to me once, that sometimes with
23 children like that, that's the only way they could have
24 a cuddle, was to be held firmly by somebody. That was
25 the only way they could accept a cuddle.

1 Q. And were you given any training in holding children
2 at --
3 A. No.
4 Q. -- during that time? No.
5 A. Not as such. Just to use our common sense.
6 Q. Was there any training about what we would now call
7 restraint or physical intervention during your
8 in-service course that you mentioned?
9 A. I don't recall anything like that.
10 Q. And you mentioned, you know, a child might be in
11 a distressed state. How long would they be in the quiet
12 room with a member of staff for?
13 A. They could be in all morning or all afternoon. Depends
14 on how frustrated they were, the state they were in.
15 Q. And over that time, would they remain with the same
16 member of staff or would staff swap over?
17 A. No, no, it would be the one member of staff, the on-duty
18 member of staff.
19 Q. And then at -- going down page 12, at paragraph 64, you
20 mention Sister MHT again. You say that she set the
21 standards?
22 A. That's right, yes, uh-huh.
23 Q. And what did you think of her leadership style?
24 A. It was very good. It was very caring. It was very
25 calm. It was never hysterical.

1 Q. And how did you feel that she interacted with the
2 children?

3 A. Very good as well. They all knew her as Sister MHT ,
4 not as SNR , not as SNR or anything
5 like that, it was just Sister MHT , Sister.

6 Q. And did you ever see her, for example, hit a child or
7 physically punish them?

8 A. Never. Never.

9 Q. Now, I want to move on to -- well, just, sort of,
10 closing off actually, as you say, you left Ladymary in
11 1977 and then you went to college in Oxford, so that was
12 the end of your time at Woodfield Ladymary?

13 A. That's right, yes, uh-huh.

14 Q. If we can move on, please, to page 16, and there you
15 start dealing with evidence that has been given to the
16 Inquiry against you and the first paragraph, beginning
17 there at paragraph 85, is in respect of an applicant who
18 has the pseudonym 'Alec'.

19 And the Inquiry is aware that you have been
20 convicted of offences in respect of 'Alec'; is that
21 right?

22 A. Yes, uh-huh.

23 Q. But I think if we go on, over the page, at page 17, you
24 say, for example, at paragraph 91, that what he says,
25 your view is that it is sheer fantasy; is that --

1 A. That's correct, yes.

2 Q. And you say at paragraph 92 that you never punished or
3 sanctioned him or abused him?

4 A. That's correct. That's correct.

5 Q. Now, at paragraph 94, I think you were being asked the
6 question as to why it is that you think that 'Alec' made
7 these allegations against you?

8 A. That's right, yes, uh-huh.

9 Q. And what's your view in relation to that?

10 A. It's still the same, it's basically, to start with,
11 money, but that there are various facts, in fact, into
12 that. The Prime Minister, when he was Director of
13 Public Prosecution, decreed that any child who made
14 an allegation had to be believed and that makes me
15 wonder if -- who it was who was saying that, 'We believe
16 you'. If it was lawyers, there's no chance of them ever
17 getting the truth and sometimes -- and children, believe
18 it or not, do tell lies and they may start off trying to
19 get somebody in trouble by telling a lie, but then if
20 they -- if they're getting told by adults, responsible
21 adults, they're being believed, 'That's correct, yes,
22 I believe you', they get involved in that lie and they
23 suddenly become part of the lie and they cannot change
24 it.

25 Q. Now, at the top of page 18 of your statement, you

1 mention that you received a letter from a group of
2 solicitors from Ladymary School advising you in respect
3 of compensation that had been awarded and you say --
4 A. Yes, uh-huh.
5 Q. 'The group of solicitors were trying to get me to pay
6 them back.'
7 A. That's correct, yes, uh-huh.
8 Q. Okay, so that was solicitors from Ladymary School; is
9 that right?
10 A. So they said.
11 Q. And then if we go on, over the page, to page 19, and
12 paragraph 103, 'Alec' says that you were physical with
13 him and the other children and he says that you slapped
14 him, pulled his ears and grabbed him and put him against
15 the wall.
16 So just breaking that down: did you slap 'Alec'?
17 A. Nope, I never, ever slapped him, no.
18 Q. Did you pull his ears?
19 A. Nope.
20 Q. Did you grab him?
21 A. I'd maybe grab him if -- if he was acting up, to hold
22 him, but that was not -- wasn't to slap him against --
23 throw him against a wall or anything like that.
24 Q. And then at paragraph 105, he says that he observed you
25 touch another boy under the covers in the bedroom --

1 A. Yes.

2 Q. -- did you do that?

3 A. No, I did not.

4 Q. If we go on over the page, to paragraph 108, you say

5 that you weren't allowed to punish the children?

6 A. That's right, uh-huh.

7 Q. I assume you mean you weren't allowed to use corporal

8 punishment, is that what you mean there?

9 A. Yeah, that's right, we weren't allowed to smack them.

10 Q. 'But we could sanction them and send them to their room

11 if they were being disruptive.'

12 A. Yes, uh-huh.

13 Q. And so could children be sent to their room to have to

14 stay there on their own for a period?

15 A. Yes, uh-huh, if at night-time, when we were watching

16 the -- yeah, well, there was no television. But when

17 they were playing, if somebody was acting up and he just

18 wouldn't settle down, he could be sent to his room to

19 be -- into a calmer atmosphere.

20 Q. And would the child remain in the room on their own

21 until you went and told them that they could come out

22 or --

23 A. Yes, uh-huh.

24 Q. Or would they remain there for the rest of the night,

25 would they essentially be going to bed?

1 A. They could be. They could be. It depends on what --
2 the acting up that the child was doing.

3 Q. Now, if we go on, please, to page 21, at paragraph 116,
4 you -- well, it notes there that 'Alec' says that he
5 told the nuns what you were doing to him and he reported
6 to the nuns that you had taken him to your bedroom, got
7 undressed in front of him, grabbed his wrist and forced
8 him to masturbate you.

9 Did you ever have to deal with any allegation that
10 was made by 'Alec' at the time that you were at
11 Ladymary?

12 A. Nope.

13 Q. If we could move on, please, to page 22, you deal there
14 with allegations that -- or a statement that's been
15 given to the Inquiry by somebody who has the pseudonym
16 'Patricia'.

17 A. Yeah, uh-huh.

18 Q. So page 22, starting at paragraph 122. And 'Patricia'
19 says that you used to supervise her when she was in the
20 bath, and I think she's indicating that she was in your
21 unit, is that correct --

22 A. That's correct, she was the only girl among all the boys
23 in my unit.

24 Q. Okay, and did you supervise her while she was in the
25 bath?

1 A. Never. It was -- as I said before and as she said in
2 her own statement, Sister MHV always bathed her and
3 she -- Sister MHV was the one who called her a 'wee
4 angel', that she talks about in there. It wasn't me.
5 It wasn't any other member of staff. It was always
6 Sister MHV. She was the -- always the 'wee angel'.
7 Q. So you -- are you saying that you didn't call her 'wee
8 angel', your 'wee angel' at all?
9 A. No, no, no. I really don't think we did, because that
10 was something between her and Sister MHV. She wasn't
11 called a 'wee angel' by the other children, that I can
12 remember.
13 Q. And what about by you?
14 A. No, no.
15 Q. And then at paragraph 123, she refers to you buying her
16 comics and sweeties; did you do that?
17 A. Absolute rubbish. Absolute rubbish. I never bought any
18 child comics or sweeties, because as I said earlier, if
19 you bought stuff for one child, you had to buy it for
20 them all, to make them all feel the same.
21 Q. If we go on over the page, we see your response to the
22 questions I've just been asking there, at paragraph 125
23 and 126. Did you call 'Patricia' your friend?
24 A. Possibly. I mean, I've no idea. I really can't recall.
25 I mean, we would say to the kids, 'Well, I hope we're

1 friends. Are you my friend?' Or, 'I'm your friend.'

2 But I really can't remember specifically going out of my

3 way.

4 Q. And then if we move on to page -- sorry, page 24 and

5 paragraph 140, 'Patricia' talks about her grandfather

6 coming and making a complaint and shouting at the nuns

7 about you.

8 A. Yep.

9 Q. Can you recall that happening?

10 A. Nope, I do not recall anybody from PCF's family

11 ever coming to visit the home -- visit the school.

12 Q. And so again we know that you have been convicted of

13 offences, sexual offences, including rape of 'Patricia'

14 and I think, again from your statement, you maintain

15 your innocence in respect of these convictions; is that

16 right?

17 A. That's correct, yes. I never, ever raped anybody.

18 Q. And why do you think it is that 'Patricia' has given

19 that evidence?

20 A. She was a very confused child at that point and as

21 an adult, during my trial, she was quite confused as

22 well. And I've no idea how many adults, responsible

23 adults in inverted commas, said, 'We believe you, we

24 believe you, we believe you', and that builds up and

25 builds up and then children are left on their own being

1 believed and they're given no support.

2 Q. And if we move down page 25, you speak about the

3 statement given by an applicant to the Inquiry with the

4 pseudonym 'Megan'.

5 And again, we know that you have been convicted of

6 sexual offences in relation to 'Megan' and at

7 paragraph 146, I think again you maintain your innocence

8 in respect of the convictions that you have in respect

9 of 'Megan'?

10 A. Yes, uh-huh, mm-hmm. That's correct.

11 Q. And if we go on over the page to paragraph 147, you say

12 that you were never in her unit, but you did have --

13 A. That's right.

14 Q. -- access to her unit; is that right?

15 A. That's correct. I never, ever worked in her unit.

16 Q. And then you say at paragraph 148 that I think that

17 during the course of your trial, you found out that

18 there maybe had been a volunteer coming in to Woodfield

19 Ladymary --

20 A. That's correct.

21 Q. -- who had [REDACTED]?

22 A. Yes, uh-huh.

23 Q. And are you suggesting that it's a case of mistaken

24 identity, is that why you mention this?

25 A. I mention it because I was always told I was [REDACTED]

1 [REDACTED] that ever worked there and it was only when
2 I saw this list of staff at Ladymary that I saw this
3 RDZ [REDACTED] name, that I'd forgotten. He was called
4 RDZ [REDACTED] but he used a different name when he was talking
5 to us. He only told the children his name was RDZ [REDACTED] and
6 I cannot remember his surname and that's probably
7 why I'd -- because -- and he only came a few months
8 before I left Ladymary to go to college and that's
9 probably why I've forgotten about him, but ...

10 Q. Okay, so this is a person whose name came up at the
11 trial and am I right in understanding that you're saying
12 that his name wasn't, in fact, RDZ [REDACTED], but that's the
13 name that he used?

14 A. His name was RDZ [REDACTED], but he used a different name when he
15 was speaking to staff. So, when he was speaking to us,
16 his colleagues. Why, I've no idea.

17 Q. And if we move on, please, in your statement to page 31
18 and to paragraph 179 first of all, I think your
19 position, as you set out there, is that you say:

20 'I never abused a single soul.'

21 Is that your position?

22 A. Correct. That's my position, yes. It has been from the
23 word go and it will be until the day I die.

24 Q. And then if we look down to the bottom of page 31, we
25 see there that you refer to some material that you were

1 shown that was provided to the Inquiry by the
2 Good Shepherd Sisters and, within that, it was noted
3 that a complaint was made while you were at Ladymary
4 that you had sexually abused a boy?

5 A. Yes, I can see that, but I was never, ever spoken to
6 about having abused anybody at Ladymary.

7 Q. Okay, so, if we go on over the page, to paragraph 185,
8 you note there what was said by the Good Shepherd
9 Sisters, which is that you were suspended while this
10 accusation was investigated and you were interviewed
11 twice by the psychiatrist, who judged that there was no
12 basis for the accusation and you were then allowed to
13 return to work --

14 A. That's correct.

15 Q. -- and I think at paragraph 186 you do accept that you
16 were interviewed by Dr Rodgers twice; is that right?

17 A. That's correct, yes, uh-huh.

18 Q. What was he interviewing --

19 A. So sorry?

20 Q. What was he interviewing you about.

21 A. Just the allegation, as far as I can remember.

22 Q. And what was the allegation?

23 A. That I had somehow sexually abused a boy.

24 Q. And had you?

25 A. No. I never, ever abused anybody.

1 Q. And you say that he grilled you on --
2 A. Yes, uh-huh.
3 Q. -- on these two occasions. And you say at paragraph 187
4 that you were suspended during that time?
5 A. Yes, uh-huh.
6 Q. But you think it was for only three or four days; is
7 that right?
8 A. That's correct, yes, uh-huh.
9 Q. And then you say that you were reinstated?
10 A. Uh-huh.
11 Q. After Dr Rodgers stated that he couldn't see any
12 validity in the boy's accusation?
13 A. Correct, yes, uh-huh.
14 Q. Did Dr Rodgers tell you that directly or was that
15 reported to you by Sister MHT, for example?
16 A. I cannot recall. I've no idea. I would imagine it
17 would be Dr Rodgers because he was a fairly
18 straightforward guy. I presume it would be in his
19 summing-up.
20 Q. And do you know if the boy stayed at the school after
21 that?
22 A. I don't recall.
23 Q. And you weren't spoken to by anybody else in relation to
24 this allegation, for example, Sister MHT?
25 A. Nope.

1 Q. Or the police?

2 A. Nope.

3 Q. And then if we move on in your statement, please, to
4 page 41, I think, at the end of the page at
5 paragraph 246, you mention something you have already
6 been saying in your evidence, that children tell lies
7 and then you talk about people meeting up and contacting
8 one another and you say that's another thing?

9 A. Mm-hmm.

10 Q. Children who've been in a particular place would keep in
11 contact with one another?

12 A. Yes, uh-huh.

13 Q. Why was it that you were making reference to that?

14 A. Secondary Institutions - to be published later



22 Q. Then at paragraph 247, you say that you know that the
23 people who've made allegations against you are from --
24 I think you say three different places, but I think
25 they're four different places, is that right, from

1 Smyllum, Woodfield Ladymary, Secondary Institutions - to be published?

2 A. Yes, uh-huh.

3 Q. And I think we know that you've got convictions in

4 respect of offences against 13 children from four

5 different places over 15 years?

6 A. Yes, uh-huh.

7 Q. Are you suggesting that they have got together to make

8 up --

9 A. I'm not suggesting anything. I'm just trying to let

10 people realise that children do tell lies, that they can

11 start off with a lie, but then if inappropriate adults,

12 alleged adults, who are responsible people, keep

13 believing these lies, the children can get more and more

14 drawn into the lie and then they can find themselves

15 totally left abandoned and nothing else to do but

16 continue on this lie.

17 LADY SMITH: Brian, I see at paragraph 247, if we can just

18 go back up the screen a little, thank you, that you say

19 at your first trial you did argue then the children from

20 the different homes could have met and got together over

21 their allegations. You said you did argue that at your

22 first trial.

23 A. Uh-huh.

24 LADY SMITH: Did you give evidence at your first trial?

25 A. Yes, I did.

1 LADY SMITH: So the jury did hear from you directly?

2 A. Yes, uh-huh.

3 LADY SMITH: What about your second trial, did you give

4 evidence at that?

5 A. I did.

6 LADY SMITH: Thank you.

7 MS INNES: And then at paragraph 250, on page 42, I think

8 you reiterate your position that you would hesitate from

9 your experience about involving children in coming

10 forward and telling people about abuse, because that

11 could give them ideas that they had never thought about.

12 A. Yes, uh-huh.

13 Q. So you're suggesting that if children have been abused

14 they shouldn't come forward and talk about that?

15 A. No, nope. That is a complete fabrication of what

16 I've just said. That is rubbish, but what I'm saying is

17 that it's time that responsible adults were responsible

18 adults and didn't just believe everything that a child

19 says. I have every sympathy for children who have had

20 abuse and I'm not saying that they be ignored, but they

21 should be treated properly. They should be treated

22 with -- people -- who are the people who speak to

23 children? Are they childcare practitioners or are they

24 lawyers? God forbid 'em, God help 'em.

25 It's time -- where if you're looking at all this

1 properly -- that you looked at everything and that there
2 are some of us who are innocent, but then we get caught
3 up and people -- as soon as they hear the word 'historic
4 abuse' they say immediately, 'He's guilty', and he's
5 damned from the word go. Everything he says is rubbish,
6 is taken as rubbish.

7 MS INNES: Okay. Thank you very much, Brian. I've got no
8 more questions for you.

9 A. Right, thank you.

10 LADY SMITH: Brian, I don't have any other questions either.
11 I just want to thank you again for engaging with us so
12 helpfully this afternoon and I'm very grateful to you
13 for bearing with us and answering our questions in the
14 way you have done.

15 And I'm now able to let you go. The link can be
16 turned off and you can get peace from us for the rest of
17 the afternoon. Thank you.

18 A. Right. Thank you.

19 (The witness withdrew)

20 MS INNES: My Lady, that concludes the evidence for this
21 afternoon.

22 LADY SMITH: Thank you very much.

23 Well, I'll rise now until 10 o'clock tomorrow
24 morning. Before I do so, I think I've got two more
25 names to mention. One was Sister MHT and the other

1 was PCF [REDACTED], we've used their names this
2 afternoon, but their identities are protected by my
3 General Restriction Order and they're not to be referred
4 to outside this room, as having been covered in our
5 evidence.

6 Now, tomorrow morning, can you remind me what the
7 plan is, Ms Innes?

8 MS INNES: My Lady, I think Sister MHV [REDACTED] was also mentioned.

9 LADY SMITH: Sister MHV [REDACTED], you're right, of course.

10 Tomorrow morning?

11 MS INNES: Tomorrow morning and for the rest of this week,
12 we move on to consider evidence in relation to
13 Lendrick Muir and Seamab.

14 LADY SMITH: Thank you very much.

15 (3.10 pm)

16 (The Inquiry adjourned until 10.00 am
17 on Wednesday, 16 July 2025)

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