- 2 (10.00 am)
- 3 LADY SMITH: Good morning, and welcome to Phase 9 once more.
- We're in Block 5, and this is the second week, and today
- 5 our evidence is going to be focusing on the provision of
- 6 residential care at Donaldson's School for the Deaf.
- 7 Now, as I've explained before, we know giving
- 8 evidence is not easy, it can be distressing, so we do
- 9 our best to afford all witnesses an opportunity to give
- 10 their evidence as comfortably as they can, and that
- 11 means we adjust our procedures where possible and
- 12 appropriate to do so.
- In this way, we've made adjustments to support
- 14 communication with and by deaf witnesses. For example,
- 15 the layout of the room has been a little adjusted, and
- 16 proceedings will be interpreted in British Sign Language
- for deaf witnesses, and also, if there are any members
- 18 of the public attending who are deaf, interpretation in
- 19 British Sign Language has also been provided for them.
- 20 At times, we may have some pauses, if necessary, to
- 21 allow for interpretation, and if anybody in the public
- 22 gallery seeks help through British Sign Language
- 23 interpretation to speak to a member of our staff or
- 24 anybody else, there will be somebody available to help
- 25 with that.

So far as the evidence is given, as we've done before, we will have two experienced British Sign Language interpreters to interpret the evidence given by the witness. Generally the interpreters will swap over every 20 minutes, but they tend to be flexible about that and swap when feels the right time for them. These interpreters are seated beside senior counsel.

Also, when giving their evidence, deaf witnesses will have the assistance of a deaf intermediary, and a separate interpreter is assisting the intermediary, and you'll see the intermediary is sitting at the witness table, ready to help. The deaf intermediary is an independent specialist in deaf communication and is there to help the witness to understand what's happening and to help the witness understand and be understood when giving evidence.

There's a further adjustment today, and that is that our first witness, who is deaf, will also be giving evidence from behind a screen. Now, some of you will have seen the way our screens operate before. They start with screens that go right across the room, that stay there while the witness comes in and is being made comfortable, getting to their seat and so on. There's also a curved curtain that screens the desk and, once that's in place, the screens right across the room will

- 1 be opened, so that anybody in the public galleries and
- 2 those in the seats available for representatives will
- 3 see me, they'll see the lawyers and the interpreters,
- 4 but they won't be able to see the witness.
- Now, before we move to the evidence, one of today's
- 6 interpreters has not been with us before, so I'm going
- 7 to invite that interpreter to swear an oath, and that's
- 8 Lucy Niven.
- 9 Lucy, good morning.
- 10 Lucy Niven, BSL Interpreter (sworn)
- 11 LADY SMITH: Thank you. Do take your seat again.
- 12 I'll now hand over to Ms McMillan, who's going to
- 13 take the first witness, and she'll introduce him.
- 14 MS MCMILLAN: Thank you, my Lady.
- 15 The first witness is known to the Inquiry as
- 16 'James'. 'James' attended Donaldson's between 1975 and
- 17 1989, at both Henderson Row and at West Coates, my Lady.
- 18 LADY SMITH: Thank you.
- 19 As I said before, we'll start by getting the screens
- 20 ready. (Pause)
- 21 'James', good morning.
- 22 'James' (affirmed)
- 23 LADY SMITH: 'James', you'll see that you are now screened
- from view, and the only people who can see you, apart
- 25 from me, are the lawyers across from you, the

- 1 interpreters, staff here that are at their desks behind
- 2 the lawyers, and our stenographers, who are over here to
- 3 my right -- they're very important people who are
- 4 keeping a record for us of all the evidence -- and of
- 5 course you have your witness support officer beside you
- 6 to your left and the intermediary, who's here to help
- 7 you, to your right.
- 8 Now, let me assure you that nobody in the public
- 9 benches or in the desks for representatives can now see
- 10 you and that will remain the position throughout the
- 11 hearing of your evidence.
- 12 A. Okay.
- 13 LADY SMITH: Thank you.
- 14 Thank you, 'James', for coming here today. In that
- 15 red folder before you is your written statement, and
- it's been really helpful to me to have that in advance,
- 17 to see the evidence that you've already provided to the
- 18 Inquiry through that statement. I'm not going to go
- 19 through every part of it today, and Ms McMillan is not
- going to ask you about every part of it today, don't
- 21 worry about that, but we would like to focus on some
- 22 particular aspects of it, if that's all right with you.
- 23 A. Yes.
- 24 LADY SMITH: Now, as you can see, we've got two British Sign
- 25 Language interpreters available for you --

- 1 A. Yes.
- 2 LADY SMITH: -- and the intermediary, who's on your right,
- 3 and I hope, between us, we will be able to achieve good
- 4 communication. But if you want to check anything at any
- 5 time, whether with the intermediary or with us, please
- 6 don't hesitate to do so.
- 7 So far as breaks are concerned, 'James', I normally
- 8 take a break about every 45 minutes, but if you want
- 9 a break at any other time, you must say, because it's
- 10 not a problem; we can have a break if you need one. So
- 11 you just tell the intermediary that, or you tell me, and
- 12 we'll make it happen, all right?
- 13 A. Okay.
- 14 LADY SMITH: And finally, 'James', please take your time to
- 15 answer the questions that we have for you. It's
- 16 important to me that you do so and you understand
- 17 there's no need to rush. I want to go at your pace, and
- if it works for you, it'll work for me, all right?
- 19 A. All right.
- 20 LADY SMITH: 'James', are you ready for us to start?
- 21 A. Yes, I'm ready to start, yes.
- 22 LADY SMITH: Thank you.
- 23 A. I'm very emotional. It's been such a bad experience for
- 24 me in the past.
- 25 LADY SMITH: Yes.

- 1 Can I assure you, 'James', I am used to people being
- 2 emotional. I do understand how hard it is to come into
- 3 a place like this and talk about your childhood, so
- don't worry about tears, pauses, deep breaths or
- 5 whatever. It's very normal.
- 6 A. Okay, thank you.
- 7 LADY SMITH: Right. I'll hand over to Ms McMillan and
- 8 she'll take it from there.
- 9 Ms McMillan.
- 10 Questions from Ms McMillan
- 11 MS MCMILLAN: Thank you, my Lady.
- 12 Good morning, 'James'. I am going to ask those in
- 13 the room to have your witness statement before them.
- 14 That's the reference WIT-1-000001676.
- 15 This is a statement that you provided to the
- 16 Inquiry, and I think you were able to sign it earlier
- 17 this month.
- 18 A. Yes.
- 19 Q. And when you provided your statement, you had the
- 20 assistance of British Sign Language interpreters; is
- 21 that right?
- 22 A. Yes.
- 23 Q. In your statement, you tell us that you have no
- 24 objection to your witness statement being published as
- 25 part of the evidence to the Inquiry --

- 1 A. Mm-hmm.
- 2 Q. -- and you believe the facts stated in the witness
- 3 statement are true?
- 4 A. Yes.
- 5 Q. Thank you.
- I am now going to go through parts of that statement
- 7 with you.
- 8 Firstly, what year were you born?
- 9 A. 1971.
- 10 Q. You tell us in your statement that you have been deaf
- 11 since birth.
- 12 A. Yes, that's right.
- 13 Q. But everybody in your family was hearing?
- 14 A. That's right, yes. My family were all hearing.
- 15 Q. How were you able to communicate with your family?
- 16 A. With great difficulty. It was by gesture, writing
- 17 things down.
- 18 Q. How did you find that?
- 19 A. It was very difficult. I wanted my parents to sign,
- 20 then I would have understood a lot more, but writing
- 21 things and gesturing, I had problems sort of taking that
- on board. I didn't really understand. And so there was
- 23 a barrier, yes.
- 24 Q. I think even now you communicate with your mum by
- 25 writing notes?

- 1 A. Yes, yeah, we still do. Yep, that's right.
- 2 Q. 'James', I'm now going to --
- 3 A. And now it seems that my mum -- she's
- 4 it's even more difficult to communicate with her now,
- 5
- 6
- 7 Q. 'James', I'm now going to move on and ask you about
- 8 Donaldson's at Henderson Row.
- 9 A. Yeah, Henderson Row first, okay.
- 10 Q. So you've told us in your statement that you went there
- 11 when you were about 5 years old.
- 12 A. Yeah, 5, yeah.
- 13 Q. Who took you there?
- 14 A. My parents.
- 15 Q. Were you a residential pupil?
- 16 A. Yes.
- 17 Q. And I take it you stayed from Monday to Friday?
- 18 A. Yes, that's right.
- 19 Q. What were your first impressions of Henderson Row?
- 20 A. At that time, Henderson Row, I can't really remember.
- 21 I don't seem to have any visual memory of it. But
- I know without my parents there, I was quite emotional,
- 23 but then we just got on with all the children that were
- 24 there. I can't remember anything specific.
- 25 Q. Where did you sleep?

- 1 A. Upstairs, I remember that.
- 2 Q. Who did you share a room with?
- 3 A. I can remember the ones with me was
- 4 , he was from , and there was
- from an island, from , an
- 6 island. So I knew them both. And there was an
- 7 somebody, but I'm not sure about the others. Don't
- 8 recall them.
- 9 Q. Were those boys the same age as you?
- 10 A. Yes.
- 11 Q. What were the classes like?
- 12 A. I can't really remember. It's such a long time ago and
- I was only 5. I remember, like, the windows, and you
- 14 could see out. There was teachers would write on the
- 15 blackboard and stuff like that. It was old-fashioned
- 16 then. I just don't really remember.
- 17 Q. Had you ever met any other deaf people before you
- 18 started school?
- 19 A. At Henderson Row, but as I say, I was only 5. It was
- only the deaf people there. But at Donaldson's, it was
- 21 a different thing all together, it was a different
- 22 school, a different way.
- 23 Q. Could you use sign language before you started
- 24 Donaldson's?
- 25 A. No, when I first arrived, I had no idea about signing.

- I think I was 5 when I first started one-handed finger
- 2 spelling, and that was, I think, under a year. The
- 3 headteacher died and they were gone and there was a new
- 4 headmaster coming in, and everything changed to BSL,
- 5 rather than the American one-handed style. But I didn't
- 6 get full information at all. Okay, I got the one-handed
- 7 thing, but BSL, I don't remember how I started or when
- 8 I started using BSL.
- 9 Q. You tell us that it was fine and fairly normal at
- 10 Henderson Row?
- 11 A. Well, when I was 5 and arrived there, met other deaf
- 12 people, it was like 'We're going to be friends', because
- they were like me, we were the same, we communicated in
- 14 similar ways. Hearing people, it was different. But at
- 15 that time, I had no idea about BSL or anything. It's as
- I got older that I would pick up more and more and more
- of the language as I went along.
- 18 Q. From your time at Henderson Row, were you happy?
- 19 A. Yes, I was happy, yep. I was very happy. There was no
- 20 bullying, there was nothing. I was very happy and
- 21 everybody was, like, friends.
- 22 Q. You tell us that Henderson Row closed. Where did you
- 23 go?
- 24 A. I went to Donaldson's. I don't know why Donaldson's was
- 25 picked. It was obviously my parents that chose that.

- 1 There were other children there, but they went to
- 2 different schools. I don't know why we went to
- different places, but we did, and I was at Donaldson's.
- 4 Q. I'm now going to ask you about Donaldson's at
- 5 West Coates.
- 6 A. Okay.
- 7 Q. Do you remember how old you were when you started
- 8 Donaldson's?
- 9 A. Er, when I first got there, I must have been -- 1977,
- I must have been about 6, from what I can recall.
- I don't remember exact dates. I was there in '77,
- 12 I moved to Donaldson's, I knew that, but I think I must
- 13 have been about 6 or so.
- 14 Q. What was your first impression of Donaldson's?
- 15 A. Huge. A massive, massive building compared to
- 16 Henderson Row. Big huge windows and just ceilings, it
- 17 was massive.
- 18 Q. In your statement, you tell us that when you first
- 19 arrived, you slept in dormitories.
- 20 A. Yes, that's right.
- 21 Q. What were they like?
- 22 A. It was like a square room and there was beds in there,
- 23 there was three and three on either side, three and
- 24 three beds on either side.
- 25 Q. Was the room full when you stayed?

- 1 A. There was obviously the three beds either side, so there
- were six obviously altogether. Erm, but as I say, it
- 3 was long ago.
- 4 Q. Was it boys and girls or just boys?
- 5 A. When we started in Donaldson's, it was mixed. There
- 6 were different children there until about 8, like the
- 7 infants, and then they would move to the bigger classes.
- 8 But it was, like, one room and it was kind of halved,
- 9 and one side would be boys and the other side would be
- 10 girls. Same room, as such, but there was a partition in
- 11 the middle.
- 12 Q. You mention there about things changing when you were 8.
- 13 A. I was moved to the older children's area, because I was
- 14 getting older and developing. So I was on the boys --
- and the girls were on one side, I was with the boys'
- 16 side, and I moved to there when I was 8 years old.
- 17 Q. And how many boys would have been in a room at that
- 18 time?
- 19 A. Same. Three and three on either side.
- 20 Q. How many staff members do you remember looking after the
- 21 residential boys?
- 22 A. Mr PGJ , Mrs , and Mr KNJ
- 23 KNJ RDB
- 24 BSL INTERPRETER: I don't know who that is, my Lady.
- 25 A. I know some of them, but others left as I was there and

- I don't really remember them. But those ones that
- I mentioned, they stayed there longer. But the staff,
- 3 they did actually leave quite a lot. There was
- 4 a turnover of staff, a reasonable turnover.
- 5 MS MCMILLAN: And at nighttime, when the staff were looking
- after you, where did they sleep?
- 7 A. At the corner there was a place that was split, and the
- 8 seniors went there, and there was rooms for two staff
- 9 members in the corner.
- 10 LADY SMITH: 'James', for one of the members of staff,
- I think a minute ago, you signed 'RDB'. Could that have
- 12 been a Mr KNK ?
- 13 A. Mr RDB -- then we got new staff ... RDB ...
- 14 Mr RDB ? Or Mr RDB
- 15 LADY SMITH: Or Mr RDB ?
- 16 BSL INTERPRETER: Mr RDB , yes.
- 17 LADY SMITH: That makes sense. Thank you very much,
- 18 'James'.
- 19 A. And there was Mr RJE , he was SNR at the time.
- 20 LADY SMITH: Yes, thank you.
- 21 MS MCMILLAN: Now, moving on to the daily routine and, in
- 22 particular, mealtimes. Where did you eat your meals?
- 23 A. Downstairs along the long corridor, there was a place at
- 24 the end right there.
- 25 Q. Who would sit with you at mealtimes?

- 1 A. It was all mixed. Like, only boys on one side, only
- 2 girls on the other side, but it was kind of mixed there,
- 3 and it was, like, the younger ones in the front and
- 4 then, as it progressed back to the back of the room, it
- 5 was the older ones in age.
- 6 Q. What was the food like?
- 7 A. Like a prison. It was just slopped on your plate. You
- 8 know, you'd choose something, potatoes, for example,
- 9 they'd stick it on, and then something else and they'd
- 10 put it on, maybe sausages, they'd bung it on the plate,
- 11 and that was it. That was it.
- 12 Q. I take it from that you didn't get a choice?
- 13 A. No, no choice, no. It was there and you got what you
- 14 were given.
- 15 Q. Who would supervise you at mealtimes?
- 16 A. The staff would supervise.
- 17 Q. And what would you do if you didn't like the food that
- 18 was given to you?
- 19 A. You could say you cidn't like something and not have it,
- 20 that was allowed, but, you know, if I wanted to just
- 21 choose a couple of things, that was fine, and not the
- 22 other thing. There was no harm in me refusing certain
- 23 food.
- 24 Q. Would staff do anything if you didn't finish your meal?
- 25 A. They'd say, 'You must eat, come on, you have to eat',

- but, you know, a lot of kids just left things, and I was
- 2 the same. I didn't like it, you know, and I kind of ate
- 3 it though because I had to. Sometimes the food was
- 4 okay, sometimes it wasn't. It was varied. Varied.
- 5 Q. You tell us that there were times that the staff kept
- 6 you back and everyone else went out to play.
- 7 A. Yes, that's right, 'cause I had to eat my plateful of
- 8 food. I had to eat it. Clean plate.
- 9 Q. And what would the staff do if you didn't clean your
- 10 plate?
- 11 A. They would get very cross.
- 12 Q. You tell us that there was times when you would dig your
- 13 heels in and say no.
- 14 A. Sometimes. I would try to be firm, but I was getting
- 15 forced to eat things until it was finished, and that was
- 16 all that happened.
- 17 Q. Now, I'm going to move on to washing and bathing.
- 18 A. Okay.
- 19 Q. Wednesday night, you tell us, was bath night.
- 20 A. Yes.
- 21 Q. What would happen at bath night?
- 22 A. The staff would say at a particular time, 'Go and have
- a bath'. They'd fill up the water and I'd get in, just
- like every other bath as well, and we'd all be there
- 25 just chatting to each other, all the people standing

- 1 waiting.
- 2 Q. Did you have any privacy?
- 3 A. No, it was open. Old-fashioned building, and the baths
- 4 were there in a row. It was just an open building with
- 5 the old-fashioned ways of being open.
- 6 Q. You go on to tell us that they eventually put showers
- 7 in.
- 8 A. Yes. That was later on. I was about to leave school
- 9 and the showers came along at last, and I think it was
- 10 maybe 1980-something, I can't remember exactly, but at
- 11 last we got showers, as I was soon going to leave.
- 12 Q. Did you have more privacy with the showers?
- 13 A. Yes. It was much more private, and I preferred that.
- 14 Q. I'm going to now move on to the after-school activities.
- 15 You talk about the activities that you could do
- after school and, in particular, you say that you
- 17 enjoyed playing pool. Why was that?
- 18 A. I was good at that. It was just my favourite thing to
- 19 play. Just a great game that I liked.
- 20 Q. You talk about a member of staff called Mr Duncan, who
- 21 supervised the pool.
- 22 A. Yes, he was a nice man.
- 23 Q. How did you feel around him?
- 24 A. Very comfortable. I was comfortable with him. We got
- on very well, had a good rapport, and he was good fun,

- 1 he was a good, fun man.
- 2 Q. And you say that there were fewer people playing pool?
- 3 A. A few of us would -- some of them weren't interested in
- 4 playing pool, and they would go and watch television or
- 5 whatever, but I would go and play pool or snooker,
- 6 that's what I would do.
- 7 Q. And you go on and say that you felt safer there.
- 8 A. Yes, I did. I felt safe there, that's right.
- 9 Q. Why was that?
- 10 A. Because the staff never used that room and I was
- 11 there -- only just a few of us, maybe three or four of
- 12 us that would play pool or talk to each other. We felt
- 13 safe, and none of the staff really came in. It was
- 14 a good place to be, we were safe.
- 15 Q. Now, moving on to the lessons at school themselves.
- When you were at Donaldson's, did anyone teach you how
- 17 to sign?
- 18 A. I don't remember being taught to sign. I was small, but
- 19 I was only 7 or 8. But before at Henderson Row, we got
- 20 some. We got some for a bit and then it went on and
- 21 stopped -- just for a very short time it was actually
- 22 taught to us.
- 23 Q. You tell us that you picked it up from other kids and
- 24 teachers as you went along?
- 25 A. Yes, I did, I picked it up from everybody else, yeah.

- 1 Q. You talk about a class where teachers would make you put
- on a headset with a microphone.
- 3 A. Yes.
- 4 Q. Can you tell us a bit more about that?
- 5 A. You put the headphones on, it was to learn the words,
- 6 how the words were pronounced and how to use your voice,
- 7 and it was very difficult. Very difficult situation for
- 8 me. It was impossible for me to do that.
- 9 Q. Why was it impossible?
- 10 A. Because, you know, if the words were said in my ear,
- 11 I wouldn't even hear the words, I wouldn't know what
- 12 they were talking about. It was really hard to follow
- the words, and I didn't take them on board at all.
- 14 I couldn't hear; I was deaf. Still -- with the
- 15 headphones on, I still didn't understand, 'cause I was
- 16 deaf.
- 17 Q. And did you like that class?
- 18 A. It was like putting the thing on like you go on a plane,
- 19 I suppose. My friends were there, they would have it
- 20 and we'd pretend that we were pilots on a plane and we'd
- 21 have a laugh about it with the headphones on. That's
- 22 what we did.
- 23 Q. And from what you're saying, I guess it never helped
- 24 you?
- 25 A. No, it didn't help me at all. It wasn't helpful, no.

- 1 Q. You talk about the teachers using sign language in
- 2 class.
- 3 A. Yeah.
- 4 Q. How well did the staff sign, or the teachers sign?
- 5 A. Well, depends. Some of them, it was great, it was
- 6 beautiful to watch, great. But others didn't do it at
- 7 all, or very basic stuff, like a stage 2 level, erm,
- 8 that had never before learned sign language to give it
- 9 to us. It was difficult to understand.
- 10 Some of them maybe had worked as teachers for
- 11 a while. They were okay, they could sign reasonably
- 12 well. But new staff that were coming in, they had to be
- 13 taught and polished up, if you like, before we could
- 14 really understand them.
- 15 Q. And you go on to tell us that you wanted to do better at
- 16 school but found it difficult to concentrate. Why was
- 17 that?
- 18 A. Yes. I wanted to learn more, but it was difficult
- 19 'cause I knew that school would finish at a certain time
- and that everybody had to go up to the residence, and
- I was quite emotional about that because I couldn't
- 22 focus on what was happening in the classes, and people
- 23 would say to me, 'I'll see you upstairs when you get
- 24 upstairs' and I couldn't -- I was distracted a lot.
- 25 Q. Now, going back into the residential setting, you talk

- about bed wetting. What would happen if a pupil wet the
- 2 bed?
- 3 A. The staff would be very cross, yes, and they'd have to
- 4 get new sheets and stuff, and you'd have to do yourself,
- 5 change all your bedding. The staff wouldn't help you.
- 6 You were just told to do it. I was only young as well
- 7 at the time.
- 8 Q. When you say that the staff would get very cross, what
- 9 sort of thing would they do?
- 10 A. Like, 'Come on'. But I was only little. I was only
- 11 young. Like, 'Come on, come on, get a move on, come
- 12 on'. I would be getting hassled. You know, I'm just
- 13 a little tiny boy compared to the staff that I had
- 14 towering over me, so it was quite concerning at the
- 15 time.
- 16 Q. Moving on, again, in your statement, you talk about
- 17 going home at the weekends.
- 18 A. Yes, that's right. Every weekend, I went home, that's
- 19 right.
- 20 Q. Were there children who didn't go home?
- 21 A. There were some that stayed because those who lived far
- 22 away, like , or one of the islands,
- 23 it was more difficult for them to get home, and so they
- 24 would stay, whereas I lived close, in , so I
- 25 wasn't too bad for getting home. So it was lucky

- I could go home at weekends. I felt great about that.
- 2 That was great.
- 3 Q. Other than seeing your parents at the weekends, would
- 4 you ever see them at the school?
- 5 A. No. I think I was 8 years old when we had a minibus at
- 6 Donaldson's that would take us down and drop me off and
- 7 then pick me up and bring me back. Erm, it was the
- 8 council that organised that.
- 9 BSL INTERPRETER: So I'm going to check which council.
- 10 A. Council.
- 11 MS MCMILLAN: Now, you talk about discipline in your
- 12 statement. If you misbehaved, how would you be
- 13 disciplined?
- 14 A. Sometimes I was wrong, erm, and it was me, it was my
- 15 fault and that was it. It used to vary, depending on
- 16 who saw you or when they saw you. So sometimes I would
- 17 be wrong and I would admit I'd been wrong. But other
- 18 times, I hadn't done anything and I was sanctioned or
- 19 told off.
- 20 Q. You talk about having to write lines.
- 21 A. That's right, yes.
- 22 Q. Can you tell us a bit more about that?
- 23 A. 'I am sorry', stuff like that. I had to do 100 lines.
- 24 And when it was lunchtime, they had to go -- they could
- go out to play, but I didn't, I had to go to a classroom

- and finish doing my lines, and there would be a teacher
- there sitting watching me. 'I am this', 'I am that',
- 3 'I'm sorry', 'I'm sorry', and all this stuff. And
- 4 that's -- so I had to give them the lines when I had
- 5 done them.
- 6 Q. And then you mentioned that some teachers would send
- 7 pupils to Mr RJE if they misbehaved.
- 8 A. Yes.
- 9 Q. What would he do?
- 10 A. Well, when I -- that was how they signed the office. It
- 11 was like: 'Right, you go -- come and see me in my
- office, now', and you would go into the room and wait
- and wait. And then you would get a row, you would be
- 14 shouted at or whatever, and that's why.
- 15 Q. What sort of behaviours would result in you getting sent
- to Mr RJE 's office?
- 17 A. Well, he would just shout at me and then I would just be
- 18 told to go.
- 19 BSL INTERPRETER: Can I ask, 'Why were you sent there in the
- 20 first place?'
- 21 MS MCMILLAN: Yes.
- 22 A. 'Cause I'd been naughty. Sometimes I was wrong and I
- 23 knew I'd get into trouble. I'd be like, 'Here we go
- 24 again', and I knew that I'd get a shouting at, but then
- 25 if I was wrong, I accepted it. But sometimes I had no

- idea why I had gone. I still got shouted at.
- 2 Q. 'James', you go on to talk about running away.
- 3 A. Yes, I did, yeah. I tried to run away. It was
- 4 difficult, though, because once you got out of the
- 5 gates, what do I do? Where do I go? I had no money.
- 6 How did I get home? I had no idea. And I'd just have
- 7 to go back to Donaldson's.
- 8 Q. How many times did you try to run away?
- 9 A. Two times? Twice. Twice. Yes, twice. Yes. Twice.
- 10 Twice. Yeah, run away twice.
- 11 LADY SMITH: Did anybody at Donaldson's ask you why you were
- 12 running away?
- 13 A. Well, it was Mr PZC . Mr PZC . He would say --
- 14 he would come back and get me and then say, 'Where have
- 15 you been?' I would just say try to -- 'I just went to
- 16 the shop', which I wasn't, and he would know that I was
- 17 lying because of the times of the day it was, and I got
- a shouting from him, and Mr RJE as well, I had to go
- 19 to the office, and I got a shouting from him as well.
- 20 DEAF INTERMEDIARY: We've just got some clarification there
- 21 from Chris, asking: so did they actually ever ask you
- 22 why you'd ran away from Donaldson's?
- 23 A. I was trying to run away from Donaldson's, that was it.
- 24 It was difficult being there.
- 25 LADY SMITH: Were they interested in finding out why you

- 1 were running away?
- 2 A. Yes, they did ask. They did ask why I ran away, but
- 3 I couldn't tell them. I just would say I was going to
- 4 the shop. I would plan to try and get home but, as
- 5 I say, it was difficult for me, and I couldn't tell
- 6 them. I couldn't tell them why I was wanting to run
- 7 away. I just couldn't tell them.
- 8 LADY SMITH: Thank you.
- 9 MS MCMILLAN: My Lady, I wonder, at this point -- I note
- 10 'James' has been giving evidence for just roughly nearly
- 11 45 minutes. It might be a natural break.
- 12 LADY SMITH: Would that be a sensible point to break in the
- 13 evidence?
- 'James', you'll remember I mentioned that I'd take
- a break about every 45 minutes, and we wondered whether
- it would help you if we did that now; yes?
- 17 A. I'm happy for a break now, yes, thank you.
- 18 LADY SMITH: Let's do that, thank you.
- 19 (10.45 am)
- 20 (A short break)
- 21 (10.55 am)
- 22 LADY SMITH: 'James', welcome back.
- 23 Are you ready for us to carry on?
- 24 A. Yes, absolutely ready to carry on.
- 25 LADY SMITH: Thank you for that.

- 1 A. I just wonder if I can ask the other interpreter if I'm
- 2 okay to continue to use the sign name for 'Mr PZC'.
- 3 BSL INTERPRETER: 'James' has just given the interpreters
- 4 the sign name for 'Mr PZC', which is this. So he's
- 5 just clarifying if he's going to refer to Mr PZC
- again, is he okay to give the sign name, or should he
- 7 finger spell the whole name.
- 8 LADY SMITH: That sounds very helpful to me, thank you,
- 9 'James'.
- 10 BSL INTERPRETER: Thank you. Going forward, he will use the
- 11 sign name for Mr PZC , rather than finger spelling.
- 12 LADY SMITH: Thank you.
- 13 MS MCMILLAN: Thank you.
- 'James', I am now going to move on and talk about
- 15 the abuse at Donaldson's, and I'm going to ask you about
- 16 certain staff members.
- 17 So the first staff member that I'm going to ask you
- 18 about is Mr KNK . What was he like?
- 19 A. He was a teacher. Yeah, so he was -- for
- 20 was the teacher.
- 21 Q. And you say that he would shout your name?
- 22 A. Sometimes he would shout, but if he didn't shout, he
- 23 would have a ruler or a rubber or, you know, like the
- 24 duster. Specifically the ruler I remember getting
- 25 thrown towards you, so it would hit your body, hit your

- arm or your head or whatever part of your body, to get
- your attention, and then he'd be like, 'Look at me,
- 3 watch me'.
- 4 Q. And did he do this to other children too?
- 5 A. Yes, he did. Girls and boys. All got it.
- 6 Q. You then go on and tell us that the care staff were much
- 7 worse than the teachers?
- 8 A. That's right.
- 9 Q. Why was that?
- 10 A. Mr PGJ --
- 11 BSL INTERPRETER: Mr PGJ , this is his sign name.
- 12 A. -- was the worst. He was the worst part.
- 13 MS MCMILLAN: We'll move on to talk about Mr PGJ
- 14 shortly.
- 15 A. Okay.
- 16 Q. But before we do, you talk about Mr RDB
- 17 A. Yep.
- 18 Q. What was he like?
- 19 A. He would shout a lot. He would kind of push you, hit
- 20 you in your arm. If you made a mistake or if you got
- 21 something wrong, he would always dig his hand into your
- 22 shoulder.
- 23 BSL INTERPRETER: He's referring to his shoulder.
- 24 MS MCMILLAN: Was he a teacher?
- 25 A. He was a care staff person. He was called

- 1 a housefather.
- 2 Q. And you say that he would hold his hand straight and jab
- 3 it into your collarbone?
- 4 A. Yes, kind of down the side of your shoulder, where your
- 5 collarbone was, yeah, he'd dig it in. It was very
- 6 painful.
- 7 Q. Why would he do that?
- 8 A. I mean, you would just get it if you'd done something
- 9 wrong or if you'd made a mistake or something like that,
- 10 he would lose it and then -- he would lose it, he would
- 11 get cross, and then he would dig his hand in and it was
- 12 really sore. You couldn't move your arm after he did
- 13 it. It was really painful.
- 14 Q. Now, I'm going to move on to talk about Mr PGJ.
- 15 A. Okay.
- 16 Q. You have told us that your worst abuser was Mr PGJ
- 17 A. Yes.
- 18 O. What was his role in the school?
- 19 A. He was a housefather as well.
- 20 Q. And you say that he would abuse you?
- 21 A. Yes.
- 22 Q. Where would that abuse take place?
- 23 A. In the boys' bedroom. The boys' side. So, yeah, the
- 24 boys' side, where the boys were. Yeah, it was really
- 25 bad.

- 1 Q. How old were you when it started?
- 2 A. 8.
- 3 Q. Do you feel able to tell us what he would do?
- 4 A. Yes, that's fine.
- 5 Q. How did he abuse you?
- 6 A. So, when I was small -- I think he picked me 'cause
- 7 I was one of the smallest. I was slim, small, frail.
- 8 It was sexual abuse. So he would -- it was sexual abuse
- 9 with obviously my private parts. I was 8 years old.
- 10 After that, I realised that a man and a man shouldn't be
- 11 doing things like that, it should be a man and a woman.
- 12 It was an odd thing for him to have done, but at that
- 13 point, I wasn't -- I didn't know. It was later on that
- I realised it was an odd thing that shouldn't happen.
- 15 Q. You tell us that he initially started by showing you
- 16 porn videos and porn magazines.
- 17 A. Yeah, that's correct.
- 18 Q. And then you say that he would have sex with you?
- 19 A. That's right. It was through the night. It was always
- 20 at bedtime, everybody was asleep. Through the night, at
- 21 some point, early hours of the morning, I would be woken
- 22 up and I'd have to go to his room and he would make me
- 23 have sex. He would have sex with me. He would
- 24 penetrate my arse. It was awful. It was really awful.
- 25 Q. How long did that go on for, that abuse?

- 1 A. It started when I was 8 and he died in '86, I think. So
- 2 8 to about 12 or 13. I tried to avoid it, I tried to
- 3 get away, but it continued.
- 4 Q. You go on and say that after a period of time,
- 5 Mr PGJ started to abuse another boy as well.
- 6 A. Yes, that's right. I suspected it was happening with
- 7 other boys. I know definitely it was happening with me
- 8 regularly. He was having sex with me at night in the
- 9 dorms. I don't know what was happening with those boys,
- 10 obviously, but I guess I was an easy target. I was very
- 11 small. I was an easy target.
- 12 Q. You talk about an occasion, or occasions, where
- 13 Mr PGJ would make a boy perform oral sex on you.
- 14 A. Yes. We'd have to give each other a blow job and he
- 15 would watch. It was an awful experience. Very
- 16 uncomfortable, not comfortable. It felt not right.
- I was very young, obviously, until about 13. So, yes,
- 18 that happened.
- 19 Q. How often did the abuse involve another boy?
- 20 A. It happened occasionally. It wasn't -- I wouldn't say
- 21 often. It was occasionally. He would blackmail me. If
- 22 I tried to refuse, he would say, 'You'll be put out into
- 23 the dark corridor to sleep or you'll be locked in
- 24 a room', and I didn't want to do that, so then I felt
- 25 I had no choice. I had to go through with it.

- 1 Q. You talk in your statement about a time that he did
- 2 actually lock you in this empty room in a building.
- 3 A. I remember being in the hall, sleeping in the hall.
- 4 BSL INTERPRETER: I'm just going to clarify, if that's okay.
- 5 A. It was a different person that was locked in the room.
- I was in the hallway. I was put in the dark hallway.
- 7 And it was terrifying. I think to be upstairs in the
- 8 room would have been worse.
- 9 BSL INTERPRETER: Okay. So I'm just making sure I've got
- 10 this correct.
- 11 A. He would show me the room upstairs and say, 'That's
- 12 where you're going to go if you say no', but I never
- 13 went in it 'cause I was too frightened. So I would do
- 14 what I was being asked of, because I didn't want to go
- 15 into that room.
- 16 MS MCMILLAN: You mention the hallway.
- 17 A. Yeah.
- 18 Q. So did Mr PGJ make you sleep there?
- 19 A. Yes. Yes, he did.
- 20 Q. And why was that?
- 21 A. If I got in trouble, I'd be made to do that, or if
- 22 something happened, I'd be made to do that. I had to go
- and sleep in the hall. It was terrifying, 'cause it was
- 24 pitch black, and it was a very long, dark hall.
- 25 Obviously the dorms were separate from that. I was just

- by myself in this really pitch black, dark hallway.
- 2 LADY SMITH: 'James', when you ran away, did you ever have
- 3 to sleep in the hallway as punishment?
- 4 A. Yes.
- 5 LADY SMITH: Were any other boys punished in that way?
- 6 A. No, it was only me. It was only me. I don't think the
- 7 other pupils -- I know they maybe went upstairs to the
- 8 locked room, but I was the only one that was in the
- 9 hall.
- 10 LADY SMITH: Was that just a punishment used by Mr PGJ
- or did other staff or teachers use it as well?
- 12 A. Other staff as well.
- 13 LADY SMITH: Thank you.
- 14 MS MCMILLAN: 'James', you say that Mr PGJ was quite
- 15 clever about the abuse.
- 16 A. Yes, uh-huh.
- 17 Q. Why do you say that?
- 18 A. He was clever with obviously blackmail. If I tried to
- 19 defend myself or say no, I would be punished.
- 20 I would -- he would use blackmail. It was a very
- 21 difficult situation, a very difficult time. I was
- 22 thinking about trying to get away, trying to leave. It
- 23 was just really difficult.
- 24 Q. You go on and you tell us that you could never sleep
- 25 properly at night because you were always afraid.

- 1 A. Yes, that's right.
- 2 Q. Were you afraid of Mr PGJ
- 3 A. Yes. I couldn't sleep well. I just was always
- 4 terrified he was coming, coming to waken me up. If he
- 5 didn't come, I was very relieved. If it happened, well,
- 6 it happened.
- 7 Q. Did you feel that you were able to tell anyone what was
- 8 happening?
- 9 A. Very difficult. I didn't want to say anything. Very
- 10 difficult to tell my parents. I would just say, 'I'm
- 11 fine, I'm fine, everything's fine'. Communication was
- 12 so hard with them. I just couldn't say anything. I had
- 13 to keep it all bottled up. I just couldn't tell
- 14 anybody.
- 15 Q. You say in your statement that you think if your parents
- 16 were deaf, you maybe would have been able to tell them?
- 17 A. Yes, of course I could have. Well, maybe. Maybe.
- 18 Q. When you went back home at the weekends, how did you
- 19 feel being back at home?
- 20 A. I felt so safe. It was great. And I was happy, really
- 21 happy.
- 22 Q. Did you want to go back to school on the Monday?
- 23 A. Yeah, yeah, I just -- very uncomfortable. I would cry.
- 24 My parents would say, 'What's happening?' I'd try
- 25 and -- obviously my parents could see I was very

- distressed. I didn't want to go back to school.
- 2 Q. You go on in your statement to tell us about an occasion
- 3 your parents received a letter.
- 4 A. I'm not sure.
- 5 Q. It was a --
- 6 A. I don't know. I don't know about that.
- 7 Q. A letter indicating that Mr PGJ had died.
- 8 A. That's right, yes, yes, yes. You're correct, yep.
- 9 Q. And I think you had found out that he had killed
- 10 himself?
- 11 A. I think he hung himself. Well, that was what the, kind
- of, rumours were. That's what I heard, he'd hung
- 13 himself.
- 14 LADY SMITH: Do you remember how old you were at that time,
- 15 'James'?
- 16 A. I think 15. 14/15. It was '86, . . . . I remember
- it very vividly, '86.
- 18 LADY SMITH: Okay.
- 19 A. Yeah, and then there was a police investigation, the
- 20 police were involved. I gave a statement. It was very
- 21 hard to give that statement, but I remember that. '86.
- 22 So I would have been just 15, I think. Just turned 15.
- 23 MS MCMILLAN: You mentioned there about a police
- 24 investigation.
- 25 A. Yes.

- 1 Q. Did you feel like you were able to tell the police what
- 2 had happened to you?
- 3 A. No. My parents were there watching and it was very,
- 4 very hard to do that in front of them.
- 5 Q. 'James', I don't have anything further to ask you about
- 6 Mr PGJ
- 7 A. Okay.
- 8 Q. I'm going to move on now to another member of staff
- 9 called KNJ
- 10 A. Yeah.
- 11 Q. What was his role in the school?
- 12 A. He was also a housefather.
- 13 Q. And what sort of thing would he do?
- 14 A. He was a deaf member of staff. He was supposed to be
- a role model, but he was very cruel. He would bully,
- 16 flirt with the girls, very cruel to the boys. Yeah,
- just very, very cruel.
- 18 Q. You talk about a time where you reported that pupils or
- 19 other children had been bullying you to KNJ
- 20 A. Yeah, that's right. I did tell him. Yeah, but he
- 21 didn't care. He didn't care.
- 22 Q. What did he do?
- 23 A. He did nothing. He said, 'So what?'
- 24 Q. How did that make you feel?
- 25 A. Not helpful. Just not helpful.

- 1 Q. You go on and talk about a game that you would play
- 2 called British Bulldogs.
- 3 A. Yes. Oh, I remember that. I ended up -- my nose got
- 4 broken.
- 5 Q. Can you tell me about how your nose got broken?
- 6 A. So playing British Bulldogs, you'd have one person, say,
- 7 for example, who had to get across, had to get
- 8 through the line. Everybody would come forward from the
- 9 other team. If you were tagged, if you were touched,
- 10 you'd then have to shout another person and they'd have
- 11 to try and run through. So that was the game.
- 12 So what had happened was -- KNJ was very
- 13 cruel. He would say, if you're tagged, 'Get on the
- ground, get him on the ground, throw him to the ground'.
- 15 So what had happened was somebody grabbed me. I didn't
- 16 have my hands out to protect myself. They grabbed me
- 17 with my arms at my side. I came straight down onto the
- 18 concrete. My nose burst and there was blood everywhere.
- 19 Obviously, I had my full uniform on, my shirt, my tie,
- 20 my blazer, et cetera, and the blood was everywhere.
- 21 Q. Did you get any medical treatment at school for that?
- 22 A. I went to the nurse and I think I was cleaned up and
- 23 that was it. Just cleaned up. I had to stay in
- 24 school -- I had to change the uniform. Staff were
- annoyed because the blood was everywhere, so I had to

- get fully changed, and the staff were cross about that.
- 2 Q. You say when you went home that your mum took you to the
- 3 hospital?
- 4 A. So, yeah, I was at home, mum could hear my nose, like,
- 5 cracking if I rubbed it or touched it, and she said,
- 6 'What's going on with your nose, what's happened to your
- 7 nose?', and I didn't feel anything. So my mum said,
- 8 'No, we're going to hospital about this'. So we went to
- 9 the hospital and they did an X-ray and found it was
- 10 broken.
- 11 Q. And I think you got an operation on your nose?
- 12 A. Yes, I did have an operation.
- 13 Q. And this injury to your nose happened when
- 14 KNJ was watching?
- 15 A. Yep. And he did nothing. He just didn't care.
- 16 Q. I'm going to now move on and talk about some of the
- 17 other boys at the school.
- 18 A. Yep.
- 19 Q. You mention a boy called
- 20 A. Yes.
- 21 Q. What would he do to you?
- 22 A. So he was older than me, one of the pupils. He'd bully
- 23 me, but he would bully everybody. He would bully all
- 24 the young ones. It was really awful. He would take
- 25 your pocket money, steal your sweets, whatever you had

- 1 to eat. You had to give him everything. He was like
- 2 the king, if you like, he took everything.
- 3 Q. You say in your statement that he bullied you sexually
- 4 as well.
- 5 A. That's right.
- 6 Q. Are you able to tell us what he would do if he was
- 7 bullying you sexually?
- 8 A. He would force me to wank him, and I didn't feel
- 9 comfortable with that at all. Obviously, he's a much
- 10 bigger boy than I am. I was very small, very slight,
- and he would force me to do that in the toilets.
- 12 Q. If you tried to say no to him, how would he react?
- 13 A. Oh, you would get beaten up, or he would just -- he
- 14 would do something to me. He would just damage
- 15 something, damage things.
- 16 Q. And how often do you think he bullied you sexually?
- 17 A. It would happen -- for example, he would come and he
- would say, 'Right, toilets', and I would say, 'No', and
- 19 then he would come back at me and say, 'Well, you know,
- 20 all this is going to happen to you if you don't'. So,
- 21 again, a kind of blackmail situation where you had no
- 22 choice but to go.
- 23 Q. Do you remember what age you were when he started to do
- 24 that?
- 25 A. It was definitely after the age of 8. Maybe from about

- 1 age 8 to about 13/14.
- 2 Q. Was this happening at the same time that Mr PGJ was
- 3 also abusing you?
- 4 A. It was at the same time, yes. Different -- not
- 5 Mr PGJ and the pupil at the same time, but it was
- 6 through the same time period, but separately. So it was
- 7 either PGJ or , at different times.
- 8 Q. You talk about another boy called . What sort
- 9 of thing would he do to you?
- 10 A. Yeah. So there's -- in
- 11 Donaldson's, There was
- 12 from
- . So it was -- yeah, had
- 14 eventually left school. Anyway, from
- 15 was sexually abused as well.
- 16
- 17 BSL INTERPRETER: I'm just going to clarify, I do apologise.
- 18 A. Yes, so
- 19
- 20 was the one that had -- was
- 21 sexually bullying, sexually abusive.
- 22 MS MCMILLAN: So talking about from , what
- 23 would he do?
- 24 A. Yeah, same as , you'd have to go in and wank
- 25 him. You'd have to go with him into the toilets. Into

- 1 the toilets, yeah.
- 2 Q. And again, were you about 8 when this happened, when it
- 3 started?
- 4 A. He arrived ... (Pause)
- 5 I think he was about 12 or 13, I met him in the
- 6 living ... Yeah, so he came from a Glasgow school to
- 7 Donaldson's when he was about 11 or 12, and I would have
- 8 been about 11 or 12.
- 9 BSL INTERPRETER: No, sorry, apologies.
- 10 A. He arrived at the school when I was age 11 or 12. He
- 11 arrived later. He came from a school in Glasgow and
- 12 arrived later, but he was an older pupil.
- 13 MS MCMILLAN: You say, again, that there was another boy
- 14 from called
- 15 A. Yes.
- 16 Q. And you talk about him abusing you?
- 17 A. Yeah, the sexual abuse, yeah, mostly.
- 18 Q. And what sort of thing would he do?
- 19 A. He would want to give me a blow job. I didn't want him
- 20 to. But when we were in -- it would always happen if
- 21 I went to the toilet and he would come into the toilet
- 22 and get me. I'd try and get out before he came, but if
- 23 he came in, I was very uncomfortable about it. It
- 24 happened for years, from about 8 up to about 12 or 13,
- and then he left at that point.

- 1 Q. You say that you were always looking over your shoulder.
- 2 A. Yep.
- 3 Q. And that your friends --
- 4 A. Always. Always checking the space. When I was
- 5 with my friends, they would always say, 'Oh, so-and-so's
- 6 coming', and then I would try and hide, get away until
- 7 they'd passed.
- 8 Q. When your friends would say, 'So-and-so's coming', do
- 9 you think your friends knew what was happening?
- 10 A. Yes. I think they'd been through the same. So they
- 11 would say, 'Oh, God, he's coming', and you'd try and get
- 12 away, and then that person would come and say, 'Oh,
- where's so-and-so, where's 'James'?', and they would --
- my friends would be like, 'Don't know, don't know',
- 15 because I'd be hiding.
- 16 Q. And you tell us that you were in a constant state of
- 17 anxiety and fear from the age of 8 until 17.
- 18 A. Yes. Yep, that's absolutely true. Yes.
- 19 Q. Now, I'm going to move on to you now leaving
- 20 Donaldson's.
- 21 And you tell us that you left Donaldson's when you
- 22 were 17.
- 23 A. I was 17, that's correct.
- 24 BSL INTERPRETER: I do apologise, we're just going to do
- 25 a quick switch, if that's okay.

- 1 MS MCMILLAN: That's fine, yes.
- 2 And you say that not long after you left
- 3 Donaldson's, you bumped into KNJ
- 4 A. Yep.
- 5 Q. Did he mention anything about --
- 6 A. It was in the pub. It was at a pub that I met him.
- 7 Q. Did he mention anything to you about the bullying?
- 8 A. I said, 'I remember you bullying me', and he said, 'Oh,
- 9 but that was in the past, that was in the past'.
- 10 Q. You tell us that he said that he'd wished he had done
- 11 more to protect you.
- 12 A. Yes, that's what he said. 'I wish that I had saved you
- on occasions'. But too late. I'd left school by then.
- 14 You know, why tell me that now? Why didn't you say that
- 15 and do that before? It was too late. Shame on him.
- 16 Q. And then I think you say that, years later, you bumped
- 17 into him again and he made an inappropriate comment
- 18 about one of your children.
- 19 A. Yes, that's right. I'd met him in the pub. I'd seen
- 20 him in the pub. At the time, I was with my ex-partner,
- 21 who was pregnant --
- 22 and my
- 23 ex-partner was pregnant , and he said,
- 'Oh, I wish that your baby's going to be disabled and
- 25 deformed and everything, a cripple'. I just blew up.

- I went crazy. We had a massive argument because he'd
- 2 said these things about my future child.
- 3 Q. Now I'm going to move on, 'James', to talk about the
- 4 impact of your time at Donaldson's.
- 5 How has your time at Donaldson's --
- 6 A. I'll never forget, you know, it's implanted in my
- 7 memory, and there are times I get, like, back flashes to
- 8 it, and school was hell, and I just wish that I had been
- 9 able to be a day pupil. But being a resident severely
- 10 has related to me in a terrible way, and still now.
- 11 Q. Now, looking perhaps forward to the future, what do you
- 12 think are the lessons that can be learned from your time
- 13 at Donaldson's?
- 14 A. A lot of things, I think, about bullying. When I see my
- 15 children, I just hope that they have a good future, and
- I just wish I could forget Donaldson's when I'm looking
- 17 at my kids. If my kids were a deaf child, I would move
- 18 them. I would move so that they wouldn't -- I've been
- 19 very, very lucky that I've got children, all of
- 20 them are hearing.
- 21 Q. And you say that you have spoken about your experiences
- 22 with friends, who have shared similar experiences that
- 23 have happened to them.
- 24 A. Very rarely have we spoken. My partner,
- 25 able to tell her about my life, and she realises how

- a awful that was, but not really discussed with my
- 2 friends. We're bottling it up. I mean, you know, if we
- 3 tell them, are they going to blab it round the deaf
- 4 community? It will be even worse for me then. You
- 5 know, she'd been -- they would say, 'You'll never guess,
- 'James' was involved, 'James' was involved, this
- 7 happened to him, that happened to him'. I didn't want
- 8 that.
- 9 MS MCMILLAN: 'James', I don't have any further questions
- 10 for you. Thank you.
- 11 LADY SMITH: 'James', I want to add my thanks to that. It's
- 12 been so helpful to me to have you here and explain in
- 13 person what your life was like at Donaldson's when you
- 14 were a child. You've been able to provide me with very
- 15 clear and vivid descriptions, and I really appreciate
- 16 that.
- 17 A. Thank you. I'm glad that I came, that I agreed finally.
- 18 LADY SMITH: I am sure you are now pretty tired and ready to
- 19 go, so do feel free to do that, but remember you go with
- 20 my grateful thanks.
- 21 A. Thank you.
- 22 LADY SMITH: We are just pulling the screens right across,
- 23 'James', so you can feel comfortable going out. Take
- 24 your time. Whenever you're ready.
- 25 (The witness withdrew)

- 1 LADY SMITH: Thank you. We can open the main screen again
  2 now.
  3 Just a couple of things I want to say before we rise
- Just a couple of things I want to say before we rise
  for the morning break.
- 5 There are some names of people that we have used 6 during this morning's evidence and they are not to be 7 identified as having been referred to in our evidence.
- They include a Mr PGJ , Mr PZC , KNJ , a Mr RJE , a Mr KNK and a Mr RDB .
- 10 Then turning to various people who were also
  11 children at Donaldson's:
- 12 whose second name was and whose first name was
- from Glasgow
- ; a boy with a surname
- , possibly; one possibly with a surname
- ; and one possibly with a name that sounded
- 17 something like
- I think that completes the list. I'll be corrected,
- 19 no doubt, if I've forgotten somebody.
- 20 MS MCMILLAN: Yes, thank you, my Lady. I think the
- 21 applicant also referred to his former partner,
- 22 LADY SMITH: Oh, that's right, and the applicant's former
- 23 partner, whose name is . Thank you.
- 24 I'll rise now for a 15-minute break, and then
- 25 I think we're going on to read in some evidence after

- 1 that; is that right?
- 2 MS MCMILLAN: Yes, that's correct, my Lady.
- 3 LADY SMITH: Thank you.
- 4 (11.35 am)
- 5 (A short break)
- 6 (11.56 am)
- 7 LADY SMITH: Now, Ms Innes, when you are ready.
- 8 'Derek' (read)
- 9 MS INNES: Thank you, my Lady.
- This is a statement from a witness who remains
- anonymous and has the pseudonym 'Derek'. The reference
- for 'Derek's' statement is at WIT-1-000001570.
- 'Derek' was born in 1966 and initially lived alone
- 14 with his mother, father and two older siblings. He was
- 15 the only deaf person in his family.
- In his statement he talks about his time at
- 17 Donaldson's. He attended Henderson Row and, thereafter,
- 18 the main school at West Coates.
- 19 He was enrolled in Donaldson's from 1971
- 20 until 1982.
- 21 Turning to 'Derek's' statement, and to paragraph 5:
- 22 'My parents sent me to Donaldson's School for Deaf
- 23 Children at Henderson Row, Edinburgh when I was 4 years
- 24 old. This was the nursery section of the school.
- 25 I attended as a day pupil while I lived with my family.

- I later attended the main school at West Coates when
- 2 I was 8 years old.
- 3 'I went to Donaldson's as a day pupil from the age
- 4 of 4 to 8.'
- 5 This is speaking about the time at Henderson Row:
- 6 'I learned BSL while I was there. All of the
- 7 teachers, nurses and children used sign language there.
- 8 I didn't understand sign language at first because my
- 9 family didn't use it, so I would just pretend, and then
- 10 I started to pick it up.
- 11 'I loved my time at Henderson Row. I remember
- 12 Santa Claus coming to the school at Christmas and other
- 13 happy memories.
- 'I was 8 years old when I started at Donaldson's
- 15 School as a day pupil [at West Coates]. It was a school
- for deaf boys and girls, aged from 8 to 16. There were
- 17 about 100 children in the school.
- 18 'Donaldson's had a big, main building with a big,
- 19 wooden double door. When you went in, you could go to
- 20 the right side of the building or to the left side of
- 21 the building. There was a big clock on the right-hand
- 22 side. There were big playing fields outside of the
- 23 school.
- 'Two residential staff members had bedrooms on the
- 25 first floor of the building. One was called Mr KNJ

who had a room on the right-hand side of the building,

as you were looking at the building, and Mr PGJ had

a bedroom on the left side. There was a wall down the

middle of the landing, so you couldn't see from one side

of the building to the other:

- 'Mr RJE was SNR . Mrs Clegg was my
  English teacher and Mrs Purvis was the science teacher.

  A man called David Mchaffey or something like that, was the maths teacher. There was a teacher called

  Mr PZC who taught art and swimming. Miss PXF and Mr PDC taught English.
  - 'Mr PGJ and Mr KNJ were responsible for looking after the residential kids and did the sleepovers. I didn't see them at night because I was a day pupil but I would see them at break and lunchtimes because they would be there to watch over the boys and to break up fights and things. They would also watch over us when we were swimming.
  - 'All of the teachers and staff at Donaldson's were hearing, except for Mr KNJ , who was deaf.
    - 'I got picked up in the morning in a van to be taken to school. There were two other boys from Donaldson's who got picked up as well ... There were other disabled kids who went to a different school who also got picked up and dropped off in the van.

'There was bullying and fighting amongst the boys in the van in the morning. Boys would be cheeky to each other. They would sometimes punch each other in the face and hit each other. It happened to me. It just went on all the time and it wasn't funny. There was the driver and a lovely woman in the van who would look after the children. If anything got too serious, the woman would try to stop it but she couldn't because there were too many kids. 

'School started at 9.00 am in the morning. We stopped for our first break at 10.30 am, which was a half hour break. We then went back to class until lunchtime, which was an hour from 12.00 until 1.00 pm. We had our lunch in the first half hour and then had half an hour to play outside. There was some bullying that took place at the school but it was just like what would happen at other schools.

'We then went back to class after lunch. We had classes and another break at 2.30, and then finished for the day at 3.30 pm. The van came to collect us at 3.30 pm, to take us home.

'The food was rubbish. I remember it sometimes looked like brown sludge. I remember having a pudding that was brown stuff with custard on it. I asked people what it was and nobody knew what it was supposed to be.

- 1 We then found out it was prunes with custard. Nobody
- 2 liked it and we sent it back.
- You could eat as much as you wanted and leave
- 4 whatever you didn't want. Some people would eat all of
- 5 their dinner and some wouldn't. There would be staff
- 6 there telling the kids to eat their food but they never
- 7 used physical force. The kids would say no if they
- 8 didn't want it, so they weren't made to finish it.
- 9 'We had an hour for lunch, so we would have our
- 10 lunch in the first half hour and then go out to play,
- and then the staff would go somewhere else to have their
- 12 lunch. They didn't eat the same food as the pupils.
- 13 'Classes were mixed boys and girls and we were split
- up into age groups. There were six people in my class,
- 15 boys and girls. Some were day pupils and some stayed in
- 16 Donaldson's.
- 'The level of education was very poor. It didn't
- improve my English at all. All the teachers were
- 19 hearing. There were no deaf teachers and they should
- 20 have had that. They taught us to lip read but it was so
- 21 hard and I wasn't interested in it, so I would just
- 22 pretend that I [couldn't] do it.
- 'We were never formally taught BSL properly.
- 24 I picked it up from other children. Some of the
- 25 teachers were okay at signing and some had no experience

- 1 at all. This made learning very difficult.
- 'Some teachers were quite cruel. Miss PXF , who
- 3 taught English, would shout at children and order them
- 4 about. She was nasty. Mr PDC was quite cruel too.
- 5 He would shout at pupils to get things right and hit
- 6 them on the back of their head.
- 7 'There was nothing religious about the school.
- We never had trips or holidays with the school. We just stayed in the school building.
- 10 'Some [of the] teachers were cruel and abusive.
- Mr PDC , who taught English, would shout at pupils to
- 12 get things right and hit them on the back of the head
- 13 with his hand. Your head would jut forward with the
- force of the hit. He did this to me once but other boys
- 15 got it quite regularly.
- 16 'If anyone got something wrong repeatedly or
- misbehaved in class, then Mr PDC would take them to
- 18 SNR , Mr RJE 's room, to get the strap.
- 19 This happened to me once when me and a few other boys
- 20 were taken to Mr RJE 's room. Mr RJE gave us all
- five of the strap on each hand. My hands were sore and
- 22 red and I had to wash them under the tap afterwards.
- Other kids were laughing when we got back to class
- 24 because we had got the strap. Mr PDC would take
- 25 other boys and girls to Mr RJE 's room if they

1 misbehaved, but it only happened to me that once.

2 'Other teachers would also send kids to Mr RJE 's
3 room if they misbehaved.

'One day, I was outside playing with the other kids after lunch. We were playing football but we were subbing and I had to wait for a turn to play. While I was waiting, Mr PGJ came up to me and told me to go with him. I told him I didn't want to, but he said, "Please, because you look really bored" and told me to go with him. I was young and didn't know what it was about so I went with him. I was 13 years old at the time.

'We went into the building and along the corridor and round the corner, and then upstairs. We walked through a big hall and into his bedroom. He opened a door in his bedroom that had shelves of clothes in it. He took something out and gave it to me and walked away. He had handed me a dirty magazine that had pictures of women's naked bodies and people having sex in it. I had a quick look and felt really embarrassed. I didn't want to look at that sort of thing. It was dirty and I felt really shocked.

'Mr PGJ then came back in the nude. I ran out of the room, back the way I had come but the door in the hall was locked. I then tried to [get] out the door at

- the other side but that was locked as well, so he had got me.
- 'He was standing further up the hall from me. I was

  panicking and he came towards me and said, "Please don't

  worry, just come with me." I kept saying no and he told

  me to just go with him so I followed him to the bedroom.

  I was quite mortified.

'We sat down and he asked me to hold his willy. He took my hand and physically put it on his willy and told me to move my hand up and down, so that's what I did. He kept telling me to do it faster. Then, when he finished, he pulled off my trousers and underpants. I didn't want him to do that but that's what he did. He was holding my private parts and I didn't want him to do that because it felt dirty. Then he tried to have sex with me. When it was over, we sat in the hall. He said, "Please don't tell your mum or dad, or brother or sister, or any teachers, or the police. If you do tell them, I will kill you and you will die." I was very frightened and promised ... I wouldn't tell anyone.

'Then it happened a second, third time and so on.

It carried on from when I was 13 until I was 15 years old. It always happened at lunchtimes when I was outside playing with other boys, and it always happened in his bedroom. There were never any other staff

- members around at that time because they would be away
  having their lunch. Mr RJE, SNR, would
  have been in his office so he didn't have eyes on what
  was happening.
- 'Mr PGJ 5 did this to other boys too. I saw other boys following Mr PGJ 6 into the building. I think he was abusing them in the same way he was 7 8 abusing me. I know he abused [another boy] who ... who was a year younger than me. [This boy] told me about 9 this while we were still at Donaldson's. I told him it 10 11 had happened to me as well and said we should go to the 12 police, but [he] said no, because he had threatened to kill him as well. We didn't tell anyone else about the 13 14 abuse because we were frightened in case Mr PGJ did try to kill us. 15
- 'I don't know how old Mr PGJ was. I think he was in his 30s or 40s when I was 13 years old.

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- 'Mr PGJ is dead now. A boy ... who was also at Donaldson's told me that Mr PGJ had hung himself because somebody did tell the police about his abuse.

  This was years ago now. It was a brave guy who told the police, unlike me, who was too scared.
- 'Mr would sometimes watch over the boys when we were in the pool. He wasn't a teacher, but he would just watch us as we played in the pool. One time, when

- I was swimming, I was joking around and calling
- 2 Mr KNJ a "poof". I was only 14 years old and was
- 3 quite young at the time. I was just mucking around and
- I was doing the hand gesture and calling him that name.
- 5 There were other younger boys in the pool as well at
- 6 that time.
- 7 'Mr KNJ got very angry and lost it. He came
- 8 right up to me when I was sitting on a bench at the side
- 9 of the pool. He stood in front of me and opened up his
- 10 fly and trousers and pulled his private parts out and
- 11 started gyrating and rubbing it on my face. It was
- 12 really horrible and I was really embarrassed. He then
- just walked off. Other boys saw it happening. One of
- 14 the boys said it was my own fault for calling him that
- name, but I was just joking. Mr PZC , the swimming
- 16 teacher, wasn't there at [that] time.
- 'I didn't tell anyone about what Mr Harley did.
- 18 I was frightened because I thought he might be the same
- 19 as Mr PGJ and might kill me as well ...
- 20 'I didn't tell anyone about my abuse because
- 21 Mr PGJ had threatened to kill me.'
- 'Derek' then talks about his life after Donaldson's.
- 23 He says that he went on to college and studied English,
- 24 maths and PE and other subjects. He then went on to
- another college in 1990 to study a trade. However, on

- 1 completion of the course, he was unable to obtain a job.
- 2 He says that he has tried to get a job but has found it
- 3 difficult because of his deafness.
- 4 'Derek' then tells us about the impact of his time
- 5 in care. He says that he was never taught to read and
- 6 write English properly at Donaldson's, which has had
- 7 a big impact on his life. He also tells us that he's
- 8 had difficulties with his mental health and has made
- 9 several attempts to end his life.
- 10 At page 10 and paragraph 53, he says:
- 11 'I want to put Donaldson's out of my mind completely
- 12 because it makes me think of the abuse and what happened
- 13 to me but people mention the school to me and then it
- 14 all comes back. I think about the abuse I suffered at
- 15 Donaldson's, sometimes weekly, sometimes more. It
- 16 varies.'
- 17 He says that he is in touch now with another former
- 18 pupil from Donaldson's. He feels he is able to talk to
- 19 him about his life. He also tells us that he has
- 20 a support worker who helps us with his everyday life and
- 21 monitors his mental health.
- 22 At page 12 of his statement, 'Derek' has some final
- 23 thoughts. He says at paragraph 60:
- 24 'There were no deaf teachers at Donaldson's. Deaf
- 25 schools should have deaf teachers.

- 'I wish Donaldson's would have had more staff around
- 2 at lunchtime. That would have stopped me being taken
- 3 away and abused by Mr PGJ
- 4 'I hope kids in the future would be safe from abuse
- 5 from adults.
- f 'I have no objection to my witness statement being
- 7 published as part of the evidence to the Inquiry.
- 8 I believe the facts stated in this witness statement are
- 9 true.'
- 10 'Derek' signed his statement on 28 February 2025.
- 11 He provided his statement to the Inquiry with the
- 12 assistance of British Sign Language interpreters.
- 13 LADY SMITH: Thank you.
- 14 MS INNES: Ms McMillan will deal with the second read-in, my
- 15 Lady.
- 16 LADY SMITH: Thank you very much.
- 17 Ms McMillan, when you are ready.
- 18 'Polly' (read)
- 19 MS MCMILLAN: Thank you, my Lady.
- 20 This read-in is for a witness who will be known as
- 21 'Polly'. The reference for 'Polly's' statement is
- 22 WIT-1-000001585.
- 23 LADY SMITH: Thank you.
- 24 MS MCMILLAN: 'Polly' was born in 1942 and initially lived
- 25 with her mother. In her statement, she talks

- about her time at Donaldson's, both at the junior school
  at Henderson Row and then after, her experiences at

  West Coates from around 1946, where she was aged 3 or 4
  until 1958 records that we have obtained indicate that
  'Polly' was enrolled in of 1947, aged 5, and
  that she then moved to West Coates in of 1953,
  aged 10. She left Donaldson's in of 1958, aged
- 9 Starting from paragraph 3 of her statement on page 1, she says:

16.

- 'As far as I know, I wasn't born deaf. My mum didn't ever learn sign language so could never communicate with me. She could do some basic finger spelling but that was it. My mother couldn't ever really explain it to me but I think I possibly went deaf after . However, my sister thought that it was possibly from . I was the only deaf member of my family and was deaf when I started school. I'm not sure how the decision was made to send me to Donaldson's school, or who was involved in that.
- 'There was a nursery, known as the "baby school" for children who were 3 or 4 and a primary school, both being at Henderson Row. I was around this age. They were separate buildings built on the same campus.
- 25 'Throughout my time at primary school, I boarded at

Henderson Row. At that time, even though my home wasn't too far from the school, it was too far to travel back and forth.

'I don't remember how many staff were there but
I remember there being a matron, a supervisor and
a teacher. The teachers looked after us within the
classroom and the matron and supervisor looked after us
outwith the classroom. The matron and supervisor had
similar roles but matron supervised mealtimes and the
supervisor looked after the boarding side more,
overseeing bedtimes and any other time outwith the
classroom. There were two matrons during my time there,
the first one was a bigger lady and she was horrible to
me. I don't know how long she was there but she did
leave and was replaced by another matron who was much
nicer. I'm not sure if there was a separate headteacher
or if it was the supervisor who was in charge of the
whole school.

'I can't remember how many children were there but my class was only a small group, less than 20 children. There were boys and girls at Henderson Row but we were in separate classes. We slept in dorm rooms, although I'm not sure how many girls were in each bedroom. The rooms were really cold and I remember once having a Highland toffee and we had to put it on the radiator

1 to soften it as it had gone so hard in the cold.

'All of the children at primary school were deaf but there were also some with additional disabilities. The staff were harsher with those with other disabilities.

None of the staff used sign language so weren't able to communicate with us at all.

'My first memories from school are being age 3 or 4 and being brought to the nursery at Henderson Row by my mum. I went to the nursery there and then went onto primary school when I got to primary school age. The primary school was in the same place but was a separate building.

'Matron supervised the mealtimes and I remember having to eat porridge that was horrible and lumpy. It was too salty and really wasn't good. I'd take the lumps out and put them on the ridge of my plate.

Sometimes matron would tell us to eat the lumps but I didn't want to because they made me feel sick, so I always refused. The food in general was poor quality and I didn't really eat very much when I was there.

'There were showers downstairs in the basement of the building. It was confusing for us because we were so young and we didn't know how to look after ourselves. We didn't know how to wash ourselves but there was no support from staff. I'm not even sure if matron was

there or not when we showered.

'I remember in primary, the teachers were quite good. I have a memory of asking the teacher a question when I was young and the teacher saying that I could go and look at the clock. I'm not sure if she was trying to tell me that the lesson was over soon but I was quite frightened as I didn't know how to tell the time. She was nice though.

'I can't really remember what I was taught at primary school. The teaching was heavily focused on lip-reading as British Sign Language ... wasn't around when I was at primary and I don't think we were taught any sign. The children would sign to each other but it wasn't BSL or finger spelling. We created our own signs and gestured with each other.

'There was a sick room at the school if you were ever ill or needed medical care. I remember an occasion when a girl, who was in the nursery, was playing and threw a rock over a wall at a tree but it went right through the tree and hit me on the head. It was just a complete accident, I was bleeding quite heavily and I went to the school nurse who cleaned it but didn't really take proper care of me. I thought [that] the nurse should have sent me to hospital to check that my skull wasn't cracked as it was really bad. I didn't get

- any stitches, didn't see a doctor and I was just left to

  it. I don't think my mum and dad were told about it

  either.
- 'In primary, the teacher talked about the Bible and
  I was quite interested but anytime we went to church
  I was bored as I didn't know what was going on. It was
  a hearing church and there were no attempts made to
  interpret for us so I had no idea what was going on.

- 'I boarded at Henderson Row and would be at school for three months or so without going home at all, and then I'd only get home for a weekend. I can't remember if we went home for a long summer holiday or just stayed at Henderson Row throughout the full year. Every time I had to go back to school I would cry because I hadn't seen my family in a long time and didn't want to leave.
- 'I had no visits from my family whilst I was at
  Henderson Row.
- 'The supervisor was a woman but I can't remember her
  name. She was older at the time, maybe in her 30s but
  I can't remember fully.
  - 'Parents would send their children with a cuddly toy from home to stop them being homesick but the supervisor would take them from the children and put them in the cupboard. On my first day at primary school, I brought my small notepad with pencils as I loved art. The

supervisor was taking other children's toys off them so

I put them under my pants to hide them but she took them

off me anyway and put them in a cupboard. She smacked

my bottom as I was not allowed to keep my things. She

had a cupboard full of toys that had been taken off the

children.

'She also put me in a cold bath that made me gasp for breath. It was awful, there was no reason to put me in that cold water, it was absolutely freezing. Even when I got out, I only had a rough linen towel to dry myself and I was freezing. I don't know if it happened to others but it definitely happened to me. Maybe I was a bad girl but she just put me in this freezing water and I [don't] know why.

'During the summer, because the nights were lighter, we'd be in the bedroom jumping, running about and playing games. We couldn't sleep, even with the curtains drawn, because it was too bright. We'd be playing in the room and someone would signal or gesture that the supervisor was coming so we'd run back to bed and pretend that we were sleeping. She would come in and would listen to your breathing. I'd hold my breath and keep my eyes closed but if she could tell that you weren't sleeping, you'd get a smack with a hairbrush. It was sometimes on the bum or leg but always with

a hairbrush. I don't remember it leaving a mark or
bruising, it was [a] one hit rather than multiple hits.

'She was absolutely awful and smacked girls for no reason. I remember quite vividly seeing her hit one girl ... so hard that it left a handprint. I don't think [this girl] was the same age as me or in my class but she was disabled ... I'm not sure if it was maybe when we were washing or at bedtime but she had a bare back and the supervisor hit her on her bare skin, it was awful. I don't know why [she] was hit but I'll never forget that. I know that [she] has passed away now.

'The first matron we had was awful. She was responsible for us at mealtimes. We got a snack of an apple and we all had to stand in a line to eat it.

We had to eat all of the apple, including the core. We were not allowed to leave anything, only the stalk.

I don't remember what happened if you didn't eat it.

'At mealtimes we were told to eat everything and
I witnessed children, who had eaten their meals, be
sick, and be made to eat their sick by the matron. It
never happened to me but I did see it happen to others.

'Matron also carried a lot of keys that she would use to hit people on the head. I don't know why she did it but she would smack me on the head with the keys. My friends and I would sign to each other, although it was

child signing, gestures and just what we used at school.

Matron would get angry because we were noisy. We

couldn't hear each other, so maybe we were quite loud

5 with the keys but we didn't know why.

'I don't remember there being any other members of staff about when the abuse was happening. It was always the one matron at mealtimes and one supervisor in the boarding house.

and she wanted to us stop. She would hit me and others

was a teacher at the primary school and was a young man at the time. He took us for swimming and whilst I could swim, I preferred to be where I could stand, I didn't like deep water. I didn't want to dive as I was frightened but he was telling us to dive. I refused to dive and on one occasion he picked me up from behind and threw me into the water. It was horrible and I had to find a way to paddle out. I don't remember him doing it to anyone else.

'On another occasion in his classroom, he hit my hand with a thick piece of wood because I was blethering too much with my friends. We would be signing to each other and he wasn't happy with that. The wood was a thick, large piece of wood, about two feet long and it really hurt. It was just me that got hit with it, I didn't see anyone else getting hit.

1 PXB left the school while I was there.

'There was just a general lack of care. There was an occasion that I just remembered about recently where I nearly drowned. I was fully dressed and was walking through the pool area. I slipped, fell in the pool and when I fell in, I didn't know which way was up. I was struggling to get out and I couldn't work out how to get up to the surface. There were no staff around and another schoolgirl managed to get into the water, come down and rescue me. I couldn't remember what happened afterwards, it was like a blackout, I definitely passed out. I'm not sure if I got any medical treatment for it or not. If it wasn't for that girl, I don't think the school would have even known about it. It was never mentioned again and I don't think they ever told my mum as she never mentioned it.

'Matron, the supervisor and teachers weren't able to communicate with us. Nobody signed, so it was all visual cues and physical force. They would talk to us but we had no clue what it was they were saying. The teachers would write on the board and we would just copy things. There was no interaction with us in our language. There was maybe a bit of frustration amongst the teachers and staff that we were talking amongst ourselves and that was what led to punishments, like

- being hit with matron's keys.
- 2 'I moved from Donaldson's primary school at
- 3 Henderson Row up to the high school at West Coates.
- 4 'I was 11 when I moved to Donaldson's High School at
- 5 West Coates. I ... moved up early as most children
- 6 moved at age 12 or 13.
- 7 'I can't remember how many children there were in
- 8 total at high school but there were a mix of both male
- 9 and female pupils. Generally, the female teachers
- 10 taught the girls and male teachers taught the boys. The
- staff were strict about boys and girl[s] being separate,
- 12 even at playtime and leisure time. We sometimes mixed
- 13 for parties, like Halloween or Christmas but that was
- 14 the only time that we were allowed to mix.
- 15 'In the building itself, the [bedrooms] were in the
- 16 basement, there was a games room on the ground floor and
- 17 the bedrooms were upstairs. We slept in rooms with rows
- of single beds opposite each other, like a hospital
- 19 ward. The younger children were separated from the
- 20 older ones so you would be in a room with other children
- 21 around the same age as you. The younger girls always
- 22 wanted to mix with the older ones but we'd send them
- 23 away. The bedrooms were cold, there was heating but it
- 24 didn't heat the room much because it was such a big
- 25 room. Not everyone boarded at Donaldson's, some of the

- pupils lived locally so were able to go home every
  night.
- 'We had "houses" and we wore coloured patches

  according to the house you were in ... We also had

  prefects at the school and I became a prefect while

  I was there. As a prefect you had responsibility to

  look after some younger children, doing things like

  checking they ... made their beds. We also got to sleep
- 9 in a different room to everyone else as a prefect which
  10 was much smaller and maybe ... had four beds.
- 11 'The headmaster was nice but he left as he moved to

a new school. His name was Jeffrey, although I'm not

13 sure if that was [his] first or second name.

- 'At the senior school, there was a nice matron who
  kept an eye on things and looked after us. She'd make
  sure we were washing and looking after ourselves.
- 'We would wake up in the morning and go downstairs

  to wash our faces, I remember it being really cold on

  the ground floor. We would get dressed and then go for

  breakfast. I can't remember what the rest of the day

  looked like. I think we must've gone on to classes but

  it was a long time ago so I'm not sure.
- 'We finished school about 3.30 pm then go to the playroom for a blether with each other. We had dinner about 5.00 pm and we had to be in bed at 8.00 pm.

Bedtime stayed the same right up until I left at 16, it
was really early by then. During the winter it was at
least dark but in the summer it was still bright and we
still had to go to bed.

'I never liked the food at Donaldson's. We would all eat together in the dining room but the boys and girls were still separated. The teachers walked about the dining room at mealtimes.

'We'd have a sink bath through the week and then on Friday before you went home you had a full bath. There was no privacy for bathing. There were no showers, just baths which were in the room with a lot of sinks. I do remember pulling out the plug as I got out of the bath so I think it was fresh water for everybody.

'We wore a big red ribbon bow in our hair, a navy blue pinafore with a blouse and black socks. In summer we still had to wear the long black socks even though it was really hot. We'd roll them down to our ankles to try to be cooler. The school gave us our uniform or they gave my mum an allowance for clothes but we didn't have to buy them ourselves. We got one pair of shoes and if your feet grew, you just had to keep wearing them. We had to wait until everybody was ready for a new pair so you could be wearing the wrong size shoes for some time.

'There was a laundry at the school so on a Friday you would leave your uniform and you'd get a fresh uniform to put on when you got back on a Monday. The uniforms all went to the laundry together, you didn't have your name on anything so you didn't get your own uniform back. It could be anybody's clothes that you were handed back and you just checked that it fitted.

'I think we maybe had some free time to play between dinner and bed when we played out the front on the big grassy area. There was an internal square within the building but we weren't allowed in there. I stuck by the rules and didn't ever go in there. There was a games room too that we would sometimes go into and we played basketball and hockey too.

'The teachers weren't good and there was not enough education, it was very poor. The teaching was too childish for me and they didn't seem to believe in teaching children in [a] way [that] you would teach children now. We were only taught a basic level of maths and English and the focus was on cooking classes, sewing, swimming and lifesaving skills. I have certificates for swimming and lifesaving but no other formal qualifications from school.

'The only teachers that were good were the male teachers, the female teachers weren't. I remember

- having a good English teacher, possibly called

  Mr Newland, for a short period ... but he was replaced

  by a woman who wasn't as good. I was never happy with
- 4 the teachers. No teachers signed, it was lip-reading
- 5 only and we were expected to understand.

- 'A male doctor did come and visit the school and he
  did a mass check-up of all the girls. We all had to
  stand in a line and take our vests off. We would cover
  our chests as we were just wearing pants, and the doctor
  would listen to our chests. I don't remember how often
  that happened.
  - 'There was a rest, infirmary type room within the school where you went if you were ill. I had mumps ... and had to go to the rest room. I wasn't seen by a doctor, just the school nurse who checked me over.

    I was only in the rest room for a day and was then sent back to my dorm to rest but was kept separate from everyone else. I remember it was [around my] birthday when I had mumps so I didn't get any cake or birthday celebrations.
    - 'If you had a cut you didn't get a bandage, you were just left to it. There wasn't much care. When you started your period, you had to ask an old woman supervisor for a sanitary towel. You only got one towel a day. The matron said it should be three towels a day

- 1 but the supervisor only ever gave you one. Because you
- 2 had only one towel on all day, your clothes would be
- 3 soiled but it was ... your responsibility to clean your
- 4 own clothes and dry them on the radiator. It was
- 5 horrible. We didn't have access to go and get our own
- 6 towels but we knew there was a cupboard in the attic
- 7 where they stored the towels, so we would steal them and
- 8 run back to our rooms with them.
- 9 'There was no sex education or information about
- 10 periods at school. Everything I knew was all from home.
- 11 At school we were only taught about keeping clean from
- 12 a hygiene angle, nothing else.
- 'The school took us to a local dentist at Haymarket.
- 14 We'd get haircuts during the holidays or weekends at
- 15 home outwith the school time so I kept my hair really
- 16 short.
- 17 'We occasionally went to church for a service and we
- 18 wore straw hats to go to church. A teacher would take
- 19 us but there was no signing. I just sat bored
- 20 throughout the service because I couldn't hear what was
- 21 going on, so I just watched. Sometimes we did some
- 22 crafts and reading there.
- 'There wasn't much of a celebration of a birthday,
- I felt that I should have got a cake but that never
- 25 happened. There was really no acknowledgement of

- 1 a birthday.
- There were some other celebrations, we occasionally
- 3 had parties for Christmas or Halloween but that was it.
- 'I don't remember having any visitors at Donaldson's
- 5 and I don't remember anyone else getting visitors
- 6 either. I don't remember there ever being any
- 7 inspectors in the school.
- 8 'When I got to Donaldson's the headmaster asked
- 9 where I lived and when he found out I lived
- 10 said that I could go home every weekend. I was
- 11 absolutely ecstatic about that, the fact that I could
- 12 get home every weekend. I had to go on my own on the
- bus, but my school friend ... lived near [me] so we'd go
- 14 to [the] bus station together and get the bus from
- 15 there. Normally you had to be 12 or 13 to go home on
- 16 your own but I was allowed to do that when I was 11.
- 17 'I don't remember how children were disciplined if
- 18 they misbehaved but the boys were trouble. They were
- 19 always separate from us though so we didn't really see
- 20 what was going on, or how they got in trouble from
- 21 staff.
- 'I remember once the boys looking into the girls'
- 23 bathroom window. We didn't tell a teacher as we didn't
- 24 want to create any trouble.
- 25 'The wearing of hearing aids were enforced at

- 1 Donaldson's. They were really old fashioned, big heavy
- 2 clunky things with battery packs that sat on your chest.
- 3 I did actually have some hearing in one ear, that was my
- 4 better ear, but I lost the hearing in that ear, I think,
- 5 as a result of being made to wear the hearing aids.
- I had no hearing at all after I started wearing the
- 7 aids. After that I refused to wear them because
- 8 I couldn't hear anything so it wasn't worth it. I got
- 9 told by my teacher to go to the headmistress but she
- 10 accepted that I was refusing to wear the aids. I think
- 11 the teacher was a bit taken aback that the headmistress
- 12 had agreed with me.
- 'No staff at Donaldson's signed, everything was
- 14 lip-reading only so I missed a lot. Donaldson's didn't
- 15 want us to sign to each other either.
- 'In the dining room, the teachers walked around
- 17 while we ate, but the male teachers stayed with the boys
- and the female teachers stayed with the girls.
- 19 I remember one mealtime, a male teacher came over and
- 20 touched a girl's shoulder, he shouldn't have been there
- 21 but he was. The girl didn't like her shoulder being
- 22 touched so she brushed him off and he retaliated by
- 23 banging her head off of the table. I don't know if he
- 24 didn't like her or if he thought she was being cheeky to
- 25 him but she was only 13 or 14 at the time and he

- shouldn't have been there.
- 2 'I left Donaldson's at age 16. There weren't any
- 3 exams that I remember and I think I just got
- 4 a certificate of attendance from the school. I didn't
- 5 have any formal qualifications.'
- 6 'Polly' then talks about her life after Donaldson's.
- 7 She got a job beside another girl who was deaf and
- 8 worked for a long time. She married someone that she
- 9 met and they went on to have
- 10 a family. She tells us that she started going to deaf
- 11 club when she was around 16 and it became an important
- 12 part of her life, including the deaf church.
- 13 'Polly' then talks about the impact of her time at
- 14 Donaldson's. She says at paragraph 68:
- 15 'I feel angry and upset that I was allowed to be in
- 16 a situation where I could have drowned. If there hadn't
- 17 been anyone else around I could have passed away.
- 18 Thinking about that is the worst thing for me from my
- 19 time at Donaldson's.
- 20 'I do think about my time at Donaldson's quite
- 21 a bit, particularly the primary school, and it's
- 22 upsetting. My mum didn't ever know what was going on,
- 23 I couldn't have told them and my mum never even asked
- 24 about school, I just bottled it up and got on with it.
- 25 I didn't ever tell anyone about what happened at school.

- I didn't want to think about it again.
- 2 'The education side of Donaldson's was awful but
- 3 it's difficult to say whether things would have been
- 4 different if the education had been different. We were
- 5 never taught sign language at Donaldson's and that could
- 6 have made a big difference. I'm not sure how I learned
- 7 to sign, I think maybe we learned from each other at
- 8 school and from those who knew some sign. The teachers
- 9 didn't ever sign to us, they were insistent on
- 10 lip-reading and we were just told to keep quiet.'
- 11 'Polly' then says that she left school only with
- 12 a basic level of English and has relied on her daughter
- 13 throughout her life for reading and writing. She tells
- 14 us that as awful as Donaldson's was, she was lonely at
- 15 home as her family couldn't sign. She says she was
- 16 better off at Donaldson's, where she had friends to
- 17 speak to.
- 18 'Polly' then talks about the lessons to be learned
- 19 from her experience at paragraph 78. She says:
- 20 'I think it's good that I have shared my
- 21 experiences. The truth wasn't known and I think
- 22 everybody would be surprised to hear what went on at
- 23 Donaldson's. There was so much abuse and so many
- 24 children experienced that. I hope that parents might
- 25 read about my experience and, not knowing that that sort

- of thing happened, they might tell their children about
- 2 it to keep them safe and check on their children at
- 3 school. By sharing my story, it might help to keep
- 4 children safe now.
- 5 'I don't know if schools are better for deaf
- 6 children now, but I think the teachers should be signing
- 7 to deaf children, not just being insistent on
- 8 lip-reading. Teachers should be looking at the report
- 9 from the Inquiry and thinking that they could do things
- 10 better.'
- 11 'Polly' then says that she has no objection to her
- 12 witness statement being published as part of the
- 13 evidence to the Inquiry. She believes the facts stated
- in this witness statement are true.
- 15 'Polly' has signed her statement, it's dated
- 16 17 April this year, and she was able to provide her
- 17 statement to the Inquiry with the assistance of British
- 18 Sign Language interpreters.
- 19 LADY SMITH: Thank you very much, Ms McMillan.
- 20 Well, I will stop there for the lunch break and
- 21 I will be sitting again at 2 o'clock, when we have
- 22 a witness in person to give evidence, another witness
- 23 who's going to give us evidence about Donaldson's.
- 24 Thank you.
- 25 Sorry, let me just mention now, some of these names

1 have already arisen and some may arise again, but names 2 of people who are not to be identified outside this room 3 and have been mentioned in evidence are Mr KNJ Mr PDC Mr PGJ Mr PZC Ms PXF 4 and PXB Mr RJE 5 They are not to be identified as having been referred to in our evidence. 6 7 Thank you. 8 (12.46 pm) 9 (The luncheon adjournment) 10 (2.10 pm)11 LADY SMITH: Good afternoon. I made some opening remarks to 12 those who were present this morning but, for the benefit 13 of anybody who wasn't, I want to repeat them now. 14 We know that giving evidence isn't easy, it can be very distressing, and so we do our best to afford all 15 witnesses an opportunity to give their evidence as 16 comfortably as they can, so we adjust our procedures 17 where possible, if it's appropriate to do so. 18 So it is that we have made some adjustments to 19 support communication with and by deaf witnesses. For 20 21 example, the layout of the room has been adjusted, and 22 proceedings are being interpreted in British Sign 23 Language for the benefit of deaf witnesses, and also for

any members of the public attending who are deaf. We

may have pauses at times if they are necessary, so as to

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- 1 allow for interpretation.
- 2 There's also British Sign Language interpretation
- 3 available in the public gallery this afternoon, and
- 4 that's for interpreting the evidence, but also if
- 5 anybody in the public gallery would like the assistance
- of a BSL interpreter to communicate with others, for
- 7 example any member of the Inquiry staff, do feel free to
- 8 ask for help.
- 9 Now, I'm going to turn to this afternoon's witness,
- 10 and that witness is going to give evidence, and senior
- 11 counsel, Ms Innes, is going to lead that witness. So
- 12 I will pass over to Ms Innes and she will introduce that
- 13 witness.
- 14 Ms Innes.
- 15 MS INNES: Thank you, my Lady.
- 16 The witness this afternoon has the pseudonym 'Mary'.
- 17 She attended Donaldson's from 1970 until the
- 18 end of 1983. First of all, she was at the
- 19 Henderson Row site and then she moved to West Coates.
- 20 LADY SMITH: Thank you.
- 21 'Mary' (affirmed)
- 22 LADY SMITH: 'Mary', thank you for coming along this
- 23 afternoon to help us with your evidence. I'm really
- 24 grateful to you for doing that.
- One or two things I want to say first are about

- 1 practicalities.
- 2 As you can see, we've got two British Sign Language
- 3 interpreters available for you. They'll be interpreting
- 4 the evidence. They'll probably swap about every
- 5 20 minutes or so. They use the time flexibly. You may
- 6 be used to that happening. So that's the system I think
- 7 that they're going to use today.
- 8 As you know, there's also an intermediary available
- 9 to assist you, and he's sitting to your right. He's
- 10 there to help you understand what's happening and to
- 11 help you be understood when you are providing your
- 12 evidence.
- 13 You see there's a red folder in front of you.
- 14 That's got your written statement in it. That statement
- is already evidence before the Inquiry and I've been
- 16 able to study it in advance, which has been of great
- 17 help to me. Thank you for that.
- I also want to assure you that we're not going to go
- 19 through every single line of your statement, but there
- 20 are particular parts of it that we'd like to focus on,
- 21 if that's all right with you.
- 22 A. Okay, yeah, thank you.
- 23 LADY SMITH: Now, during your evidence, if you want a break
- 24 at any time, you must let me know. I'll take a break in
- 25 any event in about three-quarters of an hour, but if you

- need one before then, that's not a problem. If it works
- for you, it'll work for me.
- 3 A. Okay.
- 4 LADY SMITH: Otherwise, if there's anything you don't
- 5 understand that we're asking you, the problem is we've
- 6 put it badly, it's not your fault, so do tell us and we
- 7 can try to do better.
- 8 A. I will do, thank you.
- 9 LADY SMITH: Take your time. I don't want you to rush.
- 10 There's no need for you to do that, all right?
- 11 A. Thank you.
- 12 LADY SMITH: If you're ready, I'll hand over to Ms Innes and
- 13 she will take it from there.
- 14 Ms Innes.
- 15 Questions from MS INNES
- 16 MS INNES: Thank you, my Lady.
- 17 Good afternoon, 'Mary'. First of all, I'm going to
- do something formal, and I'm going to refer to your
- 19 statement and give it the reference number that we are
- using for it in the Inquiry. It's WIT-1-000001644.
- 21 We can see in your statement that, when you provided
- 22 that, you met with the Inquiry team three times, and on
- 23 each occasion you had the assistance of British Sign
- 24 Language interpreters.
- On the final occasion that you met with the Inquiry

- 1 team on 23 July 2025, your statement was interpreted for
- 2 you and you signed it on that date.
- 3 You've told us in your statement that you have no
- 4 objection to your witness statement being published as
- 5 part of the evidence to the Inquiry and that the facts
- 6 stated in the witness statement are true.
- 7 Is that correct?
- 8 A. Yes.
- 9 Q. Now, you tell us that you were born in 1967; is that
- 10 right?
- 11 A. Yes, that's right.
- 12 Q. And you tell us that you have been deaf from birth?
- 13 A. Yes.
- 14 Q. And you then go on to tell us that you first came to
- 15 Edinburgh when you were about 4.
- 16 A. I was about 4 years old, yeah.
- 17 Q. And you went to Donaldson's in Henderson Row in
- 18 Edinburgh.
- 19 A. That's right.
- 20 Q. And when you went to school there at Henderson Row, did
- 21 you live in the school or did you stay at home?
- 22 A. Erm, my parents stayed , and so I came to
- 23 Henderson Row and stayed. Yeah, so I was residential.
- 24 Q. Okay. You have told us in your statement that you
- 25 stayed living in the school until you were about 8 or 9?

- 1 A. Erm, actually, I think maybe it was about two years,
- 2 roughly two years. Roughly.
- I mean, I can't be 100 per cent. My memory's not
- 4 that great from back then, but roughly.
- 5 Q. Okay.
- 6 What are your first memories of going to
- 7 Henderson Row?
- 8 A. Very confused. I was very confused. My parents had
- 9 taken me and then somebody came and took me away. It
- 10 was almost like they just kind of -- they were gone, my
- 11 parents were gone, and I was in this place, and I was
- 12 taken to a classroom. I thought when it was finished my
- 13 parents would come back to pick me up, but that never
- 14 happened. That was like -- when they left, that was the
- 15 last time I saw them, you know. And there was RWO
- 16 RWO that came and took
- me, she took me away. Took me away to the
- 18 accommodation, the residential part. We were in the
- 19 bedrooms, and that's the point I realised. I remember
- 20 screaming, screaming, because I realised my parents
- 21 weren't coming back.
- 22 Q. Okay.
- 23 You've told us in your statement that one of your
- 24 first memories was that you were hit by a staff member
- on the first morning that you were at the school. Can

- 1 you tell us a bit more about that? What happened?
- 2 A. Yeah, I was tied to the bed. They tied me to the bed.
- I mean, I think because I was trying to get out of the
- bed, they kept putting me back in the bed, they were
- 5 hitting me, smacking me, putting me back into the bed
- again and again, and eventually they took the sheets and
- 7 actually tied me to the bed, they tied my legs to the
- 8 bed. I was kicking and trying to get out of the bed, so
- 9 they tied my legs to the bed. I couldn't move. I was
- 10 strapped down, and I was there until the next morning.
- And I had wet myself, I'll never forget that, when
- 12 I woke up.
- 13 I had, like, a dress, a dressing gown -- a blue
- 14 dress
- 15 a lovely
- 16 blue dress,
- and I remember I had shoes also, and they
- 18 were lovely shiny shoes, and they took them away
- 19 from me. They took them away. And I was so angry about
- 20 that. I was so, so angry that they had taken my lovely
- 21 dress and my shoes away.
- 22 I ended up going downstairs to the bathroom and you
- 23 had, like, the toilet, you had to go to the toilet, and
- 24 if you couldn't go in and do the toilet, you were hit on
- 25 the back of your head. You were hit by a brush on the

- back of your legs. That's what they did. They'd smack
- you. They whacked you on the back of your legs. It was
- 3 really painful. And that was RWO that did
- 4 that.
- 5 Q. Okay.
- 6 Do you know what RWO 's job was in the
- 7 school?
- 8 A. She was there to look after us in the dorms, take us to
- 9 class, help us get changed, do our hair, check for
- 10 head lice, cut our nails. I can't remember everything.
- 11 There was probably a lot more that she did, but that was
- 12 kind of her job.
- There was two people that took turns in doing that,
- 14 RWO and PWZ . PWZ was the other person.
- 15 She had, like, glasses that she kind of peered out the
- 16 side of. Very, very angry face, this person called
- PWZ . Both of them, yeah, they were angry people.
- 18 Q. Okay.
- 19 A. Not very nice people at all.
- 20 Q. Okay, and the staff member that you called PWZ or
- 21 PWZ , what was her job?
- 22 A. Carer. She was a carer as well. So she did the
- 23 nighttime. She was the one that tied me to the bed.
- 24 And RWO would usually change us, do our --
- 25 check for head lice and would hit us with the brush.

- 1 PWZ and RWO would be there at mealtimes.
- 2 If one was off, the other one would come in. So they
- 3 both kind of shared that role, if you like.
- 4 The teachers, some were okay, but some were not
- 5 okay. They used balloons in the class to teach us how
- 6 to speak, but they would push it right into your face
- 7 and you couldn't breathe, so it was -- you felt like you
- 8 were inhaling the balloon. It was right up at your nose
- 9 and mouth and you couldn't breathe. You couldn't
- 10 breathe. I'll never forget that. They would shout into
- 11 this balloon and you'd have this balloon right in your
- face, and you couldn't -- and it was very kind of loud,
- 13 the vibration was really loud. And so they would scream
- 14 into this balloon, scream and scream, and you'd have it
- 15 crushed into your face.
- 16 Q. Do you know why they were doing that with the balloon?
- 17 A. Because I wasn't speaking correctly, so they used the
- 18 balloon -- they would shout into the balloon to try and
- 19 get me to say it properly, and they would also, like,
- say, on the hand, they would do like S, and then they
- 21 would use the balloon and they would repeat it and
- 22 repeat it to try and get you to copy that sound, or
- 23 'puh' and 'suh'. So that's what they were doing. They
- 24 were trying to get you to say the letters.
- 25 And, I mean, I felt like my mind was blocked by it

- and I couldn't get past it because I was so frightened
- and I was so anxious that I just couldn't learn it.
- 3 I couldn't write anything down.
- They had, like, the board, and you'd have to try and
- 5 copy the words from the board, and I just couldn't.
- 6 I just -- I didn't want to. I was just -- I was just --
- 7 the teaching and the way the staff were, shouting at you
- 8 all the time, it was too much for me. Too, too much for
- 9 me.
- 10 Q. Did any of the staff communicate with you by sign
- 11 language?
- 12 A. They would gesture mostly, and kind of grab you and
- point at you, or use the sign 'bad' a lot. So they knew
- 14 that sign. You'd see a lot of facial expressions.
- 15 Very, very old fashioned. So, yeah, that's what they
- 16 would do, mostly gesturing.
- 17 Q. Did that change over time? Were you ever taught sign
- 18 language at Donaldson's?
- 19 A. When I moved to Donaldson's School, I learned sign
- 20 language there, in Donaldson's School.
- 21 Q. Okay. Okay.
- 22 So just staying with Henderson Row at the moment,
- 23 you tell us that RWO hit you with a hairbrush
- and that she hit you because you had lice in your hair?
- 25 A. Because I had lice, yeah.

- 1 Q. Okay.
- 2 A. I mean, apparently it was my fault. Stupid. Really
- 3 stupid.
- 4 Q. You tell us that there was a boy at Henderson Row who
- 5 was bullied as well, and that you and he were treated
- 6 badly by the staff. What sort of things happened to
- 7 the --
- 8 A. Yeah, it was . Yeah.
- 9 Q. What sort of things happened to him?
- 10 A. They would use a ruler to hit him. They would lift him
- 11 and they would whack him with a ruler. He would be put
- in the corner and he would have to face the corner. The
- same happened to me. You were to face the corner, so
- 14 you had to stand and face the corner, and your head had
- 15 to be in the corner against the wall, and you had to
- stay there for a long, long time. You got really tired.
- 17 If -- sometimes you fell because you'd been standing for
- 18 so long.
- 19 So that'd either be the teacher or the staff, and
- 20 what they would do is they would -- you'd be leaning
- 21 against the wall, so you'd be off balance because your
- 22 head was leaning against the corner, and then they would
- 23 pull the legs out from under you and you would fall
- 24 forward and whack your face off the ground.
- 25 Q. And when you were standing against the wall, you

- obviously couldn't see anyone or hear anybody. How did
- 2 you feel about that?
- 3 A. And also we had to keep our hands behind our backs, so
- 4 our head was against the wall, we were off balance and
- our hands were behind our back. So you were really at
- 6 an angle against that wall.
- 7 And then, like I say, they would pull the legs from
- 8 under you and you would just fall forward.
- 9 Q. How did this practice make you feel when you'd be made
- 10 to stand against the wall?
- 11 A. I mean, I would hurt my head, I'd hurt my neck.
- 12 Obviously, your body's quite heavy, so you're holding
- 13 your whole weight of your body for a long time. I mean,
- 14 I would say it was maybe about three to five minutes you
- 15 had to stand there for. I mean, it felt much, much
- longer as a little kid, but I would imagine it probably
- only was three to five minutes, but it felt like you
- 18 were there for a long, long time, and I couldn't tell
- 19 you exactly how long I was there for, but I was very
- 20 young and, you know, things feel a lot longer when
- 21 you're younger. So, you know, I was maybe only about
- 22 6-ish then.
- 23 I know also that they would lift you up using your
- ear, they would pull you up by your ear, and they would
- 25 throw you to the wall and you would hit yourself off the

- wall as they threw you into that corner, and then you'd
- 2 have them poking your face, 'You're bad, you're bad',
- and saying, 'You're bad' and 'Get back there now'.
- 4 Yeah.
- 5 And, you know, it was awful because you would be
- 6 really terrified, and you felt totally trapped, and you
- 7 were thinking, 'What have I done? I don't know what
- 8 I've done', and you couldn't escape because you were in
- 9 a corner so there was nothing you could do. So you just
- 10 had to stay there.
- 11 Some children, you were able to see, and you could
- 12 see the kids just looking at you as you got moved to the
- 13 corner, thinking -- then RWO would come and
- 14 everybody would sit down and be like, 'Oh, right, okay,
- say nothing, say nothing, keep quiet'. If you spoke, oh
- 16 my goodness, you got a whack. So you had to keep
- 17 yourself silent. And so stay silent, silent all the
- 18 time. Awful.
- 19 Q. You've told us about a time when a tricycle was thrown
- 20 at you. Can you tell us about that? What happened?
- 21 A. Yeah, it was me and . I can't remember her name,
- 22 I think it might have been . Anyway, and
- 23 and there were some other kids there as well, so
- 24 there was about five of us there and we were all wanting
- 25 to play on the bikes and race each other on the bikes,

- 1 having fun. I know there was a wheel that broke off the
- 2 bike and I put my hand up saying, 'Can I get another
- 3 bike', and they said 'Yeah, they're over there', so
- I was like, 'I don't know where', and they said, 'Come
- here', so I followed them, and they said, 'You can take
- 6 this one', and I was like -- I had to try and lift it,
- 7 but then she lifted it and threw it at me and it hit my
- face, hit my head, hit my chin. I've got a bit of
- 9 a scar still to this day from that.

a cut on my chin.

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25

- 10 So I get this heavy bike thrown at me. I remember 11 my finger -- as it came towards me, my pinkie finger was 12 pulled back. It was a heavy metal trike, you know, back then, and it just kinda hit me in the face, the chin and 13 14 my chest. It was the wheel, if I remember right. It was the -- you had the kind of body of the bike and then 15 16 you had like a kind of a loop almost, and that hit off of my face, my mouth and my chin, and it ended up with 17
  - Like I say, the pinkie was kind of pulled back, just because of the way I had kind of tried to put my hands up to stop it from hurting me, and then I fell back and they said, 'You're so stupid, stand up', so I had to get up, and obviously I was shaking and got the little trike and kind of walked away with it. And that was it, I didn't want to go back on the bike, so I just stood by

- the wall at that point. And all I got was, 'Move, away
- from the wall', but I wouldn't. I just stood by the
- 3 wall. Again, I felt like I was trapped.
- 4 Same with the others, you know, somebody, , was
- 5 coming down the stairs and they actually fell down the
- 6 stairs, this person, . And when they fell down the
- 7 stairs, you just had to pretend like nothing had
- 8 happened. You just had to kind of look away from it.
- 9 And they'd been pushed down those stairs, but you just
- 10 had to look away from it, you couldn't actually -- you
- 11 know, you couldn't -- you just had to stay quiet. It
- 12 was really not nice at all. It was horrible.
- 13 Q. You've told us that RWO used to hit you with
- 14 a belt. Was that a belt for clothes or was it a school
- 15 belt, like a tawse?
- 16 A. Yeah, it was one of the belts that hung up. It's
- 17 a leather belt, with the like -- the long leather belt,
- and it's got maybe four or five, like, sections on the
- 19 end of it, you know like the old-fashioned ones you used
- 20 to get, and you would get hit with that. It was always
- 21 hanging on the wall. So if you were naughty, it would
- get grabbed and you would be hit with that.
- 23 So we call it a belt, but not necessarily a clothing
- 24 belt. It was, like, a belt that hung on the wall with
- 25 this, like, five fronds at the end.

- 1 Q. And where on the body would she hit you with the belt?
- 2 A. If I can stand and show you, you would get your
- 3 calves -- so the calves of your legs, you would be
- 4 whacked on the calves. So seeing as everybody -- of
- 5 course, we had a skirt on, and the boys had shorts, and
- 6 so that's where you didn't have anything to protect
- 7 yourself, and so I guess they preferred that. It was
- 8 very painful. Very painful. You know, it would be --
- 9 oh, my goodness. The pain in your leg. Awful. I think
- 10 that was -- the leg was worse, much -- I think your bum,
- 11 when you were hit on your bum, it wasn't as bad. The
- 12 back of your leg, ch, that was so, so sore. I don't
- 13 think I'll ever forget that.
- 14 LADY SMITH: 'Mary', was --
- 15 A. It just wasn't nice. And for nothing, for no reason.
- 16 For no reason. You know, we were maybe just playing tag
- or something, like tagging each other in the playground,
- 18 and you just -- the next thing you knew you were whacked
- on the back of the legs, and you would think: what have
- 20 I done?
- 21 LADY SMITH: 'Mary', was the belt made of leather?
- 22 A. Yeah, it was leather. Yeah, yeah, yeah. Same as like
- a clothing belt, you know, a leather belt, yeah, it was
- 24 the same, but it was a belt that hung up on the wall.
- 25 But, yes, made of leather.

- 1 LADY SMITH: Did it have a buckle on it?
- 2 A. Yeah, so you had the fronds at the end --
- 3 LADY SMITH: Ah, yes.
- 4 A. -- and then you had, like, a metal -- like a sparkly
- 5 bit, almost like rings, they went up them, they went up
- 6 the kind of fingers, if you like. Does that make sense?
- 7 LADY SMITH: You said a frond, like a small fringe at one
- 8 end of it?
- 9 A. That's the very one, yes, that is the one, yes.
- 10 LADY SMITH: Yes. I've heard about belts like that before,
- 'Mary'. And as you say, they were very painful.
- 12 A. Yeah, it's something you can't forget, especially
- 13 getting hit on the legs.
- 14 LADY SMITH: Were your legs bare when you were being hit
- 15 with the belt?
- 16 A. No, nothing, because you had a skirt on, or the boys had
- 17 shorts. We had short, like -- it was the '80s, so --
- 18 well, it was late '60s to early '70s --
- 19 LADY SMITH: Yes.
- 20 A. -- you would have, you know, your old-fashioneds -- you
- 21 know, they weren't the longest of dresses you had on,
- 22 so -- sorry, so, you know, '69 to kind of '71, that era,
- 23 you know, so you would have bare legs.
- 24 LADY SMITH: Did that mean that the belt would hit your bare
- 25 skin?

- 1 A. Yes. Yes. Really painful. And, you know, it was
- 2 awful, the feeling you had. You just felt all --
- 3 everything drain out of you, with the pain. And your
- 4 leg would burn. Oh, it would burn and burn and burn.
- 5 And walking.
- I remember one boy had said, 'You know, you can take
- 7 the pain away if you get chalk dust, get chalk dust and
- 8 rub it on the bit where you've been hit, it will reduce
- 9 the pain'. I was like, 'Right, okay, thanks very much',
- 10 and I would go and get chalk dust. So I did what he
- 11 suggested to try and relieve the pain. Yeah, so chalk
- 12 dust was something we did to try and take that pain
- 13 away.
- 14 MS INNES: Now, you've told us that you were hit by RWO
- 15 RWO with a wooden hairbrush and that she would hit that
- 16 off the back of your legs.
- 17 A. Yes, uh-uh that's right, yes, and she would hit me on
- 18 the head as well with that. Yep, because I had the
- 19 head lice, so I would get whacked on the head with that,
- and then if I was playing, I'd get the hit on the leg.
- 21 Q. And did she hit you with the flat side or the side with
- 22 the bristles?
- 23 A. It would be the flat side. I remember it being a pink
- 24 brush. So it was like a pad, a very old-fashioned
- 25 brush. It almost was like a floor brush, if you think

- of the hard bristles, that's what it would have been on
- 2 the brush, and then it was wooden on the other side and
- 3 it had been painted pink, and some of that paint had
- 4 come off. I remember that. But that's what they would
- 5 use. And it was a big -- it was like a big paddle
- 6 brush, and they would hold the handle. Almost like if
- 7 you think of an old-fashioned mirror, the roundness of
- 8 that, it was a similar sort of size, if you can try and
- 9 visualise that, and they would use that to whack me. If
- 10 my behaviour wasn't great, I'd get it on the back of the
- 11 leg, or I'd get it on the head.
- 12 Q. Now, I am going to ask you some more questions about the
- 13 person who you know as PWZ . You say --
- 14 BSL INTERPRETER: Okay, yeah, I'm just clarifying the sign
- 15 name there, yeah.
- 16 A. Yes, we knew them 'cause they an awful lot, so
- 17 that's how they got that name, and if they got really
- 18 angry,
- 19 that's how we ended up giving them that sign name.
- 20 I don't know what their actual name is, that was
- 21 just the name that we gave them. But very similar to
- 22 RWO , I don't know what her name is,
- 23 other than 'RWO', but I just cannot think of what
- 24 their names were. I do have -- you know, if I seen
- 25 a visual of them, a photograph of them, I' be able to

- point them out, but other than 'RWO and 'PWZ',
- 2 that's all I can refer to them as.
- 3 LADY SMITH: 'Mary', don't worry about that. If that's all
- 4 you can remember, I don't need any other names.
- 5 A. Oh, perfect, thank you.
- 6 MS INNES: You've told us that PWZ liked to pinch and
- 7 twist the skin on your arms. Can you tell us a bit more
- 8 about what she would do?
- 9 A. Oh, yeah, that was her way, definitely. I remember when
- 10 school was finished and it was nighttime and we were
- 11 heading back to the hall, we'd all get our spaces and
- we'd all go and sit in the hall, and I can't remember
- 13 what it was, I think -- I don't know if there were toys
- 14 there or books there. There was definitely storybooks
- 15 being read out, because that was our homework. We had
- 16 to get the book, we had to look at the words, and then
- if we got anything wrong in terms of the words, then I'd
- get a pinch in my arm. She would squeeze my arm, even
- 19 here on my chest and on my back, and here in my neck as
- 20 well, if I got any of the words wrong when I was doing
- 21 my homework. Sometimes it would be my hair at the back,
- 22 it would be twisted round and then pulled, and I would
- 23 scream.
- And then they'd go to me, 'Oh, wow, I can hear your
- 25 voice, well done', is what I would get. Because I would

normally not use my voice. But when they pulled my
hair, I would scream and then I'd get that patronising,

'Well done, you have used your voice, well done'. And
I would also go 'Ow' when I got a pinch, and they would
be like, 'See you can use your voice, keep going, use
your voice'.

So, yeah, that was very frustrating, and then it became quite difficult when I was trying to read books if I got something wrong. I remember the books being something about a rabbit and a rabbit falling over, and they had a sore knee, and we'd maybe sign this, sign for, like -- 'Oh, they've got a sore knee', and I would sign it and then I'd get a squeeze on the arm and I would go 'Ow', and they would go, 'Use your voice, use your voice', and I had to use this -- I had to then make this sound and go 'Ow', as opposed to signing it. So I really do have strong, vivid memories of being pinched and squeezed like that. It was very, very cruel.

When we all finished and we went to wash our faces and brush our teeth and get ready for bed, you know, I would be very frustrated, and I'd get more of that treatment, which would make me then cry, and then I'd get hit and smacked and that went on and on and on, and then I'd get tied until I fell asleep. So that was quite a regular occurrence. And awful.

- 1 Q. You've told us that you would get bruises on your arms
- 2 from her pinching you?
- 3 A. Yes, uh-huh, yeah, I had big patches of bruise. My mum,
- 4 when she came to visit, I was like, 'Oh, finally, my mum
- 5 has arrived, yes', I thought I was going to go home.
- But my mum was only visiting, she was just saying hello
- 7 and then she headed off. And I remember showing her my
- 8 arm and my mum was like, 'Ah, well, you need to listen,
- 9 you need to listen to the teachers', and I thought, 'Oh,
- 10 okay'. I just had to put up with it then. What can
- 11 I do? What could I do?
- 12 I never -- I'll never forget that.
- 13 Q. How did you communicate with your mum? Did you use
- 14 sign?
- 15 A. Oh, it was awful, trying to communicate with my mum.
- 16 I would use my sister, my sister, and use gestures with
- 17 my sister, and my sister would translate to my mum. My
- 18 mum was awful. Didn't really speak. She'd grab a hold
- of my hand and pull me along wherever she wanted me to
- go, right, and then she'd go to my sister, 'Tell her to
- 21 go over there', and my sister would try and gesture to
- 22 me and point to say, 'Mum wants you to go over there' or
- 23 whatever. But it was very limited in terms of use of
- 24 language. But I would -- normally any communications to
- 25 my mum would be through my sister.

- 1 Q. Okay.
- Now, you've told us about your time at
- 3 Henderson Row, and you've told us that there was a time
- 4 when you were taken into the gym hall at Henderson Row
- 5 and you were told that you were going to be moving to
- 6 Donaldson's School. Did you --
- 7 A. Yes, that's right.
- 8 Q. Did you understand what --
- 9 A. Yeah, I was told that in the hall, I remember that.
- 10 Yeah, I was told that in the gym hall, yeah.
- 11 Q. How did the headmaster communicate this to you? Did he
- 12 use sign language?
- 13 A. I think I was about 8/9, 'cause my friends were signing
- and it was easy to chat with them, and when he spoke,
- 15 and a little bit of gestures, we would go to each other,
- 'What they saying, what they saying, what they saying?',
- and then my friends would be like, 'We are all moving to
- 18 a different school', so my friends -- so I was like,
- 19 'Oh, I'm moving to a high school, wow', but it was
- 20 actually my friends. I was like, 'When is that
- 21 happening?' and they were going, 'I don't know, I don't
- 22 know, we'll all find out when we eventually get moved'.
- 23 So I think we moved -- I can't remember if it was
- summer or winter time, if I'm honest. I can't remember
- 25 which season we moved. But I do remember it was a warm

- day when we went outside, so it might have been summer
- 2 when the move happened.
- 3 And again, I saw my mum and my stepfather, because
- 4 at that particular time my mother and father had
- 5 separated, so it was my stepfather that picked me up.
- They took me home and then my sister had said to me,
- 7 'Oh, you're going to go to another school', and I was
- 8 like, 'Yeah, uh-huh -- yeah, uh-huh, I think so, I think
- 9 I'm going to be a day student, so I'll come back and
- forth', and I was so happy to hear that that's what was
- going to happen. But I was like, 'How is that going to
- 12 happen? How am I going to get to school and back
- again?' And they told me that I was going to get a taxi
- 14 and I would go as a day pupil to Donaldson's.
- 15 So I remember asking who would pick me up. I think
- 16 at the time it was Lothian Buses that were responsible
- for picking us up. I think it was a mini, a red mini,
- 18 that picked us up, and it was -- the company was Lothian
- 19 Buses, so they picked me up and took me to Donaldson's,
- 20 and that was the start of my high school journey.
- 21 Q. Okay, and --
- 22 A. And as I say, that communication came through my
- friends, 'cause it was easy for us all. Someone would
- 24 pick up a bit and we'd kind of piece it together. But
- 25 from the teachers, straight from the teachers' mouths,

- no idea what they were saying.
- 2 Q. And after you went to Donaldson's at West Coates, for
- 3 the rest of the time that you were at Donaldson's, did
- 4 you ever stay over in the school again or did you always
- 5 go back home?
- 6 A. No, I was a day pupil, thank god.
- 7 Q. And what were your first impressions of going to the
- 8 building at West Coates?
- 9 A. Oh, my gosh, I was gobsmacked at the size of it. Yeah,
- 10 I was very nervous. And then when I went in, I went
- into the big hall and there was just loads of people,
- 12 big lines of people, and then they were saying, 'Your
- 13 class is there', and putting everybody in groups of A, B
- and C, and then you would get your class number and then
- 15 let you know who the teacher was. You'd have the
- 16 teacher's name written up. I think my teacher was
- 17 Ms Cool. I can't remember if that was right. I'm not
- 18 sure -- I am not great at spelling, I am so sorry. It
- 19 was Ms Cool or Coll. Cool or Coll. I'm not quite sure
- 20 if it was a double O or a double L, I'm not quite sure.
- 21 And I think that was my English teacher, I think, at the
- 22 time. I can't fully remember. Anyway, we all got put
- 23 into our classes and into our year groups.
- 24 And at the start, the teachers were very strict.
- 25 The signing was not very clear. I remember not

- 1 understanding what was happening. And, again, just
- 2 getting this 'wrong', 'wrong' sign all time, and
- gesturing, and they're going, 'No, that there is
- 4 a window', and then they would use the window sign, and
- 5 then they would use this for 'That is a door, this is
- a book', and that's basically how we were taught, 'This
- 7 here is paper'. But they would shout it at you, and
- 8 I remember thinking: I have got no idea. I just
- 9 instantly froze, and I was so frightened.
- 10 They were so tough, the change from moving to
- 11 Donaldson's High School. They were so hard. I'll never
- 12 forget that.
- 13 Q. You have told us -- sorry.
- 14 A. I thought it would be nice. I thought I would be really
- 15 happy. I was really looking forward to moving to
- Donaldson's but, no, that was -- that was a big mistake.
- 17 Q. Now, you told us about some of the staff at Donaldson's,
- 18 and you talk about a Mrs O'Hanlon who taught speech and
- 19 language, and you describe her as being kind and
- 20 patient.
- 21 A. Yes, uh-huh, Ms O'Hanlon was really good to me. She
- 22 could see that I was maybe withdrawn, and she'd take me
- aside and talk to me and she'd help teach me, you know,
- 24 what -- this was right and this was wrong, and she was
- 25 just really gentle in her teaching approach, and I feel

- I learned a lot from her. I feel like most of my
- 2 education was learned from her. She was really, really
- 3 good.
- 4 Q. Okay. But then you say that she was replaced by
- 5 a teacher called Mrs PXF.
- 6 A. Oh, my gosh, Mrs PXF . She was tough.
- 7 She was very tough. You could feel the
- 8 vibrations of her shoes as she was just walking. She
- 9 had a presence about her. And, again, we went back to
- 10 this balloon thing, where she would shout at the balloon
- and stare at me in the eyes, have that, like, really
- 12 severe eye contact and be telling me to focus. You
- 13 know, it was like she had killer eyes, just a death
- 14 stare right through you.
- 15 You know, for example, she'd sit at her desk with
- her feet up, having a cigarette. There'd be a knock on
- 17 the door and she'd put the cigarette out, she'd shove it
- in the drawer, feet would come down, and then she would
- 19 let somebody in, she'd say, 'Come in', and the door
- 20 would open, and then she'd shout at us, saying, 'Get
- 21 back to work, get to work, I'm watching you', and then
- 22 talk to whoever it was that came in and was like, 'Ha ha
- 23 ha'. So we're seeing her laughing and joking, and then
- 24 the minute that door was shut, we got slapped because we
- 25 maybe -- our eyes diverted to the conversation she was

1 having. It was so bad.

She would pick things up and throw them at us, and you'd just think: ch, my god, what was that? I just -- we were all like -- I think we were always really scared to look up and just look away from our desks, what we were doing, in case we got hit with something.

There was also, believe it or not, brandy in her drawer. She'd have a little shot of brandy, get out her cigarette. I remember she asked to come up and try the brandy as well, I remember that, and was like, 'No, no, I don't want to', and she did this gesture with her fist. So he picked up the brandy and took a drink and then spat it out, and was signing, 'I don't like it, I don't like it', and she took it off him, laughed in his face and drank it and said, 'Och, get yourself back to class'. She was just very, very tough.

And then she would bring out the ruler and stand up with it behind her back and look at you and, for no reason, whack the desks and whack people. You could just see that she was, you know, making it very clear, like, 'I'm watching you, one step -- one foot out of step and I'm going to get you'. And then it was almost like she was thinking, 'Ah, finally, I've got you', and then she'd put the ruler away and then would be back to her cigarette. Oh, my goodness, what a hard, hard

- 1 woman.
- 2 I remember visiting her house. There was
- 3 Donaldson's and she lived at the back of Donaldson's.
- 4 I'm trying to remember what that was called. So there
- 5 was obviously West Coates, Donaldson's, and then there
- 6 was an office building, and at the back of the office
- 7 building is where she stayed, and we all visited the
- 8 house.
- 9 Oh, we never went back again. She was hitting us,
- 10 punching us, taking drinks, having cigarettes, giving
- 11 the cigarettes out to some of the pupils. I just was
- 12 gobsmacked that this was happening, that she was allowed
- 13 to give these cigarettes to the youngsters, and if they
- 14 said no, you got, 'Shut up, have one'. I just -- it was
- 15 just unbelievable.
- Oh, Mrs PXF . Yeah. Horrible woman. Horrible
- 17 woman.
- 18 Q. And you've told us -- sorry.
- 19 A. Yeah, sometimes I wish I had a cross to hold up to her,
- 20 that's how evil she was.
- 21 Q. You've told us that there weren't any deaf teachers at
- 22 the school at first, and the deaf staff member was
- 23 KNJ
- 24 A. That's right. That's right. And there was another one,
- 25 I can't remember their name now -- Mr Harvey? I think

- 1 he passed away. So
- 2 there was two deaf people that came, and they were
- 3 great. It was great to have communication in our own
- 4 language, it was brilliant.
- 5 But KNJ was a bit of a pervert. He loved
- to -- I think he loved to be with , who was about
- 7 12 or 13 at the time. I think he was married. His wife
- 8 was passed away. And then he married
- 9 this girl.
- 10 Q. Okay, so he met this girl while she was a pupil at the
- 11 school and he was a member of staff?
- 12 A. Yes, she was a child. That's right. That's right. We
- 13 were the same age when he first met her. Sorry, there
- 14 was about two years between her and I, but we were at
- school at the same time. I think I was about 11/12, she
- 16 was about 13/14, so roughly -- and they fell in love
- 17 with each other. I'm sure at the time he was over 30.
- 18 Yeah, about that, yeah. Maybe -- maybe, like, yeah, 30.
- 19 And then after left when she was 16, the two of them
- 20 got engaged and then they got married. That's such
- 21 a shame. Such a shame for her.
- , a few years ago I bumped into him
- and I was just like, 'Get away from me', and I spoke to
- . It was nice to catch up with . But she was
- 25 saying to me, 'Oh, my gosh, it's hard work with my

- husband, he's an abuser', and I just thought that's
- a shame, that's a shame that, you know, that's the life
- 3 that you chose for yourself.
- 4 But anyway, I digress. I'm so sorry.
- 5 MS INNES: 'Mary', it's nearly 3 o'clock and we usually take
- a break around this time in the afternoon, so perhaps we
- 7 might take a break.
- 8 A. Yeah, no problem. I'm looking forward to a cup of tea
- 9 at this point, so thank you.
- 10 LADY SMITH: I'm sure we can get some tea for you, 'Mary'.
- 11 Let's do that just now.
- 12 A. Brilliant, thank you.
- 13 LADY SMITH: When you've had a breather, we can carry on.
- 14 A. Tea calms me down, so it's a good point to have a cup of
- 15 tea.
- 16 LADY SMITH: That's great. Thank you.
- 17 (3.00 pm)
- 18 (A short break)
- 19 (3.15 pm)
- 20 LADY SMITH: 'Mary', welcome back. Are you ready for us to
- 21 carry on?
- 22 A. Yes, thank you.
- 23 LADY SMITH: Thank you.
- 24 Ms Innes.
- 25 MS INNES: Thank you, my Lady.

- 1 We're going to start by going to page 11 of your
- 2 statement, where you talk about running away, and you
- 3 say that this happened twice.
- 4 So the first time you say that you ended up at
- 5 Haymarket station and you ended up in Carlisle. Why did
- 6 you run away that time?
- 7 A. I wanted to go back home. I wanted to go back and see
- 8 my dad.
- 9 Q. And then --
- 10 A. That's why -- well, really, the reason I did that was
- 11 because I felt like I was suffering too much at
- 12 Donaldson's. Mrs PXF and Mr PZC , both of them
- 13 were very, very cruel, would hit and slap and kick all
- 14 the time, and I just -- it was enough. I just wanted to
- 15 get away.
- I had told my mum and she wasn't listening to what
- 17 I was telling her. She was just ignoring what I was
- 18 saying.
- 19 I had a friend, whose mum listened to me,
- 20 and my friend 's mum went to Donaldson's and
- 21 said, 'You stop doing this to her'. But was
- 22 never hit. That stopped. She was really lucky. But
- I was still -- my mum just never came to do that for me.
- 24 So I think it was about half 3, we'd finished school
- and I just left, and I went to Haymarket, the old one,

and there was the old Post Office train, do you know, they were putting the mail on? It was like a slide almost, down to the mail chute, and there was two sides you could go to, two sides of the train station you could go to. So I thought I'll use that one, I'll go down that one. And there was a mail bag, do you know, like -- it was at the end of the carriage, the kind of grated carriage, if you like, and I got one of the sacks and I just pulled it over my head and I hid inside that Royal Mail train.

There was a little hole in the sack, so I could see what was happening, and I saw a man walking up and down. They shut the doors of the carriage and then I could take the sack off, and I remember it being black, but there was almost like a little slit through it that you could see and you could see the names.

What was the name of it again? It was -- I can't remember the station name, but each stop I could see where we were getting to, and so I was quite lucky 'cause I could recognise Carlisle, I could see Carlisle, and I thought, 'Great, I'll get off here', and I ran, and I saw a coach, and the coach said, 'We're going to ', so it was going to to take you to , and so I ran for the coach, and at that point I get caught.

The inspector said, 'What age are you? Where's your mum and dad?', and I said, 'Oh, my dad's there, my dad's there', and he said, 'Nah, I don't believe you', took me to the police and then I got taken back to Scotland. My stepfather -- I ended up getting hit for that.

So I got taken back to school and Mrs -- or

Mr RJE , SNR at the time, SNR

SNR , I then got the slap on the hand, but I also got burns, because he had a kind of a heater thing within in his room. You put coal in it and it warmed up, so you had a fire in it, and I think it was for, like, do you know, the old-fashioned teapots, and the teapot would stay on it, and there'd be coal and a fire going, and I had to hold my hands over that. So he would slap my hand and I would try and let go, but what would happen is my hand -- when he hit my hand, my hand would go down and I would get burned on the underneath of my hand, and then he would do it again.

So every time I tried to move my hands away, I would still get hit. I would try and move my hands away so I wouldn't get hit and he got really angry, so then he would slap me again and again and again and my hand would go down and get burned on this hot -- kind of hot plate that held the teapot, if you like.

That was when I tried the second time to leave but

- failed again. I just wanted to see my dad. I just
- 2 wanted to see my dad. Yeah, I can't forget that.
- 3 Q. And you tell us --
- 4 A. Mrs PXF was so cruel. So, so cruel. You know,
- 's parents reported and there was an agreement to
- 6 suspend Mrs PXF , and we thought: thank goodness,
- finally she's out of the school. They brought in a new
- 8 teacher, Mrs Knox. Mrs Knox. Really lovely, really
- 9 nice, confident person. I felt better there.
- 10 And then Christmas Eve, Christmas Day maybe,
- 11 Mr Scott -- it was Mr Scott, I think -- and Mr PZC
- 12 came in and they were very cruel. I ended up getting
- 13 hit that day. And there was a ball or something,
- 14 I think, because it was Christmas, there was some kind
- of a ball happening, and they were teaching us -- ah,
- 16 that's what it was, they were teaching us how to dance,
- 17 you know, like your social dancing, and you were going
- 18 through your social dancing and they would just hit you.
- 19 You were hit so hard that you would fall to the ground.
- 20 It was awful. Just awful.
- 21 Q. I'm going to come back to an incident with Mr Scott and
- 22 Mr PZC in a minute. But I want to be sure that
- 23 we've covered everything that you wanted to say about
- 24 the second time that you ran away, and I think maybe
- 25 somebody was being kicked?

- A. So \_\_\_\_\_\_ -- this is \_\_\_\_\_'s sign name, 'cause she always had this lovely \_\_\_\_\_ that was always kind of \_\_\_\_\_\_, so \_\_\_\_\_, this is her sign name, \_\_\_\_\_\_, my friend.
- 5 There was something -- having a bad week, it was her period, so she was having a bad week, and we were to 6 go -- she was going to the toilet to change and then 7 8 come back. So it was me and my friend. She had come and asked if she could borrow a towel, so the friend 9 passed her a towel she was wanting to borrow to go and 10 11 get changed in the toilet, but Mrs PXF became really 12 angry and started shouting, 'Where's said, 'Oh, she's just gone to the toilet, it's a bad 13 14 week', and she said, 'I don't care', so off she went to the toilet to get her. Like I say, she walked like 15 somebody from the army, you know, like clumpy boots, and 16 down she went. She went flying into the toilets and the 17 boys and everybody could see in there. 18
- tried to run. Mrs PXF came after her and kicked her and pushed her, kicked me as well, and then we got this, 'Move, move', with the pointing of the finger, and then kicked again, 'Move, move'. She was kicking us on the back.
- 24 Anyway, said to me, 'Do you want to come to
  25 my house? Come and stay at my house'. Obviously, we

were really upset about what had happened, so we agreed
that we would run away back to shouse,

's house,

's parents' house. So we ran to -- we did that,
but then should be police and the police

contacted the school.

So that would have been the Monday we get taken back to school and, of course, the reaction was the teachers were very angry, so we had just to accept we were to go back to class. Whatever happened with the teachers and the parents, whatever happened, everything then was kind of sorted out. The teacher come back in with a big smile on her face and we thought to ourselves: what've you come in with that big smile on your face for? No punishment, nothing's happened, everything is great.

And was fine. There was nothing happening to either. So wasn't punished for running away, but I was.

And they asked for me, said, 'Where is 'Mary', and I thought to myself: oh, gosh, here it's coming. So I went out, I get taken away to SNR office, and they said, 'What did you run away for? Why did you run away?' And I had said, 'Well, because, my friend, was getting hurt and we wanted to go to her parents'. They said 'No, that's not right', and I got punched in my shoulder several times, and I could feel

- the frustration building in me, boiling up.
- 2 I went back to class and, after that, it was about
- 3 half 3, then I started to try and run away. I wanted to
- 4 get back to Carlisle.
- 5 Q. You said a moment ago in your evidence that you had been
- 6 taken to SNR 's office and you'd been hit
- 7 with a belt, but you had to have your hands over this
- 8 hot plate. Was your hand --
- 9 A. So, yeah, that was after the Carlisle incident.
- 10 O. I see.
- 11 A. Yeah, that was after Carlisle. You know, 'Why did you
- 12 run away?' And that's when I got the strap, that's when
- I got hit on my hand with the hot -- and burned the back
- 14 side of my hand there. I mean, I can't forget it. I
- 15 still -- I know the exact spot that was burned. It made
- 16 me feel sick, sick to my stomach.
- 17 Q. And did your mum --
- 18 A. It makes me feel so angry. You know, I know life, we
- 19 need to move on, but it still makes me feel angry.
- 20 Q. And did your mum see the burn on your hand?
- 21 A. She wasn't listening to me. She took me to hospital and
- 22 I got it kind of dressed. I think it was the Sick
- 23 Children's Hospital we went to, do you know, the old
- one? The Sick Children's Hospital. Yeah, and I got it
- 25 dressed, but that was it.

- 1 Q. Okay.
- Now I want to ask you about a teacher called
- 3 Ms RAL

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- 4 A. Ms RAL , yeah, uh-huh, she was cruel. She was the
- 5 assessor for testing audiology. So they would test your
- 6 hearing. Oh, my goodness, she would push your hearing
- 7 aid mould so far into your ear, it was really painful.
- 8 I hated the hearing aids.
- First of all, we had the one -- the sonic one that 9 10 goes round your neck and into your ears, and I hated 11 that, because when you were signing, it would catch the 12 wires and they would pop out your ears, and it was really frustrating, so then you'd have to put them back 13 14 in again. And I used to chew on the wire, yeah, and if the teacher saw you doing that, if Ms RAL saw you doing 15 that, you would get an absolute crack on the ear, 16 actually to the point where my ear started bleeding, and 17 said, 'Look what you've done, you've eaten through that 18 wire, you take it off and give you a new one now', so 19 then I had to get a new one. So I had constant changes 20 of these wires. And then the new hearing aids with the 21
  - the 1980s, they had these new hearing aids with the new

moulds came in, and I think that would have been 1980 --

- 24 moulds. Maybe it was -- I don't know -- late '70s,
- 25 early '80s, somewhere around about that, the new hearing

aids, and we thought: brilliant, we don't have this
horrible wire that you're going to keep -- so I was
looking forward to it.

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But Ms RAL pushed this hearing aid mould so hard into my ear and so deep into my ear and just kept pushing it and pushing it and pushing, because I think it needs to be properly moulded for it to stay so you could hear, but oh, my goodness, it felt so cruel. When it was finished, we had to then go back again later once the mould was made, and then it was like, 'Oh, there's your new hearing aids, you must be really happy, here's your new hearing aids', and I thought: right, okay. I think -- I didn't think the mould was the right size and they said, yeah, 'Rubbish, you're talking rubbish, it's absolutely fine', but I could see it didn't look the right size. So they ended up pushing this into my ear and it felt like a bomb had gone off, and then my ear started bleeding, and they're like, 'Oh, yeah, it's the wrong size' and I thought -- I actually swore at that time. If you don't mind me saying, I said, 'Oh, fuck off', is what I said to them. But really I'd got that from them, because they would swear at us, so I just remember repeating it back.

So I got the hearing aid changed to a new one.

I had to wait another week. So I just had to work with

one hearing aid. But the balance was all off because one hearing aid and one not, it was far too loud. It was really difficult to manage with this hearing aid. And I would say to all the other pupils, 'Are you finding these really hard?' They were like, 'Yeah, it's not great, it's not great'. And I think you can change the numbers on them, number 1, number 2, but nobody told me that. So my friends were like, 'Change it down to number 1, it's much lower, you lose that background noise', but the staff never told me that, it was my friends that told me that. Ms RAL never told me that. She said I had to keep it on number 6, but it was so

loud.

So then I got the new hearing aids. I had to go back again and get that fitted. And, again, they would say, 'Are you happy, well done', and she actually whacked both of my ears at the same time. And oh, my goodness, the pain. And then I just got a, 'Good, well done, back to class. On you go, move, back to class'.

And they wouldn't sign. They'd be like, 'You can hear me, can't you, with your new hearing aids, you can hear me', and they wouldn't sign to me. Oh, I was terrified. Anyway, back to class, and the teacher was like, 'Oh, great, you've got your hearing aids', and then just start to speak. Turn her back on me, turn to

- 1 the blackboard, speaking while she was writing stuff on
- 2 the board, and I was completely lost 'cause I couldn't
- 3 lip-read her, I couldn't hear what was getting said, and
- I said to my classmates, you know, 'Can anybody hear
- 5 what's going on? Do you guys get what's happening?' So
- 6 we just had to sit and wait until the teacher would turn
- 7 back round and say, 'What's the matter with everybody?
- 8 All of you are just thick, aren't you', she said,
- 9 'You're just thick', and we were all sitting there
- thinking, 'All right, well, could you sign to us,
- 11 please? You're too fast, we can't understand what
- 12 you're saying, you're turning away from us, we can't
- 13 lip-read you'. And she just said, 'No, that's 'cause
- 14 you're all thick. Do you understand me now? You're all
- 15 thick. Your brain needs ...'
- 16 BSL INTERPRETER: Coal? Oh, coach.
- 17 A. 'You need to coach your brain. You need to coach your
- 18 brain. That's what you need to do. We need to coach
- 19 your brain. So we just have to shout at you. We need
- 20 to coach your brain. You have to learn and you'll learn
- 21 much faster. Come on, you'll learn much faster.'
- 22 So that was the kind of attitude you were getting
- 23 when we got these new hearing aids. So I just thought
- 24 I was thick and that was it.
- 25 MS INNES: Now I want to ask you about another teacher,

- 1 a Mr SBB , who I think was SNR , and
- 2 one --
- 3 A. Yes, uh-huh.
- 4 Q. And one day you tell us he took over the woodwork class
- 5 and picked up an implement, he was furious, and --
- 6 A. Oh, yes, and he threw -- it was a wooden stick, yeah,
- 7 mm-hmm.
- 8 Q. And you say he slammed it hard --
- 9 A. Hit off my head.
- 10 Q. Okay.
- 11 A. Yeah, uh-huh.
- 12 Q. And --
- 13 A. So there was a chair -- well, like a stool in the
- 14 woodwork classes, there was a stool, and it was a kind
- of wavy kind of stool -- a wavy kind of stick. The
- 16 stools were wavy-legged. So there was four legs and
- 17 they were kind of wavy-legged. And he would sit there
- and go, 'Can you hear me?' and bang the table, 'Can you
- 19 hear me?', bang the table again, louder and louder, and
- 20 then eventually threw this stick at me that hit off the
- 21 front of my head. There was a few of my friends in the
- 22 class at the time who saw it, and then ... I'm trying to
- 23 remember now ...
- He said, 'Pick up the wood leg, please, now, move'.
- 25 So I had to pick this wooden thing up. I can't quite

- 1 remember. I had to pick this up. I felt quite
- 2 disorientated because obviously I'd been hit on the head
- 3 with this wooden thing.
- But I thought I should have to go to the nurse,
- 5 because I had a big bump and it was really sore and I
- felt really disorientated, but -- and I did go to the
- 7 nurse, but didn't really seem to care -- Mr SBB , sorry,
- 8 didn't care. I just had to stay there. I can't quite
- 9 remember everything about that. I'm trying to remember.
- I can't remember much more about it.
- 11 Q. Okay.
- 12 A. That's fine, yeah.
- 13 Q. You've told us in your statement that another boy in
- 14 your class was injured by Mr SBB slamming --
- 15 A. Yeah, this -- . , that's right.
- 16 Q. Okay.
- 17 A. Yeah, . I remember that. I'm sure he ended up with
- 18 a burst forehead. Yeah, it was awful, from what I
- 19 remember that, yes. I don't know where he went off to,
- 20 I don't know what happened thereafter. Somebody called
- 21 -- was it
- 22 Something , yeah,
- 23 I'm not fully sure if that was his full name, but
- I remember him losing his temper and it became a fist
- 25 fight with Mr SBB . It was just awful to watch.

- I can't fully remember it all, but I remember there
  was a fight and then we all were taken out into the hall
  to the main school in Donaldson's, because the woodwork
  department was actually outside, so after this incident
  we were all taken into the hall, and then the fight
  continued once we got into the hall. It was really
  quite bad.
- 8 Mr RJE , SNR , and Mr PZC came
  9 running into the hall when they heard the ruckus 'cause
  10 it was really loud and they grabbed and separated them
  11 from the fight that they were having.
- had said that it all started

  because Mr SBB had thrown this thing at and he

  burst his head, but he wouldn't allow him to go to the

  school nurse, so this is how the fight had started.
- Yeah, but the full things of what happened
  thereafter, I can't fully remember. But I do -I think -- it comes to me in flashes. I've told
  somebody this recently, but I -- just for the life of me
  today, I can't remember.
- 21 Q. So is a staff member or a pupil?
- 22 A. He was the same as me, he was in my class, a deaf child.
- 23 Yes, we were in the same class.
- In my class, there was , and

- . I think there was one more,
- 2 because I think I said there were six of us all in
- 3 total. Three boys, three girls. Yeah, so six in total.
- 4 Q. Okay.
- Now, you've mentioned Mr PZC already, and
- 6 you've told us there was an incident --
- 7 A. The swimming pool, is this where you are going?
- 8 Q. So there's --
- 9 A. Yeah, I remember that I got a smack and the social
- 10 workers were involved there. There was -- Liz was
- 11 involved, Liz Gibson. Oh, gosh, now, is it G-I-B --
- 12 yeah, Gibson, that's right. Yeah, Liz Gibson. This is
- 13 the sign name that we use for her. And she was watching
- 14 that the whole time. She just seemed really intrigued
- 15 and it was as if she was enjoying it, when I was getting
- 16 smacked. I was in my swimming costume when this
- 17 happened, and it was my fault. I had pushed a pupil --
- 18 sorry, I had pushed my teacher into the water. There
- 19 was no harm meant by it but oh, gosh, did I receive
- 20 a punishment for that. Mr zPZC came out and grabbed
- 21 me by the arms -- PZC , sorry, came out and grabbed
- 22 me by the arms, and I remember my feet dangling and
- 23 I got whacked, and the social worker was right beside,
- 24 watching it happen. Didn't stop it because you're not
- 25 allowed to hit kids, but they just allowed that to

- happen, and I'm thinking, 'You're a social worker,
- 2 you're my social worker; why are you here if you're not
- 3 here to support me? You're here for me and you're
- 4 actually watching me suffer.'.
- 5 And the social worker got involved because I ran
- 6 away, so that is why they were there. They knew that
- 7 I had a problem. I just couldn't understand. And, as
- 8 I say, I got that slap while I was in my costume and
- 9 then I got thrown into the shower room.
- 10 Q. You've told us in your statement that you spoke to
- 11 Mr PZC about this and said that he was essentially
- 12 the same as your stepfather for hitting you, and you
- 13 said that he seemed to become very upset about that.
- 14 A. Yes, that's right. He grabbed a hold of me and he
- 15 calmed down there after that, and he never did anything
- like that again. I remember when he lifted me and he
- 17 smacked me and he threw me into the shower, or the
- 18 shower rooms, there was like benches that we sat down
- on, and I said, 'Oh, my God, you are like my stepfather,
- you abuse me like he does, you're exactly the same.
- 21 You've hit me, you've punched me, you know, listen,
- 22 you're like my stepfather, so I feel like I'm your
- 23 daughter, you're just treating me the exact same'. And
- 24 he was quite shocked. He was like, 'What, you think I'm
- 25 like your stepfather? I am not like your stepfather',

- he said to me. He was like, 'I would never do that'.
- 2 And I was like, 'Well, why were you smacking me? Why
- did you smack my bum?' And Mr PZC just said there,
- 4 'I feel really guilty for what I've just done', and he
- 5 gave me a hug, and we were both quite upset at the time.
- But, yeah, it was -- I don't want to talk about it.
- 7 I don't want to talk about that. I just -- it makes me
- 8 feel sick. I wish I'd left. I wish I'd got out.
- 9 I was -- he hurt me for -- you know, when I think about
- 10 the pain in my hands, the pain in my backside,
- 11 everything, I was bright red and I had lots of these
- 12 marks, like you could actually see his hand marks on my
- skin, and the social worker Liz was there watching that,
- 14 you know. But he did say he felt guilty afterwards and
- 15 gave me a hug and apologised for it. But ... That's
- 16 it.
- 17 Q. There's one more staff member I want to ask you about,
- 18 'Mary', and that's somebody who you say you called
- 19 zPGJ , who was a caretaker.
- 20 A. Yeah, a female, yeah. That's right. This is the sign
- 21 that we used to use to indicate that that's who we were
- 22 talking about.
- 23 What did I say about her, I can't remember? Was it
- 24 at nighttime, something at night?
- 25 Q. Okay, so we'll just look at -- it's on page 20 and

- 1 paragraph 108 of your statement, and you talk --
- 2 A. Give me two seconds, I'll just have a quick look.
- 3 108, did you say?
- 4 Q. Mm-hmm.
- 5 A. Ah, right. That's right.
- 6 Q. So that's the sign name for the person, I think.
- 7 A. It's a teacher that we used. It was a male teacher. It
- 8 was a -- who was there at nighttime. He was a pervert.
- 9 He was a pervert. He used to take pictures.
- 10 Mr PGJ
- 11 Q. Okay, that's Mr PGJ
- 12 LADY SMITH: So 'Mary', are you saying --
- 13 A. Yeah, he hung himself, I think, in the end. He hung
- 14 himself in the school.
- 15 LADY SMITH: Are you saying he was known as ZPGJ ?
- 16 A. That's right, yeah. This was the sign we used for
- 17 Mr PGJ , which would be , yes. So this
- 18 was the sign name because he used to walk around doing
- 19 this all the time. So this is how the deaf children
- 20 identified him, and when we talk about Mr PZC , we
- 21 use his 'cause he had . So
- 22 this would be the sign name we'd use for him.
- 23 LADY SMITH: Yes, thank you.
- 24 MS INNES: At paragraph 109 of your statement, you tell us
- 25 that you became aware -- sorry.

- 1 A. Yep, sorry, I'm with you. Yeah, that's right, yes.
- 2 Q. You tell us that there was a camera being used in the
- 3 girls' changing rooms. Can you tell us about that?
- 4 A. Yes, that's right. I think it was round about Christmas
- 5 time. Again, back to the school dance. Everyone had
- 6 gone back to the changing room to get changed. The
- 7 girls specifically who'd stayed in residence, they went
- 8 along to a room to get changed. We went into the door
- 9 and then up in the corner, there was -- what was it now?
- 10 Victor, victory, like a victory old-fashioned wooden
- 11 cupboard.
- 12 BSL INTERPRETER: So hold on two seconds, I have now got
- a visual. So it's old-fashioned -- in the room, there
- 14 was a panel above that you could open and see down into
- 15 the hall. So that's what 'Mary' is describing.
- 16 A. So we had noticed that and it was all closed over. It
- 17 was all white, as we noticed it, and it was all closed
- 18 over, and we thought: oh, okay. And then as we were
- 19 getting changed, it caught someone's eye, they kept on
- looking up, and I'm thinking, 'What's going on?', and
- 21 they're signing to me, 'Something funny's going on up
- 22 there'. So we all turned round and had a look at these
- 23 windows that you could see into, and then we saw a glass
- 24 mirror which it allowed us to see behind us, and we
- 25 moved the mirror ever so slightly so that we could

actually see what was happening behind us, and we saw someone move in the mirror, and we all turned to have a look. There was definitely someone there, but you could only see the shadow. You couldn't actually see their face. But there was definitely someone there. And we're all thinking: who was that? Who is that?

And we all knew how to get there, so we all ran out those changing rooms as quick as we could to try to get up to this particular area in the school, and we just saw this figure shoot off, and we thought, 'That's Mr PGJ , was it him?' And we were all going, 'I'm not sure, they left too quickly'. So we're not 100 per cent sure if it was him or not. And we went back into the changing rooms and we were like, 'Come on, let's go have a look, let's go see', and so some of us went back and went upstairs to this particular walkway.

I remember there being a lot of dust up there as well, because it wasn't a passage that was mainly used, but we saw footprints when we went up, so we knew someone had been there. There was a torch that we found, so we managed to go up and have a look, and we saw that there was little things on the wall and then we realised that little corner there, if we touch that and open that up, we can actually see into where the girls get changed, where the girls are actually sleeping, and

then we realised that if you opened another window, you could see into another room, if you opened another window, you could see into the bathroom, and just by exploring that corridor, we could see that, actually, you could have windows into lots of different areas of the school, and it was all the way round the school that you could get access to if you were up in this particular corridor, and we just could not believe that somebody could spy on us getting changed, sleeping. It was unbelievable.

So we came back down the stairs and it was Mrs -Ms or Mrs Cath -- Ms Cath, this is what we would sign
for Ms Cath, and we had said to her, 'Do the teachers go
up there into this corridor and have a look and perve on
us?' And Ms Cath was like, 'Oh, don't be silly, that's
not something that we do'. And we are going, 'Do you
understand us, do you understand us signing?' and she's
going, 'Oh, a little bit, I understand a little bit',
but she did not understand us, so it was really
frustrating.

So we went to see <a href="KNJ">KNJ</a> and said, 'Are you aware of this, up in the upstairs that you can open these and see into the changing rooms?', and he just signed this, 'I'm not saying anything, I'm keeping my lips shut'. And I'm thinking: you must know this goes

- on. It really made me question what was going on.
- 2 I was 50/50 at that point.
- 3 And then said that Mr PGJ was taking
- 4 photographs, like taking dick pics, effectively, and I'm
- 5 saying, 'Why are you letting him take pictures of you?'
- and he was like, 'Oh, I'm just so anxious, I'm so
- 7 nervous, I don't want involved, I don't want involved'.
- 8 And I was just thinking: oh, my goodness, I can't
- 9 believe this is going on. And we're like, 'He's taking
- 10 pictures of you; what for?' So I had said to
- 11 'Thank you for letting us know, I didn't know that this
- 12 was going on'.
- 13 And then back in the changing room again later on,
- 14 we were aware of flashes happening up in that corridor,
- and we just became very suspicious that photographs were
- 16 being taken of us. So we decided to go right against
- 17 the wall and get changed so that if somebody was looking
- in, they wouldn't be able to see directly below them, so
- 19 that's where we all ended up getting changed.
- 20 I'm sure there was a girl called , and she was
- 21 quite heavy endowed . She was a big girl and
- 22 I remember her being heavily endowed, and she was not
- 23 bothered, she thought, 'Do you know, I don't care, I'm
- 24 taking my bra off, I'm getting changed', and you could
- 25 see the flashes were going crazy at that time, and

- that's a memory that I have, that that happened in the
- 2 girls' changing rooms, and that was Mr PGJ.
- 3 Q. Okay.
- 4 Now, 'Mary', I'm going to move towards the end of
- 5 your statement now, and I know that you don't want to
- talk about your son's experiences, but you've told us
- 7 that your son --
- 8 A. Yeah, I don't want to discuss that, yeah, mm-hmm.
- 9 Q. You've told us --
- 10 A. That's for my son. That's not for me.
- 11 LADY SMITH: 'Mary', that's fine, I quite understand that.
- 12 You don't need to talk about it.
- 13 A. I'm a little bit angry because I feel like I was part 1
- 14 and he's part 2. Like, I do not want a part 3. I don't
- 15 want this to happen to my grandchildren. It's not
- 16 acceptable.
- 17 MS INNES: You've told us in your statement that he went to
- 18 Donaldson's when it was in the new school in Linlithgow,
- 19 and I think that was --
- 20 A. That's correct, yes.
- 21 Q. -- probably round about 200 to 201.
- 22 A. Yeah, roughly that time, yes. That's correct.
- 23 Q. Okay.
- 24 And then you go on to talk about the impact of your
- 25 experience in Donaldson's on you. What impact did what

- 1 happened to you have on your life after you left
- Donaldson's?
- 3 A. I'm a very angry person. I definitely reported this.
- I reported it to social workers. I just feel it went in
- 5 one ear and out the other, if I'm honest.
- 6 But the anger I live with. I'm angry still. The
- 7 services at Deaf Action are so poor, so I just feel like
- 8 now, I'd like to see things happen.

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- 12 What can I do?
- 13 I've reported to social work and
- 14 for myself. They don't listen to me. I've also spoke
- 15 to Deaf Action CEO, which I think is Philip. So, yeah,
- the new CEO that's in Deaf Action, Philip, I think he's
- 17 come up from Carlisle himself, actually. I'm so angry,
- 18 so angry. I've told them and I just feel like they're
- 19 not listening to me either.
- 20 And the social work manager there as well,
- 21 Mr Frankie McLean at the time, yeah, as well, I spoke to
- 22 him, and he was like, 'I don't know, I don't know, you
- 23 know, what do you want me to do?', and that again made
- 24 me really angry, and then when he left, he went and
- 25 started working in the government, and I have to say

- I just -- one thing after another after another. I feel
- 2 really pissed off, if I'm honest. I just think: why is
- 3 there social workers at Deaf Action? You know, if I go
- 4 to you, they should be reporting this to the police. Is
- 5 that not their job? You know, Deaf Action is there to
- 6 support deaf people. What are they there for if they're
- 7 not doing that? What are they there for?
- 8 I'm pissed off. I really am. Imagine the future
- 9 for these children if we don't do anything. You know,
- if something's happened, and they -- who do they report
- 11 it to? If the social workers aren't listening to me,
- 12 then where do the future generations listen to, do you
- 13 know what I mean? That's what I think about.
- 14 Q. And you've also told us in your statement, 'Mary', about
- 15 the impact of your education at Donaldson's, and you say
- if you'd had a better education, you could have gone on
- 17 to have a degree and a career and things would have been
- 18 different for you.
- 19 A. Yes. Yes. I wish. I wish that's the life I led.
- I could have gone to college, I could have gone to
- 21 university. These were options that were open to me,
- 22 but -- I could have achieved a job. But now, look at
- 23 me. Look. I have got nothing. I can't finger spell
- 24 into English, because the teachers ruined my life.
- 25 I had that blackout. I feel like I've got this mind

- block that I just can't actually learn anything now
- 2 because of the trauma of my time at Donaldson's. It's
- just too much. I'm so, so disappointed. It's very sad.
- 4 MS INNES: Okay, I've come to the end of my questions for
- 5 you, 'Mary'.
- 6 A. Thank you.
- 7 MS INNES: We obviously also have your statement, which
- 8 forms part of your evidence to the Inquiry. Thank you.
- 9 A. Thank you very much.
- 10 LADY SMITH: 'Mary', let me add my thanks to you for all the
- 11 effort you've put in to providing evidence in person
- 12 this afternoon.
- 13 A. No problem.
- 14 LADY SMITH: It's been such a help to have that in addition
- 15 to your written statement. You've made these accounts
- of your time as a child come alive, and I can see it's
- been a painful thing to do, but it's adding enormous
- 18 value to the work we are doing here, so thank you for
- 19 that.
- 20 A. No problem, thank you.
- 21 LADY SMITH: Do feel free to go.
- 22 A. Thank you.
- 23 (The witness withdrew)
- 24 LADY SMITH: Some more names that I want to mention, some of
- 25 them I'm repeating. These are names we have used in

- evidence today, but the people are not to be identified
  as having been referred to in our evidence outside this
  room.

  There was somebody referred to as PWZ or PWZ;
- 5 zPGJ -- Mr PGJ , we understand is the person
  6 that that's meant to refer to -- somebody referred to as
  7 'RWO', the sign 'RWO' is used for that, we
- understand; Ms or Mrs PXF; Mr PZC; KNJ;

  Mr RJE; Mr SBB; RAL; a girl, , who
- was also at Donaldson's at the same time as the witness;
- 11 somebody called ; another boy called
- 12 possibly ; and a girl called .
- 13 And one more, I think.
- 14 Ah, yes. , and It was just
- 15 referred to as ' . Please respect their anonymity.
- 16 So that completes the evidence for today. Tomorrow
- 17 we'll start at 10 o'clock again with evidence in person,
- 18 I think, Ms Innes; is that right?
- 19 MS INNES: The evidence at 10 o'clock will be by a Webex
- 20 link, hopefully.
- 21 LADY SMITH: Yes.
- 22 MS INNES: And then we have a witness in person in the
- 23 afternoon. So in the morning, the evidence is from
- 24 John Chalmers, a previous Chair of the Board of
- 25 Governors at Donaldson's, and then in the afternoon,

evidence from Mary Mulligan, who's also a previous Chair of the Board of Governors. LADY SMITH: So the in-person is coming to us by Webex, but I think we have finished the read-ins we need to do this week, haven't we? MS INNES: We have. LADY SMITH: Thank you all for your attention. I look forward to seeing any of you who are going to be here tomorrow morning. Thank you. (4.05 pm)(The Inquiry adjourned until 10.00 am on Wednesday, 1 October 2025) 

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