

1 Thursday, 6 December 2018

2 (10.00 am)

3 LADY SMITH: Good morning. Mr Peoples, we were promised
4 three oral witnesses today. Is that still the plan?

5 MR PEOPLES: It's still the plan. Could I just perhaps wait
6 a moment? Ms Rattray is going to get the folder for the
7 witness. Just before I call the next witness, I'll
8 maybe wait. I don't think she will be very long. We
9 just noticed it was missing. We can bring the witness
10 in, just to start things.

11 LADY SMITH: If you would like to introduce the witness and
12 I can swear him in.

13 MR PEOPLES: We can do that.

14 The next witness this morning is Alexander Wilson.

15 LADY SMITH: Thank you.

16 ALEXANDER WILSON (affirmed)

17 LADY SMITH: Please sit down and make yourself comfortable.

18 I don't know if you're used to speaking into
19 a microphone, but we really need you to use the
20 microphone so you can be properly heard.

21 I'm going to hand over to Mr Peoples and he'll
22 explain to you what happens next.

23 Questions from MR PEOPLES

24 MR PEOPLES: Good morning.

25 A. Good morning.

1 Q. I think you have no objection to me calling you Sandy,
2 which I think is the name that you --

3 A. Yes.

4 Q. -- are known as or you're addressed as.

5 Good morning, Sandy. In front of you you have a red
6 folder and that folder contains a statement that you
7 provided to the inquiry in relation to your period of
8 employment with Barnardo's at two establishments. I'll
9 be asking you some questions about that shortly. The
10 statement, you are free to use at any point and to refer
11 to, but the statement will also appear on the screen in
12 front of you. There may be parts redacted on the
13 screen, but you have the full statement in front of you.
14 You're welcome to use either the screen or the folder to
15 refer to if I'm asking you about matters that you have
16 covered in the statement.

17 Before I start, can I, just for the benefit of the
18 transcript, give the reference that we attach to your
19 statement, which is WIT.003.001.5902.

20 Sandy, if I could ask you to turn in the red folder
21 to the final page. If you could confirm for me that at
22 page 5959, I think, you have signed your statement.

23 A. Sorry, which page?

24 Q. It's the final page. It's page 57 of the statement.

25 A. Yes. That is my signature.

1 Q. Could you also confirm for me that you have no objection
2 to your witness statement being published as part of the
3 evidence to the inquiry?

4 A. I have no objection.

5 Q. And that you believe the facts stated in your witness
6 statement are true?

7 A. Yes.

8 Q. If I could turn now to the opening part of your
9 statement, could we go to page 5903, which is the second
10 page of the statement in front of you.

11 A. Okay.

12 Q. By way of introduction, can you confirm that you were
13 born in the year 1952? I don't need your date of birth.

14 A. I was, yes.

15 Q. On that page, Sandy, you give us a little bit of
16 background information about yourself. The first matter
17 you tell us about is that you obtained a social work
18 qualification --

19 A. Yes.

20 Q. -- from Queen Margaret College in Edinburgh, a CQSW, I
21 think it's known as --

22 A. Yes.

23 Q. -- a Certificate of Qualification in Social Work.

24 That was following a course you attended between
25 1978 and 1980; is that correct?

- 1 A. Yes.
- 2 Q. You also tell us a little bit in your statement on
3 page 5903 about your work experience before commencing
4 work with Barnardo's in 1980. Can I just ask you very
5 briefly about that previous work experience. You tell
6 us you had worked since -- is it 1970?
- 7 A. Yes.
- 8 Q. In various care settings and schools; is that right?
- 9 A. Yes.
- 10 Q. So do I take it that, at least for some of that time,
11 before you joined Barnardo's in 1980, you were working
12 in these establishments and then at some point you
13 decided to obtain a formal qualification --
- 14 A. Yes.
- 15 Q. -- from college?
- 16 A. Yes.
- 17 Q. Just so far as your previous experience was concerned,
18 can you maybe help us? You have said you did work in
19 children's homes. Were these local authority homes or
20 private providers?
- 21 A. One was Barnardo's. I worked briefly in a local
22 authority home.
- 23 Q. Can you tell us where they were?
- 24 A. The first one was -- goodness, I should know this.
- 25 Q. I may be stretching your memory. Can you tell us where

1 it was located?

2 A. It was located in Balerno.

3 Q. Was that Ravelrig?

4 A. Yes.

5 Q. So you worked there for a time; was that in the early
6 1970s?

7 A. Yes.

8 Q. You said you also recall working in a local authority
9 home as well before joining Barnardo's in 1980.

10 A. No, I worked briefly in a local authority home at
11 Redhall before I worked at Harmeny School.

12 Q. Right.

13 A. Oh, and prior to ... After Ravelrig, I worked at
14 Coltness School, which was also Barnardo's.

15 Q. Where was that located?

16 A. Wishaw.

17 Q. So you went to Ravelrig for a time. Were these care
18 assistant jobs --

19 A. Yes.

20 Q. -- or of that nature?

21 A. Of that nature. I can't remember the exact title.

22 Q. Having worked at Ravelrig and then Coltness for
23 Barnardo's for a time, you have just indicated you
24 worked at Harmeny School, which I think is in Balerno or
25 was in Balerno.

- 1 A. That's correct.
- 2 Q. I think I've actually picked up from some records we've
3 seen that you may have worked there between
4 1 October 1975 and possibly 8 July 1978. That may be --
- 5 A. That would sound about right.
- 6 Q. -- nearly three years. So you had a reasonably long
7 spell there.
- 8 You then say that you also worked at what you
9 describe as a school for maladjusted children; we do
10 know that term, we've heard it before. As you say, it
11 was in use historically. Where was that school, the
12 school that you mention in your statement?
- 13 A. That would be Harmeny.
- 14 Q. I see. So the school for physically handicapped
15 children would be where?
- 16 A. Coltness.
- 17 Q. Then following your period of employment at
18 Harmeny School, is that when you then went to college to
19 Queen Margaret College?
- 20 A. Yes.
- 21 Q. And obtained your professional qualification?
- 22 A. Yes.
- 23 Q. Having obtained that qualification, so we've got some
24 point of reference, I think that you then applied for
25 employment with Barnardo's.

- 1 A. Yes.
- 2 Q. At South Oswald Road?
- 3 A. Yes.
- 4 Q. Number 91, was it, South Oswald Road? I think you tell
5 us that in your statement.
- 6 A. It was 31 originally and then renumbered as there was
7 a new housing development.
- 8 Q. But it was at the same building?
- 9 A. Yes.
- 10 Q. By the time you joined in 1980, was it known as 91?
- 11 A. No, I think it was 31 then.
- 12 Q. Okay. But at some point did it become 91?
- 13 A. It did, yes.
- 14 Q. So far as some dates are concerned, I think I can say
15 that the information that we've been given suggests that
16 you joined Barnardo's on 3 November 1980, which I think
17 would coincide with the dates --
- 18 A. It sounds about right.
- 19 Q. You remained in their employment until 31 October 1997?
- 20 A. Yes.
- 21 Q. Does that accord with your recollection?
- 22 A. Yes, pretty much.
- 23 Q. I know it's maybe difficult now to remember precise
24 dates.
- 25 A. Yes.

1 Q. And I think that during that period, for the first part
2 of that period from 1980 through to about 1989, you were
3 based at South Oswald Road?

4 A. Yes.

5 Q. Your position there was a depute project leader?

6 A. Yes.

7 Q. And you were also a shift leader and we'll maybe ask you
8 about that in a moment. That was also one of your
9 responsibilities?

10 A. Yes.

11 Q. Thereafter, from about 1989 until you left Barnardo's in
12 1997, you were based at 7 Minto Street; is that right?

13 A. Yes.

14 Q. And I think you tell us about both places in your
15 statement.

16 A. Yes.

17 Q. If we could start with South Oswald Road. Can I just
18 ask you a little bit about that establishment? The
19 person or persons in charge would be known as project
20 leaders in those days?

21 A. Yes, I think so. It might have been officer in charge.

22 Q. Because I think historically, we have heard the term
23 superintendent or joint superintendent, but I think that
24 had fallen out of use by the time you joined in 1980.
25 Project leader or officer in charge was the term that

1 would be used?

2 A. I think latterly, yes. It might have been
3 superintendent at the start of that period.

4 Q. Anyway, that was the person in charge?

5 A. Yes.

6 Q. And in your time, just so that I'm clear, the people who
7 were in charge -- I think we know from information that
8 we've received that from about late [REDACTED] the project
9 leader at South Oswald Road would be a person called
10 [REDACTED] is that right?

11 A. Yes.

12 Q. And before that, am I right in thinking that there were
13 other people who had been the project leaders in your
14 time?

15 A. Yes.

16 Q. Can you remember who they were?

17 A. [REDACTED]

18 Q. Is that [REDACTED]?

19 A. Yes. I think so.

20 Q. And [REDACTED]?

21 A. Yes.

22 Q. And was there a Mrs [REDACTED] as well?

23 A. There was a Mrs [REDACTED] but she didn't work.

24 Q. She wasn't involved as a project leader?

25 A. No, not at Ravelrig.

1 Q. I see. During the time that you were at South Oswald
2 Road, am I right in thinking that Mr [REDACTED] and Mr [REDACTED]
3 and Mr [REDACTED] were the only project leaders that you had
4 dealings with?

5 A. Yes.

6 Q. Just so far as 7 Minto Street is concerned, if we take
7 it at this stage, between [REDACTED], who was in
8 charge, officer in charge or project leader?

9 A. That would be [REDACTED].

10 Q. [REDACTED]?

11 A. Yes.

12 Q. For the whole time?

13 A. I think so.

14 Q. Don't worry. In your statement, you tell us a bit about
15 the way that South Oswald Road was run and I think as
16 a depute you would be line-managed by the project
17 leader.

18 A. Yes.

19 Q. And you in turn would to some extent manage staff below
20 that level?

21 A. Yes.

22 Q. Can you tell me how many staff approximately there were
23 in your time at South Oswald Road? I don't need an
24 exact number.

25 A. It would basically be the list here.

1 Q. So you're referring us to which list then? If we can
2 look at your statement --

3 A. That would be my ...

4 LADY SMITH: In paragraph 5 maybe at page 4?

5 MR PEOPLES: It's under "Structure", page 5906, paragraph 5,
6 as her Ladyship is saying. You mention a list of
7 people.

8 A. Ah.

9 Q. It's quite a long list. We can work out for ourselves,
10 but maybe the point I can take is that I think you
11 indicate that there was -- is it ... There were quite
12 a lot of staff?

13 A. Yes.

14 Q. To deal with how many children perhaps? I think you
15 indicate maybe 20 children maximum.

16 A. As I remember it, but I think the average would have
17 been lower.

18 Q. Lower than that?

19 A. Yes.

20 Q. And I think you tell us on page 5908 -- and I don't need
21 to go to the detail of it -- the majority, you recall,
22 would be boys.

23 A. Yes.

24 Q. I think you indicated the age range could be from as
25 young as around 5 or 6 years of age to about 12 years of

- 1 age.
- 2 A. Yes.
- 3 Q. Was this, in your time, an establishment for, to use
4 that term, maladjusted children or children with
5 emotional or behavioural difficulties?
- 6 A. I think I would go with the term emotional and
7 behavioural difficulties.
- 8 Q. So far as the way that this particular establishment was
9 run, you tell us -- and I think we can read the
10 detail -- to get a general picture, the staff operated
11 a shift system; is that right?
- 12 A. Yes.
- 13 Q. You, as well as being a depute project leader, would
14 also be one of the shift leaders?
- 15 A. Yes.
- 16 Q. And you would have a number of colleagues who would be
17 part of the shift team for any particular shift?
- 18 A. Yes.
- 19 LADY SMITH: Sandy, when you say that you would describe the
20 children as children who had emotional and behavioural
21 difficulties, are you indicating that they were
22 specifically assessed as having these difficulties and
23 so directed to the South Oswald Road establishment or is
24 it something else that you're telling me about?
- 25 A. Sorry, I'm ...

1 LADY SMITH: How did you know that they were children with
2 emotional and behavioural difficulties?

3 A. Basically, we had children referred to us by the local
4 authorities. Basically, Barnardo's worked, if you like,
5 as an agent for the local authority. Before we got
6 children admitted, we had initially referral papers
7 which described the child's background, whichever party
8 was referring them to us, and why. So it would normally
9 be children who were experiencing difficulties at home,
10 difficulties perhaps in another residential setting,
11 children who may also have been having difficulties with
12 schooling.

13 LADY SMITH: Had these children been before the Children's
14 Hearing system, do you know?

15 A. There was a range of legislation under which children
16 came to us, which was section 15, section 16, 44.1(a),
17 44.1(b).

18 LADY SMITH: You're talking about the Social Work (Scotland)
19 Act 1968, I take it?

20 A. Yes. Therefore some children did come via the panel
21 system.

22 LADY SMITH: Did any children come to you from a local
23 authority home?

24 A. I would think probably yes. But I couldn't guarantee
25 that. I think in all likelihood.

1 LADY SMITH: I suppose it's possible that they could have
2 tried placing the child in a local authority home first
3 and found that it wasn't working.

4 A. I won't swear to that. The other complication was that
5 it wasn't just children from Edinburgh: we had children
6 from Glasgow, we had children from Fife, we had children
7 from the Perth area.

8 LADY SMITH: Thank you.

9 MR PEOPLES: I can maybe help you there, Sandy. We have
10 heard evidence from individuals who, at least for some
11 of their childhood, spent time in places run by
12 Barnardo's, including South Oswald Road. One is perhaps
13 the evidence of Michael, I just mention that. You won't
14 have seen this evidence, but Michael is an example of
15 a boy who was born in 1970 and spent part of his
16 childhood in South Oswald Road and also in another place
17 called Craigerne, which I think you'll have heard of.

18 A. I have heard of it.

19 Q. It was a special school in the Borders, a residential
20 school. Michael is an example of someone who was in a
21 number of care establishments as a child run by
22 different providers, some local authority, and I think
23 we also heard from another individual called Chris who
24 was in a similar situation where he had been in a number
25 of establishments run by different providers, some local

1 authority, and he was in South Oswald Road. That is his
2 pseudonym we've used by the way. You might know his
3 name, but I'm not going to mention it. He was in South
4 Oswald Road in 1985/1986, which would I think be the
5 time that you would have been there. He had previously
6 been in a number of care settings before then.

7 So I think we can infer from that that, perhaps to
8 some extent, if those care settings hadn't proved
9 successful, one option or one thing that was tried was
10 to put them into a place such as, for example, Craigerne
11 or South Oswald Road. I don't know how much of that
12 you'd be aware of.

13 A. Yes, I ... I think it's a reasonable assumption.

14 Q. I think again it's something that will probably emerge
15 in due course, Barnardo's as an organisation, I think,
16 will tell us in due course that from a fairly early
17 stage in their provision of care in Scotland for
18 children, they moved away from perhaps what we'd call
19 general residential care for children who were living
20 away from home to perhaps a more specialist provision
21 for children with complex problems and needs,
22 behavioural problems, emotional problems and things of
23 that nature, and they set up establishments such as
24 Craigerne, a special residential school, and places like
25 Blackford Brae, South Oswald Road, to cater for that

1 group of children. So again, you may not know that, but
2 perhaps I can put that in play at this stage and we may
3 hear a bit more about it in due course.

4 It's not just a case of a child had to be taken from
5 their home and placed in care; they were children who
6 perhaps had more than the need to be living away from
7 home, they had particular problems, whether in care or
8 outwith care.

9 A. I think generally children who had experienced difficult
10 personal and life experiences.

11 Q. I was asking you about the system that was in operation
12 at South Oswald Road that you've told me that you were
13 both a depute project leader but you were also a shift
14 leader with a team of people working with you on
15 particular shifts. Can you give me a broad indication
16 of how big would the team be on a particular shift?
17 There'd be you and how many?

18 A. Probably on a morning shift, which would be about 7 am
19 to 2.30, roughly, possibly myself and two others. If
20 I was on a back shift, which would normally be 2 pm
21 until 10 pm, normally three others. It could vary
22 sometimes, a bit over, a bit under.

23 Q. So the day shift or the morning shift would start around
24 7 in the morning and would be completed by around about
25 2.30 in the afternoon?

- 1 A. Yes.
- 2 Q. And then there would be the back shift, which would take
3 in the afternoon from 2 until about 10 at night?
- 4 A. Yes.
- 5 Q. Just to be clear, the children who were residing at
6 South Oswald Road would be attending local schools;
7 is that correct?
- 8 A. Either local schools or local special schools.
- 9 Q. Because there was no educational provision as such in
10 South Oswald Road?
- 11 A. No, there was no provision.
- 12 Q. Whereas I think Craigerne was a residential school?
- 13 A. Yes.
- 14 Q. And then so far as after 10 pm is concerned, was there
15 a night shift or was there simply an arrangement for the
16 period between 10 at night and 7 in the morning? What
17 was the arrangement at night?
- 18 A. There were employed night waking staff.
- 19 Q. So there was a person --
- 20 A. Each evening, at 10 -- they might have come in a bit
21 before 10 because we normally had a changeover period to
22 pass on information. They would be awake during the
23 night, checking the children's rooms and sort of
24 stationed upstairs where all the bedroom areas were.
- 25 Q. How many people would be performing that function?

- 1 A. Well, there was a moving rota of three people.
- 2 Q. When you say a moving rota, does that mean that there
3 was one person who was the night waking member but that
4 was done by rotation?
- 5 A. It was done by rotation. It'd be a different night
6 waking staff every night.
- 7 Q. But only one person was performing that role during
8 a particular night?
- 9 A. Yes, only one person during the night, yes.
- 10 Q. In addition to the night waking member of staff, was
11 there also a sleep-in member of staff available if
12 necessary?
- 13 A. Yes.
- 14 Q. Was that a single individual again on a particular
15 shift?
- 16 A. It was one of the staff from that -- who had been
17 working the back shift and staff took turns on the rota
18 to do that.
- 19 Q. So they were effectively sleeping but they were on call,
20 if you like?
- 21 A. Yes.
- 22 Q. So at night, between roughly 10 at night and 7 in the
23 morning, there would be two persons, one on call, as it
24 were, and the other one awake?
- 25 A. Yes.

- 1 Q. And looking after the children's needs, if necessary,
2 during the night?
- 3 A. Yes.
- 4 Q. You were a shift leader. Was the project leader also
5 a shift leader?
- 6 A. He could be. Having three different project leaders,
7 there were probably just differences of how and when
8 they worked on shift.
- 9 Q. But would the shift leader at least be a more senior --
- 10 A. Yes.
- 11 Q. -- employee at the establishment?
- 12 A. Yes.
- 13 Q. Can I ask you just generally about induction and
14 training. You arrived at South Oswald Road in 1980, you
15 had your qualification by then, you'd had some prior
16 experience in prior settings as you've told us. Can you
17 recall whether there was any period of induction when
18 you arrived in 1980?
- 19 A. I think the best way to describe it was -- I was kind of
20 taken under the wing of the project leader, which would
21 be Mr Horne at the time. He would give me tips and
22 advice and I would ask questions until I found my feet.
23 But it wasn't entirely a sort of strange circumstance
24 for me, shall I say.
- 25 Q. No, but I suppose what I'm getting at here is that while

1 that may have been the way it was done and you were
2 given explanations and you could ask questions, there
3 wasn't a formal induction process that you recall;
4 is that right? You arrived, you saw how things were
5 done, you were told how some things were done, you could
6 ask questions?

7 A. Yes.

8 Q. And you kind of observed and --

9 A. Yes.

10 Q. For a period of time?

11 A. Yes.

12 Q. Would that be the way it was done, essentially?

13 A. As best as I can remember. I'm trying to think actually
14 if there was a bit of sitting down. That might have
15 been on paper and going through things, I don't know,
16 like fire drills, health and safety. There may have
17 been something like that.

18 Q. Well, just pursuing that at the moment, when you
19 started, were you referred to any written guidance or
20 handbooks?

21 A. Barnardo's did have a staff handbook.

22 Q. When did you find out that they did have such a book?

23 A. I believe you got that when you started, so it was
24 available to read, and it may have been that there would
25 have been things discussed from that with the project

1 leader.

2 Q. When you say a staff handbook, staff handbooks can vary
3 in terms of their content. They can deal with maybe
4 practical issues that relate to the staff themselves or
5 they can perhaps deal with other matters. So far as
6 childcare was concerned and how to care for children,
7 look after children, discipline them, handle situations
8 where they were misbehaving or displaying challenging
9 behaviour, the staff handbook that you're telling us
10 about, did it deal with those matters?

11 A. I think there would have been some mention, but for the
12 life of me, I can't remember the handbook or the
13 contents. But I do know there was one and it was handed
14 out when you started.

15 Q. Because we've heard evidence that in some places run by
16 Barnardo's, at least at some points in time, the process
17 of introduction of a new employee might involve a degree
18 of explanation of the role by the person in charge or
19 senior staff and what is colloquially called on-the-job
20 training.

21 A. I think that did happen. I think that's what I was
22 meaning; the project leader took me under his wing.

23 Q. But you do say in your statement that you have
24 a recollection that there was some training days or
25 in-service training after you joined Barnardo's.

- 1 A. Mm-hm.
- 2 Q. Is that something you can remember happening?
- 3 A. Not terribly well. I think there was a day at head
4 office, meeting people. I think there was something
5 like that.
- 6 Q. I could take you to page 5910 of your statement, Sandy.
7 I'll just pick out -- in the third paragraph on that
8 page, I think the way you put it is that training was
9 a bit of a mixed bag. Is that really what you're trying
10 to capture by what you're telling us? There wasn't
11 a structured programme over time where you'd be training
12 at certain times of the year and going to certain
13 courses and so forth and receiving a specific programme
14 of training? It wasn't like that, was it?
- 15 A. I think the reference to training here was more in the
16 run of things throughout the years I'm referring to
17 rather than at induction.
- 18 Q. Sorry, I wasn't really -- sorry, maybe that's my fault.
19 I wasn't really looking at this at the beginning of your
20 time as part of the induction process; I was probably
21 asking more generally about the issue of training.
22 Sorry, that was my mistake. I think you're telling us
23 that over the time you were with Barnardo's, you're
24 saying training was a bit of a mixed bag?
- 25 A. I think I was thinking more of the content --

1 Q. Okay.

2 A. -- sometimes. Some training maybe clicked with what you
3 wanted to learn, other training might not --

4 Q. I suppose --

5 A. -- but you could still take things away from that.

6 LADY SMITH: Sandy, something I was wondering -- and this
7 takes me back to you telling me that this group of
8 children you remember being children who had emotional
9 difficulties and/or behavioural difficulties -- is did
10 you receive training that was specifically directed to
11 how you would need to perhaps adjust your approach when
12 caring for these children?

13 A. We did have training days within the unit from time to
14 time where we would look at issues about dealing with
15 particular behaviours.

16 LADY SMITH: Can you help me with an example?

17 A. I'm trying to think of one. I think I mention it later,
18 that sometimes we had to physically restrain children.
19 I think we had a training day where we had a look at
20 that.

21 MR PEOPLES: Can I just explore that with you? I can well
22 understand that in a unit where you have children who
23 perhaps all have some form of emotional or behavioural
24 problems from time to time that the staff, if they're
25 meeting together, including the senior staff, will talk

- 1 about the children --
- 2 A. Yes.
- 3 Q. -- and the issues that are confronting the staff on
- 4 a daily basis --
- 5 A. Yes.
- 6 Q. -- and they may discuss how best to deal with those.
- 7 That's one thing. But on the other hand, I think what
- 8 her Ladyship was probably trying to explore was whether
- 9 there was something a bit more structured in terms of
- 10 some training from someone with expertise on these
- 11 issues to talk to the whole staff of the establishment
- 12 from a point of expertise about, well, this is the way
- 13 that this group of children -- based on a research, good
- 14 practice, and so forth, this is how best to care for
- 15 them, how to deal with situations that they exhibit or
- 16 situations that come up in practice from time to time.
- 17 Did you have anything like that where someone came to
- 18 the unit or you went to a course which was specifically
- 19 tailored to equip you, you and others, to deal with
- 20 children with such problems?
- 21 A. I think both at various times.
- 22 Q. You did attend courses that dealt with that matter and
- 23 you did have people come to talk to you?
- 24 A. Yes.
- 25 Q. Is that people from Barnardo's or people from outwith

- 1 Barnardo's?
- 2 A. It might be either.
- 3 Q. You don't seem to have a -- I mean, I think you have
4 a vague memory that things like that were happening, but
5 you can't give us an example of a specific course where
6 a recognised expert in this field, for example, came to
7 talk to you or you went to a course that they were the
8 speaker at? You don't have any specific memory of that,
9 do you?
- 10 A. For example, I know -- and I'll talk for myself because
11 that's about as much as I can remember.
- 12 Q. Absolutely.
- 13 A. The AWMC, which was the Association for Workers with
14 Maladjusted Children -- because that term was used
15 at the time -- they had an annual -- and they also had
16 other training days. I do remember going once, twice
17 possibly, to some of those. They kind of looked at
18 specific issues of dealing with children similar to the
19 children we had within the unit.
- 20 Q. So between 1980 and 1997, you may have gone once or
21 twice to a course run by this association?
- 22 A. Yes.
- 23 LADY SMITH: Can you tell me more about this association?
- 24 A. The association, AWMC, if I can just refer to it as
25 that, I think it sprang out from the work of people like

1 David Wills, who I think at the time was seen to be
2 progressive and interested in therapeutic work with
3 children. I think probably it mainly centred round
4 school settings, but children who were away from home
5 because of personal or life issues or difficulties or
6 difficulties with emotional behaviour.

7 So at the time that I went to these things,
8 I think -- well, I certainly regarded them as being
9 progressive and thoughtful and child-centred in their
10 approach.

11 LADY SMITH: What type of worker joined this association?

12 A. I think it would probably mainly be from school
13 settings, because I think David Wills and some of the
14 other people involved at the start of the setting-up of
15 it, I think they were all set in school settings.

16 LADY SMITH: I see. Did you go to a school or schools for
17 these meetings?

18 A. I remember going to Craigerne for one of them because
19 I presume they were, I don't know, a corporate member
20 perhaps.

21 LADY SMITH: Before I just finish talking about courses, can
22 I just confirm something at the foot of page 7? You say
23 you went on a week long residential course in Blackburn;
24 would that be Lancashire?

25 A. Yes.

1 LADY SMITH: Am I right in thinking that you mean to refer
2 to the NSPCC, which would be the English charity for the
3 prevention of cruelty to children?

4 A. Oh, have I moved them to Scotland?

5 LADY SMITH: No, no, you've referred to the initials that
6 apply to prevention of cruelty to animals.

7 A. Yes, that's a human error.

8 LADY SMITH: It was the England and Wales charity for the
9 prevention of cruelty to children.

10 A. Yes, it was the English one. Sorry about that.

11 LADY SMITH: No, it's all right. Thank you.

12 MR PEOPLES: Just to put some kind of time frame on this,
13 because we're dealing with a period of 17 years of
14 employment, so far as this course by the NSPCC is
15 concerned in Blackburn, was that when you were in South
16 Oswald Road?

17 A. Yes.

18 Q. And the courses that you have a recollection of
19 attending that were organised by the AWMC, were they
20 during your time at South Oswald Road or when you were
21 at Minto Street?

22 A. That would be South Oswald Road.

23 Q. Would they be at the start of the period of employment
24 or at the end of it at South Oswald Road?

25 A. Probably about the middle, possibly.

- 1 Q. So maybe about the [REDACTED] ?
- 2 A. About there, I think.
- 3 Q. Was it before Mr [REDACTED] came on the scene or afterwards?
- 4 A. I think it would be before.
- 5 Q. And I think he came in [REDACTED]. So if we were
- 6 trying to put a date on these attendances, it was
- 7 probably pre-[REDACTED]?
- 8 A. Yes.
- 9 Q. When Mr [REDACTED] was the project leader?
- 10 A. Yes.
- 11 Q. Okay.
- 12 A. We also kind of did our own kind of on spec training, if
- 13 you like, if there was an issue that we -- maybe that
- 14 came up at a staff meeting, for example. We might
- 15 devote a few hours to it and present it ourselves,
- 16 in-house, as well.
- 17 Q. Did the handbook that you've mentioned deal specifically
- 18 with this particular group of children that the
- 19 association were perhaps particularly concerned with,
- 20 the AWMC? Did the handbook have a specific section
- 21 about how to deal with children who were in that
- 22 category?
- 23 A. I don't think the handbook went into any kind of depth.
- 24 Q. Did the handbook deal with an issue such as how to
- 25 restrain a child if they displayed challenging behaviour

- 1 that presented a risk to themselves or to others?
- 2 A. I cannot remember if that was in the handbook.
- 3 Q. Okay. Did the courses that you attended address that
- 4 issue and give instruction or guidance on recognised and
- 5 accepted practices of restraint at the time that you
- 6 were attending them?
- 7 A. Yes, I attended a course, I think that was about --
- 8 actually, it was about restraint and safely restraining
- 9 in a manner that no one got harmed, if you like.
- 10 Q. Do you know whether -- you mentioned a large number of
- 11 staff at South Oswald Road in your time and quite a high
- 12 staff/children ratio. Do you know if all the members of
- 13 staff attended similar courses about what were described
- 14 as maladjusted children, techniques on restraint and so
- 15 forth? Do you know if that happened?
- 16 A. It would have happened, but I cannot remember for whom
- 17 or when. I could maybe add that, as it kind of overlaps
- 18 with this and it's maybe more specific, in my time at
- 19 South Oswald Road the organisation, if you like,
- 20 required that every unit had a statement about care and
- 21 control issues. I compiled that on behalf of South
- 22 Oswald Road, which reflected our thinking, our ethos,
- 23 and actually the actual practice. That was a reasonably
- 24 thick sort of statement and that really reflected what
- 25 we thought we were about and the boundaries of what we

- 1 tried to work within.
- 2 Q. Would that be maybe known as a statement of aims and
3 objectives?
- 4 A. No.
- 5 Q. Was that a different thing?
- 6 A. It was specifically referred to as the care and control
7 document.
- 8 Q. When did you prepare this statement? Was this before
9 Mr [REDACTED]'s time or after?
- 10 A. It might have been before.
- 11 Q. Was the statement in any way reviewed or revised in your
12 time at South Oswald Road?
- 13 A. It never got rewritten, but there may be bits in it that
14 got fine-tuned from decisions we might have made at
15 staff meetings, looking at any other points. We might
16 have fine-tuned things.
- 17 Q. In preparing this statement on behalf of the
18 establishment, what sources of information did you draw
19 upon?
- 20 A. Well, I think there was the practice we had at the time
21 anyway, but also probably leaning towards some of the
22 writings from the AWMC -- and there were also a couple
23 of American writers called Redl and Wineman, who were in
24 a similar field. I thought they articulated things in
25 a way that fitted quite nicely with what we thought

- 1 we were about.
- 2 Q. Did your course at Queen Margaret College deal with any
- 3 of these issues?
- 4 A. I think the CQSW was more geared towards fieldwork.
- 5 Q. Generic social work?
- 6 A. Yes.
- 7 Q. Was there any system of compulsory or mandatory training
- 8 in operation when you were either employed at South
- 9 Oswald Road or latterly at Minto Street?
- 10 A. Normally, if there had been a training day organised,
- 11 you would be expected to attend, other than if you were
- 12 on leave.
- 13 Q. Was there a requirement to do a minimum amount of
- 14 training, a mandatory requirement, in any one year as
- 15 a form of professional development, for example?
- 16 A. I don't think there was a specified amount of training
- 17 per se.
- 18 Q. Just on the question of attendance at courses or
- 19 in-service training days, you've talked about the
- 20 specific group of children with behavioural difficulties
- 21 and the courses that you have a recollection of
- 22 attending between 1980 and perhaps 1985. Apart from
- 23 that, do you have a recollection of attending courses
- 24 more generally on child protection and safeguarding?
- 25 A. I think I do recall going to courses with that kind of

1 content.

2 Q. When would that be then?

3 A. I think that would have been later in the 1980s,
4 I think.

5 Q. Did you attend such courses when you were at
6 Minto Street?

7 A. Yes. The staff -- at Minto Street we were kind of under
8 the aegis of Blackford Brae school and the staff there
9 sometimes provided topical training. I think we had
10 training on restraint. I think we had a training day on
11 sexual abuse.

12 LADY SMITH: Mr Peoples is interested particularly in child
13 protection and safeguarding in this line of questioning.
14 So we're not talking about restraining and control at
15 the moment, it's specifically child protection and
16 safeguarding that he's looking at.

17 MR PEOPLES: To protect children from abuse, safeguarding
18 arrangements, what arrangements ought to be put in
19 place, what would be best practice in terms of
20 prevention, preventative measures, reducing the risk to
21 the lowest practical level, that sort of thing. Did
22 you have any training --

23 A. I don't think we had anything as specific as that.

24 Q. And did you ever have any training specifically on risk
25 assessment, to reduce the risk in a given setting of

- 1 risk of either harm generally to a child or risk
2 specifically of abuse of a child in that setting?
- 3 A. I don't recall having something as specific as that.
- 4 Q. Either during your discussions with other staff at South
5 Oswald Road or indeed at Minto Street or in any other
6 context, whether courses or in other ways, to what
7 extent did you have discussions about the issue of the
8 abuse of children in care, including sexual abuse of
9 children in care settings? Can you recall discussions
10 of that nature ever taking place or courses designed to
11 address that issue and highlight it?
- 12 A. I don't remember courses specifically on that. It
13 probably was after the mid-1980s that perhaps staff
14 discussed sexual abuse more.
- 15 Q. In care?
- 16 A. Yes.
- 17 Q. Not sexual abuse of a child, for example, who went to
18 a home setting for a visit and then disclosed that they
19 may have been abused physically, sexually or
20 emotionally. I'm talking perhaps more specifically of
21 abuse in a care setting by care providers. Did you have
22 discussions of that kind at any time?
- 23 A. To be frank, no.
- 24 Q. Would that apply to both South Oswald Road and indeed
25 Minto Street?

1 A. Yes.

2 Q. Just moving on to a different matter, one of the themes
3 that we explore is some of the ways in which certain
4 issues are addressed by care providers and care
5 establishments for children. At pages 5911 to 5912,
6 I think you address -- in a section dealing with the
7 routine at South Oswald Road, you deal with various
8 issues, one of which is bed-wetting.

9 Can I just confirm, I don't need to go to the
10 detail, but is it the position that so far as
11 bed-wetting was concerned at South Oswald Road, that was
12 not an issue? I think you say it was handled
13 sensitively.

14 A. Handled discreetly.

15 Q. Because in other settings there has been some evidence
16 at times that children who wet the bed may have been
17 punished for doing so, may have been humiliated or
18 ridiculed in various ways, not simply by other children
19 but by staff. Did any of that kind of thing go on in
20 your time either at South Oswald Road or Minto Street?

21 A. No.

22 Q. So far as mealtimes are concerned, you also deal with
23 that topic in your statement. What happened if a child
24 didn't like what was served up to them?

25 A. Basically, if you knew the child genuinely didn't like

1 something, they didn't need to have it. Sometimes it
2 could be a wee bit more complicated as children can do
3 funny things around food. I think the example I gave
4 was a child might say, "Oh, I don't like that, I hate
5 that", and you might not know whether they do or they
6 don't.

7 I think broadly, what I liked to do -- and I think
8 other colleagues did as well -- was a kind of option of,
9 "Would you like a big drop or a little drop? You can
10 give it a try".

11 Q. But what did they said "no drop"?

12 A. I don't think it ever occurred that they went,
13 "Absolutely not". I don't think it was kind of done in
14 an arm-twisting way.

15 Q. No. But there was some form of encouragement then to
16 eat what was served up --

17 A. Yes.

18 Q. -- in the ways you have described? Did you ever see
19 anything that might be described as force-feeding or
20 requiring children to eat what was put in front of them?

21 A. No.

22 Q. No?

23 A. No.

24 Q. Did you ever see or were ever aware of a practice of
25 re-serving meals to children on the next occasion if

- 1 they didn't eat it at the previous mealtime?
- 2 A. No.
- 3 Q. Are you aware of any practice on the part of any staff
- 4 during your time at South Oswald Road or indeed at
- 5 Minto Street of punishing children for not eating food?
- 6 A. No.
- 7 Q. So far as the daily life of the child is concerned, and
- 8 also the care being given, I think you tell us in your
- 9 statement that there was some form of -- is it a daily
- 10 log to record an account of a shift? I think at
- 11 page 5914 --
- 12 A. Yes.
- 13 Q. -- you mention this type of document being in use at
- 14 South Oswald Road and I think probably at Minto Street.
- 15 Is that correct?
- 16 A. Yes, that's correct.
- 17 Q. This log then, this daily log, what was the purpose of
- 18 that log?
- 19 A. Basically, it was to record what had happened that day,
- 20 significant things that had happened, either involving
- 21 the children, either individual children or the group of
- 22 children. There was also information for the night
- 23 waking staff when they came in. There was also
- 24 information for the staff on the next shifts.
- 25 Q. So it would serve as information for a handover, for

1 example, to let the next shift team know what had gone
2 on at the previous shift?

3 A. Yes.

4 Q. Presumably, apart from this log, there would be an
5 individual children's file or child's file for each
6 child?

7 A. Yes.

8 Q. Was there any system whereby the information that went
9 into the daily log was transferred to the children's
10 files?

11 A. Yes, there would be occasions.

12 Q. Occasions? What sort of information would be
13 transferred?

14 A. I think probably other than minor things, I would think
15 if there had been a restraint or a child had been going
16 through a difficult period, or if there were quite
17 pained issues the child had discussed at length with
18 a key worker. Normally, that would get written up and
19 put into the child's file.

20 Q. Who would do that transfer of information?

21 A. It could be the key worker, it could be the member of
22 staff that had dealt with something they thought was
23 significant and had written it up, or it might be
24 a senior.

25 Q. So there was no one person who had responsibility for

1 transferring significant information from the log to the
2 child's file?

3 A. I think it was probably the other way round. It was
4 more when there was something of significance rather
5 than always a specific person.

6 Q. Did you get any guidance from the organisation as to
7 what sort of information was significant enough to
8 record in the child's file?

9 A. I can't recall a guideline per se.

10 Q. So it would be down to the individuals whether they
11 thought the matter was significant enough to record in
12 the child's file or convey that information to a person
13 with a view to it being recorded? Would that be the way
14 that things worked?

15 A. Yes, I think that would be roughly how I remember it.

16 LADY SMITH: Sandy, are you telling me there weren't any
17 matters that had to go into the children's file? For
18 example, you mentioned restraint. Was there a direction
19 that if a child is restrained, that must be recorded
20 in the child's file?

21 A. I'm not sure there was a direction.

22 LADY SMITH: That would follow from your memory of it being
23 a matter for the individual member of staff.

24 A. I think it would probably usually involve a discussion
25 in which maybe a key worker would pass up to a senior

1 and it might be suggested, oh, could you write that up,
2 we should pop that in the child's log.

3 I don't remember restraint specifically being put
4 in -- although one of the other uses for the daily log
5 was that when key workers, or indeed anyone who was
6 writing a report on the child for sort of care reviews,
7 for example, they would go back through the log from the
8 time of the previous meeting and actually kind of pick
9 up the trends, because restraints would be mentioned.

10 I mean, if they were writing a report, they might
11 not say, "Oh, there were three restraints in the
12 period", but they might note that there had been
13 unsettled periods and there had been restraints.

14 MR PEOPLES: So what you're telling us is that those who
15 would be responsible for writing any reports for a care
16 review meeting or a conference or whatever could or
17 would draw upon this log --

18 A. Yes.

19 Q. -- as one source of information --

20 A. Yes.

21 Q. -- for preparing any report they had to do?

22 Did you say that one thing that might be recorded as
23 a significant event, apart from a restraint, would be
24 obvious changes in the behaviour of a child?

25 A. Yes.

- 1 Q. Was there any direction or instruction that that was
2 a matter that should be picked up, logged and then
3 perhaps recorded in the child's file?
- 4 A. I don't think there was a specific guideline, to be
5 honest.
- 6 Q. If a child's behaviour had noticeably changed, would
7 there be any discussion with the child or anyone else
8 about what might be the underlying reason or reasons for
9 that change?
- 10 A. Very often the key worker would be picking up things
11 like that, and also colleagues who would pass that on to
12 key workers. Every week at our staff meeting --
13 sometimes at the end of the meeting -- we would have
14 time for discussing either individual children or the
15 group of children. Normally, it would be individual
16 children. Sometimes it might be specifically one or two
17 children because we had concerns, like you describe
18 there, and actually come to some decisions about how to
19 assist the child.
- 20 Q. So it wasn't a standing item at these regular meetings
21 that each child would be discussed in a staff group
22 setting? It might happen or it might not?
- 23 A. There was always children discussed.
- 24 Q. But not every child?
- 25 A. It depends how much was going on at the time, to be

1 honest. Two or three children, sometimes one child,
2 could take up that period at the staff meeting. Other
3 times, you might get through discussing quite a few
4 children.

5 Q. There's this daily log, there's the child's file. Was
6 there such a thing as a care plan for each child?

7 A. Yes.

8 Q. Where was the care plan kept?

9 A. It was kept in the child's file.

10 Q. And was that regularly reviewed?

11 A. Yes.

12 Q. Who reviewed it?

13 A. Basically, if I was supervising a member of staff who
14 was a key worker for a child, that would be an ongoing
15 discussion as part of their supervision and likewise for
16 me from my superior.

17 Q. Did you say the care plan was kept in the child's file?

18 A. Yes.

19 Q. So it wasn't like a situation in modern times where
20 a care plan sits in some place for the staff who are on
21 duty to look at and perhaps include some entry or write
22 something into it? It wasn't that type of plan where
23 there was an individual plan that the staff on duty were
24 expected to refer to and indeed perhaps put certain
25 information in about the child during that shift or

1 period? It wasn't of that nature?

2 A. It might be.

3 Q. You say it might be. Obviously you were there,
4 I wasn't. I'm just trying to find out whether it was
5 one or the other.

6 A. Sorry, I'm just trying to get what you're meaning.
7 Basically, the care plan came from meetings which the
8 local authority social workers were at, the school, any
9 other interested professional, sometimes parents if that
10 was a child who might be going home. Basically, it was
11 a plan of action: what are we aiming for with the child?
12 It might break down into: well, let's see if we can get
13 school stabilised. It might be to control his
14 behaviour, it might be to encourage his development or
15 self-esteem. And there might have been more specific
16 things than that.

17 Basically, the key worker, the things that related
18 directly to the child, is something they would sort of
19 take on board, if you like, to continue up to the next
20 meeting if you like, where progress would be reviewed.

21 Q. So under the key worker system, that was maybe a more
22 specific responsibility of the key worker to have in
23 mind the care plan, the objectives, the goals and
24 whether they were being achieved or whether they needed
25 to be reviewed?

- 1 A. Yes. But also held on to by senior staff as well.
2 Normally, particular -- I'm trying to think -- goals
3 would also be shared sometimes at staff meetings if
4 we were trying to make sure we were carrying out the
5 care plan and focusing on particular things for the
6 child.
- 7 Q. Was there a system whereby each child's care plan was
8 periodically reviewed by both the key worker and the
9 staff, including the senior management staff?
- 10 A. Yes.
- 11 Q. There was a system?
- 12 A. Again, it wasn't sort of every three weeks we will ...
13 I think it was more reviewed through supervising key
14 workers and supervision sessions and checking out the
15 care plan and actually getting the care plan out and
16 going "How are we going with this?"
- 17 Q. Clearly, a key worker for an individual child wouldn't
18 necessarily be on a particular shift.
- 19 A. Yes.
- 20 Q. So was there any arrangement whereby they were to be
21 told of any significant event affecting the child that
22 occurred during a shift that they were not present at?
- 23 A. Normally, they would get information from the daily log.
24 We'd also get colleagues, who would quite actively pass
25 on information to a key worker, whatever that was that

1 they thought might be helpful.

2 Q. You've mentioned that various people might be involved
3 in reviews of children from time to time. Can you tell
4 us how often local authority social workers who had some
5 responsibility for particular children would visit South
6 Oswald Road or indeed Minto Street?

7 A. It could vary.

8 Q. In frequency?

9 A. Yes.

10 Q. What degree of interaction was there between the local
11 authority social workers and the staff, and in
12 particular you as depute project leader or the project
13 leader or the key worker? To what extent was there
14 regular interaction between all of you?

15 A. All parties? Well, certainly there was always the
16 interaction when there were case reviews. There would
17 be other contacts at times. If there had been "serious"
18 incidents with regard to the child then we'd normally
19 inform the local authority social worker. There might
20 have been kind of more informal contacts sometimes,
21 maybe kind of checking "Will you be visiting the lad or
22 the girl soon?" because some social workers did try to
23 come, certainly between care reviews, to visit the
24 child. Other ones, you probably only saw them at
25 reviews.

- 1 Q. Unless you got in touch with them?
- 2 A. Unless you got in touch with them.
- 3 Q. To what extent was there internal monitoring by the
4 organisation in terms of parties who were employed by
5 Barnardo's but were not based at the establishment,
6 South Oswald Road or Minto Street? To what extent did
7 they become involved with how the establishment was run,
8 discussions with staff, interaction with you and your
9 project leader and so forth?
- 10 A. Sorry, could you ask that again?
- 11 Q. It's to do with internal monitoring by those that were
12 not based at the establishment.
- 13 A. Ah, right.
- 14 Q. Those that might, for example, be based at -- was it
15 called the head office in Edinburgh? People of that
16 nature.
- 17 A. I've got you now.
- 18 Q. Sorry, I didn't put that very well. That's what I was
19 wanting to know. What involvement did they have?
- 20 A. Normally, we had an assistant divisional director who
21 visited regularly to sit in at our staff meetings.
22 I think I would put it as "monthly [question mark]". It
23 might have been a bit more about that -- it might have
24 been a wee bit less, but I thought monthly in my best
25 recollection.

1 Q. Have you got names of people who were in that role that
2 you can recall coming to see you?

3 A. Alan Swift.

4 Q. Anyone else?

5 A. That's the only one I remember.

6 Q. So is he someone you would have had personal dealings
7 with on a regular basis?

8 A. Yes.

9 Q. And would he also have had dealings with the project
10 leaders from time to time?

11 A. Yes.

12 Q. Would he also have dealings with the other care staff?

13 A. Yes.

14 Q. Would he have engagement or interaction with the
15 children themselves?

16 A. Yes.

17 Q. On a one-to-one basis?

18 A. I think it happened, but I don't think it happened
19 often. But he certainly did have periods when he came
20 and would have a look around the house and speak to
21 children and probably individual children as well.

22 Q. I think at page 5919 of your statement, Sandy, which
23 deals both with the matter I have just asked you,
24 internal monitoring, and external inspection, you have
25 no memory of any external inspections. Is that at South

- 1 Oswald Road you don't have a memory of inspectors
2 coming?
- 3 A. I have tried to scratch my memory on this one, but
4 I don't have a personal memory. It may just simply be
5 that the project leader might have fielded those and
6 just simply I wasn't around.
- 7 Q. But you were the depute leader and you were in
8 a full-time job.
- 9 A. Yes.
- 10 Q. But you don't have a memory of inspectors coming in and
11 inspecting the place for one reason or another? It's
12 not something that sticks out in your mind?
- 13 A. It doesn't stick out. I'm assuming it did happen.
- 14 Q. Well, the other possibility is it didn't happen and
15 that's why you have no memory of it; yes?
- 16 A. Well, yes, it could be. I have made the assumption they
17 did, but I might just not have been there when they
18 occurred.
- 19 Q. You would have thought in a small establishment that the
20 project leader would have at least informed you if you
21 weren't present that an inspection had taken place, that
22 there would be some discussion about it, some discussion
23 about what was said during the inspection or after it.
24 You'd have expected that to happen --
- 25 A. Yes.

- 1 Q. -- if inspectors had visited?
- 2 A. Yes.
- 3 Q. And you don't remember that sort of thing happening?
- 4 A. No, I don't. But I would have to acknowledge that may
5 be my memory.
- 6 Q. Maybe I can go back to the issue of child protection and
7 safeguarding arrangements. We talked about what
8 training there may have been in relation to that
9 specific matter, but if I was to ask you just
10 specifically about South Oswald Road and say to you,
11 well, between 1980 and 1989 what were the child
12 protection arrangements that were in place to protect
13 against the risk of abuse from, for example, staff or
14 others who were based at the establishment? What were
15 the arrangements, if any?
- 16 A. Sorry, I'm trying to work out what you mean by
17 arrangements.
- 18 Q. Child protection safeguarding arrangements, preventative
19 measures to reduce the risk of abuse or harm to children
20 from staff or other adults or persons who may not have
21 their best interests at heart. What were the
22 arrangements?
- 23 A. Basically, I think certainly on shift we tried to be
24 supervising the children all the time. We didn't allow
25 visits from anyone unless they were, if you like,

- 1 sanctioned by the care plan.
- 2 Q. If I take one example. There was one person awake at
3 night between 10 pm and 7 am, and one person sleeping
4 who was on what you might call the night shift or the
5 night-time period. With hindsight, would that not maybe
6 seem a risky system? Because if that person was up to
7 no good -- and I'm not making a specific allegation
8 anyone was doing that, but if you were trying to
9 envisage the possibilities and the risks, was that not
10 an inherently risky arrangement to have one person awake
11 and having access to all parts of the building without
12 any other form of check or balance or supervision
13 between 10 at night and 7 in the morning?
- 14 A. I get your point now. Yes, I would say that, in
15 hindsight that's not the safest arrangement.
- 16 Q. So far as other times of the day are concerned, how
17 often could it happen that a member of staff, for
18 example, would be in a one-to-one situation with
19 a child? How often could that happen?
- 20 A. It could happen quite a lot.
- 21 Q. Did staff from time to time take children outwith the
22 establishment on trips on their own?
- 23 A. Yes.
- 24 Q. For lengthy periods?
- 25 A. Usually for buying clothes. Usually key workers,

1 doctors, dentist trips.

2 Q. Did children in the establishment spend time overnight
3 away from the establishment?

4 A. No.

5 Q. What about weekends? Did they visit their own family?

6 A. If that had been part of the care plan planning, yes.

7 Q. Did they ever spend weekends with anyone other than
8 their family, their natural family?

9 A. No.

10 Q. Was there any system at that time at South Oswald Road,
11 for example, any befriending system whereby people would
12 have a child over for the weekend who may not have had
13 family to visit or ...

14 A. I had completely forgotten about befrienders. I think
15 we did have one or two befrienders, but I do not think
16 that involved stays outwith the unit.

17 LADY SMITH: But did it involve them going away for the day
18 with a befriender?

19 A. It might have.

20 LADY SMITH: Could the befriender be a single person?

21 A. I'm trying to remember who the befrienders were. It's
22 possible. I can't discount it.

23 LADY SMITH: Do you remember there being any rule that only
24 couples could be befrienders?

25 A. I don't remember, to be honest.

- 1 LADY SMITH: Thank you.
- 2 MR PEOPLES: On a different matter, Sandy, I think at
3 page 5922, unless I'm mistaken, you tell us a little bit
4 about punishments and sanctions at South Oswald Road.
5 Am I right in thinking that what you're telling us
6 there, in short, is that there was no corporal
7 punishment in use between 1980 and 1989 at South Oswald
8 Road? That wasn't something that was a form of
9 punishment?
- 10 A. No.
- 11 Q. And I think you say there was no punishment book.
- 12 A. No, because -- well, we didn't have punishments.
- 13 Q. You had punishments but not corporal punishment.
- 14 A. Ah, we didn't have corporal punishment, yes.
- 15 Q. So where did you log the punishments other than corporal
16 punishment?
- 17 A. It would normally go into the daily log.
- 18 Q. What sort of punishments would be logged?
- 19 A. Basically, if a child had been sent to his room for
20 a time. He might not have got into terribly much
21 bother, but if two or three staff had noticed they'd
22 done a few telling-offs, that might be popped in. If
23 there was physical restraint, that would be recorded.
24 If a child had absconded, that would be recorded.
- 25 LADY SMITH: Was physical restraint recorded on the basis

1 Then I think you give us examples of the sort of
2 behaviours that would attract sanctions on that page.
3 If we scroll halfway down the page, I think we see the
4 sort of things that might involve sanctions.

5 I see in relation to that list of behaviours one can
6 understand, perhaps, most of those. The one that maybe
7 calls for some discussion is absconding. Was that
8 recognised as a behaviour that would incur a sanction or
9 punishment? I presume you put it there because that was
10 the way it was treated.

11 A. I put it there because some absconsions were followed up
12 by a child having his actions foreshortened a bit,
13 usually by attaching him permanently to a member of
14 staff for a shift.

15 LADY SMITH: Sorry, what do you mean by "his actions
16 foreshortened by attaching him to a member of staff"?
17 Can you explain that?

18 A. Sorry, that's very badly put. Basically, some children
19 were very vulnerable after they had absconded. When we
20 got them back, we always expressed we were relieved to
21 see them back safe and sound. With some absconsions,
22 you were aware that the child was very vulnerable and
23 might readily go again at any time.

24 We would try to get to the underlying reason for the
25 absconsion, we might work out what it was and move on

1 from there, we might not. If we felt the child was very
2 vulnerable or might be absconding again, we might make
3 sure that they were under the immediate supervision of
4 a member of staff on a shift. In other words, they
5 might not be joining in outside activities, they would
6 be closely monitored by a member of staff.

7 LADY SMITH: How did this work? The member of staff would
8 still have had to move around the building and outdoors
9 in the normal duties, wouldn't they?

10 A. Normally, on an average day, there might be activities
11 going on in other rooms, outside -- quite often there
12 were outside games and football. Normally, there would
13 be a member of staff centred roughly in the TV sitting
14 room and the child would sit with that member of staff.

15 LADY SMITH: Thank you.

16 Mr Peoples, it's 11.30. I think we'll take the
17 morning break at this stage and we'll sit again in about
18 15 minutes, please.

19 (11.30 am)

20 (A short break)

21 (11.45 am)

22 LADY SMITH: Mr Peoples.

23 MR PEOPLES: Sandy, if I could just pick up again where we
24 left off before the break, WIT.003.001.5927, which was
25 the section or chapter on discipline and punishment and

1 other matters, including restraint. I just want to ask
2 you a few more things about that part of your statement.

3 At pages 5930 to 5931, you say something along the
4 lines that you're not sure you really appreciated the
5 impact on the child of restraint. Do you remember
6 saying that in your statement?

7 A. Yes.

8 Q. I just wanted to explore that briefly with you. You
9 tell us at the start of section 30 on "Discipline and
10 Punishment" that:

11 "Discipline and the giving of sanctions was
12 a frequent fact of life."

13 Could it also be said that restraint was regrettably
14 a frequent fact of life?

15 A. I would say more accurately it was a fact of life.
16 Sometimes it might seem a bit regular, other times it
17 might not be a particular feature. It varied according
18 to the mix of children we had at any given time.
19 I think it also varied according to how much change was
20 going on with regard to the numbers of children leaving,
21 numbers of children coming.

22 Q. Therefore, however one describes it at any particular
23 point in time, it wasn't a rare occurrence?

24 A. No.

25 Q. So far as the children themselves are concerned, and

1 just picking up on the point of what you had already
2 said, that there was perhaps not a proper appreciation
3 of the impact of restraint on the child being restrained
4 or young person being restrained, I would like to ask
5 you this: was there ever any attempt when a young person
6 or child was admitted to South Oswald Road to explain to
7 that child that restraint might have to be used, why it
8 was used, and to at least give them some kind of
9 preparation for the possibility that one day something
10 will happen and suddenly they'll find that staff are
11 holding them down or pinning them down or whatever? Was
12 there anything of that done by way of education and --

13 A. I don't think there was -- certainly an awful lot more
14 talk about it after it had actually happened.

15 Q. That's maybe after the horse has bolted.

16 A. Yes.

17 Q. There might have been a discussion about why they had to
18 use this and maybe one would get used to it then. But
19 if one's looking at the situation before this had
20 happened, the child, you don't think, would have been
21 necessarily prepared for what might come --

22 A. Yes.

23 Q. -- if they displayed certain behaviour or seemed to be
24 out of control?

25 A. Yes.

1 Q. Is that partly why you have this unease that from the
2 perspective of the child that was perhaps not properly
3 or fully appreciated by the staff at the time?

4 A. I think honestly, yes. However, I must say that,
5 really, most staff tried to earn their pay by not
6 getting to that point.

7 Q. I follow that.

8 A. It wasn't the first target or "you will suffer". It was
9 really something you didn't want to be doing. And
10 probably, it was the one area that left the strongest
11 feelings in staff actually dealing with -- and it was
12 probably staff who got all the injuries trying to be
13 calm but at the same time trying to hold on to a very
14 dynamic situation, mentally and physically.

15 And remembering -- I mean, if I had to do it, I was
16 actually pretty proficient and really played for "let's
17 get out of this quickly". But nevertheless, beyond 10
18 minutes, you began to feel quite agitated, although
19 you're maintaining, if you like, a professional front.

20 The point I'm about to make is: if I felt like that,
21 how might the child feel? I don't think I ever resolved
22 that, to be honest.

23 Q. Just to help us, on these occasions when restraint was
24 used, how many adults could there be doing the
25 restraining?

- 1 A. Usually, one.
- 2 Q. Did they not call for assistance?
- 3 A. Exceptionally, there might be two.
- 4 Q. Would the child or young person being restrained be held
5 down at times?
- 6 A. Yes.
- 7 Q. So they could be on the floor?
- 8 A. They could be on the floor.
- 9 Q. Could they have their arms held or pinned down?
- 10 A. They would have their arms held by their side.
- 11 Q. Could they have their legs held?
- 12 A. Only if they were trying to kick lumps out of you,
13 basically.
- 14 Q. And if they were trying to do that or appeared to be
15 trying to do that do you, they could have their legs
16 held as well?
- 17 A. Yes.
- 18 LADY SMITH: What method were you trained to use?
- 19 A. Basically, the training I remember was -- the one
20 I preferred myself, if at all possible, was encircling
21 the child with my arms and sitting down against a wall
22 away from furniture, anything that could hurt either of
23 us. That wasn't always possible.
- 24 MR PEOPLES: Was there a name given to that particular
25 method?

- 1 A. I think it just came under restraint.
- 2 Q. What other methods -- that doesn't sound like
3 a situation that I was just putting to you, where there
4 might be occasions when the child was on the floor and
5 being held or pinned by an adult.
- 6 A. It could be equally as dynamic, as headbutts to the face
7 were a danger doing that. Basically, it depended
8 what was about to happen, I think. If a child was about
9 to punch you -- I had a child who used to headbutt me,
10 run at me and headbutt me. Basically, it was the
11 quickest, easiest way to immobilise what was about to
12 happen you would use.
- 13 Q. What I was really after was, I suppose --
- 14 A. And sometimes, I mean, staff did walk about on shift
15 with their ears open, and basically all the staff walked
16 about with a sort of "Where are the kids? Where's my
17 colleagues? Who's missing? What's that noise
18 upstairs?" and would normally try and nip up to actually
19 see what was going on.
- 20 Q. But what I'm really driving at is maybe in at least
21 modern times, for example, to take a different scenario,
22 if nurses were expected to lift a patient, they get
23 tuition in manual handling to have safe techniques, both
24 for the patient and indeed the nurse. And what I wonder
25 is whether in the days that you're describing, there

1 were any similar techniques used in order to restrain
2 and did they have any particular name or ...?

3 A. I don't remember names for various things.

4 LADY SMITH: Was there any role play used in your training?

5 A. Yes, there had been.

6 LADY SMITH: There had been or there was?

7 A. There was.

8 LADY SMITH: Were you involved in role play?

9 A. I remember, yes, once.

10 LADY SMITH: Tell me about that.

11 A. I was the child who was about to do something really
12 horrible, a colleague was the person that was going to
13 restrain me. I didn't go full bore, being a role
14 play -- I probably co-operated, in fact. My colleague
15 chose a sitting position against a wall.

16 LADY SMITH: Were you shown any videos of methods to use?

17 A. No.

18 LADY SMITH: Mr Peoples.

19 MR PEOPLES: Just going back to the occasions when a child
20 might have been on the floor, being held in some way,
21 would they be facing the adult or adults or would their
22 face be down with their -- would they be on their front
23 or their back?

24 A. They'd be facing one way or the other.

25 Q. Could they be on their back or their front then on the

1 floor? It could be either?

2 A. I don't think I ever recall anybody on their back.

3 Q. On their back?

4 A. Yes.

5 Q. On their back? So would they be face down on the floor?

6 A. Yes.

7 Q. Where would the pressure be applied by the adult to keep

8 them in that position?

9 A. I think roughly above the elbows, probably.

10 Q. Would the pressure be applied to both the arms and the

11 upper back?

12 A. Mainly the arms.

13 Q. But not necessarily exclusively?

14 A. Not necessarily exclusively, to be honest.

15 LADY SMITH: What about their legs? If they were down on

16 the floor, were they restrained?

17 A. I do remember a restraint on an extremely big lad, where

18 a colleague came in and actually leaned over the legs,

19 and that was a particularly difficult session. They

20 weren't putting their weight on the legs, they were

21 arched over the legs, just so's they weren't kicking me.

22 MR PEOPLES: But I suppose from the perspective of the young

23 person, that could be quite a terrifying experience.

24 A. As I say, it's not something I ever totally resolved in

25 my own mind.

1 Q. If I can move on to something else. At page 5930
2 there's a section in your statement which is headed
3 "Awareness of Abuse". I think, to take matters short,
4 what you're telling us in that section is that you had
5 no awareness of anything that you would have considered
6 to be abuse taking place when you were at South Oswald
7 Road or, I think indeed, at Minto Street; is that
8 correct?

9 A. Yes.

10 Q. I take it that means that you're telling us that you
11 didn't witness anything in your time that you would have
12 considered to be abusive conduct?

13 A. No.

14 Q. Were you ever made aware by staff of disclosures of
15 abuse that had been made to them by children or others?

16 A. No.

17 Q. So far as reporting of abuse is concerned, because
18 I think you were asked to address that also in your
19 statement at 5931, at the time you were working with
20 Barnardo's, either at South Oswald Road or Minto Street,
21 was there any independent person to whom a young person
22 could speak about something that might constitute abuse?

23 A. Not at South Oswald Road. At Minto Street I think there
24 was a safeguarding lady who came in. I'm not sure of
25 the frequency.

- 1 Q. From an outside agency?
- 2 A. I took it just as a safeguarder. I'm not sure what
3 agency that came under.
- 4 Q. You don't know whether this lady was employed by
5 Barnardo's or had some other employer?
- 6 A. I have a feeling she was independent of Barnardo's.
- 7 Q. So that would have been a material difference between
8 Minto Street and South Oswald Road --
- 9 A. Yes.
- 10 Q. -- that you recall?
- 11 A. Yes.
- 12 Q. Just on that topic generally, because I know the
13 statement is broken up into two parts, South Oswald Road
14 and Minto Street, but in relation to the sort of matters
15 we've been discussing this morning, was the situation
16 much the same in both places, the way things ran?
- 17 A. They both centred very much round the care and control
18 statement as an ethos.
- 19 Q. I follow that, but also just in terms of the way that
20 the place operated, you've described how it was run, how
21 the staff discussed things, what degree of formality or
22 informality there was. Would that generally apply to
23 both places?
- 24 A. Yes, although I would make the difference there was
25 a very large sea change between working with the number

1 of children there were at South Oswald Road and the
2 number of children you were working with at
3 Minto Street. And also the environment itself was more
4 conducive, homely, cosy, and it enabled more privacy for
5 children.

6 Q. Maybe I'll come to that then, just to see what
7 differences there were. You've obviously mentioned
8 you have a recollection of a safeguarding person that
9 may have been a feature of Minto Street that was not
10 a feature of South Oswald Road. I'll come back to
11 Minto Street then because -- I don't want to go through
12 all of the matters about Minto Street, but I do want to
13 maybe see if I can identify the differences, and I'll
14 maybe come to that then in a moment.

15 Just on the general issue of awareness of abuse,
16 I think that awareness -- there was no awareness on your
17 part of abuse either at South Oswald Road or
18 Minto Street.

19 A. No.

20 Q. Could one explanation for that be that -- or might it be
21 an indication that if such things were happening from
22 time to time -- and in an ideal world they shouldn't
23 happen but we know that they do happen -- could that be
24 an indication that children and young persons did not
25 feel confident enough to confide in, for example, their

1 key worker or yourself or other staff or other persons?

2 A. That's a possibility.

3 Q. If you have no awareness of anything ever being
4 complained of or raised, it might be a real possibility,
5 is it not?

6 A. To be honest, I found, actually, the end of my report
7 a bit difficult thinking about this, because I thought
8 if there had been abuse, how would I not know? It
9 actually struck me very forcefully from one of the
10 earlier questions: who could be alone with the child?
11 It actually made me realise that although our shifts
12 were geared round trying to keep an eye on everything
13 and everybody, in fact there was lots of occasions when
14 adults were alone with children.

15 Q. Can I ask you this: so far as reporting is concerned of
16 conduct or behaviour that might constitute abuse, are
17 you aware of whether any specific steps were taken,
18 either at South Oswald Road or at Minto Street, to
19 encourage young persons and children to report abuse,
20 either by staff or others, and to explain what would be
21 considered abuse so that they had some understanding of
22 the things that shouldn't happen to them? Was there any
23 steps taken in that direction to your knowledge?

24 A. Certainly there was not a formalised way of conveying
25 that.

1 Q. I think perhaps in your statement -- and the reference
2 I have is probably page 5931 -- you do recognise -- and
3 I wonder if you recognised in the period 1980 to 1997
4 also -- that it would have been very difficult for
5 vulnerable young persons and children, even with adults
6 they might have trusted to a degree, or had a good
7 relationship with, to talk about or disclose things that
8 adults would regard as abuse. Would you accept that?

9 A. Yes.

10 Q. And that might make it all the more important that those
11 children are educated, are told what is right and what
12 is not right and what can be reported and what should be
13 reported. Is that not all the more important?

14 A. I would agree, yes.

15 Q. And maybe just as with restraint, there was a lack of
16 appreciation at least on your part -- and perhaps by
17 others -- about the impact of restraint, perhaps there
18 was maybe a failure in appreciation of that fact too
19 between 1980 and 1997, because if it had been
20 appreciated then presumably you'd be able to tell us
21 about how all the positive steps that were taken to make
22 sure that children were confident enough, did have
23 a person they could talk to, would know what they could
24 talk about and know what would happen if they did.

25 A. I think that's fair comment.

1 Q. I think there is one matter I want to ask you about in
2 your statement at page 5932, Sandy. It's in section 34
3 of your statement and it concerns, I think, the period
4 when you were at South Oswald Road.

5 You were asked about whether you have ever
6 previously been asked to give a statement about
7 allegations of abuse. I think you tell us there that,
8 perhaps about five years ago, solicitors acting on
9 behalf of Barnardo's did ask you to provide a statement
10 in relation to an allegation made by a former resident
11 of South Oswald Road.

12 I don't want you to mention the name, but there was
13 an allegation made by that person about [REDACTED]
14 [REDACTED] BDL . Do you recall being asked about that?

15 A. Yes.

16 Q. What you tell us in your statement is the allegation you
17 were asked about at that time was whether your project
18 leader had forced this boy to eat food or force-fed him
19 at a mealtime; is that right?

20 A. Yes.

21 Q. Am I correct in thinking that you said at the time that
22 you had no recollection that something of that kind had
23 ever happened on the part of Mr [REDACTED] BDL or indeed on the
24 part of any other member of staff?

25 A. Yes.

- 1 Q. I think you were asked about another allegation, but
2 that was an allegation of sexual abuse by one boy
3 against another, and I don't want you to go into that
4 detail, but you were asked about that?
- 5 A. Can I say I wasn't asked.
- 6 Q. Sorry?
- 7 A. It was a piece of information imparted to me just before
8 I left.
- 9 Q. I see. But that, I take it, was something that you
10 couldn't have shed any light on?
- 11 A. It was a shock to me to hear it.
- 12 Q. Right, okay. So if such an event had happened, it
13 wasn't something that came to your attention during your
14 time at South Oswald Road?
- 15 A. No.
- 16 Q. If I could go back to Minto Street and really explore to
17 what extent there were any material differences between
18 the way that things operated at South Oswald Road and at
19 Minto Street. Can I just try and get some sort of
20 picture of the differences. You've told us that the
21 officer in charge was Sheila Gillis.
- 22 A. Yes.
- 23 Q. How did she compare as a leader with your previous
24 project leaders, who were all male?
- 25 A. Well, I certainly didn't think of it as a distinction

- 1 according to gender.
- 2 Q. I'm not really trying to make a gender point --
- 3 LADY SMITH: I wonder where this question is going,
- 4 Mr Peoples.
- 5 MR PEOPLES: I'm trying to see -- were there difficult
- 6 qualities brought to bear in terms of leadership,
- 7 different ways of running the place?
- 8 A. I think there might have been a more nurturing approach.
- 9 Q. Right, okay. Was Minto Street for both boys and girls?
- 10 A. Theoretically, but I don't think we had many girls.
- 11 Q. Okay. Your role there, I think as I understand your
- 12 statement at page 5936, was as a residential care
- 13 worker?
- 14 A. Yes.
- 15 Q. And again, as in South Oswald Road, the children would
- 16 have had key workers, so it was a key worker system?
- 17 A. Yes.
- 18 Q. But one difference -- and I think it's maybe apart from
- 19 maybe the more nurturing approach, if you like --
- 20 is that there were fewer children at Minto Street;
- 21 is that correct?
- 22 A. Yes.
- 23 Q. And I think you estimate that normally, in the period
- 24 you were there, there would be at most five children or
- 25 about five?

- 1 A. Yes.
- 2 Q. And their age range could be between about 6 and
3 12 years of age?
- 4 A. Yes.
- 5 Q. And generally speaking -- and this is, I think,
6 something you tell us at 5937 or thereabouts -- they
7 would perhaps stay for periods of at most up to a year?
- 8 A. Yes.
- 9 Q. There was a children to staff ratio of about two
10 children -- or one member of staff to two children?
- 11 A. Yes.
- 12 Q. Like South Oswald Road, it did operate a shift system
13 with a shift leader and a shift team?
- 14 A. Yes.
- 15 Q. You have a recall that there was a process of induction
16 that involved -- part of which involved going through
17 specific policies?
- 18 A. Yes.
- 19 Q. And you do say, I think, that you did attend training
20 days during that period of employment and the training
21 included some training on restraint techniques. That's
22 at 5938.
- 23 A. Yes.
- 24 Q. One thing you say at page 5939 about that period of
25 employment at Minto Street and the training that you

1 attended during that period of employment is that you
2 felt you benefited from that training.

3 A. Yes.

4 Q. A difference between South Oswald Road and Minto Street
5 was that all children at Minto Street had their own
6 room.

7 A. Yes.

8 Q. Again, I think the daily log system was in operation,
9 though?

10 A. Yes.

11 Q. And so far as schooling was concerned, you've already
12 mentioned the tie-up with Blackford Brae. So the
13 children at Minto Street would be either attending
14 a specialist day school or the Blackford Brae unit,
15 which had educational facilities; is that right?

16 A. Yes, or might be attending an ordinary school.

17 Q. Yes, okay.

18 A. A mix.

19 Q. And there was a system of annual appraisals?

20 A. Yes.

21 Q. Was that something that was a feature of South Oswald
22 Road?

23 A. Yes.

24 Q. Was it regularly observed?

25 A. Yes.

1 Q. Again, you tell us there were regular staff meetings at
2 Minto Street, although I think you have said that was
3 a feature of life at South Oswald Road.

4 A. Yes.

5 Q. Were these meetings more formal or more structured?

6 A. Probably about the same -- it maybe felt less formal
7 because it was a nicer setting maybe.

8 Q. You thought the setting was much better or is it more
9 appropriate?

10 A. I thought it was just much more conducive for adults and
11 children.

12 Q. In what way though? Was it an old building or a modern
13 building?

14 A. It was a modern building. The staff had been involved
15 before it opened in picking furnishings --

16 LADY SMITH: Was it an old building that had been
17 refurbished?

18 A. It was originally a late Victorian building.

19 LADY SMITH: I'm just thinking Minto Street is almost all
20 Victorian properties.

21 A. Nothing purpose-built down there. But it had been done
22 up very nicely. It was cosy, it was inviting. There
23 were lots of little spaces where children, or indeed
24 adults writing reports, could sit and get a bit of peace
25 and quiet.

1 MR PEOPLES: And I think you tell us -- and I think it's
2 touched on at page 5948 -- you have some sort of memory
3 that there was some sort of independent or external
4 safeguarder that was there and available --

5 A. Yes.

6 Q. -- for the children to speak to.

7 A. Yes.

8 Q. The Minto Street project or unit, though, you tell us
9 closed in 1997. Why did it close if it was --

10 A. So fantastic?

11 Q. Well, yes, exactly. Why did it close?

12 A. I think ultimately, there may have been a financial
13 aspect. I think as well, Barnardo's had moved to
14 a position where they thought they should be putting
15 their resources more into preventative work or
16 supportive work. So it was probably a mix of things.

17 Q. So they maybe wanted to move away from residential
18 provision more to supportive provision to families and
19 children in the community?

20 A. I think that was very much the major impulse.

21 Q. By 1997 was there a difficulty getting local authorities
22 to place children at Minto Street?

23 A. There may have been. I don't recall the end, if I can
24 put it that way, very well, to be honest. But it's very
25 possible.

1 Q. Was it quite an expensive type of operation to run in
2 comparison to some of the places you'd worked in before?

3 A. I would think by definition the sort of staff ratios to
4 the number of children that were referred -- because
5 again, Barnardo's was, if you like, an agent for the
6 local authority.

7 LADY SMITH: I think just running my eye over the number of
8 roles you identified, I think I'm up to 14 or 15 once
9 you allow for the three shifts. And you have five or
10 six children there; is that right?

11 A. Sorry?

12 LADY SMITH: Five or six children?

13 A. Yes.

14 LADY SMITH: And the number of roles, number of staff, you
15 seem to have identified --

16 A. Sorry, I thought you said rules!

17 LADY SMITH: No, no, roles. The staff that you seem to have
18 identified is approaching 15 or so, which you could
19 understand, given the shift patterns, that you'd have to
20 allow for days off and so on.

21 A. Yes.

22 LADY SMITH: So it's an expensive operation for a small
23 number of children in employment terms alone before you
24 run the old building, albeit refurbished, but before you
25 run the building.

- 1 A. Yes, it's a pricey business.
- 2 MR PEOPLES: So far as discipline and punishment and
3 sanctions were concerned, did Minto Street operate in
4 much the same way as South Oswald Road in terms of
5 sanctions?
- 6 A. Yes, overall, but with one difference: we tried to sort
7 of get the scale of sanctions or consequences down to
8 a smaller level. In other words, sort of quick
9 interventions. I think the two-minute time out was
10 a regular sanction and we felt far better to be sorting
11 out disciplinary issues at that level than maybe
12 painting yourself into a corner sometimes.
- 13 Q. So maybe it wasn't quite as big a fact of life to have
14 sanctions as was the case as South Oswald Road. I think
15 when we looked at your statement you said that was
16 a regular feature of life, that there were sanctions for
17 various types of behaviour. But was it less so then
18 when you were in Minto Street?
- 19 A. Possibly not.
- 20 Q. Possibly not, okay.
- 21 A. But there would be smaller sanctions.
- 22 Q. Okay.
- 23 A. But you might have them fairly frequently and hopefully
24 not going beyond that.
- 25 Q. But I take it that whatever the differences between

1 South Oswald Road and Minto Street may have been,
2 restraint still had to be used at times?

3 A. Yes.

4 Q. Was it used in a similar way to the way you described
5 its use at South Oswald Road?

6 A. Yes, where it had to be used, yes.

7 Q. I think you tell us you weren't aware of any -- you
8 didn't become aware of any abuse or allegations of abuse
9 when you were working at Minto Street?

10 A. No.

11 Q. And no child or young person or other person reported
12 any abuse to you?

13 A. No.

14 Q. Can I turn to your final page for the moment, page 5959
15 of your statement and the section "Helping the Inquiry".
16 You say in the final paragraph:

17 "Looking back, I wonder about the ultimate wisdom of
18 putting children with powerful personal and life issues
19 in groups of similarly suffering children. I feel
20 children should have a more individually tailored
21 outcome and feel the emphasis on prevention and support
22 in the community, along with fostering and other
23 services, is a more positive way to go."

24 What's your thinking there?

25 A. It probably came to mind when I was actually compiling

1 this statement and looking back. I have fond memories
2 of both units. I remember an awful lot of humour and
3 good spirit in both units -- although that wasn't always
4 the case -- and it made me think about children being in
5 care in the first place.

6 Certainly at South Oswald Road, looking back in
7 hindsight -- and I probably half thought it at the
8 time -- there was a certain warehousing of children. It
9 was a lovely old house, but really it set off some
10 really not terribly helpful dynamics. I mean, how
11 helpful was it counting the children in your head every
12 10 minutes?

13 But I think the bit that struck me most was the
14 amount of attention children could or couldn't get in
15 a very ordinary way. Okay, you would have time to talk
16 with children quite naturally, quite spontaneously at
17 South Oswald Road, and there was an awful lot of daily
18 talking with children between adults to children,
19 children to adults, which I always thought was actually
20 quite a nice thing. But above a certain number of
21 children it was a very competitive game timewise for
22 children -- and also for staff to actually get time to
23 maybe follow up those little bits and pieces.

24 It's one of the things I really liked about
25 Minto Street because there was so much time, that you

1 could actually sit down and actually have ordinary,
2 everyday discussions with children -- not necessarily
3 about their difficulties or their care plan, but
4 actually getting to know them as a person and for them
5 to get to know you as a person. I thought that was an
6 extremely good thing, especially as a lot of the
7 children in both units had had very disrupted education
8 in the past. They had had very chequered experiences in
9 their previous placements, whether that be at home or in
10 a residential unit or a school, a residential school.

11 What struck me -- and still strikes me, looking
12 back -- were the huge gaps quite a lot of children had
13 about the world around them and how it operated and
14 where they were situated in it. One of the things
15 I really liked at Minto Street, there was just so much
16 time to do those bits of talking. I actually thought
17 that was one of the most powerful things we did, besides
18 giving them support and reassurance and boundaries and
19 the whole package, if you like, moving towards where
20 they were going next.

21 I just thought the amount of valuable time to sit
22 and just talk -- and sometimes, you know, it allowed you
23 to be very pointed or very targeted, that might be
24 a better word, because you picked up where the children
25 had the gaps and so you would begin to try and fill

- 1 those. I thought that was -- sorry.
- 2 Q. No, no. So more time to talk, to listen, to get to know
- 3 the individual children better?
- 4 A. Yes.
- 5 Q. And that was a contrast between South Oswald Road and
- 6 Minto Street, you had more time?
- 7 A. More time.
- 8 Q. So far as the staff are concerned, I didn't ask you
- 9 this, but was there continuity of staff in Minto Street
- 10 during the time you were there in the sense of did
- 11 people stay and continue to work there for long periods
- 12 or was there a high turnover?
- 13 A. No, there was a pretty good continuity.
- 14 Q. Was that the same in the case of South Oswald Road or
- 15 was there a higher turnover of staff?
- 16 A. There might have been a wee bit more of a higher
- 17 turnover, but basically there was a sort of core group
- 18 at any time. Some of the folk who left from
- 19 Minto Street went on to do professional training --
- 20 Q. Right.
- 21 A. -- sorry, South Oswald Road.
- 22 Q. So it may have been in their case a stepping stone to
- 23 going on to something else?
- 24 A. Yes.
- 25 Q. There's a matter I think you may want to tell me

1 a little bit about, which I think you hadn't put in your
2 statement, and I think it's something you were going to
3 mention, the use of volunteers. Was that something that
4 was a feature of life in South Oswald Road?

5 A. I remembered it this morning, I had forgotten it --

6 LADY SMITH: Sandy, don't drift away from the microphone:

7 I want to be able to hear you properly.

8 MR PEOPLES: So what is it that you'd like to tell us about
9 when you reflect on the use of volunteers? Is there
10 something --

11 A. It didn't have any connotation other than: oh, we
12 actually had a couple of volunteers who would maybe come
13 in and do recreational things with children for a couple
14 of hours, two or three hours.

15 Q. Lastly, because I'm going to raise this matter because
16 I think we're going to hear evidence from someone else
17 who worked at South Oswald Road and it may be touched
18 upon, so just in fairness to you. You were at South
19 Oswald Road until 1989 and you moved from there to be
20 a project worker at Minto Street; is that right?

21 A. Yes.

22 Q. And you were no longer a deputy project leader; is that
23 right?

24 A. That's correct.

25 Q. I think the reason for that was that there was

1 a disciplinary process -- and I don't want the details,
2 but I just want to bring out the fact that there was
3 a process where I think essentially there was
4 a perception that there may have been some management
5 shortcomings on your part that resulted in a disposal
6 that resulted in you no longer being a deputy project
7 leader and indeed moving to a different position in
8 a different place.

9 A. Yes.

10 Q. But I think that the disposal, which involved a warning,
11 did expire after, I think, is it a couple of years, and
12 you'd had some degree of review as part of that process?

13 A. Yes.

14 Q. And then you continued to work for Barnardo's until the
15 closure of Minto Street in 1997?

16 A. Yes.

17 MR PEOPLES: Well, Sandy, these are all the questions I have
18 for you. I have not been given any questions and
19 therefore I'm assuming that that's all that we require
20 of you today, but thank you for coming.

21 LADY SMITH: Are there any outstanding applications for
22 questions?

23 MR JACKSON: No thank you.

24 LADY SMITH: Sandy, it just remains for me to thank you very
25 much for engaging with the inquiry as you have done.

1 I suspect you have taken many hours to provide the
2 written statement that you provided for us and I'm very
3 grateful to you for the time you've taken to do that and
4 the care with which you've obviously done it, and then
5 also coming along and spending this morning with us to
6 talk about your time working for Barnardo's. It's
7 enormously helpful to me. So thank you for that and I'm
8 now able to let you go.

9 A. Thank you.

10 (The witness withdrew)

11 LADY SMITH: In the course of his evidence, the last witness
12 did make mention of a man, a Mr BDL, and just at this
13 stage I want to remind everybody that that's the name of
14 somebody who was mentioned in relation to an allegation
15 of force-feeding. He is covered by my general
16 restriction order in that context, so he can't be
17 identified as the subject of any such allegation outside
18 the hearing room. Thank you.

19 A short adjournment to get ready for the next
20 witness?

21 MR PEOPLES: Yes, please.

22 (12.35 pm)

23 (A short break)

24 (12.42 pm)

25 LADY SMITH: Mr Peoples.

1 MR PEOPLES: The next witness has anonymity and has chosen
2 the pseudonym "William".

3 "WILLIAM" (sworn)

4 LADY SMITH: Please sit down and make yourself comfortable.

5 You may need your glasses in a moment if you use
6 them for reading.

7 Just to explain, we'll start your evidence now and
8 go on for about 15 minutes or so and then have the lunch
9 break and, if necessary, resume after that. What's very
10 important is that you stay in a good position for the
11 microphone. We do need to hear you through the
12 microphone, please.

13 I'll pass over to Mr Peoples and he'll explain what
14 happens next.

15 Questions from MR PEOPLES

16 MR PEOPLES: Good afternoon, William.

17 A. Good afternoon.

18 Q. In front of you there's a red folder, which is for your
19 use when giving evidence. It contains two statements
20 that you've provided to the inquiry prior to today.

21 I will be asking you some questions about the matters
22 that you deal with in those statements.

23 The statements will also appear on the screen in
24 front of you, although there will be certain redactions
25 on the screen version. You're certainly free to use

1 whichever suits you best, either the screen or the
2 folder, during the course of evidence.

3 Before I actually begin asking you some questions,
4 for the benefit of the transcript I will give the
5 reference numbers which we've attached to your statement
6 so that we can find the relevant parts. The first
7 statement that you provided is WIT.003.001.5162. The
8 second statement that you provided is WIT.003.001.8075.

9 Can I ask you just at this stage to turn in the
10 first statement, which is the longer statement, to
11 page 5176 and confirm that you have signed that
12 statement on that page.

13 A. Yes, I have.

14 Q. Can I ask you to turn to the second statement, which is
15 a single page, which is 8075. Can you confirm again for
16 me that you've signed that second statement also?

17 A. I can see it on screen. I don't have it physical copy
18 of it but, yes, that's my writing on the right-hand
19 side.

20 Q. I think I've got a copy in front of me and I think your
21 recollection was you did sign the statement.

22 A. Yes.

23 Q. I can see a signature on it, which is identical to the
24 one that's on the previous statement. We'll proceed on
25 the basis that both are signed by you in accordance with

1 your recollection.

2 Can I just ask you at this stage, can you confirm
3 that you have no objection to your witness statements
4 being published as part of the evidence to the inquiry
5 and you believe the facts stated in your statements to
6 be true?

7 A. I do, yes.

8 Q. With that introduction, can I take you to the first
9 statement, the longer statement, if I may, and to
10 page 5162 of WIT.003.001.5162.

11 Can I start by asking you to confirm that you were
12 born in the year 1953? I don't need your date of birth,
13 by the way.

14 A. Yes, that's correct.

15 Q. What you tell us on that page is a bit about your
16 background before you joined Barnardo's [REDACTED]
17 [REDACTED] at South Oswald Road
18 in Edinburgh.

19 A. Yes.

20 Q. I'll maybe just briefly take some information from you
21 on the background details. You have a professional
22 qualification in social work and you tell us you've got
23 a diploma in social work, a certificate of qualification
24 in social work, a CQSW qualification; is that correct?

25 A. That's correct.

- 1 Q. And you obtained that from Moray House College in
2 Edinburgh, having, I think, attended a course there
3 between 1978 and 1980?
- 4 A. That's correct.
- 5 Q. Was that a full-time course?
- 6 A. It was a full-time course.
- 7 Q. As you tell us in your statement -- I'll just ask you
8 a few questions about your work history -- you had
9 before obtaining this qualification worked in social
10 care in various settings; is that right?
- 11 A. Prior to the qualification, I'd worked as a housemaster
12 in a List D school.
- 13 Q. I think you tell us that you worked [REDACTED]
14 List D School [REDACTED] is it, from
15 1973 to 1981?
- 16 A. And I was seconded from that particular establishment to
17 undertake training.
- 18 Q. Thereafter, I think you moved to a local authority
19 social worker position, is that right, with Dumfries &
20 Galloway Council?
- 21 A. Yes, as a field social worker.
- 22 Q. Was that doing generic social work?
- 23 A. It was at that particular stage.
- 24 Q. That was your employment between 1981 and 1984; is that
25 correct?

1 A. That's correct.

2 Q. Then am I right in thinking that during that period of
3 employment with the council, did you become [REDACTED]
4 [REDACTED] at a unit run by
5 the authority?

6 A. Yes, that's correct, a local authority unit.

7 Q. Which I think was a mixed unit for what was then called
8 maladjusted children?

9 A. That particular unit ...

10 Q. Or it included children that --

11 A. It included children who had difficult behaviours.

12 Q. And also children who might have been placed there under
13 various sections of the Social Work (Scotland) Act,
14 including section 16, which is one that we're familiar
15 with?

16 A. That's correct.

17 Q. Can you say where that unit was based?

18 A. It was based in Dumfries.

19 Q. And did it have a name?

20 A. It was known as [REDACTED]
21 [REDACTED]
22 [REDACTED] It was an amalgamation of two other residential
23 units in Dumfries & Galloway, [REDACTED]
24 [REDACTED] and the two were brought together and they
25 created a 24-bedded unit.

1 Q. Can you tell me what the names of the ones in [REDACTED] and
2 [REDACTED] were?

3 A. [REDACTED].

4 Q. Did they shut down and this unit was created?

5 A. They were shutting both of those units down and
6 creating, as I say, a brand new 24-bedded unit.

7 Q. Would that be for children, boys and girls?

8 A. It was for boys and girls and aged ranged from 0 all the
9 way through to 16/17 years olds.

10 Q. Initially, which I think was in about [REDACTED],
11 I think, as far as I can tell, you were [REDACTED]
12 [REDACTED] at that establishment or unit?

13 A. I'd applied and become [REDACTED]
14 [REDACTED]
15 [REDACTED] of that particular unit.

16 Q. I think that was in [REDACTED] or thereabouts from the
17 information I have seen, if I have picked it up
18 correctly.

19 I think then in [REDACTED] you had a change of
20 direction and you went to work at a school known as
21 [REDACTED] in Cumbria?

22 A. I did, yes.

23 Q. Where you were [REDACTED]?

24 A. There were two houses, one for males and one for
25 females, and [REDACTED] for the females and

- 1 younger boys.
- 2 Q. And in that role, was that a [REDACTED] role or a [REDACTED]
3 role or a [REDACTED] role or a bit of all three?
- 4 A. It was A bit of all three.
- 5 Q. The school itself that you were based at, it was
6 a residential school?
- 7 A. It was a residential school with facilities for -- and
8 I struggle to remember exactly how many young people or
9 children were in the care of that particular
10 establishment.
- 11 Q. But it was run privately, was it?
- 12 A. It was run privately, but they received children and
13 young people from, again, pretty much across the north
14 of England and some from Scotland.
- 15 Q. From local authorities?
- 16 A. From local authorities and these children would have
17 been Statement of Needs children that would be
18 through -- I think, List G would have been the
19 equivalent in Scotland.
- 20 Q. And some did come from Scotland then?
- 21 A. Some did, yes.
- 22 Q. Do you know why they couldn't be placed in an equivalent
23 place in Scotland or not?
- 24 A. I don't, to be honest, no.
- 25 Q. But it would be the equivalent of a List G school --

1 A. Yes.
2 Q. -- which is a bit different from a List D. Maybe you
3 can just help us, if you can, with the difference,
4 because you worked in a List D school for a time, which
5 was [REDACTED].

6 A. List D tended to be based around young people getting
7 themselves out of trouble. As you said, about the
8 Social Work (Scotland) Act, it'd be residential,
9 supervision orders that would be placed on young people
10 and a lot of those will have committed fairly minor and
11 some major offences.

12 In List G it tended to be more -- the term at that
13 particular time was maladjusted children, children who
14 had difficulty operating within mainstream education.

15 Q. So far as the first category that might end up in
16 a List D school was concerned, would they generally come
17 via the Children's Panel?

18 A. Yes.

19 Q. In the case of List G school admissions, would they come
20 through the local authority or the education authority?

21 A. The education authority primarily.

22 Q. So these children wouldn't necessarily have had,
23 although they might have, dealings with the panel, but
24 they could have done?

25 A. They could have, yes.

- 1 LADY SMITH: A List D school would typically be a secure
2 establishment at that time, wouldn't it?
- 3 A. No. No, there were List D schools, for example Kerelaw,
4 St Mary's, that had secure provision within them, but
5 that was only for a small number of individuals that
6 were based -- the rest of the school would operate as
7 almost like an open unit, as such.
- 8 LADY SMITH: Right. But they would have facilities if the
9 panel were imposing compulsory measures of care as
10 opposed to supervisory measures of care --
- 11 A. Yes.
- 12 LADY SMITH: -- they would I think if I remember rightly
13 typically look to a List D school to be able to provide
14 that; would that be right?
- 15 A. They would do, but again there was only a certain number
16 of List D schools in Scotland that actually had secure
17 provision.
- 18 LADY SMITH: Of course. Mr Peoples.
- 19 MR PEOPLES: Yes. So under legislation, a panel could put
20 a supervision requirement that would require the child
21 to be resident in a particular establishment and it
22 could be a List D school?
- 23 A. Yes.
- 24 Q. And within the List D schools, as you say, some had this
25 additional secure facility, which would be a locked

1 unit?

2 A. Yes.

3 Q. But that was a minority of List D schools, I think; is
4 that correct?

5 A. It would be yes.

6 Q. I think the bulk of the List D schools, [REDACTED]
7 [REDACTED] were run not by the local
8 authorities but by private or charitable providers or
9 religious organisations and the like?

10 A. Yes.

11 Q. That was a common method of operation --

12 A. Mm-hm.

13 Q. -- rather than through local authority provision;
14 is that right?

15 A. It was: Catholic Church, Church of Scotland.

16 Q. So far as South Oswald Road is concerned, I think we've
17 seen some records which maybe just flesh out a little
18 bit of the information you give on page 5162, William.
19 I think you made an application to Barnardo's on about
20 [REDACTED]. That may not ring a bell, but there was
21 an application process and I think you submitted an
22 application at that time. You tell us about the
23 recruitment process on page 5162, which did involve
24 submitting an application, a written application, and
25 you visited the Scottish headquarters in Edinburgh, and

1 you were interviewed by the senior management team
2 within the Scottish division of Barnardo's; is that
3 correct?

4 A. That's correct.

5 Q. It may be something you have dealt with, it may not be,
6 but the information I have seen suggests that you were
7 interviewed by the divisional director in Scotland,
8 a man called John Rea, and another individual who was
9 his assistant, divisional director, Alan Swift; does
10 that ring a bell?

11 A. My recollection is Alan Swift and the finance director,
12 but it might well have been that Mr Rea was there at the
13 same time.

14 Q. And I think that the process at Barnardo's at the time
15 would be that those who interviewed you, the senior
16 staff, would prepare a report, an interview report, and
17 would either recommend or otherwise to the organisation
18 in relation to the applicant; is that correct? I don't
19 know if you were familiar with that process.

20 A. I'm not familiar with it.

21 Q. But at any rate, I think that you were appointed with
22 effect from [REDACTED] I think is the date I have
23 seen in records; would that be about right?

24 A. Again, that's probably right.

25 Q. I think before that, you'd actually received a letter of

1 appointment on [REDACTED], but I don't need to take
2 you to that. I think that was the sequence of events.

3 So far as your period of employment is concerned, if
4 I could deal with that before we perhaps break for
5 lunch, you were employed by Barnardo's, according to the
6 records, from [REDACTED] through to

7 [REDACTED]. So would that be about right? Does
8 that accord with your recollection?

9 A. Yes.

10 Q. The only other thing is that I think when you went
11 through the application process, you were asked to
12 provide referees. I don't need the details, but I think
13 you submitted names of individuals who you had worked
14 with in your previous social care settings. I think two
15 were people you had had involvement with, with the
16 Dumfries & Galloway Council; is that right? And I think
17 another reference, and you may or may not know this,
18 came from a Mr [REDACTED] who I think was the director
19 or a director of -- is it [REDACTED] School?

20 A. He was the director at [REDACTED] yes.

21 Q. So there were three references from either former
22 employers or those that you'd worked with in former
23 employment in the childcare or in services for children
24 or in schools; is that right?

25 A. Yes, that's correct.

1 MR PEOPLES: I think that's maybe as good a time as any to
2 stop.

3 LADY SMITH: We'll stop for the lunch break and sit again at
4 2 o'clock.

5 (1.02 pm)

6 (The lunch adjournment)

7

8

1 (2.00 pm)

2 LADY SMITH: Mr Peoples.

3 MR PEOPLES: Good afternoon, William.

4 A. Good afternoon.

5 Q. Can I continue within your first statement,
6 WIT.003.001.5162, at page 5164. You have a section
7 there, section B, which is responding, I think, to some
8 questions that you were asked by the inquiry about South
9 Oswald Road as an establishment and also the staff
10 there.

11 I don't need to go into too much of the detail as
12 we've already had some evidence about South Oswald Road
13 and how it was laid out. We can obviously read the
14 detail for ourselves. [REDACTED]

15 [REDACTED]?

16 A. Yes.

17 Q. And [REDACTED] was an individual called Sandy Wilson?

18 A. It was.

19 Q. And [REDACTED] a number of other workers, including
20 care workers, is that right?

21 A. That's correct. There [REDACTED] was
22 Catherine Wilson, and there was a family social worker
23 who was attached to the unit, who did a lot of the
24 liaising with the local authority social work teams.

25 Q. Was that person full-time at South Oswald Road or was

- 1 she someone that was a fieldworker who worked for
2 Barnardo's?
- 3 A. She was full-time based at South Oswald Road but on many
4 occasions would be out, as I say, liaising with local
5 authority social workers or local authority teams.
- 6 Q. The other names that you mention there -- and I don't
7 need their names specifically -- in paragraph 5 on
8 page 5164, these project workers, were they involved in
9 the care side of things?
- 10 A. They were. All the people I mentioned there were part
11 and parcel of the care team. There were others, but due
12 to a failing memory, that was as far as I could go.
- 13 Q. I think there's been a suggestion there was quite a lot
14 of staff, given the number of children that were at the
15 establishment, but I don't know whether you can help us
16 with the relative numbers of care staff to children and
17 young persons being cared for. Do you have a broad idea
18 or is it too long ago?
- 19 A. It was too long ago. I think if memory serves me
20 correctly, there would be at least three members of
21 staff on at any given time.
- 22 Q. Yes. I think [REDACTED] - we did hear some
23 evidence from him -- and his recollection was there was
24 a shift system and that there would be a shift leader
25 and he performed that role, as did others. And the

1 shift would perhaps have a team of maybe four in all,
2 including the team leader, the shift leader.

3 A. That's possibly correct.

4 Q. Something along those lines?

5 A. Yes.

6 Q. Would you have ever been a shift leader as such or did
7 you tend to be --

8 A. I would have been. The position I held covered a range
9 of duties, [REDACTED] as well
10 as on occasions actually face-to-face contact with the
11 children who were in the unit.

12 Q. But broadly speaking, would it be more for [REDACTED]
13 and the others that I mentioned there, and the ones you
14 can't remember, to be in more daily contact and involved
15 in the shift system?

16 A. It would have been, yes.

17 Q. One thing that Mr Wilson told us was that -- his
18 recollection was that there was a day shift and then
19 a back shift until about -- he said the day shift might
20 be from 7 am to perhaps 2/2.30 in the afternoon, the
21 back shift from then until 10 at night, with periods for
22 handovers between shifts.

23 A. Yes.

24 Q. But then at night there was a system where there was
25 a waking member of staff, someone who was awake --

- 1 A. Yes.
- 2 Q. -- during the night-time, and someone who was
3 effectively on call but was just sleeping, but could be
4 called on if necessary?
- 5 A. That accords with what I can remember as well.
- 6 Q. I think you tell us that the children that were
7 accommodated at South Oswald Road -- this is at
8 page 5166 -- the numbers maybe varied, you think, but
9 your recollection was they were perhaps primary school
10 age or certainly just about to start secondary school.
- 11 A. Yes. Most of the children would have fallen into that
12 age range.
- 13 Q. And I think you tell us that so far as where they came
14 from is concerned, a large number of the children came
15 from the Lothians region; is that right?
- 16 A. That's correct, yes.
- 17 Q. Although there were other children --
- 18 A. There were children from other areas and on the basis of
19 the way the unit operated vis-à-vis the funding for it,
20 Barnardo's at that time had a budgetary system that
21 looked at the unit cost for establishments such as South
22 Oswald Road, so there was an optimum number that we had
23 to have really to break even financially.
- 24 Q. I think in paragraph 7 you tell us what you have told us
25 already, that your role was much more in the [REDACTED]

1 [REDACTED] side of things, so you wouldn't be as
2 heavily involved in participating in shifts and indeed
3 you weren't a key worker for specific children. That
4 wasn't part of your function?

5 A. No. Most of my day-to-day duties would have been
6 outwith direct supervision of the young people.

7 Q. And I think you say you probably don't have much memory
8 of having to be involved in the night-time arrangements
9 either?

10 A. I was on call on a number of occasions and was called
11 out due to either behaviours or difficulties within the
12 unit.

13 Q. The arrangements that we've been discussing, this shift
14 system with shift leaders and a team, but the night-time
15 arrangement being the person that was sleeping over and
16 the waking member of staff, were these things that were
17 decided upon at the establishment level or at a higher
18 level, these types of arrangements?

19 A. It would be decided upon at a higher level. There would
20 have been discussion between the directorate and the
21 individual units as to how best to effect care and
22 supervision during periods, both day and night. But
23 waking members of staff, vis-à-vis staff who had dealt
24 with the young people during the day, were there in the
25 evening, so there was some continuity as to what took

1 place in the afternoon, they carried that forward. And
2 the waking member of staff was a night duty worker who
3 came in to relieve the rest of the staff group.

4 Q. So far as the general arrangements were concerned, again
5 the key worker system, I take it, would have been
6 a system that you inherited or you came into, it already
7 existed when you arrived?

8 A. I think it already existed, but it was a fairly widely
9 practised thing within residential care at that
10 particular time to allocate key workers for young
11 people.

12 Q. In paragraph 8 you tell us a bit about how you were
13 introduced to Barnardo's and indeed to South Oswald Road
14 in particular, and that, to some extent, the process of
15 induction was handled by Mr Swift, who was the deputy or
16 assistant divisional director; is that right?

17 A. That's correct.

18 Q. He took you through some of the aspects of the job, was
19 that right?

20 A. Again, there were elements of the [REDACTED] role that
21 would have been undertaken both at Corstorphine
22 headquarters and also in-house, where discussions would
23 have taken place with Mr Swift.

24 Q. One thing you do say in paragraph 8 -- and I'm
25 interested in this -- is you have no memory of what you

1 describe as formalised training when you arrived to
2 equip you for the post or to train you in relation to
3 any relevant arrangements, policies, practices,
4 procedures.

5 A. Yes, I would qualify that by saying that's my memory as
6 such. It may well have been that there was actually
7 formalised elements produced. Certainly Barnardo's had
8 quite a large volume of procedural guidelines that
9 covered the whole range of activities in connection with
10 a residential unit.

11 Q. Yes. Just on that one, maybe, if you could help me.
12 Were these guidelines contained in any particular form?
13 Where were they, if you needed to access them?

14 A. I can't remember how many, but two or three volumes that
15 were actually present within the unit, so it could be
16 referenced, for example, or could be utilised as part
17 and parcel of ongoing day-to-day activities.

18 Q. Was that something that was at the establishment when
19 you arrived [REDACTED]

20 A. I would struggle to say yes or no to that.

21 Q. Where were these volumes or folders located?

22 A. They were kept in the administration block, which is
23 right next door to the day-to-day living situation.

24 Q. Between [REDACTED] -- and I appreciate it's difficult
25 to be very precise -- but as a matter of general

1 impression would that document have been well-used and
2 well-thumbed by members of staff on a day-to-day or
3 a periodic basis?

4 A. It may well have been in regards to very specific issues
5 where we may well have had to reference something either
6 in the context of care provision for the young people or
7 managerial issues in regards to the unit.

8 Q. Would staff have been expected, when they started, to
9 familiarise themselves from cover to cover of these
10 documents?

11 A. I wouldn't have said so, no.

12 Q. So they might be referred to from time to time, but not
13 necessarily as -- there wasn't necessarily an
14 expectation that as part of a process of recruitment,
15 you would have to be conversant with and understand the
16 whole material that was contained in these volumes?

17 A. That's correct.

18 Q. [REDACTED] did you from time to time get
19 anything that updated or revised this material that was
20 in these folders or manuals?

21 A. Again, I would struggle to remember whether that's the
22 case. I know in various establishments, various guises
23 in terms of my work record, on occasions you'd get
24 circulars coming round, for example, that updated
25 procedures. Whether that took place within the context

- 1 of South Oswald Road, I can't say.
- 2 Q. Okay. I suppose it's not jumping out at you at the
3 moment that you were regularly getting circulars and
4 they were regularly being inserted into the manual and
5 then the manual was being used like a sort of daily
6 bible of guidance and direction? It doesn't appear to
7 be that was the way it was done?
- 8 A. I can't remember.
- 9 Q. It sounds as if it might be quite a lot of information
10 to try and take in anyway if it was --
- 11 A. I think there was a huge amount of information in the
12 context that this was a national organisation, so
13 circulars and information related to the length and
14 breadth of the country and it wasn't specific to that
15 particular unit. It covered the whole range of issues
16 in the context of Barnardo's as an organisation.
- 17 Q. So far as training is concerned more generally during
18 the period you were there [REDACTED] what
19 can you remember about that in terms of training either
20 for yourself or indeed for staff that you were
21 responsible for?
- 22 A. Barnardo's had a training officer from the training team
23 within Corstorphine, the building there. I can't
24 remember the name of the individual concerned, but we
25 did have a training officer that liaised with the

1 management team in South Oswald Road and also would
2 liaise with the assistant divisional director when it
3 came to looking at the plans for any particular
4 establishment.

5 Q. To some extent we've heard of at least some
6 establishments that were run by Barnardo's that those
7 who joined might have explanations of their role or
8 explanations of how an establishment was run and they
9 would perhaps describe it best as on-the-job training or
10 learning from those that were already there who knew the
11 practices and processes. To some extent was that the
12 situation at South Oswald Road when you came in?

13 A. I would say it was more balanced than that in the
14 context of some training having taken place through more
15 senior managers, for example the assistant divisional
16 director, the finance director. There was also an
17 estates manager and so they covered elements in regards
18 to that.

19 In regards to the day-to-day care of the young
20 people, then that was very much down to the expertise of
21 the staff who were there, aided and abetted by local
22 authority workers and also the likes of the family
23 social worker and senior managers within the
24 establishment.

25 Q. So in relation to that type of day-to-day care and

1 treatment of children and how to handle situations, what
2 I think I'm taking from what you're saying is there
3 wasn't some specific written guidance that staff were
4 issued with to guide them in these matters, it was
5 perhaps a looser process, if you like, of, to some
6 extent, discussion between staff, talking to the more
7 senior staff, talking to external social workers and so
8 forth, and perhaps working out the best way to handle
9 particular situations that arose?

10 A. I would say that's the case and that was on the basis
11 that the unit operated on a kind of child-centred basis
12 vis-à-vis the fact that each individual child had their
13 key worker and their own action plan and therefore,
14 given their behaviours and given their difficulties,
15 then it was tailored to meet that rather than have
16 something that was off the shelf, to say this is how it
17 will operate.

18 Q. I can see the argument to some extent, but I suppose the
19 weakness of that approach might be that you might get
20 variations and inconsistencies in handling the same
21 situations by different staff if there's a degree of
22 discussion and individual judgement as and when. Do you
23 accept that?

24 A. I certainly would accept that there were times where it
25 could be quite subjective in respect of how people felt

1 they should handle particular situations, but it was
2 only through dialogue that one could get into some sort
3 of consensus as to what worked best for the young person
4 involved.

5 Q. But there would be situations, I suppose, then where
6 within the same establishment different members of staff
7 faced with the same situation might handle it
8 differently.

9 A. There were inconsistencies on occasions.

10 Q. Even if they discussed it afterwards, it might just
11 reveal that "I wouldn't have done it that way, I would
12 have done it this way", so you wouldn't necessarily get
13 a consistent way of dealing with perhaps a situation
14 that would arise regularly in practice?

15 A. I would say that my own experience, both in terms of
16 this particular unit and other units that I'd worked in,
17 is that it's somewhat difficult at times to create that
18 degree of consistency. You will have blips and it's
19 about how you manage the inconsistency and actually help
20 to improve the performance of staff generally.

21 Q. Based on your general experience, you say this was maybe
22 an issue that in practice can all too often arise, that
23 you get these variations and differences in how people
24 respond?

25 A. I wouldn't disagree with that.

1 Q. Just in terms of formal training, though, in relation to
2 general issues that are likely to arise in a care
3 setting, we know, I think, that South Oswald Road, and
4 indeed some other establishments that Barnardo's ran,
5 were catering for children and young persons who had
6 behavioural and emotional difficulties, who could be
7 very challenging -- some were described, I think,
8 historically as maladjusted.

9 A. Mm.

10 Q. So far as you're aware, and I know you can only focus on
11 the period you were there, [REDACTED] was there any
12 specific training given as to how to care for and handle
13 children with those problems and difficulties? Can you
14 recall specific training that was to address that
15 particular group of children?

16 A. I can't. I can't remember anything specific
17 in relation ...

18 Q. And can you remember more generally whether there was
19 any training put in place by the organisation and
20 applying to your establishment in the period you were
21 there in relation to child protection and safeguarding?
22 Was there any specific training that was addressing that
23 matter?

24 A. Again, I can't quote something that took place, but
25 that's not to say it didn't. As I say, we had

1 a training officer, we were dealing with young people
2 and children, and certainly in the last couple of years
3 of South Oswald Road, during the time I was there, we
4 had a number of children who had been sexually abused
5 that came into the unit.

6 Q. That came into the unit?

7 A. Yes.

8 Q. But was there any training given as to how to -- or any
9 discussion as part of training about the issue of
10 possible abuse of children within the care setting by
11 either care staff or other adults? Was there any
12 discussion or training that equipped staff in relation
13 to that scenario? Can you recall?

14 A. It's a very general question. I'm not sure what the --

15 Q. You tell us obviously that maybe there was some training
16 to some extent latterly that maybe staff benefited from
17 in how to handle disclosure of abuse by a child where
18 the abused happened in a community setting, perhaps if
19 they were away from the care setting for a weekend or
20 something like that. You seem to have a memory of that
21 sort of thing, that perhaps there was some degree of
22 training and discussion as to how to tackle that
23 problem. What about the possible abuse of children
24 within the care setting by care staff? Was there ever
25 any training where people sat down and were addressed on

1 that issue, a more specific issue about abuse within
2 care?

3 A. I think that there were issues in relation to tackling,
4 shall we say, inconsistencies, as I've mentioned before,
5 about the way that we managed situations and treated
6 young people that were in our care. When we use the
7 term abuse, that becomes quite emotive in regards to
8 what kind of abuse are we talking about: physical abuse,
9 emotional abuse, sexual abuse, et cetera. Now, I've
10 already said in my statement I did not witness any of
11 that in the time that I was in South Oswald Road.

12 Q. No, I appreciate you've said that. I'm just trying to
13 say that obviously you may have been very fortunate
14 in that sense, but that's not to say that people
15 shouldn't have training to anticipate the possibility
16 and how one would both respond to any report of such
17 abuse or indeed recognise the signs of that possibly
18 happening in the care setting. Do you follow what I'm
19 trying to --

20 A. I do. There was very clear statements, for example,
21 about physical chastisement and punishments and about --
22 chastisement of any sort was a taboo. Sanctions had to
23 be proportionate in terms of what the -- the error of
24 their ways. But that tended to be more so along -- I'm
25 loath to describe it as family lines, but it would have

1 been something that one would have expected to see in
2 a family: withdrawal of privileges, going to bed early,
3 et cetera.

4 Q. Were staff, for example, trained, to your knowledge, to
5 spot and understand the signs and indicators of abuse
6 within a care setting? Possible indicators.

7 A. No.

8 Q. They weren't trained along those lines?

9 A. Not that I can recollect.

10 Q. You have mentioned the issue of discipline and
11 punishment. I think we've been told by other evidence
12 that the policy was that corporal punishment was not to
13 be used --

14 A. No.

15 Q. -- in the care setting, South Oswald Road, in the period
16 you were there. That was the general policy position
17 that applied to staff?

18 A. Yes.

19 Q. However, you had children that would from time to time
20 display quite challenging behaviour.

21 A. Mm-hm.

22 Q. We understand that there would be occasions when
23 restraint would have to be used.

24 A. Yes.

25 Q. And it wasn't an uncommon occurrence according to

1 evidence we've heard. Would that be fair to say, given
2 the profile of the children that were in South Oswald
3 Road?

4 A. That's correct.

5 Q. To what extent were the staff in your time given
6 specific training in how to respond where restraint was
7 thought to be necessary, either to protect the child
8 from harming himself or protect others from harm from
9 the child? To what extent was there specific training
10 on restraint, when it was appropriate, and how it should
11 be carried out?

12 A. I think there was various maxims put forward in regards
13 to how restraint was only to be used when the child was
14 either putting himself at danger or potentially other
15 children at danger when they were acting out, those kind
16 of behaviours. In regards to specific informal
17 training, again within the unit the training officer --
18 and again I can't recollect just exactly how, when and
19 where, but it was debated and discussed. It was also
20 a fairly regular feature of any discussions within
21 reviews and also in-house, within team meetings,
22 et cetera, as to how and where and how many people
23 should be involved, because it was seen on occasions
24 that it was useful to actually have two people involved
25 in a situation where restraint had to be used.

1 Q. Just as people might get first aid training and things
2 of that kind and techniques to use, was there any
3 training of that kind to your knowledge?

4 A. Not that I can remember.

5 Q. Would it be fair to say then that the methods used could
6 vary from staff member to staff member, where it was
7 judged that some form of restraint was necessary? Was
8 there a degree of individual judgement as to how to
9 handle the situation?

10 A. I think again one has to look at the position that
11 you're talking about dealing with different children as
12 well. Therefore different children, different make-up,
13 different behaviours, et cetera. As I already said, we
14 had discussions about, on occasions, it might be better
15 that it was a female member of staff that actually dealt
16 with the restraint rather than a male member of staff
17 because of what that did to the young person involved,
18 and also their history.

19 Q. I suppose it's not always possible to make that
20 selection; a child might just spontaneously display
21 behaviour that has to be addressed very quickly and the
22 staff have to just do what they think right. Is that --

23 A. That may well be the case, but there was also agreement
24 in terms of practice and procedure that staff would be
25 supported. If they were in a situation where there was

1 restraint taking place, it was seen as important that
2 another member of staff, if they weren't participating
3 in the restraint, were certainly available around about
4 to lend support to that individual.

5 Q. I think we heard some evidence -- and I hope I'm not
6 incorrect in this -- from [REDACTED]
7 Mr Wilson, that there would be times when individual
8 members of staff would be on their own and carrying out
9 some form of restraint. I presume that could happen
10 even --

11 A. Possibly that could happen -- and again it's a large
12 rambling building -- and I can't remember the exact
13 layout of the building itself, but there may be
14 occasions where somebody might have been in the
15 dining room, if something took place where other staff
16 would be either outside or at the far end and therefore
17 they might have found themselves in that position.

18 Q. And I think he said that from time to time, depending on
19 what behaviour you had to address, there might be
20 occasions when a young person could be on the ground,
21 face down on their chest, and being restrained or held
22 on various parts of the body. That could happen, he
23 said.

24 A. Possibly they were held, yes.

25 LADY SMITH: William, given the age range you told me about

1 earlier, we could imagine, I suppose, a boy of 10 being
2 physically restrained by staff at South Oswald Road;
3 yes?

4 A. Yes.

5 LADY SMITH: And perhaps the restraint being used was that
6 he pushed face down on the floor and held down. Yes?
7 Have I got that right?

8 A. I'm not so sure about the face down and pushed down.
9 That's not my recollection of some of the restraint that
10 took place.

11 LADY SMITH: Would they ever be face up?

12 A. We had a number of individuals who practised restraint
13 by actually getting behind the young person and holding
14 their arms across their chest.

15 LADY SMITH: Okay. I'm just dealing with the situation
16 Mr Peoples explored with you. We have heard evidence
17 that a child could be put on the floor, not face up.
18 Whether their face was turned to one side or not, they
19 are chest down anyway. You're a 10-year-old and an
20 adult or adults are holding you down.

21 A. Mm-hm.

22 LADY SMITH: Not a member of your family, a member of staff
23 in the care home. How do you think the 10-year-old
24 felt?

25 A. I would imagine it would be a very difficult situation

1 for them.

2 We had this debate on several occasions, allied to
3 the fact of the kind of abuses that the child might have
4 experienced themselves, as to whether in restraining
5 them we were actually exacerbating the situation because
6 it brought back memories of situations they found
7 themselves in.

8 LADY SMITH: It could be terrifying, couldn't it?

9 A. Yes, and that was something that was debated and
10 discussed. It wasn't kind of put away in the corner and
11 said: you will not do it in such a fashion. But we
12 certainly did talk about what was the most appropriate
13 way of, shall we say, that young person not either
14 harming themselves or harming others.

15 LADY SMITH: Were you then talking about the risk of the
16 child feeling they were being abused?

17 A. Yes.

18 LADY SMITH: Receiving treatment that they should not have
19 been receiving in a place where they were supposed to be
20 being taken care of?

21 A. Very much on the basis that I've described already, that
22 we were conscious of one or two individuals, specific
23 individuals, because of the disclosure of abuse that
24 they gave themselves and through discussions with the
25 local authority and with police about investigations

1 they'd been involved in. When it came to looking at
2 care plans and looking at how we dealt with those
3 situations, people had to be ultra careful not to, as
4 I say, replicate the abuse that that young person had
5 experienced previously.

6 LADY SMITH: Mr Peoples.

7 MR PEOPLES: So there was an awareness of this issue at the
8 time and discussion about it and the possible adverse
9 consequences of using restraint too liberally or indeed
10 at all?

11 A. When you say "at all", it makes it rather difficult
12 because if a young person is actually putting himself at
13 risk then you had a responsibility as a primary carer to
14 try and avoid that taking place.

15 Q. If that is something that is inevitable, then presumably
16 that is all the more reason that there should be some
17 clear guidance to all staff, proper training, not just
18 a discussion, and try to do it the best you can? It'd
19 have been better, would it not, with hindsight to
20 perhaps have done that in a more formalised way, using
21 those that have expertise about restraint and the
22 effects of restraint and how children perceive
23 restraint, that sort of thing? Would that not have been
24 a good thing?

25 A. I don't disagree.

1 Q. Your former colleague said this as part of his evidence
2 when we were discussing this issue and he was talking
3 about it and saying that restraint was used. He said:

4 "I'm not sure we really appreciated the impact on
5 the child of restraint."

6 That was his reflection in hindsight. Would you
7 agree with that?

8 A. That's probably the case, although I've said already
9 that we did discuss particular individuals because of
10 the situation they had come from. I've already
11 mentioned in the statement that we also received advice,
12 and although you're saying that it was not formalised
13 training as such, in dealing -- and again going back to
14 this business about it being child-centred, it had to be
15 tailored to the individual rather than have a blanket
16 provision to say that: on every occasion you will
17 restrain in such-and-such and fashion or you will manage
18 a situation in such a way.

19 But there were people such as psychologists and
20 psychiatrists at Roll(?) Bank who were actively involved
21 in the discussion of care plans with these young people.

22 Q. I appreciate it is a difficult issue and it probably is
23 today still a difficult issue because I am sure that
24 views on restraint and how to restrain have changed over
25 time and maybe that's something you may be aware of.

1 But the other point might be that if restraint is to
2 be used at all -- and I accept you would say it's
3 unavoidable in this context -- was anything done to
4 explain to all children in the establishment that
5 restraint might have to be used so they were educated
6 about what would be done, why it would be done, so that
7 in some way they had some degree of anticipation of that
8 possibility of restraint happening to at least reduce
9 the risk of being in fear of consequences or believing
10 that it might represent some form of assault or
11 whatever? Was anything done in a formal way to educate
12 and inform the child to give them an understanding of
13 why restraint was appropriate before it was ever
14 exercised? Can you think of that being done?

15 A. I can't think of anything formalised to the degree that
16 you're kind of posing the question. I can think that
17 in the situations that certainly young people will have
18 found themselves in, that they will have been advised,
19 if not warned, by staff members that their behaviour was
20 out of control and therefore to that extent either they
21 managed to withdraw from that situation or they would
22 need to be held until such time as they were safe again.

23 Q. I appreciate that may have happened, indeed, if they
24 were restrained several times they might start to
25 appreciate what was being said. But surely at the very

1 beginning you should perhaps be setting out the grounds
2 rules and explaining these processes and explaining
3 they're not intended to create fear or terror and to
4 explain why they might have to be used and in what
5 circumstances.

6 You're looking slightly -- you're probably saying
7 this doesn't reflect the reality but --

8 A. I'm slightly askance in the sense that, as I say, the
9 whole thing is based on the premise that you're putting
10 the questions, that there is not an ongoing dialogue and
11 there's not a relationship. The key worker was not the
12 only person that had a relationship with the individuals
13 who lived within the unit. All staff had relationships,
14 some good, some bad, but in the context of having
15 a relationship, much the same as you would actually
16 apply that in family situations, sometimes the
17 relationship and the withdrawal of affection or
18 a withdrawal of praise was sufficient to actually bring
19 a young person down.

20 In other cases, where they lost control to the
21 extent they were putting themselves in danger, they may
22 well be warned beforehand that if that was the case,
23 then they would be held and drawn back from that
24 situation.

25 Q. Well, let's look at another matter as well. What

1 information were they given about encouraging them to
2 report behaviour that they felt was inappropriate on the
3 part of staff? Was there any practical step taken as
4 a matter of general practice that children were made
5 aware that if a staff member does any of the following,
6 then you should come and report it and that you will not
7 be in any way -- you'll be listened to and it will be
8 dealt with in an appropriate way and things of that
9 nature? Was anything done along those lines to educate
10 them as to what was acceptable and what was not
11 acceptable on the part of staff?

12 A. I cannot remember anything, again, being formalised to
13 that extent.

14 Q. I suppose -- and I think you probably do recognise in
15 your statement, if I'm not mistaken -- that in relation
16 to that matter and I think there's a passage, I think,
17 in your statement at page 5174, if I could move forward
18 in the statement, where there's the subject of
19 "Reporting of Abuse" and so forth.

20 You, I think, are alive to the fact that children
21 and indeed vulnerable adults might find it very
22 difficult to disclose or report something that,
23 objectively judged, would be considered to be abuse.
24 However they express their concerns, they might find it
25 difficult in a particular context where you've got

1 adults in authority, you've got vulnerable people,
2 particularly children, they might find it difficult to
3 come forward and say that the person that's looking
4 after them is doing something bad to them. Is that
5 something you recognise would be a difficulty?

6 A. I would recognise that, but I would also put it in the
7 context that we're talking about what was taking place
8 some 30/40 years ago is now seen through a prism of
9 experience, and after having dealt with a number of
10 individuals, now adults, who have been in that
11 situation, I can well recognise that what took place
12 during their period of time within residential care may
13 have been on occasions quite a frightening experience
14 for them.

15 Q. So how has that been successfully addressed and how --

16 A. In the here and now?

17 Q. Yes. How are they now encouraged to report things that
18 should not be happening to them?

19 A. I think there's a much higher degree of transparency now
20 in the context of young people within the care sector.
21 That's not to say that it is completely transparent, but
22 I do think things like the Care Inspectorate, local
23 authority inspections, quality assurance teams,
24 et cetera, and formalised training that you've referred
25 to several times, people are beginning to not so much

1 close gaps but certainly address some of the underlying
2 issues that were about a good number of years ago where
3 people could slip the net.

4 Q. Yes, because I suppose you were at South Oswald Road,
5 for example, for five years and, as I understand it, you
6 weren't aware of any complaint, were you, of abuse?

7 A. No.

8 Q. However it was couched or explained, you weren't aware
9 that that had been done in all your time there --

10 A. No.

11 Q. -- by any child or young person?

12 A. Not that I can remember, no.

13 Q. Some might say that's too good to be true, that things
14 must have happened over a five-year period when you've
15 got children in those situations, you've got contact,
16 you've got use of restraint, which can sometimes be
17 misused.

18 A. Mm-hm.

19 Q. Do you not find it surprising that nothing came to
20 light? Did you ever ask yourself why would that be?

21 A. I'm not sure where that question is going. In the
22 context of during the five years that I was in South
23 Oswald Road, I never witnessed nor was it reported to me
24 that any kind of abusive situation had taken place.

25 It might well have been there was inconsistency in

1 practice, it may well have been that young people felt
2 hard done to by certain members of staff because of the
3 way they've reacted to them as individuals. But
4 I cannot think of anything that I would have termed to
5 be abusive.

6 Q. I suppose I'm making the point that the absence of any
7 complaints to some might seem a little bit surprising,
8 that over a five-year period, if something could have
9 happened, because we know it's happened in other
10 contexts, we know of people who have been convicted who
11 were in care settings, we know that people have made
12 many allegations and these are coming to light now, and
13 all I'm putting is: is there a reason why there were no
14 reports? Was it to do with the system, was it to do
15 with the lack of education of children or the lack of
16 encouragement to children or whatever? I'm just trying
17 to get your help on that one. Because you seem to think
18 that in modern times complaints are made and people are
19 confident enough to come forward. Why do you think
20 that is?

21 A. Well, I can't say that people always come forward, even
22 in modern times. All I'm saying is I think there's
23 a greater degree of transparency now is that ... you
24 know, behind closed doors, as it may well have been
25 seen, 30, 40, 50, 60 years ago, and some of the abusive

1 situations that did take place where young people were
2 well away from any kind of support networks.

3 But even in the time, the five years that I was in
4 South Oswald Road, I would have said there was some
5 degree of transparency. We had regular contact with
6 local authorities, we had local authorities coming to
7 visit and see the unit. Because we -- as I made
8 reference previously to the way the budgetary provision
9 existed, we had to go and market the unit as well in
10 terms of trying to find local authorities who would want
11 to place children there, and therefore they came along
12 and they saw in action what was taking place. Granted,
13 that was only a snapshot and they wouldn't have seen
14 day-to-day life as such.

15 Q. Looking at another aspect of this, about the risks of
16 children being abused in care settings, we've heard
17 evidence already about South Oswald Road, and indeed
18 perhaps other places run by Barnardo's and indeed
19 others, where care staff would at times be alone with
20 children in one-to-one situations, and indeed to some
21 extent that might have been encouraged at both South
22 Oswald Road and other places. Was that the way things
23 were, that one-to-one situations were not uncommon?

24 A. I'm not sure when you say encouraged.

25 Q. They encouraged children and staff to be together but

1 not only to be together in groups but to be together as
2 individuals?

3 A. There would be occasions where it would be one-to-one
4 and it may well be something to do with even an everyday
5 situation, such as going to school, going shopping,
6 whatever else.

7 Q. So was there any recognition of the inherent risk of
8 that one-to-one situation or any attempt to reduce the
9 times that there would only be one child and one adult
10 together?

11 A. I would have to say at that time and place, no.

12 Q. Because going back to what we were talking about earlier
13 about the arrangements, the shift arrangements, there
14 was only one waking adult that could access all parts of
15 the building where children were accommodated at night
16 between 10 pm and 7 am; is that right?

17 A. Yes.

18 Q. So I suppose, with hindsight, would you accept that if
19 you were looking at it from a risk management point of
20 view today, that would not be a situation that would now
21 be tolerated?

22 A. I think that's probably the case, yes.

23 LADY SMITH: If you're talking about a child going shopping
24 with a member of staff on a one-to-one basis, where did
25 they go?

1 A. The local shops in Edinburgh.

2 LADY SMITH: There aren't very many local shops to South
3 Oswald Road. Where did they go? Did they go across to
4 Morningside or come into the city?

5 A. They would come into town.

6 LADY SMITH: By car, by bus?

7 A. By bus.

8 LADY SMITH: So they'd be away for a while and be expected
9 to be away for a while if they had gone into town?

10 A. Yes.

11 LADY SMITH: Nobody would think twice about the fact that
12 they weren't back in five minutes?

13 A. I'm not sure they would get back in five minutes.

14 LADY SMITH: Well, exactly. It highlights the risk that was
15 being taken, doesn't it, that it could be a significant
16 period that the child was away with an individual member
17 of staff? It would be accepted that they have to be
18 away for a while to do what they've said was going to be
19 done, if that's what happened.

20 A. Yes, and in the context of risk management, I can see
21 where the questions lie. But on the other side of it,
22 there's a presumption, you know, that situations arise
23 where the child might be put at risk and there's an
24 abuse takes place. But in a lot -- and a high
25 percentage -- of situations, it was an everyday

1 occurrence, you know, a child being taken to school,
2 being dropped off.

3 LADY SMITH: Mr Peoples.

4 MR PEOPLES: It's the occasions when that is not what
5 happens that risk management is all about. If you want
6 to reduce the risk then perhaps, particularly in the
7 context of a relationship between a vulnerable child and
8 an adult in authority, one might think that one has to
9 do more.

10 A. Yes. I think in the context of where we are now, and
11 what we know now, and what happened then, we would
12 certainly reword and rejig the whole set of procedures
13 around that particular issue.

14 Q. We've talked generally about restraint and maybe this is
15 as good a time as any to deal with a particular
16 allegation which I think you have been given notice of
17 and you have given a response to in your other statement
18 that we referred to this morning.

19 Before I ask you about that, I just would like to
20 warn you, as you've been warned when you gave your
21 statement in response before, you don't have to answer
22 any questions today about that matter if you don't wish
23 to because you have the basic rights that any person
24 would have where an allegation of that kind has been
25 made. If you do say anything, then obviously we would

1 record it, and it's possible that in the future, in
2 other proceedings, it might be referred to.

3 So do you fully understand that, if I ask you some
4 questions about the matters?

5 A. I do, yes.

6 LADY SMITH: Can I just echo what Mr Peoples has said and
7 assure you he is right. Although this is not a court,
8 you have all the protections you would have in
9 a courtroom against self-incrimination, and that means
10 if you choose not to answer the questions, you are
11 entitled to do that.

12 A. Okay.

13 MR PEOPLES: I am not going to mention the individual by
14 name, but you've been advised of the identity of the
15 individual who's made the allegation I'm about to raise
16 with you for your response today.

17 A. Yes.

18 Q. Indeed, you've responded to this in the statement at
19 WIT.003.001.8075. You can have that in front of you if
20 you wish.

21 I'll just read out what the allegation is and ask
22 you if you wish to make a comment upon it today. The
23 allegation is as follows:

24 "William restrained me when I misbehaved. He would
25 put his body weight on my chest. I remember not being

1 able to breathe properly. I understand that people have
2 to be restrained; however, he was too large to be
3 applying that pressure to my chest. Nowadays the way in
4 which he restrained me would be viewed as unacceptable."

5 Do you want to comment specifically on that
6 allegation that's been made by that individual?

7 A. As I said in my statement, I refute it. I did not
8 restrain children by lying across their chest.

9 Q. I take it you did sometimes restrain children though?

10 A. Yes.

11 Q. So how would you restrain a child?

12 A. It would be holding them -- arms or, on occasions, if
13 they were lashing out, if there were two people involved
14 in the restraint, holding their feet so they couldn't
15 kick out and hurt themselves.

16 Q. Would there be occasions when you were doing such
17 things, as we have heard from another witness, where the
18 child or young person might be on the ground, face down?

19 A. Yes. But whether it was face down -- I can't remember
20 the face down. It certainly wouldn't have been an
21 intentional act to actually put them face down and cause
22 them grief.

23 Q. Because I think the essence of the complaint isn't that
24 restraint should not be used --

25 A. No, no.

- 1 Q. -- in appropriate circumstances. The essence of the
2 complaint seems to me, from what I have read out, there
3 was some undue pressure applied which caused an effect
4 that the person in question found difficult to breathe.
- 5 A. Right. I would refute that. I cannot in all the
6 situations that I had to restrain people -- I didn't lie
7 across their chest and restrict their breathing.
- 8 Q. Would either you or other staff involved in restraint,
9 would that involve though, to some degree, a degree of
10 pressure to hold them in position to calm them down? It
11 must involve some degree of pressure.
- 12 A. It would have involved pressure but the pressure
13 involved would have been in terms of restricting
14 movement, but not to cause them pain.
- 15 Q. I suppose it's possible to read the allegation that the
16 individual concerned is telling us what the effect,
17 according to him, was of what he said happened, but
18 I don't know if he's making an accusation that you
19 intended that effect. So maybe that's where there's
20 a grey area in his statement. But he still makes the
21 point and he is recalling an occasion when you applied
22 too much pressure and it restricted his breathing. But
23 you say that's not something that you would have done on
24 any occasion?
- 25 A. The way I read the allegation was that in attempting the

1 restraint, I was lying across the young person's chest
2 and therefore causing them pain because I was
3 restricting their breathing.

4 I did not lie across any young person's chest.
5 I have restrained young people from the ages of 8 and 9
6 up to 14/15/16-year-olds and I wouldn't have employed
7 that method of restraint.

8 Q. Can I ask you about another matter, just on a more
9 general footing, although I think there was evidence
10 that you may have been -- it may have been said by the
11 same individual that you on occasions forced that person
12 to eat food or indeed force-fed that person to eat food.
13 It came up in the previous witness's evidence and I just
14 wanted to ask you specifically about that matter.
15 Can you tell us what your response to that sort of
16 allegation is?

17 A. I certainly would never have force-fed a young person.
18 In terms of forcing them to eat food, again, that can be
19 quite subjective in the context that one or two young
20 people when they misbehaved would be withdrawn from the
21 dining room because they were causing difficulties for
22 other children who were eating and then brought back in
23 at the end of the meal and been allowed to finish their
24 meals. On some occasions they would sit there because,
25 to put it colloquially, they were in the huff and they

1 wouldn't eat. On occasions staff would sit for a period
2 of time with them to give them the opportunity to eat.
3 But certainly I did not force-feed anybody.

4 Q. If these occasions where they came back in and had to
5 sit and the meal was there for them to eat, if at the
6 end of that period they were still not going to eat it
7 for whatever reason, what would happen?

8 A. I can't remember exactly, but I don't think there was
9 any repercussions, so to speak, or any sanctions imposed
10 on the young person. I mean, they would go hungry
11 essentially.

12 Q. We've heard in other contexts of people telling us where
13 they didn't eat the meal served to them, they would have
14 it re-served. Did anything of that kind happen at South
15 Oswald Road in your time?

16 A. No.

17 Q. ██████████ Mr Wilson, he worked at South Oswald Road
18 until 1989 and he then moved to another unit at
19 Minto Street. So that was, I think, shortly before you
20 moved on from South Oswald Road to other employment;
21 is that correct?

22 A. I left South Oswald Road before the changes took place.

23 Q. I see. I think we've heard -- and I don't want to go
24 into the detail of this, but it's maybe just something
25 if we're looking at how things were run and how the

1 systems or practices operated -- would I be correct in
2 thinking that it was thought at the time by management,
3 [REDACTED] that Mr Wilson's management and
4 supervision of staff was not up to an acceptable
5 standard and that he was disciplined on that basis?

6 A. It was one particular occasion he was disciplined for.

7 Q. For failing to support staff or a member of staff?

8 A. That's correct.

9 Q. Was there a concern generally about his ability to
10 perform the role of deputy project leader and manage
11 staff, support them, or not, or was it just the one
12 occasion that you're thinking of?

13 A. Like any member of staff, myself included, there were
14 times where poor performance or not perfect kind of
15 management was taking place, and I certainly wouldn't
16 label either Mr Wilson or any other member of staff as
17 having, shall we say, no management skills as such.

18 Q. I don't think I was making that suggestion. But I just
19 wanted to know whether there was a view taken whether
20 that was a job that he was suited for. Because I think
21 he moved to a job which wasn't a depute project leader.

22 A. I don't know that.

23 LADY SMITH: You may not remember, but what was meant by
24 "noting the failure of Mr Wilson was in supporting staff
25 or a particular member of staff"? What was that about?

1 A. That was a very specific situation where a member of
2 staff had had a disclosure on the part of a young person
3 and they found it quite harrowing. I've got some memory
4 of coming in the next day and being told about this and
5 finding out that Mr Wilson had actually deferred any
6 discussion about it, rather than having a debriefing
7 with the member of staff involved. So I had
8 a discussion with Mr Wilson and subsequently I had
9 a discussion with my assistant director and said I felt
10 that that was very much poor performance on his part,
11 that he should have dealt with the situation there and
12 then because the member of staff went off and had to
13 kind of think about it all night --

14 LADY SMITH: Yes.

15 A. -- and that's what led to the disciplinary.

16 LADY SMITH: And an unsupported member of staff could become
17 an ineffective member of staff?

18 A. Not only that, it's about the message that it gives to
19 that particular individual, but also various other staff
20 members about what management would do in that
21 situation. It was felt important to kind of put
22 a marker down and say that that wasn't going to be the
23 case.

24 LADY SMITH: You may not remember, but how long was the
25 process between knowing that this problem had occurred

1 and Mr Wilson being moved from South Oswald Road?

2 A. I can't remember, but Mr Wilson was still depute for
3 a period of time after, because he appeared at
4 a disciplinary and I think he was given a final warning,
5 which would have run for a six-month period and I'm sure
6 he saw that out.

7 LADY SMITH: Right.

8 MR PEOPLES: I think I can help you there. I think it was
9 on a two-year basis. I think it was called a contract
10 basis where he had to be supervised and there was
11 regular review of his performance [REDACTED]

12 [REDACTED]
13 I think it was after two years the warning expired, if
14 you like, and part of the conditions of the disciplinary
15 disposal was he had to undergo, I think, a more formal
16 supervision. I don't know if that rings a bell now or
17 not. Maybe it's a long time ago again.

18 A. I'm sorry to say it's lost in the mists of time.

19 Q. That's understandable. I'm sure you had a lot to do at
20 that time.

21 Lastly, can I just say this -- and I'll show you one
22 document as well so that I can finish perhaps on
23 a different note: BAR.001.003.9526. You may or may not
24 have seen this document before. You may or may not know
25 that Barnardo's have a system where they at the time

1 would prepare confidential staff termination reports.
2 This was at the time when you said that you were leaving
3 to take up another opportunity. All I would say is
4 do you see there that what the organisation said about
5 you at the time was halfway down that they were losing
6 a considerable asset and I think the countersignatory
7 who added the comment that you had been, in their view,
8 an outstanding [REDACTED] in a most challenging area
9 of work. I don't know if those were sentiments that
10 were expressed to you at the time, but they are there on
11 the record.

12 A. There's no bonus payment!

13 Q. Sadly, I don't think they gave you a bonus payment.

14 LADY SMITH: Yet!

15 MR PEOPLES: Anyway.

16 A. I recognise the writing.

17 Q. Alan Swift is one and -- is it John Rea?

18 A. And I also received a couple of letters from both,
19 thanking me for my efforts at South Oswald Road.
20 I enjoyed my time there and I find it quite hard coming
21 here today, almost being defensive, and it may well have
22 appeared like that on occasions. But I felt that the
23 care was offered in South Oswald Road was of a good
24 quality and although some of the procedures and some of
25 the regime order could have been bettered, that's in the

1 context of where I am now and some of the experiences
2 I've had since that time, especially having -- as I
3 said, I worked in criminal justice for 20-odd years, and
4 therefore I have come across a number of individuals
5 from the care sector who have been abused.

6 And like you said earlier, it's not to say that
7 these things don't happen, they do, it's in the context
8 of how do you shut as many doors to make sure that they
9 can't happen in the future.

10 Q. I think you see now that in discussing even the
11 one-to-one situation and the risks, the opportunities
12 for misuse or abuse of trust positions and positions of
13 authority did exist and one can perhaps more readily see
14 these deficiencies now and be aware of the consequences
15 that perhaps, because of that, something happened to
16 someone that shouldn't have happened?

17 A. Yes, I fully agree. I accept that.

18 MR PEOPLES: These are all the questions I have and I don't
19 think there are any questions from any other party.

20 LADY SMITH: Are there any outstanding applications for
21 questions? No.

22 MR PEOPLES: I would just like to thank you for coming
23 today, William, and giving the evidence you have.

24 LADY SMITH: William, can I add my thanks, both for engaging
25 with the inquiry in terms of your two written statements

1 and coming to talk to us so helpfully and openly today.

2 I really appreciate that and it is a great help to me.

3 I'm now able to let you go. Thank you.

4 A. Thank you.

5 (The witness withdrew)

6 LADY SMITH: Before I rise for the afternoon break, could
7 I just mention again, for anyone who noticed a name
8 at the top of that last document that was on the screen,
9 that is the name that I indicated this morning was
10 subject to my general restriction order in relation to
11 any allegation of abuse and that includes not just the
12 abuse allegation that was mentioned this morning about
13 force-feeding but the one that was dealt with this
14 afternoon. Of course, I'm sure the witness wouldn't
15 mind at all the name being unprotected in terms of the
16 glowing statements that were made about him when he
17 finished work. I will stop now for the afternoon break
18 and we'll sit again shortly.

19 (3.05 pm)

20 (A short break)

21 (3.15 pm)

22 LADY SMITH: Yes, Mr Peoples.

23 MR PEOPLES: My Lady, the final witness today is Norma
24 Valerie Barnes, who's known as Valerie.

25 LADY SMITH: Thank you.

1 NORMA VALERIE BARNES (sworn)

2 LADY SMITH: Please sit down and make yourself comfortable.

3 The microphone is picking your voice up well at the
4 moment. I'd just ask you to stay in a good position for
5 the microphone because we need to hear you through the
6 sound system.

7 I'm going to hand over to Mr Peoples and he will
8 explain what happens next.

9 Questions from MR PEOPLES

10 MR PEOPLES: Good afternoon.

11 In front of you, there's a red folder and that
12 folder contains a copy of the witness statement you have
13 provided to the inquiry. Feel free to use that
14 statement when I'm asking you some questions today.
15 You'll also see in front of you there's a screen, which
16 will have the statement also, so you can work off the
17 screen if it suits you better. There are bits on the
18 screen that are blacked out, but your statement will
19 have all of the statement in front of you.

20 Can I begin, before I ask you any questions, to give
21 the reference number that we've attached to your
22 statement, which is WIT.001.002.0884.

23 Valerie, if I could ask you, firstly, to turn to the
24 final page of your statement in the red folder.

25 Page 0895, I think.

1 Can you confirm for me that on the final page on
2 page 12, which is page 0895 of the reference, that
3 you have signed your statement?

4 A. Yes.

5 Q. And that you have no objection to your witness statement
6 being published as part of the evidence to the inquiry
7 and that you believe the facts stated in your witness
8 statement are true. Can you confirm that?

9 A. Yes -- I mean, I might have the odd date a bit wrong,
10 year, but I don't think so.

11 LADY SMITH: Don't worry about these details. You've been
12 asked to go back a long way in your memory and it's
13 perfectly normal to have trouble with some of the
14 detail. I do understand that.

15 A. Yes, thank you.

16 MR PEOPLES: Yes. Don't worry at all.

17 Can we go to the first page of your statement then
18 in the red folder. I'll just give the reference, 0884,
19 which is our page number.

20 Can you confirm -- and I don't need your date of
21 birth -- that you were born in 1931?

22 A. Yes.

23 Q. In your statement on the first page, you give us
24 a little bit about your background before taking up
25 a post at Craigerne Residential School, which was run by

- 1 Barnardo's.
- 2 A. Yes.
- 3 Q. Can I say, Valerie, we have read the statement, so I'll
4 take this fairly shortly. You tell us that you were
5 born in Yorkshire and from an early age you had a desire
6 to work with children, and I think what you tell us
7 there is that the work you did take up before Craigerne
8 was concerned with working with children, firstly as
9 a nursery nurse in several places.
- 10 A. Yes.
- 11 Q. And then you qualified as a teacher and taught in
12 a Church of England school in Huddersfield; is that
13 correct?
- 14 A. Yes, that was my first teaching post.
- 15 Q. I think teaching became your career until you retired.
- 16 A. Yes.
- 17 Q. So far as your teaching post at Craigerne Residential
18 School is concerned, if we turn to the next page, page 2
19 of your statement, 0885, you tell us you did move to
20 Scotland following your marriage and you got involved in
21 supply teaching and you took up a post at Craigerne
22 Residential School. I think on the first occasion it
23 was in 1961 or 1962; is that about right?
- 24 A. Yes. With Mr Nicholson, the head, yes. That's about
25 the time.

1 Q. It doesn't matter exactly.

2 A. You can have that date, I've got a letter with me --

3 Q. No, no.

4 LADY SMITH: That's okay. We don't need the precise date,
5 so long as I've got a broad indication of the period.

6 A. Yes.

7 MR PEOPLES: As you tell us, the headteacher at that time
8 was a Mr Nicholson.

9 A. Yes.

10 Q. And you were a teacher. This was a residential school?

11 A. Yes.

12 Q. And was it a special residential school at the time
13 in the sense that it catered for a particular type of
14 child?

15 A. Yes, maladjusted boys.

16 Q. I think that was the term historically; it's maybe one
17 that's out of fashion now.

18 A. Yes.

19 Q. Your recollection is that you worked there, in your
20 first spell at Craigerne, for about 18 months or so?

21 A. Yes. I wasn't really keen to get a job then because --
22 I had not just had a baby then, but -- well, I had
23 because I had lost one and he took me into school, which
24 was very good for me, but he let me off whenever
25 I wanted. He said he needed me so he could get time off

1 to do his work in the office, so I went whenever
2 I could.

3 Q. Okay. You tell us that after that spell at Craigerne,
4 you did other things.

5 A. Yes.

6 Q. And we see that on paragraph 6 on page 2 of your
7 statement.

8 A. Yes.

9 Q. But in 1966, you returned to Craigerne and you worked
10 there for about five years; is that right?

11 A. Yes. I had five very happy years there.

12 Q. I don't need a description of the school because we've
13 heard some evidence about it already, but we have read
14 what you say and I think it accords with what we've been
15 told already about the type of house it was. It was in
16 its own grounds in the country near to Peebles.

17 On page 3 of your statement, Valerie, in
18 paragraph 8, page 0886 for the transcript, you tell us
19 a little bit about the recruitment process.

20 But the only matter I wanted to really ask you about
21 in that paragraph today is that you tell us that your
22 teaching work involved dealing with maladjusted boys,
23 because it was a boys' school?

24 A. Yes.

25 Q. But there was no requirement to get any special

1 training? You weren't asked to undergo special training
2 or take up any special training to deal with this type
3 of pupil?

4 A. No, I don't think so. No, Peter Norris, the headmaster,
5 he was very understandable with -- you know, he knew
6 that I'd go to him if I had a problem and then he
7 probably would have arranged training. But we wanted
8 these boys just to have a normal background, not ...

9 Q. Okay. You tell us, you have mentioned another name
10 there, Peter Norris. By the time you came back, as you
11 tell us on page 3 of your statement, he was now the
12 headmaster who had succeeded Mr Nicholson; is that
13 right?

14 A. Yes.

15 Q. And you tell us he was a Quaker.

16 A. And I think you should understand a lot by that. You
17 might not, but they're very good people. I find this
18 difficult to explain to you because I think all people
19 should know about Quakers. They're just good, very kind
20 people. He was an excellent man for the job and he was
21 just perfect in the school.

22 Q. Well, I don't think we've heard anything very different
23 from that. If anything, I can tell you that one of the
24 people that was at the school -- and I'll call him
25 "John" because we haven't used his real name, but he was

1 at the school in the 1960s. He may not have been there
2 when you were there.

3 A. He was. If it was John, he was.

4 Q. Well, okay. His real name wasn't John, I can say.

5 What I will say is I think he was there from 1961 to
6 1965, so it probably pre-dated your second spell at
7 Craigerne perhaps.

8 A. No, I was there, wasn't I?

9 LADY SMITH: I think you said from 1966 to 1971. But your
10 first stint was a little earlier, between 1960 and 1961.
11 Maybe this boy and you just overlapped.

12 A. Yes, 1966 I went back.

13 LADY SMITH: But Valerie, this name we're using, John, isn't
14 his proper name.

15 A. No, I know.

16 LADY SMITH: It's his pseudonym.

17 A. Right. All the boys were happy and, yes, they all loved
18 Peter.

19 MR PEOPLES: What I was going to say, Valerie, just to
20 reinforce what you've said about Mr Norris, is that
21 according to John, Mr Norris' arrival, as he described
22 it, was a breath of fresh air and he made some
23 significant changes to the way the school was run.

24 A. Yes, he was young, you see. Mr Nicholson was old and
25 probably a bit set in his ways, but he was fine, very

1 good to the staff and the children. I never ... But
2 yes, Peter Norris was young and enthusiastic and got on
3 with everybody.

4 Q. You tell us about some of the other staff who you
5 remember, including a teacher, Pat Campbell.

6 A. Yes.

7 Q. And I think we've heard some evidence about him. Was he
8 a former RAF officer?

9 A. He was a Spitfire pilot, which the boys loved, that
10 idea, yes.

11 Q. So he was one of the teachers?

12 A. And he was there quite a long time. I don't know how
13 long, but yes. He was a very good, kind man. Taught me
14 to play golf. He was very good.

15 Q. Although you do say in paragraph 10 on page 3 of your
16 statement that you have a recollection of another
17 teacher, but you weren't able to remember his name:

18 "He was a little odd but he seemed fine with the
19 children. He left following a breakdown."

20 A. Yes.

21 Q. Can I put a name to you? Whether it is this teacher or
22 perhaps it's not. Do you recall a teacher called

23 **BDS** ?

24 A. If you could have given me a few names, it would help.

25 Q. Maybe that's not the name that you're thinking of.

- 1 A. Yet I do remember the name, yes.
- 2 Q. Can I tell you that what we know about [REDACTED] BDS ?
- 3 We have heard evidence that he was at Craigerne for
- 4 a time and taught English, history and PE for a time,
- 5 but latterly someone else taught PE and then he --
- 6 A. Oh, that didn't happen like that: you taught everything,
- 7 we didn't separate subjects. I had all the junior boys
- 8 and Pat Campbell had the top class, but we taught all
- 9 subjects. He wouldn't just be teaching three subjects.
- 10 Q. Well, I think the recollection of this boy was that he
- 11 remembered Mr [REDACTED] BDS at least being involved in PE
- 12 activity, history and English, but he also said he got
- 13 classes from Pat Campbell during the day as well.
- 14 He was taught by both. But you think that the teachers
- 15 would do everything really?
- 16 A. Yes. They just had the class in a primary school.
- 17 Q. So so far as the name I have mentioned to you is
- 18 concerned, there's no point in me asking about that
- 19 individual because you don't have any memory --
- 20 A. You can ask me more because I don't want to say it yet.
- 21 Q. Maybe I will ask you a little bit more then. We've
- 22 heard evidence from two people to this inquiry that
- 23 Mr [REDACTED] BDS -- things regularly happened in his class in
- 24 the form of inappropriate sexual conduct and having boys
- 25 on his knee and other things happening in his class.

1 I don't know whether you ever heard anything to that
2 effect about any teacher or not.

3 A. No, I certainly didn't hear anything. I looked on him
4 as a bit weird because -- well, I think now you have
5 said that, I didn't even know in those days what
6 a homosexual was, but he came across like that, say.

7 Q. The individual you're thinking of?

8 A. Well, only because I thought he was queer. In those
9 days, I didn't know anything about things like that.

10 Q. We've been told -- there's some evidence from two
11 witnesses that certainly things happened in his class,
12 including in a large cupboard that was part of the
13 classroom, that various forms of sexual activity would
14 take place, and that he would have boys on his knee and
15 would fondle them and touch them and so forth.

16 A. Oh, I don't ... Well, I mean, I was there five years,
17 and those boys knew Peter enough to go and tell him.

18 Q. Well, apparently not, according to their evidence.

19 A. Oh, they did, they did. They went to him. They would
20 have told me -- well, my boys wouldn't be in that room
21 anyway because I got the younger ones; they went on to
22 him.

23 I mean, when I say he was a bit odd, I've written
24 there, it was just that, say -- I didn't make a friend
25 of him like I did Pat Campbell, because I thought ...

1 I just looked on him -- yeah, as a bit odd. He had no
2 wife and ...

3 Q. Certainly the people who have given this evidence did
4 indicate that it wasn't something they felt able to
5 disclose to Mr Norris. They didn't say anything
6 particularly bad about Mr Norris, but it wasn't the sort
7 of thing they could have told him about.

8 A. Oh well, I felt the boys told him everything and I mean,
9 they all went back to school when they had left to see
10 him and came to see everybody. But I mean, I wouldn't
11 know if it ... I can't understand the boys not saying
12 anything.

13 Q. Perhaps in those days it was a difficult subject to
14 raise if you were trying to make a serious allegation
15 against a teacher, if you're considered to be
16 a maladjusted boy in a special school and you're
17 accusing a member of staff of seriously inappropriate
18 sexual misconduct. It may not have been easy for anyone
19 to have the courage to speak up and I think that was one
20 of the explanations that was given, that these aren't
21 the sort of things you could bring up in those days.

22 A. No, I'm just trying to think ... The boys ... I'm just
23 trying to think of ... (Pause). The boys had ... You
24 see, it was a school for maladjusted boys, but I went
25 days when I wondered why they were in the school, the

1 boys, and teaching was fine and everything could go --
2 I could do a week and then just, say, something
3 triggered one boy off and that would be it. So it
4 wasn't so ... I just felt he had not got the
5 discipline, this man. I didn't feel he had the
6 discipline, he didn't have the boundaries in his room
7 like he should have had, like we set, Pat Campbell would
8 and I would. The boys knew what they could do, because
9 that's what they lacked at home, they wanted these
10 boundaries set.

11 Q. Valerie, were you aware at the time that Mr **BDS** was
12 a teacher that would select boys in the class and ask
13 them to come out and sit on his knee?

14 A. No.

15 Q. You weren't aware that he did that?

16 A. I wasn't, no, and Peter Norris certainly wasn't.

17 LADY SMITH: What would you have thought of it happening if
18 you had been aware?

19 A. If I'd been aware, I would have reported it.

20 LADY SMITH: Why?

21 A. To Peter Norris.

22 LADY SMITH: Why?

23 A. Not for sitting on the knee, I wouldn't. I would have
24 needed more than that. Because in those days, I often
25 sat children on my knee, infant children. You always

1 sat ... And the boys lacked affection, you know.

2 MR PEOPLES: So you didn't have any knowledge of what was
3 happening in this class?

4 A. No, I did just feel that -- I just felt we didn't
5 interfere. I didn't interfere with what he was doing.
6 We'd talk when we went for a cup of coffee, which you
7 did at break times, we met up at break times and
8 lunchtimes.

9 Those boys told everybody everything. I can't
10 understand it.

11 Q. There was an occasion when one of the boys that I have
12 mentioned, or I've been referring to, and another boy
13 ran away from the school.

14 A. Oh yes, we often had them running away.

15 Q. So there were boys that did run away?

16 A. Well, they ran away, but one day my husband came in and
17 said, "There are four legs sticking out from under your
18 car outside". Well, it was two of the boys. So
19 I pulled them out and I said, "What are you doing here?"
20 and they looked a bit shamefaced and they said they had
21 run away. I said, "Look, I'm going to ring Mr Norris
22 and if you go back, there will be no trouble, you go
23 straight back and I'll see you at school tomorrow and
24 I'll talk to you tomorrow at school". I rang Peter and
25 they went back, those boys.

- 1 Q. On this occasion these two boys ran away to Leith.
- 2 A. I don't remember that.
- 3 Q. You can't recall an occasion when two boys went to Leith
4 and were brought back?
- 5 A. No.
- 6 Q. Do you know what would have happened to boys who did
7 that? What would Mr Norris have done? Would he have
8 disciplined them?
- 9 A. Yes, he would have talked to them.
- 10 Q. Would he have done anything else?
- 11 A. No, no. Definitely not.
- 12 Q. He did have a cane, we were told.
- 13 A. No.
- 14 Q. And in those days, I think teachers did use belts or
15 canes, did they not?
- 16 A. No, they didn't in that school.
- 17 Q. You didn't, I think you have told us.
- 18 A. I don't think any of them did. I don't think
19 Pat Campbell did. He certainly didn't.
- 20 Q. The headmaster --
- 21 A. It's funny you say that because if -- and if the boys
22 can't remember this that's told you this story ...
23 I can remember Peter saying the only thing he had was
24 a soft slipper.
- 25 Q. We have heard about that, yes.

1 A. I have never -- I didn't know if he ever used it or not,
2 but I know he had a soft slipper, but he had nothing
3 else. I can't imagine Peter laying a finger on anybody.

4 Q. We were told that this caning for running away was not
5 done in presence of the whole school, it was done by the
6 headmaster under a form of procedure where there was
7 simply another senior member of staff there and in fact
8 I think the boys' parent or parents were there.

9 A. I wouldn't know.

10 Q. You wouldn't have known about that?

11 A. I didn't know anything about that, no, I didn't.

12 Remember ...

13 Q. You wouldn't expect him necessarily to tell you about
14 something like that either, would you?

15 A. No, but ... No, but if I had done -- there was a book,
16 I think, in his office that if you disciplined a child,
17 you had to write in it. I don't think I ever wrote in
18 it so I never knew what was written in it.

19 Q. Okay. You tell us, if I go back to your statement,
20 Valerie, on page 5, if I could move on to one of the
21 matters you touch on. I think you tell us, just to be
22 clear, you were a teacher there, you weren't involved in
23 any --

24 A. No --

25 Q. -- caring role at night?

1 A. No, but they wanted me to be. I said, no, I had a home
2 and I ... But I would help out if ever they were
3 short-staffed or anything. So I did go across
4 occasionally, definitely, and have lunch there.

5 Q. Before I go on, just in case you think that Mr Norris
6 was getting a bad report from the boy that had the bad
7 experience with Mr **BDS** or the boys, the boy in
8 question said he had very happy memories of Craigerne
9 and the only bad experience was the one that he had with
10 this teacher that I have mentioned earlier.

11 A. Yes.

12 Q. So he was very positive about his experience at the
13 school and what happened. So I don't know if that
14 reassures you or not.

15 A. Well, I am reassured because I know what's true that
16 I know. I just am saddened that -- yes, and the boys
17 had a really happy time, they had their days when --
18 well, you know that. But I mean, they didn't -- and
19 remember, the boys often soiled themselves and then that
20 man would send them off to the house to be changed and
21 have a shower and a bath and things like that. So we
22 didn't have anything to do with --

23 Q. No, no, I think you tell us about that on page 5,
24 Valerie, at paragraph 17, that when boys in the class
25 soiled or wet themselves, then --

- 1 A. I had a box of pants and trousers, which I would just
2 give them. They weren't self-conscious or anything
3 because they understood ...
- 4 Q. You're not aware that they were ever punished or
5 humiliated or ridiculed for doing so?
- 6 A. No, never. They used to ask me for some pants and I
7 gave them and off they went. They went to a -- there
8 was always one on duty in the house, you see, during the
9 day when we were in charge of them -- the teachers were
10 in charge from 9 until 4, but there were kitchen staff
11 on for giving them lunch and things, yes.
- 12 Q. One of the things you do tell us, though, and I'd like
13 to ask you today as part of your evidence, it's at
14 page 7 of your statement at paragraph 24. It's at --
15 0890 is the page.
- 16 You tell us a bit about the arrangements for class.
17 But one thing you do say at the end of that paragraph
18 is:
- 19 "To work with these boys, you had to have a certain
20 type of temperament because of the challenges they
21 brought."
- 22 A. Yes.
- 23 Q. So it wasn't everyone that would have been suited to
24 dealing with children with some of these problems?
- 25 A. No.

1 Q. No?

2 A. No. I had the back of my cashmere cardigan cut right --
3 and this was an example of Peter Norris. Those boys
4 were very intelligent. They had very high IQs and that
5 was why they were taken to Craigerne. So they came in
6 to me at 7 or 8 and they couldn't read, write or
7 anything, but as soon as you bonded with them, I could
8 have them reading in a few weeks or anything.

9 But one day, I was hearing -- I used to hear them
10 read every day and give them tests every week. But one
11 day, there were scissors going up my back and my
12 cashmere cardigan was right up to the back. When I just
13 said to Peter, look what happened today, he said,
14 "He was just jealous of you hearing that boy read".
15 That's how Peter looked at it. He wasn't a bit worried
16 like I wasn't. But some people would be worried.

17 Q. Well yes, I can see different reactions to that. You
18 say that the boys all had high IQs. How was that
19 assessed?

20 A. I don't know, that was before they came. I wasn't on
21 the intake.

22 Q. Were you just led to believe they did have?

23 A. I knew they had high IQs because Peter said -- I think
24 it would be the authorities that sent them, and gave
25 them the tests, you see, before they came.

1 Q. If they had high IQs but at the same time couldn't read,
2 write or do maths when they came, why was that?

3 A. Because they'd been causing havoc in the schools they
4 were in and where they had not been to school, they had
5 been playing truant, I should think.

6 Peter was quite good that way. The records were all
7 in the office and he said to me, "Read them if you want,
8 but I would advise you not to". I don't know whether he
9 thought I'd take notice of their backgrounds. I didn't
10 need to. I'd rather just take the boys and not read
11 what they had been through.

12 So ... but I did know -- yes, I did know ...

13 Q. Would you agree with me that while that might have been
14 your preferred way of dealing with things, just to start
15 with a blank sheet of paper and judge them on your
16 dealings with them, other people might have felt
17 a benefit from knowing a bit about the backgrounds?

18 A. Yes. Peter said the files were there and I could go and
19 look at them whenever I wished. I didn't often go.
20 I would just say to him if I wanted to know anything.

21 Q. You say that to work with boys that fell within this
22 description you would have to have a certain type of
23 temperament. Would you also agree that it might have
24 been helpful to have had special training?

25 A. No. No, I don't think that I needed --

- 1 Q. You don't think so?
- 2 A. No. Not at my -- at the junior level. They just needed
3 consistency and lines drawn.
- 4 Q. Might it be that you happened to be intuitively quite
5 good at handling them most of time, but maybe other
6 people needed training as well as a certain temperament
7 to do the same thing?
- 8 A. No, because I don't think Pat Campbell had training, but
9 I think probably the others did. We had one or two that
10 just couldn't -- they came and went.
- 11 Q. The other question I was going to ask you, because
12 you were dealing with children of primary school age,
13 is that right, mostly?
- 14 A. They were 7 or 8 when they got to us, because they had
15 been in at 5, you see, and that's where they had not
16 made any progress in school. It's about 7 when they got
17 assessed and that's -- and when the schools must have
18 been at their wits' end what to do with them.
- 19 Q. When they were at Craigerne in your time when you were
20 teaching there between 1966 and 1971, was the curriculum
21 that was being followed at the school anything like that
22 in what I would term a mainstream school at the time?
23 Was it the same type of curriculum?
- 24 A. Yes, I was probably -- yes, I was using what I'd taught
25 in primary school, but these boys were doing it later,

1 yes, the same reading schemes and everything, yes.

2 Q. Can I move on, if I may, to page 9 of your statement on
3 page 0892, where you have a section dealing with people
4 external visitors, officials and relatives and so forth.

5 One matter I wanted to ask you about was that you
6 have a memory that during your period at Craigerne --
7 this is at paragraph 33 -- psychologists from Edinburgh
8 would come to the school and speak to the boys, but they
9 never really spoke to you. Is that something you felt
10 was --

11 A. Yes. He did, George Thompson.

12 Q. Yes?

13 A. But the boys seemed to have their own psychologists and
14 you couldn't -- we hadn't ... Well, I was teaching when
15 they came. They didn't come out of school hours, so
16 I didn't really see them much.

17 Q. Do you not think, thinking about the matter now,
18 it would have benefited them to have spoken to you if
19 you had direct dealings with the boys?

20 A. No.

21 Q. No?

22 A. No, I don't think I'd have wanted ... If I'd thought
23 they could help me, I certainly -- but I didn't need it.
24 I would have used them if I thought ...

25 Q. What if you thought that you could help them by saying,

1 well, I see these boys every day, I know what they're
2 like, I've got to know them over a period of years,
3 would that not have been a benefit to them to talk to
4 you about them?

5 A. That man did. You see, he was doing his PhD on it.

6 Q. So he did?

7 A. Yes, he did.

8 Q. It's just that you said some of the psychologists would
9 never really speak to the teachers.

10 A. Only because probably they hadn't time. It wasn't -- we
11 could have made time, but somebody would have had to
12 take my class and probably I didn't ... I don't know.
13 I didn't feel it necessary.

14 Q. The other point you make, I think, is you never got any
15 feedback from the psychologists about the boys; is that
16 just the way it was?

17 A. I don't think I did. I can't remember that.

18 Q. Do you think feedback would have been helpful to you?

19 A. No, not really.

20 Q. No?

21 A. No.

22 Q. Okay. One thing you do have a view on, quite a strong
23 view, is in the next paragraph about social workers.

24 A. I know.

25 Q. I'm just wondering what the basis is. You said that

1 they would come and speak with the boys, although you
2 were not sure how often that would happen. You didn't
3 have dealings, but you didn't think very highly of them.
4 In fact, you considered them to be a waste of money.
5 I just wanted to know why you thought that.

6 A. Because the boys used to come back to me and tell me all
7 that they'd said to them, what they'd said. I know
8 I used to get quite cross with what they had been asking
9 the boys and thinking, it's just rubbish, and it wasn't
10 worth the visit. And again, quite often -- that was
11 why. That's what happened there.

12 I've had other dealings with them, so I have plenty
13 of reason to say that, but I'm not going into it, in
14 normal school as well, you know, in the Edinburgh
15 schools.

16 Q. Okay. You tell us that there would be parents' nights
17 at school. This is on page 10, paragraph 38.

18 A. Yes.

19 Q. You say some parents would come to these nights; is that
20 right?

21 A. Yes, but not many and it was a shame for the boys.

22 I felt sorry for them. I'd rather none of them had come
23 than just one or two. They did look forward to them
24 coming. I know I made a mistake in here -- or the man
25 did that typed it.

- 1 Q. What's that?
- 2 A. Because they did write home every week; I put "once
3 a month".
- 4 Q. I see, okay. We can correct that.
- 5 A. Every week, we used to encourage them to write home on
6 the Monday, because we wanted them to have a good
7 relationship.
- 8 Q. Did these boys, we're in the 1960s then, and I suppose
9 some of them would come from backgrounds where there
10 wasn't a lot of money and there were other problems.
11 Where did they come from? Did they come from all over,
12 from Edinburgh or Glasgow?
- 13 A. Edinburgh, Glasgow, yes. Those are the ones I remember.
- 14 Q. Some from the Borders though?
- 15 A. I don't remember any from the Borders.
- 16 Q. Okay. So their families lived a distance away in those
17 days, I suppose?
- 18 A. Yes, they had to travel, yes. And they had no cars.
19 They did -- yes. They did come to take them home if
20 they were going home, but the children wouldn't really
21 want to go home for the holidays.
- 22 Q. So did they tend to stay in Craigerne?
- 23 A. No, Peter did make some arrangements sometimes for them,
24 I think, if they were desperate not to go home.
- 25 Q. Okay. You tell us that they would stay until about the

- 1 age of 12; is that right?
- 2 A. Yes.
- 3 Q. So where did they go after that?
- 4 A. Well, schools near the home, if it was suitable, but
- 5 Peter did go and see the school and the teachers and the
- 6 headteachers of the schools in Glasgow and wherever they
- 7 were going. I know he visited them. I think he took
- 8 the children as well on a familiarisation trip.
- 9 Q. Valerie, you also have a section of your statement on
- 10 discipline and punishment, and you tell us at the foot
- 11 of page 10, paragraph 40, that when you were there,
- 12 there wasn't any written discipline code of conduct that
- 13 you can recall; is that right?
- 14 A. Yes, that's what I recall. But whether that was just
- 15 for my room, I don't know. Peter knew what I was -- he
- 16 knew that you have to have discipline to be able to
- 17 teach them. That's discipline. And the boys were
- 18 quite -- yes, they accepted that. They knew where your
- 19 lines were drawn.
- 20 Q. You tell us on the next page, on page 11, Valerie, that
- 21 one of the things you didn't do was to use the belt.
- 22 You didn't use the belt?
- 23 A. No, I have never used a belt in my life.
- 24 Q. But you would use other forms of discipline?
- 25 A. No.

1 Q. No?

2 A. Well, yes, no, I wouldn't ... No, it was just my
3 sternness. I've probably put a boy in the seat if he
4 wouldn't sit down. But, no, they were poor little boys
5 and one used to just curl up under his desk if he had
6 been upset by another boy. I used to just leave him
7 until break time and when the other boys went out to
8 play, I'd go and talk to him and say, "What's bothering
9 you?" and then he'd be out and he'd be fine.

10 Q. You tell us that whatever discipline you personally
11 carried out, you didn't keep a record?

12 A. No. I felt swearing was a good thing to stop because it
13 was just something that drew the line for them. I was
14 really pleased I found that. Peter didn't like me doing
15 that because he said that that's all they heard at home.
16 And I said, "Right, well, I want it different in my
17 room". They didn't get on so well at home and he didn't
18 stop me, he didn't say, "You're not to do it, they've
19 got to be able to swear". He certainly recognised that
20 that's how I worked with them and they were good and
21 they knew not to -- and when new boys came in, I had to
22 tell them, and of course if they slipped up at first, it
23 doesn't matter, but then I got -- yes.

24 I knew boys had been put out a lot of classes, you
25 know, at their other schools. They were put out of

1 a classroom when they did anything. I made sure they
2 stayed in. I never would put a child out of
3 a classroom. They just came to sit closer to me. There
4 was no problem.

5 But you weren't asked to keep a record of
6 discipline.

7 Q. No? So Mr Norris didn't say, "If you do do anything,
8 write it down and make sure there's a record kept"?

9 A. No.

10 Q. Okay.

11 A. We didn't think it was needed. They were just
12 7-year-olds.

13 Q. On the final page of your statement, page 12, it's
14 a heading "Reporting of abuse". You say that some boys
15 would not always tell the truth.

16 A. No. I tried to encourage truthfulness. That was a big
17 thing with me, saying, "Tell me the truth", and then
18 that's it, finished. That's how we got round that.

19 Q. Did you get to the truth?

20 A. I think so.

21 Q. So they would tell you the truth?

22 A. Yes, if --

23 Q. If you had gained their confidence and explained?

24 A. Yes, eventually. But I think -- yes, I don't think to
25 other people they would tell the truth. I think they

- 1 would to me once they knew me, yes.
- 2 Q. I suppose the important point you're making there is
- 3 that in order to get someone to tell you something that
- 4 was the truth, they'd need to have confidence that they
- 5 trusted you, they knew you well enough to say
- 6 something --
- 7 A. Definitely.
- 8 Q. -- to you as an individual; is that right?
- 9 A. That is definitely the case.
- 10 Q. And I think you left Craigerne in 1971 and you went back
- 11 to other teaching posts.
- 12 A. Yes. Just for the change. I expected to go back again
- 13 to Craigerne and they said I could go back any time, but
- 14 I never did. It just happened.
- 15 Q. But you carried on teaching and I think you stayed in
- 16 teaching?
- 17 A. Yes, and I went as a deputy headteacher, and then head
- 18 at the end. So I really enjoyed it, yes. It was
- 19 lovely.
- 20 Q. I suppose that under the final part of your statement,
- 21 I think when you're trying to tell us the lessons from
- 22 experience, in your particular experience, in an
- 23 establishment such as a school, for example, the person
- 24 who leads the establishment, in the case of a school,
- 25 a headteacher, is the most important person in the

1 school and if you get the right person, you'll get
2 hopefully the right staff and the right way of dealing
3 with things. Is that what you're saying?

4 A. Definitely, yes. And the other thing is -- well, no,
5 it's ... It's more for normal schools. Schools are too
6 big nowadays. You need smaller schools where the head
7 knows every child. We did then in those days. The
8 schools were smaller. That's why there's the problems
9 in schools today, I think, all this discipline problem.
10 It's because they don't know the children personally.

11 Q. I suppose if you're dealing with children from
12 a difficult background, the sort of children you had at
13 Craigerne, it would be important to not have so many
14 that you couldn't get to know them, talk to them and so
15 forth?

16 A. Yes, definitely, but it's the same now in secondary
17 schools, isn't it, where they're having problems? They
18 need smaller schools so the head can know everybody and
19 the deputy head, not split them into -- anyway, I'd
20 better not go into sections and ...

21 MR PEOPLES: I think that's a bigger debate that's maybe not
22 within our remit today.

23 These are all the questions I have for you today,
24 Valerie. Thank you. I don't think there are any
25 questions from anyone else. On that basis, I thank you

1 very much for coming today and giving your evidence to
2 the inquiry.

3 LADY SMITH: Are there any outstanding applications for
4 questions? No.

5 Valerie, those are all the questions we have for
6 you. Thank you very much for engaging with the inquiry
7 team, both by giving your written statement, which
8 we have and which will form part of our record, but also
9 by coming along today to talk about your evidence and
10 the transcript of that will be added to our record.
11 It's very helpful to me to have heard it.

12 A. My good wishes with it.

13 LADY SMITH: Thank you. I can now let you go. Thank you.

14 A. Thank you.

15 (The witness withdrew)

16 LADY SMITH: Mr Peoples.

17 MR PEOPLES: That's the evidence concluded for today.

18 Tomorrow we're moving to a different provider and
19 there should be oral evidence, probably from three
20 witnesses, I think, which Ms Rattray will be dealing
21 with tomorrow.

22 LADY SMITH: Thank you very much.

23 MR PEOPLES: I think that will be starting at 10.00 as
24 usual.

25 LADY SMITH: That's all for today and I'll sit again at

1 10 o'clock tomorrow.

2 (4.03 pm)

3 (The inquiry adjourned until 10.00 am
4 on Friday 7 December 2018)

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