

Scottish Child Abuse Inquiry

Witness Statement of

GPB

Support person present: Yes

1. My name is GPB My date of birth is 1955. My contact details are known to the Inquiry.

Background

2. I did a Dip Tech Ed at Moray House College from 1977 to 1981. During that time, I did a teaching practice at St Joseph's school in Tranent. After training I spent a probationary year in South Lanarkshire. I then bought a house in Paisley and moved to Castlehead High School Paisley where I worked for four years. While I was there they needed a Technical teacher in Tiree to cover a diet of exams because a teacher had left unexpectedly. I spent six months on secondment in Tiree and then returned to Castlehead High School.
3. I then went to Greensteads Independent school Nakuru in Kenya where I worked for four years. When I returned, I taught for a while in Greenock High school. I then saw the job at Ballikinrain advertised and applied for it. After ten years in that job and for family reasons I moved with my wife to Lewis to be closer to my wife's family.

Posting at Ballikinrain, Killearn

4. The post was either advertised in the Glasgow Herald or it may have been the Telegraph. I applied and I was interviewed at the school. I already had limited experience at List D schools and was offered the job.
5. I provided written references for the job.
6. I started in Ballikinrain in February 1991.

Ballikinrain, Killearn

7. Ballikinrain was a big Victorian house on the Fintry Road in Balfron, near Killearn.
8. The purpose of the school was to take boys out of the city during the week to give them opportunities they wouldn't have otherwise had if they stayed at home.
9. When I started at Ballikinrain it was a school with a residential unit. By the time I had left it was a residential unit with a little school. The emphasis was changing.
10. Although I had been at St Josephs, another List D school, going to Ballikinrain was a baptism of fire. I say this, because they had a church service at lunchtime on a Friday and on my second Friday there, a colleague and I had to remove a sheath knife from a boy who was going into Glasgow. That didn't do my credibility amongst the boys much good for the first few months.

Structure and Recruitment

11. KKM was SNR when I started there, he was on the social work side. KKM certainly had the interest of the boys at heart. Probably the staff who worked would have said KKM should have been a politician as he had an answer for everything. He was very good with the staff.

12. Towards the end of my time there a guy called ██████████ as KKM ██████████. ██████████ wasn't quite as effectual as KKM ██████████ with either the boys or staff. It was a sideways shift for him, he came from our sister school Gielisland in Ayrshire.
13. In terms of structure there was KKM ██████████ and SNR ██████████ zIKE ██████████ was ██████████ and there was ██████████ who was ██████████. Below them there were four heads of unit. I think there were about fifty two staff in total at the school. That was between care staff and education.
14. In terms of my line manager Greg Dougal, he was a very highly visible head and was in the classrooms every day.
15. I was never involved in the recruitment of any staff to the school.
16. There were volunteers who were in the school. I think they all had a church connection that's all I know. I suppose it would have been zIKE ██████████ SNR ██████████ who was responsible for them while they were at the school.
17. One thing that would have set Balikinrain apart from other schools was the high percentage of female staff there. This led to a very healthy environment. There were young female members of staff who were like big sisters to these boys. There were older members of staff who were like their mothers or their aunts. Each unit also had a cleaner and she was like their granny.
18. I taught technical subjects at the school. They had a small technical room which was mainly geared for woodwork. I did not teach any other subjects.
19. There weren't any other technical or woodwork teachers at the school, nor anyone called GPB ██████████ I have been asked if the name GPB ██████████ was used as a nickname for me but I have never heard that.
20. I seem to recall there were fifty two staff. On the teaching day there would be two or three teaching staff who worked on in the evening to compliment the care staff. I think

at 2 p.m. in the afternoon that was a shift change for social work staff. I never did that shift. Teachers and social workers were on duty till 11.00 pm. About 10.30 pm, half of the staff went off leaving a small number until the night shift came on. There would be an exchange of information and the remaining staff would go off shift. I believe there were four night staff on during the night.

Training

21. When I first started I did get an induction consisting of day visits to Gieland and Kerelaw. We also had meetings with people higher up in the system. I did feel that this was sufficient at the start.
22. During my time there I also did a certificate in education and special needs at Jordanhill college. That was an evening class. Finance became available and a few other teachers from the school went on it as well as me.
23. We did have training days but I cannot recall much about that. I also recall two Danish students coming to the school at one point to get some experience.

Culture

24. There was very little I could criticise about it. It was a church establishment. The interests of the boys were paramount. The atmosphere was good at the school, most days. Some days were a bit 'harem scarem'. It was as healthy as it could be.
25. Obviously there were attempts to smuggle drugs. One of the things we were up against was rectal smuggling though I never had any part in following up these things. The boys would try and bring in weapons into the school. Sometimes the boys were high as kites. The theory of the full moon could describe what it was like at times. Generally, though, it was a well-managed establishment.
26. In terms of the attitude of the teachers to the boys, I would say it was very positive.

27. The children generally got on very well with the staff. But you have to remember, it was like a bag of monkeys and any opportunity they saw for taking advantage, they took it. If they managed to get themselves a set of keys, all hell broke loose. They got into areas of the school where they shouldn't have been in or the school vehicle would get taken.

Supervision/appraisal/evaluation

28. There was an appraisal system at the school. It was annually I believe.

Policy

29. I knew about policies in the school. The policies were already set in place and therefore I had no involvement.
30. I am still in possession of policy documents from my time at the school. I have them on discipline and restraint. Residential childcare programmes, IEPs (Individual education plan), assessment recording procedures and a Warnock report statement.
31. I did get involved with curriculum development for the technical department but that is all.
32. While I was there the Warnock report came out and policies from Brussels were having more effect on childcare institutions. Policy was tweaked due to these.
33. I think one of the policies that came into place while I was there was that boys could no longer share bedrooms.

Children

34. The broad answer as to why children were at the school was because they were out of control at home. The majority of children came in through the children's panel but

there were times they would come in on an emergency placement. Usually that was from other List D schools.

35. Many of the boys had come from homes where their mothers had been substance abusers throughout pregnancy. The attendant problems that came with that were evident. Poor self-regulation, attention deficits, memory issues, learning disabilities, hyperactivity, and unhelpful thinking modes.
36. Children could stay as much as four years at the school. It depended on reviews and the individual circumstances of each child. Those decisions were made by chief social workers but as a key teacher I could contribute my thoughts. Part of the idea was to try to get them back into mainstream school.
37. Each boy had an individual education plan. A boy had a social worker at the school and a key teacher. The key teacher would produce the IEP. It could be discussed at a staff meeting on a Monday and tweaked if needed. The social worker would be made aware of any changes. When there was a review scheduled for a boy the key teacher was present and talked about the progress and education of the boy.
38. I would have been a key teacher for around six boys at a time.
39. There would be two reviews a year but the main influence was Glasgow social work department. They held the purse strings. If the social worker felt there had to be a review, say an emergency one, to talk about what was going on in his home area out with the school, then they could call a review.
40. I think there were a maximum of forty eight children in the school, aged from nine to sixteen years old.

Sleeping arrangements

41. I think when I started there were maybe as many four children in a room though I'm not sure how many of those rooms there were. There were also bedrooms for three

and quite a few doubles. When some kind of legislation came in it all changed to double rooms. The bedrooms were not lockable. In the rooms there was a bed and while I was there one of the projects I tried to do was to for the boys to make their own bedside cabinets.

Food

42. Staff ate with the children. The food was fine. If I was on at the weekend we would get bacon and eggs from the kitchen and the boys would cook it up in their unit.
43. The boys had input into the menu.
44. When I first went there, there was a dining room opposite the kitchen and that's where everyone ate. The emphasis seemed to change and food was taken on hot trays up to the units and each unit had a kitchen area where the boys ate, about ten boys eating together. I think the change was because the old dining room became a social work office.

Bathing

45. As far as I know boys showered once a day, usually at 8 o'clock at night before supper. I think there were individual stalls in a larger showering area. Unit staff supervised the showering.

Clothes

46. Clothes were kept in a communal cupboard in the unit.

Education

47. The morning would start for teachers in the main hall. There was a whole school assembly conducted by ^{KKM} and he would raise anything topical for that day. The boys were then led out by the teacher whose class they were going to first.
48. I taught in the old stable block. In another part of the stable block was a sign writing class. Upstairs there was the art room where the boys did ceramics and painting. Across the courtyard in the small school there was a primary class, English, maths, science and social studies classrooms. There was also a small gym. Computing was introduced at some point.
49. I really enjoyed working with the boys and have generally very happy memories of my time there. Because my subject was practical, most of the boys enjoyed the chance to move about and were keen to have something tangible to show for their efforts at the end of a week's work. We made simple items that showcased the skills they were learning, e.g., different types of joint or flatpack items that assembled using glue and screw. The boys helped with bigger projects like making birdhouses for the RSPB, which we put up on a trip out to Tentsmuir; and bookcases for a local primary school and nursery which were made utilising fairy tale characters in conjunction with the signwriting teacher. The boys helped make garden furniture for the school's use.
50. The workshop was part of the old stable block and had two open plan rooms. Discipline had to be reasonably tight as there was a variety of tools such as a band saw, circular saw, planing machine, wood turning lathe and a large number of electric and hand tools. The vast majority of boys were well behaved and responsible around them and were kept well occupied while they were in the workshops. Boys who arrived in a poor frame of mind were offered the chance to watch a video or play on a games console until they were calmer. However, as with all groups of pupils, there were one or two who had no interest in woodwork but could easily see an alternative use for some of the tools. Constant vigilance was needed to see that tools were not removed to be used as weapons later on. Chisels had to be counted out and counted back in.
51. The primary teacher was ^{IIN}, ^{GRT} taught English. ^{HXA} taught science. Maths was ^{HVZ}, Signwriting was ^{GOQ}, Art was John

Lightbody. PE was Paul Gilroy. GOS taught social subjects such as geography. Kyle Fleming taught computing.

Chores

52. The children did some work around the school to increase their pocket money, I am unsure of what those jobs were. The boy who kept the woodwork room clean got an extra £3 on top of his normal pocket money of about £5.
53. The extra chores were optional, you picked the boy who could do the job.

Leisure activities

54. Round the back of the school was picnic benches, goal posts and grass for the boys to play football. There was also a proper football pitch at the school but that was generally used in the evenings for an organised activity.
55. I was responsible for organised leisure time activities. I did motorcycling, fishing, camping and woodchopping with them. We had a couple of motorcycles in the school that the boys rode.
56. That was part of the control, to keep them busy. It worked to a certain extent.
57. As part of our employment, we had to do fifteen hours at the weekend, once a month. I would maybe do ten hours on a Saturday and five on a Sunday. You could however, work fifteen hours on a Saturday. If I was on duty at the weekend I would see if the boys were interested in going to a motorcycle trial or going fishing. If they were, I would do one long day.
58. There was a school football team that went to play other schools and they would go away in the minibus. I wasn't involved in that though. I recall they went to Starley Hall in Burntisland to play a school there. Also, St Phillips school.

59. There was connection with the old stately home next door. The boys would help with events they had there with Riding for the Disabled.

Trips/holidays

60. I organised holidays for the boys. We went pike fishing to Loch Ken in Dumfries and Galloway, twice. I took boys to the Scottish Six Days trial in Kinlochleven. I took them to the Isle of Man TT. I was on a skiing holiday with them but that was organised by someone else. There was a female teacher who took about six boys away for a caravan holiday. They would go to places like Norfolk. Other teachers took kids to Spain, they went to a big water sports place at one time.
61. In terms of selection of boys for trips and holidays I suppose you would avoid the nutters.
62. When I went on fishing holidays I would go with six boys and three staff, including me.
63. Groups of boys would go to staff houses to listen to music. One of the unit leaders, IKD was a music journalist and had access to concert tickets and a large CD collection. They would maybe go out for a McDonalds and swing by the staff house to eat it there. I do not remember if any boy would go with a member of staff on their own.

Health

64. Unit staff in particular, were zealous at noting boys' injuries and dealing with them in a timely manner; including taking them to the doctor or dentist when required. The level of 'in loco parentis' care, was greater than a sizeable number of boys had experienced prior to coming to Ballikinrain

Visitors

65. Visitors were allowed to the school. There was an emphasis on family so parents and siblings would come up. The nature of the grounds was such that it lent itself to families visiting.
66. While I was at Ballikinrain the doors were opened to a journalist called Leila Farrah and she had free run of the place for a week. She subsequently wrote an article on the place. I don't believe she was the only journalist who visited the school. The BBC filmed an episode of a comedy called 'The High Life' with Alan Cummings at the school. The boys were filmed too.
67. Two BBC documentaries were done on the school. One called the 'Boys of Ballikinrain' which was shot in the school. There was a follow up documentary called 'Warriors'. Warriors was going back and revisiting four of the boys who were in the first documentary. I think the thrust of it was that one of the boys had managed to reach about seventeen years old and had no scrapes with the police. He hadn't served time and all the others had. I believe it was to look at why that might have been. I believe the first one was aired but then withdrawn. I am unsure why that was.
68. There was also a group called 'Friends of Ballikinrain'. It was like a local interest group. When I went to Ballikinrain at first, we could accept second hand furniture. That changed at a point and we could no longer do that. That group would suggest that perhaps someone had a good three piece suite for the school, things like that.
69. They would also visit and wander round and speak to the boys. They would wander as a group, they were pensioners who lived locally.

Inspections

70. The school was HMI inspected while I was there. That took the form of inspectors in the classroom while I taught. I imagine there was a social work equivalent visitor. The inspectors did speak to the children. There was a report written and I would have received a copy at the time. I think it was a reasonable report considering the clientele.

If there had been recommendations from it, it would have been for Greg Dougal, head of education at the school, to implement.

71. 'Who Cares, Scotland' also visited the school. When they visited, a room was set aside and the boys were free to go and speak to the two women with no Ballikinrain staff present.

Children leaving

72. When it came for children to leave there would be a review. The key teacher, social worker and parent would be there and the meeting would be run by a senior social worker. The recommendations from the review would go back to the children's panel and a decision made.
73. In terms of preparation for a boy leaving we had a flat they would move to beforehand. It was situated in the top unit. There was a washing machine, so they could do their own washing. Food would go up there so they could cook their own meals. It was all to prepare them for leaving.

Living arrangements

74. I stayed on the campus [REDACTED] which I rented with my wife. There were five staff in total that lived on site. There was GOQ [REDACTED] the sign writing teacher who [REDACTED]. A social worker called HVC [REDACTED]. [REDACTED] the school was HXA [REDACTED] the science teacher. Peter McLean also lived [REDACTED]. He was deputy head of education.
75. KKM [REDACTED] SNR [REDACTED] lived in Glasgow.

Discipline and punishment

76. There was a formal policy around discipline. It is contained in the policy document which I still have and which reads *'Ballikinrain will continue to use the relationships between staff and pupils as the main core of our discipline policy. Referral through the senior staff structure will be the way that pupils can gauge the seriousness of their behaviour. Managers will ensure that staff are aware of their responsibilities and rights within the policy and of the levels of discipline they have access to. Pupils will be aware of their rights and responsibilities within the policy. Supervision will remain an integral part and constituent of staff support in coping with difficult situations through these sessions. Staff should be able to discuss options, potential difficulties and training needs. Ballikinrain will continue to offer a whole school approach to dealing with disciplinary matters within the school. Cross collaborative action between teachers and care staff will be our main methodology of tackling discipline problems within the school. The key teacher and key worker role will remain important to the discipline of the school. They should have close links with the pupil and a clear understanding of their needs and abilities. Networking between the key teacher and the key worker will enable us to create individual teaching and care plans which will identify specific pupil needs, target areas which will include specialised support in dealing with disciplinary problems and set clear goals for the future which everyone including pupil, parents and other agencies will understand, have ownership of and nominally agree to.*
77. The policy document goes on to say *'the following sanctions are deemed as unacceptable: physical punishment or the threat of such under any circumstance, being deprived of a meal, menus should not be altered as a punishment. Being deprived of normal indoor clothing or being made to wear other clothing as a punishment. Certain clothing eg jackets or outdoor shoes may be withheld if the young person is deemed at risk'.*
78. That last one was a bit of a sore subject at Ballikinrain because two of our pupils died after absconding.
79. The document goes onto say : *'the denial of contact with family or significant adults, the suspension of home leave unless this would represent additional risk to the young*

person or others. Being refused permission to attend meetings with professional staff including reviews and case conferences or access to records. The withdrawal of communication by staff although demonstration of disapproval is allowed. The withholding of medication or the use of medication or medical treatment. No sanction should involve the humiliation of a young person and staff will ensure that young people will be able to retrieve their dignity and self respect after the imposition of a sanction.'

80. My understanding is the policy documents were a way to get an acceptable standard across to all of the staff.
81. The sanction the boys all dreaded was being kept in school all week and weekend. The decision to stop home leave would be made by social work with input from education. To my mind being kept at school wasn't really a sanction because if they were in school all week they were out on a trip or doing activities.
82. I suppose we were trying to instil in them there was a way to conduct yourself at the school.
83. I don't know and don't think the boys were sat down and made aware of policies on discipline.
84. I am not aware of any physical punishments being handed out at the school. I shouted at the boys on a regular basis mostly because of dangerous behaviour in the workshop or bullying other boys. If I had been shouting at a boy and I felt anything further had to happen to the boy I would report it over to social work and they would take it from there.
85. Any such incident like that would be written up in the book so that the shift that were coming on knew what had gone on. Every member of staff could access the diary and could write in it. You would write down a bit about the incident and the names of the staff who witnessed it. It was timed and dated and written up on the same day the incident happened.

Restraint

86. Restraint was used in Ballikinrain. I have the policy on restraint which reads *'Ballikinrain is a specialist resource which work with some severely emotionally damaged young people. It is recognised that from time to time a child may require to be physically held and therefore restrained. Every effort will be made by staff to avoid the use of restraint and the management team realise this course of action should only be implemented as a last resort. Ballikinrain school believes that all staff and young people should know and understand the circumstances under which restraint may be applied. These are: if a young person is in danger of harming or damaging themselves, if the young person is in danger of harming or damaging other people. If the young person is committing serious physical damage to the living area of the school. The management team believes under these circumstances staff may apply physical restraint. Wherever possible two or more members of staff should be present. It is recognised that this is not always possible but help from a second member of staff should be sought wherever possible. At all times the minimum amount of force should be used to hold the young person in a safe position. Restraint will end as soon as the young person has regained personal control and calms down. The management team has decided that as a matter of policy Ballikinrain school has not adopted restraint methods described in therapeutic crisis intervention. It is necessary therefore to indicate our overriding principles of restraint which are: a young person should be held by the major limbs, that is the upper arms and upper legs. This will avoid possible damage to wrists, ankles and other parts of the body. All contact with sexual organs should be avoided, keep clear of the young person's face and head. The young person should only be held until they have gained control of themselves. There should be a period of calm when all parties can regain composure. There should be an interview with the child to go over the events as soon as possible. Staff should endeavour to ensure the dignity of the young person is maintained at all times. There will be appropriate recording of the incident and information passed to social work department and parents. Many young people can escalate disruptive behaviour for the benefit of an audience. It is useful therefore, on occasions, for staff to remove the young person from the audience. At other times it might be easier to remove the audience from the*

young person. The management team understands that this decision involves a judgement which can only be made by members of staff involved in the incident. The management team believes that if a young person's anger is directed specifically at a member of staff then it is generally better if the member of staff is not involved in the restraint. If that member of staff is involved initially then colleagues should enable them to move off as quickly as possible in order to make every effort to defuse the situation.'

87. I did have to restrain children at the school, I cannot remember specifics. In ten years that I was there I maybe was involved in six restraints. It's not like it was a weekly occurrence.
88. Some of the boys were at Ballikinrain for more than four years and were not restrained once. Others were there for far less time and may have been restrained regularly.
89. I never saw excessive restraint being used at the school.

Concerns about the institution

90. I am not aware of any concerns about the school and I think it was held in pretty high regard by the social work department.
91. I never had a child come to me saying that there was anything wrong. I think if there had been anything going on there, there would have been a whistle blower.
92. I don't remember any instruction or policy that if a child came to me with a concern what I should do. If there had been concerns that way, the boy would have been free to speak to 'Who cares Scotland' unobserved by Ballikinrain staff. The boys were made aware of when they were coming. I think they came twice a year. There were flyers left around the place for when they weren't there.

Trusted adult/confidante

93. You would hope that a boy would confide in their key worker or key teacher if there was a problem.
94. No one came to me with anything like that. There was no ill treatment of children by staff in the place.
95. A boy would maybe come to me about boy on boy bullying. If that happened, you would try and investigate it. If the bullying was going on in one unit the unit staff would deal with it. If an older boy was bullying a younger boy the two unit staff would have to be involved and there would be collaboration between them.

Abuse

96. Abuse to me means any knowing or intentional act on the part of a caregiver or any other person which results in physical injury, unreasonable confinement, cruel punishment, sexual abuse, or sexual exploitation of a vulnerable adult.
97. All staff were aware that many boys arrived at the school having previously suffered abuse. They could be afraid and confused when they first came to such a different environment. All staff were vigilant in monitoring the units to prevent groups forming which could lead to younger boys being bullied. Within Ballikinrain, as in any family home or school, there were frequently conflicts and raised voices. Discipline was necessary for safety and security. In my time there, at no time was I aware of systematic or consistent demeaning of boys verbally, physically or sexually by staff. From my perspective, any discipline was for their safety and was only what could be carried out publicly in front of witnesses.
98. I'm not aware of a definition being given around abuse at the school. I have a whole lot of documents but I do not recall there being anything in there about abuse.
99. There was no staff on children abuse going on there. In terms of verbal abuse there was a lot of banter going on.

100. I saw peer on peer abuse. When school got out for break time you had these forty wee guys all heading to their unit for their snack. There would be a bit of a rammy with the boys and you would have to split them up if they were fighting.
101. Looking back, I can be confident that if there was any abuse going on at the school it would have come to light at the time of it occurring. I am confident of that as there were a lot of good people who worked there. Also, the connections between the education department and social work were very strong because the teachers were working in the units.
102. The other thing that makes me confident is that there was a high percentage of female staff which had a very good effect on the place. I think it was because they settled things down a bit. I believe boys would be quite confident with women around them. The younger women treated them like little brothers.

Child Protection Arrangements

103. There was no policy for child protection that I am aware. I would go so far as to say that child protection was through the place, it was a foregone conclusion.
104. On a Monday morning there was an education staff meeting and on a Friday afternoon there was a whole staff meeting. Those issues would get raised at either of those meetings.
105. We were concerned with what was going on outside the school. For some of the boys it was almost like coming to a peaceful place for them, almost respite.
106. If there were any child protection concerns I would report it through social work to management. I presume then it would be referred to Glasgow social work department.

Record Keeping

107. There was a daily logbook kept at the school around incidents of note. The boys also had their individual care plan each.
108. I believe the daily diary was a very good way of switching on the staff for the next shift as to what had been going on. I believe it was sufficient for its purpose. It's the first thing I did when I went on shift was to read the daily diary.
109. Social workers had a folder on each boy. Although I didn't have access to them, I could have asked the social worker if I needed to. It would be easy enough to find out from the social worker about the difficulties the boy was facing at home.

Investigations into abuse – personal involvement

110. I think I was under investigation during my time there about a boy called IWH [REDACTED]. I removed a stolen DVD from the front of IWH [REDACTED] tracksuit bottoms and I think I got that 'I'll get you done for sexual assault'. I saw him stealing it and that's why I did it. This may have been 1998. It went to investigation at the school and it was deemed 'no further action.' I cannot recall who did the investigation and I was not served with any papers or anything. I also cannot remember how it affected my relationship with IWH [REDACTED].
111. I have the paperwork from the Inquiry and can see it mentions nature of complaint – physical. Description - alleged assault. 23/4/2001. Police and Social work informed. No formal action. Fact finding undertaken . Employee and child charged with assault. I can't remember anything other than that.
112. The other paperwork from the Inquiry about IWJ [REDACTED] alleged assault, 11/98, reported to police and social work. No formal action, fact finding investigation undertaken. I have absolutely no idea about that.

113. Neither went to a criminal court. I think with [redacted] I was suspended for a while. I forget for how long. I think it was just before I moved from the school to Lewis. I don't think I left for Lewis while I was suspended. I think the suspension was for a period of time and then I went back to work and then left for good.
114. In 2001 it would have been Chris McNaught, the headmaster at the time who investigated it,
115. It says on the paperwork form the inquiry Police and social work involved. I cannot recall being interviewed by the police about it.
116. A war cry from the boys, against a social worker or teacher, might have been 'I'll get you done for assault, I'll get you done for sexual assault.' That happened a lot.

Reports of abuse and civil claims

117. As far as I know there was no abuse going on in Ballikinrain. There were enough people in the place of Christian conviction that they would have had whistle blowers.

Police Investigations/ Criminal Proceedings

118. I know that my boss Greg Dougal has recently been convicted. Greg used to work at a school called St Ninians. I think previously, a couple of members of staff from St Ninians school, which was run by the De La Salle Brothers, were convicted. More recently, Greg was as well, at Falkirk Sheriff court. I believe it was to do with both St Ninians and Ballikinrain.
119. I have given a statement to the police previously. It was to do with an incident that I was not present at so I could not give a proper statement. It was an incident between Greg Dougal and a boy called [redacted]. I suspect it was to do with smuggling drugs into the school. The reason I know about the incident is because [redacted] came to my class after the incident and was talking to the other boys in the class about

it. This was what I said in my police statement. The allegation was something about Dougal having broken █████ arm.

Convicted Abusers

120. Greg Dougal is the only one who has been convicted.
121. He was there when I started and he was my line manager. Apart from being a qualified teacher I believe he would have had a qualification in special needs education.

Other staff working at the establishment at the same time

ITK █████

122. I know ITK █████ His name was ITK █████ his surname may have been ITK █████ ITK █████ was his nickname, he was an Irish chap. He was a social worker and lived in █████. He was there all the time I was there. I think ITK █████ retired early 2000's so he was probably fifty years old through the 1990's when I was there.
123. I didn't have many dealings with him. He was top unit staff. He would accompany me sometimes on fishing trips with the boys.
124. He was a popular guy with the children. I do not recall seeing him discipline the children and I never saw him abuse any children.

GOQ █████ (*music*)

125. He is unknown to me. There was an GOQ █████ who was a sign writing teacher.

Anne

126. There was an Anna and an Anne. Anne would have been nearly sixty when she worked there. She was bottom unit care staff. I would have been on shift when she was working.

127. She had a grown up family, I can only remember her having a motherly nature towards the boys. I never saw her disciplining or abusing the children.

GOZ

128. GOZ worked in the top unit. I cannot recall his surname but I do remember he was a big Queen fan. He was younger. I think he left around 1997. I did work with him sometimes, in the top unit.

129. I never saw him disciplining or abusing anyone.

GOU

130. He was in charge of the bottom unit. He was an ex Liverpool prison officer. He would put on theatrics and had a rather gruff exterior. I think he would try to look very official. I think the children were wary of how far to push him. I believe the children knew he came from the prison.

131. I never saw him disciplining the children but I would have certainly seen him shouting at them a few times. I never saw him abusing any child.

John

132. There were two Johns, John McGeough and John Lightbody. Lightbody was an art teacher. John McGeough worked in the top unit flat. He was a very popular member of staff.

133. John Lightbody had a classroom upstairs from me. He was fine. Because he took art he would have boys who were genuinely glad to be there in his class.

134. He also was in charge of the band who played at the church service on a Friday. There was a guitar and drum set and some of the boys would go and practice with him.

HHZ

135. HHZ was at Ballikinrain when I went there. He was in a promoted social work post at the time and I think he also did a bit of PE. I believe he is head of education in [REDACTED] now, possibly [REDACTED]. HHZ left around 1996/1997 to go to a social work job in South Lanarkshire.

136. He was popular with the boys. He was involved in a lot of active stuff with them like football.

137. I never saw him disciplining boys. Occasionally he would bring the boxing gloves out. If there was going to be a fight HHZ would get the boxing gloves on the kids and monitor the fight.

138. I never saw him disciplining or abusing any child.

HTH

139. I do know the name but he had left before I started. I think I may have taken over his house.

140. The only thing I heard about him was that he tackled hard on the football pitch. Maybe a bit too hard with the boys. This was folklore, I cannot remember who I heard it from.

IIN

141. IIN was a great member of staff, she taught the primary boys and she was involved in outdoor education. IIN is about the same age as me so would have been in her forties when I was there. IIN was very good with the children and they liked her.

142. I never saw her discipline or abuse anyone. She would have been involved in restraints.

GOS

143. GOS I wasn't aware of him being called GOS I think he was the English teacher for a while but moved onto geography and history. He never taught technical subjects.

144. I have read in the statements mention of crossword puzzles being done in his class. There was a bit of that going on. If boys came to me in 'bad cut' you didn't fight them to work.

145. Bad cut means bad shape. These boys generally went out for the weekend and came back to the school under the influence of drugs. By the time you got to the Tuesday if they didn't have drugs, hadn't managed to smuggle any in, they would be 'coming down' off them. This made them anxious, that kind of thing. Their behaviour could be very volatile.

146. There was a small television screen in class which had access to motorcycling and fishing videos which the boys could take time out and go to. There was also a Nintendo games machine. Rather than fight with them, teachers had that option.

147. There was a Reginald Philips, known as Reg. He was my predecessor.

IKD

148. He was in charge of top unit for a while, he was the music journalist and was ages with me at the time. He seemed to get on well with the boys. I never saw him disciplining or abusing children.

Mr IKE

149. I have no knowledge of that person.

IGD

150. I know who IGD was, though I only met him once and never saw him with the kids. Both he and his wife worked there. IGD left in 1989 through ill health. He was a real outdoor guy. Him and Greg Dougal were involved in Lomond Rescue.

HVC

151. HVC was one of the outdoor guys. If the boys were kayaking or abseiling or anything like that, it was generally HVC who took that. He was a popular member of staff. I saw him regularly with the boys and it was always very good.

152. If you gave me a list of Ballikinrain boys while I was there I could probably go down the list and say he would make allegations and so would he. There were a few bad apples in Ballikinrain.

153. I read in the statements there is mention of sexual abuse on one boy from an older boy. I cannot guarantee that that did not take place. At weekends for instance there would be skeleton staff on. Some of these older boys were just bullies as well.

154. I would stand up in any court in the country and say that any kind of sexual abuse was not taking place between staff and boys at Ballikinrain.

155. In terms of other abuse, that's a no as well. There were three areas where a boy could get hurt at Ballikinrain. A fight with another pupil, some daft stunt in the grounds in say the trees or in a restraint situation where they were fighting back.

156. I saw no abuse at Ballikinrain.

Allegations from named pupils

GJZ

157. GJZ has given a statement to the Inquiry. I have been read the following quotations from paragraph 91 and 92 of the statement of GJZ, 'There was a member of staff called GPB who was the woodwork teacher. He would carry a conker tied to a piece of string, which he called the 'bobble' and kept it tucked in his belt. He would walk up behind people in class and smack them over the head with the conker. He dished that out as a punishment every day in his class for little things, like if a boy came back from the toilet smelling of smoke or just for small daft things. It happened to me a few times and I saw it happen to other boys. It was really hard and was very sore. It made me cry every time he did it to me and left lumps on my head so I dreaded going to his class. Any boy in Ballikinrain at the same time as me will remember him and the bobble.'
158. I remember GJZ I can't remember punishing or sanctioning him. I did not abuse him.
159. There was a small wooden marble like thing on the end of a key string. Occasionally the boy would get hit round the rear end or top of the leg with it. GJZ was quite a handful. Some days the staff were like sheep dogs getting kids into the class.
160. Hitting kids on the head through the 40's, 50's or 60's might have been okay but it wasn't okay in the 90's.
161. There would have been a big set of keys on the end of the one I have brought to the interview. If you had really wanted to hurt the kid you would have hit them with the keys. The reason the bobble was there was so that it could be tucked into my belt because all hell broke loose if the kids' got keys. That was the way of me keeping keys attached to my body.

162. I would describe the item I have brought with me as a wooden marble on the end of a string. It has a loop on the other end where the keys would hang from.
163. The passage of time has not affected my recollection of events compared to GJZ. GJZ was not hit around the head, no kid was hit around the head with it.
164. I would accept that if a child had been hit around the head as described, then that would be abuse.
165. I have also been read paragraph 93 from his statement, *'When I was about twelve or thirteen years old I was up in the tree house one day and refused to come down because I was upset but I can't remember why. The tree house was built on three skinny trees. GPB came out and started swearing at me, calling me a wee bastard and threatened to cut the tree down if I didn't come down. I didn't come down so he went back in and got an axe and started hacking the tree with it. I just sat up there crying. I came down because I was terrified and it would all have collapsed in on me if I hadn't. When I came down I was dragged upstairs.'*
166. There was an incident with the tree house but it is not as described there. GJZ is not the boy involved. There is a transcript from Ballikinrain of the incident. GJZ said it was him up the treehouse. It wasn't him. He said I came out with an axe. I didn't. I came out with a chainsaw and I buzzed the chainsaw underneath the treehouse. The article about the incident was written by zIKE SNR. He GJZ has borrowed that story and is now using it for himself. My wife tells me that zIKE is writing about the history of Ballikinrain through stories and every now and then he does posts about trips or other things that happened.
167. The transcript of the post is as follows: *'after a pretty traumatic week for some ex Bali boys I shall conclude my tale about the tree, the pupil and the chainsaw. Wednesday afternoon had seen no sign of KKM until I was going home for tea 4.30 pm, due back at 6.00 pm. For some reason I noticed KKM to the right of the carpark on leaving the main entrance. I stupidly walked over and he was standing at*

foot of a tree with [REDACTED] a pupil, up it. KKM [REDACTED] said I've been here two hours, he's yours now. Not very professional of me but I was a bit pissed off, wanted my tea and it was tuck shop night. So, I sent a boy, audience had gathered, for GPB [REDACTED] with his chainsaw and told [REDACTED] if he didn't come down I would chop the tree down. How preposterous is that? However, he came down, was told to go to the unit without supervision and that I would see him after assembly. I went home, had my tea, came back, took assembly, [REDACTED] still being there and had a good discussion about the situation. As I said previously he later became tuckshop boy. Would I have chopped the tree down? Of course not.....but relationships are built via strange situations.'

168. [REDACTED] is [REDACTED], GJZ [REDACTED] would have known that situation took place and borrowed it. My wife tells me GJZ [REDACTED] is not on that [REDACTED], GJZ [REDACTED] has a serious police record.
169. If it happened in that way that he said it happened I wouldn't say that was abuse. No one intended to chop the tree down. We were trying to get a guy out a tree, that's all.
170. I also wouldn't say being called a wee bastard was abuse.
171. I have been read paragraph 94 from his statement, 'The staff used to restrain boys if they needed it. Other staff did it to stop you from running away and did it normally. When GPB [REDACTED] did it, he would bend your arm behind your back and bend your thumb back to cause you as much pain as he could. He did that to me and to other boys. It was really sore.'
172. No, I don't think that happened. The passage of time has certainly affected my recollection of things which happened thirty odd years ago. But no, in relation to this I would have pinned his arms to his body. There were very few instances of restraint with only one member of staff.
173. If he had been treated in the way he is suggesting then I agree that would be abuse.

174. I have been read paragraph 95, ^{GPB} [REDACTED] was one of the teachers who also worked in the home on weekends. He was just another bully. He was a skinny, lanky man that had a motorbike. He lived in the house [REDACTED]
[REDACTED] He lived there with a woman who I think was his wife. She had a motorbike as well.

175. My response to that would be, this is a redress claim.

GDM [REDACTED]

176. ^{GDM} [REDACTED] has given a statement to the Inquiry. I have been read the following quotation from paragraph 96 of the statement of ^{GDM} [REDACTED], 'The ^{GPB} [REDACTED] teacher used to hit you with this wee wooden ball he had on a bit of string. It was like he was playing conkers with it and if you were caught swearing he would hit it off your head. He would hit you on the back of the head with it and tell you to stop swearing, so we obviously never swore in front of him'.

177. I have also been read paragraph 97, 'He did that to me and all the other boys who were lippy, or swearing or not showing any respect to elders, things like that. I remember it hurt, it was really sore when it hit the back of your head.'

178. I remember ^{GDM} [REDACTED], he's another one that claims about the bobble. I never abused him.

179. Swearing was constant in the place. My line was blasphemy. You couldn't do anything about the swearing but blasphemy was something I wouldn't accept in my class.

180. He may well have been hit with the bobble but not round the head. It would have been round the backside or the legs. These are boys who would have gone back in the unit and flicked each other with wet towels.

181. I think some of these stories grow arms and legs. I don't think the passage of time has affected my memory with regards this. If he was hit in the head as described I would agree that would be abuse.

IKH

182. IKH has given a statement to the Inquiry. I have been read the following quotation from paragraph 25 of the statement of IKH, GPB was the woodwork teacher. He used to hit you over the head with a solid conker he had on his set of keys if he thought you weren't listening to him. He was an animal. He stayed there with his wife.'

183. I remember IKH. I guess he got hit with that bobble too, but not round the head. I did not abuse him. IKH was one of the pupils who was completely out of order from morning to night.

184. When I read his statement there was something in there that shocked me. A fourteen year old fathering a child to a thirteen year old while in secure accommodation. I was not aware of it at the time, only when I read the statement. What does that say about secure accommodation?

185. I have nothing more to say about this allegation but the fact that these boys are making allegations, the names don't surprise me.

186. I believe it's redress, butter things up for a redress claim.

187. If what happened, happened, then I would agree that would be abuse,

188. IKH and GJZ are boys who would have given the younger boys a very hard time. It's the type of character they were.

GOP

189. ^{GOP} [REDACTED] has given a statement to the Inquiry. I have been read the following quotation from paragraph 36 of the statement ^{GOP} [REDACTED], 'Staff would supply us with fags, nail varnish, typex remover and glue, things that we could sniff and the attitude seemed that we were easier to control if we were under the influence of such things. When we were out with staff for a walk or a trip they would often give us a beer. ^{GPB} [REDACTED] and ^{ITK} [REDACTED] were two staff members that I recall giving us those things'.

190. I don't remember ^{GOP} [REDACTED] being the outdoor type and being away on fishing trips and stuff. I refute that. Boys were supplied with cigarettes but I certainly never supplied any boys with alcohol. I don't know what this stuff is about nail varnish and typex, it must have been stuff that was stolen as it was never given by the staff.

191. Again, I would say this is redress.

192. I would accept that if a boy was given the items suggested then that would be abuse. We had a boy at Ballikinrain and they called him [REDACTED]. His preferred high was air freshener and it used to come out of his pores.

193. I remember ^{GOP} [REDACTED] and I have very little memory of any misbehaviour with him. I don't think I ever punished ^{GOP} [REDACTED] and I did not abuse him.

^{HHY} [REDACTED]

194. ^{HHY} [REDACTED] has given a statement to the Inquiry. I have been read the following quotation from paragraph 42 of the statement of ^{HHY} [REDACTED], 'It got to the point where I was in with the woodwork teacher, ^{GPB} [REDACTED] He had the perfect view and he had seen me being smacked about by [REDACTED]. ^{GPB} [REDACTED] came up to me and asked me what was up. He said he knew it was [REDACTED] and that I had to stand up to him. ^{GPB} [REDACTED] basically advised me to beat [REDACTED] up but I was scared to fight back. ^{GPB} [REDACTED] knew that I felt safe in his class so he told me to get [REDACTED] to go there. ^{GPB} [REDACTED] said he would go in the back, out of the way, so [REDACTED] would think I was alone. ^{GPB} [REDACTED] told me to grab [REDACTED] and hit him repeatedly on the side of the head.'

195. I have a vague memory of this. I think he was told to give as good as he got or stand up for himself. Part of the rationale was to avoid Lord of the Flies situations where you would get six onto one. I think ^{HHY} [REDACTED] was possibly a top unit flat boy. I have no recollection of telling him to go through the back.
196. I have also been read the following quotation from paragraph 43 from his statement, [REDACTED] *did come down I grabbed him and gave him three rapid punches to the side of the head. He wobbled a bit and held onto the side of the table. Then he walked away upstairs to the unit. I felt like Rocky but then I thought I have to go up to the unit where he is and the people he is pally with. I explained this to ^{GPB} [REDACTED] He said not to go up there all scared, he told me to go up and admit that I had battered [REDACTED] and to tell people why I had done it. I went up and as soon as I did the other boys were on me straight away. I said I had battered [REDACTED] because he was a pervert. That's when I got a wee bit of freedom. I realised that I needed to fight back. I couldn't let things just happen to me.*
197. I have no recollection of who the [REDACTED] is.
198. This is actually a success story because of what the boy goes onto describe in his statement. He has five kids and he seems to have bucked the trend.
199. In terms of all the allegations made against me there is no surprise with the names. These boys were causing trouble all over the place. They had no respect for authority in school. They had no respect for authority outside school as their police record attest.
200. I find it notable that the accusations made against me came from boys who all attended Ballikinrain at the same time. With the prominence of Redress there has been a lot of on-line chat about ex pupils accessing the service [REDACTED] Old stories are rehearsed, and people are advised to direct message those further along the line. As this statement shows, some stories are appropriated by those who were not originally involved, and outcomes exaggerated. It is very easy to damage a reputation and almost impossible to recover.

201. Guys like IKH, GJZ and GDM, they are burnt into your memory because they were very very difficult and damaged boys.

Leaving

202. I left Ballikinrain in February 2001. My wife had already moved to Lewis. Initially I worked in Stornoway primary school and then I worked in the secondary school. I latterly worked in Lewis Castle College where I still work, two half days per week, despite being retired.
203. I think I was suspended just before that. I was coming anyway to Lewis because of a whole lot of family stuff going on. I don't think I left while I was suspended over the IWH allegations. I think the suspension was for a period of time and then I went back to work and then left.

Lessons to be learned

204. IKH, GJZ and GDM have all said in their statements they didn't want to go to school. What has happened in their lives certainly needs some kind of recognition and correction. I'm not sure what the answer is.
205. There was a limited amount we, as a school, could do to help. More intensive counselling at a younger age may have had a positive effect in helping them to come to terms with their life situation.

Helping the Inquiry

206. I would suggest that a mine of information for this inquiry is on Ballikinrain. You will see there are boys who will give very positive comments about their years at the school. Though I know of one on there who is a barrack room lawyer and who is trying to incite the rest.

Other information

207. Regarding Ballikinrain, if a lot of this claimed assault was going on, why were the doors flung open to journalists and film crews? These people had free run of the place and to talk to the boys.
208. There is only so much an institution like Ballikinrain can do. A lot of these boys were badly damaged before they came. You can't teach them resilience. I look at HHY HHY he seems to have gone away and had a successful life which is what you want for them all but very few of them achieve that.
209. We were trying to instil in those boys the ability to start making good choices but a lot of them their choices would get worse and worse.
210. I'm partly surprised that the Inquiry seem to be finding so many allegations about Ballikinrain. With respect to Kerelaw, St Phillips and St Johns, Ballikinrain was an easy shift for those boys. They would have got a lot rougher treatment at those places.
211. A lot of it happened before they came to Ballikinrain. Society seems to think 'we'll give them some money and It will solve their problems.' No, it won't. Have these boys got redress against their mothers for what happened to them in the womb?
212. Is there such a thing as a counter redress for defamation of character ?
213. Greg Dougal is in prison because of false testimony. The jury sitting on that case knew nothing about GJZ and [REDACTED] Police records. [REDACTED] has served nine years for attempted murder. He was in court claiming he was abused at Ballikinrain. What about his victims? Do they get any redress for his life of crime?
214. In my opinion I believe there is collusion going on with the ex pupils of Ballikinrain. If you'd shown me a list of boys and ask me who is going to make allegations against

staff. I probably would have named IKH GDM and GJZ and a few others, When you dangle a £10,000 carrot in front of these guys and offer them redress, then stories grow arms and legs. When Greg Dougal was in court I am told these guys were leaving the witness box and going back to a room together, to collude further.

215. What terrifies people who have been in my line of work is false testimony. How can I defend myself against that?

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

Signed... GPB [Redacted Signature]

Dated... 18 | 4 | 24