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Monday, 1 July, 2024

(11.45 am)

LADY SMITH: Good morning, and welcome back to our oral hearings. We move now to Chapter 7 of Phase 8 of our case studies, and this is a chapter in which we are looking at the provision of residential care for children at Bellfield, at Cardross Park, and Calder House.

Now, I begin with an apology, because we had hoped to begin with a different witness earlier this morning and, as matters turned out, we were unable to do that. But the witness who was always going to be the second witness is here and ready, and those of you who keep a close eye on what we are doing here will recognise that she has become a regular visitor to this venue and has given us great assistance on previous occasions as well.

Would you like to introduce her, Ms Forbes?

MS FORBES: Good morning, my Lady. The next witness is Susanne Millar on behalf of Glasgow City Council, and the Partnership, and she will be speaking to Cardross Park. As your Ladyship has said, I think this will be her fourth time giving evidence to the Inquiry.

LADY SMITH: I think it must be, yes. Thank you.

1 SUSANNE MILLAR (sworn)

2 LADY SMITH: Susanne, good morning, welcome back. Do sit
3 down and make yourself comfortable.

4 Susanne, of course you have already given us a huge
5 amount of assistance in this Inquiry and I am really
6 grateful to you for coming back again today. You know
7 the routine, you know how we work, but that's not to say
8 that exactly the same messages aren't there for you as
9 well as before. If you need a break, let me know; if we
10 are not explaining things properly, just say; if we are
11 not going at the pace that's comfortable for you, tell
12 us, because the usual rule applies; I want to do
13 anything I can to make the evidence giving experience as
14 comfortable as possible for you, all right?

15 A. Thank you, my Lady.

16 LADY SMITH: If you are ready, I will hand over to Ms Forbes
17 and she will take it from there. Thank you. Ms Forbes.

18 Questions from MS FORBES

19 MS FORBES: Thank you, my Lady. Good morning, Susanne. As
20 her Ladyship has said already, you have been here a few
21 times before and, just for the record, I will set out
22 when that was, so we can link those dates up. I think
23 first of all it was 11 May 2022, which was Day 281,
24 during Foster Care. The reference for our purposes for
25 that, for the transcript, is TRN-10-000000007.

1 Then, again, after that it was 11 November 2022,
2 which was Day 342, and the transcript reference is
3 TRN-10-000000089. Then, latterly, it was earlier this
4 year during Chapter 4, in relation to Kerelaw, and that
5 was 18 March 2024, Day 424, and the reference for that
6 is TRN-12-000000056.

7 So, on those occasions, Susanne, questions were
8 asked about your professional background, so I won't
9 rehearse that in great detail; we can look to that. But
10 I think you are now the Chief Officer with the Glasgow
11 City Health and Social Care Partnership; is that right?

12 A. No, I am actually the Chief Exec of Glasgow City Council
13 now, although I was the Chief Officer of Glasgow City
14 Health and Social Care Partnership. I am now the Chief
15 Executive of the Council.

16 Q. When did that change?

17 A. Early May, 3 May was when I took up office.

18 Q. Congratulations.

19 A. Thank you.

20 Q. So there is a slight change then to your CV. But
21 I think you told us before that your background involved
22 you starting off as a social worker, then moving into
23 strategic planning, and then being appointed at various
24 different positions in relation to social work, and then
25 moving into this Glasgow City Health and Social Care

1 Partnership. I think we heard before that that's the
2 partnership between Glasgow City Council and Greater
3 Glasgow and Clyde Health Board to provide these
4 integrated health and social care services; is that
5 right?

6 A. Yeah, that's correct.

7 Q. You have made your way through and, ultimately, now you
8 are the Chief Executive, as you have said.

9 LADY SMITH: So it was that previous role you were in at the
10 time the answers and responses to our Section 21 notices
11 for this chapter of the case study were prepared,
12 I think; would that be right?

13 A. Yes, my Lady. Yes, it was a previous job. It was
14 the Chief Officer of the Health and Social Care
15 Partnership. And at one stage I was the Chief Social
16 Work Officer, at very early stages of the Inquiry.

17 LADY SMITH: Yes, of course. Yes, thank you.

18 A. As Chief Social Work Officer.

19 LADY SMITH: Thank you.

20 MS FORBES: So prior to this most recent position; was
21 it May 2019, that you became the Chief Officer for the
22 Partnership? Is that right?

23 A. Yes, that's correct.

24 Q. I think you told us before that you have been personally
25 involved in responding to the requests by the Inquiry

1 for information and assistance; is that right?

2 A. Yes, I have.

3 Q. And also you chair a group responsible for all
4 submissions to the Inquiry?

5 A. Yes, that's correct.

6 Q. Along with some other members, which include the Chief
7 Social Work Officer and Dr O'Brien, the Chief Archivist
8 in Glasgow?

9 A. Yes, that's correct.

10 Q. And I think, Susanne, the last time, earlier this year
11 when you gave evidence, you told us a little bit about
12 how the involvement of Local Authority and the provision
13 of residential care has developed over the last
14 40 years. I think you said that one of the biggest
15 changes was the shift away from these big residential
16 establishments to substitute family and fostering; is
17 that right?

18 A. Yes, that's correct.

19 Q. And there was also this move from bigger institutions to
20 smaller children's houses or group homes?

21 A. Yes, that's right.

22 Q. That's what you have seen in your time with social work
23 and with the Council?

24 A. Yes, I have.

25 Q. Now, Susanne, you are here today to help us with

1 Cardross Park, and I think you have been involved, or
2 you are aware of the A to D response that has been
3 provided in relation to Cardross Park. And I think the
4 first part of that is the A to B. For our purposes, the
5 reference is GLA.001.002.6836. And this is a 34-page
6 document.

7 The first part of the response is -- I think we can
8 go to page 10, first of all. If you can go down to 1.5,
9 which is 'Ethos', underneath it says '(a)Organisation',
10 and then 'Past'. And if we look at subsection 2, there
11 is some information there about who ran Cardross Park
12 and it says there:

13 'The establishment was run by the Dunbartonshire
14 County Council/Strathclyde Regional Council/Glasgow City
15 Council.'

16 So that's how things progressed; is that right?

17 A. Yes. That's the history, yes.

18 Q. So, originally, Dunbartonshire were involved. And with
19 the reorganisation, did that come in 1975, to
20 Strathclyde Regional Council and then, later on, Glasgow
21 City Council?

22 A. Yes it did.

23 Q. Now, geographically -- now, it would come under Glasgow
24 City Council, but do you think that makes sense
25 geographically? Was there any thought about it being

1 passed back at any point to -- for West Dunbartonshire
2 or even Argyll and Bute?

3 A. We couldn't find anything in the records to suggest
4 that. My memory of that, and kind of part of what we
5 have always done as an authority is also to ask people
6 who have been involved in Glasgow City for a period of
7 time, and we did ask people who had previously been
8 employed by us -- and we couldn't really find a rational
9 reason for it coming to Glasgow City, geographically.

10 Q. Okay. But that's where it lies?

11 A. Yes.

12 Q. I think, under subsection 3 -- it relates to the
13 establishment's function. And the answer there is:

14 'The establishment functions and mission changed,
15 from a Remand Home under the 1932 Act and then to
16 an Assessment Centre under the 1968 Act.'

17 Now, on the next page, we get some dates about when
18 it opened, but I think you say it opened in 1967. So,
19 initially, it seems Cardross Park operated as a Remand
20 Home for a short period of time, before quickly becoming
21 an Assessment Centre under the new provisions; is that
22 right?

23 A. Yes, that's our understanding.

24 Q. Okay. If we go to page 11, the next page, I think we
25 can see, under subsection 4, that in relation to changes

1 it sets out there Cardross Park opened in 1967 and then
2 changed to an Assessment Centre, and that was under
3 subsection 5. It says:

4 'That was a result of the changing legislative and
5 regulatory responsibilities.'

6 Moving forward, then, to page 12, if we could look
7 at -- this is a section that deals with the
8 establishment, subsection (b), and the past. Then go
9 down to subsection (b)(ii) and it states whether the
10 establishment cared for children of both sexes and it
11 says there:

12 'On its establishment in 1967, Cardross catered for
13 boys only and then, 1972, provided assessment facilities
14 for girls under 16.'

15 Is that right?

16 A. Yes, that's correct.

17 Q. We might come to some documents later that give us a bit
18 more information about that; but that was the
19 understanding when this was completed?

20 A. Yes, it was.

21 Q. And going down the page to subsection (iv), it states:

22 'The historical records show that the intention was
23 to appoint three female staff in light of the addition
24 of girls to the centre.'

25 Was that your understanding in relation to the staff

1 makeup after girls were admitted?

2 A. Yes, that was our understanding.

3 Q. Moving forward, then, to page 13, if you can go further
4 down the page to 1.6, near the bottom, it talks about
5 numbers and then it goes over into page 14. At the top
6 of page 14, subsection (i), it says:

7 'How many children did the organisation accommodate
8 at a time and in how many establishments?'

9 And the answer is that Cardross Park Remand Home was
10 under the aegis of Dunbartonshire County Council, which
11 is not a predecessor authority for this organisation.

12 And it is stated:

13 'The numbers available of children accommodated in
14 residential establishments for this organisation and its
15 predecessors are contained in Appendix B.'

16 And that: 'the information is limited'. I think,
17 again, Susanne, we might come later on to some
18 inspection reports that give us some idea of what the
19 numbers were, at least initially.

20 A. Mm-hm.

21 Q. But is it fair to say that there aren't a lot of records
22 available in relation to Cardross Park?

23 A. Yes, that was our experience when we were responding to
24 the Section 21; we struggled to find records.

25 Q. Okay.

1 If we could move forward, then, to page 22 of that A
2 to B, down to section, subsection 6, I think there was
3 a question asked about the gender balance of the
4 childcare workers, and the answer there is that in 1971
5 there were six men and two females; was that something
6 that was taken from an inspection report or some other
7 documents that were looked at?

8 A. I can't recall the precise -- where that came from,
9 precisely.

10 Q. Okay. Well, again, we might come later on to see some
11 more information about --

12 A. Yes.

13 Q. -- the staffing at different times. And then in the
14 subsection below that --

15 LADY SMITH: Of course, in that year it was still boys only.

16 It was the following year that girls were admitted; yes?

17 MS FORBES: Yes, my Lady. Although there is a peculiarity
18 in the records that we might come to about girls being
19 there before that date, but I don't know if that was
20 maybe just a temporary measure.

21 LADY SMITH: Okay, thank you.

22 MS FORBES: The paragraph then, after that, talks about the
23 girls' unit being established in about 1971/72 and,
24 again, this proposal that three female staff should be
25 employed. Again, we might come to see that a little bit

1 later.

2 Do you know, Susanne, if it was a dedicated wing or
3 unit that was established for girls at Cardross Park?

4 A. That was my understanding. And, again, it was from
5 documents that were available to us. There was
6 reference made to the girls' unit. So we have taken
7 that inference, but it is quite difficult to establish
8 it precisely. But the girls' unit was mentioned in
9 a couple of documents.

10 Q. Thank you. If we can move forward then to page 24,
11 I think this talks about the oversight -- accountability
12 and oversight regime. And the answer at subsection 4
13 there talks about the Children's and Social Work
14 Department for Dunbartonshire County Council receiving
15 regular reports about the establishments?

16 LADY SMITH: That's section 5.

17 MS FORBES: Sorry, my Lady, section 5, yes. I have read my
18 roman numerals incorrectly.

19 That was between 1967 and 1975. Now, does that
20 information come from documents that you have seen about
21 inspections at Cardross Park?

22 A. My understanding from our Chief Archivist, Dr O'Brien,
23 was that that was available to her through the archives.

24 Q. And in relation to that, do you have any personal
25 knowledge or recollection about what type of inspections

1 or visits would take place during that time?

2 A. I would be making an assumption. But there would be --
3 the work that the Inquiry has already done, in terms of
4 the specialist reports that you have available to us,
5 there is nothing to suggest that Cardross Park did
6 anything different in terms of the inspection regimes,
7 but we couldn't be certain about that.

8 Q. And I think the question is asked in subsection 6: what
9 visits were made?

10 And there is reference to minutes of meetings of
11 these committees and recording visits to residential
12 schools and homes in general; but do you know if that
13 relates particularly to Cardross Park or not?

14 A. Again, my understanding from Dr O'Brien was there was
15 reference to Cardross Park in some of the minutes that
16 she had available to her, from the archives. Not
17 consistently, though.

18 Q. I think if we go down to the bottom of the page, we can
19 see there, at subsection 11, that the minutes record
20 reports, but give no further detail. And:

21 'According to available historical records, reports
22 were discussed and minuted, but specific contents of
23 said visits are not available.'

24 A. Yes. So what Dr O'Brien was able to find was that there
25 was reference to the reports and reference to visits,

1 but nothing of substance, in terms of either the actual
2 reports themselves or any kind of inspection reports.

3 Or indeed at the meetings, any discussion of substance.

4 LADY SMITH: So it was just the fact of them having taken
5 place --

6 A. Yes.

7 LADY SMITH: -- that had been recorded.

8 A. Yes, my Lady.

9 LADY SMITH: Thank you.

10 MS FORBES: Moving forward, then, Susanne, to page 26, and

11 I think this deals with the culture and moving on to
12 staffing. But, at page 26, at subsection 4, we can see
13 that there is an answer about -- which relates to
14 Kerelaw and Larchgrove. This is the third paragraph
15 down, in subsection 4. It states:

16 'We have already reported on Kerelaw Secure Unit,
17 Downcraig, Larchgrove Remand Home and Eversley, and our
18 reporting on Cardross Park is part of the latest batch.
19 In the earlier reports, we highlighted changes in
20 Larchgrove Remand Home as the most informative and we
21 report this here for your convenience.'

22 Then it sets out that, in 1969, the Social Work
23 Services Group made a full inspection of Larchgrove
24 Remand Home after a serious incident in February of that
25 year. In terms of their recommendations, the following

1 changes were made ...'

2 Then it sets out the changes. I think this is
3 something you talked about the last time you gave
4 evidence; is that right?

5 A. Yes, it is. So the group that you refer to that
6 I chaired, continue to chair, in terms of managing our
7 responses to the Inquiry, you mentioned the report on
8 Larchgrove Remand, because we made an assumption that
9 the recommendations from there, well, they do in fact
10 relate to all Remand Homes, so they would have had some
11 bearing on Cardross, which is why we referenced it again
12 in this response.

13 Q. Yes. And I think you are aware of the Bennett and
14 Righton report, that after these recommendations were
15 made, that things did not improve at Larchgrove; is that
16 the position you are aware of?

17 A. Yes, yes.

18 Q. Yes. So if we are considering that; can we be confident
19 at all that there were any changes occurring in places
20 like Cardross Park as a result of these recommendations,
21 in relation to Larchgrove?

22 A. It is really difficult, given the absence of records, to
23 make comment, either in terms of any issues that there
24 may have been at Cardross, and therefore any action that
25 needed to be taken after the inspection in Larchgrove.

1 It's difficult to comment.

2 Q. But certainly nothing specific about Cardross Park
3 before recommendations or after recommendations were
4 made for Larchgrove.

5 Moving forward then to the staffing, at page 28,
6 I think this relates to sort of leadership on the page
7 before. But, if we look at page 28(ii), the question is
8 asked about the names of and qualifications of persons
9 in charge. And there is a list there of three names
10 provided between 1967 and 1975. And that relates to
11 Mr KCZ being SNR at the centre,
12 and then, in addition, 1971, states:

13 'We know that the following were in post: Mrs
14 ...'

15 That was his wife; is that right? Who was
16 ?

17 A. Yes.

18 Q. '... and Mr , SNR , and Mrs
19 .'

20 And, again, I think they were also married; is
21 that --

22 A. That's our understanding, yes.

23 Q. We might again, when we come to some of the inspection
24 reports, see some more information about that, but
25 that's the information, at the time of completing this A

1 to B, that was available; is that right?

2 A. Yes, that's correct.

3 Q. I think if we then go to page 32 of this, we can see
4 that, in relation to paragraph 3, 'Retrospective
5 acknowledgement/ admission', 3.1, 'Acknowledgement of
6 abuse', subsection (i), the question is asked:

7 'Does the organisation/establishment accept that
8 between 1930 and 17 December 2014 some children cared
9 for at the establishment were abused?'

10 It states there that it is the Chief Social Work
11 Officer that's answering that question, and what's
12 stated there is:

13 'The Council currently has claims relating to
14 allegations of abuse in Cardross, but there are no
15 available records of internal investigations of abuse,
16 no available records of disciplinary action against
17 staff and no knowledge of police investigations or
18 criminal convictions relating to abuse of children.'

19 Was that the position at the time, when this was
20 completed?

21 A. Yes, and I was the Chief Social Work Officer, so that
22 refers to me, yes.

23 Q. Again, as a result of that, there is no assessment then
24 of the extent and scale of such abuse or the basis of
25 that assessment, or acknowledgement of systemic

1 failures?

2 A. Yes.

3 Q. Now, at the time of completing that A to B, that was the
4 position. Since then, Glasgow City Council will have
5 been provided with allegations of abuse from applicants
6 who have come forward to this Inquiry. Now, at this
7 stage, we haven't heard from those applicants in person,
8 but those statements are evidence already in the
9 Inquiry, and as such, Glasgow City Council have had the
10 opportunity to consider that.

11 In relation to that, then, taking that into account,
12 Susanne; does the answer to any of these questions
13 change as a result of that on behalf of Glasgow City
14 Council?

15 A. So, from our perspective, we do have the applicant
16 evidence. We also have claims, and we have some current
17 claims, so we are working with, or responding to, claims
18 where people have talked about abuse at Cardross. So
19 I have no reason to disbelieve that.

20 What we don't have is an assessment that we had for
21 some of the other, larger scale institutions. So we
22 don't have an assessment of extent and scale and we
23 don't have a sense of systemic, which we did have in
24 others, and in which I was really clear about our
25 acknowledgement of. But we do have evidence, not least

1 in the applicants' evidence that the Inquiry will hear,
2 but also in the claims against us, that there was abuse.
3 But the other elements of the question remain
4 challenging to answer.

5 Q. Because there's not as many allegations that you have
6 been made aware of?

7 A. Yes.

8 Q. But certainly Glasgow City Council accepts that there
9 may well be findings from this Inquiry in relation to
10 abuse taking place at Cardross Park?

11 A. Yes.

12 Q. I think then if we could move on to the C to D part of
13 the response, which is at GLA.001.003.0956. And I don't
14 want to take you to too many parts of this, Susanne, but
15 there are just a couple of things. I think at the first
16 page there is the response that's given, really, in
17 relation to policy and practice, et cetera. Is this
18 just really the standard response that's been given? If
19 we look down at the answer to subsection 3 of 4.1, we
20 can see:

21 'Glasgow Corporation predecessor authorities were
22 aware of many of national policy guidance across a large
23 range of the above named aspects of residential care for
24 children. Many of the policy guidelines are
25 specifically mentioned in the records.'

1 I think that's a sort of standard response, I think,
2 in relation to much of this throughout, which isn't
3 specific to Cardross Park; is that right?

4 A. Yes, that's right. We did spend quite a bit of time
5 with Dr O'Brien to refresh, given that we weren't around
6 in the timeframe. So we did spend quite a bit of time
7 as part of our responses to all of the Section 21
8 reports. But, yes, they are largely the same in terms
9 of the response.

10 Q. Yes. If we can go then to page 53, this is the section
11 that deals with records. If we look at the present
12 situation, the question's asked what the details are of
13 any records that are currently held relating to the
14 establishment.

15 And I think, again, Cardross Park has closed, but
16 there is this outline given about the new or current
17 record management system and I think that starts in
18 a bit, just further down the page, which says -- it is
19 just under 'Children in its care', if we can go further
20 down. This talks about CareFirst, which is the client
21 management system used by social work services.

22 A. Mm-hm.

23 Q. And that deals with things like care plans, assessments,
24 reports, observations, risk assessments, promoting
25 positive behaviour plans and weekly reports; is that

1 right?

2 A. Yes, that's correct.

3 Q. And that's what's still being used to this day, Susanne;

4 is that right?

5 A. Yes, that's right. There have been some upgrades to

6 CareFirst, but it has just improved its functionality

7 and reporting, but it is the same system. And those are

8 the same headings, in terms of the information that we

9 keep.

10 Q. You can see there that the following information is kept

11 ...

12 And there is a list of some things, daily logs, day

13 to day placement plan and things like that; that's still

14 the position, is it?

15 A. Yes, it is, yes.

16 Q. Is all the information kept electronically or is

17 anything held in paper form now?

18 A. It's all kept electronically, including whether or

19 not -- for example, if we have correspondence that's

20 only in paper format, it is scanned and held

21 electronically within the young person's record. Some

22 young people will still have -- depending on when they

23 came into our system, will still have a paper file. But

24 everything is held, including the back scanning as we

25 called it, everything is held electronically.

1 Q. So, if a child started off with a paper file, that is
2 then scanned in and held electronically?

3 A. Yes.

4 Q. Now, if we could go forward to page 54, halfway down
5 that page it says part D, 'Abuse and response'. And
6 again, this is -- I think there are two parts under it.
7 It says '1. Abuse', '2. Abuse', and then there is
8 an answer, which says:

9 'According to the records and information available
10 to the Local Authority there is no evidence of abuse to
11 children/residents at this establishment during this
12 period.'

13 That period is the timeframe 1930 to
14 17 December 2014. I think that then is the consistent
15 response going forward in the rest of this document. So
16 that was the position that was put forward at the time;
17 does that remain the position, Susanne?

18 A. It is according to the records and information.

19 I suppose it relates to the answer I gave you to the
20 question in terms of the applicant evidence that you
21 have for the Inquiry and the claims against Glasgow City
22 Council. That would provide evidence of abuse to
23 children and residents.

24 What we don't have is anything beyond that, which we
25 do have in the other Section 21 responses. We had other

1 information, in terms of inspection reports, in terms of
2 investigations, in terms of complaints, for example. So
3 that was what differentiated Cardross from our other
4 Section 21 responses.

5 Q. So that question has really been answered through the
6 vision of the records that are available at the time?

7 A. Yes.

8 Q. But, again, like I asked before, since then you are
9 aware of claims against --

10 A. Yes.

11 Q. -- the Council, you are aware of applicant evidence
12 that's been provided to the Inquiry?

13 A. Yes.

14 Q. So would you accept that there may well be findings in
15 relation to this Inquiry that there was abuse of
16 children or residents at Cardross Park during the time
17 period that we are dealing with?

18 A. Yes. I think certainly in terms of the evidence, so the
19 answer would be something along the lines of: in
20 response to the evidence available to the Inquiry and
21 the claims made against the Council, that constitutes
22 evidence of abuse to some children and residents at the
23 establishment.

24 Q. Okay. So that position, really, has moved on with that
25 information being available?

1 A. Yes. I wouldn't wish at all to sound pedantic. It is
2 the information and evidence that we have in terms of
3 that evidence from young people who now -- many are
4 adults. The unfortunate thing is we don't have records,
5 but we have information in terms of the applicant
6 evidence.

7 Q. Now that we have had a look at the parts A to D, I think
8 we can move on now, Susanne, to have a look at some of
9 the records that we have been able to obtain. I think,
10 first of all, we can have a look at some inspection
11 information, albeit that does relate to the very early
12 period of Cardross Park.

13 The first document I would like to take you to is
14 SGV-000103015. Now, I think page 1 of that -- these are
15 taken from a set of inspection reports and page 1
16 appears to be a letter from an inspector in charge, and
17 it is dated 9th of -- I think that says 9 May 1967 --

18 A. Mm-hm.

19 Q. -- at the bottom. And in that, it relates to Cardross
20 Park Junior Remand Home, and it says:

21 'Mr Hull, accompanied by Mr McClure, Children's
22 Officer, on a visit to the above home, on 3 May 1967.
23 Mr Hull feels that the adaptations, redecoration, and
24 furnishing have resulted in a bright, congenial
25 building. Mr and Mrs **KCZ-SPO** anticipate their new role

1 with much enthusiasm.'

2 Now, I think that prior to this Cardross Park was
3 used as a building for a different purpose, but perhaps
4 held quite young children as a nursery of some kind; are
5 you aware of that?

6 A. I wasn't aware of that, no.

7 Q. It seems, in any event, that it has been -- there have
8 been some adaptations and redecoration made to make way
9 for this becoming the Remand Home for junior boys?

10 A. Mm-hm.

11 Q. If we go to the next page, then, this is an inspection
12 report for Cardross Park, and this is dated -- and a few
13 pages down, on page 3, I think we get the date. We will
14 come to that in a minute, but it is 7 May 1967.

15 But, on page 2, we can see that this was in relation
16 to an inspection of the building on the 3 May 1967.
17 That's at paragraph 1(a). That relates to the earlier
18 letter that we just saw. At 1(b), the author of the
19 report says:

20 'I met Mr and Mrs KCZ-SPO, SNR [REDACTED] and [REDACTED].'

21 And those are the two individuals that were referred
22 to earlier, in the A to D response; is that right?

23 A. Yes, it is. Yes.

24 Q. Then, also, it goes on to say:

25 'Mr and Mrs [REDACTED], SNR [REDACTED], and Mr HGR [REDACTED], who

1 will be a supervisor after the home opens on
2 15 May 1967.'

3 So it seems that was the date for this Junior Remand
4 Home, as it seems to be referred to at that time,
5 opening and starting as a Remand Home?

6 A. Yes.

7 Q. Underneath that it says:

8 'At the moment Mr [REDACTED] and Mr HGR [REDACTED] are
9 gardeners.'

10 But it seems that one was to be SNR [REDACTED] and one was
11 to be a supervisor, once the Remand Home opened.

12 It then goes on to say that there was a tour of the
13 grounds and outbuildings and, at paragraph 2, it says:

14 'The adaptations, which were minimal, have been
15 completed, internal decorations are finished,
16 furnishings and furniture in place, ready for the
17 opening.'

18 It goes on to outline, at paragraph 3, the
19 accommodation and lists various different rooms. At
20 3(a)(i), there is a classroom mentioned, and then, in
21 brackets, it says:

22 'The old playroom, when Cardross was a nursery.'

23 So I think that's where -- the reference to it
24 having a previous life.

25 There are then various other rooms mentioned and we

1 see, at 3(b), it says, subsection (i):

2 'Two old storage cupboards have been adapted and now
3 have two lavatories, two wall urinals and two wash hand
4 basins.'

5 There are various different cloakrooms referred to.
6 If we go to (b)(v), there is reference to a sewing room,
7 which had extra shelving installed and is to be
8 a clothing store as well as a sewing room.

9 If we then go to subsection (c), talking about the
10 first floor, you can see bedrooms at subsection (c),
11 bedroom 1 for four; 2 for eight and 3 for eight. It
12 seems to be bedrooms on the first floor, anyway, that
13 can accommodate 20.

14 There is then an interview room referred to, at
15 subsection (d), for use by probation officers, childcare
16 officers, police, et cetera. Then, at (e), there is
17 a reference to a new addition of a hardboard partition
18 part to make a storage cupboard for sweepers, brushes,
19 et cetera.

20 Going over to page 2, then, we get a little bit more
21 information about the layout. At paragraph 5, on the
22 second paragraph there, it says:

23 'In the bedrooms each boy has a chair, a locker and
24 wardrobe provision is adequate.'

25 It finishes by saying:

1 'The work of adapting this building for its new role
2 has been well done and Mr and Mrs **KCZ-SPO** are enthusiastic
3 and keenly anticipate the opening.'

4 The author of this, Mr Hull, I think, says he feels
5 sure that the Remand Home will justify itself.

6 If we can go forward then to page 5, again, we can
7 see that this is another inspection report and it
8 relates to a visit, we can see at 1(a), on
9 26 September 1967. Again, it is Mr Hull, accompanied by
10 Mr McClure again.

11 At paragraph 2 there, it states this is a Remand
12 Home for 20 boys who are under 13 years of age on
13 admission. It then sets out the courts it serves, which
14 are in Dunbartonshire, Clydebank, Stirling County,
15 Paisley, Greenock, Renfrewshire and Port Glasgow. So it
16 is quite a wide area that the Remand Home is to serve;
17 is that right?

18 A. Yes, it is. Yes.

19 Q. And then, at paragraph 3, it says 'Numbers', (a):

20 'On the day of our visit, only one boy was resident.
21 This was an 11-year-old boy from Stirling Burgh Court.'

22 And (b):

23 'Since opening on May 16 1967, this year, a total of
24 38 boys have been admitted and 37 discharged. The
25 highest total reached has been 12.'

1 So we can get an idea then of the numbers at the
2 beginning. I think then this visit was about just over
3 four months since the opening?

4 A. Yes.

5 Q. And paragraph 3(c) says:

6 'The usage has not reached the anticipated level,
7 but the children's officer feels this period has enabled
8 the staff to become accustomed to Remand Home routine.'

9 It then talks, at paragraph 4, about a committee and
10 it says:

11 'The home is administered by the County Children's
12 Committee and already the convenor and several members
13 have paid visits to the home.'

14 So it seems that there are some people from the
15 Committee that are overseeing the home at that time.

16 Paragraph 5, in relation to premises, it says:

17 'The adaptations to the home have been well planned
18 and there is good provision for sleeping, educational
19 and leisure time activities. On our visit, the premises
20 were clean and tidy and despite the continued low
21 numbers there was a pleasant atmosphere among the
22 staff.'

23 It then goes on to staff at paragraph 6. It says:

24 'Staff. SNR [REDACTED] and [REDACTED], Mr KCZ [REDACTED], who
25 is 54, and his wife, Mrs [REDACTED], who is 53, were

1 SNR [REDACTED] and [REDACTED] on 15 November 1966.
2 Previously, they were SNR [REDACTED] and [REDACTED] of
3 Bloomhill Children's Home from 1952. Although without
4 basic qualifications, their years of experience will be
5 invaluable in a Remand Home of this type.'

6 It says they are both enjoying their new roles. We
7 can see there, Susanne, that apparently the couple that
8 were SNR [REDACTED] the home had some experience of
9 [REDACTED] a children's home, but no -- it says 'basic
10 qualifications', but no qualifications per se in
11 relation to this type of work.

12 LADY SMITH: And, I noted from earlier, the two men that
13 were joining the staff were gardeners.

14 MS FORBES: Yes, my Lady.

15 LADY SMITH: With no apparent prior training or experience
16 in this sort of work.

17 A. Yes, my Lady. Yes.

18 MS FORBES: I think we see more of them in the next
19 paragraph, 6(b): it talks about SNR [REDACTED]
20 SNR [REDACTED] and [REDACTED], Mr and Mrs [REDACTED]. They were
21 appointed on the 15 May 1967. It says:

22 'Previously Mr [REDACTED] was Head Gardener in Cardross
23 Park when it was a reception home and Mrs [REDACTED] was
24 a member of the domestic staff at Bloomhill.'

25 So she had been at the children's home with Mr and

1 Mrs KCZ-SPO And they seemed to be settling into their
2 new roles well, and Mr KCZ spoke highly of them.

3 Then, going forward to the supervisors, at 6(c), we
4 have Mr HGR, 35, who was appointed on 15 May 1967,
5 and previously was Assistant Gardener at Cardross. He
6 is settling in well and is to attend the extramural
7 class at Glasgow University on Thursday afternoons. It
8 says there Mr HGR is a non-resident, at the end of
9 that paragraph.

10 Then we have Mr HGQ, aged 26, who was appointed
11 on 15 May 1967, and was previously on the staff of
12 Edinburgh Remand Home, and it talks about the fact that
13 he had married a House Mother of a family group home.
14 And he was on the staff of Ponton House, Edinburgh, and
15 had attended the Langside course over, it says, a year,
16 1963 to 1964, and has the residential child care
17 certificate.

18 LADY SMITH: So he did have relevant prior experience, and
19 a qualification.

20 A. Yes.

21 MS FORBES: Yes.

22 LADY SMITH: Does that stand out as the only person who had
23 that? I think it does, doesn't it?

24 MS FORBES: This appears to be the only entry referring to
25 anyone with a qualification.

1 Now, I am not sure, my Lady, what the extramural
2 class at Glasgow University for Mr HGR involved, but
3 certainly that was something that has been recorded.

4 Then it goes on to talk about some domestic staff.
5 At (d), there is a cook. Over the page, on to page 6,
6 there is reference to another domestic, a laundry maid,
7 another domestic, and a part-time domestic. So we get
8 an idea of the number of staff that were at Cardross
9 Park at that time, and their backgrounds and roles.

10 Then, at paragraph 7, it talks about routine and
11 duties. It says that Mr KCZ -- this is at (b):

12 'Mr KCZ has worked out a routine which gives
13 variety and which also ensures adequate educational and
14 leisure time activities for the boys.'

15 However, at (c), in relation to education, it says:

16 'No member of staff is a qualified teacher and the
17 problem of education has worried Mr McClure for some
18 time.'

19 And then it goes on to say:

20 'I pointed out the regulations imposed this duty on
21 a Remand Home and, whilst the low numbers have not made
22 this a serious matter as yet, if the home were to start
23 being used to the full, the problem could become acute.
24 Certainly the present staff are managing so far to do
25 a little arithmetic, reading, art and so forth, and the

1 boys passing through will not have suffered unduly.'

2 It then says they were hoping to appoint a retired
3 school master, but that this had fallen through.

4 So we can see, Susanne, that there didn't seem to be
5 any formal type of education being provided at that
6 time, despite the fact that that was something that was
7 required in relation to the regulations.

8 A. Mm-hm.

9 Q. There is some reference then to some simple metalwork,
10 woodwork, and some other craft activities, and boys
11 being encouraged to take an interest in gardening, and
12 that leisure time activities included table tennis/
13 indoor bowls, as well as card games.

14 There is some reference to religion there and it
15 seems that this was non-denominational, so Catholic and
16 Protestant children attended at Cardross Park and there
17 was some provision made for that.

18 There is then some talk about the meals and the fact
19 that this was -- there is a family atmosphere at meal
20 times, with Mr and Mrs **KCZ-SPO** eating with the boys.
21 That's at paragraph 8.

22 Going forward to paragraph 10, there is reference to
23 records, and some records are outlined there at
24 paragraph 10. At 10(a), there's admission discharge
25 register; (c) there is a medical book; (d) personal

1 history cards, which are described as:

2 'A card for each individual boy with details of
3 background, personal history, reason for admission,
4 court and section under which admitted, and information
5 on behaviour, absconding, punishments and so forth.'

6 And then (e), a logbook, a record of any outstanding
7 events day by day, and it is commented:

8 'All of these records are up to date and are being
9 meticulously maintained.'

10 We see there are a number of records that were
11 apparently being kept at that time --

12 A. Mm-hm.

13 Q. -- but certainly that is not something we have been able
14 to obtain from the inquiries that have been made by the
15 Council; is that right?

16 A. Yes, that's correct.

17 Q. At paragraph 11, it says:

18 'Discipline. Corporal punishment is not used in
19 this home. Encouragement and understanding are used to
20 get the best out of the boys. If there is misbehaviour,
21 it is reported to the Superintendent who deals with each
22 case on its merits and may take away some privilege for
23 a short time or merely warn.'

24 There is a separate sentence that says:

25 'Meals are never interfered with.'

1 So it seems, in relation to what was taking place at
2 that time in Cardross Park, the approach was that
3 corporal punishment was not being used. That was the
4 plan, anyway; is that right?

5 A. Yes.

6 Q. At paragraph 12, there is some talk about staff
7 meetings, in that there is a get-together each week with
8 staff to discuss the boys and problems.

9 There is a reference there, at paragraph 12, to
10 Mr KCZ being keen on training for staff and
11 encouraging their attendance at refresher courses, but
12 it is not clear as to what that might be.

13 However, there is a reference to Mr and Mrs KCZ-SPO
14 attending the Annual Conference of Remand Home
15 ████████████████████, down in England,
16 in November of the year before, and them finding the
17 experience rewarding and informative.

18 Going on, then, to paragraph 13, there was a
19 discussion with the Children's Officer recorded and it
20 states that there was the problem of continuing low
21 numbers. Mr McClure had assured Mr Hull that the
22 opening date had been circulated to all the authorities
23 and courts involved. There is some suggestion of what
24 could be done further. And that seems to be because of
25 the low take-up at that time of admissions to Cardross

1 Park; is that right?

2 A. Yes.

3 Q. Yes. And if we go to the conclusion -- there is
4 a summary that goes through what we have kind of gone --
5 already gone over, but -- at 14. Then, at paragraph 15,
6 the conclusion is:

7 'Despite the disappointing level of usage, this is
8 a worthwhile project typical of this forward thinking
9 department. So far it is going well and the
10 Superintendent and Matron and staff are showing
11 enthusiasm and keenness, which augurs well for the
12 future.'

13 Then there is no official action recommended at
14 paragraph 16.

15 Going to the next inspection report, then, at
16 page 8, this relates to a visit on 26 June 1968, again
17 by Mr Hull. In relation to numbers, at paragraph 2, on
18 that day there were seven boys on the roll and he sets
19 out their ages, which were three aged 12, one each aged
20 11, 10, 9 and 8; three of the boys were on detention;
21 two on place of safety orders; one was awaiting
22 a vacancy; and a boy in hospital was on remand. It says
23 there are further details of the boys given in an
24 appendix.

25 We can get a snapshot as at that time, in June 1968,

1 of on that day who was there. There is a little bit of
2 a table at (c). But if we go to (b) first, it says:

3 'This Remand Home completed its first year of
4 existence on 15 May 1968, opened as a home for boys
5 under 13 years of age on admission. It has not proved
6 an outstanding success. Numbers have not been as
7 anticipated and usage has been approximately
8 40 per cent, although the figures below indicate
9 an increasing usage as the year has progressed.'

10 Then there's some monthly figures given. And we can
11 see at (c), then, underneath that table, it says:

12 'The daily average during June to the date of the
13 visit was 13.2 children with a maximum of 20 and
14 a minimum of 6.'

15 And then it says, at (d):

16 'A total of 170 boys and three girls have been
17 admitted since opening.'

18 So I think this is the reference we see to girls for
19 the first time and we are not given any further
20 information about how that came to be.

21 A. Mm-hm.

22 Q. But certainly that date would be before the girls' unit
23 was opened.

24 A. Yes.

25 Q. If we can go then to 'Staffing', at paragraph 3, there

1 were no changes. It says, at paragraph 3(b), there was
2 an uncertified teacher who was to join the staff on
3 1 July 1968 for a period of two months, and that he was
4 to be resident, and a bed-sitting room had been prepared
5 for him. But that seems to be the first reference so
6 far in that first year to any formal teacher, albeit
7 this is an uncertified teacher, to be joining the staff.

8 Going forward to page 9, at (b), it says:

9 'Education: the attempt to obtain the services of
10 a teacher failed ...'

11 However, the reference is made to the teacher who
12 will be coming for the summer months of July and August
13 to organise a school programme.

14 At paragraph (c), in relation to assessment, it
15 says:

16 'Assessment is minimal and consists essentially of
17 the summing up based on observations made by each member
18 of staff and the Superintendent. Boys are not given any
19 intelligence or other tests because, as Mr KCZ states,
20 no one is qualified to do these. There are daily
21 informal discussions among the staff about boys and
22 Mr KCZ records these on the boys' case history sheets
23 as a continuing progress report. I studied these and
24 found them to be informative and detailed: one referred
25 to a suspicion which Mr KCZ had had about a boy's

1 apparent disobedience and dilatory attitude might be due
2 to a hearing defect. The boy was seen by the medical
3 officer, but no such defect was diagnosed. Observation
4 then is close and final reports are useful and
5 informative.'

6 It then sets out the process if a psychiatric
7 opinion is requested by the court and there was
8 a doctor, a Consultant Psychiatrist from the Vale of
9 Leven Hospital, who would be able to see the boys. And,
10 thereafter, the next paragraph sets out the following:

11 'Mr KCZ commented on the dearth of background
12 information which he receives. He receives no written
13 background report on any boy sent from Dumbarton,
14 Paisley or Greenock courts -- Stirling always provide a
15 full background report -- either from the Children's or
16 Probation Department. This lack of background
17 information is a common feature of the Remand Home
18 service in Scotland and prevents a logical
19 recommendation from being made.'

20 We can see there doesn't seem to be any proper
21 assessment of the boys being undertaken at that time, at
22 Cardross Park.

23 A. Yes.

24 Q. Going further forward, we can see, at paragraph 5, that
25 there is a medical section that says all the boys are

1 seen by a GP within 24 hours after admission and before
2 discharge. And again, the records that we looked --
3 referred to earlier, are outlined at paragraph 7. If we
4 go over to page 10, the top of page 10, there is
5 a reference to those records being up to date and well
6 maintained.

7 At paragraph 8, again we see a reference to corporal
8 punishment in relation to discipline, saying it has not
9 been used and that Mr KCZ [REDACTED] by
10 building up a good staff and staff-boy relationships,
11 and, by mutual understanding, punishment consists of
12 deprivation of some privilege for a stated time.

13 At paragraph 10, the conclusion is that Mr KCZ [REDACTED]
14 continues [REDACTED] this Remand Home on sound and
15 enlightened lines. There are good staff and staff-boy
16 relationships and a liberal, permissive regime is
17 pursued. The comment is made:

18 'The level of usage remains disappointing.'

19 So, again, we see the fact that there aren't as many
20 boys being admitted as was perhaps hoped.

21 At paragraph 11, in relation to recommendations,
22 there is a reference to the possibility of raising the
23 age to include 13-year olds, and I think previously it
24 had only been up to the age of 12.

25 LADY SMITH: Susanne, when you see these repeated remarks

1 about the level of usage being disappointing, there is
2 a need to get more children, et cetera; what thoughts do
3 you have?

4 A. My thinking is -- because there is a level of
5 disappointment expressed, so it suggests to me that they
6 had an issue that they were trying to resolve and the
7 disappointment seems to come. But it is hard to tell if
8 courts are not taking decisions for young people to be
9 placed in the Remand Home, because it sounds as if they
10 had actually spent some time planning, so thought they
11 were going to have the numbers.

12 LADY SMITH: Mm-hm.

13 A. I am kind of left wondering: what made them think that?

14 Where you would go in modern times is, you would
15 have access to information that would tell you how many
16 young people had been going through the system and,
17 therefore, you would have a sound basis on which to make
18 that kind of judgment.

19 Without any evidence, it is hard to say. Had they
20 just assumed that or was it anecdote, rather than data?
21 It does feel that they were trying to do -- that it was
22 coming from a child-centred approach. It sounds like
23 there were potentially children who were being disposed
24 of custodially through courts that they were trying to
25 find a more child-centred response to, but it is not

1 clear.

2 LADY SMITH: I can see it is difficult. One explanation
3 might be that they thought they were doing a good job --

4 A. Yes.

5 LADY SMITH: -- and it grieved them to think that more
6 children weren't coming into their care. I wondered,
7 also, whether they were worried that it would be brought
8 to an end if they couldn't prove their worth in terms of
9 the number of children they were providing for.

10 A. Yes, my Lady. And the other thing that occurred to
11 me -- again expressing a professional/personal
12 opinion -- is the regime as it is described in the
13 inspection reports would be quite different with other
14 contemporaries, if you think about the Bennett Righton
15 report. So that's no use of corporal punishment, not
16 using any deprivation in terms of meals.

17 It is quite interesting. Although there are no
18 qualifications, for SNR to think that
19 presenting behaviour was connected potentially to
20 a hearing issue, routine now --

21 LADY SMITH: Yes.

22 A. -- but, in the 1960s, that wouldn't necessarily -- what
23 we have seen in other reports and what the Inquiry,
24 I think, have seen in other reports is there is
25 an assumption made about young people and children, and

1 an assumption made about them being bad or --

2 LADY SMITH: Yes.

3 A. So this feels and looks quite different, that the
4 inspector himself makes that conclusion in that second
5 report. So I am also left wondering whether or not not
6 everybody saw it as an appropriate alternative disposal.

7 LADY SMITH: Yes, thank you. That's very helpful.

8 Ms Forbes.

9 MS FORBES: My Lady. That last report we looked at,
10 Susanne, from Mr Hull, was dated 11 July 1968. If we go
11 forward to page 11, I think we can see that this is from
12 Mr Heggie, who that last report was sent to. It is to
13 Miss Hunter in relation to Cardross Park. In it,
14 Mr Heggie says:

15 'I have read with particular interest Mr Hull's
16 report of 11 July on his visit to Cardross Park Home.
17 When we were in the throes of the press reports about
18 the overcrowding at Larchgrove Remand Home, Glasgow, it
19 was somewhat embarrassing, having got a return of
20 children in residence at all the remand homes in
21 Scotland, to find that while Larchgrove had closed its
22 doors, Cardross Park was only half full. I appreciated
23 that Cardross Park only took junior boys and it did not
24 necessarily follow that they could take all the boys
25 which Glasgow had to turn away, but that exercise did

1 seem to support very strongly the need for
2 Dunbartonshire to reconsider the age range of the
3 children using this home and I am glad that Mr Hull
4 raised it, with the Children's Officer, the possibility
5 of 13-year-olds being included.'

6 So it appears from what Mr Heggie's saying -- that's
7 dated 16 July 1968 -- that the low age limit may be one
8 of the reasons why the take-up had not been as expected.

9 If we go to the next inspection report, then, on
10 page 12, that relates to a visit on 19 November 1968,
11 and again, paragraph 2, there were ten boys on roll, two
12 of whom were at court, and it says their ages, two were
13 13 years old, one 11 years old, one 10, one 9, and five
14 were 8 years old. So there were quite a few younger
15 boys at that time. But this is where we see the age
16 seems to have been increased to take 13-year-olds, and
17 2(b) says:

18 'In appendix (b) I gave details of admissions and
19 discharges and the daily averages for 1968. It is
20 obvious that this home is being greatly under used. The
21 Children's Officer has made the maximum age elastic and
22 boys are now admitted who are 13.'

23 Paragraph 3 says there are no adverse comments to
24 make about the home.

25 Paragraph 4 states there is still no teacher on the

1 staff, but that some educational books had been
2 provided.

3 If we go down to paragraph 9, further down that
4 page, it says:

5 'Corporal punishment has not been resorted to.
6 Control is not rigid and strict and there is always
7 a happy atmosphere and good rapport between staff and
8 boys in the home.'

9 The conclusion, at paragraph 11, is that the home
10 continues to function satisfactorily and there is
11 a happy atmosphere, which springs from the enlightened
12 and liberal regime which prevails.'

13 That's dated 22 November 1968. Going forward, then,
14 to the next report, page 13, this is from a visit on
15 11 April 1969, and, again, there were no changes to
16 staff. At that time there were 13 boys in residence;
17 that's at paragraph 3. The youngest being 8 and the
18 oldest being 13 and 5/12ths.

19 LADY SMITH: Five months.

20 MS FORBES: Yes. And four boys being over 13 years.

21 Now, at paragraph 3(c), it says:

22 'The usage of the Remand Home shows a pleasing
23 upward trend. A much better defined policy of transfer
24 between Bellfield, Larchgrove and Cardross is now
25 working smoothly.'

1 It does make reference then, at paragraph 4, to some
2 absconsions, but that was for a short period, and there
3 were only three.

4 Paragraph 5, in relation to punishments, this seems
5 to be the first reference we have to some punishment
6 being used, and it says:

7 'On 18 March, three boys, two aged 11 and one aged
8 10, threw a fire grate through a playroom window and
9 each was given two strokes on the buttocks for causing
10 malicious damage.'

11 It is remarked there:

12 'This is the first instance of the use of corporal
13 punishment since the Remand Home opened in July 1967.'

14 So it appears that because of this incident that
15 took place involving those three boys, there was some
16 corporal punishment, although it seems to be quite
17 minimal.

18 At paragraph 6, there is a reference to the fire
19 provision and it sets out the situation which is
20 described as 'disturbing', and we see that, the second
21 paragraph, it says:

22 'The water meter and bypass valve for the Remand
23 Home are sited near the main Dumbarton Helensburgh Road,
24 some 400 to 500 yards from the home and the bypass valve
25 must be opened to fee the hydrant situated at the rear

1 of the home.'

2 LADY SMITH: That must be free not fee, I think. So the
3 hydrant will work.

4 MS FORBES: Yes. It goes on to describe that there had been
5 a small housing scheme built and that resulted in the
6 lid of the bypass valve being partially covered with
7 tarmac, so there was an issue about the distance of the
8 water meter and bypass valve, and also the fact that it
9 was covered with tarmac, partially.

10 But then it goes on to say that, since there were
11 four similar lids and Mr KCZ hadn't been told yet by
12 the water company which was the particular Remand Home
13 valve, albeit he had successfully opened one lid, he
14 found the valve was at such a depth he couldn't reach it
15 and, even worse, had no key to open it were he able to
16 reach it. So there seem to be quite a few issues about
17 that being raised by the inspector at that time.

18 Going over to the next page, page 14, go down to the
19 second paragraph on page 14, further up the page on the
20 screen. So, on page 14, but further up, yes, second
21 paragraph, says:

22 'This is an invidious position since, in the case of
23 fire, the hydrant would not be usable.'

24 And it is commented thereafter that:

25 'Mr Hull cannot understand the reasons for siting

1 the meter and bypass valve at such a distance.'

2 And there is a recommendation made that concern be
3 expressed to the appropriate people.

4 Going forward, then, to page 15, there is a further
5 inspection then on the 24 August 1969, and there were at
6 that time 12 boys in residence, and there were 8 boys at
7 that time awaiting vacancies in Approved Schools, and at
8 paragraph 3 the comment is is made:

9 '... one of whom had been waiting for 121 days.'

10 So that seems to be quite a significant period of
11 time, given that Cardross Park was supposed to be being
12 used as a short term placement, is that right?

13 A. Yes.

14 Q. Some of the daily averages of boys is given there: it is
15 between 13.5 in July and 15.5 in August. They were
16 obviously higher than the months of the previous year at
17 the same time. The staff remained the same, and since
18 the last visit there was no absconding and no instances
19 of corporal punishment.

20 There is then some detail about the fire precautions
21 at paragraph 7, and it is said that the position of the
22 bypass valve remains the same as before. However, it
23 can now be opened because it is clear of the tarmac and
24 there is now a lever that's been provided to Mr KCZ to
25 lift the lid and a key to enable him to open the valve.

1 But the point is still made that that key and lever kept
2 in the Remand Home in case of fire would have to be
3 carried by a member of staff up to the valve, and there
4 is a combined weight in the region of 7 or 8 pounds,
5 which is commented would be quite a burden. So the
6 suggestion is -- well, there is no suggestion that it
7 can be re-sited nearer to the house. And going over to
8 the next page, it is commented that the present
9 arrangements meet with the approval of the fire brigade.
10 However, it is suggested that some points be raised with
11 the Children's Committee to paint the lid of the bypass
12 valve or to, and/or to, fix a lockable cupboard near the
13 bypass valve so the key and lever can be stored there
14 when not in use. So it seems to be sensible to try and
15 prevent any issues in the event of a fire. And that is
16 dated 27 August, 1969.

17 Going forward, then, to page 17, this seems to be
18 another inspection report, albeit in a different format,
19 and I think, if I can go to the second page, it seems to
20 be written by a different inspector, and the terms of
21 this report seem to be much less positive than the ones
22 that we have looked at before.

23 Going back, then, to page 17, it starts off saying
24 Cardross Park is a very beautiful old house, well over
25 100 years old, and, in contrast to Bellfield, it is in

1 excellent condition. There is reference to the long
2 sweeping drive leading up to the house and the extensive
3 grounds.

4 Underneath the heading 'Ground floor', it says:

5 'There is a kitchen and dining room which is a
6 recent extension to the building, and a girls'
7 recreation room and a boys' recreation room.'

8 In relation to the first floor, then, it is detailed
9 that there are two girls' dormitories which are
10 self-contained with their own toilet accommodation and
11 two boys' dormitories, plus the usual bathroom
12 facilities. There is reference to the Superintendent
13 having a flat on the attic floor above, and two rooms
14 for non-resident staff, who sleep in turn when required.
15 It states that all the staff are non-resident, apart
16 from the Superintendent and his wife, as there is no
17 accommodation for them.

18 LADY SMITH: So which year have we got to now, Ms Forbes?

19 MS FORBES: My Lady, the date of this is 22 March, 1973, but
20 in the report itself it doesn't say, I don't think, what
21 date the visit was.

22 LADY SMITH: Right, thank you.

23 MS FORBES: So this is forward a few years from the last
24 report that we saw. So by this time it appears that
25 there is obviously provision for girls' dormitories

1 here, and bathroom facilities, et cetera. And you can
2 see on the first floor, going forward, it says:

3 'The general appearance of the house is that it is
4 in very good condition, it's well cared for, everywhere
5 is clean and tidy. The girls' and boys' recreation
6 rooms were, however, rather bare. I think this relates
7 to the lack of proper occupation for the children and
8 I refer to this later.'

9 It talks about there being a laundry which caters
10 for all of the washing of the house, outside in the
11 garden, plus a greenhouse type of building which in the
12 past had been used as a classroom, and at the moment
13 they have no teacher, so that is full of old furniture.
14 And there is an enclosed playing field.

15 So again we are a few years forward and there is
16 still no mention of a teacher being in place at
17 Cardross Park, and now we have girls and boys?

18 A. Yes.

19 Q. In relation to staffing, there are references to the
20 SNR [REDACTED] and his wife [REDACTED]
21 whenever Mr and Mrs KCZ-SPO are [REDACTED] and there are
22 also three female supervisors and three male
23 supervisors, plus a cook, laundry maid, domestics,
24 et cetera.

25 So this seems to be where the reference to the three

1 female supervisors -- and I think the reference in the A
2 to D is 1971, but this is obviously dated 1973, so it is
3 not clear for how long they have been in position, but
4 certainly at this time there were three female
5 supervisors.

6 Thereafter it says staff meet together each day over
7 coffee and tea and discuss any events, the children,
8 et cetera. Assessment reports are written when
9 requested, as at Bellfield, and the reports are
10 discussed by all the staff.

11 It then goes on to discuss the children and it says:

12 'The director has recently rearranged the usage of
13 this establishment and it now takes as follows: eight
14 girls for assessment; eight boys (junior age group) for
15 assessment; and eight boys who go out to school, who are
16 categorised as intermediate length of stay.'

17 It goes on to say:

18 'This establishment is not able to get qualified
19 teachers to deal with the children during school time
20 and, even if they could, the greenhouse accommodation is
21 really quite unsuitable. Staff therefore arrange
22 a varied pattern of activities which do not fall into
23 any particular set routine. They have tried a variety
24 of things like rug making, metalwork, painting,
25 et cetera, and say they do not find any of them very

1 successful with the children. Obviously their main
2 problem is with the girls. I suspect that Mr KCZ may
3 not be very comfortable with them, although, generally
4 speaking, they appear to be coping with difficulties
5 quite well. The girls are allocated to the house. For
6 example, one girl works in the kitchen, one girl in the
7 laundry, another does domestic work upstairs in the
8 bedroom, et cetera. Otherwise, I suspect there must be
9 quite an amount of time which is passed on aimless
10 activity.'

11 So it seems there, particularly in relation to the
12 duties for the girls who are being placed there, not
13 much useful activity has been undertaken.

14 It then goes on to say:

15 'When the new Assessment Centre is built on the
16 site, the director plans to turn Cardross Park into
17 an ordinary long stay children's home, with all the
18 children going out to the local schools, and this would
19 seem to be a much better arrangement.'

20 It then goes on to final comments and states that :
21 'The following were the main problems in these two
22 centres ...'

23 Now, Susanne, it might be that when it says 'two
24 centres' it is referring to the girls' and the boys'
25 part, but it is not clear.

1 A. Yes.

2 Q. '1. The appalling absence of education provision at the
3 moment to which there appears to be no answer.

4 '2. The blockage of children who stay in these
5 centres interminably, either waiting for a List D
6 placement or some other special placement which does not
7 exist.

8 '3. This tends to be aggravated by the fact that
9 a number of Local Authorities are all users of these
10 establishments, for example Clackmannan, Stirling County
11 and Burgh, Paisley, Renfrewshire, et cetera. I suspect
12 that children tend to be forgotten. It is very much
13 a question of out of sight, out of mind, particularly
14 when the child's onward placement is very difficult to
15 arrange.

16 '4. The fact that really there is very little
17 knowledge or experience available about assessment
18 procedure in residential establishments, and how to set
19 it up. I felt that Dunbartonshire being responsible for
20 these centres --'

21 I will maybe pause there, Susanne. It might be that
22 the reference to centres is Bellfield and Cardross Park,
23 because they would have both been at that time under the
24 same --

25 LADY SMITH: I wondered about that, because they had

1 amalgamated by then, hadn't they?

2 MS FORBES: Yes.

3 So these were the Assessment Centres that were
4 available because of the new legislation, and so I think
5 the author of this is commenting that because of that
6 they felt that Dunbartonshire being responsible for
7 these centres:

8 '... must take the initiative in setting standards
9 to which other social work departments must comply.
10 This would involve the whole process of providing
11 reports for the Assessment Centres, developing team
12 discussions in the centres and getting in the outside
13 specialists who need to see the children, et cetera. If
14 an assessment procedure was firmly laid down, then
15 I think this might help to process the children through
16 more effectively. I suspect that, at the moment,
17 unrealistic recommendations are made for placements
18 which do not exist. This wastes time and the children
19 are delayed in the Assessment Centres. This would
20 involve a much more formal coordination of the
21 arrangements than appears to go on at the moment.'

22 And then it says at 5:

23 'Everyone spoke of the massive need for training for
24 essential staff and the fact that many of the present
25 problems stem from the quality of the staff and their

1 under privileged status.'

2 And that is from, it seems to be a Mr Read,
3 22 March, 1973.

4 So by the time we get to 1973, Susanne, we see that
5 there are problems that are continuing at Cardross Park
6 in relation to its effectiveness, and the lack of
7 education or activity for the children that are being
8 placed there, would you agree?

9 A. I am not -- so yes, but I am not sure if the reference
10 in relation to training relates only to Cardross Park.
11 So I am reading that the children would have case
12 officers or case workers, allocated social workers we
13 would call it today, who would be making recommendations
14 to the court. It wouldn't be, it wouldn't have been the
15 staff at Cardross Park.

16 Q. Yes.

17 A. So I think that this report is referencing the ongoing
18 challenges within Cardross Park, but also some systemic
19 challenges across the whole system, because it wouldn't
20 be my understanding that it would be Cardross Park's
21 staff who would make recommendations on onward
22 placements. It would be the children's case worker or,
23 in today's terms, allocated social worker. So it seems
24 to me that that particular inspection report is
25 highlighting the ongoing challenges within

1 Cardross Park, but also some systemic issues about how
2 children are placed there, and their journey after, or
3 their journey from, Cardross.

4 Q. Because it is quite early in the days of the Assessment
5 Centres, and it seems the author of this report is
6 suggesting that because these two centres are in
7 Dunbartonshire, or being dealt with by Dunbartonshire,
8 that they should try and take this initiative to figure
9 out what standards should be being applied, but at that
10 time, 1973, it hadn't happened yet, anyway.

11 A. Mm-hm.

12 MS FORBES: My Lady, I wonder if that's --

13 LADY SMITH: I think we should break at that point. And
14 continue at 2 o'clock, if that's all right with you,
15 Susanne. Thank you.

16 (1.02 pm)

17 (The luncheon adjournment)

18 (2.00 pm)

19 LADY SMITH: Welcome back, Susanne. Are you ready for us to
20 carry on?

21 A. Yes, my Lady.

22 LADY SMITH: Thank you.

23 Ms Forbes.

24 MS FORBES: Thank you, my Lady.

25 Susanne, before we broke for lunch we were just

1 looking at inspection reports from 1973 and, as we
2 discussed earlier, when it was investigated there were
3 limited records, is that right, for Cardross Park that
4 were uncovered?

5 A. Yes.

6 Q. Yes. I just want to take you to a few later records
7 that have been made available and found. And the first
8 of those is GLA-000003385.

9 Now, this jumps forward in time to 1995 and it is
10 an extract from a logbook for Endrick, which I think was
11 one of the units or houses within Cardross Park, and the
12 time period is between 28 June 1995 and 24 July 1995.

13 Now, there are two columns on the page, a left-hand
14 column and a right-hand column with writing. If you
15 look at the right-hand column and just the first proper
16 sort of entry on that right-hand side, there is
17 a blacked out redacted part which is the name of a girl
18 and, underneath, it says:

19 'Received a letter this PM from a ... [it names
20 a person], an inmate, Longriggend.'

21 And it references the letter and the hall. It says:

22 'The contents of this letter are alarming ... [it
23 names the person again who wrote the letter] claiming he
24 is going to hang himself on Monday after sentencing at
25 court.'

1 Then it names a girl. It says:

2 'She became extremely upset reading this letter, to
3 the extent of becoming hysterical. Escorted to her
4 bedroom by AM Barnes, writer in attendance. AM Barnes
5 tried to console ... [and names the girl] who began to
6 hyperventilate. AM Barnes placed her head between her
7 legs in an attempt to encourage her to breathe normally.
8 This had little effect. Writer took hold of ... [names
9 the girl again] and slapped her cheek to initiate
10 breathing. This had the desired effect. After
11 a settling period, with her consent, I informed the
12 authorities at HMP Longriggend of this letter.'

13 Then, if we go forward to the next page, just at the
14 top on the left-hand side, that entry continues. Then
15 we see that the author of that is redacted out, but it
16 is actually GUF . So he seems to be the
17 author. So the person that's referred to as having
18 slapped the girl's cheek is GUF .

19 So this is a reference within that logbook to a slap
20 of a girl, and obviously the circumstances are set out
21 there.

22 If you then go to page 8 of that document, we can
23 see, again, there are two columns. If we look halfway
24 down the left-hand side column, there is again a main
25 entry with a boy's full name, and it says:

1 'Escorted to CH by writer on arrival at SW office.
2 Boy complaining to his mum about being restrained,
3 saying he had nearly been done in. I explained
4 situation to mother and also told her [he] had been
5 given opportunity to complain officially. Mum then
6 berated him for his behaviour, which calmed him down
7 considerably.'

8 Then, if you can go down to page 9, and again two
9 columns, on the right-hand side at the top -- which is
10 redacted out -- is the same boy's name and then there is
11 a list of things that are put down the right-hand
12 column, 1, 2, 3. If we go to 3, it says:

13 '[boy] advised he hit member of staff, a guy, with
14 a bottle, because they were annoying him. He states
15 that his body is all bruises caused by being
16 restrained.'

17 Then further down that page it relates to the same
18 boy, and it says:

19 'I spoke with ... [him].'

20 And again there is a list and it says 1 -- and then
21 3 -- and it says:

22 'He showed me the top half of his body and there are
23 no bruises or marks. I took this opportunity to again
24 speak with him about the restraint and he clearly says
25 that he does not feel he was treated unfairly or too

1 severely. He acknowledges that this incident is now
2 done and over with.'

3 So this seems to be initially an allegation of the
4 boy being restrained and having bruises on his body, but
5 then it seems later, when he is asked more about that,
6 and looked at, he retracts that. And the author of that
7 entry says he didn't see any bruises on the boy.

8 Just, then, on to the next page, page 10, there is
9 an entry on the right-hand side, and this relates to
10 a different boy. It is continued from the left-hand
11 column, but I think it is about the sixth line down, he
12 says:

13 'He began making statements, such as "Nobody cares
14 about me" and "I may as well die", et cetera.'

15 And they say that they then began to talk the
16 situation over with him, but he became agitated,
17 threatening staff, to the extent he had to be
18 restrained. Whilst being restrained, and it names him,
19 he admitted to taking, and then it is blacked out, but
20 it says [REDACTED]. And it was at this point,
21 talking about running away, and he names somebody else,
22 with somebody else who is a resident, and stealing cars.
23 But rather than do so, he said he wanted to kill
24 himself. And then they say he was then taken to
25 hospital.

1 So there is a reference then to a potential
2 attempted suicide there by that boy.

3 Just going then to another document, which is
4 CFS-000014690. Page 1 of this seems to be a letter
5 from -- if you go down the page, from a Children's
6 Rights Officer, who's named as Anne McGaughrin, and it
7 is to Hugh Clarke, the District Manager, Social Work
8 Manager, and it relates -- it is headed -- sorry, at the
9 top there is a reference that says 2 March 1998, so it
10 seems to be the date. And the letter's headed:

11 'Complaints from young people in Kerelaw School.'

12 However, when we look at the first paragraph of the
13 letter there is reference to Kerelaw School and
14 complaints from young people, but then also a reference
15 to a member of care staff from Cardross. In paragraph
16 2, it says:

17 'I met with the four young people initially on
18 20 February 1998, with two of them on 24 February 1998
19 and, finally, with all the four again on 27 February
20 1998.'

21 And if you go to the third paragraph, it says:

22 'Three of the young people are from north and east
23 district, and one young person is from the north and
24 west, and I understand they wish to complain as a group
25 concerning the conduct of a member of staff in Cardross

1 and that two of the young people wish to complain
2 together concerning the conduct of members of staff in
3 Kerelaw.'

4 The author of this, the Children's Rights Officer,
5 is asking which district should carry out the
6 investigation.

7 Now, Children's Rights Officer; is that a position
8 that came into being later on in the history of the
9 residential care settings?

10 A. So, apologies, because I won't get the timeline right on
11 this. But, no, it was earlier than 1998. So it was the
12 Home and Away Report, that was referred to in our
13 evidence a number of times, and referred in general.
14 There was a recommendation from there that was to
15 establish children's rights. Different authorities
16 called that service different -- so it was the
17 Children's Advocacy, it could be Children's Complaints,
18 or Children's Rights.

19 So, apologies, I can't quite remember when we
20 established the Children's Rights Service. We also
21 called it Children's Advocacy, and we commissioned
22 a service from Who Cares?, which predated 1998. But
23 yeah, you would still recognise today that terminology
24 about Children's Rights Officers.

25 Q. So it is a function that still exists now?

1 A. Yes.

2 Q. And one of the roles is to speak to children who are in
3 care and ask them about whether they have any issues or
4 difficulties, and help them if they need to make any
5 complaints?

6 A. Yes, certainly in Glasgow. Over the years, Children's
7 Rights Officer and the Children's Rights Service, as
8 I say, part of it is provided by the authority, but part
9 is also commissioned from Who Cares? by Glasgow. That's
10 not dissimilar to other authorities across Scotland.
11 They'll all have work plans and, at various points, they
12 would maybe prioritise -- certainly post-Kerelaw, our
13 service prioritised children who were in residential
14 outwith Glasgow placements, because they are much less
15 likely to come into contact with social workers than
16 others within Glasgow City, on a regular basis.

17 So the Children's Rights Service will have a work
18 plan that at points will have priorities, but the
19 fundamental function of it is to offer a service to all
20 children who are looked after, and looked after and
21 accommodated.

22 Q. And in relation to the issues that are raised, if we go
23 to page 3 of that document, this seems to be that
24 Children's Rights Officer's report about the issues and
25 complaints that were raised by the young people that she

1 spoke to, and she talks about the fact, in relation to
2 the background, that she met with them - and she names
3 them. It is four boys.

4 A. Mm-hm.

5 Q. And she gives the dates that we have already gone over
6 about when she saw them together, and -- in the two.
7 And we can go down the page further, you see there are
8 issues raised and complaints made, and there is
9 reference there to frequency of contact with social
10 worker; two of the young people saying they didn't see
11 their social workers very often and one of them saying
12 he wasn't sure if he still had a social worker, hadn't
13 seen one in three months.

14 And then, going down, it says, the issue of
15 restraint, young people wanted to know what was okay and
16 what was not okay for staff to do when restraining them.

17 And then there are two complaints set out.
18 Complaint 1 relates to Kerelaw and, complaint 2, it
19 says:

20 'Unnecessary and inappropriate restraint, threats of
21 violence and actual violence by a member of care staff
22 in Cardross Park Assessment Centre.'

23 If we go over to the next page, page 4, if we go to
24 'focus of complaint 2', part way down the page, that
25 sets out the issue in relation to Cardross. It says:

1 'Unnecessary and inappropriate restraint, threats of
2 violence and actual violence by a member of care staff
3 in Cardross Park Assessment Centre. All four young
4 people had been placed in Cardross Park Assessment
5 Centre in the past and all named one particular member
6 of staff ...'

7 That's redacted out, but it is GUF [REDACTED]:

8 '... as threatening violent behaviour, being violent
9 when restraining young people and of using restraint
10 [I think that should say "restraint" instead of
11 "restrain"] sometimes unnecessarily. Examples were
12 given by the young people of their own experience of
13 either threats of violence or of violent behaviour by
14 this member of staff, and also violence that they had
15 witnessed. They wished to raise this as a formal
16 complaint. Two of the young people [and I will just
17 refer to them as [REDACTED] and [REDACTED]] referred to a complaint made
18 about this member of staff by another young person [and
19 that person's named there: [REDACTED]] from Cardross at the end
20 of the summer last year.

21 'The complaint was made about an incident that
22 happened in the gym between [REDACTED] and GUF [REDACTED], and
23 witnessed by [REDACTED] and [REDACTED] and by staff members, Diane and
24 [REDACTED]. Following the incident, [REDACTED] said that [REDACTED] had asked
25 him to be a witness, but he, himself, was terrified to

1 say anything as he was in Fruin Unit at the time, where
2 the member of staff being complained about was Assistant
3 Unit Manager. Both [REDACTED] and [REDACTED] said that young people in
4 Cardross were terrified of GUF [REDACTED] and were
5 frightened to say anything when they were still in
6 Cardross.

7 [REDACTED] was interviewed in the fact-finding investigation
8 following [REDACTED]'s complaint. [REDACTED] left Cardross shortly after.
9 [REDACTED] put in the complaint and was therefore not involved.
10 Both young people asked me to find out what happened to
11 [REDACTED]'s complaint.

12 'Note: as children and young people have little
13 confidence in the complaints procedure and these
14 particular young people are concerned that very little,
15 if anything, was done as a result of [REDACTED]'s complaint,
16 which they consider to have been a serious one, I agreed
17 to include this concern and query in the report.

18 'The young people said that Diane, one of the
19 members of staff who witnessed the incident with [REDACTED] in
20 the gym, would back them up on how this member of staff
21 had used restraint. They said they thought Diane had
22 been suspended following the incident because she was
23 sticking up for [REDACTED], and that she didn't come back to work
24 for eight weeks.'

25 So it seems there that, this is in 1998, that

1 concerns were being made about restraint, and in
2 particular one member of staff. That's the same member
3 of staff that we saw earlier had been named. It was the
4 author of the entry relating to slapping the girl's face
5 to calm her down.

6 So whilst we don't have a lot of records, the few
7 that we do have -- there are some issues going into the
8 1990s, shortly before Cardross Park closed; would you
9 agree?

10 A. In relation to that member of staff?

11 Q. Yes.

12 A. Yes.

13 Q. Indeed, there was an issue raised at the beginning in
14 the first -- in the letter that I took you to, whereby
15 young people wanted to know, in relation to restraint,
16 what was okay and what was not okay for staff to do when
17 restraining them. It seems that they were unclear about
18 that.

19 A. Yes. And I think that related to both Kerelaw and
20 Cardross, that was the way I had read that.

21 Q. There is one more page in relation to this that's
22 relevant. It is page 2 of this document. This seems to
23 be a response from the District Manager to the
24 Children's Rights Officer about this issue, and it is
25 dated 13 March 1998. At paragraph 2, it says:

1 'Further to our telephone conversation of 12 March,
2 I now understand that the issues relating to restraint
3 by members of the teaching staff refer not only to
4 historic events, but also to children's perceptions that
5 there are current issues ...'

6 And if we go to the next paragraph:

7 'In relation to the complaint regarding
8 GUF, I can advise you that the incident
9 referred to in the gym was the subject of a full
10 fact-finding investigation undertaken by two officers of
11 the department. The matter has yet to be concluded as
12 the officer involved in the incident is currently on
13 sick leave. I am limited in what I can advise you in
14 relation to this matter, since the matter has not yet
15 been concluded with the staff member involved. But
16 I can assure you that the incident was viewed extremely
17 seriously by the investigating officers and by external
18 management.

19 'You can certainly assure the young people that you
20 interviewed of this and that appropriate action will be
21 taken.'

22 However, I don't think we have any record to show
23 what action was taken in relation to that incident; is
24 that something that you are aware of?

25 A. It is not something that I am aware of. It is not

1 something that the Inquiry have asked me to specifically
2 look for.

3 Q. Okay. But, at this stage anyway, the allegations in
4 relation to GUF seem to be still under
5 investigation, and no decision having been taken but the
6 assurance being given that it would be taken seriously.

7 A. Yes, because -- on my reading of it, that was one of the
8 particular asks from the Children's Rights Officer. It
9 can be quite obscure to young people. Fact finding and
10 internal HR processes can be quite obscure to young
11 people, so it's entirely understandable. It could look
12 to them as -- like nothing was happening. So I am
13 reading that that they are asking the Children's Rights
14 Officer to reassure them that we have investigated.

15 Q. Thank you.

16 Thank you, Susanne, for looking at those brief
17 entries with me. I think there are some other logbooks
18 that record some punishments. I am not going to take
19 you to them, but things like boys being kept in pyjamas
20 for two days for absconding, a girl's room being
21 stripped down and possessions being put in black bags
22 for misbehaviour, and complaints about children being
23 restrained for what might be seen as trivial behaviour.

24 So it seems, even from these brief records, there
25 are issues being recorded that might give cause for

1 concern about what was happening at Cardross Park at
2 that time in the 1990s?

3 A. So, unfortunately, I am not aware of them, so it would
4 be difficult for me to comment. But, based on what you
5 have said, yes, that would indicate that there were
6 issues.

7 LADY SMITH: So do I take it, Susanne, at least taking
8 account of the records we have looked at today, there do
9 seem to be real causes for concern about a number of
10 matters, and that's up to the 1990s in the latter cases.

11 A. It is difficult for me to comment, my Lady, because
12 I haven't seen them previously. What would
13 differentiate them for me from what -- and I am very
14 familiar, as you know, my Lady, with Kerelaw and
15 Larchgrove records.

16 LADY SMITH: Absolutely.

17 A. Because we were really clear of the systemic issues
18 within Larchgrove and Kerelaw. It is more difficult to
19 comment in relation to systemic issues, potentially, in
20 Cardross. But, from the descriptions and the records
21 I have seen, there were certainly people working in
22 Cardross who were not -- who were not behaving as they
23 should and who were not following due process and
24 policy, and who were not providing a good level of
25 effective safe care; that's without doubt, from what you

1 have shown me.

2 LADY SMITH: Thank you.

3 MS FORBES: One other thing I wanted to raise with you,
4 Susanne, is that, from the limited logbooks from the
5 1990s that we have been able to obtain, there seem to be
6 things like a logbook for each unit.

7 A. Mm-hm.

8 Q. School logs. Recording of sanctions book, as well as
9 a search log. So it seems like there are various
10 different ways in which things are being recorded.
11 I wonder if that is reflective of the current practice,
12 or not? Or is everything held together in one place, so
13 the whole incident can be looked at as one instead of
14 having separate things in different books?

15 A. Yes, we don't operate with books in our children's
16 houses. Apart from anything else, it's usually
17 institutional. So, as well as not providing you with
18 effective information and making sure it's in the same
19 place, it is very institutional to be in a children's
20 house where there are various books. So it is primarily
21 recorded in the electronic system, so all of our
22 residential staff have access to CareFirst.

23 Q. So is there a danger, would you agree, if there are
24 different books, like this, that are handwritten,
25 recording different parts of perhaps the same incident,

1 that things could be missed or the whole picture isn't
2 given properly?

3 A. Yes, I can imagine that would be difficult when you are
4 recording -- and potentially different people recording.
5 So that would be -- would make it more confusing.

6 Q. Now, Susanne, thank you very much. That's really all
7 I wanted to ask you about today, so thank you for
8 bearing with me.

9 I just wondered if there is anything else that you
10 wanted to say in relation to Cardross, and given the
11 applicant statements that have been released and the
12 information that you have heard today, that we have
13 talked about, if there is anything you want to say that
14 you haven't had a chance or an opportunity to say before
15 now?

16 A. I think from a Glasgow City perspective, we have made
17 comment at different stages, but we are making comment
18 at the end of this final stage, so I would wait until
19 that point.

20 MS FORBES: Okay, I am very grateful.

21 LADY SMITH: Susanne, can I add my thanks once more. I am
22 very conscious of the fact we have been getting you to
23 trawl through old records and help us to understand
24 them. It has been really useful to have you here. I am
25 now able to let you go with my thanks and look forward

1 to seeing you next time.

2 A. Thank you, my Lady.

3 LADY SMITH: Thank you.

4 I will rise now for five or ten minutes, so we can
5 get organised for the next witness, who I think is here;
6 is that right?

7 MS FORBES: My Lady, yes.

8 (2.26 pm)

9 (A short break)

10 (2.33 pm)

11 LADY SMITH: Mr Sheldon.

12 MR SHELDON: My Lady, the next witness is Liam Purdie, who
13 is the representative witness for South Lanarkshire
14 Council.

15 LADY SMITH: Thank you.

16 LIAM PURDIE (sworn).

17 LADY SMITH: Good afternoon.

18 Do sit down and make yourself comfortable.

19 First of all, are you comfortable with me using your
20 first name?

21 A. Yes.

22 LADY SMITH: Thank you, Liam, for that. And then you will
23 see there is a red folder on the desk and it has
24 documents that you might find helpful to have available
25 to you, but we will also bring documents up on the

1 screen, so that will be there as well.

2 Liam, if at any time you have any questions, please
3 don't hesitate to ask. One of the things I am always
4 anxious to do is try to help witnesses be as comfortable
5 as they can, doing something that probably feels very
6 uncomfortable; coming into a public place to answer
7 questions. But I am sure you appreciate why we are
8 doing what we are doing.

9 A. Yes.

10 LADY SMITH: And it is with a view to achieving the best
11 possible outcome looking ahead for children in the
12 future in Scotland, and in order to do that we have to
13 identify what went wrong in the past.

14 If you are ready I will hand over to Mr Sheldon and
15 he will take it from there; is that okay?

16 A. Thank you.

17 LADY SMITH: Thank you.

18 Mr Sheldon.

19 Questions from MR SHELDON

20 MR SHELDON: Thank you, my Lady.

21 I understand, Liam, you were sat in and were able to
22 hear some of Susanne Millar's evidence earlier, is that
23 right?

24 A. That's correct.

25 Q. So you will know what, broadly, to expect this

1 afternoon.

2 A. Yes.

3 Q. I will first of all take you through your CV and ask you
4 some questions about that. We will then look briefly at
5 the Section 21 response we received from South
6 Lanarkshire about Calder House Assessment Centre in
7 Blantyre, and then we will look at some of the records
8 of that establishment. There are quite a few to get
9 through, and we will make as much progress as we can
10 today.

11 So just looking, I think you should have your CV in
12 front of you -- it should be in the red folder there?

13 A. Yes.

14 Q. Have you got that? Just looking at that, you tell us
15 first of all about your qualifications in social work,
16 and child protection. And there is then a work history,
17 and I think we understand that you are now the Chief
18 Social Work Officer for South Lanarkshire Council, is
19 that right?

20 A. That's correct.

21 Q. And you describe the various functions that you carry
22 out in that role.

23 The next entry on that page is in relation to your
24 previous position, that was as depute CSWO for social
25 work in Stirling and Clackmannan, and I think we see

1 there that among your responsibilities was the
2 management of residential children's homes, is that
3 right?

4 A. That's correct.

5 Q. Perhaps you can just tell us a little bit about what
6 that involved? I think we are particularly interested
7 in current management oversight of residential
8 establishments run by Local Authorities like yours?

9 A. Yes, within Stirling and Clackmannanshire, I was the
10 Deputy Chief Social Work Officer and one of the
11 responsibilities was to be the external manager of the
12 residential children's homes. There were two that
13 I oversaw within the Stirling and Clacks area.

14 As Chief Social Work Officer within South
15 Lanarkshire, I am also overseeing six residential
16 children's homes as well, so that is probably not clear
17 within that, but I oversee them also.

18 What we have, every home has a registered manager
19 and they need to be registered with the
20 Care Inspectorate, and they are responsible for the
21 running of the home; basically the day to day work
22 within it.

23 What we also have is an external manager who
24 oversees the homes and gives support to the registered
25 managers, and they report to me with regards to any

1 issues or things that we would want to celebrate.

2 Q. Yes, I am going to ask you about that. Particularly
3 about external oversight of the management of these
4 units.

5 A. Yes.

6 Q. What are the arrangements for external oversight? For
7 example how often does the external manager visit and
8 spend time in the particular home?

9 A. Yes, the external manager -- within a South Lanarkshire
10 context, the external manager is in and out of the
11 children's houses frequently and regularly.

12 Q. Can you give us an idea of how frequently?

13 A. I would say they are probably, for six houses, I think
14 they would be in at least once a fortnight for each
15 house.

16 Q. And what will the external manager actually do when he
17 or she goes to the establishment?

18 A. One of the -- they are responsible for supervising the
19 registered managers so they would either have
20 supervision within the children's house, or the
21 registered manager would come to the headquarters for
22 supervision. They would vary it so it was different
23 settings at different times.

24 They would also make sure they have a relationship
25 with the staff in the homes as well, and they know who

1 the external manager is, but importantly they would have
2 a relationship with some of the young people. It
3 wouldn't be their job to get to know the young people
4 but we would want the young people to know who their
5 external manager was.

6 Q. It is perhaps an obvious question, Liam, but what's the
7 purpose of the external manager getting to know the
8 staff in the unit?

9 A. It is always about if the registered manager isn't
10 available and they need to escalate something, whether
11 it is about a young person, or about practice. When
12 I say practice, I am talking about if it is concerns
13 about getting a social worker, or education concerns,
14 that they know they have an external manager that they
15 can go to, and that they could escalate it appropriately
16 to the external management.

17 Q. What about concerns with staff?

18 A. We would hope they would raise it with the registered
19 manager in the first instance, but if it was a concern
20 about the registered manager we would want them to
21 escalate it to the external manager.

22 Q. Are there any particular signs that a -- manager would
23 look for, I suppose an internal manager too, but
24 particular signs in the behaviour of staff and/or the
25 behaviour of children that would suggest there might be

1 a problem?

2 A. Yes, there is probably a number of strategies that they
3 would use, one is just an observational technique when
4 they went into a home to get a feel of what the culture,
5 the atmosphere, the friendliness within that home would
6 look like. Also the fabric of a home, if they were
7 going in and seeing things like smashed windows, doors
8 that had been damaged, fabric that had been damaged,
9 that would be an indication of things aren't settled.
10 They would look at the relationship between the children
11 and the staff as well, they would be able to observe
12 that.

13 They would cross-reference that with the reports
14 that they would get from social workers, who had been
15 going into the house as well, and they would also keep
16 in contact with the Care Inspectorate for any concerns.

17 Q. So I suppose you might say there is an attempt at least
18 to triangulate the oversight among the various people
19 that you have mentioned?

20 A. That's right, yes.

21 Q. Is that a fair way of putting it?

22 A. Yes.

23 Q. We have heard from other Local Authorities, and indeed
24 from Susanne Millar earlier today, the trend in
25 residential care in Scotland has been towards much

1 smaller residential units. Is that trend also evident
2 in South Lanarkshire?

3 A. Yes, it is. We have moved from large units where you
4 would have 20 to 30 units, and our units are now 6 units
5 which are seven-bedded units.

6 Q. Yes, and I think, actually, what used to be
7 Calder House, is an example of that, is that right, it
8 is now Bardykes Road Children's Unit, is that right?

9 A. That's correct, that's on the site of where Calder House
10 used to be based.

11 Q. What's the size of that?

12 A. That's a seven-bedded unit.

13 Q. Seven-bedded, thank you.

14 Going back to your CV, just going back a little in
15 time, the foot of that first page, from 2007 to 2011,
16 I think we see that you worked with Glasgow City Council
17 as an Integration and Service Development Manager, and
18 you say that one of your functions there was to support
19 and prepare staff for the roll out of Glasgow's
20 integrated assessment framework, specifically across
21 social work, health and education. Can you just tell us
22 about that, please, and what the assessment framework
23 was, and what it was intended to do?

24 A. Yes, the assessment framework was looking at a better
25 way, a holistic approach to dealing with children, and

1 children's plans. And it was a framework. The vision
2 was both health, education and social work would input
3 into that framework in real time and people would see
4 the updates in real time, and it would be a single
5 assessment that they would undertake, so it would be
6 presented as a single assessment whether from health,
7 social work or education for any child who had all three
8 of those partners involved.

9 THE STENOGRAPHER: I am sorry, my Lady, we have a technology
10 problem.

11 LADY SMITH: Oh. How long will it take to fix?

12 THE STENOGRAPHER: I don't know what the problem is, I just
13 know the audio isn't working.

14 LADY SMITH: That won't do.

15 MR SHELDON: How long has it been?

16 THE STENOGRAPHER: 30 seconds.

17 LADY SMITH: I'll rise to find out what's happening.

18 THE STENOGRAPHER: Thank you, my Lady.

19 (2.40 pm)

20 (A short break)

21 (2.53 pm)

22 LADY SMITH: Liam, thank you for your patience.

23 A. Thank you.

24 LADY SMITH: Are you ready for to us carry on?

25 A. Yes.

1 LADY SMITH: Thank you.

2 A. Mr Sheldon.

3 MR SHELDON: My Lady.

4 Liam, before we took that break, I was asking you
5 about the integrated assessment framework that you
6 helped to roll out in Glasgow, in the early 2000s, the
7 noughties, I suppose you would call them. You were
8 telling us that was a way of getting updates about
9 individual children into a single assessment document or
10 a single assessment file; is that how it worked?

11 A. A single assessment document, which would follow the
12 child.

13 Q. And what sort of updates, what sort of inputs were going
14 into that?

15 A. It wasn't a real time update; it was when there would be
16 a change in circumstances and an assessment needed to be
17 updated. And it would be for looked after children,
18 either in the community or looked after away from home.
19 So if there was a LAC review, for example, that was
20 taking place, social work, education and health would
21 complete the document and then it would be merged into
22 one document. There would also be a part of the
23 document that would have the views of the child and
24 a part of the document that would have views of the
25 carers as well. And that would be whether it was

1 alternative carers, but also the biological parents.

2 Q. Did you say a LAC review?

3 A. A 'Looked After Children's review', called a LAC review.

4 Q. Thank you.

5 And perhaps an obvious question -- I apologise if it
6 is -- but what's the purpose of the assessment? What
7 are you trying to do with that to assist the child?

8 A. It is so that it would be the child's document and they
9 would know what the purpose of their care plan was. So
10 that would be the reasons why they were accommodated or
11 looked after in the community, but also what the care
12 plan was round about them. It was almost a contract for
13 the child, so that they understood who was helping them
14 and when, and the individuals that were involved in that
15 care plan.

16 Q. I suppose the way the assessment was framed then would
17 have to depend, to some extent, on the individual child
18 and their age and capabilities and so on; is that how it
19 worked?

20 A. Yes, it should be age appropriate language -- that would
21 be in the document, so a child that was five to ten's
22 document would look significantly different from
23 a child's who was a teenager, but it would be the same
24 document, just the language would be child-centred.
25 That would be the principle.

1 Q. Thank you. And just returning briefly to your CV,
2 please, it is on the second page, bottom of that second
3 page, I think we see that you started work as a social
4 worker in 1989; is that right?

5 A. That's correct.

6 Q. Then, from 1993 to 1996, you were working with
7 Strathclyde region on a social work project which was
8 an alternative to a care resource for socially excluded
9 young people within the Children's Panel system.
10 Perhaps you could just tell us a little bit about that?

11 A. Yes. It was a joint social work education project, and
12 it was for young people who had either been excluded or
13 had excluded themselves from mainstream school, and it
14 was seen as an alternative to accommodation for them.
15 So it would offer social work support and education
16 support outwith the mainstream setting. And it was
17 a direct alternative to accommodation.

18 The principle was it would work with older children,
19 so more your teenage groups that we worked with and it
20 would look at educational support, but also more
21 vocational-type training that we would do for them.

22 Q. I suppose what I am working round to here is that we
23 know that some Assessment Centres -- as we would
24 understand the term in this case study -- were still
25 operating well into the 1990s; were you familiar with

1 any Assessment Centres and their operation?

2 A. I was, yes. I was familiar with Larchgrove Assessment
3 Centre, Cardross, and with Calder House in its previous
4 iteration.

5 Q. All right. I will ask you a little bit more about that
6 in a moment. But, just in terms of the way that they
7 functioned, and thinking about the comparison with that
8 'assessment' -- putting that in inverted commas for the
9 moment -- how does that compare with the integrated
10 assessment framework that you later worked on for
11 Glasgow?

12 A. Mm-hm. Well, for the Steps Project, that worked in the
13 community with children, so these children were still
14 care of their parents or they were care of foster
15 parents. We didn't work with any children who were in
16 a residential setting, so they were actually still in
17 their own community.

18 It was a combination of social workers and teachers
19 that were part of the project and we were based in
20 an office in Barrowfield, which was purpose built, where
21 we had classroom settings, social settings, and we had
22 placements for children in various locations throughout
23 Glasgow. It was things like -- as I say, it was
24 vocational training, so it could be a placement in
25 a garage; it could be a placement in a B & Q warehouse;

1 it could be a placement in a floor laying company. So
2 it was to give them a bit of life experience and also
3 training.

4 So these were young people that had been -- seen as
5 an alternative to going to an Assessment Centre.

6 Q. But just thinking about Assessment Centres such as
7 Larchgrove and Cardross Park; what was the kind of
8 assessment? What was the level of assessment that was
9 happening there during your time?

10 A. My view would be we were probably, on paper, offering
11 very similar activities. It was -- those Assessment
12 Centres were more about containing the young person
13 within a single setting, because they were deemed to be
14 a risk to themselves or others, or they weren't seen as
15 manageable.

16 We had a different relationship with the young
17 people that we worked with and they were given quite
18 a bit of responsibility. And if they were able to take
19 that responsibility, they demonstrated it by getting
20 placements.

21 Q. Were these children on your later programme specially
22 selected for that programme?

23 A. They would be referred to us through the Children's
24 Hearing, and they would have -- probably, I would say,
25 have the exact same profile as a child within

1 an Assessment Centre. But if they felt they could be
2 worked with within the community, then they would come
3 to the Steps Project, as it was called.

4 Q. And what about children, I suppose now, certainly
5 2007-2011 -- what about children presenting with
6 challenging behaviours? I suppose one might put it that
7 way. How are they managed?

8 A. Er, I would say we're probably a bit more advanced in
9 our thinking about how we support children in the
10 community and we're probably more risk aware of that.
11 My experience is that it didn't take a lot for a child
12 to be accommodated, when I first started in social work.
13 My experience now is that it has to be very much agreed
14 on a multi-agency level that we've exhausted all
15 options--

16 Q. Can I stop you for a moment. You said just there:

17 'It didn't take much for a child to be accommodated
18 in those early days.'

19 Or earlier days. What did you mean by that?

20 A. Often a single agency could make a decision that a child
21 could be accommodated, and that wouldn't happen these
22 days. So it would have to be a multi-agency --
23 an agreement that that was in the child's best
24 interests.

25 LADY SMITH: And when you say 'could be accommodated',

1 that's having them away from their own family home and
2 residing somewhere else, is it?

3 A. That's correct.

4 LADY SMITH: Thank you.

5 MR SHELDON: Going back then to the Assessment Centres that
6 you were familiar with; Larchgrove, Cardross Park, what
7 was your impression of the way that they worked with
8 children during your time in practice?

9 A. My view would be that they were very much about
10 containing children within the Assessment Centre.
11 I wasn't that confident that it was about getting the
12 best out of a child or in the best interests of a child.

13 Q. The next question is going to be: did you have any
14 concerns about the way these centres were being
15 operated?

16 A. My concerns were about the value base that I had seen.
17 I never actually witnessed anything, but my concerns
18 were about the values that seemed to be within the
19 units. It was very much a male, macho dominated
20 environment and it seemed to be that's the way they
21 dealt with young people. So that was my concern.

22 Q. So specifically what follows from that kind of
23 culture -- what would your concern be of what might
24 follow from that kind of culture?

25 A. It just became very -- it felt almost like it was very

1 adversarial relationships between children and staff.

2 Q. Yes. And we heard earlier on, I think -- you will have

3 heard earlier on in the evidence that Susanne Millar

4 gave -- certainly complaints of violence --

5 A. Yes.

6 Q. -- by staff, even in the quite late 1990s. I think you

7 have told us that you didn't, yourself, witness

8 anything, but does that sort of evidence surprise you?

9 A. Unfortunately, it doesn't surprise me.

10 Q. At the time you were in practice; was there any

11 vehicle -- was there any procedure, whereby you and your

12 colleagues could raise concerns, such as the ones that

13 you have expressed today?

14 A. What -- as a social worker, what I would expect them to

15 do is to raise it with their senior social worker or

16 their team leader if they had concerns, and that that

17 would be escalated then appropriately to either external

18 manager or direct to the residential establishment

19 involved.

20 Q. So the initial concern would be a concern to a manager

21 outwith the establishment?

22 A. Yes.

23 Q. Is that right? All right. That at least is the way it

24 was meant to work?

25 A. Yes.

1 Q. Okay. My Lady, I am going to move on. Is there
2 anything else arising from that?

3 LADY SMITH: Nothing else that I need, no, thank you.

4 MR SHELDON: Liam, we know that South Lanarkshire Council
5 responded to the Inquiry's Section 21 notice seeking
6 information about Calder House. You have been Chief
7 Social Work Officer since 2016; did you have any input
8 into the preparation of the response that South
9 Lanarkshire put forward?

10 A. Yes, when the Scottish Child Abuse Inquiry was set up,
11 we established a governance group or a steering group,
12 and I chair that group, which is made up of operational
13 leads, legal support, risk management and archives
14 staff. That was in preparation for any enquiries we
15 had. So, in relation to the response with the
16 Calder House inquiry, I overseen the response and gave
17 it the sign off before it was submitted.

18 Q. Thank you. So you are familiar with --

19 A. Yes.

20 Q. -- what's in it? Well, can we look, please, first of
21 all, at SLC-000000076?

22 I think we see that this is actually an appendix to
23 the main report, and we will come back to the main
24 report in a moment or two. But this, perhaps, is
25 helpful in setting the scene, literally in some

1 respects. So, if we scroll down, do we see that
2 that's -- well, do we take it that's a photograph of
3 Calder House as it was?

4 A. Yes.

5 Q. Does that building still exist?

6 A. No, the building was demolished, I believe, around about
7 2007, and it is now a Special Educational School that's
8 now been established there on that site.

9 Q. Oh, right.

10 A. It is quite a large footprint of land and we also have
11 Bardykes Children's House just further down the road
12 from that.

13 Q. I was going to ask you: do you remember the building as
14 it was before it was knocked down?

15 A. I do remember the building, because when I was
16 a student, in 1987, I had a placement when it was
17 a group work project. That's when it had been
18 decommissioned as an Assessment Centre and that's how
19 I remember that building.

20 Q. All right. So the building that we see in the
21 photograph; is that the full extent of the establishment
22 or is there more to it than that?

23 A. There is -- you will see within that -- that's the main
24 residential part of the building. There is also a --
25 they called it 'the gatehouse', which is where the

1 Superintendent and his family stayed in, which is just
2 to the left of that picture.

3 And then to the right of the picture, if you were to
4 get a bigger picture of it, there was a large -- it was
5 called a barn, but it was effectively a gym hall.

6 A large building in its own right as well and there was
7 a red ash football pitch at the front.

8 Q. Might some children or indeed staff have referred to the
9 barn as the play barn?

10 A. The play barn, yes.

11 Q. So we are told in the paragraph below the photograph
12 that Calder House was constructed in 1968, first of all
13 operated as a Remand Home to replace Bushleyhill Remand
14 Home, which was in Cambuslang. We are told that
15 Calder House operated as a Remand Home until 1987; is
16 that right, Liam? Would it have changed or ought it to
17 have changed its function to an Assessment Centre as at
18 1971?

19 A. Er, I believe it was initially a Remand Home and then it
20 changed to an Assessment Centre around about 1971. That
21 would be correct.

22 Q. Yes. You have talked about the main structures on the
23 site. I think we note that there were three residential
24 wings: Iona for girls, and Arran and Tiree for boys.
25 You say it functioned as an Assessment Centre up until

1 1987; what happened to it at that stage?

2 A. It was decommissioned as an Assessment Centre and the
3 building was then turned into office accommodation for
4 social work teams. So there was a throughcare team that
5 was put in there, the community service team were put
6 in, a group work team, and there was a couple of, like,
7 third sector partners who used the building as well. So
8 it was no longer used as residential and it became en
9 masse office accommodation.

10 Q. So, at that stage, there were no children living in it
11 at all; is that right?

12 A. None at all at that stage.

13 Q. But, at some stage, a children's unit was reopened --

14 A. Yes.

15 Q. -- on that site. And I think if we look over the page,
16 page 3, there is a further picture of a building and
17 this was the gatehouse. That was declared surplus to
18 requirements in 1990. We are told, June 1992:

19 'Proposals formulated to return the gatehouse to
20 social work operational use and the former staff member
21 living there was rehoused.'

22 And you say at the foot of page 3:

23 'It is believed the property was reinstated as
24 a childcare facility in 1996.'

25 A. That's correct, that's what we believe.

1 Q. All right. Certainly on the basis of that photograph,
2 it looks as if it would have been a pretty small
3 facility; is that right?

4 A. That's correct. What we understand is it was turned
5 into, like, an eight-bedded children's unit or
6 children's house at that time.

7 Q. All right. And over the page, page 4, just a couple of
8 lines above the photograph -- say 'the property', and
9 I think you are referring there to the gatehouse:
10 'The property was demolished mid-2006 and replaced
11 with a new facility in 2007.'
12 And that's the one we see there; is that right?

13 A. That's correct. That's the Bardykes Children's Unit
14 which sits on a similar site.

15 Q. Oh, right. Thank you. And you told us already that's
16 a facility for up to eight children, and we see that on
17 page 5 as well, of that document.
18 If we can put that aside, please, and move to
19 SLC-000000080. And I think this is the report or the
20 main body of the report that Lanarkshire provided; is
21 that right?

22 A. That's correct.

23 Q. This was actually a shorter form report than the usual
24 report, because Calder House was a late addition to the
25 programme.

1 LADY SMITH: Okay, yes.

2 MR SHELDON: My Lady.

3 LADY SMITH: Yes.

4 MR SHELDON: Liam, in the first, really the first three
5 pages, the response sets out the historical and
6 regulatory background to the establishment of Assessment
7 Centres. I think we can take that as read. We are
8 aware of that.

9 At the foot of page 3, though, you note the
10 importance of the 1995 and 2001 Acts, and that there are
11 regulations and guidance and National Care Standards
12 which are also important. And there is then quite
13 a lengthy list of those.

14 Again, I think we can move over that and look at
15 page 4, please. We see, in relation to the period 1975
16 to 1996, there is a note on Strathclyde region's
17 response. Second paragraph there:

18 'A major and immediate challenge was bringing
19 together children's services across what was the largest
20 Local Authority of its kind in Europe.'

21 It may be a little before your time, professionally,
22 Liam, but do you have any comment on the kind of
23 problems and issues that that task posed for Strathclyde
24 region?

25 A. Well, I qualified in 1988, so I am aware of some of the

1 documents that came around about the 1980s and 1990s.
2 And between 1988 and 1996, when the regions disbanded,
3 it was apparent it was a very huge organisation to run
4 and there was probably what would be seen as
5 inconsistent practice across that, because of the scale
6 of it.

7 The Director of Social Work at the time, in the
8 1980s, wanted us to have more consistency, so there are
9 various documents that they produced, like the Young
10 People in Trouble report, which they expected, whether
11 you were in Oban or whether you were in Glasgow, that
12 you would be following the same standards of practice.

13 Q. Over the page, page 5, and really on to page 6, there is
14 another list there of various reports and guidelines
15 produced as part of Strathclyde's efforts to deal with
16 children's issues. So we see, for example, guidelines
17 for the long term planning of children in care 1986;
18 that's towards the foot of page 5. Young people in
19 trouble, charter of rights for children, current issues
20 in child protection, and so on, on to page 6.

21 Again, it may be a question that you can't directly
22 answer, Liam, but, if you can, please do. It is just
23 this: there are all these guidelines and reports about
24 child care, child protection, children's issues --
25 I suppose the question that arises is: on the basis of

1 all of this effort on paper; what difference, if any,
2 did that make to children actually on the ground?

3 A. It is a difficult question to answer. I don't --
4 I suppose from a professional perspective, what I would
5 say is it started to make a difference from how
6 professionals would look at working with children. So
7 I think that was where the difference was on the ground.
8 I don't think there was an immediate impact on the
9 children --

10 Q. By professionals you mean?

11 A. Social workers.

12 Q. Right. I am sorry, I cut across you. You said you
13 didn't think that would make an immediate difference to?

14 A. I think there was a lot of traditional practice that was
15 taking place -- and this is about residential care --
16 that was still evident. But I think what these
17 documents were trying to do was look at what social work
18 practice should be in trying to get better outcomes for
19 children. So I think what we were seeing was a shift in
20 the professional attitudes from social work staff at
21 that time, as opposed to it was then a seismic shift in
22 practice in residential establishments.

23 Q. Foot of page 6, it is the paragraph beginning D, 'The
24 attitude to discipline of children, including
25 restraint'. You say that little is known about the

1 attitude to disciplining of children, including
2 restraint, at this time at Calder House. We will come
3 back to that, I think.

4 You go on to look at the issue of restraint and you
5 note particular guidance at 'Holding Safely' from 2013,
6 dictating current practice. You go on to say:

7 'Terms such as discipline and restraint are no
8 longer in use among those occupying direct caring roles
9 in South Lanarkshire.'

10 Again, perhaps an obvious question: but why not?

11 A. In 2013, the Holding Safely report, South Lanarkshire,
12 in around about 1996 I think it was -- no, sorry,
13 I think it was 2006 -- actually adopted the therapeutic
14 crisis intervention approach to care and that was about
15 what safe holds were. That was then reviewed from
16 American research. And South Lanarkshire, it was called
17 the Clyde Valley Group, looked at it. It was Glasgow,
18 South Lanarkshire, North Lanarkshire. We had Stirling
19 and Clackmannanshire, I believe were involved in that as
20 well. And what we then looked at was promoting positive
21 behaviour as a strategy for working with children in
22 care, and that actually looks at restraint or actual
23 physical contact as a last resort and it looks at how
24 you can recognise triggers and use different strategies
25 before you get to restraint. That's the policy we now

1 use within South Lanarkshire.

2 Q. Right. What about training? Are all staff given
3 training in these techniques or only some? And if only
4 some, then are they the only ones allowed to perform
5 holds of whatever sort?

6 A. Within South Lanarkshire, we have approximately 110
7 residential workers that work in our residential units,
8 and all 110 are trained in the -- promoting positive
9 behaviour. It is a mandatory course which they go on,
10 which is about theory and practice. And they have to do
11 that course before they would get involved in
12 a restraint. And any new staff that are employed within
13 the Council, until they actually do the course, they are
14 told that they don't get involved in any restraint or
15 diversion activity.

16 We have a very low turnover of our residential
17 workers as well, so we don't have a lot of -- I think we
18 have had six new workers in the past year, so we don't
19 have big gaps in staff who are trained in promoting
20 positive behaviour.

21 Q. I am sure you are aware, Liam, that there has been
22 discussion about whether national guidance on restraint
23 is necessary.

24 A. Yes.

25 Q. Or further national guidance, indeed. Can I just ask

1 you: has the lack of such guidance been a problem in
2 practice, at least for South Lanarkshire?

3 A. I would say not recently, but I think in the past a lack
4 of guidance would have been an issue. Because the
5 restraint, or looking at managing behaviour within
6 a unit, was basically the responsibility of the
7 registered manager. So their interpretation of what
8 they felt was appropriate would have been the litmus
9 test for that.

10 Now what we say is that the restraint should only be
11 used through using the -- promoting positive behaviour,
12 and as well when you undertake a restraint, there is
13 a debrief that needs to go with that. There is a report
14 that then comes with it. But, even if you use diversion
15 strategy, you similarly have to do a report that shows
16 you didn't need to use a restraint. So we have a better
17 system now than we previously had.

18 Q. Right. So, in effect, the PPB system takes the place of
19 the guidance; is that --

20 A. Yes.

21 Q. -- really how that works? All right.

22 Moving on, if we can look, please, at the foot of
23 page 11, I think we see there the names and
24 qualifications of the persons in charge of the
25 establishment. I think we see there that

1 a Mr BHN was SNR, 1969 to 1987. So
2 that's really throughout the period of operation as
3 an Assessment Centre; is that right?

4 A. That's correct.

5 Q. And we also see the name of a circa 1990s.
6 I think we see that he was SNR
7 2004. But, by this stage, you have told us
8 that the facility was -- had a slightly different
9 emphasis; it was operating not as an Assessment Centre,
10 but really as a more general children's support unit.

11 A. That's correct. So from onwards, going
12 down, that would have been the gatehouse that would have
13 been referred to, which was still called Calder House,
14 so that's why there's --

15 Q. Yes, there is some -- the records seem to take a while
16 to reflect that change.

17 Thank you. Page 14, please. There is some material
18 there about records, policies and procedures on, first
19 of all, complaints, and various other aspects of record
20 keeping.

21 I just wanted to ask you about the practice now. We
22 heard from Susanne Millar this morning, in the context
23 of Glasgow Council, about the use of a client management
24 system called CareFirst. And that's a sort of multiple
25 input system, and there is use of daily logs, placement

1 plans, and so on; is that system, or something like it,
2 also in use in South Lanarkshire?

3 A. We have a similar system. It is called SWIS. It is
4 called our 'Social Work Information System', which is
5 very similar to the CareFirst that Susanne was
6 describing and that's -- everything about the child's
7 record would be in that electronic file.

8 Q. Okay. So, again, there is no question of -- well,
9 I will start that again.

10 I think Susanne Millar said that there would be some
11 paper files, perhaps historically, for some children; is
12 that also the case in South Lanarkshire?

13 A. Yes, I would suspect every -- no, it is not 'I suspect'.

14 Every child that's looked after in South Lanarkshire
15 has an electronic file. It is not a hard copy file.
16 There might be some older children who would still have
17 an old hard copy file in the archives. But we adopted
18 the same approach where everything should then be
19 transferred on to an electronic system.

20 Q. All right.

21 LADY SMITH: Liam, what does SWIS stand for?

22 A. Social Work Information System.

23 LADY SMITH: Is it one that was designed for you or was it
24 already there?

25 A. It was actually a previous Strathclyde region one. It

1 is the one before CareFirst. We are currently
2 commissioning for a new system which is more modern. We
3 have had that system since 1996.

4 LADY SMITH: Oh.

5 A. It is a very old system.

6 LADY SMITH: It is quite old. But it has enabled you to go
7 wholly electronic?

8 A. Yes.

9 LADY SMITH: Thank you.

10 MR SHELDON: I was going to ask you a little more about
11 that, Liam. How is the information -- and this is
12 perhaps too general a question -- but how is the
13 information arranged in the system?

14 I suppose what I am interested to know is: how would
15 one search the records? Can you simply search on
16 a child's name and date of birth, for example, and that
17 would throw up all of the related documents?

18 A. Yes. Every child has a unique reference number. If you
19 know the reference number, you can go straight to the
20 child's file. But you can search, for example, Liam
21 Purdie and a date of birth, and it would bring up that
22 child. If there happened to be two Liam Purdies with
23 the same date of birth, then you would just filter for
24 more information, like the name of a parent or
25 an address. So it's a system we can actually

1 interrogate that way.

2 Q. Page 16, please. At the letter S, about halfway down
3 the page, there is a question about the nature of abuse
4 of children cared for at the establishment. And you
5 note that the information archived consisted of logbooks
6 for Calder House Children's House. These were completed
7 by staff on a daily basis. And you tell us that you
8 have not been able to identify any instances of abuse or
9 alleged abuse in the record. And we will look briefly
10 at some records. I will ask you for, perhaps, further
11 comment on that issue, because there are certainly
12 entries in the logbooks which, I think, might be
13 regarded as troubling, to put it mildly, in some cases.

14 A. Mm-hm.

15 Q. So I might ask you for further comment on that
16 particular issue.

17 Without going to them at the moment, I think there
18 are two appendices to this report which list known
19 complaints by children about possible abuse by children
20 and also possible abuse by adults; is that right?

21 A. That's correct.

22 Q. Right. And we can look briefly at those in a moment or
23 two.

24 Page 19, please. Oh, and I am sorry, I should take
25 you to page 18 briefly.

1 At the foot of that page, you note -- really, just
2 the final substantive paragraph:

3 'From the records we have managed to find that there
4 were two investigations into allegations of historic
5 abuse (1972 and 1982) which involved the police.'

6 And there are two individuals named there, one of
7 whom is **BHN**; is that right?

8 A. That's correct.

9 Q. And over the page, the question is:

10 'The extent to which there were systemic failures to
11 protect children cared for at the establishment.'

12 And you say:

13 'We have not been able to identify any information
14 [taking it short] which highlight systemic failures to
15 protect children.'

16 You go on to give some detail. About halfway down
17 the page, you say:

18 'There is one resource file which contains
19 complaints from young people made between 1998 and
20 2002.'

21 Although of course that's, again, not during the
22 Assessment Centre period.

23 A. That's correct.

24 Q. But I think, very fairly, you do go on to suggest some
25 possible areas of difficulty in terms of systemic

1 failings at the unit. You say, first of all:

2 'There is little evidence of training or support for
3 the staff who were responsible for the care of ...
4 traumatised young people ... little evidence of any
5 therapeutic approach for the young people ... little
6 evidence of any individual work being done with young
7 people either by staff [or] external ... workers.'

8 Just to be clear: are you talking there about the
9 later period or also about the Assessment Centre period?

10 A. It would be both periods that we are talking about. We
11 couldn't find any significant evidence that showed abuse
12 or of systemic abuse, but we couldn't even find anything
13 that showed good practice for both when it was
14 an Assessment Centre and also when it was a Children's
15 House.

16 Q. All right. Page 21, you are talking a bit more about
17 records. And about four lines down, you say:

18 'A logbook detailing important and official events
19 and other details, including disciplinary measures.'

20 And it is -- perhaps the sense of this is a little
21 difficult to make out, but someone has clearly added in
22 this answer, I think:

23 'Those [presumably the logbooks] are often value
24 laden, emotionally charged, and staff-centred, and
25 unhelpful misuse of daily logs, incident reports and

1 records generally ...'

2 What in particular do you mean by 'staff-centred'
3 entries in the logbook?

4 A. The logbook seemed to be a theme that was -- or it
5 seemed to be a tool where the staff would use it to
6 often offload or just vent about a young person and it
7 wasn't looking at any child plans. It would actually
8 capture a number of different young people within it, as
9 opposed to there would be individual records for
10 individual children. And it was often -- just looked
11 like a tool that was used for staff to pass on issues
12 that had happened that day, as opposed to what should be
13 happening.

14 So the staff seemed to use it often just as
15 an opportunity to have a go at some young people.

16 Q. Yes. Well, thank you. Just one final question about
17 that, then: how do you go about avoiding pitfalls like
18 that in current practice? What is the guidance on
19 logging incidents? Or indeed logging anything?

20 A. Well, we found no records of any incidents that were
21 logged.

22 What we currently have in practice is we have
23 instant logs that go into the individual child's file.
24 Staff are trained on what's appropriate language to use
25 within that file as well and it needs to be -- it can't

1 be subjective language that's used. What we are also
2 looking at as well is: if there is an incident that
3 takes place with a child -- and I say 'incident', if
4 there is something that needs to be recorded in
5 a child's file, we are now set up where the residential
6 staff can go direct into the child's file and record
7 anything within that, because it should be about the
8 child's journey and what's happening to them, not always
9 about what the negative behaviour is.

10 Q. If we can set that aside now, please, then and look --
11 and I am going to take this very briefly --
12 GLA-000002038. I think we can see at the top of this
13 document, which is Appendix 1, described as Appendix 1,
14 this is a report relating to Calder Remand
15 Home/Calder House detailing the involvement of the City
16 of Glasgow Council and its predecessors, so presumably
17 Strathclyde; was this a document that you and your team
18 prepared or is this a Glasgow document?

19 A. This is a Glasgow document, this one.

20 Q. I just want to take you to one passage in it, please,
21 and it is, I think, still on the same page, but at the
22 letter D:

23 'The attitude to the discipline of children,
24 including restraint, at the establishment.'

25 And I think we see that Glasgow give a bit more

1 detail, certainly in terms, perhaps not so much of
2 attitude, but just what in fact appears from the
3 documentary record. So several references to strikes to
4 the posterior with the tawse. From November 1970,
5 punishments with detention cells, forfeit of visits and
6 privileges. The logbook, taking it short, notes
7 an instance where the writer thought corporal punishment
8 was merited, but because it had been ruled out the boy
9 was taken on a three-mile run as exhausting, and for him
10 painful, experience of the run is sufficient. And a few
11 days later there is talk about the 'group method' with
12 privileges withdrawn.

13 And staff appeared to have an established reward and
14 punishment method, although there is not much detail
15 about what that was.

16 And over the page, from 1975 to 1986, disciplinary
17 measures continue to be detention and removals of
18 privileges. There is a detention register for 1980
19 which clearly defines when, how to be used, and checks
20 to be made:

21 'The 1985 logbook details punishments for
22 misbehaviour and absconding, which are mostly work
23 programmes, such as scrubbing, as well as restrictions.
24 It also describes one girl being physically removed from
25 her dorm and another restrained after physically

1 attacking the staff.'

2 Liam, I think you have indicated that clearly your
3 team has looked at the logbooks to some extent; does
4 that description of these measures sound familiar from
5 your examination of the logbooks?

6 A. It does, yes.

7 Q. As I say, in fairness to you, these are really
8 statements of fact about what was done rather than
9 perhaps attitudes per se, but that's Glasgow's answer to
10 that particular issue.

11 If I can look briefly, please, at SLC-000000077.
12 I think we see that's Appendix 3. Is that Appendix 3 to
13 your report?

14 A. It is, yes.

15 Q. We see there that this is a summary of complaints
16 regarding adults.

17 So, just to give an example of that, we see there,
18 in November 2009, an individual was interviewed by
19 police from Blantyre investigating an allegation of
20 physical abuse when he was SNR
21 Calder House Assessment Centre, an allegation made by
22 a female resident, former female resident, and it
23 appears that this individual had contacted South
24 Lanarkshire Council to alert them to the investigation
25 and discuss legal advice and so on. And then the list

1 continues, a relatively brief list, over the next couple
2 of pages.

3 If we look, please, at SLC-000000081, please, we see
4 there that's Appendix 2, I think again to your report;
5 is this a summary of complaints by children and young
6 people about other children and young people?

7 A. That's correct.

8 Q. Thank you. That's all I want to take from that. My
9 Lady, I am going to move on now to look at some records.

10 LADY SMITH: I am getting the nod from the stenographers, if
11 that's all right with you, Liam?

12 A. Yes.

13 LADY SMITH: Very well.

14 MR SHELDON: If could you go, please, to GLA-000003365.

15 I am sorry, I am in technology trouble myself.

16 Yes, Liam, you can take it from me that this is
17 an extract of a log from the girls' wing, Iona, 1971-72.

18 If we look at page 1 first of all, there is an entry
19 for 26/4/71, and the entry there in slightly darker
20 writing, an individual, presumably a child, seen by BHN
21 and position discussed:

22 'Should boy again act out I would place him in
23 detention cell for 24 hours. Pressure to be brought to
24 bear to ensure his cooperation. Allow no latitude in
25 either direction.'

1 So what would you take from that entry, Liam?

2 A. It is a threat to lock a child up in the cell and not to
3 give them any chance.

4 Q. And the implication is until he does something, until he
5 cooperates in some way?

6 A. That's correct.

7 Q. And he is to be in the detention cell -- and they are
8 calling it a cell -- for 24 hours.

9 If you look at page 2, please. Again, it is the
10 first column entry for the 3 June 1971. And the entry
11 reads:

12 'During a spot check, two matches were found
13 [I think, child] asked where he got them and the answer
14 was that he had them since his return from court. He
15 was given them while in the cell.'

16 So, again, a boy is put in a cell. There is no
17 period for that incarceration given there.

18 If we can go to page 3, please. This is in the
19 second column, right at the foot, entry for 29 October
20 1971:

21 'Girls' behaviour good all evening, except ... [a
22 particular girl] who was visited by her brother and
23 friend.'

24 Over the page:

25 'When searched after visit, was found to have

1 a cigarette and match hidden on her person. She was
2 seen by Mr and Mrs BHN-HLP. She then scrubbed the rest of
3 the evening, to continue doing so tomorrow.'

4 Again, perhaps not clear how long that evening she
5 was scrubbing, but it would certainly sound as though it
6 was during the course of the evening?

7 A. Yes.

8 Q. And we will come back to the theme of scrubbing. If we
9 look at, please, the next document, GLA-000003368, and
10 the first column entry for 5 January. It is also for
11 9 January. See here for the 5th:

12 'Two boys were scrubbing the toilets tonight for
13 talking after lights out.'

14 So, after lights out at bedtime, they are made to
15 scrub.

16 And the entry for 9 January:

17 '[Boy, I think, it is "tipped bed", possibly] stated
18 he was the guilty party and he was given extra duties
19 and privileges removed for the rest of the wing on
20 Mr BHN 's instructions.'

21 So there are extra duties, whatever those are, and
22 it appears, also, collective punishment of the rest of
23 the wing; is that right?

24 A. That's correct.

25 Q. And page 3, please. A rather laconic entry, second

1 column, 15 June.

2 LADY SMITH: I take it that's the date that has been
3 redacted?

4 MR SHELDON: Yes:

5 'All boys showered, jungle juiced, and Bible
6 thumped.'

7 What would you take from that, Liam?

8 A. The 'jungle juice' I have seen in statements. It was
9 the de-licing of children's hair, which was quite
10 distressing. So it looks like they'd had that. It's
11 been done to them.

12 LADY SMITH: Jungle juice was a brand name. May still be;
13 is that correct?

14 A. I think it was a slang terminology --

15 LADY SMITH: Oh.

16 A. -- that was being used for it.

17 LADY SMITH: Okay. Thank you.

18 Bible thumped?

19 A. I am aware of some of the statements that they would be
20 taken into one of the recreation rooms and made to sing
21 hymns or recite from the Bible. So I think that would
22 be the Bible thumping. Now, it could be something else,
23 but I am aware that that was something that children
24 were made to do.

25 MR SHELDON: The entry certainly has the ring, again, of

1 something being done to these boys.

2 A. Yes.

3 Q. Page 4, please. First column, at the foot. Again, we
4 are told:

5 'Half the boys at Bible class tonight. Rest were
6 late back from a day out ... [particular child] tried to
7 abscond whilst out and ditto ... [another boy] now been
8 moved into wing 3. Both to be kept working until
9 further notice.'

10 From that does it appear from the record that boys
11 are late back? This is all happening at quite a late
12 hour and the boys are just going to be kept working.

13 A. Yes.

14 Q. That's how that reads, doesn't it?

15 A. Yes, it does to me.

16 Q. Another document, please. It is GLA-000003359.

17 It is the second column, entry 4, 15 December. Do
18 we see that the entry reads:

19 'The boys in this wing are that thick in the head
20 that they don't realise what the loss of privileges
21 are.'

22 And a particular individual had admitted to
23 a particular offence. Comments on that, Liam?

24 A. It is quite derogatory towards the children, and I think
25 it is the offence above that they are making reference

1 to.

2 Q. Yes, we will look at a couple of other references like

3 that.

4 LADY SMITH: Yes, and that's the reference to all

5 privileges.

6 A. All.

7 LADY SMITH: For everybody being stopped.

8 A. Yes.

9 LADY SMITH: Because one boy has done something stupid.

10 MR SHELDON: Yes.

11 A. That's correct.

12 Q. GLA-000003366, please. First of all, in the first

13 column entry for 9 February 1973, and just at the end of

14 that entry, a particular person caught after absconding,

15 spending the night in the cell. It is perhaps obvious,

16 Liam, but does that suggest that the use of the cell is

17 being used as a punishment?

18 A. Yes.

19 Q. Second column, entry for 16th -- I beg your pardon.

20 Yes, I am sorry, it is page 2, second column, entry

21 for 16 July. The entry reads:

22 'PE followed by scrubbing, as behaviour not very

23 good.'

24 So, again, scrubbing used as a punishment.

25 A. Yes.

1 LADY SMITH: And that would seem to be for everybody?

2 A. I don't know if that's for everybody or one individual
3 child.

4 MR SHELDON: The entry would certainly appear to be
5 a generalised one, rather than specific. But that's
6 perhaps the difficulty with some of these entries, Liam,
7 that there is not much --

8 A. Yes.

9 Q. -- in the way of detail or specifics.

10 A. That's correct.

11 Q. GLA-000003367, please. Page 1. It is the first column.
12 About halfway down, it is quite a long narrative and
13 this is about a particular boy who went for a shower at
14 1.25 pm, finished by 2.50:

15 'I told him that everything he did out of turn would
16 be logged, but it is like talking to a toilet seat.
17 I threatened him with taking him out of the side room,
18 but even that doesn't seem to have been successful.'

19 There is a question:
20 'What do you think, Paul?'

21 Well, what do you think, Liam?

22 A. It is an example of the use of logbooks to vent as
23 opposed to anything constructive within them.

24 Q. And again, a pretty derogatory way --

25 A. Yes.

1 Q. -- of referring to a child.

2 Page 5 of that document, in the first column, the
3 left-hand column, the passage that's starred in blue
4 writing, we are told that two individuals have finished
5 their work programme, so no more extra scrubbing:

6 'But they have to be left on general restrictions,
7 eg no baths, no outings, no phone calls in or out.'

8 Their situation is to be reviewed on Thursday.

9 Again, comments on that?

10 A. It is abusive behaviour towards those children.

11 Q. Specifically how? What's the -- is it all abusive?

12 A. Scrubbing is obviously being used as a punishment. The
13 fact that then their dignity about not having any baths
14 or outings being used as a punishment, no phone calls,
15 that would be contact with family, that's both in or
16 out. So that's not appropriate.

17 Q. Yes. What concerns would you have about forbidding
18 phone calls in or out?

19 A. A child can't express how they are. If it's a phone
20 call, someone phoning to check how they are, or even if
21 it's someone phoning in, it means the staff are
22 colluding and actually saying someone's not available if
23 it is being used as a punishment.

24 Q. Thank you.

25 Next document, GLA-000003397, please. This is back

1 to the use of language point. It is the first column
2 entry for the 18 June -- I beg your pardon, bear with
3 me.

4 LADY SMITH: On the left-hand side? Derogatory comments
5 about the girls?

6 MR SHELDON: Yes.

7 Yes, I am sorry, my Lady. Yes, it is the 18th,
8 towards the top of the page:
9 'Fairly good atmosphere ...'

10 Sorry. I beg your pardon, my Lady. My page has
11 been --

12 LADY SMITH: 'God knows why I thought I would like to spend
13 more time on the girls' wing.'

14 That one?

15 MR SHELDON: There is that one, towards the top. Yes,
16 that's the entry:
17 'God knows why I ever thought I would like to spend
18 more time on the girls' wing. They are an insolent
19 shower of bitches.'

20 Views on that?

21 A. It is offensive. It's inappropriate language.

22 Q. Next document, please. GLA-000003356, please. It is on
23 the first page, second column, entry for the
24 2 August 1980. I think in that there is a reference to:
25 'After breakfast, girls scrubbed the wing.'

1 It is not clear whether that's punishment scrubbing,
2 my Lady. It seems there was just normal cleaning,
3 usually every morning, and the scrubbing was an extra
4 punishment. But, at all events, on this occasion we see
5 that a particular girl went out after lunch. This is
6 towards the end of that entry:

7 'She returned late very upset and said that she had
8 been raped. See occurrence sheets. In the evening we
9 had a disco.'

10 LADY SMITH: Do we have these occurrence sheets?

11 MR SHELDON: No, we don't, my Lady. I will come back to the
12 other and obvious issue in a moment, Liam. But, just in
13 relation to this idea of having separate sheets,
14 occurrence sheets, separate to the log:

15 'We don't have the occurrence sheets.'

16 Comments on that?

17 A. We couldn't find any records that would indicate what
18 occurrence sheets are. But any child's record should be
19 in the one file; it shouldn't be separate logs or
20 different sheets, or logs for different things. So that
21 would be inappropriate.

22 LADY SMITH: Would you like to just spell out why?

23 A. The suspicious mind would say that it is hiding
24 something else about further punishment or further
25 incidents that are taking place. It also doesn't paint

1 the picture at all about what's happening in a child's
2 life if it is placed somewhere else. Or it could be
3 collusion of staff about dealing with things in another
4 manner.

5 LADY SMITH: I suppose you are just increasing the risk of
6 losing track of important details regarding the child
7 and the child's daily life?

8 A. Yes.

9 MR SHELDON: Sorry, Liam, the other obvious issue arising
10 from that entry is the allegation or disclosure that
11 this girl has made.

12 A. Yes.

13 Q. What's your comment on the way that's dealt with, at
14 least on the face of this entry?

15 A. Totally inappropriate. There is an offence that's
16 been -- the child has reported an offence that's been
17 committed and it's given no indication that it has been
18 passed on to police or social work to investigate, or
19 that the child's had any support about a sexually
20 violent act that's been committed against her. And it
21 talks about a disco. There is nothing proportionate
22 about it.

23 Q. It seems almost flippant, off-hand, doesn't it?

24 A. Yes.

25 Q. And if we look at the next entry there, about four lines

1 from the bottom of the entry, we are told:

2 'Girls in bad mood as they could not get their own
3 way.'

4 And there is a girl who is named, and it is the same
5 girl who had made the disclosure in the previous entry:

6 'She is not allowed out for weekend as giving up
7 cheek.'

8 In the context of these two entries, again: what
9 would you want to say about all that?

10 A. What we are probably seeing is a child who is going
11 through an extreme trauma if she has been sexually
12 assaulted and raped, and actually not talking to other
13 people is an indication of that trauma as well, and they
14 are saying it is a child -- the child is being punished
15 for having been assaulted. So there was no follow up or
16 support for that child to find out what happened and
17 what they could do.

18 Q. Thank you. If we look at page 2 of this document,
19 please. It is in the first column, the entry for
20 29 August 1980 -- I beg your pardon, it is the entry in
21 black writing, rather than blue:

22 'Pleasant night on the wing spoiled by ...
23 [a particular girl] planking a cigarette. She was
24 supposed to have three with her, but apparently two
25 others were flushed down the toilet. None of the girls

1 are on restrictions, but ... [she] is sleeping in the
2 detention cell and will be scrubbing during the night.'

3 For the offence of -- forgive me, but what is
4 planking a cigarette?

5 A. She was caught secreting a cigarette, hiding it, hiding
6 a cigarette.

7 Q. Right. Thank you.

8 Look at page 9, please. This is the entry for
9 21 February. Yes, I think it is the single column in
10 this instance. No, I beg your pardon, it is two
11 columns, and it is the second column, 21 February:

12 'Wing thoroughly cleaned out this morning by all the
13 girls. All did it quite willingly. Mr Hayley then took
14 ... [certain children] for a voluntary three-mile run.'

15 'Voluntary' is heavily underlined; any views on what
16 that might signify?

17 A. I think it is sarcasm, when they are indicating it is
18 underlined like that-- so I don't think there was
19 anything voluntary about the children going for
20 a three-mile run.

21 LADY SMITH: 'They all seemed to enjoy it.'

22 A. I assume that they are seeing it as a punishment for the
23 girls.

24 MR SHELDON: If we can compare that entry, please, with
25 an entry in GLA-000003357. It's page 2 of that

1 document. Yes, page 2 of that document. In the first
2 column, there is a series of entries. The dates, I am
3 afraid, are quite hard to make out. Yes, it is the
4 entry for 24 April 1982. Yes, it is in the second
5 column. Sorry, I am getting myself lost in my own
6 notes.

7 Second column, 24 April, a particular girl is on
8 a punishment.

9 LADY SMITH: And this is 1982?

10 MR SHELDON: This is 1982. Then, in the next entry, for the
11 25th, we see that the same girl was now back with the
12 group. So the first point is she seemed to have been
13 isolated, perhaps overnight. And the entry is:

14 'Restrictions removed after she completed the
15 three-mile run.'

16 So does that tell us anything about the previous
17 entry that we looked at about the runs being voluntary?

18 A. No, it doesn't look like it is voluntary.

19 Q. If we can go back to the previous document, please, and,
20 my Lady, I am conscious of the time.

21 LADY SMITH: How much longer do we need to go?

22 MR SHELDON: There are some more records to get through, but
23 I can cut it short, but another five or ten minutes
24 would be quite helpful.

25 LADY SMITH: Is that okay?

1 THE STENOGRAPHER: (Nods).

2 LADY SMITH: Very well. Keep going.

3 MR SHELDON: So we are back to GLA-000003356. And if we can
4 look at page 11, please. Second column. Entry for
5 25 February 1981. The entry, well, it reads:
6 'Practically every girl was sleeping in their pants
7 and bra last night. I have made them wash them this
8 morning.'
9 Reading short:
10 'Will staff please make sure the girls have no extra
11 underwear in their lockers. Everything must be kept in
12 the metal lockers.'
13 Can you hazard a view, Liam, on why girls wouldn't
14 be allowed to store extra underwear in their lockers?
15 A. I have no idea. If they want to sleep in their bra and
16 pants, then they should be allowed to sleep in their bra
17 and pants.
18 Q. Might it be to stop them running away? Might it be
19 a restriction of that sort?
20 A. It could be, but it might also be because the girls
21 would feel safer if they had underwear on.
22 Q. And at page 12, please. The foot of the second column,
23 page 12, entry for -- I think it is the 2 March 1981:
24 'Seven girls on restrictions. Sat in corridor all
25 day in shorts and t-shirts. Had their dinner, also tea,

1 there. The others were with the boys. I took over
2 wing. Went in afternoon [I think] all in corridor.'

3 And then there is an entry, 5.30:

4 'Night spent sitting in corridor with seven girls.
5 I am absolutely frozen.'

6 Any comment on that?

7 A. It is inappropriate. It is abusive.

8 Q. And I think, in fairness to you, you draw attention to
9 this in your Section 21 response, but it is perhaps
10 a classic example of a staff-centred entry; would that
11 be fair?

12 A. Yes.

13 Q. If we can look, please, at GLA-000003363. At page 16,
14 please. In the first column, an entry for the
15 20 October 1981. This is beside the heading or the
16 marginal note 'Gen Report'.

17 'At 10.45, girl brought in by NS.'

18 Night staff, perhaps?

19 A. Possibly, yes, night shift.

20 Q. Night shift:

21 'The girl was crying and shouting. The social
22 workers would not let her be put in the DC.'

23 First of all, do you think that the DC might be the
24 detention cell?

25 A. Yes.

1 Q. What do you think the social worker's concern might have
2 been?

3 A. Er, I think the social worker -- I am not really too
4 sure, but I think the girl had shared that the detention
5 cell was in use as a punishment. The social worker was
6 expressing the view it's not -- that shouldn't be
7 appropriate.

8 Q. And it does appear that this girl was in a pretty
9 distressed state on coming in?

10 A. Yes.

11 Q. How would you and your contemporary -- you and your
12 colleagues deal with that sort of situation in
13 contemporary practice?

14 A. You don't have isolation rooms or detention cells. What
15 you would do, if the child was upset, our houses are set
16 up in a way where we have quiet spaces. The living room
17 would not be in use at night, and you would take time
18 with them to calm them down or talk to them about what
19 the distress was.

20 Q. You would want to try to calm them down, comfort them,
21 perhaps?

22 A. Yes.

23 Q. If we can look, please, at GLA-000003357. I took this
24 slightly out of order before, but I think there are
25 another couple of entries that I think are instructive.

1 Page 8 of this. It is the first column entry for
2 13 October 1982. Do we see, at the foot of that column,
3 the entry there is -- well, I am not even going to
4 attempt to pronounce it. Comments on that?

5 A. Again, it is just an inappropriate recording about
6 what's happening in children's lives. It's about the
7 needs -- I don't know what needs or service it is at
8 all, or what use it is.

9 Q. I think the initials there are WB. And we have a list
10 of names, we can perhaps put together who the particular
11 member of staff was. I will come back to that in
12 a moment.

13 But, just to look at one final entry in this
14 document, it is page 11. The first column, entry for
15 the 29 December, it is the entry in black writing:

16 'Only ... [particular girl] got a visit tonight.
17 Someone made a phone call and returned crying. Both ...
18 [these girls] are, if you will pardon the expression,
19 moaning faced little bitches. They have complained
20 incessantly about Calder House, how it is like a prison,
21 they hate staff, nothing ever happens. They are bored,
22 forgetting what people have done over the past few days
23 for them.'

24 What can you say about that, Liam?

25 A. It is inappropriate reference to the girls that were in

1 Calder House. There is no understanding about
2 children's needs or trauma they may be going through, or
3 why a child would be upset.

4 Q. And in the final two lines of that entry:

5 'They will have to be stepped on as they can't
6 handle this type of treatment yet.'

7 A. It is totally inappropriate. It is getting other staff
8 to gang up on two girls.

9 MR SHELDON: My Lady, if I can go to one more and ask Liam a
10 concluding question or two.

11 LADY SMITH: Thank you.

12 MR SHELDON: It is in the document GLA-000003361, at page 3,
13 please. Entry for 16 January 1983. It is quite a long
14 entry and I will try to take it short. Are they
15 confirming what may have happened earlier? About seven
16 lines from the bottom of that entry, seven or eight
17 lines, the writer says:

18 'I chose tonight to punish as The Professionals were
19 on. Whereas last night there was little to view on TV
20 and an early bed might have been desirable to them
21 (devious sod, ain't I?).'

22 Any comment on that?

23 A. It is obviously a calculated approach to disrupt the
24 children's night, all the children within that wing.

25 It is premeditated.

1 Q. Liam, there are a number of other entries I could take
2 you to. But just from the entries that we have looked
3 at; what impression do you form of the regime that's
4 being run in Calder House during this period?

5 A. I think it was a regime that had a culture -- an abusive
6 culture towards children that wasn't child-centred in
7 any manner or means at all.

8 What I notice from this as well, it is a number of
9 different staff that are writing and it is something
10 that's a total culture across the board. There is very
11 little that you see where there is any warmth or
12 understanding of what the children's needs are.

13 Q. And what does that tell you about SNR and
14 management of the establishment?

15 A. I think it is being endorsed from the top down, that
16 approach, and we have seen as well that Mr BHN is
17 referenced several times having approved actions against
18 children, but also instructed actions against children
19 as well.

20 MR SHELDON: My Lady, I think I can leave it there, unless
21 there is anything else that my Lady wants to explore?

22 LADY SMITH: It is very clear, I am sad to say.

23 Liam, thank you so much for bearing with us.
24 Hearing your thoughts on these records has been
25 enormously helpful and it is not lost on any of us, I am

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