

Scottish Child Abuse Inquiry

Witness Statement of

Carol McBAY

Support person present: No

1. My name is Carol Ann McBay. My date of birth is [REDACTED] 1947. My contact details are known to the Inquiry.

Early employment history

2. I grew up in Barnet. I left school in 1962 and went to work for United Dairies as a junior. I moved into the accounts department before being poached by the Cooperative. I married Eric in 1966. After we were married, we moved from the London area to Birmingham, where I worked for Manpower Services in the accounts and wages department. Eric had his own garage so I then moved to help him with that, doing all the books and things.
3. We used to go on holiday to Scotland because Eric's family originated from there. Eric's cousin, Elise Murdoch, was a house parent in cottage 10 at Quarriers. We used to call in and play with the children. I thought it was a nice area and very tranquil. Elsie's husband, Alistair, was a social worker at Quarriers and suggested we apply for a job. I had always wanted to go into childcare, but my father didn't want me to. I was the eldest child in the family so my wage packet was more important than what I wanted.

Quarriers Village, Bridge of Weir (1973 – 1983)

Recruitment and training

4. We had an informal meeting with Joe Mortimer at Quarriers. He asked us about ourselves, our history and why we wanted to join. We then had the official interview. Joe Mortimer interviewed us formally with Doctor Davidson. You didn't need any formal qualifications to become a house parent, as long as you put the children first and you believed in the church.
5. I have provided a copy of a letter dated 21 December 1972, which we received from Joseph Mortimer, indicating that we had got the job. We did have to agree to go for training. We went to Langside College one day a week for a year. It pointed out child's development and the needs of the child. It was quite useful. It made me look at the child in more depth. We got a certificate to say that we'd completed the course. There was a lot of in-house training on things like first aid. I think there were people who came in from the outside to train us, but I can't remember. I also did a Singleton course, which tried to empower you to manage situations. It was ran by Ian Brodie and Joe Broussard.
6. We arrived at Quarriers on 1 February 1973. We went into cottage 30, which was just accommodation. The cottages were great big villas. We were meant to train for a month, but we only did a fortnight. I did a week's training in cottage 10 with Elsie Murdoch. I then went to [redacted] QAH/SPO [redacted] cottage, which I think was cottage 33. The training was just getting into the routine of the cottage, interacting with the children and escorting them to school and things like that.
7. Cottages 10 and 33 were similar. All the children had their duties, like cleaning shoes, peeling the potatoes and doing the dishes. After a fortnight, the house parents at cottage 31, [redacted] QJE/SPO [redacted] just upped and left. We went to that cottage to run it. I had been due to work in cottage 6, which was being renovated at the time. They decided to leave me in cottage 31. When cottage 6 was ready, I was supposed to take all the children back to that cottage. They decided that would be too much of an upheaval, to take

children away from the units that they were settled in. I agreed with that. I took half of cottage 31's children and half of cottage 6's.

Staff arrangements

8. Doctor Davidson was in overall charge at Quarriers, then Joe Mortimer was next in line. If I had any problems, my contact was with Joe Mortimer or the social work department. Joe was directly responsible for me. Bill Dunbar was Joe's deputy. He was also a house father and did other things around the village. In the cottage, I had a cleaner and an aunty, who was my assistant. The aunty had accommodation in Quarriers or she could stay out with the village. The staff in the cottage reported to me. If there was a problem I couldn't solve, I would go to Joe Mortimer or the social worker.
9. I never received a staff handbook or any written guidance on how to run the cottage. All the units were ran individually. It was left to you to run the unit how you wanted. It was left to each house parent to decide what was right. Everybody has different values. I implemented things I liked as a child.
10. I was a house parent, which meant I was in control of the unit, even on my day off, if I remained in the unit. I lived in the cottage. If I wanted time out, I really had to get out of the unit. When I started at Quarriers, a day off consisted of 9 o'clock in the morning to 10 o'clock at night. They then introduced overnight time off, so we could come back the next day. Eventually, that moved to two days off to put Quarriers in line with employment legislation. I think that happened in the early 80s.
11. I got into some bother for altering things that I didn't like. I was frowned upon. I would have children knocking on my door, asking for a transfer to my unit. I would tell them to go and speak to their social worker. I was never in any of the other units, but from listening to the children I did learn that other units were very strict. There was no freedom for the children to express themselves. They had all their duties to do. Some house parents did the bare minimum and just made sure the children were fed and watered.

Children of cottage 6

12. There were fourteen children in each unit when we arrived. In the late 70s, early 80s, they reduced that number to twelve because they decided that was more manageable. The gender breakdown of the unit depended upon where the referrals were coming from. If a child was coming from the baby homes to join a sibling in the unit, that could tip the scales the other way. At that time, there were baby homes and toddler units and the children worked their way through them. If a toddler had a sibling in a unit, the siblings would be kept together, as long as they got on.
13. The children in my unit were aged from three or four up to about fifteen. From the age of fifteen, the children tended to move out of the unit into the hostel. Most of the children were there for their entire childhood unless there were problems. There was no specific procedure for new children being admitted to Quarriers. I think their social workers might have showed them around the unit, but that was about it. I didn't know much of the children's background before they arrived at the unit.

Children's routine at cottage 6, Quarriers*Mornings and bedtime*

14. The children slept in big dormitories. There was a boys' dormitory and a girls' dormitory. We would get them up in the morning and do their breakfast. They would get ready and go off to school.
15. There wasn't much privacy in the dormitories. I put furniture in between the beds to try and shield things off as much as I could. The children had a drawer each to keep their clothes in.
16. Bedtime varied according to the child's age. Every time a child had a birthday, he or she got an extra fifteen minutes at bedtime. I think the latest bedtime was about 9.30.

Mealtimes/Food

17. The children came home from school for lunch. We did all the cooking ourselves. The food came in directly from the grocery store in Quarriers. The quality of the food was good. I think it was Miss King who decided what the main menus were. We had to put a menu sheet in to say what we'd fed the children. I changed the system slightly. There was no way we were going to get eighteen people wanting to eat the same meal. I introduced two different meals every day. I thought it was unfair to make everybody eat the same food, so the children were able to choose what they preferred.
18. If the children didn't want to eat, I didn't force them. I would find something that they wanted, like I would with my own family. It depended what frame of mind the kid was in.

Washing/bathing

19. There was a big bathroom with separate showers, separate toilets and a separate bath. The children could go and shut it off to take their shower. The younger children were bathed by the staff. They had a bath every night. They went for their baths about half an hour before bedtime, to slow things down and help them to wind down.

Clothing/uniform

20. If the children needed clothes, we went to the drapery. That meant the majority of the children were dressed very similarly, depending what material was in the drapery. They all had duffel coats, which really bugged me. It was very institutional and I didn't like it. The children all had school uniform, two play outfits and a Sunday outfit for church.
21. The clothes were labelled so they didn't get mixed up when they were sent off to the laundry. All the washing was sent off to the laundry, apart from pants and socks which we washed in the sink with a scrubbing board. In the early 80s, we did get a washing machine in the cottage.

School

22. The school in Quarriers was for primary and secondary school aged children. At that time, a house parent could go down and see the headmaster. We then started to introduce that the children go to external schools and the school in Quarriers was closed. I think that was in the early 80s, which in my eyes was when Quarriers started to change and become more adaptable. The majority of children went to Linwood High School and schools in and around Linwood. They were bused there morning and night.
23. The social work department within Quarriers liaised with the external schools. I didn't have much interaction with the schools, other than being an escort on the bus. I presume that the social worker would attend parents evenings. We were never involved in that. We were house parents and we just did the basics.
24. The children normally sat at the kitchen table to do their homework. They didn't get a lot. We would help some of the children with homework. For secondary school homework or things the house parent didn't understand, there were homework classes set up in Quarriers. They took place in Bethesda and were established when the children started to go outside to school. There was somebody employed especially to help with the homework. I think she was a teacher. She was very good.

Leisure time

25. There were brownies, scouts and things like that in the village. There was a sports centre. The children did a lot of activities, like cricket, tennis, rounders, cycling and gymnastics. There was always something there for the children. Every evening, there was an activity programme, which was tannoyed to each cottage every morning. All the activities were done within Quarriers itself.
26. There were toys in the cottage, but not a great deal. Some of the children had their own personal things, which they were allowed to keep in their drawers. I acquired a lot of toys and the children could play with them in the play room. There were books

in the cottage, but not many. There was a library within Quarriers where the children could go. It was at Bethesda.

Trips/Holidays

27. People adopted each cottage. Albion Motors and a church in Paisley adopted our cottage. Albion Motor used to come down and take the children out for the day. I'd go with them. We'd go to Largs and the children would get their dinner. We'd go on to Seamill and play games on the beach. The church in Paisley was Martin's Memorial Church. They took the children to the pictures and gave them treats. They also held parties for them in the church hall. I would always be with the children on these occasions.
28. All the children went on holiday to Turnberry. We went on a double decker bus with all their luggage. The children thoroughly enjoyed it because there was unlimited ice cream, coca cola and biscuits. They got pocket money from Mr Hodge.
29. I did extra trips. We took the children to London for an educational trip. We made a book on all the places we'd been. It wouldn't be approved of today. We were given the mini bus by Joe Mortimer. We farmed the children out to my family. Looking back, that was wrong but there weren't all the regulations back then.

Work/chores

30. I took a lot of the children's duties away from them. The first day I started, a boy said, "I've done the tatties for you." I didn't understand what he was saying. I asked him twice and then asked him to show me what he had done. He had peeled the potatoes in the shed. I thought it was disgraceful. I wouldn't let my own child peel potatoes for eighteen people.
31. When I was in cottage 31, I got the children up. They didn't come downstairs. I went up and they were all standing next to their beds. I asked them why and they said they had to get their beds inspected before they were entitled to breakfast. I told them to

forget it and go down the stairs. I told them to make an attempt and then I would do it when they all went to school.

32. There used to be one child who cleaned fourteen pairs of shoes. I changed that and told the children to clean their own shoes. If the children wanted to help me with baking and things like that, they were encouraged to do that. I still kept the duty of drying up. There would be two or three of them doing that. I gave them the responsibilities that I would give my own child. When I started at Quarriers, my understanding was that I should treat the children as I would my own child.
33. The more old fashioned way of doing things was still the practice in other cottages. I met with an element of disapproval. I got a row from Bill Dunbar for taking the children on a picnic. Apparently, the grass was to be viewed, not sat on.

Religious instruction

34. There were bible study classes. The children had to go to church twice on a Sunday. I gave the children a choice. As long as they went to church once, I was happy with that. I was frowned upon for that. I thought once a day for a child was ample. I would take children twice if they wanted to go, but I didn't think it should be forced down their throats

Birthdays and Christmas

35. In my unit, the children's birthdays were special days in their lives. They just had to get themselves ready for school. They didn't do anything else. They got pampered and they got a birthday cake. The children also got a toy and a card from the toy store, but I didn't have control over that.
36. Some children went back to their parents for Christmas. For the others, we had a party in the cottage. We got crackers and things like that. Santa would come, but I had no control over those presents. Eric and I also bought the children a present. One year, we bought a stereogram for all of them to share.

Visits/Inspections

37. The two social workers I worked with at cottage 6 were Rab Murphy and Liz McBride. I didn't have any contact with external social workers. The social work department arranged family contact. If family members visited, they used the little sitting room. They could go there with their children. Some children refused to go and see their parents or sometimes parents turned up drunk. We kept them away from the rest of the unit. There was always a staff member present to supervise visits.
38. There was an open day every year. It was for the full weekend, Saturday and Sunday. People could come and wander round your unit, even if they didn't have children there. There was no log book, but we didn't really get a lot of visitors, just the odd parent turning up.
39. The children could go down to the social work department whenever they wanted. There was an open door policy there and they could make a complaint if they wanted to. Nobody came into the cottage to speak to them.
40. The internal social workers came once a week for an update on all of the children. They would check everything was going okay and the children were getting along. They would give advice if there were any problems. If there was any deep discussion, that would be done when the children were at school. I can't really remember the social workers speaking to the children alone, although I think they did do that if they were telling a child about a parent visiting and things like that.
41. Local authority social workers came to visit every so often, but the internal social workers arranged that. They would come into the cottage and speak to the children they were responsible for. They used the little sitting room. Sometimes, they would take children out.
42. We had to have a visitor from outside the village who had freedom to come into your unit at any time, look in cupboards, lift the pots and pans and things like that. We had

Lady McLean, who was a lovely lady. She visited once a month, but we didn't know when she would come.

43. There was a man called Mr Smith who came round once a year. He carried out an inventory. He checked nothing had gone astray or whether anything needed to be replaced. Miss King took over from him.

Discharge from Quarriers

44. As long as the child was happy and content, he or she remained in Quarriers. They did eventually introduce an annual review, which was then reduced to a review every six months. Otherwise, the child would just be stuck there for years without any programme for moving on. I think that practice started in the late 70s, early 80s. The internal social worker would come down and discuss the next move for the child. We would discuss whether the child should move on to the hostel or preparations for moving on to the big, wide world. The child didn't participate in those review meetings.

45. Preparation for leaving was very basic. It was handed over to the internal social work department, so I wasn't really involved in that. We tried to give the children as many skills as we could, but I wasn't involved in that process.

46. I don't know a lot about the hostel, which was a cottage with an extension. If children was getting ready to move on, they moved there so they could be more grown up. It was ran by Gavin Roy. He would organise job interviews and accommodation for the children.

Healthcare

47. There was a GP on site, but I can't remember his name. We would take a child to see him if he or she was unwell. There was a dentist there as well, called Mr Steele. The children had regular check-ups with him. He came in two or three days a week. The doctor and dentist were based where the hospital was. Matron McCreath had beds there for children who had infections. If a child became unwell during the night, we

would go to Matron McCreath. The children's medical records were kept at the hospital.

48. If a child needed hospital care, it was normally arranged by the social work department. They dealt with all outside agencies. Looking back, we were cocooned and other people were doing the work we should have been doing.
49. On one occasion, a child was knocked down and we dialled 999. Matron McCreath came along and said, "You don't have the right to do that." She cancelled the ambulance. I was absolutely fuming. I said that the child's injury was really bad. She looked at it and said, "Oh my goodness." The child knew it was bad then, rather than being protected from that. In my eyes, you don't blurt it all out, you try to keep the child calm. The ambulance was reinstated.

Bed Wetting

50. Quite a few children wet the bed, which is common amongst emotionally disturbed children. Some children didn't mind admitting it and they would strip their beds. Other children, I would tell to give me a nudge and I would strip their bed once they'd gone to school so nobody knew. There was a lot of name calling and things like that so I encouraged them just to tell me. I used to tell the children name calling was not nice or kind and that they should be kind to each other.
51. I don't know what the practice was in other cottages. I was in two training units. The children there stripped their beds and told the house parents. I felt that bed wetting was a private thing. I didn't want to scar the child, growing up as a bed wetter. There was help you could get from the GP. It was an alarm that went under the sheet. I didn't do that because it rang and everybody else in the dormitory would know.

Family life

52. My son, [REDACTED] had his own bedroom and we had ours. We did have our own sitting room. The children kept coming in, so we just switched and went into the children's

TV room. Mainly, we spent the time with the children like we would our own family. We kept our sitting room for visitors. [REDACTED] played with the children and went off to the same activities. We ate our meals with the children. The house parents' children didn't attend the school at Quarriers. They went to school in Kilmacolm or Port Glasgow High.

Running away

53. Children at Quarriers would sometimes run away to the woods. We would know where to get them. Quarriers was too far out for them to make their way home. Some of them didn't have homes to go to in any event. We would bring them back and ask them what was troubling them. We would sit and talk, have a cup of tea and give them a biscuit. Sometimes, they wouldn't want to talk about it and I would tell them they could come to me when they were ready. I would try and find the root of the problem. There was never any sanction for running away, unless I thought the child was going to put himself at risk. If that were the case, I would tell the child he or she had to stay with me for the night and shadow the child within the unit. The next morning, it was forgotten about.

Discipline

54. There was the odd bit of bullying at Quarriers, but nothing that wasn't manageable. I would intervene and ask, "What has he done to upset you?" I probably sent the child off to the TV room to sit quietly for ten minutes. I normally separated the two children. I would then speak to the child who had bullied and ask why he or she had done it. Sometimes the child could explain it, sometimes he or she could not.
55. The only rule at Quarriers was that if you were dishing out a punishment, you couldn't take all the children's pocket money away. They had to be left with a third. We may have been told that in a staff meeting or there could have been a note come round. Apart from that, house parents could discipline the children how they wanted. I used to forbid them from attending their activities, unless it was scouts or something like

that. If they were going to play a game of football or something like that, I would tell them they couldn't go if they had misbehaved.

56. The kind of behaviour that resulted in sanction might be one child trying to bully another child. We didn't have a great deal of bad behaviour in our unit. I used to interact with the children and tell them to cool it, like I would with my own son. I didn't want to punish them all the time and put them into a corner so there was no way they could back out. I preferred to talk things through. The children had been separated from their parents. They had enough baggage to carry around without loading it heavier.
57. I never used corporal punishment. I don't know if other house parents had a different approach because I didn't really get involved in other cottages. I used to hear rumours about children getting their mouths washed out with soap and things like that.
58. There was no formal record of any punishment or sanction within the unit. If I was really concerned about a child, I would send them down to the social work department or to Joe Mortimer. If a child was sent to the social worker, the social worker would talk to him or her. I would get feedback about what had been said and what the plan was. Once a month, Joe Mortimer held a meeting which was called the boys and girls committee. There was a representative present from each unit. That provided the children with an opportunity to talk about things they wanted to be changed. I also accompanied children to Who Cares meetings, which were held all over the Strathclyde region. It was a religious meeting but the children were given the chance to air their views on any subject within the care organisation.
59. There was input from a psychologist, Mrs Morris, for any child who was displaying disruptive behaviour. She would meet the child every week. I would be present at that, to see what her recommendation was. She would try to get the child to interact with her. She was based in Homelea.

Abuse at Quarriers

60. I can't recall seeing anything abusive in my time at Quarriers. The house parents only really got together at staff meetings. Otherwise, I was pretty isolated and I did what I thought was right. I've never been the subject of any allegation or complaint that I'm aware of.
61. I didn't know Samuel McBrierty. We took over the unit from Alexander Wilson, but I never met him. I didn't know Euphemia Climie or Ramsay or Mary Ann Arnold or Drummond. I've heard the name Stuart Gilmore, but I don't know him.
62. I knew Ruth Wallace. She accompanied me to hospital when I lost my child. She came across as fine, but I was never inside her unit. I knew some of the children who were in her unit, but nothing caused me to have any concerns about her.
63. I knew John Porteous because he was the fire officer. He would come to check the cottage and do the fire drills. He also came to Southannan and Seafield because he was still Quarrier's fire officer at that point. [REDACTED]
[REDACTED] I saw him out walking with his unit and things like that, but I never saw anything untoward. When he was convicted, I was shocked because he came across as a really nice chap.
64. I knew [REDACTED] QFX [REDACTED] because he [REDACTED] If a child was transferring [REDACTED] [REDACTED] he would visit the child at my unit and the child would go to look around. As far as I was aware, he was an okay person and I wasn't aware of any problems. I know he went downhill after the court case. I know Eric attended court in Greenock numerous times, but I was never asked to give a statement. Eric did relief work [REDACTED] [REDACTED] so that may be why he was cited.
65. I don't know why abuse took place at Quarriers. It must have been the way the units were ran. The children were vulnerable. I didn't witness any abuse and I wasn't aware of it. If somebody is that way inclined and has one to one contact with the child, abuse

can happen. Maybe the staff levels weren't high enough. They did increase the number of staff after I left.

Reporting of abuse at Quarriers

66. If a child had been mistreated, he or she could report it to Joe Mortimer. His door was always open. The children could also raise grievances with the social workers. There was no procedure in place for staff members or children to report abuse that I'm aware of. If I had a problem, I would go to Joe Mortimer.
67. If a child was unhappy about something, he or she could also approach me. I would have gone straight to Joe Mortimer. It had to be ironed out. I'm not aware of any children from my unit reporting abuse whilst I was there.
68. I gave an interview to Anna Magnusson when she was writing a book about Quarriers, but other than that I have never given a statement to the police or anybody else about abuse during my time at Quarriers. The only time I gave a statement to the police about Quarriers was when a father of one of the cottage children threatened me. His children were going up for adoption. He was shaking his fist in my face, saying, "There's one thing you forget, missus, they're my children." I had to go to court in Glasgow, but I think the court proceedings were in relation to the adoption.

Records at Quarriers Village

69. Initially, we didn't keep records at all. It was just the social work department that kept records. We weren't allowed to keep records at the cottage. Even the children's school reports went down to the social work department. Their medical records were kept at the hospital.
70. About half way through my tenure, I introduced a daily log. Eric moved to Southannan around the late seventies and I was aware that the paperwork was much improved

there. I thought that was what we should be doing too, so I introduced it off my own back. We logged how the child's day had been, whether the child had had a visitor and things like that. Somebody from each shift would fill it in. It was very basic, but at least then I had a record of what happened.

71. Prior to that, I thought it was ridiculous that we didn't do any paperwork. The social worker at Quarriers wasn't in the house all the time. He or she came once a week for an update. There were things I could miss, which I should have mentioned. If I had it in the log, I wouldn't miss things out.
72. I recorded any oral communication with the school, the social worker or the psychologist, if the child was receiving input from her. I would write down what sort of day the child had had, whether there had been problems at school and which activity the child did. It was just a basic log book, but prior to that there was nothing in the cottage and I had to do everything from memory. The log books meant I had it all down in front of me in black and white. That way, I wouldn't get it wrong. It had to be the truth.
73. I don't know what happened to the logbooks after I left Quarriers. Nobody in management had ever told me to keep any records. In the 80s, Quarriers hit the slippery slope. Things became difficult for them. House parents weren't kept informed. We did have staff meetings in the church hall, those sort of things weren't really discussed. The meetings were more about the running of the unit and whether we were getting enough of this or that.
74. I presume the social workers kept notes. They always had their diaries with them when they came to visit. They would keep me up to date if somebody's parents were planning to visit or a child was up for fostering. It was the social worker that made the time table for all those things.

Lessons to be learned from Quarriers

75. I enjoyed my ten years at Quarriers. It was only when they started amalgamating units that I felt I had to resign. I think there should always be two staff members on duty. There were lots of periods where I was the only staff member on duty. If a child does something wrong or you're feeling angry, that's when abuse can take place.

Leaving Quarriers

76. In the early 80s, Quarriers was going through a difficult time. They started closing units. They decided to amalgamate cottage 3 and cottage 6. Because I had accommodation out with the village, I was going to have to step down and I would no longer be head of the team in my cottage. The only reason given was that I had alternative accommodation and I thought that was very poor. I thought the decision should be based on how my unit was ran and how things were working.
77. For my son's education, I could either leave then or in three years' time. I decided to hand in my resignation. Joe Mortimer was on holiday so I gave it to Bill Dunbar who said, "Right, okay. Thanks." That was it.
78. Mike Laxton from the Home Office was there when I handed in my resignation. He was doing a report on Quarriers to give them advice on which way to go. He pulled me into his office and said I couldn't leave. He spent quite a while talking to me. He asked if I would go and work in Southannan because somebody there was going on secondment. Initially, I was only supposed to be at Southannan for two years but I was there for seventeen and a half.

Southannan School, Fairlie (1983 – 1997)

79. In 1983, I left Quarriers and moved to Southannan School where I worked as a residential social worker. By that time, police checks had been introduced. I was

checked when I moved to Southannan and later on when I moved to Seafield. Eric had moved ahead of me. I used to attend open days and things like that so I already knew some of the children. I'd also worked with some of the staff there previously, such as George Gill, Joe Broussard and Janet Long.

80. Southannan was an old building, set in a great big gardens. There was a walled garden and stables at the back. There were woods where the children could run around and play. At one point, the building had its own private train station. The building was very spacious. There were pre-fab classrooms outside, which were like an extension to the school.
81. Southannan was a residential school. There were about twenty pupils, boys and girls. The ratio of boys and girls varied, depending on new admissions. There were a lot of children there from Glasgow, but we also had children from North Ayrshire and Campbeltown. The children came from other residential settings or directly from home. The children tended to have been expelled from local authority schools. The normal class routine didn't suit them at all so they came to Southannan.
82. The local authority would contact us to see if we had a vacancy. The child would visit the school to see if he or she was suitable. We would go and visit wherever the child was coming from. We would do these visits with the field social worker. We requested an in depth report on the child before he or she arrived, so we could see whether we could offer the child anything. There was no point in the child coming to Southannan if we didn't have the skills to help that child. Children would be matched to a key worker who had the necessary skills.
83. The youngest child was about seven. Southannan was for primary school age children, but some of them stayed on beyond that to age fourteen or fifteen. Some of the children weren't functioning at their chronological age. We tried to keep the children on a two year plan, but some of them didn't make as much progress as possible and they would stay longer.

84. The children's accommodation was upstairs. George Gill had an office upstairs, but eventually that was given over to a computer. We did all our recording straight onto the computer rather than into our daybooks. Staff offices and classrooms were down stairs. The children gained points if they attended class. If they got five points, they could go and do what they wanted. We encouraged the children to attend school. The social workers were in the classrooms with the children as well.
85. Southannan had a unit for independent living at Keppernburn Avenue in Largs. It normally housed four boys with their own staff team. They were children who might attend outside school. The staff there would organise work experience for them and encourage them to be part of society.
86. The work at Southannan was more challenging than Quarriers. At Quarriers the children came from families who couldn't cope, although some of them did develop behavioural problems. The children at Southannan had complex problems. They had been excluded from school and they often didn't have a good relationship with their parents. At Quarriers, the cottage was ran as a family whereas at Southannan, I was doing a job with individual children who didn't have a connection to each other.

Staff arrangements

87. Southannan was under the Quarriers umbrella. It had been set up by George Gill, who was the head, and Joe Broussard, who was his deputy. It was their project. They were social workers at Quarriers prior to that. There were senior social workers under Joe, Edwina and Janet Long. Janet used to be a house mother at Quarriers. The senior social workers worked on the floor along with the other social workers. There were kitchen staff, ground staff and night staff. There were more staff there than children.
88. Initially, I reported directly to Janet and Edwina. My role as residential social worker involved the welfare of all the children. I wasn't allocated any children immediately. I was allowed to find my feet first, although there was no immediate training. I'd been to Southannan numerous times so my eyes had been opened before. It didn't feel alien

to me so I didn't arrive and feel like I couldn't cope. I did get a bit of shock the first time I saw a child trashing his room.

89. I was the key worker to two children and would draw up child plans for them. I would talk my child plans through with my line manager before they were printed up. We did proper paperwork at Southannan. The child plans contained aims and objectives to achieve over the next six months. I felt that had been lacking in Quarriers. Maybe the social workers had child plans, but that information wasn't given to house parents.
90. The child plans were broken down into five key areas for development. They were social, emotional, health, education and the long term plan. Every member of staff had to work towards the aims and objectives of each child. The child plans were open to the child. If the child was unable to read, I read the plan to the child and made sure he or she understood. We sat down with the children and discussed the plans with them so they had the opportunity to contribute to them. We would ask them what they saw happening and whether they wanted to go home, things like that. Some would blatantly say they wouldn't go home.
91. We negotiated with the field social workers, which I thoroughly enjoyed. I fed back and worked with them, organised visits and things like that. We used to be able to go out and work with the families. That gave us more input into the families and meant we could see whether the child would be able to fully function within the family. We could watch the interaction of the child within the family.
92. There was a lodge house on the grounds where parents could come and stay and we could monitor the child's interaction with them. It was more fulfilling because we were working towards the end product. In Quarriers, somebody else did that. We were trying to get the child back into mainstream school and home.
93. There were separate night staff. There would be two night staff on duty each night, sometimes three. I only ever did one night shift to provide cover when a night staff member didn't turn up. After a couple of years, I was then promoted to take charge of the environment and the kitchen staff.

94. The day shift started at 7.30 in the morning and finish at 3.30. The next shift started at 2pm and finished at 10pm. The overlap allowed for changeover meetings, which were good. Any problems the morning staff had could be related over to the back shift. If there were extra staff, you could go off and do your child plans and things like that during the overlap time. We had a staff meeting every Tuesday, which didn't happen at Quarriers.
95. If I had a problem, I could go to George Gill. He was my line manager after I got my promoted post. I used to go in with a list of things I wanted to discuss. People would joke that I'd be in there for two hours rather than an hour. I was known as Mrs Busby because I was always on the phone to social workers and things like that.
96. I was able to interview staff at Southannan. I was never involved in that at Quarriers. I was just given staff that they thought were right for my unit. If we were interviewing for domestics or kitchen staff at Southannan, I was part of the interview team. The interview was an all-day process. Candidates were interviewed in the morning and were then asked to interact with the children in the afternoon. Everybody who witnessed the candidate interact with the children would give a score out of ten. We amalgamated the numbers to see who came out first. Police checks and references were obtained.

Training

97. Southannan had policies written up. It was part of the three month probationary period to read the policies and sign them off. They were continually being updated and we would be told to read the updates. The policies were about things like fire safety, health and discipline. We did receive some training on the policies and we could discuss them at staff meetings.
98. I returned to Quarriers to attend in-service days. There was one about abuse with an external speaker. It was mainly about recognising abuse if you saw it going on and keeping your eyes open. It was also about going through the right channels if we did

see anything. Towards the end of my time at Southannan, in 1998 or 1999, we received in-house training about sexual abuse.

99. Because I was in charge of the kitchen, I had to take a hygiene course. I did a first aid course. I also did SVQ (Scottish Vocational Qualification) training. I did an Open University course about the three stages of development. It was about moving towards fostering and the problems to look out for.
100. There was also a lot of in-house training at Southannan. We had training days. We did therapeutic crisis intervention training, which was about controlling a child in a temper tantrum and calming the situation down. It also trained us how to hold a child down, if that was necessary, so the child wasn't hurt and the adult wasn't hurt either. We took the children by the arms and then down onto the floor so they couldn't harm themselves.
101. The in-house training at Southannan was more in depth than the training I had received at Quarriers. Additionally, we could see where we were going with each child. It was a more holistic approach. We were well supported and we had good guidance at Southannan.

Routine at Southannan School

Mornings and bedtime

102. Most of the children had their own bedrooms, although some shared. After I was promoted, I oversaw the living arrangements for the children. I would recommend whether somebody's room needed decorated. The children were encouraged to personalise their rooms.
103. We tried to keep the girls on the wing nearest to the night staff room. The boys would be on the other wing, so boys and girls were separated by doors. We would get them

up in the morning and they would go down for breakfast. They weren't expected to do any duties. After breakfast, the children would go to classes.

Mealtimes/Food

104. The meals were cooked on site in the kitchen. The kitchen catered for any special dietary requirements that the children might have. The children had meal choices. If they didn't want to eat, we just left them but we would obviously encourage them. There was one child who was hooked on smoked fish. He would grab it off everybody's plates and get high as a kite.

School

105. There were two classrooms in the building and two outside in the prefab building. The social workers accompanied the children to class. There was a rota for who was in which classroom. There were four teachers. We had access to external educational psychologists.
106. There were only ever four or five children in each class and each class had a social worker present to assist the teacher. I wasn't involved in any teaching capacity. If a teacher was off sick, I might do very basic things like read a story or do arts and crafts.

Leisure time

107. Every afternoon, somebody would be made a co-ordinator and he or she organised the evening activities. The children were asked what they wanted to do. My main thing was arts and crafts. Football and swimming would also be offered. We had a meeting with the children after school and ask them what they wanted to do, then everybody knew which group they were going to be in.

Trips/Holidays

108. The children didn't have set holidays. We used to have trips away or go camping for a few days. Some of the children could return home for the holidays. They would get home visits during the week from their key worker. There was a lot more work done in the community than at Quarriers.

Religious instruction

109. If children wanted to go to church, we took them but they weren't forced to go. There was one wee girl who wanted to take her confirmation. I'm not a Catholic so I found somebody who could take her through the teachings of the bible. When she was confirmed, we had a party for her back at the school and her mum and dad were there. I felt that if she wanted to follow her religion, she was entitled to do so.
110. At that time, [REDACTED]
[REDACTED] He came up and congratulated me and said I would get my reward in heaven. He came across as a really nice character.

Visits/Inspections

111. Some of the children went home for the weekend. We had transport laid on. We would take them home on a Friday afternoon and pick them up on a Monday morning. Family members were welcome to come and visit. They would normally go into the children's bedroom or there was a domestic science room they could use. If they wanted to come, they were encouraged to come. We had to build the children's relationships up with their parents and siblings. The children had use of the phone if they wanted to call family members. They could do it privately if they wished.
112. The children's field social workers had to agree to come and visit, but I can't remember how often. If a child was going on a home visit, we would make sure the social worker knew. I phoned the children's social workers every Monday morning to give them an update and put them in the picture.

113. I don't think anybody had unsupervised access to the children at Southannan. Because of the ratio of staff to children, there were always staff around. We tended to know where the children were at all times.
114. If Quarriers got a new superintendent, he or she would also come and visit. Phil Robinson was one of the new superintendents. The superintendent aimed to look round all of the establishments and see exactly how they were being run. He also used to come for the open day and do the presentation.
115. John Porteous was the fire officer for Quarriers, so he used to come and carry out fire checks. Occasionally, Joe Mortimer would come to Southannan. I think he was George Gill and Joe Broussard's line manager. George and Joe used to go up to Quarriers for meetings and things like that. I think they would feed back as to how the project was going. I'm not aware of anybody from Quarriers coming down to check how the school was being run or that the children were being cared for.
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116. Her Majesty's Inspectorate used to come down and inspect the educational provision. I don't remember anybody from the local authority or central government coming to inspect the living arrangements or the general care of the children. Those areas were my responsibility. I only fed back to my line manager. If there had been inspections, I would have been aware of it.

Running away

117. Nothing was locked at Southannan, although we encouraged the children not to disappear. Running away was a regular occurrence. The children would abscond and we had to go and look for them. All the children had different ways of displaying how they were feeling within themselves. We would go out to find them and report it to the police if they were missing for more than two hours. The children never usually went that far, but occasionally they did.
118. We used to sit the child down when he or she got back and talk it through with him or her. We would try and find out why the child had done it. Some of them did it just for

devilment. To some of them, it was a game. They got corrected for their behaviour when they got back, but there was no major punishment. We tried to get to the bottom of why they had done it. If they'd been encouraged by somebody else, we would try to explain how silly it was to follow somebody else and get themselves into bother. There was a lot of reasoning with the children.

Discipline

119. Some of the children were unable to go and sit in the classroom. They would get into squabbles. Some of them had been abused and would take it out on their bedrooms, trashing their rooms and things like that. We would go and sit with them and talk through their problems. They only did it if they were uptight. Sometimes they did it when their parents were supposed to visit and then didn't turn up, which was a great disappointment.
120. There was no sanction for that kind of behaviour because that was why the children were in Southannan. They were there to be helped through it. We would try to reason with the child and explain why things had happened. We would tell the children that it wasn't their fault. A child being rejected by his parents must be an absolutely horrendous experience.
121. If a child's room was damaged, we just sorted out the room again. At that time, we could use second hand furniture. Then new legislation came in and we couldn't use second hand items anymore. We got somebody in who helped us design furniture that was anchored down. The only thing that could be moved was the child's mattress. That cured a lot of disruption and damage.
122. I can't remember the children turning that aggression towards a person. If a child was having a hard time, there would be two adults there to keep an eye on the child and try to talk him or her down. We'd suggest getting a cup of tea or going for a walk. We'd try to distract the child and take him or her down another avenue. We always left an opening for the child to calm down and relax.

123. Occasionally, we wouldn't take a child on a night time activity if he or she was misbehaving. If a child's behaviour was bizarre, we couldn't risk taking the child out into the community. We couldn't take a group of four children out and risk the one who had been behaving horrendously sparking off in the community. I think we always explained to the child that he or she wouldn't want to show him or herself up in public. We would give the child time to settle down and do arts and crafts or whatever, but the child couldn't go out if he or she was having such a rough day. The next day things would be back to normal.
124. The bigger children would sometimes try and bully the younger ones, especially if they were doing something that the older ones wanted to do. We had to be alert and know what was going on.
125. We would try to anticipate when children needed extra attention. The children would take phone calls from their parents. We'd leave them to take calls in private, if that was what they wanted. If a child came out and threw the phone down we'd know something had been said that had upset the child. We'd try to calm the child down.
126. The target was to ensure there were two adults present when a child was sounding off. If a staff member was alone with a child, it put the staff member at risk as well. We always tried to make sure there were two of us, even if the second person was a domestic. If I was having a problem, one of the children would tell another staff member and someone would come and provide back up.
127. As long as we had a good timetable and good input of what was going to happen that whole day, we could keep the children on track. It was when children had nothing to do or they felt fed up that they tended to act up. If we kept up our interaction with the children, things went fine.

Discharge from Southannan

128. We aimed to return children to mainstream schooling and home after two years. Initially, that wasn't really being adhered to much at all. Southannan was being

developed and finding its feet. Some of the children were there a lot longer than two years. When we started putting aims and objectives down, we hoped it would be two years. I think the approach at Southannan was successful.

129. Obviously, we didn't get it right with every child. The biggest problem was that they were going back to the environment where they had developed all their problems. We couldn't change the children's behaviour too much or we would isolate them in their own communities. We had to try to keep the balance so the child could succeed in the community.

Records at Southannan

130. We had child plans for each child. Each social worker was issued with a diary to keep track of visitors, phone calls and things like that. When I came on duty, I would read the reports from the previous shift and transfer any information about my key children to my diary.
131. There was a diary which recorded all of the children's behaviour each night. For example, it would record if a child had a temper tantrum after a phone call or if a child had a fight with another child in the unit. The secretary would type it up the next morning and it would all be kept on a file in the office. If we wanted, we could take extracts about an individual child if we were doing a child plan.
132. In about 1994 or 1995, we went over to computers. We recorded everything straight onto the computer. That saved the secretary from typing the day books out. It also meant that we could type a child's name in and it would bring up everything the child had been involved in.

Abuse at Southannan

133. I never saw anything that I would describe as abuse at Southannan. If a member of staff raised his or her voice, I would tell him or her to calm down. I didn't think that was necessary, but that was the way they were dealing with things. I felt that if staff started to shout and bawl, we'd lost anyway.
134. I know there was an incident involving two boys engaging in sexual activity. I wasn't on duty and I didn't witness it. I don't know how it was dealt with.
135. I attended in-service training days at Quarriers where I was given training about recognising signs of abuse. If a child was acting out, we were supposed to sit down with him and ask him to explain why he was screaming or wrecking a room. If you go the right way round, you will get a child to open up and tell you.
136. I had one child who took fits every time she went near the kitchen. It turned out it was because she hated wooden spoons. She had been in a children's home in Glasgow and that's what they used to hit her with. The home was ran by nuns and she used to get hit all the time. I can't remember the name of the home.
137. In about 1998 or 1999, I also given training at Southannan about signs of sexual abuse. We were broken up into groups and we had to talk about signs we would look for. I can't remember it all now.

Reporting of abuse at Southannan

138. If I had come across something that concerned me, I would've taken action. I would have gone to my line manager or George Gill. George was very approachable. The written policy probably did provide guidelines for that scenario, but I can't remember.
139. I did have a child who came back from home leave and told me that his parents had been hitting him with a stick. I contacted the social work department and they brought

in the child protection team. They came down within an hour. It turned out that the boy had totally overreacted. He had been hit, but it wasn't a big stick or anything like that.

Seafield School, Ardrossan (1997 – 2000)

140. In 1996 or 1997, the local authority requested that we open a day school. We needed bigger premises. At that time, Seafield belonged to North Ayrshire local authority and Quarriers rented the building from them. A few years later, Quarriers actually purchased the building.
141. I was involved in the move from the start and how the rooms were divided up. Seafield was customised for the move. We all went down to meet the architects and wore hard hats. We had classrooms built, a sports centre and a big gym hall.
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142. Downstairs, there were classrooms, offices and the kitchen. Upstairs were the two main units, Arran View and Clyde. Each unit had a team leader, deputy and all their staff. I was in a separate unit within the grounds.
143. The independent living unit attached to Southannan at Keppenburn Avenue had been closed by the time we moved to Seafield. Merton House was attached to Seafield, It contained children attending mainstream school, but they were supposed to go straight back to Seafield if there were any problems. Eventually, there were so many complaints that Merton House closed down.
144. Seafield was mixed, boys and girls. There were more boys than girls. It accommodated twenty day pupils. I think there were twelve children in each of the main units. I ran an individual unit for four children, which was called the cottage. These children were working towards going home or being inducted into mainstream school. The children in my unit were all boys.

Staff arrangements

145. George Gill was the principal and Joe Broussard was the deputy principal. Their doors were always open if you wanted to go and see them. I used to go to George more often, as he was more the social work side of things. I got on with George. If I had a problem, he would do his best to help me. I used to go to Joe when I had problems with my computer. He was more involved in the educational side of things. I think Joe had been a teacher in America, but his qualifications weren't recognised in Scotland. I think he did a course to bring him in line. There were also management staff, Ian Lamb and Margaret Fallon. Ian Lamb was my line manager.
146. There were four staff in my unit, including myself. I had a relief staff member who covered holidays, sickness and days off. I think the other units must have had about eight staff. I was working with a smaller group than in Southannan, getting them ready for the big, wide world.
147. I was team leader in my unit. I had total run of the unit. I had to make sure the children's care plans were up to date. I had to make sure the children were being looked after properly and all their needs being met. I had to organise the children's case conferences and sit in on those concerning my children. We still had to go down to the main school to help out in classrooms.
148. Each unit had a copy of all the policies. It was part of the induction for new members of staff to read all the policies and sign them off. New staff were taken on a three month probationary period.
149. We did in-house training. We started to do self-assessment. As part of that, if we wanted to go on external training, we could put forward what we wanted to do and they would try to meet it. If there was a course, we could go.
150. Although we did training at Southannan, I think the human resources department at Quarriers became more involved after we moved to Seafield. We went up to Quarriers

Village for the odd training course. We linked in with everybody else at Quarriers for SVQ training and things like that.

Visits and Inspections

151. There were regular educational inspections at Seafield. Your line manager would come round and check that the units were okay. Thekla was head of the environment and the running of the place. She would come round and have a quick look to see if anything needed done or needed repaired. There were forms we could fill in if something was broken. We would send them to the office and somebody would come and fix it.
152. We would get the odd educational psychologist come in to the unit. The field social workers would visit the unit to check up on a child. They would take the child out for a couple of hours. The child could talk to the social worker about anything they couldn't talk to me about. However, nobody from the local authority or central government came to inspect that children placed in Seafield by them were being properly cared for.

Abuse at Seafield

153. I wasn't aware of any abuse at Seafield. I wasn't aware of any sexual activity between children at Seafield. The children in my unit were supervised all of the time. It may have been different in the bigger units, but I didn't witness anything there either. I wasn't aware of any culture of sexualised behaviour by children or between the children being tolerated by staff.
154. If I had become aware of a child behaving in a sexualised or inappropriate manner towards another child, I would have written it all down. It would all have to be recorded. I would have talked to the child. I would have fed back to the field social worker. I would have sought guidance from my line manager on how to deal with it. Maybe the young people would need to be separated or one of them moved to a different unit. I wouldn't want to put anybody at risk.

Difficulties encountered at Seafield

155. All of a sudden, George Gill and Joe Broussard were seen off the premises. I don't know what went wrong. All I know is that it was something to do with the local authority. George and Joe have never spoken about it and the staff were never given an explanation. We were told that they had been suspended and then we were told that they had been sacked. It was reported in the press, but no reason was given in the papers either.
156. Southannan and Seafield was George and Joe's baby. As far as I was aware, George and Joe knew what direction we were going in and we were getting results. I had no cause to question why they were in that position. It's been a mystery since the day they left. I was gutted. We didn't know what direction we were going to go in and who was coming in to take over. Nobody likes change.
157. The classrooms functioned as normal. It didn't affect them. We started getting relief staff in to manage the place. Ian Turner replaced George Gill temporarily. Mary Moran used to be a teacher at Southannan. She was then put in place as principal of the school. I didn't particularly get on with her.
158. They introduced a coordinator for the school. We all had to take our turn, running the school for a day. The coordinator had to know where all the members of staff, children and vehicles were. He or she had to organise everything to do with the running of the school itself. Other than that, there were no significant changes after George and Joe left.
159. I was a small unit. For approximately the last twelve months of my service, my staff kept being pinched. Mary Moran would say that I was quite capable and I could get on with it. I was often left alone with the children. If it was one of the other members of staff, he or she wouldn't be left alone. It didn't bother me, but it did when a child began to behave sexually.

160. Because I was being left on my own, I couldn't organise my time. I would set time aside for my SVQ and things like that but I couldn't get round to doing it. Rules had been introduced that anybody in childcare had to be qualified by 2002. I was aiming at a date, but I don't think that was important to other people. I had training set into my programme, but there was always a problem with the level of staff in my unit.
161. They had introduced back to work interviews. If a staff member was absent, I interviewed him or her upon return, to make sure everything was okay and the staff member didn't need any additional support. I felt that none of that happened to me.
162. My biggest problem was that there was one child that I felt wasn't suitable for my unit. That was the straw that broke the camel's back, as far as I was concerned. I was pushed along and had to go with it. It didn't turn out and that's what made me lose the plot. He kept on exposing himself sexually and singing this song, "A Little Bit of Monica".
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163. One of the four staff in the unit would sleep in at night time. That concerned me because there was nobody there to keep an eye on the boy. Shortly after I left, they introduced waking staff.
164. My line manager at the time was Ian Lamb. I spoke to him, but Mary Moran should have taken total responsibility and she didn't. I asked for the child to be moved from the unit. My instruction was, "Oh, just pull yourself together and tell him to pull his trousers up." No action was taken. It was putting him at risk and it was putting me at risk. That was when I cracked and I went off with stress. I felt it was his word against mine. There was nobody else there. I really wasn't being supported by the main office.

Leaving Seafield

165. After I was signed off, I did meet with somebody from Quarriers a couple of times. I can't even remember what was said because it just went in one ear and out the other. It didn't help me at all. It just put me under more stress. I think I met with David Hutton

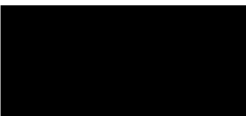
a couple of times in Seamill Hydro. He would ask if there was anything he could do to help me. I wasn't ready to go back. It was decided that I should leave. I went to see a psychologist. I was also assessed by a doctor from Quarriers.

166. I think I left by mutual agreement. I couldn't take all this questioning anymore. Thinking back, I should have had a solicitor. I have a copy of the agreement reached with Quarriers, which I have provided to the Inquiry. Until I looked at it recently, I thought that it was about my pension. I thought I had agreed to taking a lump sum from my pension. I didn't realise I was agreeing to so many points. I just signed it because I wanted rid of it. My stress levels weren't going to improve until I got it out of my system.

Lessons to be learned from Southannan and Seafield

167. I think staff need more training in looking for the signs of abuse. I think the recording of the issue has to be paramount. If a staff member has concerns, he or she should be supported. Otherwise, the child is at risk and the staff member is at risk. It's only one person's word against the other. They need to work out the best way to proceed. The child might need help from a psychologist. My view is that the child wasn't born with that behaviour. It's learned behaviour. The child has picked it up from somewhere, possibly within the family.

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

Signed..... 

Dated..... 14.09.18