

**INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE
1922 – TO – 1995
MODULE 7
TRAINING SCHOOLS AND YOUTH JUSTICE INSTITUTIONS**

STATEMENT BY:

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Career History

1. I was employed at Lisnevin Training School from its opening in 1973 until 1983. During that time I was a psychologist providing services to both the assessment unit and the special unit in Lisnevin. Much of the field work for my doctorate (1982) was at Lisnevin where some of the young people in the special unit were subjects. I did not have direct experience of the system or regime at Lisnevin from 1983 to 1995.
2. When I left the training school system in 1983 I joined the Extern Organisation and subsequently became its Chief Executive. I then became Chief Executive of the Youth Justice Agency NI in 2003 and a senior civil servant within the NIO; as such I was a member of the Criminal Justice Board for Northern Ireland. I remained in the position until my semi-retirement in 2010. Since that time I have worked part-time as a forensic psychologist. I currently hold appointments as an independent chairman for Serious Case Reviews conducted by the Safeguarding Board NI. I am also the Deputy Chairman of the National Review Panel (NRP) in the Republic of Ireland. The NRP undertakes reviews of deaths and other serious incidents relating to children in the care system. Prior to that I was appointed by the Minister for Children in the Republic as a child care expert on the Special Residential Services Board/Children's Act Advisory Board and was appointed by the Secretary of State in Northern Ireland to be an independent member of the Criminal Justice Review, which reviewed, inter alia, the youth justice system in Northern Ireland.

Part ONE: History of Lisnevin

Background of Lisnevin in Newtownards¹

3. In October 1973, the then Ministry of Home Affairs (MoHA) (later to become the Northern Ireland Office (NIO) and now the Department of Justice (DOJ)) opened a training school, known as Lisnevin Training School, on the outskirts of Newtownards, at the bottom of Bradshaw's Brae (in an area known as Kiltonga), then the main thoroughfare from Belfast to Newtownards. The name Lisnevin was a term of historical connection to Newtownards and was believed to be one of the old names by which the town was known. Until that time there had been four existing training schools in Northern Ireland: one each for Roman Catholic Boys, Non-Roman Catholic boys, Roman Catholic girls and Non-Roman Catholic girls. Each catered for children aged 10-17 inclusive, who were sent to them under a court order. The four schools were provided and maintained under provisions contained in the Children and Young Persons Act (Northern Ireland) 1968², and were the equivalent to the former "approved schools" in England and Wales.
4. Lisnevin, which catered for boys between the ages of 10-17 years, was the first integrated training school, in that it was non-denominational and had both Catholic and non-Catholic boys. It was established in response to the need for additional facilities to serve the needs of the Juvenile Courts and the existing training schools. At that time it had two separate functions³ which were catered for by two separate units – a) an Assessment Unit for 20 boys whom the courts considered might be in need of residential training and b) a Special Unit for 20 boys who did not respond to the "open" non-secure environment of the existing training schools (many of these boys would have had an extensive record of absconding from the existing schools; although some were there by virtue of violent or very disturbed behaviour). The annual throughput of the Special Unit was quite small with most boys remaining there for around 15 months. It was normally running at full capacity of 20 boys. The throughput of the Assessment Unit was quite steady. Again it ran at full capacity and I would estimate that it had a throughput of more than 100 boys per year⁴.
5. Lisnevin⁵ was built around a refurbished nineteenth century mansion house (which I think had been known as Kiltonga House). It was situated within its own extensive grounds of probably around 5 acres. It had a long driveway from the main road. An 8 foot wire fence had been built around the perimeter of the gardens. This fence was alarmed so that a bell would ring within the main

¹ Exhibit 1 – MoHA –Development of Lisnevin at Kiltonga - Operational Policy August 1972

² SPT-100587

³ Exhibit 2 - Lisnevin Training School – SSI Inspection Report 1988, pp??

⁴ Exhibit 3 – Admissions – An analysis of admission to Lisnevin remand Unit 1985-92

⁵ Exhibit 4 - Map of Lisnevin

building when anyone touched or tried to climb over the fence. At the entrance gate there was a sectional building which housed the principal's office, the finance/administrative office and a security man, who controlled entrance and exit to the site through locked gates. To the right of the administrative building was a separate wooden gymnasium, which was big enough to play 5 aside football in. Beside this was a purpose built football pitch which had its own perimeter fence. At the side of the main building was a fenced around tennis court. The gardens were extensive and well maintained, with a number of specimen shrubs and trees. There was a large 30x12 heated greenhouse where the boys were taught horticulture.

6. The main house was three stories high and had been extensively refurbished to meet the needs of the training school. Living accommodation was on the ground floor. This had a large common room for the Assessment Unit boys and a similar sized common room for the Special Unit. There was a staff office adjacent to both common rooms and a tuck shop across the hall. In addition there was a large domestic style kitchen which the staff could use for making supper and so on, plus a sewing room/laundry. On this floor there was a small domestic style bathroom with a bath in it. This could be used by staff. Opposite was a purpose built shower/changing room. This had a bank of about 6 open showers and a very large circular-style wash hand basin at which 6 boys could wash simultaneously. There were also toilets/urinals and each boy had a wooden locker to store his day clothes in this area. All boys were expected to shower in this area before getting changed into their pyjamas in preparation for going to bed. A similar routine happened in the morning when they would wash and change into their day clothes. All activities in this shower/changing area were normally supervised by 3-4 care staff.
7. To the rear of the ground floor building, in what I believe was a single story return, and approached by a dark corridor, was a bank of 4 (I believe) single rooms. Each room was no bigger than 6 feet by 8 feet and may have been smaller. They were sparsely furnished with only a mattress and bedding and had a narrow reinforced glass strip window, some four foot long by 8 inches wide. These rooms were used for isolating boys as a form of punishment. They could be used for as short as a few hours, or for as long as 4 days depending on the circumstances. If a boy was particularly disruptive in the dormitories he could be made to sleep in one on his own for a period of time in an isolation room⁶. These isolation rooms were in a very quiet part of the building and away from any normal thoroughfare.
8. On the first floor of the main building were the dormitories of the Special Unit. I think that there were four dormitories of varying sizes to accommodate the 20 boys – probably two six bed and two four bed. These were also sparsely

⁶ Exhibit 5 - Analysis of removals from class and teachers perceptions of problem behaviours – a paper produced by APRU 1991 and references to use of separation as a sanction - extracted from board minutes

furnished and had only beds in them. The beds were of a solid wooden construction and mounted on the floor so that they could not be moved. On this floor there was also a staff bedroom. The care and teaching staff took it in turns to staff a rota of “sleeping in”⁷, for which they were paid an additional fee⁸. These staff were only woken by the night staff if there was a disruption or emergency. The night staff would have been on duty from 22:00 until 07:30 the next morning and would have stayed awake all night. There would have been at least one night staff member on each bedroom floor, and one on the ground floor. They would have taken it in turns to relieve each other.

9. The top floor had a similar arrangements and layout to the first floor, but had more of an attic feel to it. It provided bedrooms for the Assessment Unit boys. In both cases the bedrooms were only accessed for sleeping purposes and were not in use during the day.
10. There was a large, wide staircase leading to the upper floors. It was “netted” to prevent any of the boys jumping over it. In my memory there were no suicide attempts during the time Lisnevin was in Newtownards.
11. Apart from having reinforced glass windows and the netting on the staircase, the main building had the feel of a large domestic building. There were then two separate wings, made of temporary sectional buildings. The first housed the school with a series of small classrooms and workshops plus some offices for the senior staff. Classes were rarely larger than three or four boys and a full range of subjects were available, including woodwork, metalwork, art, and PE. A highly individualised curriculum based on the needs of each boy was in operation.
12. The second wing housed the dining room and kitchens. On this corridor, but after descending a flight of stairs, was another corridor which housed the nurses/medical room, purpose built dental surgery, social worker and psychologists offices and a large case conference room.
13. Later there were two additional sectional classrooms which were placed outside on their own at the back of the main building. These classrooms were for general subjects.

Services provided at Lisnevin

14. The reasons for referral of the boys to Lisnevin differed according to the unit they were admitted to. The Special Unit was designed to cope with those boys, who because of court appearances, for reasons such as non-attendance at school, being in need of care protection and control, and juvenile offending, were already in the care of the existing training schools but who were regarded as being in

⁷ Exhibit 6 – Night staff operational procedures

⁸ Exhibit 7 – National Joint Council for Local Authorities’ Administrative, Professional, Technical and Clerical Services; Scheme of Conditions of Service (8th Edition) 1975

need of more secure conditions⁹. The decision to transfer to secure conditions was an administrative arrangement and agreed by the respective managements of the schools and was not a court decision. Some of the boys had no record of criminal offending before being transferred to Lisnevin.

15. It was a medium to long term facility with boys living in the unit for between nine months to three years, with a median of around 15 months. As I explained in my 1982 thesis¹⁰ by far the most common reason for transfer to the Special Unit was persistent absconding from the open schools (69 per cent), with need of care protection and control the next most common (18 percent) and beyond control (5 percent); other reasons included need of intensive care, special educational facilities and no progress being made in the open school or a combination of these reasons.
16. The opening of the Special Unit met a need which had been apparent since the passing of the 1969 Children and Young Persons Act in England and Wales. This Act abolished the Approved School Order and replaced it with a Care Order under which the young person became subject to the care of the local authority rather than the Home Office. This meant that because of the new legislation it was no longer possible to have “problem” boys removed from training schools in Northern Ireland to the “closed” facilities in England. In the past it had been possible to have a small number of boys, perceived as difficult, transferred to the Special Units at Kingswood in Bristol, Redhill in Surrey and Red Bank in Lancashire. The increase in civil unrest in Northern Ireland since 1969, which had been coupled with an increase in serious juvenile crime, also indicated a need for Northern Ireland to have its own Special Unit.
17. The Assessment Unit catered for a different range of boys. All were remanded by the juvenile courts for assessment after a finding of guilt or a case proven. The reason for the assessment was to assist the courts in deciding on an appropriate disposal. A small number of boys would also have been remanded because of their need for care, protection and control. The main legislation in use was the Children and Young Person's Act 1968¹¹.
18. This time was very rarely extended but did happen on occasion when a young person was charged with a very serious offence, such as murder. A significant number of the boys remanded for assessment were charged with “scheduled” offences relating to the Troubles. Some were charged with paramilitary activity and some with offences, such as riotous behaviour. Around 50 percent were charged with “ordinary” juvenile crime, such as theft, burglary and criminal damage, although some were still there for not attending school or being out of control in a children's home. Most had already pleaded or been found guilty of an offence and the court was trying to decide on a suitable sentence.

⁹ SPT-100587

¹⁰ Exhibit 8 – Controlled study into the effectiveness of individual client-centred counselling for young offenders in residential care. Chapter 1. Thesis submitted for Doctor of Philosophy by B Lockhart 1982

¹¹ SPT-100587

Assessment on arrival

19. On arrival, a fairly comprehensive assessment process began. This included developing a social profile of the young person and their family. The main responsibility for this fell to a senior social worker, seconded from one of the local Health and Social Services Boards. There was then an educational assessment carried out by the teachers and a fairly detailed psychological assessment carried out by the psychologists. These various reports were then collated and discussed at a multi-disciplinary case conference. From this a final recommendation was made to the courts. Anecdotal evidence suggests that the courts found these reports very helpful. One finding to emerge was that after several years of operation, the Assessment Unit at Lisnevin was recommending that some 80 percent of the boys should receive a community disposal on return to court. This was in stark contrast to the reception units at both Rathgael and St Patrick's who, after conducting their assessments, recommended that around 80 per cent of boys should receive a Training School Order. This finding ultimately led the NIO to close the Assessment Unit at Lisnevin and set up a day assessment unit at Whitefield House in Belfast. The Assessment Unit staff at Lisnevin moved to Whitefield, leaving Lisnevin operating for a period as solely a Special Unit for approximately two years.

Medical and dental care

20. Lisnevin had a fully equipped medical room of three nurses, and usually at least one was on duty between the hours of 9am and 9pm each day. They could deal with minor medical complaints and ailments. They would have also inspected all boys on arrival and after they returned from weekend or other leave. They would have noted any bruises or other evidence of injury on any part of the body. In addition, a local GP acted as medical officer. He would have visited at least once per week or otherwise on demand. Boys would have had full medicals, especially on arrival. In emergency situations, boys would have been taken to the Accident and Emergency Unit in Ards Hospital¹².

21. There was also a full dental room. An outside dentist visited on a weekly basis¹³. All boys admitted to Lisnevin would have a dental inspection and were given treatment, as required, when there. I remember it being noted that many boys' teeth were in a poor state when they arrived but in a much better state when they left.

Food and clothing

22. All boys were provided with clothing on arrival by the institution. This was of quite good quality. It consisted of jeans, checked shirt, pullover, suede boots, etc. and

¹² Exhibit 9 - Incident report - LN 13 taken to hospital for an x-ray on

¹³ Exhibit 10 - Examples of Medical & Psychiatric Care

would not have look too much out of place in the wider community. All toiletries were provided.

23. Most food was eaten in a dining room. Usually three boys sat at a table with one member of staff. They were served at a table by a member of the kitchen staff. Special diets, could and were catered for. Food was of good quality and nutritious. It was plentiful with extras available on request. Supper and snack meals would have been eaten in the common rooms.

Staff training

24. All staff received induction training on arrival¹⁴. There was ongoing staff training¹⁵ but nothing like the ongoing professional development training available today. There was no training on crisis management or restraint methods during my time in Lisnevin¹⁶. Child protection training would have been rudimentary, but was in keeping with that available generally at that time in schools and other services working with children.

Rewards and disciplinary systems

25. For boys in the special unit there was, at first, a weekly points system¹⁷ which was based on good behaviour or otherwise. The boys could move through different levels, which carried with them increasing levels of reward and privilege. This could include pocket money, trips out and the biggest incentive was weekend leave. Poor behaviour could result in demotion and loss of privilege. Later I introduced a “token system” designed to give more immediate reinforcement of behaviour. The boys carried a card with them which was used after each educational class or recreational activity. The teacher or care worker awarded points after each session. These points could be exchanged for rewards as well as giving the basis for an overall weekly grade, which determined rewards, such as weekend leave.
26. The above was the main behavioural management system¹⁸. However, this could be overridden in the event that a boy in engaged in more serious behaviour. This included physical violence, absconding, failure to return from leave, smoking illegally and so on. On these occasions, physical separation in an isolation room¹⁹ could be and was used. This ranged from periods of one or two hours, up to four days. Such sanctions needed to be approved by a member of senior management – senior assistant or above. I cannot envisage any situation where the more prolonged isolations of a day or more were not approved by the Deputy

¹⁴ Exhibit 11 - Induction procedures 1988

¹⁵ Exhibit 12 – Staff training and development 1974 - 1996

¹⁶ Exhibit 13 – Chronology of the development and implementation of control and restraint training

¹⁷ Exhibit 14 – Control & discipline (1988) Marks system and pocket money; sanctions

¹⁸ Exhibit 15 - Guidance on the management of situations involving disruption, aggressive behaviour, violence and the exercise of physical restraint as a last resort

¹⁹ Exhibit 14 - Control & discipline (1988) Marks system and pocket money; sanctions

Headmaster or above. Any sanctions would have been in accordance with the 1952 Training School Rules²⁰ in force at that time.

Corporal punishment²¹

27. Physical punishment was allowed, but I cannot remember it ever being used in the Special Unit. Very occasionally it was used in the Assessment Unit, though sanctions such as loss of leave were not available there because of the short length of stay. Fighting or violence could result in caning – this was normally administered by a bamboo cane to the hand by the Head Master of each Unit or, in his absence, his deputy. Any use of corporal punishment was recorded in a “punishment” book. Any other form of physical punishment was not allowed and would not have been approved by senior management.

Complaints

28. I cannot remember any official complaints system being in place when Lisnevin was in Newtownards. That is not to say that boys did not make complaints and in my experience they were normally listened to and their complaints acted upon, if appropriate. I remember taking up several complaints on behalf of boys. If warranted, they usually received satisfaction.

29. In Newtownards there was no independent advocacy or visiting system in place. Although not formalized, the young people could have complained to certain people, such as parents, social workers, teachers, solicitors or chaplains.

Uncertainty and tension in relation to the site in Newtownards

30. Before it opened in October 1973, Lisnevin had been subject to a Public Inquiry because of the strong objections of the local residents to the siting of a training school in their neighbourhood. The Inquiry decided that the school could open in Newtownards on a temporary basis, pending the building of a purpose built unit at Rathgael in Bangor some five miles away. However, because of changes in the nature of the school, namely the moving of the Assessment Unit to Whitefield House²² and the establishment of a Junior Remand Wing (for mainly those charged with scheduled offences) at Crumlin Road Prison, which provided a guarantee that no young terrorist offenders would be housed in Lisnevin, an attempt was made to have the school sited permanently at Lisnevin. I recall that in the first year of its opening there was, in fact, an attempt to free a boy charged with terrorist offences from Lisnevin²³. Armed men entered the building, held staff at gun point, relieved them of the keys and locked them in an office and made off with the boy. They were soon apprehended at a police roadblock set up at

²⁰ SPT-80063 – SPT-80073

²¹ Exhibit 16 – Corporal punishment in Lisnevin – references found in Management Board minutes

²² Exhibit 17 – Newspaper cutting - 1987

²³ Exhibit 18 – 1973 Board Minutes, para 9

Dundonald, as they omitted to take the keys from one of the staff members and the alarm was quickly raised.

31. At the second Public Inquiry in November 1978, the neighbours maintained their objections concerning threats of having a training school for difficult offenders sited in a residential area. As a result, the report of the Inquiry recommended that as the role of the school had not changed substantially and it still had its share of “dangerous and thoroughly aggressive boys” it should be discontinued at its present site. It was recognised in the report that the need for a secure training school or similar unit still existed in Northern Ireland.
32. It should be noted from the above that Lisnevin at Newtownards always functioned under a degree of stress and uncertainty. The temporary nature of some of the buildings were far from ideal. The feelings of pressure on the staff and boys because of the uncertain nature of the school were at times almost tangible and were certainly detrimental to the smooth running and emotional security of those in the school. One factor which many would have predicted as likely to cause problems was the inter-denominational character of the school, but this in fact did not cause problems. There were examples of friendships formed between young people in Lisnevin that otherwise would have been highly unlikely. Certainly compared with later frictions when Lisnevin moved to Millisle, this period could be described as “nirvana”. My memory of it was of a happy place where staff and young people got on well. On many occasions I have met boys in later years who were in Lisnevin in Newtownards and their memories were mainly positive.

Philosophy under which Lisnevin in Newtownards operated

33. The philosophy under which Lisnevin operated is described in an unpublished staff handbook, which was made available to staff during training before the Special Unit opened. It made it clear that the aim of Special Unit was treatment rather than punishment. A quotation from this handbook under the question: *What is a Special Unit:?* stated as follows:

The Unit is special in so far as the treatment we offer is special and we are dealing with children whose needs are both special and individual with the result that our staff have special qualities required to understand, treat, and relieve the pressures which are causing their severe maladjustment.

The building itself is special in that it is unobtrusively secure, relieving the worries of absconding both from our children and staff. Security is in this sense a positive factor which affords the staff the opportunity to operate the full treatment programme without the additional worries of absconding and affords the children the opportunity to receive treatment for the first time, without the temptation of absconding because of fear or sheer habit. In this sense we are special and thus need special staff with ability to give all and expect little in return.

The document goes on:

Our primary aim would appear to be the establishment of a relationship with each individual which will be meaningful and based on friendship, respect and kindness on both sides...

Once our primary aim is achieved we must then encourage our children to establish relationships with each other and invisibly guide them towards eventually helping their fellows. Through these delicate manoeuvres we can therefore hope to readjust our children towards a society dependent on such relationships so that one day he can become an adult who can give a security and love to his children, family and friends which he probably never received.

34. The clear assumption from the above was that the primary aim was one of establishing relationships so that children with a deficit in forming relationships would learn to develop these skills through modelling by staff.

Staffing, recruitment and organisational structure

35. There was a publicly advertised recruitment process for the new staff in Lisnevin. This meant that many of the staff in Lisnevin were new to residential care. This had a number of positive aspects. While many of the care staff were unqualified they were open to training and new methods. Most of the teaching staff recruited would have come from mainstream schools, and few, would have had a background in special education. However, some staff were recruited from the existing training schools. At least five came from St Patrick's Training School. Three of these were teachers/craft instructors and were appointed to the management team in Lisnevin: LN 56 [REDACTED]; LN 71 [REDACTED]; and SPT 163 [REDACTED]. My understanding was that in each case it was the De La Salle Brothers who ran Kircubbin and St Patrick's.
36. Similarly a number of staff had worked in Rathgael. The [REDACTED] LN 6 had been a senior manager and teacher in Rathgael. The [REDACTED] LN 60 had been a teacher in Rathgael and the [REDACTED] LN 57 was a psychology graduate and care worker in Rathgael. The senior management team was made up almost exclusively of teachers, although Dennis O' Brien was seconded to go off to do a residential social work qualification in England. He left some years later to join the Social Work Advisory Group (SWAG) in the Department of Health and Social Services.
37. Many of the staff were recruited in the spring of 1973, some 6 months before Lisnevin opened. This afforded the opportunity to undergo staff training and most had placements in the existing training schools or other children's homes.

38. There were quite a number of other staff employed in Lisnevin apart from teachers and residential social workers/ housemasters/ care workers. These included three qualified nurses, a visiting GP, a visiting Psychiatrist (at first Dr Ray Moffatt and then **LN4** based in DHSS), a visiting dentist, two resident psychologists, a seconded senior social worker from a Health Board, a cook, assistant cooks, a matron and assistant matron, cleaners, two gardener handymen, administrative staff, two gatemen and a team of unqualified night staff.
39. An organisational structure and staff names in 1973 (to my memory) is contained in appendix 1. The SSI Inspection in 1988 provides information in relation to management and staffing levels then²⁴. Extracts from Board minutes in relation to staffing are also provided²⁵.

Governance issues and relationship with NIO

40. My memory was of a very good relationship with the Training School Branch in the Northern Ireland Office. They were helpful and supportive at the time, visited frequently and took a real interest. The Assistant Secretary was Ronnie Stirling and the Principal Officer was Brian Lorretto. Both were good men and very caring.
41. The Board of Lisnevin consisted of an independent chair (a Mr McReynolds and later Mary Clarke), appointed by the Secretary of State, and nominees from the other training schools. I would have had little confidence in the Board as members did not appear to act in the best interests of Lisnevin but appeared to see themselves as representing their respective training schools on the Lisnevin Board. There often appeared to be a sense of competition.
42. Lisnevin was also subject to both inspections and regular visits from the Social Work Advisory Group (SWAG) of DHSS. My memory is that inspections would not have been anything like they are today and were much more informal. A number of individuals from SWAG visited Lisnevin. It is my opinion that relationships were generally not as professional as they should have been to be truly objective, although some were an exception to this.
43. I also remember being supervised by a Psychologist called Smart from the Department of Education. He was an educational psychologist and visited several times per year. I believe he also had some sort of inspectorial function for education in Lisnevin, as he was part of the education inspectorate.
44. I have added appendix 1 about the staff management structure and daily timetable when Lisnevin was in Newtownards.

²⁴ Exhibit 19 – Management and staffing levels – information from SSI Report 1988.

²⁵ Exhibit 20 – Staffing issues from Board minutes 1973 - 1987

The background and history of Lisnevin in Millisle

45. The move to Millisle (September 1980) was to mark a major change in the culture and management of Lisnevin. As noted above, the original plan was to move to a purpose built site at Rathgael in Bangor. Why this change to Millisle happened I am not sure. It may simply have been that a vacant site became available when the Borstal closed in Millisle and the Young Offenders' Centre opened in Hydebank. In any event, the building which had been designed as a Category C prison was totally unsuitable to house children. The environment changed completely and with it the culture.
46. From the outset staff were against the move. At this time there was a change in relationship with the Training School Branch in NIO. Wesley Pugh had become the Principal Officer of the Branch. His style was completely different than his predecessors. He visited the school frequently and it is my view that he took greater involvement in the running of the school than his predecessor.
47. The actual planning and implementation of the move from Newtownards to Millisle was, in my view, a disaster. I remember arriving down on the day of the move and finding the boys in a bare common room with no chairs, tables or television. I, personally, had to organise some of the care staff to go and look for the brand new chairs, which we found in a room above the gatehouse. We had to carry the chairs through the building to the common room. We found the television but it could not be connected to the outside aerial. I had to go down to an electrical shop in Millisle and buy a connecting lead to give the boys access to television.
48. There were many other problems with the move. When I was involved in the planning of the Juvenile Justice Centre at Rathgael to the newly built adjacent site around 2007 it was the subject of meticulous planning and change management. It took months to plan and involved almost all the staff in planning groups. By contrast, little planning appeared to have gone into the move of Lisnevin.
49. Another happening, which is scarcely credible, was that it took from September until the next May before the school resumed in Millisle. The teachers had decided that they would have to redesign the whole curriculum and took that time to do it. In the meantime a culture of the boys sitting watching television during the day emerged.
50. The move to Millisle was only about 10 miles but it might have been a million. Millisle was much more isolated from a public transport perspective. There were few direct buses from Belfast to Millisle and even fewer going on down the coast past Lisnevin. This made it very difficult for parents and families to visit the boys. It took much longer, was more expensive and often meant changes of bus and a walk of at least a mile outside Millisle. Similarly, it had a big impact on the number of home visits made by staff. Psychologically, Millisle seemed more isolated and being locked in the building had an adverse impact on staff.

51. At first, staff were not given keys to get out into the outdoor enclosed grounds and playing pitches. Only the senior assistant on duty had keys. This meant if the staff member wanted to take boys outside into the fresh air they had to wait until the senior assistant was ready to let them out. When they wanted in again they had to knock at doors and windows to attract attention. If the rain came on everyone got soaked. It could sometimes be as long as half an hour before entrance could be achieved. This put off both staff and boys from wanting to go outside for fresh air and exercise. The building had been designed for a large number of prison officers to control security and assist with exiting and entering the building. I remember being told that in borstal days it required 16 officers to be on security duty. This was replaced at Lisnevin with one gateman controlling the front entrance. There was a "glazed security hub" on each floor which was designed to be locked and staffed by prison officers. It had alarm systems and call bells from all the cells. In the Lisnevin days it was left unlocked and staffed by care staff, who often walked away to do other things. This meant that alarm bells and call bells were frequently left unanswered. This could be very frustrating to some of the young people when they rang the call bell from their single bedrooms. Many suffered from anxiety and poor emotional control.
52. I remember complaining about not having a key to the outside on several occasions. I found it very claustrophobic and was also worried that if a fire was to break out, I and others would not be able to get out of the building. Eventually it was agreed that all staff would be given keys to the outside secure grounds. This helped alleviate a lot of worries.

The nature of the building at Millisle

53. The building at Millisle was a fenced off site of several acres within what had been the open borstal estate at Woburn House. The site still housed a number of prison officer families and overall it was very secure. At first Lisnevin shared a common entrance to the site with the prison authorities. The front gate was staffed by prison officers. The level of security could be irritating to both staff and visitors. Some years later a separate entrance and driveway was built for Lisnevin using a side road. This allowed direct access to the Lisnevin carpark.
54. The Lisnevin site was enclosed by a high security fence – some 15 feet tall with razor wire on the top. In it were the main buildings, workshops and a number of full sized football pitches. Some years later a purpose built ropes course was built in the grounds. Very few outsiders came into the grounds for sporting activities, although I remember on occasion a church youth club was invited in to play football against the boys and were then invited to stay for super.
55. The main building housed the bedrooms, classrooms, common rooms, dining rooms and kitchen. It also had a good sized gymnasium attached to it. This could be used for playing 5 aside football and so on. The building was redbrick and had two floors which were largely identical. There were a lot of corridors in the building, which had barred gates at various intervals. This made it very prison

like, although most of these corridor doors remained unlocked when Lisnevin took the building over. It was still a very secure building. Most windows were narrow slits with bars and very few of the windows looked out to the outside world. Most, in my memory, looked into internal courtyards. Toilets and ablutions were very Spartan. They afforded little privacy, with toilet doors being only half the normal height. The boys had separate single rooms in wings off the main floors. At first Lisnevin used only the top floor of the building for sleeping, education and recreational purposes. They did eat downstairs, where the kitchen and main dining room was. There was a punishment block (sometimes referred to as "Scrabo"), with, in my memory, 6 single cells and a small office. It was in a very isolated part of the building on the ground floor. I choose to locate my office in the punishment block because it was quiet. At first the punishment cells were used solely for storage purposes. But within a year all the cells were brought back into use for punishment and isolation purposes.

Staffing issues at Millisle

56. The bulk of the staff working in Newtownards made the move to Millisle. The staffing complement remained much the same. One unusual feature of Lisnevin was that each summer the bulk of the staff went on annual summer leave – this applied particularly to the teachers who wanted normal teaching holidays. School was thus suspended during July and August. Care staff also went on leave during this period. This meant that instead of a staff of 8 care and teaching staff (plus senior assistant in charge of team) only around two of the permanent staff were on duty on each shift. The rest of the team was made up of temporary staff employed for the summer. Most of these were students on holiday from their courses but some were local people. They received no induction training. This caused incredible disruption and could be a very unsettled period. Temporary staff were expected to look after and amuse some of the most disturbed children in Northern Ireland. It is my view that it did not work.
57. I remember one summer, soon after Lisnevin moved to Millisle, some of the boys persuaded a young female student to take them out to play within the secure grounds. They suggested playing hide and seek and she agreed. Within a few minutes they had disappeared. They had climbed on to the roof of the main building. They then made their way to the roof above the gatehouse. Fortunately, the gate man heard noises on the roof and raised the alarm. The boys then refused to come down. The Millisle site was shared with prison officers' families. They came over and became taunting observers. Some of them alerted Downtown Radio as to what was going on. They sent a reporter and the whole event started to have live radio coverage. The [REDACTED] LN 6, tried to coax the boys down. Eventually he put a ladder against the wall and tried to climb up to them. They let him get near the top and then pushed out the ladder – leaving him stranded in a precarious position. The incident ended when the boys became bored and agreed to come down.

58. I also remember LN 56, [REDACTED], hiring a guy to the summer team that he had given a lift to as he drove along the coast from Donaghadee to Millisle. In those days there was no such thing as Access NI. I am recounting these stories to indicate what a different climate we were living in then. Child protection and vetting of staff were in their infancy at that time.

Services and regime in Millisle

59. I worked for around two years as the psychologist assigned to Lisnevin in Millisle. I did spend approximately one day per week at Whitefield House, but most of my time was at Lisnevin. During the time I was given the task of developing a timetabled life skills programme for the boys. This involved most of the care staff in different aspects of the programme. They took workshops on tasks like cooking, decorating, simple electrical tasks and so on. I took two of the modules myself, one was parenting skills and the other was helping with job finding skills, undertaking mock interviews and so on. This programme was surprisingly popular with the boys.

60. Lisnevin in Millisle had a totally different character than the site at Newtownards. It was fundamentally a prison building and took on many of the characteristics of an institution. It became very inward looking and isolated. Sick leave was high in both the senior management and the other staff. The [REDACTED] LN 56 took early retirement because of his health around [REDACTED]. There were an increasing number of riot style incidents, with some of the more vulnerable boys being held hostage on occasions²⁶.

Governance issues, APRU and relationship with NIO at Millisle

61. Around this time, circa 1981, Wesley Pugh in the Training School Branch decided to rationalise the four training school psychologists into one team. Prior to this each institution had basically one psychologist – although there were five training schools. I argued against this and said that I believed that Lisnevin needed its own full time psychologist who should be based there and could gain the trust of both the boys and staff but the decision had been made. I recount this because the message did not come from the Lisnevin Senior Management or Board but directly from Training Schools Branch in the NIO.

62. The amalgamation of the psychologists led to the setting up of the Adolescent Psychological and Research Unit (APRU). It is my opinion that it never really worked or delivered the services expected of it.

²⁶ Exhibit 21 - Incident report Barricading incident in 1986

Complaints Handling²⁷

63. Before 1995, complaints were investigated internally by the centre director, but new guidelines introduced in that year provided that internal investigation was no longer permitted. From then on all allegations of a child protection nature had to be referred to the police and social services.
64. A report by the Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO) - a non-governmental organisation working in the field of criminal justice and community safety - details issues arising from the Independent Representation (IR) scheme in Lisnevin between 1994 and 1999. [vi]. The report documents a history of complaints from boys in Lisnevin and records 20 allegations made during this five year period ranging from extremely serious incidents of assault by staff to bullying by other boys. The report also reveals that the response of Lisnevin management to the allegations involved a mixture of flawed policies and procedures and poor practice.

Inspection reports and NI Human Rights Commission Report

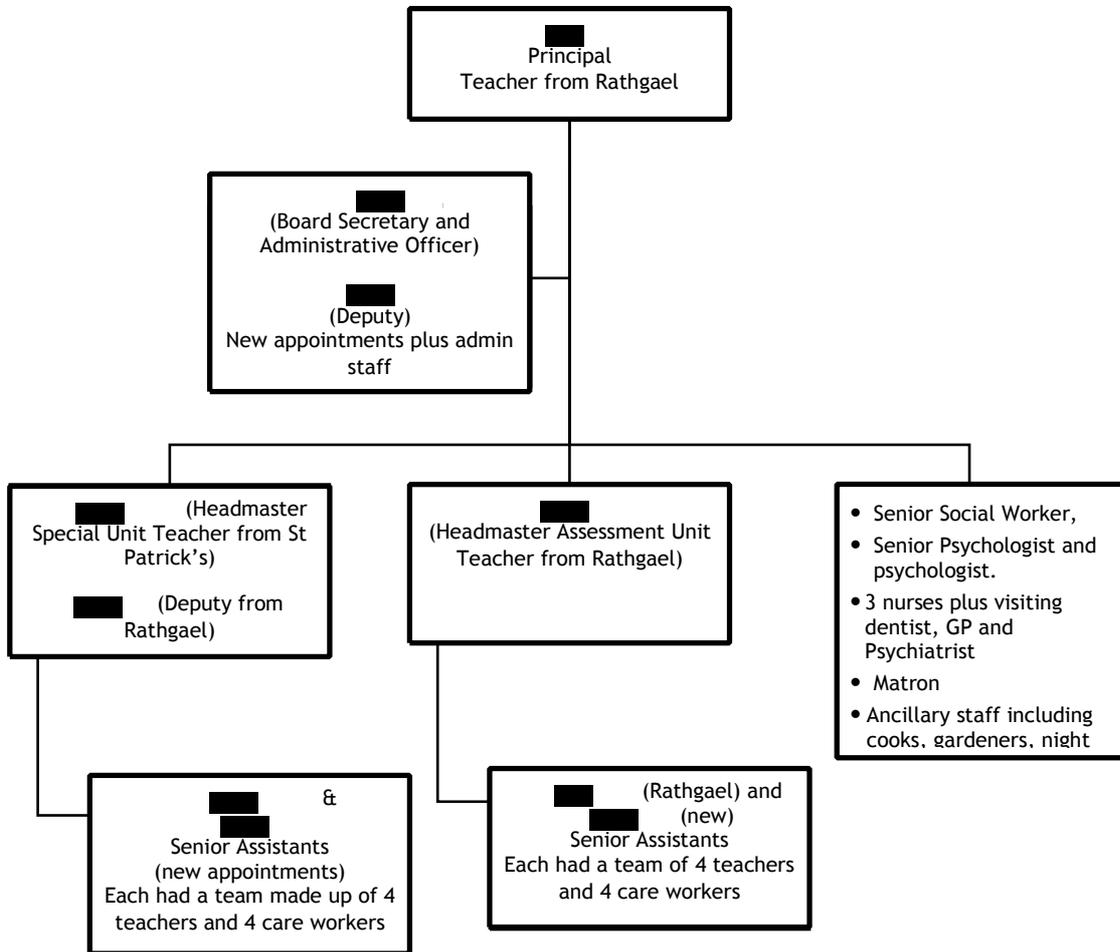
65. Lisnevin in Millisle was subject to numerous reports. I have been unable to access any of the Social Service Inspectorate (SSI) reports, which had replaced the Social Advisory Group (SWAG) within the DHSS but I do know from the other reports listed below that they were critical of the regime at Lisnevin and its ability to adequately protect the children in its care.
66. I continued to have an interest in this area and am aware of a number of reports that were published in relation to Lisnevin that fall outside the temporal interest of the Inquiry. These are listed below:
- a. Criminal Justice Review report, March 2000
 - b. A NI Human Rights Commission report entitled "In Our Care – promoting the rights of children in custody" published in March 2002.
 - c. Written submission by the Northern Ireland Human Rights Commission (NIHRC) to the Assembly Health, Social Services and Public Safety Committee into Child Protection Services in Northern Ireland 2002.

Opening of Juvenile Remand Unit at Lisnevin

67. One issue that I have been unable to find much information on was the introduction of a new Juvenile Remand Unit into the ground floor of Lisnevin sometime in the 1980s. I remember there was talk of it before I left in 1983. It was introduced some time later and my memory was that it had many problems and was very difficult to manage.

²⁷ Exhibit 22 - Complaints handling policy 1993 & 1994

Appendix 1 Management Chart when Lisnevin was established in October 1973



Names of persons from my memory who worked in Lisnevin Training School in Newtownards

Special Unit	Job title	Assessment Unit	Job title	Other	Job title
LN 81	██████████	LN 54	██████████	LN 87	██████████
LN 8	██████████	LN 82	██████████	LN 44	██████████
SPT 163	██████████	LN 83	██████████	LN 84	██████████
LN 85	██████████	LN 86	██████████		Gateman
LN 104	██████████	LN 16	██████████		Handyman
LN 105	Social care	LN 103	██████ Care		Handyman
LN 106	Social care	LN 102	Social Care	██████████	Psychologist
LN 88	Social care	LN 101	Social Care	██████████	Psychologist
LN 107	Social care	LN 25	Social Care	██████████	Psychologist
LN 42	General teacher	LN 11	Social care	Bill Lockhart	Psychologist
LN 108	General teacher	LN 99	Social Care	██████████	Psychologist
LN 79	General teacher	LN 98	Social Care	LN 96	Nurse
LN 109	General teacher	LN 97	Social Care	LN 95	Nurse
LN 61	Social Care				Nurse
	Social Care			LN 94	Social Worker
LN 110	Social Care			LN 93	Social Worker
LN 111	██████████			LN 92	Social Worker
LN 3	General teacher			██████	Head Cook
				██████	Matron
				██████	Housekeeper
				██████	Driver (later social care)
					Night staff

Appendix 2 An example of the Daily Timetable in Lisnevin²⁸

The Assessment Unit would have had a similar timetable but running 30 minutes in advance.

Time	Activity
7-30 am	Team arrives on duty
7-50 am	Senior Assistant refers to report book to see if any incidents have occurred during the night, and checks the number and if necessary the names of the boys present. The on-coming team of teachers and child care staff will be directed to supervise groups engaged in: toilet, bed-making, housework, etc.
8-10 am	Boys are taken downstairs to wash and dress . Night clothes to be stored and toilets etc. to be tidied. Any Special Unit boy in a single room downstairs will then be wakened.
8-25 am	Boys checked and taken to the dining room for breakfast. Utensils should be checked.
8-45 am	Common room, smokes supervised –preparation for school.
9-20 am	Assembly – Common Room – Worship – Conducted by Head or Deputy Head =other staff, under senior assistant to discuss school work, etc.
9-35 am	Sick bay attendance
9-40 am	Class with teacher or period with counsellor. Visits by doctor –boys to be supervised by staff under direction of Senior Assistant -
10-50 am	Boys are taken to the Common Room by the staff and whilst the boys have milk and a smoke under the supervision of the Head and Deputy and Senior Assistant the rest of the team have a coffee break.
11-05 am	Classes resume. The teacher collects boys in the Common Room.
1-05 pm	School finishes. Boys are escorted to lobby for handwash. Check.
1-15 pm	Lunch. Dining room routine
1-35 pm	Boys escorted to Common Room for recreational activity. Smoking is allowed, letters, the shop opened.

²⁸ Exhibit 7 - Controlled study into the effectiveness of individual client-centred counselling for young offenders in residential care. Pp30-31 Thesis submitted for Doctor of Philosophy by B Lockhart 1982

Time	Activity
2.00 pm	Staff changeover. Senior Assistant hands over to the opposite number and gives him any relevant information.
2-10 pm	Toilet routine. Preparation for school.
2-15 pm	Assemble in Common Room. Check.
2-20 pm	Afternoon school begins.
4-45 pm	School finishes. Assemble in Common Room. Check. Toilet routine. Smoking allowed in Common Room.
5.05 pm	Handwash. Assemble in lobby. Check.
5.15 pm	Dining room routine.
5.35 pm	Assemble in Common Room. Check. Smoking is allowed. The shop opened. Toilet routine. Sick bay attendance.
6-10 pm	Evening activities begin. These depend upon availability of rooms and special interests of staff. Either the gym or dining room will be available for more vigorous activities each evening. Other rooms will be allocated according to school timetable for the afternoon. Activities should be planned and arrangements for the provision of craft materials, games equipment etc made in good time. Television viewing should be programmed as part of evening activities and not relied upon as a time-filler. A routine for positive, enjoyable recreation should be aimed at which is not simply an extension of the school day.
8.05 pm	Supper. Common Room. Check. Quiet recreation – reading, television, table games.
8-20 pm	Boys now commence bedtime routine. Groups use the ablutions area in turn and return to the Common Room.
9-15 pm	Boys are escorted to dorms and settled down.
9-30 pm	Team goes off duty on arrival of Night Supervisors. Any important information should be passed to the Night Supervisors.

PART TWO**Observations on the statements of Complainants to HIA regarding their time in Lisnevin****HIA94 (statement dated 22/7/13) Lisnevin in Newtownards**

68. Young person placed in care as a baby, first in St Joseph's Termonbaca, Derry, then Rubane House, Kircubbin and St Patricks TS. He was transferred to Lisnevin on [REDACTED]. This was soon after Lisnevin opened in autumn [REDACTED]. I knew this young man and the dates appear to be right as I first met him at [REDACTED] when working there (I had been seconded to a postgraduate course in Birmingham that year and was working during the [REDACTED] break). He was [REDACTED] at the time of transfer. He already had a reputation as the most violent young person in Lisnevin. I remember there was a story as to how the brothers in St Patrick's duped him into transferring to Lisnevin by telling him that they were taking him to the circus.
69. He appears to claim that he was sent to the Assessment Unit at Lisnevin. This is not correct as he was sent to the Special Unit. It is true that a significant number of the boys in the Assessment Unit would have been remanded by the courts for paramilitary involvement. Very few, if any, of the boys in the Special Unit would have been there for paramilitary activities. There was minimal contact between the boys in the two units.
70. During his time in Lisnevin he was often made to sleep in a single room on his own because he had got into lots of fights with the other boys. This was on the ground floor. LSN-1196 – LSN-1197 provides information in relation to recorded incidents of HIA 94 being placed in a 'single room' for disruptive behaviour. From these it would appear that HIA 94 was confined to the "single room" for up to a day, usually for no more than a few hours at a time with the shortest recorded confinement being for 10 minutes. It would be untrue to say that he was kept in almost solitary confinement. He may have been kept in a single room (on the ground floor, in a block of six, in an isolated part of the building) as punishment for fighting, absconding and the like. This single room was small (about 6 feet by 8 feet). Periods of confinement were used in quite a routine manner, even for small misdemeanours, such as smoking.
71. I remember HIA 94 being sent to Muckamore Abbey on at least one occasion for a five week assessment period. This would have been arranged by Dr Ray Moffatt, Consultant Psychiatrist at Muckamore Abbey. There would have been queries about the intellectual competence of the young man – hence the reason for assessment. But it would have been seen as very stigmatising and young people sent to Muckamore for assessment would have been the subject of ridicule by their peers. In reality it was seen as a form of punishment by both the young people and staff alike. I do not remember any meaningful therapeutic or

management advice stemming from such “assessments”. It is highly likely that he was put on medication when there to “supress” him.

72. HIA 94 alleges that he was beaten in the cells by housemasters called LN 1 and LN 2 . In a supplementary statement (dated 12/3/14) the complainant acknowledges that LN 1 and LN 2 were in fact residents in Lisnevin and not staff. This is correct. Both boys would have been of similar age to the complainant. It is difficult to see how he could have made this mistake, unless it was a mistake when the statement was being written down. I believe that this person’s key worker was LN 3 , who was then a teacher in Lisnevin. She later went on to train as a social worker and became a . I believe that she is still alive and would have a good knowledge of what happened to this person in Lisnevin.
73. I believe that the statements about moving to borstal and prisons are correct. I met HIA 94 on at least a couple of occasions after Lisnevin and confirm that he lived a very difficult life in and out of prison and various institutions. The last time I met him he told me that he had ■ children. He came to Lisnevin a much damaged person and was one of the most disturbed and violent young people I have known.

HIA94: Addendum statement (dated 12/3/14)

74. **HIA94** explained that LN 1 and LN 2 were in fact residents and not house masters as stated in previous statement. As noted above, this is correct. He says that he witnessed both boys getting beaten by various housemasters. I have no comment to make concerning the veracity of this statement.
75. He says that he remembers the names of three housemasters who would have beaten and kicked residents. One was called LN 10 , who he believed, became a . There was a housemaster by the name of LN 10 I do not believe that he stayed on the staff of Lisnevin for very long. There was also a housemaster called LN 11 (or very similar name) who did , who again did not stay on the staff for long. The third was actually a ■ teacher named LN 8 . He was a and very well built and strong. He was one of the few people who could handle the complainant when he became aggressive. He actually seemed to have quite a good relationship with the complainant. He stayed on the staff of Lisnevin for many years but retired early. There was an ■ teacher named LN 81 , who certainly remained on the staff until the move to Millisle. I have no evidence that his accusations of assault are true, but I do remember LN 8 telling me that he had the permission of ■ , LN 6 , to use as much force as necessary to control the complainant’s behaviour.
76. LN 100 was an and head of for many years. He is since deceased. He did go on weekend leave to LN 100 House on many occasions. Eventually the **leave** had to be stopped because of the complainant’s behaviour. This included the use of alcohol and violence.

HIA275 (statement dated 5/3/15) Lisnevin in Millisle

77. From the **account** in the statement I do not believe that I know HIA 275 nor do I have any knowledge of the allegations he has made.

HIA374 (statement dated 19/3/15) Lisnevin in Newtownards

78. He would have been in the Assessment Unit and not the Special Unit. He said that he was there after his parents had some marital problems and that he was not sure why he had been sent to Lisnevin in Newtownards (old building).

79. He said that after he had been there a few days a member of staff (he could not remember his name and could only describe him as black haired) put his hand on his private parts while he was showering and said "no masturbating". The norm in Lisnevin was for boys to have open communal showers in a downstairs bathroom/changing room. This happened every evening and after sports, etc. This meant that there were usually six or so boys in the shower at the same time. They were in full open view with no cubicles or curtains. Normally there would have been 3-4 staff present supervising showering and changing. This was to prevent bullying or any other sort of misbehaviour. It would have been extremely rare for one member of staff to be present with just one boy in the shower, but not impossible. Whilst it is possible that this could have taken place, say if someone joined the shower late or took longer than the others it is highly unlikely to have happened with other staff or boys present. One child protection aspect of Lisnevin in Newtownards was that care staff usually worked as a team, so there was little need for staff to be alone with a boy. I note from the transcript of HIA 374's evidence to the Inquiry on the 9 September 2015 that he thought the touching was inappropriate but that he did not consider that it amounted to sexual abuse

HIA418 (statement dated 18/5/15) Lisnevin in Millisle

80. From the account in the statement I do not believe that I know HIA 418 nor do I have any knowledge of the allegations he has made.

HIA138 (statement dated 6/5/15) Lisnevin in Millisle

81. From the account in the statement I do not believe that I know HIA 138 nor do I have any knowledge of the allegations he has made.

HIA434 (statement dated 1/6/15) Lisnevin in Millisle

82. From the account in the statement I do not believe that I know HIA 434 nor do I have any knowledge of the allegations he has made.

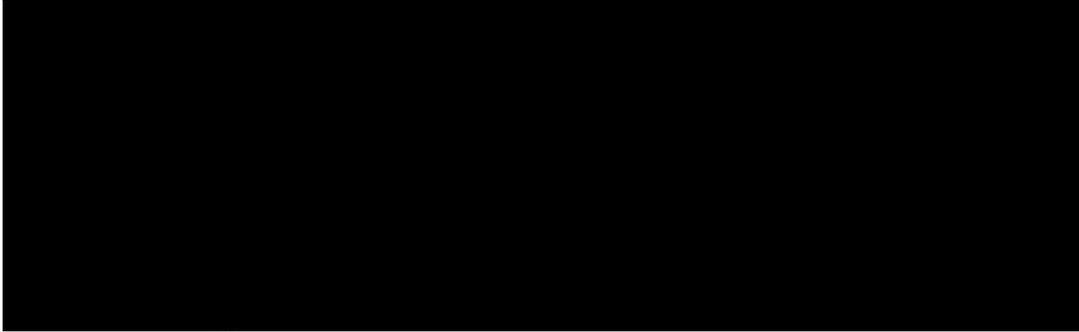
HIA400 (statement dated 19/4/15) Lisnevin in Newtownards

83. HIA400 was remanded to Lisnevin (Newtownards) for a five week assessment in the period of [REDACTED]. He would have been around [REDACTED] at the time. I would have been working in Lisnevin Assessment Unit at the time but have no recollection of him being there. Nor do I have any knowledge of the allegations he has made.

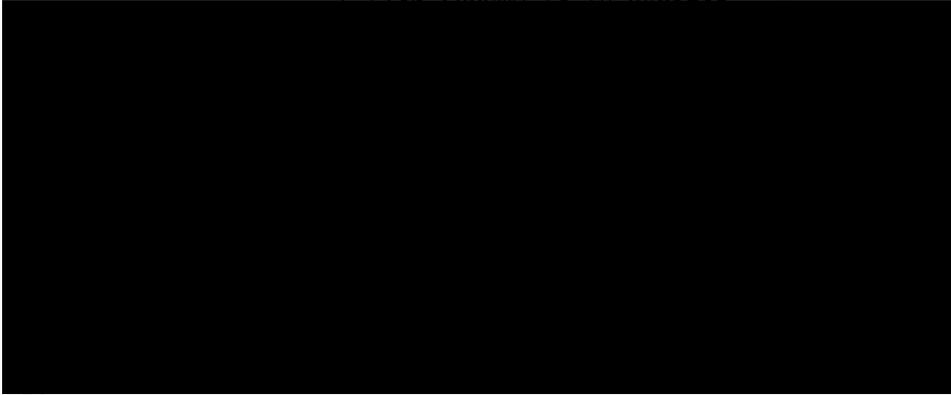
84. He said that apart from being hit around the head a few times he had no complaints to make about Lisnevin. It was a reasonable place with good staff, who, for the most part, were caring and compassionate. It concerns me that he says he was "hit around the head". This would have been within the first year of Lisnevin's existence and I would be surprised if such assaults were common place. Staff worked as a team and at that time any assaults would have been looked upon as unacceptable. I had no sense of staff colluding in assaults. There was corporal punishment allowed but this happened very rarely and was always administered by cane by a person ranked senior assistant or above. Such punishments were always recorded.

Dr Bill Lockhart

9 October 2015


INDEPENDENT REPRESENTATION

13.4

Scheme is in operation in


INDIVIDUAL COMPLAINT

- 13.5 During the course of the inspection one boy, the youngest in the school, asked to see the Inspectors. The boy was seen jointly by both Inspectors and his complaints were of a very general nature regarding bullying by other boys and that "the staff did not listen to him". The Inspectors were aware that the boy receives a high level individual supervision and in the words of staff "asks to speak to every visitor of the school". Nevertheless the complaints were noted and he was assured that they would be conveyed personally to the Director. This was done on the same day as the interview and the Director undertook to investigate the substance of the complaints.
- 13.6 The boy was interviewed by the Director on the day the Inspectors spoke with him but at that stage he said he had no complaint to make. He was told by the Director that he could approach any member of staff at any time and that he always had access to one of the Independent Representatives.
- 13.7 The Lead Inspector subsequently interviewed the boy again. On this occasion he said he had no complaint to make against any member of staff and described his relationship with staff as "excellent". He agreed that he often called other boys names but he still did not like being the subject of verbal abuse. His behaviour has improved

slightly in recent times and he is now receiving regular weekend leave. He was advised again of his right to discuss any matters that were causing him concern with one of the IRs at any time and he seemed to have become more content with the situation.

LH9



DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Dundonald House Upper Newtownards Road Belfast BT4 3SF

Telex 74578

Telephone 0232 (Belfast) 650111 ext
524384

[REDACTED]
 Chairman of the Board
 Lisnevin Training School
 Drumfad Road,
 Millisle
 Co. Down.

Please reply to The Secretary

Your reference

Our reference

Date 11 March 1993

Dear [REDACTED]

REPORT OF AN UNANNOUNCED VISIT BY SSI TO LISNEVIN ON 2 MARCH 1993

You will recall that under inspection arrangements agreed with NIO each Training School is to receive 2 unannounced visits by an inspector each year. I enclose a brief report prepared after the first such visit to Lisnevin.

I would draw your attention particularly to the concerns expressed in the report in relation to:

- the introduction of a system of standard sanctions applied to separating a young person from the group. This seems to undermine the principle of the separation of a young person from the group being dealt with on the basis of "each case on its merits". The use of standard sanctions also has the effect of distancing senior managers from decision making in this important area of practice.
- the dependency on relatively inexperienced casual staff and the limitations this brings to managing the unit.

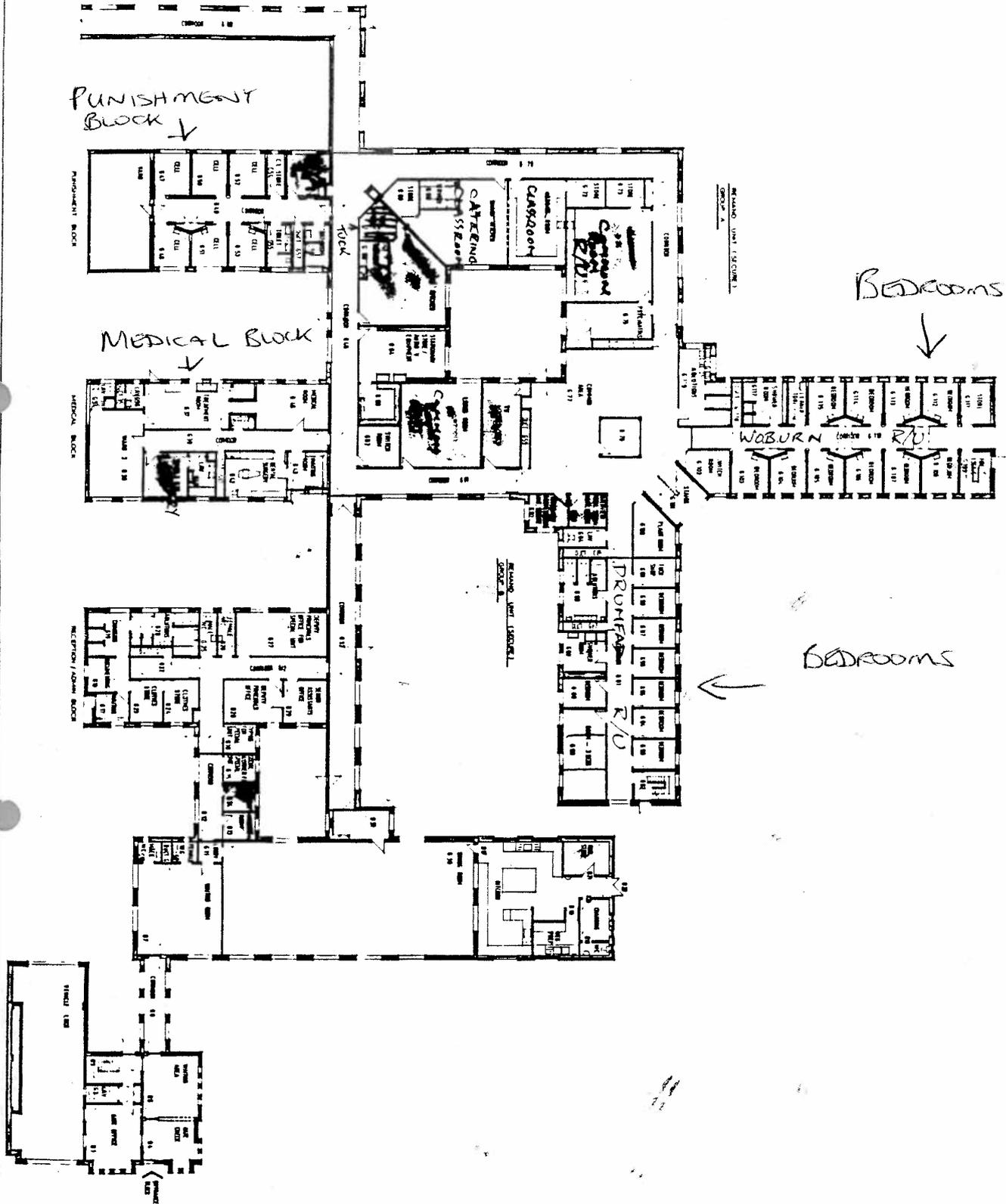
SSI recognises the difficult circumstances created by the prolonged absence of the Director and would wish to be of assistance in seeking solutions to present problems.

Yours sincerely

H V McELFTRICK
Assistant Chief Inspector

GROUND FLOOR PLAN

APPENDIX B



NO. APPROVALS BY:	DATE:
1/1991 (18/10)	18/11
GENERAL ARRANGEMENTS SHOWING FLOOR PLAN	
Special Staff / General Staff Licensed Vehicle	

"CONFIDENTIAL"

Appendix 4A

Investigation into an incident on Saturday [REDACTED]

1. This was an incident in which a Remand Unit boy sustained a broken collar bone and a member of staff sustained an injury to his chest resulting in him being unfit for work for a period of 4 weeks.
2. *Circumstances:* [REDACTED] LN 113 [REDACTED] a Remand Unit boy was singing and whistling loyalist songs in a Common Room. He ignored staff requests to stop and when asked to go to his room it is reported that he refused and became aggressive.
3. I am in receipt of reports from [REDACTED] [REDACTED] I interviewed each of these six members of staff who were either directly involved in, or witnessed, some part of the incident. [REDACTED] LN 113 [REDACTED] declined to make a statement, but subsequently his Solicitor indicated that he would be pursuing a claim for injury.
4. When it became evident that [REDACTED] LN 113 [REDACTED] was not going to comply with staff efforts to quieten him down other boys in the room were led to another area. [REDACTED] [REDACTED] remained with LN 113 attempting to quieten him down and subsequently inviting him to go to his room. In the event they were unsuccessful and had to restrain him when he became aggressive. By this time they had been joined by HIA 138 who had been attracted by LN 113's aggressive shouting. In the process of restraining LN 113, LN 26 [REDACTED] received a blow to the chest from a flailing elbow and LN 113 fell or was brought to the ground where he was held for a time until he agreed to walk to his room. Whilst moving to his room he was difficult but fairly controlled until reaching the vicinity of his room, where he again became physically aggressive and had to be restrained. This point of the proceedings was witnessed by [REDACTED]. When he had calmed down again LN 113 was placed in his room where he complained of pain in his shoulder.
5. Both LN 113 and LN 26 [REDACTED] were examined by the nurse who recommended that both attend a casualty department. This was quickly arranged and where both examined, X rayed and treated.
6. The point that LN 26 [REDACTED] sustained his injury can be pin-pointed. It is less certain at what point LN 113 [REDACTED] was injured but it would seem most likely that it occurred when he was restrained for a second time outside his room in Copeland corridor.
7. *Observations:*
 - (a) [REDACTED] LN 113 [REDACTED] is a tall, heavily built and somewhat ungainly youth. His behaviour swings from being placid and amiable to being overtly aggressive.
 - (b) That the current means of restraint is to use the body weight of the largest members of staff.

(c) None of the staff involved have received any formal training in restraint techniques.

(d) I found no evidence that any member of staff had acted improperly.

8. **Summary:**

Both injuries can be attributed to staff attempting to legitimately restrain a physically awkward young person when he was being aggressive. Also that the staff lacked the appropriate skills to achieve the task competently.

Sufficient staff should be trained in child management techniques to assure safe handling at all times. Ultimately all staff who supervise children should receive such training and be provided with regular opportunities to practice and maintain their skills.

9. **Action:**

Plans are being finalised to provide relevant training for 15 staff during September [REDACTED]. By [REDACTED] all relevant staff will receive similar training. Two selected staff will progress to become trainers. The trainers will provide initial training for all subsequent new appointments and ongoing skill practice for all staff.

LN 80
[REDACTED]
[REDACTED]

13 pupils removed 3 - 6 times
1 pupil removed 8 times.
1 pupil removed 9 times.
1 pupil removed 20 times.

Thus some 45% of removals are accounted for by only 3 pupils.

It would appear that some form of additional intensive intervention is necessary in order to effect behavioural change in the more disturbed element of the school population. In such cases the implementation of tailor-made behavioural programmes may be necessary, operated in conjunction with the social work department, and as part of the overall treatment programme for the young person in question.

FREQUENCY OF REASON FOR REMOVAL. (See figs. 1 to 5.)

1. AGGRESSIVE BEHAVIOUR	66
2. DISRUPTIVE BEHAVIOUR	64
3. OFFENSIVE LANGUAGE	36
4. UNCOOPERATIVE BEHAVIOUR	32
5. ATTEMPT TO DAMAGE PROPERTY	8
6. REQUEST TO LEAVE	8
7. ACTUAL DAMAGE	5
8. SMOKING	4
9. ATTEMPT TO ABSCOND	4

The table above shows the reasons recorded by teachers for removal,

Superintendent Donaldson,
R.U.C.,
John Street,
NEWTOWNARDS

Dear Superintendent Donaldson,

Re: LN 114 (former Lisnevin Remand Boy) - ALLEGATION THAT HE WAS ASSAULTED BY A MEMBER OF STAFF IN LISNEVIN:

I understand that [REDACTED], Acting Director of Lisnevin, has been in touch with you in relation to the LN 114 case. Certain aspects of this case cause the members of the Lisnevin Board of Management to be concerned. Perhaps it would be helpful if I gave a brief history of events as they were reported to us.

- (a) LN 114 of [REDACTED], [REDACTED], was resident in the Lisnevin Remand Unit from [REDACTED] to [REDACTED].
- (b) The boy alleged that he had been assaulted by a member of staff on [REDACTED] and made a Statement of Complaint at Newcastle R.U.C. Station on [REDACTED].
- (c) The matter was referred to R.U.C., Newtownards for investigation (R.U.C. Ref. No. [REDACTED]) and the decision was that no further police action would be taken.
- (d) A Sunday newspaper carried an article on the whole affair on the [REDACTED].
- (e) [REDACTED] acting on Board instructions contacted R.U.C., Donaghadee and asked the police to look at this matter again with a view to establishing whether or not new evidence had come to light.
- (f) [REDACTED] reported to the Board on [REDACTED] [REDACTED] that he had been informed by R.U.C., Donaghadee, that following investigation no new evidence had come to light but in the interest of thoroughness the case was being referred to the D.P.P. for an independent ruling.
- (g) [REDACTED] presented a letter dated [REDACTED] from R.U.C., Donaghadee which stated that the common assault allegation by LN 114 was statute barred because of the time factor and therefore could not come before a court.

It has been brought to the Board's attention that throughout this affair key witnesses were never interviewed by police.

I am sure you will appreciate that Lisnevin Board is keen to ensure that good practice prevails in these matters and in this case our anxiety is heightened by the fact that a variety of sources have expressed an interest. In this respect we have informed all those who have brought it to our attention that the matter has been referred to the police. The N.I.O. have been kept fully informed throughout.

We do not seek to interfere or influence your enquiries, but we would like clarification of those points which concern us. To this end we would be happy to co-operate in any way and if it would be helpful, I would be pleased to meet you at your office. As I am out of my office quite a lot at this time perhaps contact could be made through the Lisnevin Board Secretary, [REDACTED] at Millisle 861846.

I look forward to hearing from you.

Yours sincerely

[REDACTED]
Board Chairman

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ASSESSMENT OF COMPLAINTS AT LISNEVIN REFERRED BY NIACRO INDEPENDENT REPRESENTATION SCHEME - [REDACTED]

	DATE	REF NO	NAME	NATURE OF COMPLAINT	OUTCOME	RECOMMENDATION
1	[REDACTED]	104	[REDACTED]	PHYSICAL ASSAULT - STAFF	DID NOT COMPLAIN	CHECK RECORDS
2	[REDACTED]	106	[REDACTED]	DITTO	SOLICITOR TOLD	NO ACTION —
3	[REDACTED]	107	[REDACTED]	DITTO	NO COMPLAINT	CHECK RECORDS
4	[REDACTED]	103	[REDACTED]	ALLEGED VERBAL ABUSE <i>BY STAFF</i>		NO ACTION —
5	[REDACTED]	112	[REDACTED]	* ALLEGED BULLYING	STAFF VIGILANCE	NO ACTION —
6	[REDACTED]	113	[REDACTED]	SELF Injury	TO SEE PSYCHOL	NO ACTION —
7	[REDACTED]	116	[REDACTED]	VERBAL ABUSE - STAFF	STAFF ADVISED	NO ACTION —
8	[REDACTED]	65	[REDACTED]	CONCERN RE EARLY BEDS	* LED TO RIOT <i>4-30/11/94</i>	
9	[REDACTED]	117	[REDACTED]	PHYSICAL ASSAULT - STAFF		CHECK RECORDS
10	[REDACTED]	6	[REDACTED]	• PRIVACY WHILE IN SHOWER		CHECK RECORDS
11	[REDACTED]	7	[REDACTED]	* ALLEGED BULLYING <i>by another boy</i>	REF JOINT FORUM	NO ACTION —
12	[REDACTED]	8 AND 15	[REDACTED]	* ALLEGED PERSISTENT BUL'G <i>by other boys</i>	STAFF VIGILANCE	NO ACTION —
14	[REDACTED]	4	[REDACTED]	ALLEGED PHYSICAL ASSAULT <i>By STAFF</i>		CHECK RECORDS
15	[REDACTED]		[REDACTED]	RESTRAINT BEHAVIOUR <i>ONE BOY</i>	REF JOINT FORUM	NO ACTION —

protest by boys with signs in room

