

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

STATEMENT BY CAMPBELL WHYTE

GENERAL

Personal background

1. My career at Rathgael is summarised below:

| | |
|--------------|---|
| 1973 – 1974: | Assistant Teacher – Senior School |
| 1974 – 1978: | Senior Assistant – Senior School |
| 1978 – 1982: | 1 st Deputy Headmaster – Senior School |
| 1982 – 1985: | Headmaster – Junior School |
| 1985 – 1989: | Senior Deputy Director |
| 1989 – 1996: | Director of Rathgael |

2. I qualified as a teacher from Stranmillis College in 1969. I graduated from the Open University with a Social Sciences Bachelor of Arts in 1974.

3. In 1981, I graduated with a Masters of Social Science from the Queen's University of Belfast, the title of which was "A Social Psychological Evaluation of a Community Service Programme for Young Offenders in a Northern Ireland Training School".

3. I became a qualified Psychotherapist after retiring.

Rathgael background^{1 2}

4. Rathgael was one of five training schools in Northern Ireland. It opened as a regional residential Training School in 1968 to replace the former Malone School in Belfast and operated as such until its closure in 1998 during which time in the region of 8-9k children had passed through Rathgael. The school, which was purpose built on a House Unit basis, was situated on an 86 acre site on the outskirts of Bangor, 13 miles from Belfast.

5. Initially it was designed to provide a total of 203 places for boys between the ages of 10 and 16 years on admission who had been sent by the juvenile courts on a remand basis or under a Training School Order^{3 4}. When I started

¹ RGL-22199 – RGL-22201

² RGL-23629 – RGL-23630

³ SPT-80063 – SPT-80073

Rathgael was overcrowded with about 210 boys being accommodated; this meant that bunks had to be set up in some recreation rooms. The numbers that were accommodated varied according to referrals from other agencies over the years.

6. The official aim of the school⁵ was

'to restore the child or young person to society better equipped mentally and emotionally to cope with the environment from which he came and to accustom him to the habit of work. It is a process of readjustment and social re-education, based on an understanding of the personality, history, abilities and aptitudes of each boy or girl and a knowledge of the family situation, and is promoted by

- a) a stable environment which enables remedial influences to be brought to bear and progressive training to be given;*
- b) contact with the home; and*
- c) help and supervision after the boy or girl leaves the school'.*

7. It must be acknowledged that Rathgael, along with the other Training Schools, accommodated the most difficult, damaged, disturbed and, in some cases, delinquent, children in Northern Ireland.
8. Rathgael catered almost exclusively for protestant boys and later girls when Whiteabbey closed in 1985. In addition, Rathgael had access to Runkerry House, an outdoor activities centre that provided a range of facilities to the young people and was under the management of Rathgael and Whiteabbey.
9. The school consisted of four autonomous sections consisting of 11 units: the Reception Unit; the Junior School; the Senior School; and an Intensive Care Unit. Each Unit had an 8, 6, 4 and 2 X 2 Bed Dorms – Common Room, Dining Room, Model Room, Shower, Toilet and Office. All units were served by common facilities, including:
- administration block,
 - Medical Centre (Sick Bay), with full Dental Room.
 - full School facility with classrooms,
 - Assembly Hall, referred to as the "Chapel"

⁴ SPT-100587 - Section 83, Children and Young Person's Act (NI) 1968

⁵ Exhibit 1 – A Social Psychological Evaluation of a Community Service Programme for Young Offenders in a Northern Ireland Training School, thesis presented for the degree of Master of Social Science, D. Campbell Whyte, August 1981, pages 30-31

- swimming pool with changing rooms,
 - sports hall and Fitness Suit,
 - full Kitchen and preparation rooms,
 - Vocational Training Block, with Farm Buildings.
 - Sewing Room and stores.
 - playing fields and Lake.
 - 18 Staff Houses and garages.
10. The Reception Unit provided 35 places and served a dual function in that it carried out assessment procedures as well as being a Remand Centre. Each child committed to the school spent approximately five weeks in the Reception Unit for the purpose of educational, social, vocational, medical and, if necessary, psychological and psychiatric assessment. The assessment of each child formed the basis for a treatment programme carried out in the appropriate section of the open school. If the child was under 15 years on leaving the Reception Unit, he or she was placed in the Junior School; if over 15 years of age he or she was placed in the Senior School. At the age of 15, a child would have moved from the junior school to the senior school.
 11. The Junior School had residential provision for 94 children divided into four separate House Units with 20 places in each and a Pre-release Flat with 14 places.
 12. The Senior School had a total of 70 places divided into three House Units of 20 places in each and a Pre-release Flat with 20 places.
 13. Each House Unit was encouraged to develop its own character under a team of House masters, Housemothers and extraneous staff (teachers and instructors) led by a House Warden. The basis on which a child was allocated to a House Unit was generally determined by matching the ethos of a particular house with the needs of the individual.
 14. The Intensive Care Unit had seven places for children who could not cope or could not be managed within the open school. It was a semi-secure unit with a high ratio of staff to young people and it catered for a range of problems including, for example, absconding, relationship problems, and drug and glue addiction. It was a short term provision aimed at reintegrating young people back into the open school.

15. Rathgael dealt with some of the most disturbed children in Northern Ireland^{6 7}
⁸. Over time the emphasis was increasingly on community treatment. There was very little violence in Rathgael and none against staff until the last few years when an increase in incidents could be seen.
16. When I arrived in Rathgael in 1973, all house master and house mother teams were husbands and wives who lived adjacent to the residents. There were no female staff other than domestic, kitchen and nursing.
17. There is no doubt that there was a difficulty in getting the balance right between care and control. This was a professional challenge that evolved as Rathgael developed from being a Reform School to a more caring and educating establishment. All staff were encouraged to follow this goal and I had aspirations for the school to become a Centre of Excellence in the treatment of children and young people.

Services provided by Rathgael

18. Rathgael provided a range of services to the children as summarised below.

Education⁹

19. Education was headed by a Deputy Director, Head of Education assisted by two deputies and teachers. The range of classroom education in the Junior School was similar in most aspects to the curriculum of junior intermediate schools in the community. The curriculum was designed in response to the needs of the young children and covered subjects including literacy, mathematics, geography, history and physical education. Timetables were geared around what was available in mainstream schools as best as possible and the Teachers Union was represented to ensure teachers were aware of what was going on in mainstream schools.
20. The children in the Senior School were of school age and older so both classroom and trade training was provided. Classroom education was optional for young people over school age. The trade departments provided training in building, metalwork, motor engineering, painting, brick laying, decorating, joinery, catering and horticulture to both boys and girls. City and Guilds was introduced in the 1980s so that the young people could receive training and skills and an opportunity to work towards qualifications from a recognised body.

⁶RGL-24845

⁷ Exhibit 2 - A Social Psychological Evaluation of a Community Service Programme for Young Offenders in a Northern Ireland Training School, thesis presented for the degree of Master of Social Science, D. Campbell Whyte, August 1981, p32

⁸ RGL-27433

⁹ RGL2388 – RGL23890

21. The [REDACTED], LN 7 introduced a points system for education to encourage them. 'Contracting' was also introduced in classrooms for particularly disruptive pupils. This involved drawing up an agreement with the pupil to enable them to earn points if their behaviour in class improved.
22. I recall that the average teacher to pupils' ratio of the classes were in the region of: 1:6/8 in the main school; 1:5 in the short term reception classes and 1:3 in Shamrock House to reflect the varying demands and issues in each setting. Ancillary staff were also available to assist with particularly disruptive pupils.
23. There were Monday morning meetings with all teachers to discuss relevant issues and what was to be achieved for that week.
24. The school day started at 09:00 with assembly that was designed to provide positive messages and motivate the young people. This was held in a building called the "Chapel" although the services did not focus on religion.
25. This was followed by teaching until the classes broke up for lunch, which was served in the Units followed by further classes in the afternoon until about 16:00. The young people then returned to their units where they had dinner and undertook evening activities.
26. Each young person had an educational assessment on literacy and numeracy on entrance to provide a baseline with routine follow up assessments. Many on re-test showed a significant improvement.

Support for the children

27. If a young person was unhappy, he or she could talk to numerous people – key workers, team leaders, teachers, matrons/medical staff, chaplains, board members and staff at all levels. In addition, staff were instructed to report complaints by any of the residents to line management¹⁰.
28. In addition, staff from the Adolescent Psychological Research Unit (APRU)¹¹ headed by Damian Curran, assisted by four psychologists, attended Rathgael every day and RG 253, a [REDACTED], visited the school weekly. Individual cases were referred to the APRU by the team Leader in Rathgael. Often, the Individual Assessment Treatment Profile process would flag up individuals who would benefit from working with the APRU. The APRU would have engaged in one-to-one work with individuals in response to their needs.
29. I also ran group counselling sessions (I was a trained Counsellor) consisting of 10-12 boys. This was confidential unless criminal issues were raised.

¹⁰ RGL-46333

¹¹ RGL-27433

30. Young Teenage Mothers were referred to Parents and Children Together (Barnardos) and Thorndale Family Centre (Salvation Army)
31. In 1982, I helped introduce Independent Assessment Treatment Profiles^{12 13} in conjunction with the APRU for each resident. This innovation enabled staff to assess and treat each person individually and covered issues such as family background, education, social skills, and physical and psychiatric problems. An interdisciplinary approach was adopted, which involved social workers, teachers, psychologists, medical staff and the school's consultant psychiatrist working together to identify and ease each young person's particular problems. Although this proved to be an effective model for a lot of kids, it was very challenging to deliver effectively to all. This approach had particular success in reducing and eliminating individual problems. The Social Services Inspectorate agreed this approach as a suitable model.

Community Service Programme

32. I could see the benefits of community-based treatments whilst recognising that some young people would benefit better from a residential experience.
33. In [REDACTED], I approached the then Director of Rathgael, [REDACTED] **RG 269**, with a proposal to establish the Community Service Programme (CSP)^{14 15}. This involved the young people being placed in a variety of Community-based projects aimed at turning them into 'treaters' rather than being treated themselves. [REDACTED] **RG 269** agreed to this proposal which I then implemented. For example, they would work with kids in the Rudolf Steiner village at Glencraig on activities such as gardening and sport. They also went to Kilcooley Primary School to teach the children how to play football. Other projects attended by the young people included the Physically Handicapped and Able-Bodied (PHAB) Club in Bangor, the Avoca Playgoup, Beacon House Club and swimming with the handicapped.
34. The young people were supervised by two Community Service Volunteers (CSVs) who were also resident at the school for a minimum period of six months. The Volunteers were selected by the CSV Organisation in conjunction with Rathgael's Community Service Supervisor. These activities put the Rathgael residents into a caring role. Only two abscondings and two alleged thefts were recorded during the first five and half years of the programme in which over 150 boys had participated. This was regarded as an indication of the respect the young people had for the programme and how much they got

¹² Exhibit 3 – Initial case conference for K brown – 14 Dec 1993

¹³ RGL-46505 – RGL-46508

¹⁴ Exhibit 3 – A Social Psychological Evaluation of a Community Service Programme for Young Offenders in a Northern Ireland Training School, thesis presented for the degree of Master of Social Science, D. Campbell Whyte, August 1981, pp33-42

¹⁵ RGL-27433

out from participating in it. The number of young people who volunteered generally exceeded the number of projects so some had to wait until a place became available. Some young people may have been excluded from specific projects because, for example, a boy with a history of sexual offending would have been excluded from nursery group work or a non-swimmer would have been excluded from the swimming project.

35. The CSP was introduced when Rathgael School was undergoing a number of changes. Over time, child-care practices, counselling, individual assessment and treatment approaches were replacing the more custodial and punitive practices that had previously been in place. There was also a growing realisation that isolating boys from the community was inconsistent with the treatment policy which aimed to rehabilitate and prepare boys for return to their own communities better equipped to cope and to lead productive and trouble-free lives. The programme developed as a voluntary option for both school-age and over school-age young people and became established as both a curricular and extra-curricular activity. It was still running in 1991¹⁶ but I am not sure when the programme stopped running.

Children on licence or extended leave

36. Rathgael was legally responsible for its care children, including those who had left the centre on licence or on extended leave. There was a small Community Care department that supervised those young children, including the East Side Project¹⁷, which offered 24 hour support to young people who had settled in east Belfast. This project won a national award in 1984 and went on to take referrals from all over Belfast. The centre also ran three houses for young people who left Rathgael with nowhere to go.

Leisure and recreation

30. Evening activities included classes in photography, art and typing. Alternatively, the young people could play pool, do hairdressing or watch television. They also had opportunities to participate in specific projects. For example, in 1976, the young people, under supervision, converted an old Ulsterbus into a play bus, which was used by the Voluntary Service Bureau in the community for children to play in. This involved the young people using the metalwork, painting and motor engineering skills they had learnt in class. The play bus formed part of the Community Service Programme referred to above and provided an opportunity for a young person to act as an Assistant Playbus leader in support of the two ladies who were in charge. For this project it was normal practice for the volunteer to have come from one of the

¹⁶ RGL-27433

¹⁷ RGL-23888

estates it operated in and was the only project in which a volunteer travelled unsupervised to and from the project.

31. The school also ran a number of sporting competitions, mostly for football, pool and gymnastics. In fact, there was a Rathgael Gymnastics Club, which consisted of boys mainly and would put on shows. The Bangor Rotary Club would arrange for residents from nursing homes to come into the school so that young people could put on a show for them.

Medical and dental

32. There were daily "Sick Bay Parades" and a qualified Doctor came in every week in support of the Medical Department that was on-site. In addition, there were twice yearly medical examinations. This was staffed by a matron and two qualified nurses. First aid provision was available on site 24 hours a day so if a resident suffered an injury they could see a nurse or to be brought to a hospital, depending on the circumstances. The medical services were also subject to inspection.
32. A dentist also came in regularly but this did not work as well as the young people attending their own dentists so this practice stopped.

Food and clothing

33. The young people were required to wear a uniform in the early days of Rathgael until the early 1980s at which point they wore their own clothes. There was a laundry department where some of the older residents would also work under supervision.
34. There was a kitchen with three cooks supported by some of the older residents that provided food to all of the Units. The young people could also prepare supper and snacks for themselves in the kitchen facilities provided in the Units. A hot breakfast, lunch and dinner were available, and the diet was varied. There were complaints about this in the 1970s and early 1980s but steps were taken to improve the standard of food provided and the chef was replaced.

Staffing and personnel aspects

35. Rathgael consisted of Care and Youth Treatment staff supported by administrative, medical and legal personnel in addition to those servicing facilities and accommodation, e.g. the laundry and kitchen.
36. All the teachers were qualified. The care and youth treatment staff were either qualified in the Certificate of Qualification in Social Work (CQSW) or Certificate of Social Services (CSS) Social Workers. Unqualified care and youth treatment staff were also recruited but were required to become qualified within five years.

37. There were also Night Supervisors. These were unqualified staff who were responsible for keeping an eye on the young people at night and, therefore, had to stay awake all night. They would produce a report each morning for the day staff coming in. I recall one Night Supervisor being disciplined because he had fallen asleep whilst in duty. A senior member of staff was also on duty on site until 22:30 every evening. As Director, I would also have been contactable out of hours.
38. There were staff houses situated on campus but separate from the young people. I chose not to take one as I was keen to keep my personal life separate from work.

Home leave

39. The amount of home leave a young person received and the date of their ultimate release depended largely on progress in Rathgael. Progress in terms of education and response to education was continually monitored and recorded by a system of marks and grades.

Transfer of Girls from Whiteabbey¹⁸

40. A fire had been started in Whiteabbey Training School in 1985 by some of the residents and it was fortunate that no one was seriously injured or killed. This triggered the closure of the Training School with Rathgael and Whiteabbey being amalgamated.
41. I had pressed for a phasing out of Whiteabbey with girls being allowed to leave from there when appropriate and new residents being sent to Rathgael so that they had no previous experience of Whiteabbey. However, the decision was made by the Rathgael/Whiteabbey Joint Management Board and sanctioned by the NIO to immediately close Whiteabbey and transfer the girls to Rathgael. This resulted in a culture change for the girls, boys and staff alike that was initially difficult to manage.
42. There was limited time to prepare for the arrival of the girls and they did not want to be there. The girls were initially put together in one unit but this proved to be a mistake and resulted in some very disruptive and challenging behaviour – they probably felt that they had been forced to go there and may well have been scared. Everyone had to adjust, which took a long time and it is my opinion that it should have been planned better.

¹⁸ RGL-22199 – RGL-22201

Relationship with the Department

43. Rathgael was a statutory body and was therefore held responsible to the NIO. NIO officials focused on finance and macro matters whilst the SSI would have focused on the care of the young people.
44. Minutes from the Monthly Management Board meetings^{19 20 21} and sub-committees (Finance and Property, Review (monthly review of children's cases), Staff and Runkerry) were provided to the NIO.
45. The Director's Report²² also issued monthly to the NIO and covered routine reporting on issues such as disciplinary issues and anything that may result in publicity plus more serious issues, including allegations of abuse. There were no Key Performance Indicators to report against.
46. My Senior Management team and I developed a five-year business plan (commissioned to Price Waterhouse). This was presented to John Ledlie, the then Deputy Under Secretary at the NIO – this reflected the division between care and justice young people and what the Centre aimed to achieve. This was reported against annually.

Relationship with other Training Schools

47. The staff of Rathgael had good relationships with all the other Training Schools. We were able to discuss issues that impacted across the institutions.

Rewards and points / disciplinary systems

48. A points system had been developed by [REDACTED] LN 7 in the Education Department to reward good behaviour. This could result in a small monetary reward being awarded but also resulted in personal pride and positive reinforcement of good behaviour. Just having good behaviour recognised was a reward for the young people. The points were discussed with them at their weekly meetings.
49. Conversely, sanctions were deployed in response to bad behaviour. This could have meant a young person may not have been allowed to go on an outing, for example.

Corporal punishment

50. I am aware that in the 1970s permissible use of the cane in the Junior School took place. This would have been administered by Senior Staff and entered in

¹⁹ RGL-22772 – RGL-22777

²⁰ RGL-22955 – RGL-22957

²¹ RGL-22969 – RGL-22975

²² Exhibit 5 – Letter from [REDACTED] to C Whyte re Director's Report dated 30 July 1992

a Punishment Book. I personally never administered or observed corporal punishment.

51. When corporal punishment was abolished in state schools a Directive issued stating that there was to be no more corporal punishment in Training Schools so this practice stopped. Withdrawal of privileges became the main form of discipline – pocket money, TV, swimming pool, home leave and outings. This was part of the weekly Mentions Meeting. Major incidents would have involved Senior Staff, family Social Worker and Probation Officer if appropriate.

Absconding

52. The “Pindown Report” 1991²³ was the subject of an SSI Inspection report at Rathgael²⁴. There was no “pindown” at Rathgael as it was against the rules although it was recognised that running away was an endemic problem in open establishments.
53. Every time a young person absconded, this was reported to the local police. Rathgael received a lot of criticism because of the high level of absconding. In response to criticism by the [REDACTED] MP [REDACTED], the Spectator newspaper ran an article on the school on 22 September 1991²⁵. Statistics at the time of the article in relation to absconding showed that in the previous six months, 54% had not absconded; 34% had absconded but many were just late back from home leave, a training programme or work whilst some were absent for a day or two; only 12% were persistent and serious absconders – these were the cause of most concern.
54. The young people were counselled on the likely consequences of absconding and sanctions, such as depriving them of taking part in activities or freedom of movement were applied. In addition a number of measures were in place to reduce absconding in relation to: carrying out detailed research to ensure improvements, if any, could be measured; provision of a residential programme for homeless children outside North Down; and, continuation of work on providing a semi-secure building to enable the more serious absconders to be locked in their rooms at night.
55. Fofany Cottage, which opened on 27 May 1994,²⁶ was established as a result of Rathgaels’ Mourne Cottage Project with the support of the Prince’s Trust Young Offenders Group committee. The aim of the project was to provide a

²³

<https://www.staffordshire.gov.uk/yourcouncil/dataprotectionandfreedomofinformation/publicationsscheme/The-Pindown-Experience-and-the-Protection-of-Children.pdf>

²⁴ RGL-23801 – RGL-23805

²⁵ RGL-27433

²⁶ Exhibit 6 - Fofany Cottage Project – the Official Opening – 27 May 1994

short-term accommodation for young people who had nowhere to go on leave weekends or during holiday periods.

NIO funding and impact of cutbacks

56. In the early days of Rathgael, funding was adequate, perhaps generous. For example, when I started in 1973 I was brought in to teach boys who were now required to stay on at school for a further year because the school leaving age had gone up by a year²⁷. I was given whatever resources I required to set up the classroom for these boys.
57. The budget cuts started to impact in the 1980s.
58. The cutbacks resulted in staff redundancies with the senior management team being reduced by about 50%, though I do recognise that Rathgael was rather top heavy at the time. I attempted to protect the resources directly involved in caring for the young people but this was not always possible. In total I made 20 members of staff redundant from various departments. This had the unfortunate knock-on effect that some workshops were closed (for example, painting and bricklaying). There is no doubt that this was a loss for the young people.
59. I recollect that these were purely financial decisions as a result of the importance of the workshops not being recognised by the funders but I can't remember how these decisions were made.

Training

60. The Rathgael staff generally was highly qualified and motivated. They were trained in all relevant aspects of their work, including the general care of the young people in line with the ethos of the Centre. Staff were also required to keep up to date with best practice. We attended local and national conferences that were relevant to our work; this was funded by NIO out of the Rathgael budget. Newly appointed unqualified staff had to become trained within five years from the date of their appointment. If unsuccessful, management could dispense of their services.

Inspections

61. The SSI provided expertise in relation to the care of the young people and inspections took place regularly. I can recall recommendations being made and there should be follow up inspections a year later.
62. I think we were told in advance of impending inspections. I do not recall any spot inspections. The inspection reports were provided to the Management

²⁷Exhibit 7 – s36 Education and Libraries (NI) Order 1972

Board and to me, as Director. The recommendations were generally accepted and implemented.

63. I do, however, recall challenging one recommendation in relation to night supervisors. Following one inspection, the SSI was keen to remove night supervisors (these were unqualified staff) and bring in qualified sleep over staff. There were at least three suicide attempts at Rathgael that I was aware of but none were successful due to the vigilance of the night supervisors. On one occasion, the night supervisor had checked in on a young person and, although the young person was attempting to conceal that he had cut himself, the supervisor detected blood dripping onto the floor. The emergency services were called immediately and the young person was taken to hospital. The recommendation to remove night supervisors was not implemented.
64. There were follow up inspections to ensure the recommendations had been implemented and I do not recall any issues as a result of these inspections.
65. I cannot recall if any Social Work Advisory Group (SWAG) inspections took place in the in 1970's and early 1980's but I am aware that they would have visited and provided advice from time to time.

Self-harm

66. In addition to the suicide attempts I was aware of as outlined in paragraph 63, there were incidents of children cutting themselves and swallowing glass. The young persons involved in such incidents would have received medical attention and been taken to hospital if required.^{28 29}
67. Due to serious concerns about self-harm I set up a Self-injury Monitoring Group that I chaired on a monthly basis. It was attended by our medical nurse, Damian Curran (APRU) and other relevant staff. The purpose of the group was to monitor patterns of self-injurious behaviour. Where we were concerned about particular individuals or a group we would make the staff aware and place the child or children under closer supervision or assign extra staff to a particular unit.

Peer abuse / bullying

68. Bullying went on at peer level – this was monitored, reported and action was taken. Unfortunately, it is an endemic problem in all institutes and impacted both staff and other children.

²⁸ RGL-46319

²⁹ RGL-46326 – RGL-46327

Control and Restraint

69. In England and Wales staff dealing with young offenders were trained in control and restraint (C&R) by the prison service, for example at Aycliffe in Durham. However, this resulted in children being hurt so this approach was not taken forward in Rathgael. In the 1990s, C&R training more appropriate for use on young children was provided to teachers, social workers and other staff in Rathgael by an agency other than NIPS. I recall this had been approved by the SSI.
70. I don't recall guidance from the NIO as this would have been a matter more for the SSI.

Transfer of Children³⁰

71. If it was necessary to remove a young person from Rathgael to Millilse or the Young Offenders Centre³¹ because they were a serious danger to others and themselves, permission would first be sought from the NIO; an order would be signed by a Lay Magistrate, which was then presented to the police to effect the move. I recall doing this twice.

Complaints / Allegations of abuse

72. There was a complaints procedure in place and less serious issues were generally handled at house level by Key Workers and House Team Leaders.
73. Serious allegations had to be reported to senior managers. The first step was to establish the facts (e.g. was the staff member allegedly involved actually there). If there were reasonable grounds for suspicion, the issue was routinely reported to the local police, NIO and Rathgael Board of Management. The member of staff was placed on precautionary suspension pending the investigation.
74. My responsibilities with regards to responding to complaints and allegations were very clear – the welfare, care and control of the children under my responsibility was of primary importance and, therefore, policies and procedures had to be followed to deliver this.

Aftercare

75. There was a Training School Aftercare Group established by SSI at which each Training School was represented. The purpose of the group was to implement

³⁰ RGL-100635 – RGL-100637 – schedule 5, 10(1) Children and Young Persons Act (NI) 1968

³¹RGL-42135 – RGL-42144

the placing out in aftercare element of the 1952 Training School Rules³² (also referenced in the Children and Young Persons Act (NI) 1968³³). This was all embracing and progressive legislation that provided for statutory aftercare for all young persons leaving Training Schools and ultimately influenced The Children (NI) Order 1995³⁴. Aftercare was provided across Northern Ireland to every child that left Training School.

76. A formula was used to calculate how long aftercare applied to each young person but it would have been for a minimum of one year and up to three years minus one day. Factors such as their age and why they had been assigned to a Training School were used to determine this. A Review Committee met monthly to discuss the progress of each child and to consider their discharge on License.
77. The primary function of aftercare on discharge was to ensure that each young person was housed in approved accommodation; this could be their family home, the children's home they had come from or boarding out, depending on what age they were discharged from the Training School. For older individuals leaving Training Schools, there was initially an approved landlady scheme that was replaced by supported housing.
78. A further function of aftercare was to help secure education or employment for each young person, depending on age and, return to mainstream education for the younger individuals. Young persons were generally supported up to the age of 18, with some receiving support up to the age 21 in exceptional circumstances where they undertook A' levels and went on to attend university.
79. Youth Training Programmes were run by the employment agencies in the 1970s and 1980s and provided supervised work placements for young persons.
80. The legislation was robust in that it required aftercare to be monitored and included the ultimate sanction of recall if progress was not satisfactory³⁵.
81. The Eastside project was a product of the Black Report (1979)³⁶ providing support for young people as an alternative to going to a Training School and after they had been discharged from a Training School. It was established by the NIO in conjunction with east Belfast and Castlereagh Unit of Management of the Eastern Health and Social Services Board and opened in the early 1980s. It is now located in Dundonald and prompted the establishment of the Northside project and Whitefield projects throughout Northern Ireland.

³² SPT-80063 – SPT-80073 - para 49-49, Training School Rules 1952

³³ SPT-100587 – s89 Children and Young Persons Act (NI) 1968

³⁴ <http://www.legislation.gov.uk/nisi/1995/755/contents/made>

³⁵ SPT-100587- Ibid s89(3)

³⁶ SPT-100717 – SPT-100785

Known Allegations

82. During my time as Director, I was aware of allegations against staff, some of which I recollect in more detail than others. I consistently maintained that all allegations of abuse at Rathgael would be treated formally in line with policies and procedures. The school's management board, the police and the NIO were informed as a matter of course.

RG 16

83. An anonymous letter was received in which an allegation was made against **RG 16**. **RG 16** was placed on a precautionary suspension while the allegation was investigated. The NIO, the SSI and the Board were involved in the investigation. The boys allegedly involved were interviewed and all denied the allegations that had been made against **RG 16**. He was subsequently reinstated.

RG 17

84. In about **RG 17**, I placed **RG 17** under precautionary suspension as a result of allegations that he had grabbed a boy who had been running down the corridor and shouting. The boy complained and went to the nurse who found bruising. The police were involved and **RG 17** was suspended pending the outcome of their investigation. **RG 17** was re-instated but subsequently left on health grounds.

85. This is the only allegation in relation to **RG 17** that I was aware of until reading some of the Applicants' statements.

RG 258

86. **RG 258** was a senior member of staff in the Care Reception Unit. A boy alleged that he had hit him; this was corroborated by another boy. I placed **RG 258** under precautionary suspension pending investigation by the police. The police found no grounds to take the case further and **RG 258** was reinstated.

RG 11

87. On the back of an article in the Sunday World in **RG 11** in relation to allegations of "free-living" parties and "lovers living-in" at Rathgael, a thorough investigation was carried out³⁸ during which a number of staff were interviewed and a report was produced; this was shared with the NIO³⁹. From the papers it is apparent that **RG 11** was required to vacate the staff house he occupied

³⁷ Exhibit 8 - Sunday World article, **RG 11**

³⁸ Exhibit 9 – letter from NIO outlining expectation that an investigation will be conducted – **RG 11**

³⁹ Exhibit 10 – investigation report dated **RG 11** on the Sunday World allegations **RG 11**

on the Rathgael campus as his behaviour was in breach of his accommodation agreement⁴⁰. The documentation also shows that the report was acknowledged and accepted by Mr L McClelland, then Assistant Secretary in the NIO⁴¹.

88. I am aware of allegations made by the following:

- [REDACTED] (HIA83) [REDACTED] and [REDACTED]
- [REDACTED] (HIA172) [REDACTED]
- [REDACTED] (HIA182) [REDACTED]
- [REDACTED] (HIA198) [REDACTED]
- [REDACTED] (HIA200) [REDACTED]
- [REDACTED] (HIA231) [REDACTED]
- [REDACTED] (HIA236) [REDACTED]
- [REDACTED] (HIA248) [REDACTED]
- [REDACTED] (HIA267) [REDACTED]
- [REDACTED] (HIA268) [REDACTED]
- [REDACTED] (HIA372) [REDACTED]
- [REDACTED] (HIA386) [REDACTED]
- [REDACTED] (HIA389) [REDACTED]
- [REDACTED] (HIA400) [REDACTED]
- [REDACTED] (HIA429) [REDACTED]
- [REDACTED] (HIA434) [REDACTED]
- [REDACTED] (HIA438) [REDACTED]
- [REDACTED] (HIA503) [REDACTED]

89. I note that allegations have been made by HIA83 and that he has said that [REDACTED] RG 31 and [REDACTED] RG 74 physically abused him on a number of occasions both times that he was a resident in Rathgael. I note that no other applicant has made the same complaint.

90. I note that allegations have been made by HIA172 and that he has said that a number of staff at Rathgael ([REDACTED] RG 50, [REDACTED] RG 158, [REDACTED] RG 49 (also alleged by HIA429), [REDACTED] RG 54, [REDACTED] RG 55, [REDACTED] RG 48 (also alleged by HIA231), [REDACTED], [REDACTED] RG 33 (also alleged by HIA268), [REDACTED] RG 62, [REDACTED] RG 17 (also alleged by 200 and 429)) physically abused him.

⁴⁰ Exhibit 11 – letter from [REDACTED] to [REDACTED] RG 11 dated [REDACTED]

⁴¹ Exhibit 12 – letter from [REDACTED] to [REDACTED] acknowledging receipt & accepting report – dated [REDACTED]

91. HIA172 also alleges that the food at Rathgael was insufficient. HIA386, HIA503 and HIA389 also state that the food was poor although others, HIA429, HIA400 and HIA434 state that they were content with the food.
92. I note that HIA182 alleges that [RG 11] physically abused him whilst in Rathgael; HIA386 also alleges excessive restraint by [RG 11].
93. I note that HIA198 alleges that two members of staff, [RG 2] and [RG 20] were physically abusive. Other applicants (HIA386 and HIA503) also allege physical abuse by [RG 2]. HIA429 and HIA434 allege that [RG 20] was physically abusive.
94. HIA198 describes being locked up in Shamrock House and that facilities consisted of a thin blue mattress and one thin blanket. This is also alleged by HIA386, HIA438, HIA436 and HIA503.
95. HIA198 states that staff did not check if he had sustained injuries when he fell down some stairs. HIA198 is also critical of the medical provided at Rathgael, as are other applicants (HIA386 and HIA503).
96. I note that HIA200 alleges physical, emotional and verbal abuse from other boys and staff at Rathgael. He specifically refers to physical abuse by [RG 13], [RG 16], [RG 73] and [RG 17]. He also alleges that when boys absconded they were made to wear shorts instead of jeans as punishment.
97. HIA23 alleges sexual and physical abuse by [RG 48] on numerous occasions as well as excessive physical restraint by him and [RG 47]. I note that HIA236 alleges a long term sexual relationship with [RG 47] and that [RG 48] also sexually abused her. No other applicants allege abuse by [RG 47].
98. I note that HIA248 alleges physical abuse by [RG 30] and by [RG 39]. No other applicant alleges abuse by these members of staff. HIA248 also states that he liked [RG 31].
99. I note that HIA267 alleges physical abuse by [RG 50], [RG 64], [RG 4], [RG 66]. No other applicant alleges abuse by these members of staff. HIA267 also states that he liked [RG 17] and references the gymnastics club.
100. I note that HIA268 alleges sexual abuse by [RG 27]. HIA268 also alleges physical abuse by [RG 33], as does HIA172.
101. I note that HIA372 makes no complaints in relation to Rathgael.

HIA386 makes allegations in relation to a number of staff in relation to excessive control and restraint by [RG 11] and physical abuse by [RG 2] and

RG 5. HIA389 also alleges excessive restraint by RG 5 and being hit by a member of the night staff.

HIA386 also states that she was made to eat on her own; slept on thin blue mattress on the floor; and that the food was disgusting and was hungry most of the time.

HIA386 is critical of the education provided, as are HIA428 and HIA503. I note that HIA434 states that the education provided was adequate and HIA400 describes that he completed a City and Guilds in Motor Engineering.

HIA436 is crucial of being locked in 'Shamrock' room for up to 72 hours at a time and of the medical provided.

102. I note that allegations have been made by HIA389 in relation to being restrained and unable to breathe, specifically excessive restraint by RG 5 which resulted in her being taken to hospital. HIA389 also alleges being locked in the "D" room with nothing but a gymnasium mat to lie on. She also alleges that RG 24 spat in her face and food.

HIA389 also describes incidents of other young people being excessively restrained and was allegedly slapped and kicked by member of staff.

I note that HIA389 is also critical of the food and claims she was hungry most of the time.

103. HIA400 alleges peer bullying; this is also alleged by HIA389. HIA400 is of the view that this was of a result of Rathgael being badly managed although he states that he was well fed, reasonably well looked after and that staff were reasonable apart from their lack of awareness of peer bullying. HIA400 is critical that because of absconding he not allowed home visits or outdoor pursuit trips. I note that HIA400 completed a City and Guilds in motor engineering.

104. I note that HIA429 alleges physical abuse by RG 17 (use of the "slipper"), RG 20 and RG 49. I note that he participated in the Rathgael cycling club in Rathgael and "loved" the food but felt that education provided was poor although HIA434 felt that education was adequate.

105. I note that HIA434 allegedly witnessed RG 20 assaulting another boy. Two other applicants (HIA198 and HIA429) also allege that RG 20 was physically abusive.

106. HIA434 describes being locked in a room for 10-14 days in underwear with plastic mattress and sheet after absconding. HIA438 also describes being locked in a room with a thin mattress and a blanket after absconding for 1-2 days.

107. I note that HIA438 alleges excessive restraint by [RG 80] and inappropriate touching by [RG 82]. No other applicants make allegations against these members of staff.
108. I note the allegations made by HIA503 and that she says she was verbally abuse by [RG 2] and subject to excessive restraint by [RG 4] who sat on her. HIA503 alleges that she had to bathe with the door open and so had no privacy.
109. She also says she was provided with a plastic gymnastic mat instead of a mattress and one thin blanket.
110. I note that HIA503, like others (HIA198, NIA386, HIA438 and HIA436), describes being locked in the isolation room in Shamrock.
111. Like others, HIA503 is critical of the food, the level of medical care and the education provided.

Response to the allegations

112. In relation to complaints regarding the quality of the food provided, there were complaints about this in the 1970s and early 198s but steps were taken to improve the standard of food provided and the chef was replaced.
113. In relation to allegations of poor facilities provided in room 'D' in Shamrock House, they are an accurate reflection of the conditions, though lock up would never have lasted for more than 48 hours. I recall that these facilities were SSI approved.
114. I was not aware of the alleged incidents of physical, sexual and emotional abuse at the time they are alleged to have taken place. If such abuse occurred, it was against the ethos and authority of the organisation and would clearly have constituted a disciplinary and criminal offence and would not have been tolerated.

Campbell Whyte

28 September 2015

THE INQUIRY INTO HISTORICAL INSTITUTIONAL ABUSE 1922 TO 1995**SUPPLEMENTARY STATEMENT OF CAMPBELL WHYTE**

I, Campbell Whyte, wish to submit an addendum to my previous statement to the Inquiry dated 28 September 2015. The information contained in this statement is based on a review of files undertaken by staff in the Department of Justice.

Further to my statement to the Inquiry dated 28 September 2015, I wish to say the following:

1. I see from papers that in [REDACTED] allegations were made by [REDACTED] RG 88 regarding [REDACTED] RG 48, a social worker at Rathgael, and note that the police carried out an investigation. I also note that the Director of Public Prosecutions directed “no prosecution” against [REDACTED] RG 48.
2. The supplementary responding statement by the Department of Justice dated 15 October 2015 to the witness statement of HIA 236 outlines at RGL-4346 – RGL-4347 the sequence of events after [REDACTED] RG 88 disclosed to a prison officer in Maghaberry in [REDACTED] that [REDACTED] RG 48 had made inappropriate suggestions to her (RGL-35731). I note that there are no records of HIA 236 making any complaints whilst she was in Rathgael of any kind of abuse by [REDACTED] RG 48.
3. The supplementary statement by the Department of Justice dated 15 October 2015 to the witness statement of HIA 231 also outlines the same sequence of events (RGL-4339 – RGL-4342). I note that there are no records of HIA 231 making any complaints whilst she was in Rathgael of any kind of abuse by [REDACTED] RG 48.

4. The records show that the allegations made by [RG 88] were reported to Mary Madden in the NIO and that I placed [RG 48] on precautionary suspension while the matter was investigated (RGL-35732). While I have no independent recollection of doing this or of the allegations, my decision to place [RG 48] on precautionary suspension aligns with the policy that was in operation at the time regarding allegations of the nature made by [RG 88]. Minutes of Management Board meeting on [REDACTED] (RGL-102383) make reference to me reporting that a member of staff had been re-instated as an investigation into an allegation found no evidence to support the allegation. Whilst I cannot confirm that this member of staff was [RG 48], this falls within the relevant time period. The records show that [RG 48] took voluntary redundancy on [REDACTED] after being on sick leave since [REDACTED] (RGL-28576).

Allegations by [RG 172]

5. During my career at Rathgael I took allegations of abuse by staff very seriously and any which might have been made against [RG 17] would not have been treated any differently. In my original statement to the Inquiry I outlined at paragraph 84 (RGL-1739) that I suspended [RG 17] in [REDACTED] pending investigation of an allegation that he had grabbed a boy who had been running down the corridor and shouting.
6. The Inquiry has now drawn my attention to allegations made by [RG 172] in relation to [RG 17]. From [RG 172]' records, it would appear that he was admitted to Rathgael under a Place of Safety Order on [REDACTED] and subsequently received a Training School Order on [REDACTED]. He

remained in Rathgael until [REDACTED] apart from attending Lisnevin on a five-week Order from [REDACTED] to [REDACTED] and a one-week Order from [REDACTED] to [REDACTED]. Therefore, if [REDACTED] made any complaint to me in connection with [REDACTED] this must have occurred in the period from late [REDACTED] until early [REDACTED].

7. I understand that [REDACTED] personnel record does not contain any information in relation to this. I also understand from a review of [REDACTED] pupil file that there are no references to any alleged assaults by staff.
8. I only have a vague recollection of a boy called [REDACTED] being a pupil at Rathgael but I have no recollection at all of any complaints made by him. Therefore, when the Inquiry drew my attention to the issues raised by [REDACTED] in his police statement, I contacted [REDACTED] with whom I had worked closely in Rathgael and am still in touch with, to see if he could assist me.
9. During my conversation with [REDACTED] he told me that he recalled that I had suspended [REDACTED] in and around [REDACTED] whilst the allegation was investigated. I personally cannot remember doing this, although [REDACTED] has told me that he is sure that it happened. However, [REDACTED] was unable to recall precisely why [REDACTED] was suspended.
10. At that time I believe I was acting Director of Rathgael as the substantive Director, [REDACTED] was on sick leave. [REDACTED] was [REDACTED], [REDACTED]
[REDACTED]
11. I believe that if [REDACTED] has accurately recalled that I suspended [REDACTED] some time in [REDACTED], then I believe that it is probable that the suspension would

have been reported by me to the Management Board as this was the procedure at that time.

12.I note that Management Board minutes from [REDACTED] (RGL-22973) contains a reference to a member of staff being granted leave of absence pending a police investigation following a preliminary investigation by senior staff in relation to an allegation of improper behaviour. Minutes from [REDACTED] (RGL-22973) show that the police investigation concluded that there was no case to answer and the member of staff was reinstated. I cannot say whether the staff member referred to in the minutes was [REDACTED] RG 17 or whether the allegations relate to [REDACTED] RG 172, although the entries fall within the relevant time period and would be consistent [REDACTED] LN 7 recollection.

13.I understand [REDACTED] LN 7 has been asked to provide a statement to the Inquiry.

14.I wish to add that if [REDACTED] RG 172 raised any allegation with me that he had been assaulted by [REDACTED] RG 17, I feel sure that I would not have ignored it. This was not the way that I worked. I took all allegations made by pupils extremely seriously, and made sure that appropriate investigations were conducted.

CAMPBELL WHYTE

19 November 2015

[REDACTED] cont.

[e] Any further committal by the staff member of any criminal offence or other misdemeanour deemed to be of a serious nature would be regarded as a breach of the warning and, under the Disciplinary Procedures would result in summary dismissal.

It was proposed by Lady Margaret Porter, seconded by Mr. Wm. Keown and unanimously agreed by the Board that the decision of the Disciplinary Panel be approved.

[REDACTED]

RATHGAEL AND WHITEABBEY SCHOOLS MANAGEMENT BOARD

Minutes of a meeting of a Disciplinary Panel of the Board held on Wednesday, [REDACTED] at 10.30 a.m..

PRESENT: [REDACTED]

IN ATTENDANCE: [REDACTED] and Mr. D. L. Campbell.

MINUTE 95A

The Panel considered an incident involving a member of the teaching staff at the Centre, and a pupil, where by it was alleged that the staff member had taken the pupil, who was under age, to a public house on the evening of Friday, [REDACTED] [REDACTED]

The members of the Panel were provided with a typed statement giving details of the incident.

The staff member and [REDACTED] [REDACTED] (NAS) were invited to attend and arrived at the appointed time.

Following statements and a series of questions relating to the incident, the staff member and the NAS representative withdrew.

The Panel considered the matter set before them, and after discussion concluded that the incident had taken place as alleged. They, therefore, recommended to the Management Board that a Written Final Warning should be given. It was agreed that the Final Warning, which would be in the strongest possible terms, would remain upon the staff member's record for two years as laid down in Paragraph A.5 of the Disciplinary Procedures for Teachers in Training Schools. It should be made clear that, in the event of the staff member having contact with any pupil outside normal school hours without the authority of a senior member of staff, (from the rank of Deputy Assistant Director upwards) or being guilty of any criminal offence or other misdemeanour deemed to be of a serious nature, would be regarded as a breach of the warning and under the Disciplinary Procedures would result in summary dismissal.

SIGNED: [REDACTED]
Chairman

DATE: [REDACTED]

1. We are ^{all} aware of circumstances of **RG 27** "Precautionary Suspension". He was observed in licensed premises ~~at~~ & pending further investigations, a ~~precautionary~~ precautionary suspension was invoked according to the Management Board's Disciplinary Procedures
2. To indicate what has happened since —
 - (a) Chairman of Board informed
 - (b) N.I.O. also informed
3. I have been instructed to investigate the allegations & part of brief is to give **RG 27** the opportunity to give his side of the story. When I have completed this I shall lay the facts before the Board's Staff Comm. for adjudication.
4. Would you like to give me some indication of the events of the evening of Friday — [REDACTED]

5. In the course of my enquiry certain other information has been given to me, which I also have to enquire about.

a) On the afternoon of the same day — you borrowed a car belonging to another member of staff — Would you tell me why?

Did you take **HIA 268** with you? Why? Whose permission did you ask to take the girl?

Would you give me an indication of how long you were out? Why did you borrow a car & not use your own?

b) On the morning of Sat 30th May — you again borrowed a school vehicle — Did you take the girl with you? Why? Time scale

D. . . H. . . H. n.

c) Did you take this girl out of school on any other occasion during the week beginning Mon 25th

Did you take her out on your own

NB Check on these 2 with Sh.

Have ascertained from W Swann that he borrowed [redacted]'s van on Tues (26) or Wed (27) to go on another "errand." - again with **HIA 268**

INVESTIGATIONTuesday

Fax received from [REDACTED] and verbal report of concerns to [REDACTED] RG 16
[REDACTED] and [REDACTED] RG 14 [REDACTED] and [REDACTED]
RG 41 [REDACTED] by telephone.

Senior Care Team met with Mr C Whyte (Director) and informed him of what had taken place and proposed a course of action which he endorsed.

[REDACTED] RG 41 [REDACTED] to lead investigation into the matters reported above.

[REDACTED] RG 12 [REDACTED] informed and suspended on full pay pending investigation.

Wednesday

Letter sent to [REDACTED] RG 12 outlining concerns stated to Social Worker by [REDACTED] RG 124
See Appendix 'A'.

Thursday

Spoke with [REDACTED] RG 124 to advise her of my role as she expressed concern re. investigation.

Friday

[REDACTED] RG 12 [REDACTED] phoned: had not received letter? I informed him verbally of allegations as listed in letter and told him of procedures.

Friday

- Report from [REDACTED] after interview
- Reports from [REDACTED]
- Report from [REDACTED] after interview at his request
- Report from [REDACTED] re. management of incident Friday [REDACTED]
- Report from [REDACTED] who [REDACTED] RG 12 said he had shared his concerns with
- Report from [REDACTED] who was witness to comments

██████████ Friday

5.00 p.m.: phoned RG 12 and arranged appointment to see him on Monday ██████████ along with ██████████ (witness). He agreed to have a written report on the concerns raised and other relevant information for Monday evening.

██████████ Monday

Spoke with ██████████ ██████████, present). ██████████ Senior Social Worker indicated in her verbal account over the phone to Senior Care Team that RG 124 said that ██████████ was present in the Common Room when she alleged that RG 12 said he "wanted to get his hole".

██████████

Report submitted by ██████████, ██████████.

██████████

6.30 p.m. Interview with RG 12 (██████████, Intake Co-ordinator present) Written statement submitted by RG 12 (see Appendix 'D').

██████████

Other staff interviewed.

██████████

Interview with RG 124

INTERVIEW WITH [REDACTED] RG 124

[REDACTED] - 10.30 a.m.

[REDACTED] [REDACTED] advised me that [REDACTED] RG 124 expressed some concern and anxiety regarding the passing on of information she had disclosed over the weekend to Rathgael staff on to [REDACTED]. [REDACTED] explained to her the reasons for this which [REDACTED] RG 124 accepted. [REDACTED] RG 124 also had concern regarding the investigation into the allegations she had made against [REDACTED] RG 12. [REDACTED] said that she felt [REDACTED] RG 124 may be wavering on her comments.

I asked [REDACTED] to speak with [REDACTED] RG 124 and if she [REDACTED] RG 124 so wished, I would be available to speak with her about her concerns later on today.

I met with [REDACTED] and [REDACTED] RG 124 at 12 noon in my office.

[REDACTED] outlined the above.

I explained to [REDACTED] RG 124 the importance of looking into the concerns she expressed to ensure the safety of both young people and staff. However, I informed her that since she did not wish to make a formal complaint, that I had no plans to speak with her regarding the allegations and I was in receipt of the information she had shared with [REDACTED] (Senior Social Worker).

[REDACTED] RG 124 appeared relieved about this and then enquired if [REDACTED] RG 12 would be made aware of the allegations. I explained to [REDACTED] RG 124 that [REDACTED] RG 12 had been made aware of the allegations. [REDACTED] RG 124 appeared anxious saying that in that case everyone would know. I asked her how this would happen and she said that [REDACTED] RG 12 would tell them. I assured her that this was highly unlikely and she responded saying, "Oh he will".

I explained to [REDACTED] RG 124 that we would endeavour to protect anonymity and that she had a role to play in this by not discussing the issue with other young people.

I explained to [REDACTED] RG 124 that it was not my intention to speak to her again regarding these matters unless she requested speaking with me. I asked her if she wished to comment on her concerns, change, add or detract from them. She said that she wished to leave them as stated.

[REDACTED] RG 124 requested staying in House [REDACTED] and not moving to House [REDACTED] until September. I asked her to let me know or to let [REDACTED] know if she felt under any pressure in House [REDACTED].

[REDACTED] RG 41

RESTRICTED

Police Service of Northern Ireland

Valid as of 11/08/2015 09:04:19
Printed by #19102 MEE, E.

Outline of case

Case file:

C13047401: RM13069618;

[DECEASED]

RG 31

Author: #19326 MCCULLOUGH, J.

Entered by: #20046 JOHNSTON, W.

Remarks:

Report time: 30/09/2013 15:41

Entered time:

Narrative:

Op Danzin FAO Kevin Shields. Op danzin is large investigation into state run care homes. The investigation into Rathgael contains approximately 32 suspects and 30 injured parties. The majority of the complaints are physical but some are of a sexual nature.

Defendant 1 [REDACTED] - [REDACTED]

Defendant 2 **RG 31** - [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

RESTRICTED

①
1/43/46

Re: [REDACTED]

[REDACTED] was committed to Rathgael on a new Training School Order on [REDACTED]. With the arrival of the July summer leave period, a home visit was made by [REDACTED] and a further visit by [REDACTED]. Both [REDACTED] mother and stepfather were stated to be in England and not due to return until [REDACTED]. Since [REDACTED]'s sister was not in a position nor willing to accept [REDACTED] home on leave some periods of school-based leave to the Bangor area were granted. During the period Friday, [REDACTED] returned on time each evening without apparent incident. During the period [REDACTED] - the same pattern continued for the first three days, but on [REDACTED] was picked up by R.U.C. [REDACTED] for glue sniffing in [REDACTED] and returned to the School at 2.30 p.m. Following this incident the period originally proposed [REDACTED] was reconsidered. Two days trial school-based leave on [REDACTED] were proposed, with the prospect of further leave if those two days were successful.

[REDACTED] went out on leave on [REDACTED] but did not return by the time agreed (8.30 p.m.).

On the evening of [REDACTED] [REDACTED] was apprehended by R.U.C. [REDACTED] and returned to the School by [REDACTED]. On checking [REDACTED] clothing, [REDACTED] found the two attached slips of paper neatly folded in the pocket of the jeans [REDACTED] had been wearing when he was returned. The following morning [REDACTED] reported the find to me, and informed me that the telephone number was that of [REDACTED] RG 31 and it was apparent that the printed list was in [REDACTED] RG 31's handwriting. [REDACTED] also queried if any of the words were in any connected with solvent abuse.

I decided to refer the matter to the Director as [REDACTED] had absconded again at 9.30 a.m., and had a history of serious solvent abuse. On the Director's instructions I contacted [REDACTED] RG 31 who was on leave, and expressed my concern that [REDACTED] had his home telephone number since this number had not been known to staff at Rathgael or listed in the telephone directory. [REDACTED] RG 31 explained that [REDACTED] had been invited by him to assist him move a settee from his home on [REDACTED] and had stayed for tea. [REDACTED] had returned to his home each evening while on leave for tea, but that at no time had he given [REDACTED] his telephone number. I queried the significance of the list of words also found in [REDACTED] possession, and he stated that it comprised a list of art artefacts, i.e.,

if/4/00

had not given this list to [REDACTED] The list had been on a writing pad which was by his telephone.

RG 31 informed me that [REDACTED] had visited him on [REDACTED] and had returned a little earlier than usual on [REDACTED]

RG 31 was not aware that on [REDACTED], [REDACTED] was not on school-based leave but an absconder.

Until informed by **RG 31** on [REDACTED] of [REDACTED]'s visits to his home I was unaware of these visits.

[REDACTED]

[REDACTED]
Deputy Headmaster, Reception Unit

[REDACTED]

Op Danzin FAO Kevin Shields. Op danzin is large investigation into state run care homes. The investigation into Rathgael contains approximately 32 suspects and 30 injured parties. The majority of the complaints are physical but some are of a sexual nature.

Defendant 1 [REDACTED] - Deceased. [REDACTED].

Defendant 2 [REDACTED] - DOB, [REDACTED]. LKA, [REDACTED], [REDACTED].

Defendant 3 [REDACTED] - Deceased [REDACTED]

Defendant 4 [REDACTED] - DOB, [REDACTED] of [REDACTED].

Defendant 5 [REDACTED] DOB [REDACTED]. LKA [REDACTED]
[REDACTED]

Witness 1 [REDACTED] - Deceased [REDACTED]

Witness 2 [REDACTED] - DOB, N/K. Cannot be traced.

Witness 3 [REDACTED] - DOB [REDACTED]. Cannot be traced.

Witness 4 [REDACTED] - Deceased [REDACTED]

Witness 5 [REDACTED] - Deceased [REDACTED]

[REDACTED]

[REDACTED]