

<p>1 Wednesday, 12 April 2017 2 (10.00 am) 3 (Proceedings delayed) 4 (10.10 am) 5 Opening remarks by THE CHAIR 6 THE CHAIR: Good morning, everyone. My name is Alexis Jay, 7 and I am the chair of the Independent Inquiry into Child 8 Sexual Abuse. Could I introduce the other panel members 9 here: Ivor Frank, Professor Sir Malcolm Evans and 10 Drusilla Sharpling. 11 I apologise for the delayed start this morning, but 12 we were waiting for some of the key participants to 13 arrive. 14 I am pleased to welcome you all to the first in our 15 series of research seminars. I would also like to 16 welcome everyone in the public gallery as well, so thank 17 you for coming. 18 In my December 2016 review, I set out a detailed 19 programme of work for the inquiry. It included the 20 inquiry's seminar programme for 2017. We think this 21 will make an important contribution to our knowledge and 22 understanding of child sexual abuse. Today's seminar is 23 research-based and is focused on learning from best 24 practice overseas. 25 Professor Radford and her colleagues from the</p> <p style="text-align: center;">Page 1</p>	<p>1 interest. These discussions will undoubtedly inform the 2 inquiry as a well and should also identify areas for 3 further work. 4 So I thank you all for your participation and 5 everyone's presence today, and I will now hand over to 6 Matthew Hill. 7 Opening remarks by THE FACILITATOR 8 MR HILL: Thank you very much, Professor Jay. As 9 Professor Jay has said, I'm a barrister and I'm 10 instructed by the inquiry. My role today is to 11 facilitate the seminar discussion and not to 12 cross-examine anybody and not to make any submissions. 13 The idea is to have a friendly discussion about the 14 issues involved. 15 The chair and the panel are going to wish to hear 16 from our contributors and not from me. 17 We have got a lot of ground to cover today, and some 18 very broad topics, so I thought it helpful to set out 19 briefly the approach that we are going to take. 20 This morning, we will have a presentation from 21 Professor Radford and Professor Nicky Stanley from the 22 University of Central Lancashire, and they will address 23 three broad areas in the morning. They are, first, the 24 methodology adopted during the research project; second, 25 what can be learned from other jurisdictions about</p> <p style="text-align: center;">Page 3</p>
<p>1 University of Central Lancashire will be presenting 2 findings from a rapid evidence assessment they have 3 conducted for the inquiry. Professor Radford will not 4 be presenting findings on support services for victims 5 and survivors today. Given the importance of that 6 topic, it is critical to ensure there is adequate time 7 to address it. As a result, support services will be 8 covered in a further seminar in July that will 9 specifically address the impact of child sexual abuse. 10 The panel and I would like to thank everyone who has 11 agreed to take part in the seminar today. It is being 12 live streamed over the internet with a short delay. 13 Core participants to the inquiry's investigations 14 and members of the public who are unable to attend in 15 person will therefore be able to follow the proceedings. 16 The panel and I are looking forward to open, lively and 17 respectful discussion. It is important to state at the 18 outset that the purpose of this seminar is not to gather 19 evidence in the formal sense. This is a forum for 20 important issues to be discussed, facilitated by 21 Matthew Hill, who is one of the inquiry's counsel team. 22 We have participants who will bring to the table 23 a wide range of experience and knowledge about best 24 practice from overseas. The panel and I will be 25 listening to what you all have to say with keen</p> <p style="text-align: center;">Page 2</p>	<p>1 primary prevention of child sexual abuse and child 2 sexual exploitation; third, what can be learned from 3 other jurisdictions about the identification, disclosure 4 and reporting of child sexual abuse and child sexual 5 exploitation, and the response to such reports. 6 The focus of the presentation, and indeed the 7 seminar, is on what we can learn from abroad and how 8 that can be translated to England and Wales. 9 Following the presentation, there is going to be an 10 opportunity for the invited participants to ask 11 questions of the presenters on points of clarification 12 about their research. After that, we will turn to 13 a wider discussion of some of the issues that have been 14 raised, and there our invited participants will take the 15 lead. I am going to ask them to introduce themselves 16 now, going around the table, starting with you, please, 17 Linda. 18 Introductions 19 MS DOMINGUEZ: Linda Dominguez, director of One in Four, 20 specialist trauma counselling service. That is one hat. 21 My other hat is head of safeguarding for St John 22 Ambulance. 23 MR ASHCROFT: Good morning. I am David Ashcroft. I am 24 national chair of the Association of Independent LSCB 25 Chairs. I chair the board in Norfolk and have done so</p> <p style="text-align: center;">Page 4</p>

<p>1 also in Manchester and South Tyneside.</p> <p>2 MS TAYLOR: I'm Sheila Taylor. I'm the CEO of the NWG</p> <p>3 network, which is a network of 13,000 plus professionals</p> <p>4 all working to tackle the issue of child sexual</p> <p>5 exportation across Scotland, Northern Ireland, England</p> <p>6 and Wales.</p> <p>7 MR BEARD: Good morning, I'm David Beard. I'm head of</p> <p>8 corporate safeguarding for Barnardo's and I'm also</p> <p>9 a member of the North Wales' Safeguarding Children's</p> <p>10 Board.</p> <p>11 MS MILLER: I'm Pam Miller and I'm a senior analyst in the</p> <p>12 strategy policy and evidence directorate at the NSPCC.</p> <p>13 DR BIRD: I'm Jon Bird, National Association for People</p> <p>14 Abused in Childhood, ten years on the board of trustees,</p> <p>15 and the last six years in managing service delivery.</p> <p>16 MS HARGREAVES: I'm Susie Hargreaves, I'm chief executive of</p> <p>17 the Internet Watch Foundation, which is the UK hotline</p> <p>18 for reporting and removing online child sexual abuse.</p> <p>19 MS EGGLESTON: Lee Eggleston, representing Rape Crisis</p> <p>20 England and Wales, which is a network of over 50</p> <p>21 Rape Crisis centres in England and Wales.</p> <p>22 PROF BEECH: Anthony Beech, with the University of</p> <p>23 Birmingham. I guess I have done research in this area</p> <p>24 for very, very many years.</p> <p>25 MS PRAKASH: I am Namita Prakash, representing</p> <p style="text-align: center;">Page 5</p>	<p>1 management of perpetrators, and that will be followed in</p> <p>2 the same way by the questions and the discussion.</p> <p>3 As the chair has said, because of the sensitive</p> <p>4 matters we are dealing with in this inquiry, we have</p> <p>5 a five-minute delay on the public feed of our live</p> <p>6 extreme broadcast. If any matter does come up that</p> <p>7 I consider to be sensitive, I will pause and I will ask</p> <p>8 the chair to address it.</p> <p>9 I will say a little bit more later on about the</p> <p>10 nature of our discussion, but for now I will hand over</p> <p>11 to Professor Radford for the first presentation. May</p> <p>12 I thank you in advance for all of the work that you and</p> <p>13 your team have put into this project.</p> <p>14 Presentation by PROFESSOR LORRAINE RADFORD</p> <p>15 PROF RADFORD: Good morning. As was explained, I am here to</p> <p>16 report findings from a rapid evidence assessment which</p> <p>17 was commissioned to inform the work of the inquiry.</p> <p>18 I was principal investigator on this project and the</p> <p>19 other team members, as has been said, are Nicky Stanley</p> <p>20 and Christine Barter, who will be presenting today, and</p> <p>21 Helen Richardson Foster, who is unable to attend. So</p> <p>22 I am going to begin with a very brief introduction,</p> <p>23 explaining the purpose of the research and the approach</p> <p>24 that we took to collect and also review the materials</p> <p>25 that we found. I am not going to go into a huge amount</p> <p style="text-align: center;">Page 7</p>
<p>1 Survivors Trust. It is a national umbrella organisation</p> <p>2 representing about 145 member organisations, working</p> <p>3 with rape and sexual abuse and child sexual abuse.</p> <p>4 MR HILL: Thank you all very much, and thank you for</p> <p>5 attending here today and for taking the time to prepare</p> <p>6 for these seminars as well. We are extremely grateful</p> <p>7 for that.</p> <p>8 I should say that we also invited representatives</p> <p>9 from the Home Office, the Ministry of Justice, the</p> <p>10 Department of Health and Education and the Welsh</p> <p>11 government to attend and join in this discussion by</p> <p>12 outlining current legislative policy considerations in</p> <p>13 England and Wales. They expressed a willingness to</p> <p>14 assist the inquiry in its work but declined our</p> <p>15 invitation to contribute today, and we will consider</p> <p>16 what assistance we might ask them to provide in the</p> <p>17 future.</p> <p>18 The Office of the Children's Commissioner for</p> <p>19 England have accepted an invitation, but we learnt this</p> <p>20 morning they are now unable to attend.</p> <p>21 Following the discussion amongst our invited</p> <p>22 participants, I will invite some observations from the</p> <p>23 public gallery on the issues arising from this morning's</p> <p>24 discussion. After lunch, we will have a further</p> <p>25 presentation from Dr Christine Barter on the control and</p> <p style="text-align: center;">Page 6</p>	<p>1 of detail, because this is all explained in the research</p> <p>2 reports which members of the inquiry have.</p> <p>3 Following a competitive tender exercise, the</p> <p>4 University of Central Lancashire were commissioned to</p> <p>5 conduct a rapid evidence assessment to inform the work</p> <p>6 of the inquiry. We were asked to address two research</p> <p>7 questions: what can be learnt from jurisdictions outside</p> <p>8 of England and Wales about the role of institutions in</p> <p>9 preventing and responding to child sexual abuse and</p> <p>10 sexual exploitation; and, secondly, what does the</p> <p>11 research evidence show is best practice for institutions</p> <p>12 in preventing, identifying and responding to</p> <p>13 child sexual abuse?</p> <p>14 A rapid evidence assessment is desk-based research.</p> <p>15 It is like a systematic review, in that systematic and</p> <p>16 transparent methods are used to identify relevant</p> <p>17 research materials and to quality assess them and also</p> <p>18 to synthesise them. Having said that, though, the scope</p> <p>19 of this review is fairly broad. Systematic reviews tend</p> <p>20 to be narrow in their focus, whereas a rapid evidence</p> <p>21 assessment tends to take a broad focus but have some</p> <p>22 limits, and so we did have limitations on the scope on</p> <p>23 the review, mostly in terms of the time period covered,</p> <p>24 from 2004 to 2016 for the research materials we</p> <p>25 collected, and also in terms of the type of literature</p> <p style="text-align: center;">Page 8</p>

<p>1 we collected.</p> <p>2 So we included research of peer reviewed literature</p> <p>3 and we did include also "grey literature". Grey</p> <p>4 literature is literature which is published in sources</p> <p>5 other than peer-reviewed academic journals, and what is</p> <p>6 different perhaps about this evidence assessment is that</p> <p>7 we were asked to include research that was promising.</p> <p>8 Because of the nature of the questions that were</p> <p>9 addressed, it was thought that it might be the case that</p> <p>10 some of the research literature might not come up to the</p> <p>11 high standards for quality assessment, and so, because</p> <p>12 this is a rapidly developing area, particularly in</p> <p>13 relation to online abuse, some of the newer material we</p> <p>14 didn't want to exclude.</p> <p>15 The details are well explained in the research</p> <p>16 reports, but at the end of this exercise, using these</p> <p>17 agreed methodologies, we also conducted</p> <p>18 a weight-of-evidence assessment considering questions</p> <p>19 like how well does this research answer our research</p> <p>20 questions; what sort of quality is it; and also, was it</p> <p>21 gathered ethically?</p> <p>22 This slide basically gives you in diagrammatic form</p> <p>23 the results from our search and our quality review</p> <p>24 process. You can see that we identified a very large</p> <p>25 number of potential records from research that may be</p> <p style="text-align: center;">Page 9</p>	<p>1 different jurisdictions, just to give a background, so</p> <p>2 that we could put some of the research findings in</p> <p>3 context.</p> <p>4 So in December 2016, the inquiry chair announced</p> <p>5 four themes for the inquiry's work, and the inquiry is</p> <p>6 to make recommendations for changes in organisations</p> <p>7 that address, firstly, the cultural issues, so</p> <p>8 considering the attitudes, behaviours and values in</p> <p>9 institutions that prevent us from stopping child sexual</p> <p>10 abuse; secondly, the structural factors, so the</p> <p>11 framework of legislation policy and the organisational</p> <p>12 frameworks in other jurisdictions within and between</p> <p>13 institutions; the financial considerations and the</p> <p>14 costs; and the professional and political issues, so</p> <p>15 issues such as the leadership in organisations, their</p> <p>16 professional standards, practice issues for people who</p> <p>17 are working and volunteering in those institutions.</p> <p>18 So to try to maximise the conceptual clarity of our</p> <p>19 presentation and the research findings for members of</p> <p>20 the inquiry, we are going to align the presentation</p> <p>21 towards the four inquiry themes. In addition to that,</p> <p>22 to further manage the breadth of the material that we</p> <p>23 uncovered in the evidence assessment, we broke the</p> <p>24 material down into four themes on the basis of the type</p> <p>25 of response that organisations could take to address</p> <p style="text-align: center;">Page 11</p>
<p>1 relevant and we went through the process of assessment</p> <p>2 for relevance using our agreed exclusion and inclusion</p> <p>3 criteria and then also our quality assessment exercise,</p> <p>4 looking specifically at quality assessments that were</p> <p>5 relevant to the type of study that we were looking at.</p> <p>6 We reviewed 483 full text articles -- I'm sorry,</p> <p>7 there is a typo on that slide there about exclusion,</p> <p>8 please ignore that.</p> <p>9 We ended up with 88 high-quality research studies</p> <p>10 which were included in the review as being good,</p> <p>11 high-standard research on effectiveness from other</p> <p>12 jurisdictions, but in addition to that, where the</p> <p>13 research literature was thin, we were asked to do</p> <p>14 additional searches and to look for research that could</p> <p>15 be identified as promising. So that was research where</p> <p>16 there is some evidence, but it doesn't yet meet the</p> <p>17 standards for high-quality research, following the</p> <p>18 agreed criteria for research assessment.</p> <p>19 So, in addition, we identified and included in the</p> <p>20 discussion in the research report 90 additional studies</p> <p>21 of promising research literature, and these are</p> <p>22 discussed and clearly identified and distinguished from</p> <p>23 the work that was assessed as good evidence.</p> <p>24 We also read a lot of publications and reports that</p> <p>25 described the context of policy and implementation in</p> <p style="text-align: center;">Page 10</p>	<p>1 sexual abuse and sexual exploitation. These four themes</p> <p>2 were: primary prevention, so efforts that organisations</p> <p>3 can take to prevent child sexual abuse and sexual</p> <p>4 exploitation happening in the first place; what</p> <p>5 organisations can do to improve identification,</p> <p>6 disclosure, reporting and the immediate child protection</p> <p>7 responses; what organisations can do in terms of</p> <p>8 contributing to the control and management of</p> <p>9 perpetrators, ensuring particularly that they are not</p> <p>10 able to reoffend; and the fourth area that we considered</p> <p>11 in the review, as was explained, will be discussed in</p> <p>12 more detail in the July seminar. So we will not be</p> <p>13 considering that today.</p> <p>14 I am just going to flag up a couple of general</p> <p>15 messages from the research before I hand over to my</p> <p>16 colleague, Nicky Stanley, to discuss in detail the first</p> <p>17 area of findings. A general message from the research</p> <p>18 was that, although there are a lot of examples of good</p> <p>19 practice from other jurisdictions, we shouldn't assume</p> <p>20 that there is any other jurisdiction where they have got</p> <p>21 everything right. Unfortunately, that's not the case.</p> <p>22 Most have struggled with similar issues regards the</p> <p>23 institutional responses towards child sexual abuse and</p> <p>24 sexual exploitation. We do know a lot more about what</p> <p>25 doesn't work. We know about what is effective. And</p> <p style="text-align: center;">Page 12</p>

<p>1 that is general for sexual abuse and child protection in                  2 general, unfortunately.                  3 If you look at the inquiries and the reports of                  4 the evidence to the inquiries on child abuse in                  5 countries such as Australia, the USA, Canada, Ireland                  6 and Germany, for example, they all have documented                  7 examples very similar to the UK on poor information                  8 sharing, poorly coordinated working together, systemic                  9 and organisational failures to act that have had harmful                  10 consequences for children and young people, sometimes                  11 lasting into their adult lives.                  12 What we do know is that adequately resourced,                  13 comprehensive and coordinated multi-sector approaches                  14 are likely to be more effective. We also know that                  15 child sexual abuse and exploitation are very varied                  16 issues. They vary a lot, in terms of the nature of                  17 the abuse experienced, the type of offenders who are                  18 involved, the relationship which they have with the                  19 victim, the context in which the abuse occurs, the                  20 location in which the abuse occurs. A lot of                  21 the situational risk factors will vary, and the harmful                  22 consequences will vary.                  23 So effective responses are likely to be those that                  24 are able to address the diversity of the problem. So we                  25 are not going to find a quick and easy fix from other</p> <p style="text-align: center;">Page 13</p>	<p>1 researchers' failure to look at the impact of different                  2 approaches, and I think we are guilty of that in child                  3 protection work. We assume that what we do is going to                  4 be helpful.                  5 Our ability to compare across different                  6 jurisdictions from the research literature is solely                  7 limited by the fact that researchers have looked at                  8 evaluating single interventions. So, rather than what                  9 practitioners want to know at the local level, which is,                  10 what is the bundle of actions and interactions that we                  11 need with our agencies and our organisations in order to                  12 make a difference working with communities, we have less                  13 of that multi-sector, community-focused, impact-focused                  14 research than we have on evaluations of single                  15 interventions, like a particular therapy.                  16 Our ability to say whether or not we are doing it                  17 better in England compared with Sweden or Australia is                  18 solely limited by the fact that we lack data on                  19 prevalence and incidence and, unless we start to monitor                  20 that, we are going to find it very difficult to show                  21 whether or not our policy has impact at the local level                  22 or the national level or even at the global level.                  23 We don't know enough about the drivers of demand for                  24 child sexual abuse and sexual exploitation, so what are                  25 the underlying factors that create the demand to</p> <p style="text-align: center;">Page 15</p>
<p>1 jurisdictions, but we need a more sophisticated approach                  2 to our thinking and our organisational responses; to                  3 take into consideration the range of different                  4 experiences that we will be addressing; the age and                  5 developmentally appropriate ways of dealing with the                  6 problem for victims and offenders, and not assuming that                  7 there is a rigid distinction between the two,                  8 particularly when we are talking about young people's                  9 experiences; and we need to have an approach which is                  10 able to respond to children's underlying                  11 vulnerabilities, in the context in which they live their                  12 lives.                  13 Before we move on to present the detailed findings,                  14 it is important to also issue some caveats about the                  15 limitations of the research. In common with a lot of                  16 researchers who have looked at what works in child                  17 protection in general, we know there are some                  18 limitations in the literature and some known knowledge                  19 gaps and, unfortunately, that is the case for sexual                  20 abuse and sexual exploitation, although that has been                  21 the area which actually has grabbed policy and also                  22 research imagination for a longer period of time than                  23 some other areas.                  24 There are many gaps in basically what works. We                  25 found that the literature was severely limited by</p> <p style="text-align: center;">Page 14</p>	<p>1 sexually abuse and sexually exploit children and young                  2 people. The converse to that is, because we don't know                  3 enough about the drivers, we also don't know enough                  4 about what are protective factors for children.                  5 Although peer-on-peer abuse is known to be a common                  6 experience, we know very little still about effective                  7 interventions for sexual abuse and sexual exploitation                  8 by peers on peers, and there are also notable gaps in                  9 the research literature on compensation schemes for                  10 victims, on barriers to disclosure, particularly for                  11 younger children and for boys, and on financial aspects                  12 and the cost effectiveness of different programmes.                  13 I am now going to hand over to my colleague,                  14 Nicky Stanley, who is going to present the review                  15 findings on primary prevention.                  16 Presentation by PROFESSOR NICKY STANLEY                  17 PROF STANLEY: Hello. I am going to be using the four key                  18 themes from the inquiry, the themes of structural,                  19 cultural, financial and professional and political                  20 interventions, to report our findings here.                  21 Most of the information we have found on preventive                  22 interventions comes from high-income countries, such as                  23 Australia, Finland, Norway, Sweden and the USA. There                  24 are some exceptions to this. For example, we found an                  25 example of a robustly evaluated media campaign that</p> <p style="text-align: center;">Page 16</p>

<p>1 addresses both child sexual abuse and child sexual 2 exploitation alongside sexual health and AIDS prevention 3 in a number of African countries, but otherwise most of 4 the information does come from high-income countries. 5 There are three main types of preventative 6 responses. Firstly, those that aim to tackle demand and 7 reduce the motivations of perpetrators, as well as 8 changing wider social attitudes and addressing the norms 9 and drivers of abuse. 10 Secondly, those responses that focus on children and 11 aim to reduce their risks and vulnerabilities as victims 12 by increasing their capacity to identify abuse, to 13 resist it and to disclose and seek help. 14 Thirdly, and this is the approach most widely used, 15 those interventions that address situational factors, 16 such as the context and environmental accessibility of 17 the child to the perpetrator. 18 So if we focus on the cultural level first, we know 19 that findings from robust evaluations of North American 20 programmes, such as the Canadian programme, for example, 21 "Who do you tell?", and from systematic reviews, show 22 that programmes delivered in schools can improve 23 children's awareness, increase the likelihood of them 24 disclosing abuse, and that the changes achieved in 25 knowledge are sustained.</p> <p style="text-align: center;">Page 17</p>	<p>1 a programme called "Parents Matter" that originated in 2 the States. 3 We need more robust evaluations of programmes, but 4 also more research that identifies protective factors, 5 because understanding those protective factors can 6 inform the development of preventative initiatives. 7 Moving on to -- whoops, I think I have missed one. 8 Let's go back. Yes. 9 So we know that schools programmes -- sorry, I have 10 done this. No, I think that's right. We move to the 11 structural level now. 12 We know that legislation can provide an environment 13 that discourages and sanctions child sexual abuse. 14 Legislation is important because it can impact on social 15 norms as well as being a product of social norms. It 16 can support prevention programmes and initiatives and 17 there is evidence that well-resourced national plans can 18 stimulate preventive initiatives. 19 The regulation of sexual offending is actually very 20 strong in England and Wales by comparison with other 21 jurisdictions, and we are at the forefront of primary 22 prevention and early identification efforts online. 23 In Sweden and Norway, we found that laws prohibiting 24 the purchase of sexual services have resulted in 25 a reduction in street prostitution. Now, this may</p> <p style="text-align: center;">Page 19</p>
<p>1 What we also learn from this research is that there 2 is no evidence that taking part in such a programme 3 increases children's fears about sexual abuse. 4 We discovered that public education and social 5 marketing campaigns that aim to prevent abuse are 6 commonly used in EU member states. These campaigns can 7 achieve great reach, and they use a language and media 8 that children and young people themselves use and where 9 they can have some ownership. They can also be designed 10 to target particular audiences, for example, boys, but 11 they are not terribly well evaluated as yet, and 12 probably, at the moment, what we would be saying is, 13 they are most useful when used to support other 14 interventions. 15 What is sometimes described as "edutainment" appears 16 promising. Edutainment techniques involve using TV 17 dramas or soap story lines to convey preventative 18 messages. We have a very good example of that in the UK 19 at the moment with the Home Office's recent "This is 20 Abuse" campaign, which used characters from the TV soap 21 "Hollyoaks". 22 There have been promising results from evaluations 23 of interventions for parents and caregivers that aim to 24 improve parent/child communication about sex-related 25 issues and sexual risk reduction. An example of this is</p> <p style="text-align: center;">Page 18</p>	<p>1 impact on child sexual exploitation, but we don't have 2 robust evidence of this link. 3 Image takedown, site blocking, online safety 4 resources have shown success in a context of 5 international collaboration, and organisations such as 6 CEOP, the Online Protection Centre, the National Crime 7 Agency via Global Alliance and WePROTECT have all been 8 involved in these international collaborations. 9 Staying with the structural level, we need more 10 research on the comparative effectiveness of different 11 child protection agencies or arrangements. At the 12 moment, the research on the organisation and governance 13 of child protection systems tends to be descriptive. We 14 don't know a lot about their comparative effectiveness. 15 So we don't know if arrangements such as local child 16 safeguarding boards are more or less effective than 17 other systems. This is a research gap. 18 The UK's disclosure and barring service, with its 19 three levels of checks and systems, has been described 20 as the "most developed regulatory system" in Europe, and 21 that was a 2016 report for Missing Children Europe, 22 ECPAT and UNESCO. However, vetting and barring policies 23 are limited to those already convicted of offences, and 24 we know that the majority of offenders will be 25 unconvicted.</p> <p style="text-align: center;">Page 20</p>

<p>1 Tackling factors such as unmonitored contact with 2 children, the lack of openness in institutions and the 3 opportunities this offers for abuse in organisations 4 could provide an immediately effective response. These 5 sorts of approaches need to be considered in a wide 6 range of organisations, including the full range of 7 sports organisations, faith groups, social and leisure 8 groups, residential homes and schools. 9 In terms of the financial level and primary 10 prevention, we found little information on the effective 11 use of resources, and I am afraid this is going to be 12 a theme throughout our findings. More work is needed on 13 cost effectiveness of responses and we need standardised 14 data on the costs that are required to inform fiscal 15 assessments which can underpin prevention policy. 16 What we can say is that preventative interventions 17 need to be adequately resourced and backed up by 18 accessible services for those who disclose subsequent to 19 an intervention so that primary prevention links to 20 early intervention. 21 At the professional and political level, we found 22 good information showing that age and developmentally 23 appropriate preschool and school-based education 24 programmes on child sexual abuse are effective, but we 25 also need to recognise that children are a very diverse</p> <p style="text-align: center;">Page 21</p>	<p>1 through the child's career in the school. 2 Sticking with the professional and political level, 3 there are promising findings regarding collaborative 4 approaches with travel and tourism sectors in preventing 5 child sexual exploitation via awareness education, codes 6 of conduct and safety standards. 7 The evidence is currently limited, but what there is 8 suggests good opportunities for extending the range of 9 organisations and groups involved in safeguarding 10 children and young people beyond statutory children's 11 services. 12 An international review undertaken for UNICEF 13 identified the UK, Canada, Australia and the Netherlands 14 as examples of countries where national and local sports 15 bodies provide leadership and guidance on ethical 16 practice and child protection strategies and raise 17 public awareness of abuse in sport. But we know there 18 is more to do in this area. 19 I am going to describe a short case study which is 20 aimed at assisting potential perpetrators prior to 21 offending. Stop It Now! offers services in the USA, 22 Australia, Canada, Ireland, the Netherlands and the UK, 23 and it is a free and confidential helpline for adults 24 who are concerned about their own behaviour towards 25 children or who are concerned about a friend or family</p> <p style="text-align: center;">Page 23</p>
<p>1 population, the risks may be higher in some communities 2 and groups than in others, and interventions need to be 3 responsive to that. So, for example, disabled children 4 are known to be a particularly vulnerable group. 5 Teachers need training at both the qualifying and 6 post-qualifying levels in order to be able to engage in 7 delivering these programmes, and the recent announcement 8 of compulsory PSHE for all schools and academies makes 9 this a really urgent issue. 10 A whole-school approach that involves CSA and CSE 11 prevention and that's embedded into sex and 12 relationships education in schools needs to spread 13 beyond particular classes, right across the curriculum, 14 and into staff/student behaviour. The school's 15 management and parents need to be engaged. Such 16 programmes need to be explained to them and they can be 17 given roles and ownership in these programmes. Faith 18 and community groups need to be on board and supportive. 19 There is no point in schools trying to deliver these 20 interventions and not telling anybody else what's going 21 on because they're worried that somebody might object. 22 Learning on child sexual abuse and child sexual 23 exploitation needs to be reinforced over time in schools 24 and not just a one-off event. Educationalists talk 25 about this as a spiral of learning, one that spirals</p> <p style="text-align: center;">Page 22</p>	<p>1 member. 2 The motivations of callers who are concerned about 3 their own behaviour are discussed and people are 4 encouraged through agreed actions to develop a life in 5 which their needs are met positively without children 6 being sexually abused. This approach follows the good 7 lines model of working with sex offenders. There has 8 been evaluation in the UK, Ireland and the Netherlands 9 which shows that some actual and potential child sex 10 offenders are willing to make contact and there's been 11 positive feedback from service users interviewed. 12 Similar approaches targeting those concerned about 13 their abusive tendencies are reported in other 14 countries, such as Sweden and Germany. 15 If I can just summarise the key messages on primary 16 prevention. At the cultural level, education, social 17 marketing and media approaches are all helpful, but 18 approaches need to address demand as well as focusing on 19 children's protective capacities, and need to involve 20 a broader range of audiences. 21 At the structural level, tackling systemic factors 22 such as privacy issues and opportunities for abuse in 23 organisations is likely to be the most immediately 24 effective response. 25 It is also really important that preventative</p> <p style="text-align: center;">Page 24</p>

<p>1 interventions are underpinned by accessible services for 2 those who disclose. 3 At the financial level, we need much more evidence 4 on the costs of prevention. 5 Finally, at the professional and political level, we 6 discover that professional guidance, leadership and 7 training are all key effective prevention strategies. 8 So we are going to turn back to Lorraine now. 9 Presentation by PROFESSOR LORRAINE RADFORD 10 PROF RADFORD: I am going to now move on to look at the 11 second theme of our review, which was looking at 12 improving identification, disclosure and reporting and 13 the immediate child protection response across the range 14 of organisations that we considered. 15 We know it is well known that identifying child 16 sexual abuse and sexual exploitation is difficult. 17 There are many barriers to identification and also to 18 children's disclosure. 19 One of the key findings, though, from the review was 20 that proactive approaches to identification that move 21 organisations beyond relying solely on children's 22 disclosure and equip organisations to pick up on other 23 indicators and to work in a more relationship-building 24 way with young people is likely to increase 25 identification. It increases reporting rates, arrests,</p> <p style="text-align: center;">Page 25</p>	<p>1 and involving those communities and parents in those 2 positive, proactive community responses would be 3 a helpful thing to do. 4 So looking at the structural factors in relation to 5 identification and reporting in particular, we know that 6 legislation and the organisational policies can have an 7 impact on how sexual abuse and sexual exploitation are 8 identified and reported by organisations, and some have 9 argued for the introduction of mandatory reporting to 10 overcome the institutional and professional reluctance 11 to refer cases to child protection services and to the 12 police. 13 Unfortunately, the research messages on mandatory 14 reporting are still very mixed, so the research in 15 Australia looks specifically at the impact on reports of 16 child sexual abuse and the experts' opinion is still 17 very divided. It was found that it did lead to an 18 increase in reporting of cases, but it also led to an 19 increase of unsubstantiated cases, and opinion is 20 divided about what the impact is of having that dual 21 result. 22 So views are mixed as to whether it is helpful to 23 have unsubstantiated cases reported because it may be 24 helpful if it means that the child and the family gets 25 access to support at an earlier stage. There is also</p> <p style="text-align: center;">Page 27</p>
<p>1 prosecution and convictions, and there is some good 2 research evidence to support that. 3 Cultural barriers to reporting and identification 4 can also be improved if communities can become involved 5 in child protection. From research in Australia, it's 6 been found from programmes such as the Reset programme, 7 for instance, that features of a successful community 8 involvement included professionals having a positive 9 outreach with communities in order to build 10 relationships, to build trust, to encourage engagement 11 and also to build capacity. 12 So to also take a holistic approach to community 13 problems and not just focus solely on child sexual abuse 14 and sexual exploitation in isolation from the other 15 issues and difficulties that a community might be 16 facing. 17 I would say that we need to build on work from 18 communities to include the range of different economic 19 and social conditions within different communities, 20 where sexual abuse and sexual exploitation happens, but 21 also being mindful of the fact that sexual abuse and 22 sexual exploitation doesn't just happen in poor 23 communities, but maybe addressing the issues in the 24 range of communities that are likely to experience that 25 issue would be very helpful in moving on our thinking</p> <p style="text-align: center;">Page 26</p>	<p>1 the view that it could be harmful, in that families and 2 children are referred into a system where they don't get 3 a helpful response, and that has a damaging impact on 4 their willingness to talk again, and also on the 5 relationships in their family, and that's an unhelpful 6 referral. So further work is needed, really, to 7 consider some of those issues. 8 Unfortunately, as has been said, in relation to 9 identification and reporting, we found little evidence 10 on the financial aspects and the costs of different 11 approaches, and further work is needed to develop this. 12 The research from Australia and from other countries on 13 mandatory reporting shows that if this is going to be 14 introduced, then additional resources would be required. 15 The costs will, of course, vary depending on the nature 16 of the particular approach that's taken, and this is 17 something that could be tested, maybe, at different 18 community levels. 19 We also know that providing resources for additional 20 training and producing resources for practitioners, like 21 tool kits and guidance on interviewing and assessment 22 methods, can be very helpful, but they are not going to 23 be effective if organisations lack the resources and the 24 sufficient capacity to respond. 25 We found a number of messages from this part of</p> <p style="text-align: center;">Page 28</p>

<p>1 the research that are aligned with the inquiry's                  2 concerns about professional issues. The research                  3 supports the general conclusion that professionals need                  4 to have training so that they can identify and be aware                  5 of the barriers that children have in reporting sexual                  6 abuse and sexual exploitation, and also training that                  7 would equip them to also take a more proactive approach                  8 to identification that would move them beyond relying                  9 solely on disclosure.                  10 If disclosed at all, disclosure of an abusive                  11 experience often doesn't happen until a considerable                  12 time after the experience, and sometimes telling might                  13 be limited towards other indicators, like problematical                  14 behaviour or self-harm.                  15 So a proactive approach means equipping                  16 professionals in organisations so that it can build                  17 a safe and trusting relationship with a child so that                  18 they are able to notice other indicators of abuse, able                  19 to ask about the abuse sensitively and on more than one                  20 occasion.                  21 From Australia and the USA, we know that producing                  22 specialist mobile teams and task forces that bring                  23 together expertise from law enforcement, from health and                  24 from child protection services to go into specific                  25 communities to work with them to develop expertise and</p> <p style="text-align: center;">Page 29</p>	<p>1 have an impact on improving investigation and                  2 assessment, so methods -- there is some promising                  3 research on methodologies like telemedicine, which                  4 improve identification, and assessment methods using                  5 video links directly with specialists to local teams                  6 working in sexual health clinics, for example, can help                  7 to improve access to those specialist skills for                  8 identification.                  9 Also in healthcare, we know that in sexual health                  10 clinics proactive identification methods, for instance,                  11 inviting young people back for a second assessment, can                  12 improve the rates of identification, and also start to                  13 build relationships between healthcare professionals and                  14 young people who are experiencing sexual exploitation in                  15 particular.                  16 A systematic review of screening in health services                  17 found that, at the moment, there is very poor evidence                  18 to support screening for child sexual abuse in health.                  19 This suggests that interventions that -- you know,                  20 introducing screening at the moment are probably                  21 premature and that we need to have a little bit more                  22 research on that area before we take that further.                  23 Most of the identification literature in health                  24 focuses on cases where children are already showing                  25 signs and symptoms. Very few of those studies that look</p> <p style="text-align: center;">Page 31</p>
<p>1 practice can have a positive impact.                  2 Again, in relation to addressing the professional                  3 issues, organisations need to address the organisational                  4 barriers that exist. The research found that there are                  5 five organisational and systemic barriers to                  6 identification and reporting, and addressing these five                  7 particular factors would be a very helpful thing that                  8 organisations could be doing. So these five factors                  9 are: having rigid, hierarchical and closed                  10 organisations; not being open to scrutiny and having                  11 poor accountability; failing to implement child                  12 protection policies and procedures; having poor                  13 supervision within organisations; and, finally, failing                  14 to provide a safe space or a safe environment in which                  15 children are able to talk about experiences of abuse --                  16 children, and indeed the adults that work within                  17 organisations. So tackling some of those factors would                  18 be a helpful response.                  19 We also know that responsibilities for safeguarding                  20 need to be recognised and implemented across the range                  21 of organisations working with children and young people,                  22 so moving beyond statutory services, to cover the                  23 voluntary sector and the range of leisure organisations,                  24 and so on, that work with children.                  25 Within healthcare, we know that new technologies can</p> <p style="text-align: center;">Page 30</p>	<p>1 at early identification in health are looking                  2 specifically at sexual abuse and sexual exploitation, so                  3 that's an area that could be developed quite helpfully.                  4 We found several research studies, and so I would                  5 say there is pretty good evidence that suggests that                  6 child-friendly interviewing guided by protocol and                  7 supported by trained professionals produce better                  8 evidence for assessment and also for court processes.                  9 For our case study, we wanted -- the Children's                  10 House or Barnahus has relevance to the structural, the                  11 cultural and also the professional concerns of                  12 the inquiry. Although the research at the moment about                  13 the Barnahus and the Children's House is currently at                  14 the level of what you would call promising research, we                  15 think that this is an area that requires some further                  16 research interest.                  17 The Barnahus models are one-stop models of providing                  18 a holistic service for children, so they bring together                  19 professionals working in the area of health, in law                  20 enforcement, in therapeutic services, child protection                  21 services, and in support and aftercare, to work in                  22 a holistic and coordinated way on a single site with                  23 children so that they provide care for the child and the                  24 child's family through the process from the immediate                  25 identification and reporting, through the court process,</p> <p style="text-align: center;">Page 32</p>



<p>1 to aftercare and support. A particularly interesting                  2 feature of the Barnahus, which now exists in Iceland and                  3 several European countries, in Scandinavia, and is                  4 currently being piloted and rolled out in Africa and                  5 Eastern Europe, is the approach to investigation for the                  6 courts, where they bring together specialist forensic                  7 interviews who have a direct link to and are observed by                  8 the judge, the prosecution and the defence, who are                  9 involved in the court processes, so that they limit the                  10 number of interviews that the child has to undergo                  11 through that process.</p> <p>12 We know that the Barnahus model is currently being                  13 piloted in England, and so it is hoped that research                  14 evidence will build on how that is going to work in an                  15 adversarial context like the United Kingdom.</p> <p>16 Moving on to look at structural changes and also                  17 some of the key messages from this part of our review,                  18 the key message regards cultural changes is that                  19 proactive approaches and community engagements can                  20 improve reporting, especially where cultural barriers                  21 exist, so working proactively with communities and                  22 drawing on some of the experience that's been developed                  23 on how we can do that where resistance might be great in                  24 communities would be a helpful area to explore.</p> <p>25 In relation to the legislative and the structural</p> <p style="text-align: center;">Page 33</p>	<p>1 I now invite questions from our invited participants                  2 about any points of clarification on the research and                  3 the presentation that you have just heard. I would ask                  4 that you restrict yourself at this stage just to                  5 questions on those points of clarification. There will                  6 be an opportunity subsequently to raise wider points and                  7 to take the debate forward. Could I ask anybody who                  8 does have a question to indicate? Linda, yes, please,                  9 thank you.</p> <p>10 Points of clarification</p> <p>11 MS DOMINGUEZ: The financial implications that you looked at                  12 in your research, what did those financial parts cover?                  13 Very broad financial -- was that drug and alcohol, was                  14 that the judicial system, was that people in care? What                  15 were those financial implications?</p> <p>16 PROF RADFORD: Looking at any research which includes                  17 information on costs is very limited. It should cover                  18 all of those things, it should cover the cost and                  19 benefits, so looking at the broader social costs, as                  20 well as the immediate costs of implementing a programme,                  21 but the literature on any of that was very limited, I'm                  22 afraid, and also not comparable. The area where it                  23 seemed to be best is probably in relation to this                  24 afternoon's presentation in relation to working with sex                  25 offenders, where they have tested out different</p> <p style="text-align: center;">Page 35</p>
<p>1 framework for organisations, we know that mandatory                  2 reporting can increase rates of reporting for sexual                  3 abuse, but evidence on the benefits remain mixed. The                  4 most important structural changes for organisations                  5 would be to address the five structural barriers that we                  6 identified earlier in this presentation.</p> <p>7 Regards financial aspects, I'm sorry to say again                  8 that we need further work in that area. We need more                  9 evidence on the cost of different approaches and                  10 different methods of working and the level of resources                  11 that are needed.</p> <p>12 For the professional and political messages, we know                  13 that training is required to ensure that all the great                  14 work that's being done on producing guidance, different                  15 assessment models and trying to promote positive                  16 practice working with sexually abused and sexually                  17 exploited children, that resources are required to                  18 support that so that professionals are able to overcome                  19 some of those barriers to reporting, but also to acting,                  20 and resources that enable them to act in the communities                  21 in which they are working are a very important part of                  22 improving the professional response.</p> <p>23 That's the end of our presentation. Thank you.</p> <p>24 MR HILL: Many thanks to both Professor Radford and                  25 Professor Stanley for their presentation.</p> <p style="text-align: center;">Page 34</p>	<p>1 approaches to see whether or not it is cheaper to                  2 electronically tag somebody or send them to prison. So                  3 things like that, there is some costing.</p> <p>4 But in terms of preventative or different approaches                  5 to identification or training or working with                  6 communities, very little on costs, I'm afraid.</p> <p>7 MS DOMINGUEZ: Thank you. Can I just ask one more question                  8 in relation to that? You have just mentioned training.                  9 In the training that you looked at in your research,                  10 were professionals actually provided with training on                  11 identifying/dealing with sexual abuse as part of their                  12 training? Because my understanding is, in the UK, most                  13 professionals don't get very much training on that area                  14 within their professional qualification.</p> <p>15 PROF RADFORD: Coming from a social work department, I would                  16 agree with you there, that a lot of social workers don't                  17 get enough training on some of these things. But the                  18 research studies that we looked at -- we were                  19 specifically looking at what was the impact of providing                  20 training and also resources. So some of the studies                  21 that we looked at included training in the context of                  22 having access to a specialist task force who provided                  23 that ongoing support, so giving training -- we know that                  24 practice won't change unless the training is reinforced,                  25 and so having mentoring schemes and having access to</p> <p style="text-align: center;">Page 36</p>

<p>1 those specialist teams so they can develop their                  2 practice is what is needed. Those are the studies that                  3 we looked at that seemed to be more effective in terms                  4 of the sustainability of knowledge and practice. But                  5 how they measure that, of course, is, again, a sticky                  6 issue, because does that mean it is better for children?                  7 A professional will say, "I think I will do things                  8 better", but looking at it from the child's point of                  9 view, which is obviously the most important thing, a lot                  10 of the studies don't include the outcome for the child.                  11 I think increasingly that's an area that is coming into                  12 the research literature as being important, you know,                  13 asking a professional's clients whether or not they                  14 think the service that they got was good.                  15 MS DOMINGUEZ: I do have some other points of clarification,                  16 but I don't want to hog it. So I will leave it to                  17 others.                  18 MR BEARD: You spoke a lot about the whole-school approach                  19 and the importance of that. I wondered if, within the                  20 research -- in the UK, we have quite a target-driven                  21 education system that's driven on results. I wonder if                  22 the research in any way indicated where there was                  23 a balance between that, but also the importance of                  24 driving forward the PSC areas around relationship and                  25 sex education?</p> <p style="text-align: center;">Page 37</p>	<p>1 research, do you draw any conclusions about the ways in                  2 which particular public attention and concern has driven                  3 learning or prompted greater examination of what works                  4 and what doesn't work? It seems to me that is a very                  5 important context for us here, but I would be interested                  6 to see whether you drew any conclusions from that from                  7 your wider study?                  8 PROF RADFORD: I can say that some of the similar concerns                  9 that we have had about, you know, child abuse concerns                  10 in the public domain, particularly in the media, we have                  11 found that that was quite similar, in terms of prompting                  12 the policy responses and the organisational responses in                  13 the jurisdictions we looked at. We included actually,                  14 I forgot to say, 36 similar jurisdictions in the review,                  15 but most of the literature tended to come from the USA                  16 and from some European countries, Australia, Canada and                  17 New Zealand. So in a way, I suppose it is a little bit                  18 limited because we don't always have access to the                  19 literature that's published in languages other than                  20 English.                  21 I think, actually, the Swedish example is                  22 interesting because of their efforts to tackle the                  23 demand side for sexual violence in general. So making                  24 the connections between violence to adults and violence                  25 to children and young people and trying to tackle the</p> <p style="text-align: center;">Page 39</p>
<p>1 PROF STANLEY: I think what everybody would really like in                  2 the way of outcome research is research that shows that                  3 delivering these preventative programmes in schools                  4 improves learning outcomes, improves attainment. That                  5 would be the golden egg, really.                  6 As yet, there isn't any research of that sort, and                  7 that's because, at the moment, these programmes tend to                  8 be delivered in quite a sort of a patchy, inconsistent                  9 way in schools. What we would really hope is that, with                  10 the shift to sexual relationship education becoming                  11 a statutory part of the curriculum, that we would see                  12 wider, more consistent delivery of these sorts of                  13 programmes, which would make it more feasible to look                  14 for those types of links. That would be fantastic                  15 evidence if that was available, but it isn't, as yet.                  16 MR ASHCROFT: I was interested in the question of your                  17 review of the promising areas of research, acknowledging                  18 the difficulties that we have all struggled with in this                  19 area and how that relates to how we then implement                  20 practice on the ground, which is, I think, where some of                  21 the discussion may go later.                  22 I am very conscious that in the UK we have been                  23 responding to a number of high-profile cases, concerns,                  24 context, if I put it in that broader sense. In looking                  25 at other jurisdictions and looking at the promising</p> <p style="text-align: center;">Page 38</p>	<p>1 demand side through their legislative changes is                  2 interesting, because my impression -- and I can't say                  3 that I know -- because the Swedish literature, you are                  4 relying on the summaries of the research in English, but                  5 the Swedish literature and the commentaries on the                  6 Swedish approach give the impression that it was linked                  7 in to other work that they were doing on a more global                  8 basis in responding to sexual exploitation and sexual                  9 abuse that was informing their children's rights                  10 approach in that particular context.                  11 So I actually do think that, actually, a children's                  12 rights approach to dealing with sexual abuse and sexual                  13 exploitation in the UK would be very helpful and we                  14 could draw on most messages because it gives an                  15 immediate framework for implementing responses.                  16 MR ASHCROFT: That was going to be my supplementary                  17 question, because it seems to me that -- you commented                  18 on the degree to which so much of this is single-action-                  19 or single-intervention-based research and yet we are                  20 dealing with a system and a context, and the fundamental                  21 approach which you take to that context, which I would                  22 argue should be a children's rights approach, I think is                  23 really important that we try to draw from practice in                  24 those other places.                  25 PROF RADFORD: I do think we need a particular caution,</p> <p style="text-align: center;">Page 40</p>

<p>1 though, because looking at some of the global work on                  2 implementing children's rights, perspectives on child                  3 protection, which is another area where I have been                  4 doing some work, the literature looks at preventing                  5 child abuse and neglect, and the sexual abuse and sexual                  6 exploitation aspects tend to fall off the agenda in some                  7 of those debates.</p> <p>8 So keeping a specific focus and remembering that                  9 sexual abuse and sexual exploitation are problems that                  10 might affect children and their families in different                  11 ways to things like neglect or physical abuse is very                  12 important, I think.</p> <p>13 It is related to children's rights in general, but                  14 remembering to keep a specific focus on sexual abuse and                  15 sexual exploitation is important, I think, to stop that                  16 sort of merging of issues and trying to generalise                  17 responses which inevitably policy makers do because you                  18 want to simplify.</p> <p>19 PROF BEECH: Just really following on from David's first                  20 question, really, about -- a very interesting report,                  21 obviously, and I thought something that you could have                  22 gone into a bit more detail, and sometimes you                  23 tantalisingly talk about some of the stuff from the                  24 Council of Europe, basically, and the One in Five                  25 campaign, you know, they have big documents on stuff.</p> <p style="text-align: center;">Page 41</p>	<p>1 primary prevention issues and on identification and                  2 reporting, where communities may be distrustful of child                  3 protection services and distrustful of the police and                  4 the court systems.</p> <p>5 So there is some evidence on those areas of work in                  6 the research report, but mostly they are talking about                  7 specific projects and how they manage to engage with                  8 communities. So they are looking at how things can be                  9 done and models of working with communities. So in                  10 a way, I would say that they build on what a lot of                  11 people might already know about participatory methods of                  12 working, if they have worked in community engagement                  13 methods, but I think what's of interest is that looking                  14 at that specifically in relation to sexual abuse and                  15 sexual exploitation is very interesting because some of                  16 the barriers that we think might exist aren't there.</p> <p>17 So, for instance, the work that looked at, you know,                  18 preventative work with parents of younger children found                  19 that involving parents in those primary prevention                  20 projects with pre-schoolchildren on sexual abuse was                  21 actually quite effective and that that could be done                  22 successfully so that children had better understanding                  23 and awareness of risks and dangers and self-protection                  24 and where they would go to for help, even for                  25 pre-schoolchildren and it could be delivered in an</p> <p style="text-align: center;">Page 43</p>
<p>1 I didn't see much of that in the summary report and                  2 I think they obviously do some really good stuff there.                  3 I just wondered why that didn't make its way into your                  4 report, really.</p> <p>5 PROF RADFORD: Some of that is in the full report, actually,                  6 on the awareness work related to One in Five, but the                  7 summary report, we had to pare it down because so many                  8 different studies were included. I think participation                  9 in those global and international networks has been very                  10 beneficial in terms of improving and enabling cultural                  11 change at the national level and also at the level of                  12 specific organisations.</p> <p>13 PROF BEECH: Well, yes, the Council of Europe is 47                  14 countries. I look forward to reading it.</p> <p>15 MS PRAKASH: I know you mentioned drivers of demand for                  16 abuse can affect this gap, but can you shed some light                  17 on, was there anything that you identified in terms of                  18 drivers of abuse within institutions or outside of it?                  19 Or is it a complete gap?</p> <p>20 PROF RADFORD: The literature we found mostly came from                  21 Canada, America, Australia and some research on --                  22 possibly from the Netherlands and Germany that were                  23 looking at diversity issues, and they were mostly                  24 projects that were looking at how you overcome the                  25 barriers to working with communities and particularly on</p> <p style="text-align: center;">Page 42</p>	<p>1 effective way. So there are some promising messages                  2 from the research, I would say, but it is an area that                  3 certainly requires a lot more work.</p> <p>4 MS EGGLESTON: I just wondered, obviously we have not seen                  5 the whole report until this morning, but in terms of                  6 the clarification around the involvement and engagement                  7 of non-state organisations in the report, in terms of                  8 the research and how that informed your kind of                  9 conclusions, if you could tell us a little bit more                  10 about that?</p> <p>11 PROF RADFORD: I think it is well known that a lot of                  12 the pioneering work has been done in voluntary                  13 organisations and in non-state organisations. So in the                  14 report we categorised the organisational responses                  15 according to the specific sectors. Sometimes it's very                  16 difficult to put an organisation under a particular                  17 heading, particularly if you are looking at the                  18 voluntary sector, because in relation to sexual violence                  19 prevention, they have always worked in perhaps                  20 a multi-sector, cross-agency way. For work with                  21 perpetrators, for instance, a lot of the work had been                  22 developed in the voluntary sector but then moved into                  23 the criminal justice sector. So it is difficult to know                  24 which heading to put that under.</p> <p>25 I think I would acknowledge that the voluntary</p> <p style="text-align: center;">Page 44</p>

<p>1 sector has played a huge role because of being aware of                  2 the issues, because they are working directly with                  3 people affected and they are usually able to be very                  4 responsive. But the other sectors have become involved                  5 and have resourced that work subsequently. So our                  6 perpetrator work we put under the legal arena, even                  7 though we are talking about a range of different                  8 projects involved and a lot of the work being developed                  9 initially amongst these independent organisations, who                  10 often continue to contribute but aren't necessarily well                  11 resourced to do so.</p> <p>12 MR HILL: Let me just follow up on that. Is it easier to                  13 measure an outcome when it is a programme which has been                  14 provided by a state actor rather than a non-state actor                  15 and, if so, how do you try to address that balance in                  16 the research, or how should we try to address it?</p> <p>17 PROF RADFORD: I would say yes, that is the case, yes,                  18 because, although child protection services aren't well                  19 known for measuring the impact of their work with                  20 children, so -- technically, it should be easier to                  21 measure, so you can measure things like whether or not                  22 somebody is reconvicted if they are a sex offender. You                  23 can measure things like whether or not a child gets                  24 re-referred into child protection services for the same                  25 experiences, abuse, they are originally referred in for.</p> <p style="text-align: center;">Page 45</p>	<p>1 that we found on organisational responses, there was                  2 very little that talked about whistleblower protection.                  3 There was a lot that talked about the difficulties of                  4 speaking within organisations for professionals.</p> <p>5 MR HILL: I think whistleblowing is a matter that I would                  6 like to return to when we have our discussion around the                  7 table, as it were.</p> <p>8 DR BIRD: I'm happy to join in.</p> <p>9 MR HILL: For now, we have reached 11.30 am, which is the                  10 time that is scheduled for a break. If we could come                  11 back and reconvene in 15 minutes, and we will then begin                  12 our discussion with our invited participants around the                  13 table. But may I, for now, on everybody's behalf, thank                  14 Professor Stanley and Professor Radford for their work                  15 and their presentation.</p> <p>16 (11.30 am)</p> <p style="text-align: center;">(A short break)</p> <p>17 (11.45 am)</p> <p style="text-align: center;">Comments by THE FACILITATOR</p> <p>20 MR HILL: We now move to the discussion among our invited                  21 participants, and it may be helpful for me to make just                  22 a couple of points beforehand. First of all, could                  23 I remind you all to turn the microphones on and speak                  24 into them when you have a point to make?                  25 Secondly, I should previously have introduced</p> <p style="text-align: center;">Page 47</p>
<p>1 You can measure things like that, because they have the                  2 resources to do so.</p> <p>3 In the voluntary sector, the resource issue is                  4 a barrier, although I would say that a lot of this work                  5 has been pushed forward by the voluntary sector, and                  6 they have made some very good efforts. So there are                  7 a lot of organisations in this area who have really                  8 pioneered some of the work, and that's the same for the                  9 UK and the organisations in some of the other                  10 jurisdictions that we looked at. So particularly in                  11 America, in Canada and actually even in some of                  12 the European countries that we looked at.</p> <p>13 MR HILL: Unless anybody has one final question? Jon, you                  14 do, yes?</p> <p>15 DR BIRD: Thank you. In connection with the discretion or                  16 mandatory reporting and I understand the difficulties                  17 around that, did you look at all or find any evidence                  18 around the effectiveness of whistleblower protection,                  19 which is something that seems to prevent people from                  20 speaking out about problems within institutions?</p> <p>21 PROF RADFORD: No. Unfortunately, no, we didn't. We                  22 couldn't find any research on that. We did do specific                  23 searches using specific search terms for different                  24 areas. We didn't search specifically for whistleblowing                  25 protection amongst the literature.</p> <p style="text-align: center;">Page 46</p>	<p>1 Steve Webster, the inquiry's head of research, who is                  2 sitting here to my right.</p> <p>3 In terms of the discussion, I have got four brief                  4 points. The first is that these are, of course,                  5 extremely broad topics and we have limited time and                  6 a number of contributors. So I would ask you all to                  7 bear that in mind and, indeed, to bear with me as I try                  8 to guide us through.</p> <p>9 Second, and related, the discussion is to help                  10 inform the inquiry's work; it is not the end of                  11 the process, it is part of that process. There will be                  12 an opportunity outside of this seminar to make points                  13 and to raise evidence, and, again, I would ask that that                  14 is kept in mind.</p> <p>15 Thirdly, the intention of the discussion is not to                  16 put anybody on the spot or to force them to justify                  17 a position that they or their organisation have taken.                  18 There may come a time when the inquiry wishes to test                  19 certain approaches, but that is further down the line.                  20 For now, we just seek to try to understand the                  21 parameters of the topics that we are discussing, and                  22 I suspect that everybody would agree that that is                  23 sufficiently ambitious for today.</p> <p>24 A final point: as the chair has said, there will be                  25 a dedicated seminar in July on issues concerning the</p> <p style="text-align: center;">Page 48</p>

<p>1 provision of support services for victims and survivors.                  2 Now, that is, of course, a critically important topic                  3 and that is why it is being given a dedicated seminar.                  4 It is bound to overlap with many of the issues that we                  5 are discussing today. Where you think it is germane to                  6 the point that you are making, please do identify that                  7 this is an issue that needs to be returned to, but                  8 I would ask that perhaps we leave the detail of that                  9 discussion until we get to the July seminar.                  10 Discussion                  11 MR HILL: With those points in mind, if we could begin with                  12 the question of reducing risks and vulnerabilities and                  13 the issue of school programmes. Linda, if I could turn                  14 to you first, because I know this is an area that                  15 One in Four have been doing some work in, in going into                  16 schools and providing the training. From your                  17 perspective, where can we draw on the research and the                  18 practice overseas in what we are doing in England and                  19 Wales?                  20 MS DOMINGUEZ: I'm not sure I can answer that in full. All                  21 I can tell you is that we work in schools within                  22 Southeast London, and it is deprived areas within                  23 Southeast London. All we know is that we make                  24 a difference by going into schools and training the                  25 teachers, the domestic help, parents, about safe</p> <p style="text-align: center;">Page 49</p>	<p>1 secondly, parents in getting involved?                  2 MS DOMINGUEZ: What happens is, by word of mouth now,                  3 because we have made a difference within that area in                  4 which we work, that locality, I should say, what we do                  5 is we go into schools and we offer a number of free                  6 sessions. It is not all about sexual abuse. It can                  7 just be about behaviours that, you know, you can                  8 identify that they are on the road to sexual                  9 exploitation, daring to do things that they wouldn't                  10 normally do, or you can see that, actually, they have                  11 got all the characteristics of a child that might be                  12 being sexually abused, and, let's face it, most sexual                  13 abuse is within the family environment, or that's our                  14 data at One in Four.                  15 So by offering those first free sessions and the                  16 difference it makes to how that child behaves, the                  17 schools then go, "Ooh, actually, we want you to do a bit                  18 more", and then we say, "Well, actually, you know, we do                  19 need to charge you", and we don't charge very much,                  20 actually, it is minimal, because, actually, it is not                  21 about the money, it is about making a difference, and                  22 then, once we are in a school, generally they keep us                  23 there and we do days for the parents, days for the                  24 teachers, obviously groups, group work with the kids,                  25 and one-to-one stuff, and they keep a tracker in the</p> <p style="text-align: center;">Page 51</p>
<p>1 practice and handling disclosures and, for the children,                  2 we talk about what is safe practice, and you don't have                  3 to have peer abuse and be forced into initiations and                  4 things that make you feel uncomfortable, and all we know                  5 from teachers and head teachers is that it makes                  6 a difference to the behaviour and the attitudes of                  7 the children and their peer groups.                  8 I don't think this is happening enough. You know,                  9 child sexual abuse and child sexual exploitation is an                  10 academic. It is a bit like the elephant in the room.                  11 How do you eat an elephant in small chunks? We are                  12 going in and doing that in Southeast London. We would                  13 like to do it everywhere. Education is really                  14 important. We see adults within One in Four and these                  15 adults have disclosed for the first time maybe. So what                  16 we are trying to do is get at the young people so that                  17 they don't become our clients of the future. You can't                  18 unknow what you know. So if you know something isn't                  19 right or you know, actually, you should check that out                  20 with somebody else, is this okay, then hopefully they                  21 won't be our clients of the future, or at least they                  22 will have a better understanding and the capacity to                  23 say, "I want to do this" or "I don't want to do it".                  24 MR HILL: In terms of the work that you are conducting, how                  25 receptive are you finding, firstly, schools and,</p> <p style="text-align: center;">Page 50</p>	<p>1 schools and they can tell you that, you know, "X started                  2 off at this level and has now improved to that level in                  3 the way they are receiving their education".                  4 MR HILL: Can I turn to others around the table, and,                  5 Sheila, I see you indicating. Please go ahead.                  6 MS TAYLOR: Thank you. It is probably worth looking at the                  7 Canadian Mounted Police. They have had quite a bit of                  8 contact with us in so much as they wanted to use the                  9 campaign material that we utilise across the UK, which                  10 is community and educational material. I know they have                  11 taken it and supplemented what they are doing out there,                  12 and I feel sure that that probably will have been                  13 evaluated quite robustly because they are very clear                  14 about what works. I couldn't give you contact details                  15 here, but we could probably give you details of people                  16 we have been in touch with there.                  17 I think, when you talk about schools in this                  18 country, what we have to recognise is that it is                  19 a subject matter that's very complicated and very                  20 complex, as we heard from Lorraine and her team earlier,                  21 and teachers are really worried about addressing this                  22 because it is so complex. They don't feel skilled.                  23 They don't feel able to raise all the right points.                  24 They feel quite vulnerable in delivering the messages.                  25 Then, on the flip side of that, they're worried</p> <p style="text-align: center;">Page 52</p>

<p>1 about raising concerns with young people and getting                  2 disclosures and then not having anywhere for those young                  3 people to go to. So I think, before we start rolling                  4 out education and saying, "This has to happen, and it                  5 goes like this", we have to be sure that there is                  6 somewhere for those children and the teachers to go to                  7 so that they can progress it quite successfully.                  8 MR HILL: I can see a lot of nodding heads around the table,                  9 and David, I think, in particular, wishes to come in                  10 here.                  11 MR ASHCROFT: Thank you, yes. I think there are a number of                  12 really positive examples of support in schools,                  13 engagement with schools, that we have got around the                  14 country. But I think that is in the context of an                  15 increasingly fragmented education system where the                  16 responsibilities, despite the inclusion of PSHE and the                  17 new curriculum requirements, are very varied, and the                  18 engagement that we get from schools, thinking of them as                  19 partners within an LSCB, can be very, very varied, and                  20 where we have got good and effective head teachers and                  21 other leaders within the school, that can be really                  22 important, but we have a system that doesn't require                  23 schools to be fully part of a multi-agency safeguarding                  24 system within which we address the particular challenges                  25 for CSE and CSA. I think that is a real risk in making</p> <p style="text-align: center;">Page 53</p>	<p>1 local authority -- to have a plan for how they will                  2 respond to safeguarding concerns.                  3 We have been hearing this morning both from the                  4 research and some of the questions how important that                  5 multi-agency, multi-sectoral involvement is with                  6 community, voluntary, faith and other groups, and that's                  7 been I think a real success of work that many LSCBs have                  8 done around the country, keeping it as part of a wider                  9 network. I do think we have a risk going forward that                  10 that will be undermined and weakened, which is                  11 a concern.                  12 MR HILL: Namita, you have a point to make there?                  13 MS PRAKASH: Primary prevention in programmes in schools are                  14 most welcome and they are a great resource. However,                  15 there is a word of caution that I want to bring in, and                  16 that's towards not putting too much onus on disclosure                  17 on young people and children, because, as we know from                  18 our own experience -- Linda has mentioned that in the                  19 other session -- it takes years before children can                  20 disclose and, even after years, most of them would not.                  21 So, though it is a very good and effective programme and                  22 it has worked in different parts of the country and                  23 elsewhere, we need to be very careful and not put the                  24 whole onus on hoping that the children will disclose,                  25 because no matter what we do, there will be children who</p> <p style="text-align: center;">Page 55</p>
<p>1 sure that some of the good examples we have got are                  2 actually consistently supported, and I echo Sheila's                  3 concern about, one can develop initiatives within                  4 school, one can support teachers and other staff to work                  5 with children effectively and to work with parents, but                  6 it's got to be part of a much wider support network,                  7 it's got to link to, how does your referral and early                  8 help system work within that locality, how does it link                  9 to formal child protection processes where those are                  10 required. I am afraid that we are in danger of moving                  11 towards a system where that will become more varied,                  12 more fragmented, rather than that we have a consistent                  13 arrangement across the country.                  14 MR HILL: Can I just ask you to expand on that danger, and                  15 where that danger is coming from?                  16 MR ASHCROFT: You would expect me to say it, as chair of                  17 the LSCBs, but we do have a framework that's been in                  18 place for 10 years, has grown and developed and it has                  19 a multi-agency partnership bringing partners together                  20 both at a strategic level but, as importantly, at an                  21 operational level through the framework of a local                  22 safeguarding children's board. The current legislation                  23 going through parliament will remove that requirement to                  24 have an LSCB and will substitute it with an injunction                  25 on three statutory partners -- police, health and the</p> <p style="text-align: center;">Page 54</p>	<p>1 will not disclose and we need to bring in the element of                  2 others working, the professionals working with the                  3 children at identifying the signs or symptoms and hoping                  4 to help them. Again, even if they do, they are not                  5 going to say, "Yes, it has happened to me". It is about                  6 supporting them in an effective way so that, hopefully,                  7 it can be stopped. So it is really important to just                  8 point that out.                  9 MR HILL: I think, again, it is a point which I can see                  10 agreement with. Jon, I think you wanted to come in as                  11 well?                  12 DR BIRD: Yes. I spent 10 years as a classroom teacher and                  13 about 10 years ago I did the CEOP ambassador training.                  14 There is quite a good model there that includes not                  15 only, you know, online sort of concerns and informing                  16 young people about those concerns, but together with                  17 that you get training in how to support senior                  18 management and governors in preparing the school to                  19 address these concerns. I think if you speak to young                  20 people in the language with which they are familiar and                  21 which is online stuff, it draws into a focus all of                  22 the other concerns that we are aware of, and I think                  23 young people who grow up in dangerous and unsupportive                  24 home environments may not know that what is happening to                  25 them at home is wrong, and any way in which we can help</p> <p style="text-align: center;">Page 56</p>

<p>1 them to understand that that is wrong and that there is,                  2 if they choose, a place to go to where they can report                  3 and be treated with respect, that would be massively                  4 helpful.                  5 MR HILL: Drawing on the online point, Susie, I think you                  6 wish to come in on that?                  7 MS HARGREAVES: Yes. I just wanted to mention in relation                  8 to building young people's resilience and online safety,                  9 of course there's the UK Council for Child Internet                  10 Safety, of which I'm a board member, which is                  11 a multi-stakeholder group but also the UK Safer Internet                  12 Centre, Safer Internet Day, you mentioned "Parents                  13 Matter" in the States, "Parent Zone", there are a huge                  14 number of resources and support available on the full                  15 sort of online safety spectrum. So an enormous amount                  16 of work going on in schools, South West Grid for                  17 Learning have a helpline for professionals, Childnet                  18 take work directly into schools. I just think it is                  19 really important to recognise there is a huge amount on                  20 the wider online safety area available in the UK.                  21 MR HILL: How are you finding the takeup of those kind of                  22 resources, both by teachers and parents, and I'm                  23 particularly interested in this idea of continuing                  24 development, teachers being able to go back to these                  25 resources throughout their career, not just the one-off</p> <p style="text-align: center;">Page 57</p>	<p>1 targets, which is a massive driver for schools, as we                  2 know, linked against all the demands that are placed on                  3 them as individuals, and opportunities, such as Jon                  4 talked about, for the schools to develop skills learned                  5 from the CEOP ambassador training, for instance, are                  6 hugely important, but let's not underestimate that,                  7 there's a long, long journey to go, I think, in terms of                  8 schools exhibiting leadership.                  9 I think there is some opportunity in terms of the                  10 move to relationship and sex education. I hope the DfE                  11 doesn't do that work in isolation. Firstly, it needs to                  12 listen to what children and young people will be wanting                  13 to have within that, and there's time and opportunity to                  14 engage that, if it is done properly, but also to build                  15 on the knowledge and experience that we have already                  16 heard about in the room today. My colleague talked                  17 about earlier on, and I'm not here to talk about                  18 Barnardo's schools particularly, but there are some                  19 well-evidenced pieces of work that have gone on in the                  20 north-west of England, a resource called Real Love                  21 Rocks, which is resources for schools for education and                  22 for professionals as well, and then all the issues                  23 around the digital world. There is some fantastic work                  24 going on around in that. I was at a conference a couple                  25 of weeks ago, and maybe others were, around safeguarding</p> <p style="text-align: center;">Page 59</p>
<p>1 training.                  2 MS HARGREAVES: The feedback that everyone gets, the                  3 feedback from teachers, is that there isn't enough                  4 resources, there is too much and they don't know how to                  5 work their way through it a lot of the time, but also                  6 that people don't want a one-stop shop, they want to be                  7 able to go to the type of resources they need at that                  8 particular time. Which is why people like                  9 South West Grid do 360-degree training for teachers to                  10 build the training, because, without exception, the                  11 issue often is about the training of teachers and                  12 actually their ability to deal with, whether it is, you                  13 know, very serious safeguarding issues up to --                  14 obviously, every single school in the country is dealing                  15 with sexting. If you look at child sexual abuse from                  16 the older age, actually the gap is on the teacher's                  17 capacity to deal with it and then, as you say, the                  18 resources are the next level.                  19 MR HILL: David, I think you wish to come in there.                  20 MR BEARD: Really, just to build on that point, I don't                  21 think I personally realised until one of my daughters                  22 became a secondary schoolteacher the real effect and the                  23 load there is on teachers within that environment.                  24 I mean, I taught earlier on. I think there is that                  25 massive pressure on them to deliver on educational</p> <p style="text-align: center;">Page 58</p>	<p>1 in the digital world, and there were some interesting                  2 presentations from a range of organisations about                  3 resources that they have that -- you know, we need to be                  4 building on that module and experience now.                  5 MS EGGLESTON: Just following on from that, really, I think                  6 there are a lot of different initiatives going on in                  7 this country. One of the things came out in the report                  8 is that there is not an evidence base in terms of data.                  9 So one of the things that we have been looking at, in                  10 terms of Rape Crisis going into schools and prevention                  11 work, is that there is a lack of evidence in terms of                  12 data collection around sexting, or there may be                  13 a requirement for, say, reporting bullying but not                  14 sexual bullying. I think one of the things that we                  15 lack, in terms of evaluating the outcomes of                  16 the interventions, is that kind of robust data set.                  17 I really liked it in the presentation when you                  18 talked about the spiral, as well, of learning throughout                  19 a child's life. Because what we have found is, usually                  20 linked to funding, there may be a drive from                  21 a particular school or something has happened that's                  22 made them focus in. It is not ongoing. It is not part                  23 of the work. Our kind of mantra, really, is there is no                  24 prevention without provision, and from our experience of                  25 going into schools, often disclosures don't happen at</p> <p style="text-align: center;">Page 60</p>

<p>1 the time that you are in the school, they may happen  2 a year later. So I think it is -- it has to be more  3 embedded in the whole kind of school structure.  4 The other thing is around the nonschool settings  5 that are often linked to schools. We have seen in  6 breakfast clubs and other kind of activities that are  7 linked to schools, but not necessarily in schools, are  8 also opportunities for raising awareness and prevention  9 that get overlooked.  10 MR HILL: If we could just build on that and turn it to the  11 wider community involvement, we heard of a research  12 particularly from Australia, the Reset research, about  13 trying to involve not just statutory agencies, but  14 a wider cohort of the population, including parents.  15 What can we, in England and Wales, learn from overseas  16 practice in this area? I turn, I think, to Pam, who is  17 looking in this direction. I'm not sure whether she is  18 looking with intent or not.  19 MS MILLER: Actually, I wanted to go back on the education  20 point, just really briefly.  21 MR HILL: Please do.  22 MS MILLER: Just to highlight that in Northern Ireland we  23 have a project that's a long-running RCT where we are  24 actually developing a whole-school approach to  25 prevention, and so it's still in early stages of</p> <p style="text-align: center;">Page 61</p>	<p>1 course. David Ashcroft?  2 MR ASHCROFT: Thank you. I think obviously I'm a clear  3 supporter of making sure we do have good, research-based  4 outcome measures of what we are trying to do, but let's  5 also remember we also have an awful lot of practice,  6 experience and knowledge in people doing these jobs and  7 seeking to apply that knowledge to how they work.  8 I think we have almost got caught in a loop of seeking  9 the ultimate data set, seeking the ultimate validated  10 research project, when actually we don't always give  11 enough credit to practitioners on the ground who  12 actually do really good work, know that it works, may  13 not be able to produce you a reference document for it,  14 but actually can bring that knowledge and that  15 experience into multi-agency cooperation. I think it is  16 making sure we support that and we draw on that.  17 LSCBs have a requirement to audit section 11 duties  18 under the Children Act. One of the things that's  19 developed over the last 10 years is, rather than that  20 being a self-assessment of, what are you doing on CSE in  21 a sort of paper exercise, is actually to sit down with  22 the different organisations who make up a local  23 partnership and test and debate, what have you learnt  24 from this, what's worked here, how is that tied into  25 your approach with domestic violence, for example, pose</p> <p style="text-align: center;">Page 63</p>
<p>1 development, but it would be useful for us to kind of  2 communicate with you and share that information with  3 you. So we are trying to build some evidence based  4 around that.  5 MR HILL: Can I just ask in very broad terms, how are you  6 building that evidence base? Because, as Lee said, it  7 is a real problem in trying to evaluate the  8 effectiveness of these --  9 MS MILLER: It is a six-year project funded by the  10 Department of Education in Northern Ireland, and it is  11 actually -- they are developing a curriculum for  12 a whole-school approach and they are doing an RCT. So  13 they're trying to do that kind of really detailed  14 evidence base approach. So it can be done, but it's  15 extremely expensive and takes a long time.  16 Then we also have our primary school work that we  17 do, the "Stay Safe, Speak Out" programme that we are  18 working on, providing evidence about the impact of that  19 programme. But, again, what Lee is saying is so  20 absolutely true: we just don't have the detailed  21 evidence about the different types of bullying -- or  22 actually pulling bullying statistics out of DfE is  23 difficult.  24 MR HILL: I hope that might be something we could ask for  25 further information, written information, on in due</p> <p style="text-align: center;">Page 62</p>	<p>1 some of those questions and draw out the local knowledge  2 and experience. I think we have got to think much more  3 coherently and much more collaboratively with those of  4 us who are here today about how we can do better to pool  5 and use some of that knowledge, because I think we don't  6 always make the maximum advantage from that.  7 MR HILL: Again, I can see a lot of heads nodding around the  8 table. Sheila has been waiting patiently to make  9 a point, if I could turn to you now, please.  10 MS TAYLOR: I would like to echo that, because I think  11 that's exactly what our network is, is people who are  12 delivering on the ground, and they probably haven't  13 evaluated what they're doing, but it is very clearly  14 working and it very clearly contributes to the overall  15 protection of children and families, because I think in  16 protecting children we have also got to strengthen  17 family units so they don't fall to pieces when child  18 sexual exploitation hits the ground. So I echo that and  19 if you want to look at some examples within our network  20 of really good practice, then I am happy to show those  21 to you, and there are some really, really innovative  22 projects working very, very well at the moment.  23 So that would be that point.  24 The talk about the education in schools, I think  25 it's -- we talk about education in schools when we talk</p> <p style="text-align: center;">Page 64</p>



<p>1 predominantly about secondary schools, and I would be                  2 really keen to make sure that we incorporated primary                  3 schools into that, because we were working on a case the                  4 other day, and it is a nine-year-old and a ten-year-old,                  5 and I think it's -- we really have to recognise that the                  6 age is dropping and that secondary school education is                  7 not just enough.</p> <p>8 Then the third point would be about research.                  9 Professor Andrew Rowland has just -- either just                  10 completing or it's been released, I can't remember at                  11 what stage it is, which is about language and                  12 communicating with young people, and I think that will                  13 be a really, really important piece of research for this                  14 because how we communicate with children that have been                  15 let down, don't trust the system, systematically raped                  16 on many, many occasions, makes it very, very difficult                  17 for them to talk to people in authority, very afraid to                  18 talk to people in authority, so how we use language,                  19 some of that would be very interesting.</p> <p>20 MR HILL: Thank you for that. Again, I would invite you and                  21 others who have identified areas of practice or research                  22 that you think they be of interest to us to set those                  23 out in writing and to provide them to us in due course.</p> <p>24 Susie, I think there was a point that you wished to                  25 make?</p> <p style="text-align: center;">Page 65</p>	<p>1 me that some of the international landscape is missing                  2 in relation to online child sexual abuse and some of                  3 the evidence in that area.</p> <p>4 I don't think we should lose sight of the fact that                  5 actually the UK leads the world in this. We are the                  6 world leader in tackling online child sexual abuse, so                  7 we are held up as the world model. One of the issues,                  8 particularly in relation to the hotline, is that we are                  9 not regulated, we are self-regulatory, and we are                  10 a multi-stakeholder environment. You can't also                  11 separate out the influence of the internet industry.                  12 Actually, the internet industry is an absolute key                  13 player in this. So when you say you need to engage with                  14 people, you need to engage with the providers as well,                  15 if we are going to actually hit the issues around                  16 demand, not just the supply. So it is absolutely                  17 essential it is not just governments, it is not just                  18 police, but it is industry and it is the civil society                  19 as well.</p> <p>20 Then I will sort of finish, really, as well. It is                  21 also really important that an awful lot of the work that                  22 happens in removing of images, blocking, all that stuff,                  23 is not done by law enforcement, is not done by                  24 government, it is done by independent organisations like                  25 ourselves, it is done by a whole range of</p> <p style="text-align: center;">Page 67</p>
<p>1 MS HARGREAVES: I wanted to talk about evidence on the                  2 internet. Obviously my comments are about online child                  3 sexual abuse. One of the issues we find repeatedly is                  4 there's a disparity between the amount of time academic                  5 research takes to be completed and the speed of                  6 the internet. Actually, we regularly engage with                  7 academic institutions, but actually the research and the                  8 trends and the patterns change so fast that the research                  9 to some extent can't keep up with it. So we                  10 consistently find that if you want the evidence,                  11 up-to-date evidence, it will be in our annual report and                  12 you might not find it in an academic research project.                  13 That doesn't mean that that evidence should be somehow                  14 not valued as much, because that is up to date. So                  15 actually, I think it is really important that the                  16 practice of hotlines, of people actually working in the                  17 field, is really looked at alongside the academic                  18 evidence, and I really want to stress that because, you                  19 know, it can take two or three years to do a detailed                  20 study, whereas we might have -- you know, if you can                  21 tell me what the internet is going to look like in three                  22 years, that will be really fantastic. So I wanted to                  23 talk about that, but I also wanted to talk about the                  24 fact that -- thank you very much for the report,                  25 I obviously haven't read the report, but it appears to</p> <p style="text-align: center;">Page 66</p>	<p>1 multi-stakeholders. So it is absolutely essential that                  2 they are brought to the table and engaged with on this.                  3 That is all I want to say. Thank you.</p> <p>4 Also, some great practice from the American hotline,                  5 the Canadian hotline, there is good practice from around                  6 the world and please don't forget INHOPE, which is the                  7 international umbrella organisation of 52 hotlines in                  8 48 countries. Thank you.</p> <p>9 MR HILL: I'm afraid I'm not going to let you off the hook                  10 that easily. I would like to follow up on a couple of                  11 those points. As came out in the research, the UK is at                  12 the forefront of this kind of work.</p> <p>13 To ask a rather simplistic question, how have you                  14 got there? What is working and how important is the                  15 international cooperation to what you are doing?</p> <p>16 MS HARGREAVES: The UK, for over 20 years, when we started,                  17 18 per cent of known child sexual abuse was hosted in                  18 the UK. Since 2004, it has been less than half                  19 a per cent and last year was 0.1 per cent. We are the                  20 most hostile territory in the world to host online child                  21 sexual abuse and that's because we have an absolute                  22 zero-tolerance approach to hosting it. I'm not saying                  23 people don't look at it. That is a completely different                  24 thing. If we find content hosted in the UK, it is                  25 removed in less than two hours, and that is because all</p> <p style="text-align: center;">Page 68</p>

<p>1 of industry signs up to a sort of, in effect, voluntary                  2 code of practice. We have no powers. Everybody works                  3 with us on a voluntary basis. They do it on the basis                  4 that it is an important priority for the government.                  5 One of the reasons we are so effective is that the                  6 government have consistently kept on at industry and                  7 made sure that they held them to account for what they                  8 are hosting. David Cameron got personally involved in                  9 this issue when he set up the We Protect initiative as                  10 an international initiative so other countries could                  11 benefit from what happens here. But, really, because we                  12 all work incredibly closely together. So we are                  13 independent of law enforcement and government, we                  14 receive no money from them, we are funded by the                  15 internet industry in the EU, but actually we all work                  16 together. So we haven't -- we get in a room together,                  17 the police, ourselves, and we all understand where we                  18 sit within the value chain. So, for instance, we would                  19 work with Lucy Faithfull, who -- I'm on the Stop It Now!                  20 advisory group -- that, actually, we would talk to them                  21 and say, "How do people access child sexual abuse on the                  22 open internet?" They would talk to perpetrators, they                  23 would feed that back to us and we'd look at ways that we                  24 can then target our resources effectively to target                  25 those people to stop them viewing in the first place.</p> <p style="text-align: center;">Page 69</p>	<p>1 fundamental questions that I think we have actually                  2 highlighted in some of the contributions just now.                  3 MR HILL: If I can flag up just in advance, and I will come                  4 to Linda in a second, I hope this afternoon to talk                  5 a little about proactive prevention and questions on                  6 what may be termed coldly the demand side, but it is                  7 helpful, I think, to flag those issues up now, but                  8 perhaps return to them later.                  9 Linda, sorry, you wanted to come in?                  10 MS DOMINGUEZ: Thank you. This might come under proactive                  11 prevention, actually. I was interested to hear from the                  12 research that there are sort of five indicators where                  13 safe practice won't happen. It went through my mind,                  14 because of you saying about people are not forced to                  15 follow the code of practice for internet, but everybody                  16 subscribes to it. It occurs to me that safeguarding                  17 policies exist, "Safe From Harm", 1993, the Home Office                  18 publication, gave 13 recommendations to voluntary                  19 organisations which said, "Follow these                  20 13 recommendations, my policy around this, and you will                  21 be safe". The standards of those policies vary                  22 throughout, I have to tell you, but I'm just wondering                  23 what evaluation has been done on organisational policies                  24 to ensure safe practice so that people work safely with                  25 their beneficiaries and the beneficiaries know there's</p> <p style="text-align: center;">Page 71</p>
<p>1 I just think the landscape is very clear in the UK                  2 in a way that it just isn't in other countries. People                  3 envy our position. In the US, you have to go to court                  4 to get a court order to take the content down. We can                  5 have it removed in under two hours. I just think we                  6 have some fantastic models here and we should actually                  7 be building on them.                  8 MR HILL: David Ashcroft, that seems to chime somewhat with                  9 what you have been saying about multiagency approaches?                  10 MR ASHCROFT: Yes, and the power of that to be effective.                  11 I think there is a challenge, though, in making sure                  12 that the kind of work that Susie has just outlined feeds                  13 into and is applied at a local -- particularly with                  14 statutory agencies and how they work, both police and                  15 social services, because we have a context in too much                  16 of our approach to safeguarding within which I am                  17 including CSE, which is about how we manage the demand                  18 on statutory agencies rather than the kinds of                  19 discussions we have been having more broadly this                  20 morning, which I think is much healthier and much more                  21 useful and much more likely to have an impact, we are                  22 still conditioned by, how do we stop more referrals to                  23 social care, how do the police manage the workload that                  24 they have? So we are managing and trying to administer                  25 demand rather than addressing some of the more</p> <p style="text-align: center;">Page 70</p>	<p>1 a safeguarding policy and how to whistleblow.                  2 MR HILL: Before we turning to whistleblowing, I look                  3 towards David Beard as a possible source of an answer to                  4 Linda's question about how we evaluate the general                  5 policies.                  6 MR BEARD: I'm not sure it is going to be an answer.                  7 I probably don't agree with her, to be frank. Actually,                  8 as soon as you said it, you start then reflecting on                  9 what's happening within your own organisation and how                  10 you respond.                  11 I mean, I have just taken responsibility for                  12 reviewing Barnardo's safeguarding policies and to run                  13 those through our trustee board, who ultimately sign                  14 them off, and I guess the question about, does that make                  15 Barnardo's safer as an organisation? Well, I have no                  16 evidence to indicate one way or the other than, I guess,                  17 "I hope so" and, secondly, in terms of issues that get                  18 escalated through my organisation would indicate,                  19 there's a good awareness of practice. But that's not                  20 the answer to the point that Linda made in any shape or                  21 form.                  22 I mean, policies are there to protect professionals                  23 and for professionals to work within them. That's the                  24 fundamental part about them. It is moving on to the                  25 next stage, about how that then affects practice, which</p> <p style="text-align: center;">Page 72</p>

<p>1 is the critical part of the question, I suspect.                  2 MR HILL: I think that is absolutely the critical part of                  3 the question. Just before we turn to that, and                  4 whistleblowing, if I could just ask you for your views                  5 on the five themes that were identified in the research,                  6 which were, forgive me for summarising them, firstly --                  7 these are organisational barriers: firstly, the rigid,                  8 hierarchical, closed organisation; secondly, a lack of                  9 accountability or openness to scrutiny; thirdly,                  10 a failure to implement existing policies; fourthly, poor                  11 supervision; and, fifthly, failure to provide a safe                  12 space or an environment for disclosure.                  13 Are they matters that you recognise and that chime                  14 with you and your experience and knowledge as being                  15 problems?                  16 MR BEARD: They are, but I think we also have to                  17 contextualise this. I think I'm probably entering my                  18 40th year in social care, so I think we have to accept                  19 the fact that things have moved forward and they have                  20 changed a lot in that space of time.                  21 There is an increased amount of openness and a lack                  22 of rigidity in a number of organisations, but we know                  23 that some organisations are more defensive about their                  24 practice, but there have been some really good examples.                  25 I mean, the Methodist Church openness and their inquiry,</p> <p style="text-align: center;">Page 73</p>	<p>1 we generate money from and helps fund the board. But we                  2 deal with the community and voluntary sector. It not                  3 only provides training at basic levels for a wide                  4 variety of community, local, sports, leisure                  5 organisations who wouldn't otherwise be able to access                  6 these at very cheap rates, but also we do quite a lot of                  7 work about validating policies. So we actually provide                  8 a validation with the sort of badge of the Norfolk                  9 safeguarding board saying, "We have looked through your                  10 policies, we have given you advice". They match the                  11 kind of expectations we have nationally in terms of                  12 policy, and "You should be able to operate with these                  13 effectively". They don't remove these barriers, but                  14 they give those organisations as much space as they can                  15 to begin to tackle them in a proactive way.                  16 MR HILL: Sheila, I see you want to raise a point?                  17 MS TAYLOR: I just want -- David just mentioned the sports                  18 arena and that wider -- so that wider education outside                  19 schools into the community, but not just the community.                  20 An awful lot of people are independent professionals                  21 running sports clubs, drama clubs, child minders,                  22 fashion, photography, a whole host of things, where they                  23 are not monitored, they are not regulated, and it gives                  24 access, and that has to be part of that bigger community                  25 work, but also there's some systematic and quite</p> <p style="text-align: center;">Page 75</p>
<p>1 probably two or three years ago now, into multiple                  2 failings within their organisation I think is a really                  3 good example of an organisation that was previously                  4 quite closed in terms of its practice, quite closed down                  5 in terms of its disclosure, but actually was very open                  6 in terms of the report that it presented in respect of                  7 that, and has moved on significantly in terms of its                  8 practice.                  9 So I think that is quite a good example of                  10 a faith-based organisation, one that I actually grew up                  11 in, in terms of that was my family's faith at that                  12 period of time, who have really moved on. When                  13 colleagues were articulating those kind of five                  14 barriers, I don't think anybody in the room would argue                  15 against them. I think they are all very current and                  16 have enormous room for improvement.                  17 MR HILL: Again I see some nodding. David Ashcroft?                  18 MR ASHCROFT: I think it is about having a number of levels                  19 at which you can approach and tackle these challenges.                  20 I agree, I think in a sense they are self-evident. Just                  21 to give one practical example of my board in Norfolk, we                  22 run what we call our Safer programme which is for the                  23 community and voluntary sector. It is not part of our                  24 statutory obligation to provide multi-agency training on                  25 safeguarding as a board, it is actually a programme that</p> <p style="text-align: center;">Page 74</p>	<p>1 organised aspects of it sometimes, so it needs to be                  2 looked at.                  3 I think you might benefit from looking at the                  4 prevalence study done by Germany -- in Germany, by the                  5 University -- German University of Sport in Cologne.                  6 They have done a prevalence study on abuse in sport.                  7 That's Professor Bettina Rulofs. I think that is                  8 probably the only piece of real prevalence done in that.                  9 Then also, while I have the opportunity, I would                  10 maybe flag up Fier Fryslan and Ineke Van Buren in                  11 Holland. They have a very, very good programme for                  12 young people, a scientifically validated programme of                  13 therapeutic care, because what I'm not hearing about,                  14 and maybe it's the wrong environment, is that we are                  15 talking about prevention, but when young people have                  16 gone through the court process and everything else, it                  17 just stops dead and they have quite a good process.                  18 MR HILL: That's something that I hope to turn to this                  19 afternoon.                  20 MS TAYLOR: Okay.                  21 MR HILL: So if we could come back to that and make a mental                  22 note of it.                  23 Just on the sport point, I turn to Pam from the                  24 NSPCC, because an area of research identified again of                  25 good practice, good current -- and I stress current --</p> <p style="text-align: center;">Page 76</p>

<p>1 practice in the UK is in the realm of sport and the                  2 Child Protection in Sport Unit, which I believe the                  3 NSPCC has been involved in. I wonder if you could tell                  4 us a little about that and what you have found to be                  5 effective?                  6 MS MILLER: The Child Protection in Sport Unit is part of                  7 the NSPCC and we work with a number of the sports                  8 governing bodies to help them put into place policies                  9 and procedures, guidelines, about how to safeguard                  10 children effectively in sport. So it is all voluntary                  11 as far as which sport bodies work with us, and it does                  12 filter down to the grass roots level, and I can say that                  13 because I'm a welfare officer, I have been a welfare                  14 officer for a grass roots football club and for an                  15 athletics club and it does filter down in different ways                  16 for different sports bodies, but safeguarding is a huge                  17 issue. So that's work that we currently do.                  18 It is hard for us to do anything to say, "This is                  19 what's happening across sport in England and Wales",                  20 simply because all the sports bodies have different                  21 reporting procedures that they use to gather data about                  22 what comes up to the national level, as far as child                  23 protection issues.                  24 But there are some reports -- I can't remember the                  25 researcher's name, but he studied at Brunel -- who</p> <p style="text-align: center;">Page 77</p>	<p>1 MR HILL: I might look around the table and see if anybody                  2 wishes to take this forward. The researchers were clear                  3 that they haven't been able to find specific data and                  4 evidence and studies which would assist on this issue,                  5 but, Sheila, can you help?                  6 MS TAYLOR: I think, as an organisation, we have taken calls                  7 and worked with professionals who have tried to                  8 whistleblow and have faced quite difficult personal                  9 difficulties with it. So I think if you particularly                  10 wanted to speak to somebody, we could approach people                  11 that might talk about their experience of trying to                  12 whistleblow in this current climate and that it's been                  13 problematic for them and in some cases left them to                  14 leave their job, in other cases they have felt quite                  15 disempowered in the role that they have got.                  16 MR HILL: Linda, yes, please?                  17 MS DOMINGUEZ: It just occurs to me that one of the research                  18 elements was how media works really well in getting                  19 messages across. Now I think whistleblowing and                  20 acceptable -- and people accepting it is about changing                  21 people's mind-set, and about education around why we                  22 whistleblow: it is about the protection of a vulnerable                  23 child or a vulnerable adult, it is not about you                  24 personally. You know, if you have put yourself in                  25 a circumstance where somebody can raise a concern, that</p> <p style="text-align: center;">Page 79</p>
<p>1 looked at some of the case studies from different                  2 sporting bodies. I could also -- in the written stuff                  3 I will provide you -- give you references to that also.                  4 MR HILL: We would be grateful for that. Thank you.                  5 If I could turn to whistleblowing, and, Jon, this                  6 was a matter that you raised earlier with our                  7 researchers. If I could just invite you to discuss                  8 further the concerns or the issues or the points of                  9 practice that you think we need to address?                  10 DR BIRD: Yes. For us, it is just sort of a big-picture                  11 concern, really. There has, over the years, I think, we                  12 have seen evidence to support a kind of -- a view that                  13 often agencies are protecting their own reputation about                  14 protecting children. I think that is a big theme across                  15 all of the work of the inquiry.                  16 Whistleblowing protection has obviously come up in                  17 all sorts of other contexts, like health and safety,                  18 et cetera, and the implications of somebody making                  19 public a concern not only sort of within that                  20 organisation, but then subsequently in their                  21 professional career they may not get a job because some                  22 future employer is going to think, "Oh, dear, dodgy,                  23 this one". So, yes, my concern is just the bigger                  24 picture on that. I wouldn't want to go into individual                  25 cases, for obvious reasons.</p> <p style="text-align: center;">Page 78</p>	<p>1 is more about your behaviour. I am just wondering if                  2 there is any way a media campaign could address the                  3 whistleblowing issues.                  4 MR HILL: Sorry, David, did you wish to make --                  5 MR ASHCROFT: Sorry, very briefly. It has been interesting                  6 that I think a number of safeguarding boards -- I can't                  7 quantify this, but are certainly anecdotally receiving                  8 more, not necessarily formal -- or, you know,                  9 whistleblowers in a formal sense, but certainly more                  10 complaints, more concerns, more questions being raised.                  11 I think it does leave the question about -- at least                  12 LSCBs are an independent partnership separate from the                  13 statutory agencies. I think that is one of the reasons                  14 why my colleagues are having complaints, enquiries, in                  15 some cases actual whistleblowing events, coming through                  16 to them. We don't have clear powers or responsibilities                  17 for how we respond to those, which I think is a gap in                  18 the current process: but I think we need to think a bit                  19 about how that doesn't get just sucked back into the                  20 individual statutory agencies who are our major                  21 employers in this area, but we actually provide some                  22 independent route that can allow people to raise                  23 concerns at a number of different levels, including                  24 allegations of the work of the LADO but also                  25 whistleblowing in a more defined sense.</p> <p style="text-align: center;">Page 80</p>

<p>1 MR HILL: Again, there are nods around the table, and these                  2 all seem helpful and useful ideas, but am I right in                  3 thinking that nobody here can identify a particular                  4 model or a particular study which helps to show what is                  5 an effective whistleblowing procedure or process?                  6 Again, I see heads being shaken.                  7 MR ASHCROFT: I don't think there is one answer. I think                  8 one needs a number of mechanisms.                  9 MS EGGLESTON: It is good to say that, currently, a London                  10 radio station, in conjunction with the Mayor's office,                  11 is running a whistleblowing campaign on the radio as an                  12 advert, and it is a very effective, powerful advert.                  13 But I don't know who's evaluating that. It is running                  14 currently.                  15 MR HILL: Thank you. I think that's an area which we may                  16 wish to seek further work in.                  17 MS EGGLESTON: I just wanted to add, though, if it is all                  18 right, and it kind of ties in with the position of                  19 power, because in terms of the identification of                  20 the five areas of concern -- I know I'm going back                  21 a bit, but I wanted to kind of add it in -- was that                  22 that would be something we would add into those five, is                  23 around positions of power in the closed organisation,                  24 the accountability. Because if you are trying to                  25 influence policy or if you are trying to influence</p> <p style="text-align: center;">Page 81</p>	<p>1 I'm not sure if we have got another opportunity to ask                  2 the evaluators.                  3 MR HILL: It is perhaps something that I might discuss with                  4 them over lunch.                  5 MS EGGLESTON: Okay.                  6 MR HILL: We will see if there is a possibility to come back                  7 on that. But it does seem to be a point which is coming                  8 up repeatedly around the table about how you measure the                  9 effect of things, the extent to which one relies solely                  10 on academic models and how much one relies on anecdotal                  11 evidence and how much one relies on experience on the                  12 ground, how you mould those things together.                  13 I think I will talk to our researchers over lunch                  14 about that. There may be no easy solution. I imagine                  15 they are, at the moment, cursing my name for saying                  16 that. But I notice that Tony Beech wishes to come from                  17 the academic side.                  18 PROF BEECH: That's right. I was just going to defend the                  19 academic side, that you don't do things quickly enough.                  20 The problem is, universities are really driven by trying                  21 to get money. I will probably get the sack for saying                  22 this. But to do something quickly -- I mean, you can do                  23 it with a student, that's really, really good. There                  24 was some evaluation of Circles of Support, for example,                  25 a three-year project that people have got a bunch of</p> <p style="text-align: center;">Page 83</p>
<p>1 change where you sit around the table, it has a massive                  2 effect. So one of the things that I think -- we would                  3 also have concerns around going down an academic                  4 evaluation all of the time, has already been discussed,                  5 but I think it is around how you scrutinise the                  6 effectiveness of policy, how do you measure the impact                  7 by talking to the people it's impacted on?                  8 I would be interested in kind of the evaluation that                  9 you did on what the learning was from that, how that                  10 influences change, because it is really difficult to see                  11 from -- we haven't had time to properly read it, but                  12 when you identified those five things, how do you make                  13 it different? How do you influence those?                  14 Just recently, we have done a piece of work -- we                  15 have done a few pieces of work, quite discrete, one with                  16 the military and one with Universities, where we have                  17 been looking at their internal policies and procedures.                  18 You could say they meet all of those five criteria of                  19 closed organisations, et cetera, but they have been open                  20 enough to say, "We need to review our policies, our                  21 whistleblowing, our practice". But actually, when you                  22 try to influence that change, it is so significant in                  23 terms of affecting that whole institution, it might take                  24 years and years to implement. Does that make sense?                  25 So I just would like to know a bit more about that.</p> <p style="text-align: center;">Page 82</p>	<p>1 money to do and then Lucy Faithfull said, "We want it                  2 done in three months". We did it in three months                  3 because we did a quick, short, sharp piece of research                  4 but these things normally grind on because people are                  5 trying to get money all the time and that's a real                  6 driver at universities, unfortunately, these days. So                  7 that's why things can take a long while.                  8 But I would suggest to people who want to do things                  9 very quickly is approach your nearest university because                  10 there is bound to be a department that has loads of                  11 students who want to do research. So there are loads of                  12 people who can do things for nothing for you. So there                  13 you are. Holding up the university side of things.                  14 MR HILL: Thank you, Tony. We will be turning to Circles of                  15 Support this afternoon, and we will come back to that.                  16 For now, I am conscious that time is pressing on, and                  17 I would like to turn relatively briefly, because this is                  18 a seminar topic in itself, to the question of mandatory                  19 reporting. We know that there is a government                  20 consultation exercise that has taken place. We know                  21 that at some stage the outcome of that will be published                  22 and a full debate is going to follow. For now, for                  23 today's purposes, I would just like to try to get an                  24 outline of people's views and the range of views on                  25 mandatory reporting.</p> <p style="text-align: center;">Page 84</p>

<p>1 Again, we are not here to ask anybody to justify or                  2 to test their view, but simply to understand the range                  3 of responses that are available on this topic.                  4 Namita, could I perhaps turn to you first and the                  5 Survivors Trust and your view on mandatory reporting?                  6 MS PRAKASH: Survivors Trust supports mandatory reporting.                  7 We believe that because of various reasons, different                  8 professionals are not in a position sometimes when they                  9 get to know about something, they don't report it.                  10 Also, it is going back to the onus of children being                  11 able to disclose. It should be the responsibility of                  12 the professionals working with them to be able to report                  13 or to raise the issue, because, in our experience, it                  14 does get reported, it is not that it doesn't get                  15 reported, of course, we all know that, but in a lot of                  16 instances where there is small information, it is not                  17 huge, and it doesn't get reported, it doesn't add up to                  18 the whole picture, and you might know a little bit but                  19 the other person might know a little bit more and it is                  20 adding up to the whole picture. Also, bringing the onus                  21 back -- not putting the onus on children and young                  22 people, because it is very difficult for them to                  23 actually go to anybody and say, "Yes, this has happened                  24 and I want to do something about it". It is about them                  25 saying something, you know, a line or two lines,</p> <p style="text-align: center;">Page 85</p>	<p>1 MR HILL: Sheila, I see you are anxious to raise a point?                  2 MS TAYLOR: Yes. What we have got a fundamental problem                  3 with is information sharing, and where does --                  4 information sharing and mandatory reporting and                  5 whistleblowing, what are the defining lines between all                  6 of those? What is it that we have the mandatory                  7 reporting against and what is information sharing? The                  8 information sharing is the fundamental problem, and                  9 I think if you had an inquiry, you have a serious case                  10 review, you have a piece of research, you go in and do                  11 a health check, you do a review at HMRC, all of those,                  12 you can almost guarantee in most places that one of                  13 the fundamental problems will be information sharing.                  14 I don't believe that people don't share information.                  15 I believe they do share information. I believe they                  16 share information in a way that doesn't always make it                  17 onto somebody else's system, and that's the disconnect,                  18 in a number of places.                  19 I feel quite strongly that we have to start to                  20 repair that and make that system complete and                  21 comprehensive to know whether we actually need to go                  22 down the route of other avenues and evaluate that.                  23 MR HILL: David Ashcroft?                  24 MR ASHCROFT: We have taken the view as an association that                  25 we don't support mandatory reporting because we think it</p> <p style="text-align: center;">Page 87</p>
<p>1 dropping very casually that something had happened                  2 rather than actually, you know, putting it in a way that                  3 we adults talk. So it is really important. It comes                  4 from that perspective.                  5 MR HILL: Thank you. Jon, if I could ask for NAPAC's view                  6 on this as well?                  7 DR BIRD: Thank you. NAPAC put its name to the mandatory                  8 reporting call going back a few years now, I think,                  9 Survivors Trust and Tom Perry. I understand the                  10 complexities of the discussion. I understand the                  11 findings from the Australian experience. Yes, false                  12 allegations are sometimes made. I think, you know,                  13 police forces around the world will be aware of that.                  14 I am also aware of another criticism that comes from                  15 police who say, "How do we enforce this?", you know,                  16 "How can you prove that somebody knew something years                  17 ago and didn't say anything?" There are all sorts of                  18 concerns around this. That is really why I put the                  19 point about whistleblower protection. I think the two                  20 are inseparable. I don't know where the government has                  21 got to in its analysis of this suggestion, but I think                  22 that would be a helpful sort of add-on to the whole                  23 discussion, but, really, what we want is a culture where                  24 the abuse of children is not condoned or accepted in any                  25 way, and it is quite simple.</p> <p style="text-align: center;">Page 86</p>	<p>1 is partly perceived as a magic bullet which doesn't                  2 solve the challenges that we have just heard about in                  3 terms of the contributions. I think this question of                  4 getting a range of robust mechanisms for whistleblowing                  5 and raising concerns and tackling the culture as well as                  6 the protocols and policies around information sharing                  7 are actually where we need to address our attention, and                  8 we came to the conclusion after quite a wide                  9 consultation with our members that, actually, the                  10 proposals around mandatory reporting that were put                  11 forward were likely to be unhelpful in tackling those                  12 issues. So I agree with my colleagues, but we came, as                  13 an association, to a slightly different position in                  14 terms of the proposals that the Home Office put out and                  15 we wait yet -- it is another one of these issues, which                  16 is floating somewhere in the ether, while we are still                  17 trying to manage the consequences for children in                  18 practical terms.                  19 MR HILL: Sheila, yes, please?                  20 MS TAYLOR: Just to build on that, I think David is                  21 absolutely right. I would add one extension to that:                  22 policies and procedures do need to reflect it, but                  23 actually people need the mechanism. They need the                  24 practical mechanism to share information.                  25 There is an area, a small county, that is doing some</p> <p style="text-align: center;">Page 88</p>

<p>1 really good work around that and I'm happy to share that                  2 with you away from here. I wouldn't want to bring                  3 scrutiny down on them without having that conversation.                  4 But they seem to have started a mechanism that helps                  5 them to share information that's accessible to                  6 everybody. It is small nuggets of information, which we                  7 know are the crucial bits to building a bigger picture.                  8 We can write all the paper we want on policies and                  9 procedures. Unless people actually have the way of                  10 sharing it that is the same language of everybody else,                  11 then that's where we need to crack the nut, really.                  12 MR BEARD: I guess the conversation we are having on this is                  13 just a really good articulation of the difficulties of                  14 this whole area and quite appropriate view -- different                  15 and opposing views people hold about it. I guess the                  16 research, all the studies kind of vindicate those                  17 positions to some extent, because even in jurisdictions                  18 where mandatory reporting has been a function for                  19 a lengthy period, there is still no strong evidence one                  20 way or the other. So therein lies the question.                  21 So organisationally, we didn't support mandatory                  22 reporting. I guess one of the things for us was, we                  23 weren't clear there was necessarily a strong enough                  24 evidence base on serious underreporting at the moment in                  25 any case, and I still think that that is a major</p> <p style="text-align: center;">Page 89</p>	<p>1 Rape Crisis around the infrastructure needed to make                  2 this work and I agree with the points that have been                  3 raised.                  4 We took our viewpoint, really, from Ireland, where                  5 the mandatory reporting had been brought in under a duty                  6 to act. One of the things, a consequence of that, was                  7 the safe spaces reduced because of confidentiality                  8 issues, particularly for individuals contacting                  9 Rape Crisis centres in Ireland. So we would urge you to                  10 look at that kind of evidence when you are considering                  11 the position.                  12 MR HILL: Thank you. I think I am going to move on from                  13 mandatory reporting. It is important to understand the                  14 outline of the debate, but I think there is inevitably                  15 going to be more to come on this, but those                  16 contributions have been very helpful, so thank you.                  17 I would like to turn to an example of good practice                  18 that was highlighted in the research, and that's the                  19 Children's House or the Barnahus. I am conscious that                  20 this is something that is being piloted at the moment in                  21 the UK, but it is under review and so there may be                  22 a limit on what can be said about it.                  23 But I would invite anybody from around the table to                  24 give their views on how effective they can see this kind                  25 of one-stop shop may be in assisting in disclosures and</p> <p style="text-align: center;">Page 91</p>
<p>1 question. The point that David said about, this cannot                  2 be the single -- this isn't the golden bullet, it isn't                  3 absolutely going to be doing that. The duty to act,                  4 however, may have some merit and that may be something                  5 that is worthy of some further consideration.                  6 I think Sheila's point about information sharing is                  7 really, really important in this. Often, and I think                  8 the experience I have had from other serious case                  9 reviews and their equivalent in Wales, is exactly that:                  10 often, it is the difficulties due to relatively simple                  11 things like structural changes in organisations that                  12 create the difficulties of people making the referral                  13 that they think they're making, because things happen,                  14 things change. How the referral is received within the                  15 receiving authority may change. They may have                  16 a triage-type system, somebody thinks they are actually                  17 making a referral to a social worker and they are not.                  18 Unless there is that internal communication that is                  19 going on, then those are the kind of -- they should be                  20 a quite quick fix but we know they are not and those are                  21 the areas that cause difficulties. So information                  22 sharing is such a massive issue in relation to this.                  23 MR HILL: Lee, I think you want to come in here?                  24 MS EGGLESTON: Yes. I think in terms of the report, I think                  25 it highlighted some of the concerns that we had at</p> <p style="text-align: center;">Page 90</p>	<p>1 reporting? Pam?                  2 MS MILLER: As you said, I can't say much about what we are                  3 doing around Children's House right now, but what I can                  4 say is we have been looking at how it could be applied                  5 and organised here in the UK, and hopefully soon we will                  6 be able to give you a bit more detail than that.                  7 We and other groups have been looking at how it can                  8 be effectively done in the UK.                  9 MR HILL: I look towards David. Is it the kind of area                  10 where, again, you have spoken, as have others, about the                  11 need for multi-agency links and ties. Is this the kind                  12 of practical example that you think may be of                  13 assistance?                  14 MR ASHCROFT: I think it is, and what I know of                  15 the initiative, I think personally and professionally                  16 I'm very supportive of what it may deliver.                  17 I think it illustrates, though, and perhaps the                  18 hesitancy of what can be discussed now illustrates the                  19 difficulty of a very fragmented national picture of how                  20 we commission good ideas. To put it crudely, money                  21 doled out to different people at different times to do                  22 good things almost irrespective of their value, and then                  23 other parts of the country, other agencies, wanting to                  24 learn from those good examples, particularly in this                  25 area of multi-agency working and holistic and</p> <p style="text-align: center;">Page 92</p>

<p>1 consolidated working with children and families, but not 2 having the resources to do it. 3 You know, we have the government trumpeting 4 a massive innovation project and investment in 5 children's services, but it's been going out in very 6 separate amounts, and that leaves the question of 7 consistency and investment across the whole of our 8 national service for child protection and safeguarding, 9 I think, as a real challenge for us, which is one 10 I think we need collectively to begin to air and 11 address, because it does feel that that means that good 12 examples that -- you know, we have had cited all through 13 this morning, you know, how do you pick them up? When 14 you have got evidence that they work, how do you begin 15 to implement them in your own local area? Too much of 16 that is dependent on spot funding or -- I was going to 17 say arbitrary, which is probably not quite fair, but 18 targeted monies available to allow agencies to do that. 19 MR HILL: Again, I see nodding around the table. Lee, 20 I know this is a point that you wish to make. 21 MS EGGLESTON: One of the questions that I had, so I'm not 22 sure what the differences are with this and sexual 23 assault and referral centres that work with children 24 currently and have got huge investment across the 25 country. So I would be interested to know why --</p> <p style="text-align: center;">Page 93</p>	<p>1 research is in Swedish, but they all speak English. So 2 we could talk to them and learn a lot more that way. 3 MR HILL: Sheila, yes? 4 MS TAYLOR: I think, just adding to that, I think it is 5 totally right, but they don't have quite the same 6 diversity as well. That is one of the other significant 7 issues. If you have got a similar sort of place in the 8 centre of London or Birmingham or Manchester or some of 9 those other areas, then it offers additional 10 complexities that you would have to work through. 11 MR HILL: Tony, I think you wish to make a point? 12 PROF BEECH: It was just a point of information, really, 13 from the Guobrandsson chapter in the Council of Europe 14 stuff. There are actually seven Children's Houses in 15 Norway. There is one in Finland and one somewhere else 16 as well. So it is not just in Iceland. There are 17 things around in other parts. So it might be worth 18 having a look at this chapter, actually, I could leave 19 with you, if that would be useful. 20 MR HILL: That would be. Thank you very much. 21 One of the other points that came up from the 22 research was the use of technology in helping to 23 identify and report and disclose. The example was given 24 of telemedicine facilitating remote consultations with 25 experts that may assist in helping to disclose and</p> <p style="text-align: center;">Page 95</p>
<p>1 I mean, from my knowledge of it, it was a recommendation 2 and one of the -- there were about 20 recommendations 3 from the Children Commission's report. This one was 4 implemented. It had huge investment. But I'm not quite 5 sure what the differences are of what makes it good 6 practice. 7 MR HILL: I think we are going to have to wait to see what 8 the outcome of that is, but I think it is a pertinent 9 question to have raised now and to consider again. 10 Jon, I think you wish to make a point on that? 11 DR BIRD: Yes. There is just a bit of a back story to all 12 of this Icelandic approach. Iceland is a very small 13 population. It is much easier to deliver these 14 services, and perhaps there isn't an alternative but to 15 do it in the one-stop shop. I happen to know, from 16 living in Denmark many years ago, that they developed 17 a model on this back in the early 1980s -- again, 18 a small population. It is, you know, I think one of 19 the differences between SARCS is because it is 20 residential and it is much easier to achieve with 21 a small population and the direction of those resources 22 which, in this country, go all over the place and they 23 don't have any choice but to do it that way. But 24 I think if research is going ahead -- you know, all the 25 Danish research is in Danish, just as the Swedish</p> <p style="text-align: center;">Page 94</p>	<p>1 identify potential signs of abuse. 2 Is that something that anybody feels that we could 3 be taking forward further in this country? 4 MS TAYLOR: That is predominantly with the response unit 5 now. That is our task, running the National Child 6 Sexual Exploitation Response Unit is a team of police, 7 health, safeguarding, education, community, parent 8 engagement and youth participation, that's that 9 collective team, and the neighbourhood community 10 regeneration. That's that whole team. We receive calls 11 all the time on strategy, developing strategy, action 12 plans and cases. So, "We have got this case, we don't 13 know how to move forward, we have tried this, we have 14 tried that", and the whole team will work together, 15 because, actually, if you present a case -- so perhaps 16 if I can give you an example. If a police officer comes 17 with a case and they're looking at it predominantly from 18 the police perspective, and then you sit all those other 19 disciplines around and think about it from a 360-degree 20 angle, then you get a different response to a case. So 21 that is the work of the response unit now and that is 22 ongoing, so it may be that you want to look at the 23 response unit and how it is working and have that 24 conversation with some of the cases which obviously are 25 confidential that we are seeing. Some are really key</p> <p style="text-align: center;">Page 96</p>



<p>1 for understanding in this inquiry as well. It's perhaps                  2 something we have to do somewhere else.                  3 MR HILL: Thank you. I realise I have overrun with the                  4 time. I want to turn to the public gallery, and to do                  5 so before lunch. Forgive me for not keeping a close                  6 enough eye on the clock.                  7 But the panel and the chair are very keen for those                  8 who have taken the time to attend today, for which we                  9 are very grateful, to also have an opportunity to                  10 contribute to the discussion that has taken place this                  11 morning. I would invite anybody who wishes to do so to                  12 make any observations now. I would ask you just to wait                  13 until the microphone gets to you, also, to identify                  14 yourself and, if relevant, any organisation. As I am                  15 sure everybody realises, we are concentrating on what we                  16 can learn from overseas and implement in England and                  17 Wales, and we can't discuss individual cases.                  18 MS COATES: It is just an observation, really, linked to the                  19 research. It is not really about overseas, but I think                  20 it is a concern -- I'm not sure if this is happening                  21 overseas, I don't know if you noticed it at all, but you                  22 did allude to something, which was, in the UK currently,                  23 there is a myriad of activity in local areas regarding                  24 CSE, and statutory partnerships abound around CSE and                  25 the CSA is often lost. In your presentation you</p> <p style="text-align: center;">Page 97</p>	<p>1 MR HILL: Can I see if anybody wishes to take forward the                  2 points that have been raised there? One thing that                  3 I would say is that, in terms of the post reporting and                  4 support that is provided for those who have reported,                  5 that is a topic we are going to be coming back to                  6 in July. A great deal of emphasis will be placed on it                  7 then.                  8 But in terms of the wider points that have been                  9 made, does anybody wish to comment or take any of that                  10 forward?                  11 Is there anybody else from the public gallery who                  12 wishes to contribute?                  13 MS LUDLOW: Just with regards to mandatory reporting --                  14 MR HILL: Could I ask for your name?                  15 MS LUDLOW: Dianne Ludlow, One in Four. Just a point in                  16 relation to mandatory reporting and whistleblowing                  17 protection. I know the Australian research, et cetera,                  18 I think you acknowledged reluctance of professionals to                  19 disclose here, and I think there is -- they are                  20 inextricably linked. So I think by whatever model that                  21 came in, the mandatory reporting and the whistleblowing                  22 protection combined provides almost a safe space for                  23 professionals to actually act on their professional                  24 duties, which at the moment there seems to be some                  25 reluctance in some areas. That's it, really.</p> <p style="text-align: center;">Page 99</p>
<p>1 highlighted that this can happen when national policy is                  2 fragmented or simplified. I don't know if that is                  3 happening overseas.                  4 A children's right approach should always include                  5 CSAs and LSBs, social care, schools, et cetera, need                  6 more robust policies around CSA. I would like for us to                  7 be mindful that the report -- when you gave your                  8 information earlier, I looked at the summary. I hadn't                  9 seen the whole report. There is a lot of talking about                  10 reporting. There is a lot of emphasis on reporting.                  11 I think we have spoken a lot today about reporting and                  12 the initiatives that encourage reporting.                  13 But focusing on reporting in isolation actually                  14 misses the needs of a lot of children and their                  15 families, so we also need to look in the round                  16 pre reporting, possible reporting, post reporting.                  17 Children and families have all that need, not just                  18 quick, one-stop-shop-type things, one-stop-shop                  19 initiatives that are funded just to focus on reporting.                  20 Even though it is really important, it is bigger than.                  21 So it is an observation, really, more than a question.                  22 MR HILL: Can I just ask so we have it on the record for                  23 your name, please.                  24 MS COATES: I'm Sheila, I'm from the VSCP, the Victims and                  25 Survivors Consultative Panel with IICSA.</p> <p style="text-align: center;">Page 98</p>	<p>1 MR HILL: Thank you. Jon, I think that's closely allied to                  2 the point that you were making there as well.                  3 DR BIRD: Absolutely. Yes, I completely agree. I share                  4 that point. The experiences that they're hearing at                  5 One in Four and what NAPAC hear on our support line all                  6 the time, continuously we're hearing people giving us                  7 evidence that things should have been said ages ago,                  8 and, yes, it does all tie in with the wider discussion                  9 about support for adult survivors. You know, the people                  10 who are going to be presenting to the inquiry were                  11 children then, they're adults now, and I look forward to                  12 that further discussion.                  13 MR HILL: Thank you.                  14 MS LUDLOW: But it is also about support for the                  15 professionals, which I think can be overlooked.                  16 MR HILL: It is a good point, and one that, again, I think                  17 we may wish to think about in our July seminar as well.                  18 MS COATES: Just a quick comment around whistleblowing.                  19 I think we need to be mindful when we are looking at how                  20 we gather the evidence about whistleblowing, which there                  21 seems to be not very much of, that victims and survivors                  22 also are part of the whistleblowing focus. We focus                  23 a lot on professionals, and that's really important, but                  24 victims and survivors and their families often try to                  25 whistleblow, but they are not actually engaged in the</p> <p style="text-align: center;">Page 100</p>

<p>1 processes that we might develop around whistleblowing 2 and they mustn't be forgotten.</p> <p>3 My final comment would be around when we talk about 4 local safeguarding children's rules or multiagency 5 partnerships and how important they are locally, often 6 voluntary sector and third sector organisations are not 7 equal partners in those forums, so to have an impact in 8 those forums can sometimes be very difficult and we need 9 to think about that when we are setting up forums.</p> <p>10 MR HILL: Sheila, yes, please, I think you wish to come back 11 on that?</p> <p>12 MS TAYLOR: I think Sheila has made a very good point there. 13 It is good often a parent or a young person that is the 14 catalyst to realising that there's something wrong and 15 then they have to go outside the structures. I think 16 where they go to perhaps gets missed out in 17 whistleblowing in terms of they might not know 18 a structure to follow to formally whistleblow. But 19 certainly parents and young people themselves need to be 20 considered when you're looking at that.</p> <p>21 MR HILL: Thank you very much.</p> <p>22 MR ASHCROFT: Just to recognise the point you have made 23 about the fact that not all boards have been as 24 welcoming or as inclusive as they should be, I am very 25 clear, as the national chair, that absolutely they</p> <p style="text-align: center;">Page 101</p>	<p>1 (2.00 pm)</p> <p>2 Comments by THE FACILITATOR</p> <p>3 MR HILL: Welcome back, everybody. We are now moving to the 4 topic of what can we learn from practice overseas about 5 the control and management of perpetrators. There will 6 be a presentation from Dr Christine Barter. We will 7 follow the same pattern as this morning: presentation, 8 points of clarification, the discussion amongst the 9 invited participants and then observations from the 10 public as well. The same ground rules will apply to the 11 contributions, and we retain the same invited 12 participants as this morning, I am happy to say. There 13 is no need for any reintroductions. So I will hand you 14 straight over to Dr Barter.</p> <p>15 Presentation by DR CHRISTINE BARTER</p> <p>16 DR BARTER: This afternoon's session will look at the 17 control and the management of adult perpetrators of 18 sexual abuse and also young people exhibiting sexually 19 harmful behaviour.</p> <p>20 The purpose and approach is the same as this 21 morning. The findings presented this afternoon will use 22 the method and approach to appraising research evidence 23 as summarised this morning by Lorraine. This 24 afternoon's session presents rapid assessment evidence 25 on what can be learnt from overseas practice on the</p> <p style="text-align: center;">Page 103</p>
<p>1 should be and they need to work, but we are often 2 working against some of the views of partners.</p> <p>3 I just wanted to highlight what struck me as a theme 4 right through this morning, actually, the last line of 5 the report or summary report:</p> <p>6 "Cross-government and multi-sector working 7 structures at national and local levels are crucial to 8 preventing conflicting policy responses ..."</p> <p>9 Which I think you implied by this question of, where 10 do we put CSE and CSA together.</p> <p>11 "... and completing objectives."</p> <p>12 I felt that was an important summary of what we 13 learned from the research, that it's fed into a whole 14 series of comments that we have had from the floor and 15 from us here.</p> <p>16 MR HILL: Thank you very much. I turn to the chair with 17 apologies for overrunning, and would ask that you 18 indicate when you would like us all back?</p> <p>19 THE CHAIR: If everyone is content to do so, we should 20 return at 2.00 pm as planned, because there is much to 21 get through this afternoon.</p> <p>22 MR HILL: May I apologise to everybody for shortening their 23 lunch. 24 (1.10 pm) 25 (The short adjournment)</p> <p style="text-align: center;">Page 102</p>	<p>1 control and management of perpetrators to ensure they do 2 not reoffend. I should say the emphasis on this 3 afternoon's presentation is on stopping re-offending.</p> <p>4 Evidence is set against the context of the four 5 inquiry themes as outlined this morning: cultural; 6 structural; financial; professional and political.</p> <p>7 Findings. The control and management of 8 perpetrators has involved stopping an offender from 9 committing further offences and, ideally, rehabilitation 10 to reduce the risk of offending in the future. Most 11 management of sexual offenders has been within the 12 criminal justice system and also specialist treatment 13 services. Prosecution, sexual offender treatment, 14 surveillance and management in the community are the 15 most common criminal justice responses to child sexual 16 offenders in high-income countries.</p> <p>17 There is a vast amount of research on sexual 18 offenders and this area of the review included the 19 greatest number of publications, although few originated 20 from Europe.</p> <p>21 Community involvement can broaden the scope of 22 disruption strategies beyond law and child protection 23 services to include a wider range of organisations in 24 the community, such as hotel, transport and leisure 25 facilities.</p> <p style="text-align: center;">Page 104</p>

<p>1 The review found promising evidence on engaging 2 wider community organisations and disruption actions 3 from other jurisdictions, including Australia and North 4 America. However, we need to remember that treatment 5 responses for adults are not necessarily relevant for 6 young people with sexually harmful behaviour. Where 7 culturally appropriate, community-based treatment 8 services may be more effective, especially those 9 involving family and care givers. This has been found 10 in New Zealand and Australia and, later on, I will 11 provide a case study which examines these types of 12 services for young people.</p> <p>13 Structural factors. The UK has the strongest 14 legislation and policy for sexual offenders, recording 15 rates and prosecutions have grown steadily, but little 16 evidence was found on the effectiveness of civil orders.</p> <p>17 Resources and monitoring has mainly focused on 18 high-risk, convicted male sexual offenders. Despite the 19 growth in recording and prosecution rates, there is 20 evidence that much sexual offending goes undetected and 21 the majority of perpetrators of child sexual abuse are 22 not subject to investigation, prosecution or conviction, 23 particularly child sexual abuse within the home 24 environment.</p> <p>25 There is growing research suggesting that sexual</p> <p style="text-align: center;">Page 105</p>	<p>1 example, due to vigilante behaviour and severe 2 restrictions imposed on where an offender can live, 3 making the possibility of finding employment and 4 reintegration in the community extremely limited.</p> <p>5 Further structural issues. There exists a fairly 6 extensive body of research into sexual offender 7 treatment responses, but this shows mixed results on 8 re-offending across a wide range of jurisdictions.</p> <p>9 Sexual offender treatment outcomes are more likely to be 10 effective if they take a risk-need-responsivity -- known 11 as the RNR -- approach. This means addressing the type 12 of offence, the level of risk, the offender's 13 criminogenic needs, learning style and abilities or 14 responsivity. Criminogenic needs refers to 15 characteristics, traits or problems that are associated 16 with an individual's likelihood to reoffend. These can 17 be static, for example, unchanging factors such as age 18 at first offence, or dynamic, for example, use of 19 substances.</p> <p>20 A meta analysis of 23 studies using the RNR approach 21 found, compared to comparison groups, a reduction in 22 re-offending rates for those adult male perpetrators 23 using it. However, although 23 studies were included in 24 this meta analysis, only five reached the good standard 25 of research we are using within this practice</p> <p style="text-align: center;">Page 107</p>
<p>1 offenders vary in their motivations and in the crimes 2 they commit. Yet most of the research and treatment 3 approaches have been with convicted and incarcerated 4 sexual offenders.</p> <p>5 Therefore, further work is needed on managing and 6 responding to different types of sexual offenders, 7 particularly those not convicted. In the UK, Germany 8 and Sweden, attention is now shifting to look at 9 offenders at lower levels of assessed risk, including 10 those not convicted. We have already heard about the 11 Stop It Now! programme where helpline services are for 12 adults in the community who, themselves, are worried 13 about other people's behaviour or their own behaviour 14 and, therefore, assessing risk at a much lower level 15 than those in relation to the high-risk, convicted 16 offenders.</p> <p>17 It is, however, important to note that research 18 findings on policy on some sexual offender interventions 19 in other jurisdictions have not always been in harmony. 20 For example, policies on sexual offender registration, 21 public notification schemes and residency restrictions, 22 which can be perceived as punitive and also popular, 23 especially in North America, have shown to have limited 24 impact on reducing re-offending and may work against 25 rehabilitation of the offender in the communities, for</p> <p style="text-align: center;">Page 106</p>	<p>1 assessment.</p> <p>2 The RNR approach has currently been tested with 3 online offenders in England and Wales. Emerging 4 findings from the evaluation showed improvement in 5 socio-affective functioning and reduction in 6 pro-offending attitudes. However, again, this study did 7 not reach the quality control for the review, but it is 8 promising.</p> <p>9 There exists research in adult sexual treatment 10 models that draw on restorative justice principles such 11 as the Circles of Support and Accountability in 12 Australia, Canada and the USA. Similar programmes are 13 in use in the UK, and the evidence and impact is likely 14 to grow.</p> <p>15 This approach was developed in Canada in the 1990s, 16 with a faith community as response to concerns about 17 public planning over sexual offenders. It involves 18 volunteers providing community support and practical 19 help to high-risk sexual offenders released into the 20 community, to reduce their social isolation and rate of 21 offending. Evaluations in Canada and the US show 22 promising results, although these are limited by a lack 23 of information on those who took part and how they were 24 assessed as eligible. Also, attrition rates are 25 relatively high and some show some evidence that victims</p> <p style="text-align: center;">Page 108</p>

<p>1 and survivors are not always adequately supported in 2 feeling safe within those communities. 3 Overall, there was very little evidence on treatment 4 programmes for female sexual offenders. 5 Further work is needed on effective structural 6 responses for health, education and social work, 7 managing peer abusers, improving prosecution and use of 8 appropriate sanctions for sexual offenders in 9 organisations such as churches, faith groups and sport. 10 Education services have a role in perpetrator 11 rehabilitation within the criminal justice system and 12 prisons. We found no research-based publications on 13 managing sexual offenders from educational 14 establishments, although clearly an important area to 15 consider. 16 There is literature that describes vetting and 17 barring procedures. However, as outlined in the 18 presentation this morning, the impact on preventing 19 sexual offenders is minimal as it only achieves barring 20 for those people who have already been convicted of 21 a sexual offence against a child. Therefore, it is 22 ineffective in reducing overall prevalence rates for 23 those who have not already been through the criminal 24 justice system. 25 As previously mentioned, the treatment practice</p> <p style="text-align: center;">Page 109</p>	<p>1 prevention responses to intimate partner violence within 2 adolescent relationships, including online forms of 3 abuse. 4 The case study presents a treatment programme for 5 young people who exhibit sexually harmful behaviour 6 based on a programme from New Zealand, and in-depth 7 interviews with sexually abusive youths and their 8 caregivers at three community treatment programmes in 9 New Zealand were undertaken. They found that good 10 pre-entry information reduced barriers to participation 11 in treatment. 12 Positive engagement was also facilitated by the 13 quality of the client/therapist relationship, family 14 involvement, using creative and physical activities and 15 ensuring culturally appropriate communication. For 16 example, measures of family functioning improved if at 17 least one of the client's parents was involved and could 18 attend therapy. Issues of cultural differences should 19 be recognised by ensuring that cultural services for 20 ethnic minorities are integrated into all levels of 21 the programme delivery. 22 However, the evaluation did not evaluate the impact 23 on re-offending for young people. An evaluation of 24 community-based treatment in Australia which did look at 25 re-offending found that the highest rates for subsequent</p> <p style="text-align: center;">Page 111</p>
<p>1 developed for adults will not necessarily be effective 2 for young people who exhibit sexually harmful behaviour 3 as the majority of these people will not go on to be 4 adult perpetrators. It is still too soon in the 5 evidence to draw any conclusions about which risk 6 factors might predict further sexual offending among 7 young people with sexually harmful behaviour, making 8 allocation of treatment on the basis of risk a problem. 9 We found more evidence supporting the use of 10 multisystemic therapeutic approaches which recognise 11 that all areas in a young person's life require 12 attention and treatment -- for example, their homes and 13 families, schools and teachers, neighbourhoods and 14 friends -- than the more widely used cognitive 15 behavioural treatment-based approaches, which are 16 designed to change attitudes and distorted cognitions 17 associated with harmful sexual behaviours. 18 Emerging evidence suggests that treatment is more 19 effective when parents/caregivers are involved in the 20 treatment programme. More research on the management of 21 young people's sexually harmful behaviour within the 22 education system is needed. 23 While peer sexual abuse is a common experience, the 24 review found little evidence on effective responses to 25 the problem. Though there is some research on effective</p> <p style="text-align: center;">Page 110</p>	<p>1 sexual offending for young people were amongst those who 2 dropped out of the treatment programme. 3 So the overall key message in relation to the four 4 structural foundations were: 5 Cultural: community involvement can strengthen 6 disruption strategies within the community. Cultural 7 and age-specific responses are needed for young people 8 with harmful sexual behaviours. 9 Structural: focus on high-risk, convicted offenders 10 have predominated. Evidence on treatment is mixed but 11 more effective responses address offender risk, needs 12 and responsibility. 13 Financial: as we heard in this morning's 14 presentation, there is little work around the financial 15 implications of different treatment programmes, and we 16 have very little information on treatment programmes for 17 young people in this area. 18 Lastly, professional and political: more research on 19 effective responses to peer abuse is required. 20 Thank you. 21 MR HILL: Thank you very much. I would now turn to the 22 questions on clarification of the research, and, again, 23 I would ask everyone to keep in mind the fact that we 24 will be moving on to a broader discussion of some of 25 the issues raised subsequently. Does anybody have any</p> <p style="text-align: center;">Page 112</p>

<p>1 points of clarification on the research?                  2 Points of clarification                  3 MS EGGLESTON: Just one, really, on the cultural one, where                  4 you have identified culturally and age-specific. We                  5 wondered around gender-specific interventions as well,                  6 whether that was part of your research?                  7 PROF RADFORD: In relation to young people?                  8 MS EGGLESTON: Yes.                  9 PROF RADFORD: Most of the work has been done with males, so                  10 there is very little on the gender aspects there. So,                  11 no, I'm afraid we have found very little.                  12 There is very little research on working with adult                  13 female sex offenders as well. There is some, and it                  14 seems to be growing a little bit, but it is quite                  15 limited.                  16 MS EGGLESTON: Thank you.                  17 MS HARGREAVES: I just wanted to ask a question in relation                  18 to young people not going on to be offenders as adults.                  19 Was there any research in terms of the breakdown of                  20 the crimes when they were young people? So was there                  21 any link, for instance, to sexting or child sexual abuse                  22 images, whether it is contact abuse or not? Did you do                  23 any breakdown on that?                  24 PROF RADFORD: The studies we looked at didn't break it down                  25 that specifically. Most of the studies look at</p> <p style="text-align: center;">Page 113</p>	<p>1 of restorative justice models for working with sexual                  2 offenders for adults and also for young people. So it                  3 depends a little bit on the type of programme and the                  4 type of approach.                  5 Some of the studies that we looked at, well, they                  6 just didn't break down that information to that level of                  7 detail, I'm afraid.                  8 MR HILL: Tony, I think you had raised your hand?                  9 PROF BEECH: I had. I was just going to add to the                  10 restorative justice stuff. I mean, there are RJs in                  11 this country who won't do stuff on sex offenders, will                  12 they? They think it is very problematic, actually, to                  13 RJ stuff in this country.                  14 I was just going to talk to the point about young                  15 people going on and -- there is a paper, if you look                  16 across life histories, there is a peak at the age of 13                  17 about -- verbal sexual offences are committed by young                  18 people aged 13, as you say, but some are more generally                  19 pro criminal, don't carry on -- you know, might be                  20 committing gag offences, et cetera, but then you do have                  21 a group, the more kind of paedophilic one, who will                  22 carry on. So that's the two groups you can see with                  23 young people.                  24 Can I add one more point: people, in terms of                  25 exhibiting harmful sexual behaviour, where does that</p> <p style="text-align: center;">Page 115</p>
<p>1 re-offending rates. The problem with these studies on                  2 sexual offending is that they count recidivism or                  3 re-offending in different ways. So some of them will                  4 count increased reports, some of them will account                  5 rearrests, some of them will count reconviction rates,                  6 and sometimes they don't break down what the specific                  7 offence is for reconviction.                  8 Where they do break that down, from the literature                  9 that we looked at -- and there may be others here that                  10 know this area much better than us -- from the                  11 literature that we reviewed, for young offenders, when                  12 you have re-offending, it's general re-offending. So                  13 not necessarily sexual offending. And distinguishing                  14 between those that reoffend in general and the smaller                  15 proportion that have sexual -- re-offending for sexual                  16 crimes could be an area that we need to be looking at.                  17 MS PRAKASH: With regards to control and management                  18 structure, you talk about some concerns from a range.                  19 I just wanted to know whether it was intrafamilial or                  20 was it outside of the family, and also the types of                  21 abuse that were covered within this.                  22 PROF RADFORD: Again, the literature that we looked at                  23 didn't necessarily break that down in relation to the                  24 restorative justice programmes. The restorative justice                  25 programme evaluations, I mean, there are different types</p> <p style="text-align: center;">Page 114</p>	<p>1 come from? It worries me, in a way, to involve the                  2 family. Where does it come from? They are acting out                  3 stuff that's in the family. You can see in terms of                  4 things that -- you know, more systemic therapy works                  5 really well, but I think we have to be really careful if                  6 we are including a family where there could well be                  7 a perpetrator within the family. It is something to                  8 think about.                  9 PROF RADFORD: When we are talking about a family, it                  10 doesn't always need to be the offending parent, does it?                  11 PROF BEECH: No.                  12 MS TAYLOR: I want to be really careful with this question,                  13 because my intention is not to say that people that have                  14 been abused go on to offend later on. This is not what                  15 I am saying. But what I am asking, does the research                  16 offer any clarity about how many of those people                  17 offending were abused in earlier life or subject to                  18 pornography, and things like that, where it's become                  19 almost performing as they have been taught, because what                  20 we are seeing is the transition of children and young                  21 people that are sexually exploited past 18 who are then                  22 criminalised for all sorts of things when it is an exit                  23 strategy. I don't know if I have put that carefully                  24 enough, but I am very keen to say that I don't for one                  25 minute think that people who have been abused go on to</p> <p style="text-align: center;">Page 116</p>

<p>1 offend, but I'm asking if there is any correlation to 2 previous abuse? 3 PROF RADFORD: Actually, when we were doing the search, we 4 came across a massive amount of literature that's 5 looking at the backgrounds and categorising offenders 6 into different categories, looking at their past 7 experiences and also their pathways into crime and the 8 trajectories into crime, and there are also cohort 9 studies that have tracked through young people. 10 But unfortunately, we discounted those studies 11 because what they were looking at was different types of 12 offenders, not what organisations can do. I know that, 13 in a way, working -- the argument that we made this 14 morning, and we are making hopefully throughout the 15 whole of these sessions, is that you need to be focused 16 specifically at the particular issues in relation to the 17 offence that's happening, and that can be variable, and 18 know that that's important. 19 But because there is so much literature, we had to 20 discount it. So the basic message was that we need 21 different methods of working with people, and 22 particularly different methods of working with young 23 offenders in relation to adult offenders, and need to 24 take into consideration the research literature that 25 shows that there might be different factors that</p> <p style="text-align: center;">Page 117</p>	<p>1 MR BEARD: The former, primary prevention. 2 PROF RADFORD: That was the topic of this morning's 3 presentation. So there is some work that we covered in 4 this morning's presentation and is also discussed in the 5 research report on primary prevention work, you know, to 6 prevent sex offending, but it's quite limited, I'm 7 afraid, because it's mostly in that context of 8 preventing relationship abuse for young people and the 9 sexual violence aspects added on to that, or negotiating 10 safe relationships type of education programme. 11 So the evidence that we found was quite limited, 12 really, in terms of primary prevention for sexual abuse 13 and sexual exploitation amongst young people. 14 MR HILL: I think primary prevention and proactive 15 involvement and management of offenders and potential 16 offenders is something that we are going to come on to 17 discuss I hope in some detail this afternoon, and 18 although we have separated it into morning and afternoon 19 sessions, I would hope that that is an area of 20 discussion which cuts across both. I think that seems 21 to be a logical approach. 22 Does anybody else have any questions about points of 23 clarification? I see Sheila and Lee. I will turn to 24 Sheila first and then come to you, Lee, in a second. 25 MS TAYLOR: Mine is a very quick one. There is quite a bit</p> <p style="text-align: center;">Page 119</p>
<p>1 increase the vulnerabilities of some young people for 2 continued lifetime persistence, you know, that would 3 inform the work that we are doing with them that we 4 would have to take into consideration. So I think 5 that's all I can say in response to that question, 6 actually. 7 There have been organisations that have looked at 8 their case records to look at what were the patterns of 9 pre-offending and the subsequent trajectories of young 10 people after they had been through a specialist harmful 11 sexual behaviour programme, and they tend to show that, 12 actually, it is a small number that persist with that 13 behaviour into adulthood. So being very careful about 14 how we work with young people is a strong message, 15 I think. 16 MR BEARD: Talking about providing support to potential 17 perpetrators is not an easy thing to talk about in our 18 current culture, and probably not even that popular 19 politically, to some extent. I wonder whether you 20 established whether there is any learning from other 21 jurisdictions about how to do effective prevention work 22 on perpetrators in a context such as perhaps we have in 23 this country, that cultural/political context? 24 PROF RADFORD: So you're looking at prevention? At primary 25 prevention or the prevention of re-offending?</p> <p style="text-align: center;">Page 118</p>	<p>1 of research in the USA about hebephiles as opposed to 2 paedophiles, and has that been linked in? 3 PROF RADFORD: Yes, that was part of the research looked at, 4 sorting offenders into different groups. So there is 5 all of that research on hebephiles and also how you can 6 bring that into programme responses, but less on whether 7 taking that approach works yet, because I think they're 8 still trying to explore how those different risk factors 9 and different offending patterns might influence what we 10 have to do in treatment. 11 MS TAYLOR: Just for clarification, a paedophile is 12 a prepubescent abuse and a hebephile is postpubescent 13 abuse. 14 MS EGGLESTON: Just going back to restorative justice, in 15 terms of the promising results, could you clarify 16 whether they were for the perpetrator? 17 PROF RADFORD: Yes. That's one of the issues, that most 18 of -- well, I think the Australian studies and the 19 Canadian studies, which are looking at the Circles of 20 Support and Accountability models, applying restorative 21 justice techniques for working mostly with young sexual 22 offenders, are the ones that we were most interested in 23 looking at. The outcomes are mostly focusing on the 24 young offender and also the young offender's caregiver 25 and their experiences of being on those programmes, and</p> <p style="text-align: center;">Page 120</p>

1 also, in some cases, whether or not there are any  
 2 documented cases of further offending. The victims'  
 3 voice, and I think it is particularly problematical if  
 4 it is violence between brother and sister, for instance,  
 5 so sexual abuse of a brother and sister, I have  
 6 absolutely no idea what they do in the restorative  
 7 justice programmes or in Circles of Support and  
 8 Accountability to respond appropriately to the needs of  
 9 the victim in those circumstances.  
 10 MS EGGLESTON: Thank you. I think it is just a concern,  
 11 really, that if it -- I mean, it is clear for here in  
 12 this presentation what you mean, but in terms of some of  
 13 the things you were discussing this morning, if people  
 14 read things like "promising results" and it is not clear  
 15 it is about perpetrators, it could be assumed that it  
 16 victims too.  
 17 PROF RADFORD: Sorry, I should clarify a little bit, Daly's  
 18 research did look at that. She did look at the impact  
 19 on victims and she did find that there were high levels  
 20 of victim satisfaction.  
 21 MS EGGLESTON: In those countries?  
 22 PROF RADFORD: With restorative justice. It was  
 23 Kathleen Daly's research, where she had the initial  
 24 study that was looking at restorative justice programmes  
 25 and then she also did -- I think it was a five-year

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1 follow-up looking at it again.  
 2 MS EGGLESTON: In America?  
 3 PROF RADFORD: Daly was Australia, I think.  
 4 MS PRAKASH: Just to go back to that point, I think it is  
 5 really important again, going back to the point you  
 6 raised, whether it is intrafamilial or not. A lot of  
 7 times, you can get victims saying, yes, the response is  
 8 because they have a vested interest in family members.  
 9 It is really important to have clarification about what  
 10 kind of abuse, whether it is intrafamilial or not. That  
 11 makes a huge difference. I just want to echo Lee's  
 12 concern. It is very concerning when you say words. It  
 13 just needs to be explained properly.  
 14 MR HILL: We are going to come on to restorative justice in  
 15 the discussion as well, but Tony, I think, would raise  
 16 a point now.  
 17 PROF BEECH: Yes, just a point of information. You seem to  
 18 be concatenating restorative justice with circles, but  
 19 to me they are two different things.  
 20 PROF RADFORD: Yes, they are.  
 21 PROF BEECH: Circles typically happen when someone comes out  
 22 of prison and it gives them a bit of a social life.  
 23 Whereas restorative justice, you know, it is mediation,  
 24 sometimes you meet a victim -- I mean, in the UK, it is  
 25 sort of done often with different victims. So I don't

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1 see the connection, sorry. Can you disabuse me of that?  
 2 PROF RADFORD: I'm not saying they are connected. The point  
 3 I am making is that they are employing some similar  
 4 principles, in that part of working with offenders is  
 5 their rehabilitation in communities. So that's the only  
 6 connection that we are making. We are not arguing that  
 7 restorative justice, which did develop from the work in  
 8 Australia and New Zealand, and actually was based on  
 9 Maori approaches to justice initially, wasn't it, and  
 10 had a particular philosophy behind it and has been  
 11 applied to lots of different scenarios, is different to  
 12 Circles of Support and Accountability, yes. Restorative  
 13 justice was meant to divert people from the criminal  
 14 justice system, particularly marginalised offenders,  
 15 whereas Circles of Support and Accountability are  
 16 looking more at rehabilitation and community, you're  
 17 quite right.  
 18 But in relation to young offenders, part of  
 19 the argument is that actually looking at the  
 20 rehabilitation of young offenders in their communities  
 21 and possibly with their families is an area that might  
 22 be appropriate to be looking at.  
 23 MR HILL: Unless there are further points of clarification,  
 24 I think we will move on now to the wider discussion to  
 25 follow up on the presentation.

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1 Just on a practical point, I am going to move seats  
 2 so that I can see everybody in the room.  
 3 The same ground rules as this morning apply. If  
 4 I could just remind you all as well to speak into the  
 5 microphones and turn them on when you make your points.  
 6 Discussion  
 7 MR HILL: I would like to begin with the question of what  
 8 are sometimes referred to as punitive regimes and  
 9 regimes that require registration or residency  
 10 restrictions or public notification.  
 11 We have heard from the University of Central  
 12 Lancashire team that the research doesn't seem to be  
 13 positive about such regimes. Tony, if I could turn to  
 14 you, is that a view with which you would concur, and  
 15 indeed can you take this matter forward?  
 16 PROF BEECH: Yes, I totally agree on the punitive stuff,  
 17 whether it be boot camps or scared straight or anything  
 18 like that, has very little success with offenders  
 19 generally.  
 20 In the United States, someone registering  
 21 restrictions means that some sex offenders have to live  
 22 under bridges, and stuff like that. That's not a way to  
 23 reintegrate people back into the community at all. So  
 24 punitive stuff doesn't work, definitely.  
 25 MR HILL: When you say it doesn't work, as Namita and Lee

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1 have pointed out, it is very important for us all to be  
 2 clear what we mean by "It does work" and "It doesn't  
 3 work" and for whom it doesn't work. Could you just  
 4 explain a little further what you mean by that?  
 5 PROF BEECH: The example I was giving was just in the  
 6 general offender field, the sort of programmes where --  
 7 saying that people are scared straight or boot camps,  
 8 there is a higher rate of recidivism than people who had  
 9 no treatment at all, actually, if I remember correctly.  
 10 So those kind of regimes, very punitive regimes, don't  
 11 reduce recidivism, basically.  
 12 What I am saying, if there is a lot of restrictions  
 13 to where people actually live and what have you, and  
 14 getting jobs, how are they going to -- there was mention  
 15 of good lives this morning, and how can people lead  
 16 a more fulfilling life, and so less likely to offend  
 17 because they have other things in their life, how is it  
 18 going to be less likely they will offend when there  
 19 aren't other things in their life because they are  
 20 living under a bridge, basically?  
 21 MR HILL: You mentioned employment there and getting jobs.  
 22 Is that a significant factor in recidivism?  
 23 PROF BEECH: Oh, yes. There is a study, a very long study,  
 24 that took place in the United States. I think they  
 25 followed people up for about 30-odd years. The three

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1 big things for people -- again, general offending -- is:  
 2 work; being in the army, because this actually happened  
 3 in the States quite a long while ago; and being in  
 4 a relationship. For general offenders, they are  
 5 really -- they are factors which were protective  
 6 factors, basically. So I see no reason why that  
 7 wouldn't be the same for other types of offenders,  
 8 basically.  
 9 MR HILL: If you look at that research body that you have  
 10 spoken of there, how robust do you think the conclusions  
 11 that you have drawn from it -- how robust do you  
 12 consider them to be?  
 13 PROF BEECH: It was a study that went on for years and years  
 14 and years. It was a big sample. So I think pretty  
 15 good -- I mean, some people say everything is down to  
 16 randomised control trials, but I think, unless you have  
 17 massive samples, then randomised control trials don't  
 18 really work for me that well. I work with a medical  
 19 epidemiologist, but he works in numbers which are in  
 20 kind of millions, basically, for a lot of the big  
 21 studies he actually does. Randomised control trials in  
 22 the medical field are much bigger numbers than you could  
 23 ever get in the sex offender treatment, for example.  
 24 There are whole problems in doing randomised control  
 25 trials with sex offenders. Can you ethically withhold

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1 treatment from a very high-risk sex offender? I would  
 2 say no, for example. So you don't see that many  
 3 randomised control trials. When you do get them, which  
 4 is in the meta analysis, it is normally on treatment  
 5 that's not very good, that doesn't ascribe to the three  
 6 "what works" principles that were mentioned in the talk:  
 7 risk, need and responsivity. We have to look at other  
 8 ways and see where the treatment works.  
 9 Sorry, I have given you a very loquacious answer.  
 10 Sorry about that.  
 11 MR HILL: Not at all. I'm grateful for it.  
 12 Looking around the rest of the table, specifically  
 13 on this issue of punitive regimes, is there anybody here  
 14 who takes a different view from Tony about the  
 15 effectiveness of such regimes? I will take that as  
 16 a "no", I think, from everybody.  
 17 If we turn, then, to rehabilitation and Circles of  
 18 Support, Tony, you raised this a moment ago, and I would  
 19 like you, if you would, to just expand a little more on  
 20 what Circles of Support are and how effective they have  
 21 proven to be and where they are being used?  
 22 PROF BEECH: A colleague of myself did a meta analysis on  
 23 not very large samples. It is difficult to say. The  
 24 data is not really there to say whether it is effective  
 25 or not. But we calculated from the small meta analysis

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1 we did that it would save the criminal justice system  
 2 quite a lot of money by somebody going through a circle  
 3 and subsequently not re-offending. But the numbers are  
 4 very small to really make any strong arguments at the  
 5 moment.  
 6 But I just don't think it is -- you know, at the end  
 7 of the day, we are talking about a better society, and  
 8 the fact that people should reintegrate, and they are  
 9 more likely to reintegrate if they actually get out of  
 10 prison and they have some support networks, basically.  
 11 That is going to really help. We have to keep going  
 12 forward on these kind of initiatives.  
 13 As the data gets bigger, we could make some more  
 14 firm conclusions. There was a study on it, which Steve  
 15 probably knows about anyway.  
 16 MR HILL: In terms of how you put those Circles of Support  
 17 together, particularly for somebody who is leaving  
 18 prison, potentially after a lengthy period, how are they  
 19 established?  
 20 PROF BEECH: The Lucy Faithfull Foundation runs Circles, and  
 21 we have some students that volunteered to be involved in  
 22 the circle. I don't know the nuts and bolts of it, as  
 23 such. They then meet with someone who has come out of  
 24 prison, I don't know, weekly probably, and provide  
 25 a support network, but I couldn't actually tell you the

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<p>1 exact nuts and bolts there. I could get back to you on 2 that. 3 MR HILL: I would be grateful if you could, thank you. 4 Just finally on this question now, before I turn to 5 others, what is it that is stopping the conversation 6 about reintegration and a wider acceptance of Circles of 7 Support and reintegration in England and Wales at the 8 moment? 9 PROF BEECH: I was thinking about this. I was just thinking 10 about some of the stuff that was talked about earlier on 11 about media. To give an example, in Germany there is 12 something called the Dunkenfeld Project which, again -- 13 I mean, they have a different system in Germany where 14 there isn't -- you know, if you are working with an 15 offender, there wouldn't be mandatory reporting of that 16 offender. But they have a lot of media stuff, they have 17 stuff on the TV, they have posters, so it is a bit like 18 Stop It Now! but it goes a bit further than that. I was 19 thinking, if they had posters like that in the UK, they 20 would last about 10 minutes before they were ripped 21 down. So there is a very different attitude. 22 Partially, the attitude comes from the press, to be 23 quite honest. If you look at -- if you just look at 24 what happens in something like The Sun or the 25 Daily Mail, just the attitudes that come across on</p> <p style="text-align: center;">Page 129</p>	<p>1 volunteer's choice whether they continue that 2 conversation or not, but in either case, we refer to 3 Stop It Now!. 4 Stop It Now!, we have been working together with for 5 a very long time, I think since they started. Every so 6 often I have to say to the CEO of Stop It Now!, "Please 7 stop sending your people to us", because some of our 8 volunteers are deeply offended by hearing that kind of 9 thing. Now, personally, if I take that call, I'm 10 prepared to engage with it. But we do, as I say, in 11 training say to our volunteers, you know, "You are not 12 there to take any kind of abuse, be it racial or 13 whatever, but, also, you are not there to listen to 14 people who are describing a temptation to commit crimes 15 against children". 16 However, all of our resources on our website are 17 very relevant, and they are used in sex offender 18 treatment programmes, in the most secure units across 19 the secure state. So we recognise that they face 20 similar problems in addressing their temptations and 21 their personal healing, but we are not prepared to 22 engage with it ourselves for two main reasons: one, 23 there is very little support for survivors who are not 24 abusing, those are the people we want to support; and 25 there are other organisations who are better resourced</p> <p style="text-align: center;">Page 131</p>
<p>1 a day-to-day basis, that's really influencing how people 2 think. Until you can get to the press and say, "Come 3 on, let's be more realistic in the kind of stories you 4 run", there is still going to be that mind-set, to be 5 quite honest, in the UK, about how people think of sex 6 offenders. 7 MR HILL: I think this is bringing us towards the discussion 8 about proactive management, both of offenders and of 9 potential offenders, and I am anxious to ensure that the 10 voice of victims and survivors is heard at the start of 11 that debate. 12 If I look to in particular the four representatives 13 that we have of the groups, is there anybody who would 14 like to talk about attitudes towards proactive 15 management? 16 DR BIRD: In very general terms, the way we work with 17 survivors, and we train our volunteers to run our 18 support line, is that we don't work with people who have 19 themselves become abusers of children in adulthood. 20 However, having said that, we do get calls to our 21 support line from people who generally start the 22 conversation by talking about their own experiences of 23 abuse in childhood and then disclose that they may have, 24 for example, seen inappropriate images or have 25 a temptation to look at that. We leave it at the</p> <p style="text-align: center;">Page 130</p>	<p>1 than us to do that work. So that's where we stand on 2 it. 3 On the wider question, I think it would be remiss of 4 me not to say, if Pete Saunders were here, he would be 5 saying the sentences are far too short and the messaging 6 more widely, having taken into account what has been 7 said about the attitude of the "red top" media, the 8 demonisation, all of that stuff, it's very difficult for 9 a survivor who has gone through that whole difficult 10 process of being a witness and cross-examined and see 11 the defendant convicted and sent down and is then 12 released after serving half of their sentence and moves 13 in three doors down the road and is looking over the 14 fence at that defendant's children. That's very 15 difficult. So we completely understand where the "red 16 tops" are coming from. I hope that helps. 17 MR HILL: It does. Thank you very much. 18 If I look to the other three groups as well, to see 19 if they wish to contribute anything at this stage? 20 Linda, please. 21 MS DOMINGUEZ: One in Four will work with a perpetrator if 22 they have been a victim of abuse in the past. It is 23 a very fine line. 24 I think we have to remember that everybody that we 25 see in One in Four has probably been abused within the</p> <p style="text-align: center;">Page 132</p>

<p>1 family, and, therefore, they probably forgive their                  2 abusers. They may even love them still. You might all                  3 be shocked by that, but that is the truth of the matter.                  4 So if a perpetrator comes forward who has been                  5 a victim themselves as a child and they are seeking to                  6 reintegrate themselves and they think that therapy and                  7 talking about why they did what they did and the impact                  8 it's had on them is helpful, then we will give it a go,                  9 because that gives us a better understanding of also                  10 working with the other side of it, who are the victims.                  11 Demonisation, I mean, that's what sells papers.                  12 MR HILL: Susie, if I could turn to you, because this                  13 morning you were talking about how RwF have done some                  14 work in this area and drew upon the question of demand,                  15 put in those cold terms. I wonder if you could expand                  16 on that, not just in respect of convicted offenders, but                  17 also potential offenders as well.                  18 MS HARGREAVES: So I need to be clear that the RwF's job is                  19 to remove content, it is not our job to go after                  20 perpetrators, that's the police's job. We are very                  21 clear that's not something that we work on. In fact, we                  22 actively encourage people to report to us anonymously.                  23 The police estimate there could be as many as 100,000                  24 people at any one time looking at child sexual abuse.                  25 So we want people to report it to us so we can remove</p> <p style="text-align: center;">Page 133</p>	<p>1 go after the perpetrators.                  2 MR HILL: Fully understood, and this is, as I said before,                  3 a debate which straddles both this morning and this                  4 afternoon. In terms of the work that you have been                  5 doing with the Lucy Faithfull Foundation and others,                  6 there is one aspect of understanding who is                  7 a predominant or a large group creating demand, and then                  8 there is another element, which is why that demand                  9 exists in the first place, which I know is a fantastic                  10 and difficult question. Are you doing any work in that                  11 area or, indeed, do you know of any other work that is                  12 being done?                  13 MS HARGREAVES: There's been quite a lot of international                  14 research, particularly stuff in Germany, about people's                  15 proclivities and behaviour. I mean, what we do know --                  16 our research is more in -- 80 per cent of what we see --                  17 actually, it's gone up. 90 per cent of what we see is                  18 free. So only 10 per cent of what we see is behind                  19 payment barriers, which is an organised crime issue. So                  20 the majority of what we can do is look at where people                  21 find the content, we can look at how they share the                  22 content and we can share that information with groups.                  23 So we can say, "Well, we know that, because it's free,                  24 it's about behaviour, it's about sharing, we know where                  25 these groups meet, we know the chat rooms that they</p> <p style="text-align: center;">Page 135</p>
<p>1 it.                  2 What we do have is, on our blocking list, a splash                  3 page which gives people information if they try and hit                  4 a web page that we have blocked. It gives them                  5 information about why it's been blocked, where to go for                  6 help, which is Stop It Now!, and also what the                  7 implications could be of their actions in looking at                  8 child sexual abuse, that they could go to prison, they                  9 could lose their job.                  10 In terms of where we would work is on the kind of                  11 disrupting the content and using technology to stop                  12 people having access to that content. So that's very                  13 much where our focus is. So we work with the                  14 technology, but in terms of the work helping                  15 perpetrators, very much that's the other area. What we                  16 will do is talk to people who do work with perpetrators                  17 so we know where to put our efforts, basically, to try                  18 to stop them having access. For example,                  19 Lucy Faithfull, the research that they did for us showed                  20 that the most likely group to stumble on to child sexual                  21 abuse -- we say "stumble" -- for the first time are                  22 young men aged 16 to 24 and least likely to report it.                  23 The first time they might engage with that would be on                  24 the public web. So we know that's where we need to                  25 target some of our energy, but it's the police's job to</p> <p style="text-align: center;">Page 134</p>	<p>1 meet", and we can pass that information on to the                  2 relevant groups who are looking at the behaviour. But,                  3 you know, fundamentally, our job is really just to                  4 remove the content.                  5 MR HILL: Understood. Thank you. Lee, yes, please?                  6 MS EGGLESTON: I think the majority of victims and survivors                  7 that use our services, the perpetrator is never                  8 convicted, so they don't end up on any kind of                  9 programme. So that's a big issue for us.                  10 But I think what I would like to say is, what feeds                  11 into those "red tops", or those kind -- is the myths and                  12 facts and some of the broad kind of comments around                  13 offenders or sex offenders. Without identifying who the                  14 victims are, like we have said earlier, about whether it                  15 is family or known, in our case, or not known, stranger,                  16 I think that the myths and facts that we are dealing                  17 with on a daily basis is the -- the root of those comes                  18 from some of those misconceptions about who is the sex                  19 offender.                  20 MR HILL: How do we get beyond those myths about who is the                  21 sex offender?                  22 MS EGGLESTON: That's the 64-million-dollar question.                  23 MR HILL: It is, yes.                  24 MS EGGLESTON: I think it is a really good question, but                  25 I think it is about us really articulating what we mean</p> <p style="text-align: center;">Page 136</p>

<p>1 by, "Who is a sex offender?", what relationship to the                  2 victim/survivor they have and who is on the treatment                  3 programme. My understanding with Circles is I thought                  4 it was an independent organisation, I don't know much                  5 about them. I know they have just recently got an award                  6 from Lloyds to start quite a big programme in                  7 West Yorkshire, so that's something that you could look                  8 at, in terms of their plans, but I think it's about,                  9 actually, to get rid of the myths and facts, we have to                  10 articulate who we are talking about.                  11 MR HILL: Yes.                  12 MS HARGREAVES: Sorry, I should just say, obviously in                  13 relation to offender behaviour on Julia Davidson's work                  14 and Ethel Quayle's work and all the work that's                  15 happening here, there is a lot of work in relation to                  16 what we are seeing.                  17 The other thing I would just like to mention, and                  18 I don't know if you are going to pick it up, is that the                  19 other end of the spectrum of the self-generated content,                  20 where you have young people producing sexual abuse                  21 content themselves, for whatever reason, you know,                  22 whether they are coerced or whether they are sharing                  23 pictures, and actually that is a whole different type of                  24 behaviour that needs to be dealt with completely                  25 differently.</p> <p style="text-align: center;">Page 137</p>	<p>1 MR HILL: We are hoping that Professor Radford might agree                  2 to come back at the end of the session. That will be                  3 one of the issues we will perhaps ask her to address                  4 then.                  5 Is there anyone else who would like to say anything                  6 about proactive management?                  7 MR ASHCROFT: If I may, it is an observation. It is not an                  8 area that -- I'm learning more than I'm contributing                  9 this afternoon. But I just think, reflecting on the                  10 discussion, the thing is entitled "Management of                  11 perpetrators", yet we are talking about those who have                  12 been convicted of an offence. I think when you look at                  13 the work that's done with both perpetrators and victims                  14 of domestic violence and other areas of abuse, there are                  15 some really important correlations here. Why we need to                  16 retain an understanding of the particular complexities                  17 and challenges of sexual violence and sexual abuse, for                  18 many families, particularly in the intrafamilial                  19 context, I think we need to place this in a slightly                  20 broader context of other forms of abuse that are                  21 perpetrated but which may never reach an offending                  22 stage, but may involve involvement and statutory -- or                  23 statutory and voluntary and community support. So the                  24 whole question about what works and for whom I think has                  25 a slightly wider and more complex dimension than perhaps</p> <p style="text-align: center;">Page 139</p>
<p>1 MR HILL: I was going to come to that after the break, if we                  2 may. But, yes, it is a very important point.                  3 Before we get to the break, is there anybody else                  4 who would like to comment on proactive management of                  5 offenders or potential offenders, particularly perhaps                  6 with reference to the Stop It Now! campaign, and the                  7 general question of how this is communicated more widely                  8 to the public?                  9 MS PRAKASH: I just want to reiterate the point that others                  10 have made, the voices of victims and survivors. It is                  11 really important when you are talking about offender                  12 management or reintegrating them in society. Also, with                  13 regards to Stop It Now!, I'm not sure of the box that's                  14 there in the brief today, whether it was just offenders'                  15 response to whatever the questionnaire was in terms of                  16 their feedback or victims and survivors responses have                  17 been also taken into account, because it brings us back                  18 to that question of, whose interest is it in? If I'm an                  19 offender, I would of course want my best interests. If                  20 I'm the victim, I would want my best interest. So it is                  21 really important to, I think, desegregate that, you                  22 know, segregate that, and have a specific example so we                  23 can understand whether it is effective or not effective                  24 and, if it is effective, for whom it is more effective,                  25 whether the offender or the survivor.</p> <p style="text-align: center;">Page 138</p>	<p>1 the narrow focus that we have addressed in this first                  2 session.                  3 MR HILL: I agree. In part, it is just trying to manage the                  4 debate. But it is something that cuts across both                  5 sides. I think it is important to point out that the                  6 University of Central Lancashire team addressed it in                  7 the preventative section rather than the offender                  8 section, although it has resonance for both. Sheila,                  9 I think you wanted to come in?                  10 MS TAYLOR: It is an observation, really, because we have                  11 talked about people that have got offender status. But                  12 in quite a lot of marginalised communities where the                  13 social norms are different and the acceptability and it                  14 is subjective what fits into abuse doesn't then get                  15 reported against and doesn't get investigated, so                  16 therefore you don't get a prosecution. So we have quite                  17 a lot in marginalised communities that we need to                  18 explore.                  19 I don't want to particularly pick any one                  20 marginalised community out publicly, but we could have                  21 a conversation about some of the difficulties in some of                  22 those marginalised communities, that we don't consider                  23 at all, we tend to think of the sort of key categories                  24 around marginalised communities, but there are some                  25 others there that we really need to address because they</p> <p style="text-align: center;">Page 140</p>

<p>1 very, very rarely come into the court procedures. They                  2 sit outside of normal social circles and, therefore, our                  3 regulations and what have you. So I think it is a gap                  4 only because they are not reported and they are not --                  5 you have been tasked specifically to look at offender                  6 status, and we have got offenders that are never                  7 prosecuted because of the difference in social norms.                  8 So I think it is a gap and it is how we don't miss that,                  9 because that's actually really important.                  10 MR HILL: David Beard?                  11 MR BEARD: Just a comment, more than anything else. The                  12 conversation in the last 15 or 20 minutes has talked                  13 a lot about adult perpetrators, I guess, so just to                  14 think a little bit about young hypersexual behaviour                  15 perpetrators. That's where the linkage back to this                  16 morning in particular and the prevention agenda very                  17 much comes into play.                  18 Very often, once they are criminalised, if they are                  19 put on the sex offenders register, their own life                  20 chances are hampered in terms of finding work. So it is                  21 the issue about that kind of early intervention to young                  22 offenders. There is a lot of work being done around --                  23 it is very popular with the Welsh Government -- adverse                  24 childhood experiences and the effect of that as it goes                  25 on through young people's experiences which links into</p> <p style="text-align: center;">Page 141</p>	<p>1 which was the kind of linkage between particularly the                  2 conversation we had this morning around prevention and                  3 the fact that, once young harmful sexual behaviour                  4 perpetrators enter into the criminal justice system and                  5 are perhaps put on the sex offender register, their life                  6 chances are hampered, et cetera.                  7 The issue I was raising at that point was around the                  8 linkage between the prevention agenda -- the commentary                  9 I made in respect of what the Welsh Government are                  10 particularly focused on was some work which I think was                  11 led on behalf of Public Health Wales, and I can't                  12 remember the name of the researcher, but it is fairly                  13 current, which is on the effect of adverse childhood                  14 experiences and which I believe is going to be                  15 fashioning quite a lot of the early intervention in the                  16 wider sense. That's programmes in Wales. That is                  17 probably something that perhaps the researcher would                  18 want to look at in some further detail.                  19 I was actually trying to find yesterday the link to                  20 the researcher, because I knew I wanted to say something                  21 about this today. Tony might be able to comment because                  22 he mentioned to me at lunchtime that he's done some work                  23 I think alongside a -- it is a Barnardo's service, but                  24 it is multifunded, which operates in South Wales called                  25 Taith. It is quite a longstanding service, which is</p> <p style="text-align: center;">Page 143</p>
<p>1 that prevention agenda. I think the crossover between                  2 the morning and the afternoon is very real.                  3 MR HILL: Can I ask you perhaps to hold that thought,                  4 because after the break I was hoping to turn                  5 specifically to the question of what can be done about                  6 younger offenders and younger people exhibiting elements                  7 of harmful sexual behaviour. If I could ask perhaps to                  8 come back to that exact point, David, and ask you to                  9 expand perhaps a little more on the work that is being                  10 done there.                  11 I turn to the chair.                  12 THE CHAIR: Thank you. We will break now for 15 minutes.                  13 (3.00 pm)                  14 (A short break)                  15 (3.15 pm)                  16 MR HILL: We are into the last session now, and we have                  17 about half an hour. I would like to dedicate this, if                  18 we may, to the question of younger offenders, younger                  19 potential offenders, and peer-to-peer abuse and                  20 potential abuse.                  21 David Beard, you were talking just before the break                  22 about the work that is being done particularly with the                  23 Welsh Government on these kind of issues. I wonder if                  24 you could just develop that for us a little, please?                  25 MR BEARD: Yes. Just to reiterate the point I was making,</p> <p style="text-align: center;">Page 142</p>	<p>1 funded by around six local authorities and also,                  2 I think, the police authority in South Wales as well.                  3 It has worked for a long time with young people, either                  4 at risk of engaging in harmful sexual behaviour or                  5 indeed are in the criminal system. So on a twofold                  6 approach, both in terms of providing an assessment which                  7 may or may not enter into the kind of criminal process,                  8 depending on where that young person is at, and then the                  9 potential for a treatment programme after that.                  10 Now, in times of austerity, I have to say that the                  11 desire to pay for a treatment programme is publicly                  12 reducing over periods of time unless the assessment is                  13 strongly indicative of some positive outcomes. Now,                  14 that's, I guess, a sign of our financial times, but that                  15 I think is a kind of a good example of a piece of work                  16 that's sought to provide both early assessment but                  17 also -- early prevention and identification and                  18 assessment of risk and then a treatment strategy                  19 thereafter. Tony might want to comment more on that.                  20 He is perhaps a little closer to it recently than me.                  21 PROF BEECH: I have only just started with Taith, so I have                  22 got to do an annual report for them. I think, as I said                  23 to you at lunchtime, my wife, who is a clinical                  24 psychologist, has provided input to the service for                  25 a number of years. I have only just started. But she</p> <p style="text-align: center;">Page 144</p>

<p>1 is incredibly impressed with the service, as am I.                  2 You talked about adverse childhood experiences.                  3 There is a sort of list, basically, of 10, and if you                  4 score more than 6 you're likely to live 20 years less,                  5 you're more likely to get a lot of physical illnesses,                  6 you're more likely, as a young person, to have -- you                  7 know, if you've got 4, have 50 or more sexual                  8 encounters. It is a lot more likely for teenage                  9 pregnancy. You see a lot of this in young people who do                  10 exhibit sexually harmful behaviour.                  11 It is doing more basic prevention, really, isn't it,                  12 because that list of risk factors are things like sexual                  13 abuse, physical abuse, having somebody in the family in                  14 prison, someone in the family who is a drug user,                  15 et cetera. It's basic primary prevention. If you can                  16 get in there early on, then hopefully people won't carry                  17 on and commit sexually harmful behaviour or any other                  18 harmful behaviour. So that's the stuff I'm really kind                  19 of interested in, in the general criminology field,                  20 really.                  21 MR HILL: Sheila, if we could turn to you, please?                  22 MS TAYLOR: Can I just nip back to before the break, just to                  23 give you (a) a piece of research which I think you                  24 probably need to look at, which was commissioned by                  25 Corinne Dettmeijer, who is the Dutch rapporteur, and she</p> <p style="text-align: center;">Page 145</p>	<p>1 heard it in the Northern Ireland inquiry and various                  2 other places, that there is commercial gain, but it is                  3 not being uncovered in investigations, so I think that's                  4 an important part.                  5 To get back to this afternoon's session: young                  6 offenders. I really struggle with this, because we see                  7 so many young people transitioning from 16 to 18, out of                  8 18 into adult services; the whole exit strategy they are                  9 trying to perform to get out of what's happening to                  10 them, and then being seen as facilitators, and it is                  11 very complex. They don't just become offenders post 18.                  12 I think one of the things we are missing is, an                  13 awful lot of these young people fit into the definition                  14 of trafficking. You don't need to have crossed a border                  15 or water for trafficking.                  16 Every social worker, everybody in the health                  17 service, everybody in the police are all frontline                  18 responders, first responders, to the NRM, which is the                  19 National Referral Mechanism. There is very little                  20 knowledge among professionals about the NRM and what it                  21 performs.                  22 It brings a whole raft of legislation which is --                  23 I'm not saying it is easy, but it is easier to prove,                  24 because you only have to prove the intent to rape, not                  25 the rape. So, therefore, you've got a whole wealth of</p> <p style="text-align: center;">Page 147</p>
<p>1 had a whole study on offenders that were in prison and                  2 they conducted that piece of research. So it is                  3 probably about three years old now, but it was quite                  4 comprehensive, so it's probably got some good findings                  5 in it.                  6 Just to follow on from that, I think it is really                  7 important to recognise that all of the court processes                  8 that we have seen, all of those major stories that we                  9 have seen in the media, and everything else, have pulled                  10 in leaders of groups of people who have perpetrated                  11 against children, and because quite often in those                  12 extended groups it's too many people to bring to the                  13 court, the investigation tends to put parameters around                  14 and to investigate the sort of main players in that                  15 crime, there is an awful lot down the chain that are                  16 part of that demand that never come to the court.                  17 Their crimes are still horrendous, but they are not                  18 leaders, and we are not seeing all of the chain                  19 investigated properly; we are seeing leaders of groups                  20 prosecuted. I think that whole chain investigation                  21 really needs to happen.                  22 But also, alongside it, we really need to see the                  23 commercial gain for those groups as well investigated,                  24 which we are not seeing at the moment. There is                  25 commercial gain. So many young people tell us that. We</p> <p style="text-align: center;">Page 146</p>	<p>1 legislation that really supports, but the most important                  2 bit is, if you have got somebody who has been                  3 criminalised and is identified as trafficking, there is                  4 option to travel down route to get them decriminalised.                  5 If those crimes are related to the trafficking                  6 situation, then there is option to get those crimes                  7 decriminalised and their records straight again.                  8 We have got a case example of where we have managed                  9 to do that, and I think that is actually really                  10 important, because we have heard that young people are                  11 criminalised. I would hate to think what I would do or                  12 my children would do to get out of being raped                  13 systematically. I mean, we have heard of some young                  14 people that have been raped 500 times. What would you                  15 do to get out of that? You may commit a crime to get                  16 out of that. It doesn't make you a criminal.                  17 I think that we have to explore how we get a better                  18 recognition of the NRM. The latest stats of the NRM                  19 show -- I think it is a massive increase, I think it is                  20 more than a 100 per cent increase, on children that are                  21 referred into the NRM. UK children for sex crimes is                  22 the highest category now, so we are getting better but                  23 we are nowhere near.                  24 If you go to a conference and ask frontline                  25 practitioners if they know what the NRM is and what it</p> <p style="text-align: center;">Page 148</p>

<p>1 can do for them, half a dozen will put their hand up.                  2 It is a massive gap in being able to tackle the issue                  3 but decriminalise children at the same time.                  4 MR HILL: I saw some nodding of heads.                  5 David Beard, you are in agreement, I think?                  6 MR BEARD: Particularly around the lack of knowledge,                  7 I think this is absolutely entirely right. I'm not sure                  8 why that is. That's a question in itself, I think, why                  9 there is that lack of knowledge. But, yes, you're                  10 absolutely right. It is a very impassioned comment                  11 that's to be thoroughly supported.                  12 MR HILL: If I can take a sideways step from that to the                  13 question of how we identify younger people who are,                  14 themselves, being victims of abuse and those who are                  15 engaging in what may seem to an older generation to be                  16 different sexual behaviour or dangerous sexual                  17 behaviour, but may now simply be normative.                  18 I turn particularly to Susie on that, and just this                  19 I think phenomenally difficult question of attitudes                  20 towards electronic recording of sexual behaviour amongst                  21 younger children, and how from the outside we seek to                  22 distinguish that which is criminal and abusive from that                  23 which is not?                  24 MS HARGREAVES: Thank you.                  25 Something we are seeing, interestingly enough, the</p> <p style="text-align: center;">Page 149</p>	<p>1 have two 17-year-olds who are over the age of consent                  2 but are taking pictures, and then they are technically                  3 child sexual abuse images, so if they are distributed                  4 and shared, then they are liable for prosecution.                  5 Although the police are increasingly much more -- you                  6 know, they are saying that the last thing they want to                  7 do is put a 17-year-old who took a picture onto a sex                  8 offenders register.                  9 So at that end of the spectrum, you have those                  10 images to deal with and people treat it as normal                  11 behaviour. It is not as if they think they have done                  12 anything crazy or weird. I mean, I had one young person                  13 say to me, "What's your problem? It's fun, it's sexy,                  14 it's exciting, you know, back off", sort of thing.                  15 At the other end of the spectrum, we are seeing                  16 younger and younger children on webcams, who clearly                  17 have been coerced at the other end of the webcam,                  18 actually engaging in very serious sexual abuse acts, and                  19 that's another issue for us, about ensuring -- but                  20 fundamentally it comes down to education. So ensuring                  21 that children are not left unsupervised in their                  22 bedrooms, and this is not just vulnerable children. We                  23 are seeing bedrooms of very smart houses and kids from                  24 all sorts of areas and different backgrounds who are                  25 actually engaging in very highly risky behaviour, and</p> <p style="text-align: center;">Page 151</p>
<p>1 age of our children we saw in images in 2016 went up                  2 from 2015, and we put that down largely to the increased                  3 amount of self-generated content.                  4 One of the things that's very difficult for us to                  5 take action on is anybody who is over the age of about                  6 14 or 15, because we can't tell if they are under 18.                  7 So one of the things we are working with the NSPCC on is                  8 looking for some kind of mechanism whereby young people                  9 maybe in the 16/17-year age bracket could self refer and                  10 their age could be verified so that we could then                  11 develop a list of those images.                  12 We have a thing called a hash list, which is a list                  13 of digital fingerprints of known images which, once we                  14 have it, industry can use to ensure those images aren't                  15 uploaded and we can go out and search for those                  16 duplicates.                  17 At the moment, there is no real place for those                  18 young people of the sort of 16/17-year-olds to have                  19 their images removed because we can't verify their age                  20 and they won't go to the police to get their age                  21 verified. So we need some authority to verify their                  22 age. So that is a big issue for us.                  23 So the whole area of self-generated content, in                  24 itself, is very complex, because you have people who                  25 will willingly take pictures of each other. You might</p> <p style="text-align: center;">Page 150</p>	<p>1 clearly are coerced and too young to know what they are                  2 doing.                  3 But we need to have more of an approach to                  4 understanding that they should have supervised access if                  5 they have a webcam and an internet-enabled device. So                  6 we need to go from both ends. We are seeing very young                  7 children, sometimes 5/6-year-olds, doing some of                  8 the stuff.                  9 Actually, we just need to ensure that the whole                  10 education piece hits them really early on and that they                  11 understand what is appropriate and what is safe. At the                  12 other end of the spectrum, for the older age group, we                  13 need to find a way, a mechanism -- hopefully we will get                  14 there with the NSPCC -- for those young people who have                  15 taken pictures to find a way to get those removed and to                  16 protect themselves and for their lives not to be ruined                  17 by it.                  18 MR HILL: Pam, if I could turn to you from the NSPCC, what                  19 kind of work are you involved in and what are you                  20 finding are the problems that are arising with it?                  21 MS MILLER: I'm not sure I can add on the image stuff. That                  22 is obviously something we have been working with Rwf on.                  23 We do have a reporting function through Childline for it                  24 to go directly to Rwf if a child wants to report.                  25 We have a lot of work that we have been doing</p> <p style="text-align: center;">Page 152</p>

<p>1 campaigning-wise around Share Aware, Net Aware,                  2 basically, where parents, professionals and actual young                  3 people rate different applications and games and                  4 websites on how safe they are, how easy it is to get                  5 into dangerous contact, and that's all available through                  6 our website. So we are doing a lot of general online                  7 safety work.</p> <p>8 MR HILL: It brings us back slightly to where we began with                  9 you, Linda, and talking about the work that you are                  10 doing within the schools.</p> <p>11 Is this an area that One in Four is finding is                  12 worrying and, if so, what is it that can be done to try                  13 to educate those in schools about it?</p> <p>14 MS DOMINGUEZ: I think for us it is not so much about the                  15 internet. That obviously influences behaviours of young                  16 people. There are far better people than us and better                  17 programmes -- CEOP and the NSPCC run fantastic campaigns                  18 around internet safety.</p> <p>19 What we see is the impact of them going online and                  20 then copying, basically. They're looking for role                  21 models. They see these people doing all this risky                  22 stuff, and we all know that children go through that                  23 brain phase of risky behaviour, and they will copy it.</p> <p>24 So what we do is work with, "What's that going to                  25 feel like in 10 years' time, when you're trying to find</p> <p style="text-align: center;">Page 153</p>	<p>1 you start to work with parents in schools, and what have                  2 you, they put an awful lot of those parental guards and                  3 those restrictions on the computer in their lounge, but                  4 very few of them understand that they need to do it on                  5 the phone and their gaming stations and lots and lots of                  6 other things. I think that often gets missed out.</p> <p>7 I can see nodding. That often gets missed out of                  8 the conversations, and they think they have done it. So                  9 I think there are some lessons there.</p> <p>10 I think also you might benefit from looking at the                  11 research -- and forgive me I can't remember whether it                  12 is the University of Plymouth or Portsmouth. I should                  13 remember and I can't. It is looking at pornography and                  14 young people accessing pornography and the influence                  15 that that has. Certainly one section of it recognises                  16 that young people who are LGBT questioning don't get                  17 sexual health relationship in school, so where do they                  18 go? They don't want to tell anybody, so they access                  19 pornography and they look at some of that.</p> <p>20 So they start off with a concept that's not real,                  21 that's fabricated, and, you know, designed for something                  22 completely different, so they start off in the kind of                  23 wrong place, and it doesn't get rectified easily.</p> <p>24 I think that's a piece of research that might help you,                  25 to look at some of that as well. I am happy to pass it</p> <p style="text-align: center;">Page 155</p>
<p>1 a job and somebody else goes online and looks at your                  2 social media picture, because your print is still                  3 there?", and we try to get them to think about the                  4 impact of their behaviour today and the impact of what                  5 it might be in the future, and that's really all you can                  6 do, because they have to make the choices themselves, we                  7 can't impose it, but we can educate them, or try to.</p> <p>8 MR HILL: What about the teachers?</p> <p>9 Are you working with them to try to give them the                  10 tools to have these kinds of conversations as well?</p> <p>11 MS DOMINGUEZ: There is a programme called ThinkUKnow --                  12 somebody else will be better able to answer this than I,                  13 actually -- and some of the other programmes through                  14 CEOP.</p> <p>15 You become ambassadors, and many teachers are                  16 ambassadors through that programme and will deliver that                  17 within the schools. So our focus is not really that,                  18 because that's not our area of expertise. Our area of                  19 expertise is about people's behaviours as they grow                  20 through from the cradle to the grave, but for school                  21 age -- you know, we will deal with infants from 4 to                  22 when they leave school at 18.</p> <p>23 MR HILL: Sheila, yes?</p> <p>24 MS TAYLOR: I think there's a huge amount of information for                  25 parents on how they safeguard children. I think when</p> <p style="text-align: center;">Page 154</p>	<p>1 to you. I'm sorry, I just can't remember at the moment.</p> <p>2 MR HILL: Thank you very much. It is not a memory test, but                  3 if you could provide us with the details, that would be                  4 very helpful.</p> <p>5 MR ASHCROFT: I just think it is an issue here not that we                  6 don't have a great deal of information, extremely well                  7 presented, targeted at a number of different audiences,                  8 you know, boards, different associations, different                  9 agencies, which are seeking to make use of it; it is how                  10 we sustain it rather than we lack the means.</p> <p>11 We have got some really good material, but it is                  12 making sure that it is something that is persistently,                  13 consistently sustained over time; that teachers have the                  14 continuing support, not just for a particular initiative                  15 around this area of safety or abuse, and that they can                  16 maintain it.</p> <p>17 I think we do need to think much more about how                  18 these things are built into the work we do with                  19 families, in schools, in communities, in a continuing                  20 way, rather than as a sort of high-profile initiative.                  21 I mean, that has its use, but it has a decay factor, and                  22 I think that is often the challenge: how do you make                  23 sure that is maintained?</p> <p>24 MR HILL: I think the phrase earlier was a "spiralling of                  25 education", which was picked up I think by you, Lee, at</p> <p style="text-align: center;">Page 156</p>

<p>1 one stage and it came from the research as well; the                  2 need to keep reinforcing both for the child and, as you                  3 have said, for the teachers as well.                  4 MR ASHCROFT: We ran a very successful programme in two of                  5 my boards, where we introduced "Chelsea's Choice",                  6 a drama production dealing with sexual abuse. It was                  7 one of a number of really good products. We reached                  8 pretty well every year 9 pupil in those two local areas.                  9 But we did it one year. We funded it as a board. We                  10 made a commitment we would do that. There isn't the                  11 funding unless those schools particularly choose to                  12 repeat it for the next year 9 or the year after that.                  13 That's a reality.                  14 So everybody said, "This is a great programme,                  15 really useful, we can put in support for the teachers                  16 and the parents behind it", but what will happen next                  17 year?                  18 MR HILL: Sheila, yes?                  19 MS TAYLOR: I think David is quite right: it does have to be                  20 drip fed. It can't be one piece of information that's                  21 given once a year. This has to be continually drip fed.                  22 It has to be in a number of ways: visual, written,                  23 heard, you know, a range of learning methods for young                  24 people.                  25 But it always has to take into account as well those</p> <p style="text-align: center;">Page 157</p>	<p>1 to. So it is just a general comment, really.                  2 The other thing is that Rape Crisis centres are more                  3 and more being contacted through social workers and                  4 teachers around potential perpetrators, rather than any                  5 young person that's been convicted, and the lack of                  6 dedicated support for those individuals.                  7 Part of a frontline service, what we find in our                  8 area is, if a child has gone through a criminal justice                  9 process and has been given a conviction, they may have                  10 access to support. However, if that case isn't pursued                  11 or it is NFAed, there is no intervention for that child.                  12 So teachers often will contact us to say, "We are not                  13 sure how to cope with this. Will you see the child?",                  14 and I know you are going to do it in July, but in terms                  15 of the direction of travel of commissioners is asking                  16 more and more for victims and survivor agencies to work                  17 with potential perpetrators, or what we would describe                  18 as people with dual status, so being both perpetrator                  19 and a victim.                  20 MR HILL: I think that is a topic that we will be picking up                  21 in July.                  22 Namita, I think you wanted to make a point. After                  23 Namita has done that, I think I am going to ask                  24 Professor Radford to come back, and we will just finish                  25 with a few points from her.</p> <p style="text-align: center;">Page 159</p>
<p>1 young people who have learning difficulties. We are                  2 seeing an awful lot of resources put out, and young                  3 people just don't understand it because they just don't                  4 have that capacity to understand.                  5 I take you to four areas to have a look at work:                  6 I think Dana Basson; the WestCoast Children's Clinic at                  7 Oakland, California has done some really good work                  8 around young people; Tatiana Byranina from La Strada in                  9 Moldova is another one; and Children of the Night in the                  10 USA has done a huge amount of work with young people.                  11 All of those are worth following.                  12 I think when you're talking about that commitment to                  13 keep looking at the subject and keep developing, then                  14 the Anna Freud Centre and Dickon Bevington, they have                  15 the AMBIT programme, which is worth a look at in terms                  16 of that continual kind of professional development so                  17 that you can help people to look at it all.                  18 MR HILL: Lee, I think you wanted to come in?                  19 MS EGGLESTON: I think my feeling about today generally                  20 that when we are talking around management of                  21 perpetrators, or any of the wording that we are using,                  22 I think it came out really clearly in the research that                  23 it has to be age appropriate, and it feels like we could                  24 drift into talking about programmes when we are not                  25 really specifying what ages or genders we are referring</p> <p style="text-align: center;">Page 158</p>	<p>1 MS PRAKASH: Just continuing from Lee's point, one of                  2 the biggest groups that we have come across in terms of                  3 child sexual abuse is sibling abuse, so it is brothers,                  4 cousins or stepbrothers, sisters sometimes, and it is                  5 a very difficult group to work with.                  6 The first thing is, it happens across -- so it                  7 doesn't matter whether you are coming from a low income                  8 group or have certain vulnerabilities, so that is                  9 a really important point to note.                  10 Secondly, a lot of what we find is parents don't go                  11 to authorities because it is their own children, two                  12 children, and it is something that is the biggest number                  13 and how do you deal with that, because there is some                  14 potential of perpetrator management there, as well,                  15 happening.                  16 Also, the age of the child. I will give you an                  17 example of a case where we had a 9-year-old or                  18 10-year-old abusing his sister who was 6 or 7. So what                  19 do the parents do? They don't have any clue about what                  20 to do, what not to do, whether to go to the social                  21 services, to the police, not to go. It's their                  22 decision. It is an anonymous call. We can't do                  23 anything about it.                  24 Secondly, a lot of these cases where the                  25 perpetrators are offenders, in this case, are really</p> <p style="text-align: center;">Page 160</p>



<p>1 young children. It doesn't go through the criminal                  2 justice system. So what options are available to manage                  3 that? Secondly, also, it is about what tools or                  4 resources are available for parents to be able to manage                  5 that situation. And, finally, why are they doing that?                  6 Have they been exposed to something that's                  7 inappropriate? Have they been abused? That is another                  8 question that needs to be investigated, or looked into,                  9 at least. But my experience is that never happens,                  10 unfortunately. Nobody is interested in knowing why is                  11 this child behaving in this way.                  12 Then only you can find a way to solve that issue or                  13 to make sure that the family continues to function in                  14 a way that's effective, that's useful for the whole                  15 family, rather than one social services worker coming in                  16 and saying, "You have to remove that child from the                  17 family", and you have to find somewhere else where that                  18 child needs to go. Is it going to be effective?                  19 Probably not.                  20 MR HILL: Thank you very much. I am going to turn back, if                  21 I may, to Professor Radford, just briefly to bring the                  22 discussion to a close, before we turn to the                  23 contributions from the public.                  24 First of all, I think there have been a couple of                  25 occasions when both members of the public and people</p> <p style="text-align: center;">Page 161</p>	<p>1 the judge, the prosecution counsel and the defence                  2 counsel, for instance, who are then able to ask                  3 questions, so that they cut down the number of times                  4 that the child has to be interviewed and also remove the                  5 likelihood that the child will have to go through brutal                  6 cross-examination processes in the court. So the video                  7 evidence and the interview is accepted in court.                  8 I think that's the message that we really want to                  9 look at, and is an example of good practice from other                  10 jurisdictions, from the Barnahus. So it is not saying                  11 it is just the one-stop shop idea.                  12 There is a lot of research from a number of                  13 different countries that suggests, yes, getting those                  14 professionals together is a great thing to be doing, but                  15 specifically I think reducing the harm caused to                  16 victims, especially child victims, in the court process                  17 would be a fantastic thing to do.                  18 The other area was in relation to what the report                  19 says in terms of acknowledging the work in the UK,                  20 particularly on tackling the problem of online                  21 offending. Hopefully, if people are able to read the                  22 report, we do make the point very strongly that the UK                  23 has been at the forefront of leading some of those                  24 initiatives through the work of the Internet Watch                  25 Foundation, Interpol, other agencies, CEOP National</p> <p style="text-align: center;">Page 163</p>
<p>1 from the panel have asked whether or not you have                  2 considered certain points in the research.                  3 Obviously, the first thing to say is, you were given                  4 a relatively short period of time and a very broad                  5 brief, so inevitably it was never going to be                  6 comprehensive. But, also, the full report has only been                  7 available for a limited period of time. I wondered if                  8 there were certain elements of the full report that you                  9 would like to draw to people's attention?                  10 PROF RADFORD: Well, there are two issues that were raised                  11 earlier in the day. One is looking at what was the key                  12 message about the Children's House for England and                  13 Wales, given that we already have SARCs as services that                  14 have been developed over a long period of time, and some                  15 of them have worked directly with children and young                  16 people -- in fact, all of the SARCs have had a high                  17 proportion of the young people they work with being                  18 under the age of 18.                  19 I think the crucial point we wanted to draw out of                  20 that, in terms of the learning from other jurisdictions,                  21 was the impact on the process for interviewing children                  22 for subsequent legal cases and further assessment. So                  23 the fact that the child is interviewed by an                  24 appropriately trained forensic interviewer who is in                  25 direct contact through headphones and also observed by</p> <p style="text-align: center;">Page 162</p>	<p>1 Crime Agency in terms of responding very proactively to                  2 online offending, and also that international                  3 collaboration to prevent sexual crimes against children.                  4 Initiatives like WePROTECT of course was very much                  5 a UK initiative, and I think a message maybe that we                  6 could take from that work might be that that particular                  7 framework from the WePROTECT approach for child sexual                  8 abuse and sexual exploitation could be something that                  9 could be used in other areas, because there's a whole                  10 package of approaches from legislation to training to                  11 organisational change that has some relevance to other                  12 areas of work.                  13 A third issue that was raised this afternoon was in                  14 relation to the studies on offenders and whether or not                  15 those studies distinguish between abuse that happens in                  16 the family and abuse that happens elsewhere.                  17 Unfortunately, a lot of them don't.                  18 So when they're looking at outcomes of some of                  19 the programmes that we have discussed, like Circles of                  20 Support, or CoSA, or working with harmful sexual                  21 behaviour of young people, very few of those studies                  22 have identified in their outcomes what that means for                  23 the victims. So we went back and we had another check.                  24 So it might just be that that literature is there.                  25 There is the risk literature that we mentioned that</p> <p style="text-align: center;">Page 164</p>

<p>1 we weren't able to include in the review, and there are                  2 some findings, so there was one study that we included                  3 which was a meta analysis and systematic review that                  4 looked at recidivism rates and levels of risk for young                  5 people with harmful sexual behaviour, and they found                  6 that the highest levels of risk, from the meta analysis,                  7 were for cases where the victim was a stranger, where                  8 the victim was in an extra-familial relationship with                  9 the young person, where the victim was a pre-pubertal                  10 male victim, and that those were the factors that were                  11 more likely to influence whether or not the young person                  12 re-offended.</p> <p>13 But, again, it then raises questions about, how do                  14 we measure recidivism, and is it the case that, for                  15 familial abuse of children, once the familial offender                  16 gets caught, does it then mean that nobody is going to                  17 speak out again about the abuse if it reoccurs,                  18 particularly if the offender is reunited in the family                  19 home?</p> <p>20 I just wanted to make those three points, really, to                  21 clarify some of the areas that were raised in the                  22 morning's discussion.</p> <p>23 MR HILL: Thank you very much for doing so.</p> <p>24 If I could just ask you to address one final topic                  25 as well. There was some discussion earlier about the</p> <p style="text-align: center;">Page 165</p>	<p>1 on and develop working with practitioners is where we                  2 really ought to be focusing our energies a bit, because                  3 it is going to take us a long time before we get to the                  4 position where we have got a good body of evidence that                  5 says, "Well, we know all of these things definitely                  6 work".</p> <p>7 We can't wait that long, really, can we, to try to                  8 stop sexual abuse and sexual exploitation of children?</p> <p>9 MR HILL: Thank you very much for that. I am now going to                  10 turn to the public gallery and, again, I reiterate that                  11 the same ground rules apply: If anybody wishes to                  12 contribute to the discussion that we have had this                  13 afternoon, I would ask them to identify themselves when                  14 the microphone gets to them and to make their                  15 observations now. Thank you.</p> <p>16 MS COATES: This is a statement, really, again, just a quick                  17 one. I have written all that, but I won't say it all                  18 that.</p> <p>19 Sheila from the Victims and Survivors Consultative                  20 Panel. I think this won't surprise anyone, but I wanted                  21 to say it, that victims and survivors consistently say                  22 that sentencing is inadequate. They are saying that                  23 because they look in the press, and wherever else, and                  24 look at the comparison between sentencing for crimes                  25 against property, drugs, theft, and to them there</p> <p style="text-align: center;">Page 167</p>
<p>1 merits and the limits of an academic approach to                  2 evaluation of projects. If I could just ask you for                  3 your comments on that and the use of objective                  4 evaluation and the limits of it?</p> <p>5 PROF RADFORD: It certainly has its use, yes. I think, for                  6 practitioners, because of the process of producing                  7 academic research, and this was said earlier, that it                  8 seems to be a long process, and if you want a good,                  9 well-designed study, it takes a lot of resources and it                  10 takes time, that that often creates some exasperation                  11 because the issues are moving on very quickly.</p> <p>12 What we did try to do in this study was to include                  13 within our remit the promising research studies, because                  14 it is in the non-peer reviewed academic publications                  15 that you see these earlier findings emerging,                  16 particularly in relation to things like online sex                  17 offending and working with victims or with offenders.                  18 So we tried to take that into consideration.</p> <p>19 But I think also it raises big questions about how                  20 practitioners use evidence and how academics work with                  21 practitioners, and there are a lot of organisations who                  22 are wanting to develop the evidence that they are                  23 collecting.</p> <p>24 So looking at the question of what is good enough                  25 evidence and what is the type of evidence we can build</p> <p style="text-align: center;">Page 166</p>	<p>1 doesn't seem to be a fair comparison. So we are giving                  2 out messages as a society if we leave the situation the                  3 way it is.</p> <p>4 MR HILL: Thank you. Is there anybody else who would like                  5 to contribute?</p> <p>6 In that case, if I may thank, first of all, those                  7 who have taken the time to attend today -- we are very                  8 grateful to you for doing so -- and also all of our                  9 contributors, and for the amount of effort that you have                  10 put in to prepare for this seminar, which made my job                  11 a great deal easier, so thank you very much. And, of                  12 course, to Professor Radford and her team for the                  13 presentations and the research.</p> <p>14 Of course, the research has now been published, and                  15 we would invite everybody to read it in their time, and                  16 if they do have observations that they wish to make from                  17 it, then we would be grateful to receive them.</p> <p>18 THE CHAIR: Thank you very much, Mr Hill. I think you have                  19 covered all the thanks that I intended to make, but that                  20 is fine.</p> <p>21 Of course, I would also like to say how much we, as                  22 a panel, have appreciated all the contributions today.                  23 It has given us a very interesting range of views, and                  24 that's been particularly helpful for all of the panel to                  25 hear.</p> <p style="text-align: center;">Page 168</p>

<p>1 The inquiry will carefully consider everything we                  2 have heard. A full transcript of today's seminar will                  3 be available on the inquiry website this evening, and                  4 a video of the broadcast will also be available in the                  5 same place in a few days' time.                  6 Finally, a report summarising the discussion today                  7 will be posted on the website in the coming weeks. So                  8 thank you very much, all, for your attendance. Thank                  9 you.                  10 (4.00 pm)                  11 (The hearing concluded)                  12 I N D E X                  13                  14 Opening remarks by THE CHAIR .....1                  15                  16 Opening remarks by THE FACILITATOR .....3                  17                  18 Introductions .....4                  19                  20 Presentation by PROFESSOR LORRAINE .....7                  21 RADFORD                  22                  23 Presentation by PROFESSOR NICKY .....16                  24 STANLEY                  25</p> <p style="text-align: center;">Page 169</p>	
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