

<p>1 Monday, 30 September 2019 2 (10.00 am) 3 Closed Schools Session 4 Welcome and opening remarks by THE CHAIR 5 THE CHAIR: Good morning, everyone. I am Alexis Jay, and 6 I'm the chair of this public inquiry. Sitting with me 7 are the other members of the panel: 8 Professor Sir Malcolm Evans, Drusilla Sharpling and 9 Ivor Frank. 10 On behalf of the inquiry, I want to welcome you all 11 to the substantive hearing on phase 1 of the Residential 12 Schools Investigation. The inquiry will examine various 13 elements of the residential schools sector as part of 14 this investigation, which is divided into two separate 15 phases. 16 Phase 1 of the investigation comprises the 17 preparation and publication of a narrative prepared by 18 counsel to the Residential Schools Investigation 19 regarding non-recent child sexual abuse in residential 20 schools which are no longer open or are under new 21 management, which has also been referred to as the 22 "closed schools narrative". Phase 1 also includes 23 a substantive hearing in which we will examine how 24 institutions have responded to allegations of child 25 sexual abuse in music schools and special schools. The</p> <p style="text-align: center;">Page 1</p>	<p>1 Ms Anna Bicarregui and Ms Zoe Nield, who are seated to 2 my left. I will introduce the representatives here 3 present in a moment. 4 I will be focusing for the next few minutes on the 5 closed school narrative which we publish today. The 6 inquiry team wishes first to thank all the core 7 participants, institutions and their legal teams for 8 their co-operation and candour in preparing this 9 document. In particular, this investigation is indebted 10 to all those whose accounts we have shared in the 11 narrative. 12 In line with all the other investigations in this 13 inquiry, I will refer within this opening session 14 generally to those who have made allegations of sexual 15 abuse as complainants, except where there has been 16 a criminal trial which has resulted in conviction or 17 where the fact of abuse has otherwise been formally 18 established, in which case I will use the terms "victim" 19 and/or "survivor". 20 The following representatives appear at this 21 hearing. Representing complainants, victims and 22 survivors of abuse at St William's, Sherborne 23 Preparatory School, St George's and Ashdown House, 24 Mr Richard Scorer and Ms Kim Harrison. 25 Representing victims and survivors of abuse at</p> <p style="text-align: center;">Page 3</p>
<p>1 first part of the hearing today will focus on the 2 inquiry's closed schools narrative. 3 Before we hear from counsel, some points on timing. 4 The first session will continue without a break until 5 matters are concluded. There will then be a break for 6 15 minutes before we begin the second part of 7 the substantive hearing, which will consider music 8 schools and special schools. 9 I now invite the leading counsel in the Residential 10 Schools Investigation, Fiona Scolding QC, to introduce 11 the submission on the closed schools narrative. After 12 Ms Scolding has done so, I will invite other 13 representatives present to make a statement if they so 14 wish. Representatives will also have the opportunity to 15 submit a written closing statement in three weeks' time 16 also, if they wish to do so. The closed schools 17 narrative aspect of this hearing will conclude after the 18 oral statements today and, following a short break, we 19 will open the special schools and music schools aspect 20 of the investigation hearing. 21 Please go ahead, Ms Scolding. 22 Opening statement by MS SCOLDING 23 MS SCOLDING: Good morning, chair and panel. I am 24 Fiona Scolding. I appear as the lead counsel to this 25 investigation along with Ms Mary Robertson,</p> <p style="text-align: center;">Page 2</p>	<p>1 Sherborne Preparatory School, Mr Iain O'Donnell of 2 counsel, who is to my right. 3 Representing a complainant of abuse, RS-A43, at 4 St William's School, Mr Jacobs and Mr Enright of 5 Howe & Co, who are behind. Representing the East Riding 6 of Yorkshire Council, which is the area where 7 St William's School was situated, Mr Henry Bermingham of 8 Weightmans, who is right at the back of the room. 9 Representing Dorset Police, who carried out 10 investigations into Sherborne Preparatory School, 11 Mr Jason Beer QC. 12 Representing, in the front row, the Department of 13 Education, Ms Cathryn McGahey QC. 14 And last, but by no means least, representing the 15 Ecclesiastical Insurance Office, Ms Anna Senter of 16 Eversheds Sutherland. 17 Today, this investigation publishes a narrative 18 written by myself and my investigation team to you, 19 chair and panel, of sexual abuse in a number of 20 institutions dating from the 1960s to the late 1980s and 21 early 1990s. The accounts told in this narrative are 22 often difficult to read: even as an investigation 23 somewhat hardened to the stark reality of child sexual 24 abuse, some of the abuse described and perpetrated is 25 profoundly affecting.</p> <p style="text-align: center;">Page 4</p>

<p>1 All of the accounts within this narrative are 2 anonymous. However, we recognise that individuals may 3 be deeply affected by what they have read. The IICSA 4 website has details of the helpline number, should 5 anybody wish to call, and people are also available on 6 hand to provide support today, if needed.</p> <p>7 Our aim in producing this narrative is to catalogue 8 events and identify the serious and significant impact 9 that they have often had on the children involved as 10 they grow into adulthood. What comes through clearly is 11 that the sexual abuse perpetrated upon them has often 12 caused them to feel a sense of shame and guilt about 13 themselves; that the abuse was their fault or their 14 responsibility. It plainly was not, but those feelings 15 are intense. Sexual abuse, as we know, can leave an 16 indelible scar, even upon the most resilient of 17 individuals. We hold in our thoughts in particular 18 today those in the narrative who are not here because 19 the pain was too great.</p> <p>20 As I explained at both the preliminary hearings held 21 in this matter, this inquiry cannot hope to investigate 22 all credible allegations of abuse within residential 23 schools. However, it recognised that it needed to make 24 sure that this public inquiry knew about what happened 25 in some of these schools and so has undertaken this work</p> <p style="text-align: center;">Page 5</p>	<p>1 They have told us that whilst they may have, at some 2 point in the past, had lists of schools which accepted 3 MOD students and the boarding allowance from them, this 4 did not mean that they had any approval, inspection, 5 supervision or oversight of them. They told us that 6 that was the responsibility of parents.</p> <p>7 The boys in this narrative who attended preparatory 8 school often left home at the age 7 or 8. They went to 9 an environment which they perceived as an exciting 10 adventure. They were surrounded by strangers, expected 11 to do everything with others at prescribed times and 12 comply with rules that were unfamiliar, at least at the 13 beginning. This, therefore, sometimes led to 14 loneliness, unhappiness and a need for comfort and care. 15 Trusting the adults around them, these adults then took 16 inappropriate advantage of them, touching them, framing 17 it as a sign of specialness and attention. Furthermore, 18 in many of these institutions, there was often little or 19 no privacy, with boys living in dormitories, having 20 communal showers and baths. We have accounts of 21 teachers using bathtime and bedtime, when smaller boys 22 would require supervision, to provide "tuition" or 23 "help" about their biology, dressing up their abuse as 24 a learning experience.</p> <p>25 The second type of residential school examined in</p> <p style="text-align: center;">Page 7</p>
<p>1 of synthesis so that information gathered in a number of 2 different places has been collated in one document.</p> <p>3 We do not pretend that this narrative is a complete 4 account of sexual abuse in schools before 1990. It is 5 also not a complete account of the alleged abuse at the 6 schools in question. It focuses almost exclusively on 7 abuse against boys and young men, when we know that 8 sexual abuse also took place against young women and 9 girls during this period of time. It also focuses upon 10 schools and institutions where there have been 11 convictions or other formal investigations. We know 12 that many other cases were not investigated. The 13 reasons, however, why such abuse was left to go 14 unchecked for so long is something from which we can 15 learn.</p> <p>16 We therefore today publish this narrative. Four of 17 the schools chosen by us are preparatory schools. 18 Children were often told they were "lucky" to attend 19 these institutions and that to succeed there was their 20 first step on the path of a life to success. In some 21 cases, their parents were serving abroad in the 22 Armed Forces or the Diplomatic Corps and their schooling 23 was paid for by the Ministry of Defence or by the 24 Foreign Office. We have asked the Ministry of Defence 25 what supervision and oversight they had of such schools.</p> <p style="text-align: center;">Page 6</p>	<p>1 this narrative is schools for children with special 2 educational needs or who have had difficulties in their 3 family life or in their emotional regulation. They were 4 sent to these schools to be provided with care if their 5 parents could not cope with them or if they had been the 6 subject of abuse within their own homes. The jargon 7 used in those days is not one we would recognise today, 8 but these were described as schools for boys who were 9 "maladjusted" or "disturbed". Today, we would probably 10 describe them as having emotional or behavioural 11 difficulties or certain sorts of cognitive disorders, 12 such as Opposition Defiant Disorder, Attention Deficit 13 Disorder, or even Autistic Spectrum Disorder.</p> <p>14 In one case, the institution operated as a community 15 home with education where boys were sent by magistrates 16 if they had committed criminal offences or if they had 17 been removed from their parents. If any group of 18 children needed patience, care, love and kindness, it 19 was these. Instead of which, we have multiple examples 20 of vicious rapes and sexual assaults.</p> <p>21 When, for example, a young boy at one of these 22 schools had the courage to go to the police station to 23 tell the police, the teacher had got there first. The 24 response of the police was to say, "Fuck off, you little 25 bastard. Get away. Go on", the teacher then taking him</p> <p style="text-align: center;">Page 8</p>

<p>1 by the scruff of the neck back to school to be abused 2 yet further. 3 Boys would regularly run away from another school, 4 the police bringing them back with dogs, but nobody 5 thinking to look behind these desperate attempts to run 6 away as to what might be causing them. 7 In another case, when an individual who worked at 8 the school complained to the board of governors that he 9 had witnessed sexual abuse, an independent review was 10 held, but spoke neither to children nor the parents. As 11 I have already alluded to, the lives of these 12 individuals have been severely marked by what happened 13 to them as children. 14 One individual's account indicates that he used to 15 think he was so dirty that he avoided walking on main 16 roads, as he believed that the abuse was tattooed upon 17 him. His account indicates that he never had children 18 because he had been told by his abusive teacher that he 19 would abuse his own children because of the abuse within 20 his childhood. 21 Others tell of suicide attempts, addiction, 22 criminality, homelessness, broken marriage, psychiatric 23 care and a lifetime of pain and unhappiness. 24 What emerges clearly from these accounts is the 25 close relationship between all forms of abuse:</p> <p style="text-align: center;">Page 9</p>	<p>1 their children. Staff who challenged heads were sacked 2 on the spot. 3 I move on to discuss some brief points about each of 4 the individual schools. 5 Feversham School was a non-maintained special 6 boarding school opened in 1969 by the National 7 Association for Mental Health, now known to us as MIND, 8 in collaboration with the Department for Education and 9 Science. It was situated near Newcastle-upon-Tyne and 10 drew its pupils from the north-east of England. It was 11 designed and its admissions criteria stated it was for 12 pupils of average intelligence, but with emotional, 13 behavioural or communication difficulties. 14 The school closed in 1996. The regime described is, 15 to 21st century eyes, harsh. It involved, for example, 16 children not being smiled at when they had been 17 difficult or being punished by spending an hour 18 unoccupied on a hard chair with no clothes or shoes 19 allowed. The abuse at Feversham involved two 20 individuals: Kevin Brown and John Duncan. Kevin Brown, 21 known as "Ken", joined the staff in 1978, and 22 John Duncan joined in 1986. Kevin Brown was convicted 23 of four counts of indecency and seven counts of indecent 24 assault with three boys who were at Feversham in 2011. 25 In 2014, he was convicted of sexually abusing six more</p> <p style="text-align: center;">Page 11</p>
<p>1 emotional, physical and sexual. The level of physical 2 violence administered at a number of these schools was 3 severe. Boys speak of being knocked over by blows to 4 the ears or by books aimed at heads when their Latin 5 conjugation was not quite right. We must not forget 6 that physical punishment was legal in state schools 7 until 1986 and, further, was legal in the independent 8 sector until 1998. There were, however, numerous guides 9 and guidance issued to teachers by the government which 10 indicated that corporal punishment should be 11 administered rarely and not leave marks or bruising. 12 The reality from this narrative appears to have been 13 somewhat different. 14 Whilst the level of physical brutality at some of 15 these schools is extreme, we must not forget that 16 physical punishment was routine in very many schools and 17 often exercised for the slightest infringement. 18 The institutional responses when abuse was 19 disclosed, which largely it was not, were woeful. 20 Masters, and in this narrative it is nearly all masters, 21 were moved on quietly with the minimum of fuss. The 22 police were not told. The Department for Education was 23 not told, despite there being a list of those unsuitable 24 to teach which had been in existence since the 1920s. 25 In some cases, even parents would refuse to believe</p> <p style="text-align: center;">Page 10</p>	<p>1 boys. 2 John Duncan was convicted in 2014 of ten counts of 3 indecent assault, two counts of buggery and one of 4 attempted buggery. These incidents took place on school 5 trips, but also at school, involving repeated sexual 6 assaults. The boys were groomed by Mr Duncan, by them 7 being given pocket money or being got drunk before the 8 abuse took place. 9 The abuse was brought to the attention of the school 10 on several occasions, including in the late 1970s when 11 Mr Brown was suspended and then reinstated after 12 a concern of sexual assault. In 1987, a member of 13 staff, Ian Merry, resigned and wrote a letter to the 14 board of governors, who in turn informed MIND, making 15 a wide range of allegations, including a clear 16 allegation that some children have been seriously 17 abused, indicating that this was both sexual and 18 physical. MIND and the board of governors did not refer 19 the matter to the police, but instead set up an 20 independent inquiry to investigate the allegations. No 21 disciplinary action was taken as a result of these 22 allegations, and no boys were asked whether they were 23 being abused. 24 It was only much later that criminal proceedings 25 were brought.</p> <p style="text-align: center;">Page 12</p>

<p>1 Even in 1990, Mr Duncan was disciplined for taking 2 a pupil on an unapproved school trip, but nobody looked 3 any further. 4 I turn now to St William's. St William's was 5 situated in an isolated, rural location in 6 Market Weighton in Yorkshire. The site was owned by 7 a trust, the trustees of whom were also the trustees of 8 the Middlesbrough Diocese of the Roman Catholic Church. 9 The school was founded in 1865 as a reformatory school 10 for boys: then, in 1933, it became an "Approved School" 11 and, in 1973, a "Community Home with Education". 12 Children were placed from that point onwards there by 13 the local authority under care orders and so were under 14 the care of the state. The school was actually 15 operated, however, by the De La Salle Brothers, a Roman 16 Catholic lay order whose mission was, and is, to make 17 their chief care to teach children, especially poor 18 children, those things which pertain to a good and 19 Christian life. The school closed in 1992. 20 The children at the school in the second half of 21 the 20th century were some of the most vulnerable in our 22 society. There have been hundreds of allegations of 23 sexual and physical abuse at St William's, with at least 24 16 staff being the subject of accusations. The picture 25 painted by the complainants is of a brutal regime.</p> <p style="text-align: center;">Page 13</p>	<p>1 the Home Office or the magistrates who sent the boys to 2 St William's sought to ask why boys were continually 3 absconding from the school. Boys ran away all the time. 4 In 1973, 34 absconded in a six-month period. One boy 5 ran away over 70 times. 6 There were no trials or convictions against staff 7 during the time in question, despite the fact that the 8 nature of the home should have meant regular 9 professionals visiting the boys and investigating 10 concerning behaviours. Children did tell of abuse at 11 the time, which resulted in some individuals being moved 12 off the school site, but still being allowed to work at 13 the school, the bishop having accepted the assurance of 14 the individual that he would not abuse boys again. 15 When boys told the head of physical abuse -- for 16 example, there was a time when, in one of the accounts, 17 someone was told to have a shower, instead of which they 18 had a bath. They were hit by a teacher and sustained 19 two black eyes and a broken nose. When told of this, 20 the head teacher said to him that he should have done 21 what he was told, as did his father. 22 When a GP raised a concern in the 1970s about 23 a brother of the order living alone with a boy in a sick 24 bay and reported it to the Home Office, she received 25 a letter back from them saying that they had every faith</p> <p style="text-align: center;">Page 15</p>
<p>1 The most serious allegations are against a core 2 group of about six or seven staff. Sometimes, the boys 3 say, the staff treated them nicely to get what they 4 wanted in terms of sexual favours. A113, for example, 5 describes how Brother Carragher, who was the headmaster 6 of the school from 1976 to 1990, was thought of as 7 a father figure by him. He would buy him treats such as 8 cigarettes, take him to the local village, but would 9 then sexually assault him. Others tell of being raped 10 by Brother Carragher just after being told of the death 11 of a relative: being comforted and then immediately 12 subjected to the most serious of sexual assaults. 13 A boy tells of his happiness at being sent to 14 a Borstal rather than being returned to St William's. 15 Three men have been convicted of multiple offences. 16 One was a member of the De La Salle Order, Brother 17 James Carragher, who, as I have mentioned, was the head 18 teacher. One was the school chaplain, Father 19 Anthony John McCallen, and the third, Victor Marvin, 20 worked on the school farm. Convictions have been 21 obtained for offences against nearly 40 boys. There 22 have also been tens of other complainants whose cases 23 have never come to trial. This institution, to us, 24 seems to be rotten to its very core. 25 Neither social services, education, the police or</p> <p style="text-align: center;">Page 14</p>	<p>1 in the De La Salle Order. 2 As a community home with education, there should 3 have been regular inspection by managers and others. 4 Only limited inspection documentation has been found by 5 us and it seems to focus to a disproportionate degree on 6 the welfare of the school bull with over a page being 7 devoted to arrangements for its welfare, rather than the 8 physical and emotional health of the boys. There should 9 have been oversight by the local authority of the boys 10 in their care. I would submit there was little. 11 A report by Humberside Child Protection Committee 12 in October 1994 identifies that the responsibility for 13 failing to examine the widespread abuse lay with the 14 managers, who should have been supervising the school. 15 I turn now to Sheringham Court. This school was set 16 up in 1975 in Norfolk by two men, one of whom was 17 Bryan Greenhalgh. It was approved by the local 18 authority as a boarding school for boys to cater for 19 those who were then called unruly, "maladjusted" 20 children. It housed approximately 30 children from 21 local authorities all over the country. In 1980 or '81, 22 the school moved to Lincolnshire and changed its name to 23 Thurlby Manor. The co-owner, Bryan Greenhalgh, moved 24 with the school, although other proprietors left. The 25 reason for the move was given by Mr Greenhalgh as being</p> <p style="text-align: center;">Page 16</p>

<p>1 because the local authority had undertaken an inspection 2 and concluded that the school must have been open space 3 or playing field. In 1983, Thurlby Manor was closed at 4 the same time as Greenhalgh was convicted of sexual 5 assaults against boys for his time working at another 6 school. 7 In 1985, Greenhalgh was convicted again for Lewd and 8 Libidinous Practices and Behaviours against a boy in 9 Scotland. In 2010, there was a third conviction, this 10 time for sexual activity with penetration against 11 a child in Norfolk, and for owning and creating indecent 12 images of children. Further allegations were made which 13 then led to Greenhalgh pleading guilty, in 2014, to 14 13 counts of indecent assault, one count of buggery and 15 one count of possessing indecent images. The offences 16 were committed against eight different boys who had 17 attended Sheringham Court or Thurlby Manor and 18 Greenhalgh was sentenced to a discretionary life 19 sentence which he is currently serving. 20 Greenhalgh would touch boys at night under the cover 21 whilst supervising showers. One boy says that 22 Greenhalgh told him that his parents couldn't stand him 23 and that no-one would believe him if he told of 24 the abuse. One other pupil says he told the police of 25 abuse, but no further action was taken. Greenhalgh also</p> <p style="text-align: center;">Page 17</p>	<p>1 It still exists, but has been owned by a different 2 organisation, the Cothill Trust, since 2009. Some 3 consider it to be a feeder school for the most 4 significant public schools in England. It is the 5 alma mater of our current Prime Minister and a number of 6 other well-known people. 7 The school was initially set up for the education of 8 boys. However, girls were introduced in 1974. Children 9 attended the school between the ages of 7 and 13, and 10 there were boarding and day pupils. 11 The acts complained of at Ashdown House took place 12 between 1969 and 1993. Various complaints and concerns 13 were raised until, in 2014, Sussex Police established 14 Operation Mitre to investigate. 15 Despite numerous allegations being made against 16 eight members of staff, only one member of staff has 17 been convicted to date. Martin Haigh taught at the 18 school between 1973 and 1975. He admitted sexually 19 assaulting A27 and one other and was also found guilty 20 of possession of indecent images of children and taking 21 indecent photographs of them. He was further tried in 22 2017 and found guilty of 11 child sexual offences and 23 a further four offences of making indecent images of 24 children against four boys, for which he received 25 a sentence of 12 years.</p> <p style="text-align: center;">Page 19</p>
<p>1 witnessed sexual abuse between the boys at the school 2 about which he did nothing. Greenhalgh was not alone in 3 his abuse of the boys at this institution. One of 4 the housemasters employed at the outset was a man called 5 Kenneth Wells. As early as 1976, only one year after 6 the school had been set up, he was accused, charged and 7 convicted of committing indecent acts against a child. 8 He lost his job. In 2014, he was tried alongside 9 Greenhalgh and convicted of three counts of indecent 10 assault against two further boys during his time 11 teaching at Sheringham. He was sentenced to six years 12 in prison. In 2016, Wells was again convicted on two 13 counts of indecent assault and one count of buggery and 14 was sentenced to 12 years in prison. The judge 15 described one of the children as having "had his 16 childhood stripped from him in a gross and obscene way". 17 From the accounts we have, the school also did not 18 provide the sort of therapeutic support it had promised. 19 An individual who attended the school received extensive 20 psychiatric and social services input before arriving 21 there. Once he got there, there was no follow-up by 22 these services and no-one from those institutions ever 23 asked him any questions about the place. 24 I now turn to Ashdown House. This is an independent 25 preparatory school situated in Forest Row, East Sussex.</p> <p style="text-align: center;">Page 18</p>	<p>1 Haigh's modus operandi would be to repeatedly come 2 into the dormitories where children would sleep, make 3 them stand in a circle naked and ask them to masturbate 4 until they obtained erections. He would then hang 5 things from their erections, telling them that this was 6 a scientific exercise. He would put his hands under the 7 covers to masturbate them. He would also take photos of 8 these boys naked. 9 Haigh, at his trial, said he had picked one boy 10 because he had an intellectual curiosity. The judge 11 said that this was part of his perverted mind, seeing it 12 as a learning process. 13 The regime at the school has been described in the 14 accounts as spartan and unforgiving. The boys were 15 abused identified a sexualised culture created by the 16 abuse of staff against pupils. It was an environment 17 where sexual touching between themselves was seen as 18 acceptable and normal. 19 We have accounts that this abuse was disclosed 20 contemporaneously by parents who then spoke to the head 21 teacher. In response, the head allegedly called the boy 22 into his room and asked him about the abuse. 23 Martin Haigh then left under a cloud in 1975, after 24 having admitted to the head teacher at the time that he 25 had sexually abused three boys. Despite this admission,</p> <p style="text-align: center;">Page 20</p>

<p>1 no-one thought to call the police or to refer 2 Martin Haigh to the Department for Education, who, in 3 1975, would have had a list circulated to local 4 authorities of staff who were banned from teaching in 5 schools, to whose name Mr Haigh could easily have been 6 added. 7 Allegations of sexual abuse have been made against 8 at least six other members of Ashdown House, involving 9 15 complainants. Two of those staff are deceased, and 10 one cannot be found. 11 It should be identified that after Mr Haigh left 12 Ashdown House, Mr Williams also wrote him a reference, 13 saying that he was morally sound, despite there being at 14 least two occasions during the teacher's time there 15 where concerns had been raised about his behaviour with 16 boys, such that the head had, in fact, stopped him from 17 visiting the residential parts of the school before 18 moving on. 19 I now turn to Sherborne Preparatory School. This 20 was a co-educational residential and day school for 21 children aged 7 to 13. Again, as with Ashdown House, it 22 sent a number of its children to well-known public 23 schools. It was owned and run, during the time when 24 allegations of sexual abuse were made, by an individual 25 called Robin Lindsay. He ran it himself. There was no</p> <p style="text-align: center;">Page 21</p>	<p>1 all the parents of these children were admirers and 2 supporters of Lindsay. Some parents refused permission 3 for their children to be interviewed, as they were 4 concerned that this could spoil their relationship with 5 him, and disadvantage the prospects of their children. 6 In other cases, parents did not wish to re-traumatise 7 their children with memories of abuse. 8 Given the difficulties of bringing a police 9 prosecution, the school was referred to the IAPS, 10 a membership body to which they belonged. The IAPS 11 threatened Mr Lindsay with a peer inspection and to 12 pursue his removal from the school. This course of 13 action was agreed by the Department for Education, and 14 was done rather than the DfE issuing a notice of 15 complaint, which they could have done, to remove him as 16 proprietor. Even in 1985, whilst the IAPS inspection 17 found that Mr Lindsay had no intent to behave 18 indecently, they did find that he had behaved 19 indiscreetly and foolishly. He was asked to move out of 20 the boarding house. He did not do so. 21 The IAPS identified that part of the reason its 22 action was so delayed was because of the lack of 23 governors at the school and the fact that he was the 24 owner. In April 1986, the police investigation finished 25 and the Department for Education took no further action.</p> <p style="text-align: center;">Page 23</p>
<p>1 board of governors and no oversight of him other than by 2 inspection. His personal style of management was 3 commented upon favourably in 1980, with its directness 4 being seen as effective in fostering contacts with 5 parents and heads of public schools. 6 Complaints were made about sexual abuse at the 7 school in 1974, 1982, 1985 and 1986. In 1985, a teacher 8 raised concerns with the police about Lindsay's presence 9 in the boys' and girls' showers and dormitories, which 10 led to a police investigation, as well as refusing to 11 let their children cover their genitals when they were 12 showering and smacking them on the bottom as punishment. 13 Mr Lindsay was also seen to wander around the school in 14 his pyjamas, often inadvertently exposing his genitalia, 15 stinking of tobacco and sometimes alcohol. 16 The police summarised, when investigating in 1985, 17 that the allegations had serious sexual implications and 18 said there was concern for the children in his care at 19 the school. The investigating officer sought to 20 interview the children in the presence of their parents 21 but found that several children regarded Lindsay with 22 some scepticism, but came up against a barrier of 23 silence from their parents, who would not have anything 24 said against him. 25 The police said that it soon became apparent that</p> <p style="text-align: center;">Page 22</p>	<p>1 In 1993, Dorset Social Services inspected the schools 2 using the powers they then had under the new 3 Children Act 1989. They spoke to the children who 4 expressed disquiet around the fact that they were still 5 being supervised in the showers by Mr Lindsay and in 6 a large group. He was still going into the dormitory 7 and rubbing them on their backs. All these complaints 8 mirrored those which had been made before. 9 The inspectors found serious reservations about his 10 continuation to act as headmaster and referred the 11 matter to the police who began another investigation. 12 Again, this investigation was halted, largely because 13 parents refused permission for their children to be 14 spoken to because of concerns that it could disadvantage 15 their future. 16 There were then a series of inspections with 17 continuing concerns raised about arrangements for 18 showering, bedtime and the privacy of boarders and 19 continuing failures by Mr Lindsay to implement policies 20 on key matters of welfare. However, no notice of 21 complaint, which was the official mechanism to begin 22 proceedings to deregister Mr Lindsay as a proprietor of 23 the school, was filed until 1997. There were then 24 further inspections and then a further letter of 25 complaint served in May 1998. Upon receipt of this</p> <p style="text-align: center;">Page 24</p>

<p>1 further notice of complaint, Lindsay resigned as 2 headmaster and disposed of his interest in the school 3 for £1. 4 An Independent Schools Tribunal convened to hear the 5 complaints against him described Mr Lindsay as a fixated 6 paedophile who posed a serious risk of children. His 7 behaviour had continued unimpeded for 24 years. The 8 expert instructed by the Department for Education stated 9 that one of the most distressing aspects of the case was 10 the failure of all but a few adults to heed the signs. 11 The tribunal noted that he had been excused as eccentric 12 and many parents did not want to look too closely. 13 Parent considered that any sniff of trouble about the 14 school would shatter their beliefs that Mr Lindsay was 15 the best person to look after their children's welfare. 16 In an internal briefing note from the Department for 17 Education that this inquiry has been given, the length 18 and complexity of these particular proceedings were 19 a rationale why the regulation of independent schools 20 was seen as being needed to be improved radically with 21 clear standards being put in place. 22 In 2014, a further police investigation was begun, 23 with at least 11 complainants making allegations of 24 abuse. Robin Lindsay, by this time, had dementia and 25 was found not fit to be interviewed. He died in 2016.</p> <p style="text-align: center;">Page 25</p>	<p>1 discharge on the basis it had been a momentary lapse of 2 judgment. Slade closed Dalesdown School. From what has 3 emerged about both St George's and Dalesdown, this was 4 far from a momentary lapse of judgment, but was part of 5 a pattern of consistent, calculated and deliberate 6 brutality and sadism. 7 Accounts have been given of children being beaten 8 with canes, sticks, a bat and the sole of a gym shoe. 9 When staff complained, they were sacked immediately. 10 Mr Slade would laugh after beating the boys, looking at 11 their bottoms and saying, "That was a nice one". Boys 12 were even whipped with cat o' nine tails, horse whips or 13 fibreglass cane. One boy tells of being horse whipped 14 around 23 times after he sent a letter to his parents 15 begging him to be allowed to go home, which Mr Slade 16 intercepted. Boys were also routinely humiliated, being 17 made to stand all night facing the wall with their 18 pyjama bottoms down ready to be beaten, and were then 19 beaten again for falling asleep in class the next day. 20 Every student was scared witless of him. Alongside this 21 high degree of sadism, boys were raped and indecently 22 assaulted. 23 When he was arrested, Derek Slade was found to have 24 in his possession numerous incriminating items, 25 including essays written by the boys entitled "Whackings</p> <p style="text-align: center;">Page 27</p>
<p>1 The last school is St George's and Dalesdown. This 2 was a residential prep school set up in 1978 by 3 Derek Slade and others. It catered predominantly for 4 military families. It was located in Norfolk and, in 5 1980, moved to Suffolk. Again, Mr Slade was both 6 proprietor and headmaster. From 1980 onwards, concerns 7 began to emerge about physical injuries to the boys and 8 in 1981, a teacher, Gerard Singer, was accused of sexual 9 activity. He fled from the school. 10 In 1982, a programme was broadcast on Radio 4 by the 11 journalist Roger Cook, which exposed a brutal and 12 sadistic regime of excessive corporal punishment. It 13 appears that there was a police investigation and 14 questions were also raised in parliament. 15 The Department of Education sent a team of 16 investigators into the school, but their report found 17 that the children were happy and did not mention the 18 allegations. Following this adverse publicity, 19 Derek Slade sold the school but set up a new school 20 called Dalesdown near Horsham in West Sussex in 1984. 21 In 1986, Slade was convicted on two counts of actual 22 bodily harm for beating two Dalesdown boys with 23 a plimsoll, causing bruising which a judge described as 24 "sickening". He was given a three-month custodial 25 sentence. This was reduced on appeal to a conditional</p> <p style="text-align: center;">Page 26</p>	<p>1 I have had". Witness statements testify that if these 2 essays did not describe sufficiently extreme punishments 3 and distress, the child was beaten again and made to 4 write another essay with more graphic detail. There 5 were written records of the beatings in Greek characters 6 detailing the implements used, the number of strikes, 7 the clothing of the boy and the reaction of the boy. 8 There were also audiotapes of some beatings, with the 9 children being heard in a visibly distressed state. 10 After his conviction in 1986, Derek Slade obtained 11 a new identity, by taking the name and date of birth of 12 a deceased child from a gravestone and sending off for 13 a passport in the child's name. Under this new name, he 14 set up educational concerns in Swaziland and Gujarat, 15 where he lived and worked with children. Many 16 allegations have been made about physical and sexual 17 abuse in both those countries. 18 By chance, in 2009, former pupils from St George's 19 heard that Mr Slade was involved with children in India. 20 They contacted the police, who began a major 21 investigation, the police collecting 1,150 witness 22 statements provided by 284 witnesses. The police 23 investigation uncovered allegations against four other 24 teachers at the school. One committed suicide after 25 being charged with assaulting four boys, another was</p> <p style="text-align: center;">Page 28</p>

<p>1 found not guilty at trial, but the other two, 2 Gerard Singer and Alan Brigden, were found to have 3 sexually assaulted pupils. Alan Brigden had taught at 4 a previous school where he had been sacked for taking 5 naked photographs of three boys. He was referred to the 6 Department for Education but still permitted to teach as 7 long as he underwent psychiatric assessment. He changed 8 his name and continued to do so. When arrested 24 years 9 after Dalesdown closed, he was found to have in his 10 possession underwear from a victim and survivor from his 11 time at Dalesdown. He pleaded guilty to six counts of 12 indecent assault, four counts of assault with intent to 13 commit buggery and four counts of gross indecency with 14 a boy under 14. 15 Gerard Singer was convicted of sexual offending 16 against eight boys in 2016. He groomed the youngest and 17 most vulnerable of children at these schools with gifts 18 of sweets, chocolate biscuits and even, in one case, an 19 air gun. He used the reign of terror of Mr Slade as 20 a reason to entice them into his area and to spend time 21 with him, but this was conditional upon his sexually 22 abusing them. 23 Singer also knew that Slade's brutal regime meant 24 that children would not speak out for fear of being 25 physically punished. In 2010, Derek Slade was convicted</p> <p style="text-align: center;">Page 29</p>	<p>1 procedures for whistleblowing. Before individuals start 2 decrying red tape and bureaucracy, they may wish to 3 reflect that, in an era of almost total self-regulation, 4 these kinds of behaviours went unchecked and 5 undiscovered. 6 Further, in our submission, these are institutions 7 where the primacy of the reputation of the school or the 8 individuals who taught within it was more important than 9 the welfare of children. 10 The nature of these institutions created close-knit 11 and longstanding relationships between adults which 12 created an aura of respectability, largely through the 13 academic success of the pupils or the cloak of religious 14 respectability of them being members of an organisation 15 which masked what was going on. 16 In my submission, whilst the current system of 17 regulation may be an improvement on what came before, 18 there are still too many occasions when society thinks 19 that abuse could not happen. This report shows more 20 than ever why vigilance, training, policies, practice 21 and oversight is required. We need a culture where 22 everyone thinks that it is their business to look out 23 for children and where codes of conduct are clear and 24 defined. We need places where staff think not that it 25 couldn't happen here, but that it could happen there.</p> <p style="text-align: center;">Page 31</p>
<p>1 of sexual offences against 12 boys, those offences being 2 three counts of buggery, 19 counts of indecent assault, 3 six counts of actual bodily harm, 16 counts of making 4 indecent images of children, one count of possessing 5 4,428 indecent images of children, and one count of 6 possessing a false passport. He was given a sentence of 7 21 years and died in gaol. 8 Gerard Singer was found guilty of sexual offences 9 against eight boys, these offences being nine counts of 10 indecency, 14 counts of indecent assault, two counts of 11 assault with intent to buggery and three counts of 12 buggery. He was sentenced to 21 years in prison. 13 In our submission, these examples, which were not 14 the only institutions where such levels and scale of 15 abuse had taken place, shows what happens when 16 safeguarding is not mentioned and where the level of 17 regulation and oversight of schools is minimal. It also 18 happens where children are not listened to or, in some 19 cases, not allowed to speak. 20 A central message conveyed from all these schools is 21 that if children had been heard, listened to and taken 22 seriously, these offences may have been discovered and 23 stopped. In our submission, these were also 24 institutions which had little or no safeguarding 25 policies, had no procedures, had no training, had no</p> <p style="text-align: center;">Page 30</p>	<p>1 We owe it to all of those we have written about and who 2 have suffered so much to make sure that this culture is 3 embedded in every school. Thank you. 4 I now turn -- I believe Ms Harrison is speaking 5 first, then Mr Jacobs, and last, Mr Bermingham, as 6 I understand it, chair. 7 Opening statement by MS HARRISON 8 MS HARRISON: Chair and members of the panel, we act for 9 seven survivors of sexual abuse at Ashdown House, three 10 survivors of abuse at Sherborne, St George's and 11 St William's respectively. In the short time available 12 to us today, our clients have asked us to highlight 13 a number of points arising from your narrative report. 14 Firstly, our clients welcome the scrutiny which the 15 inquiry is bringing to bear on the schools they attended 16 and at which they were abused. While a number of our 17 clients are pursuing civil claims, you will be aware 18 that one of the frustrations of the civil justice 19 process is that it generally provides only very limited 20 opportunities to explore the wider context in which 21 abuse takes place, the character and culture of 22 the institutions concerned and the many mechanisms by 23 which abuse can be covered up. So this scrutiny by the 24 inquiry is welcome. 25 At the same time, our clients feel a considerable</p> <p style="text-align: center;">Page 32</p>

<p>1 degree of frustration at the limitations of that 2 scrutiny and they would have wished that it could have 3 been developed much further. 4 Secondly, it is important to state that, in relation 5 to at least some of the schools examined in this report, 6 the term "closed schools" is really a misnomer. Both 7 Ashdown House and Sherborne continue to exist today. Of 8 course, their legal structure has changed. In changing 9 their legal status since the abuse which took place, 10 Ashdown and Sherborne have done the same as many 11 independent schools have done. Indeed, it would be true 12 to say most independent schools have changed their legal 13 status in some way in the past few decades. 14 A change of legal status may be effective, in 15 certain circumstances, in frustrating civil claims and, 16 indeed, in some cases, it may have been done with 17 precisely that purpose in mind. It does not, however, 18 mean that the institution has changed in substance. 19 Ashdown is a very good example of an institution 20 which changed legal status, but in fact exhibited 21 a great deal of continuity across those changes. 22 As you know, Ashdown's deputy headmaster from 1969 23 to 1974, and then headmaster from 1974 onwards was 24 Clive Williams. As you explain in your report, in 2009, 25 Ashdown House was bought by the Cothill Trust. The</p> <p style="text-align: center;">Page 33</p>	<p>1 and whether the new regime has continuities with the old 2 one. A change of legal status or a change in ownership 3 does not equate to a change in culture. 4 Thirdly, your narrative report identified certain 5 limitations arising from the lack of witness evidence. 6 We want to stress that, whilst this point may be 7 relevant to some of the institutions being examined, 8 this is not in fact the case with Ashdown House, 9 Sherborne and St William's. When we look at 10 Ashdown House, clearly Clive Williams is a central 11 witness. As you know, he was the employer and 12 supervisor of Martin Haigh, the teacher convicted in 13 2017 of assaults on children at Ashdown over several 14 years and, by the way, Haigh did two stints at Ashdown, 15 not one, as stated in the report. 16 Williams was responsible for sacking Haigh in 1975 17 after parents and children complained of his assaults. 18 As you know, Williams did not inform the authorities and 19 Haigh went on to offend at at least one more school. 20 But on the point about witness evidence, to the best of 21 our knowledge, Clive Williams remains alive today. He 22 has certainly been alive during the currency of your 23 investigation. And we know of several other ex-teachers 24 from Ashdown who were present at the time of the worst 25 abuses and who remain alive today. Similarly, some</p> <p style="text-align: center;">Page 35</p>
<p>1 Cothill Trust bought the school in part from 2 Clive Williams who had part-owned it along with his 3 predecessor as headmaster. The wording of your report 4 implies a full separation between the pre and post 2009 5 administrations at the school. However, this is not 6 quite the case. The founder and the head of 7 the Cothill Trust until 2017 was Adrian Richardson. He 8 was a friend of Clive Williams and he also served as 9 a senior teacher under Williams at Ashdown and also was 10 a governor at Ashdown. So there was not, in fact, the 11 full separation of interest between the two 12 administrations that the report might seem to suggest. 13 This goes to a broader point about many independent 14 schools. Even where legal status changes, there may be 15 important continuities amongst the personnel involved. 16 This means that the culture, character and values of 17 the supposedly new entity will be very similar, if not 18 the same, to those of the previous version. This is an 19 important issue across the independent schools sector 20 because many independent schools which have experienced 21 abuse scandals are now trying to persuade you that they 22 have changed fundamentally from the bad old days. In 23 assessing those claims, it is crucial to look beyond 24 changes in legal structure or identity and to examine 25 whether the people involved in reality remain the same</p> <p style="text-align: center;">Page 34</p>	<p>1 significant allies of Lindsay at Sherborne, including 2 the man who enabled him to sell the school, 3 Canon Eric Woods, are alive and well. So it is 4 important not to assume that a lack of witness evidence 5 in relation to some schools alias to all schools covered 6 in your report. 7 I then turn to St George's and St William's. Many 8 children at both of those schools, including our 9 clients, experienced severe abuse. But the point I want 10 to highlight here is, as far as those institutions are 11 concerned, the system for compensating proven victims 12 has failed lamentably. In regard to St George's, the 13 school only had insurance in respect of a small part of 14 the period when the abuse occurred. For much of 15 the period the school was uninsured. The result is 16 that, whilst civil claims have notionally succeeded, 17 many victims have received either no payout at all or 18 a payout that only represents a small fraction of 19 the total award. Many victims have now been waiting for 20 years to find out whether any sums can be recovered by 21 the liquidators of the company which ran the school. 22 The fact that a significant number of our clients 23 cannot obtain justice because of the lack of insurance 24 or because of an inability to identify an insurer is 25 a significant issue. Whilst it is not directly referred</p> <p style="text-align: center;">Page 36</p>

<p>1 to in your closed schools report, it is nonetheless 2 relevant to your work. Therefore, I propose to make 3 a few observations about it.</p> <p>4 Firstly, we note the inquiry, in its interim report 5 of April 2018, recommended that the Association of 6 British Insurers consider whether a register of public 7 liability insurers could be introduced to assist 8 claimants in child sexual abuse cases in locating the 9 insurers relevant to their claim. We agree with the 10 inquiry that a register of public liability insurers is 11 vitally important and much needed. It could be 12 organised in a similar way to the Employers' Liability 13 Tracing Office or ELTO, which was set up to provide 14 claimants in employers' liability cases access to 15 a centralised register of employers' liability insurance 16 policies through an online enquiry facility.</p> <p>17 Secondly, the problems our clients and other victims 18 and survivors of abuse have had because of lack of 19 insurance in these cases shows the urgent need for an 20 insurer-funded compensation scheme of last resort. One 21 possibility for the inquiry to consider is something 22 along the lines of the Mesothelioma Compensation Scheme, 23 which was established by the government in the 24 Mesothelioma Act 2014. This scheme was set up by the 25 government to combat the problems of the sufferers of</p> <p style="text-align: center;">Page 37</p>	<p>1 has been running for many years. In 2012, the 2 Supreme Court decided that vicarious liability for the 3 operation of the school was shared between the 4 De La Salle Order and the Diocese of Middlesbrough. 5 That was seven years ago. Despite that decision, not 6 a single victim of abuse at the home has yet been 7 compensated. Our client, A42, was raped by Brother 8 James Carragher. Carragher was convicted of raping him 9 in 2004. That was 15 years ago. As a result of 10 the abuse, he has suffered serious psychological harm 11 and rectal bleeding. So his abuse has been proved in 12 the criminal court, it clearly happened in the home and 13 the damage is well evidenced. Yet, as a result of 14 the way in which the group action has proceeded, our 15 client has yet to receive any compensation. Indeed, it 16 will not be until November of this year that the 17 defendants are even required to lodge a defence in his 18 case. The story of the litigation has to be seen to be 19 believed. It is like something out of a Dickens novel.</p> <p>20 In your report on accountability and reparations, 21 you identified some serious problems with the current 22 system of civil litigation. Many of the cases you 23 expressed concern about were group claims where large 24 numbers of victims are seeking compensation. The issues 25 to do with civil litigation are complex and we know that</p> <p style="text-align: center;">Page 39</p>
<p>1 the asbestos-related cancer, mesothelioma, being unable 2 to trace the employers' liability insurers of defunct 3 companies that negligently exposed them to asbestos 4 dust. In mesothelioma cases, because the exposure to 5 asbestos occurs many decades before the cancer develops, 6 often the companies that expose the employee to the 7 asbestos dust no longer exist and insurers cannot be 8 found. This is analogous to abuse cases where survivors 9 of abuse, for understandable reasons, often take many 10 decades to come forward and report their abuse, 11 sometimes meaning there is no organisation left to sue.</p> <p>12 The Mesothelioma Payments Scheme is funded by a levy 13 on insurance companies and is a fund of last resort 14 which only pays out if no relevant employer or insurer 15 can be traced. We say something very similar could and 16 should be set up by the government, again, funded by the 17 insurance industry, to provide a scheme of last resort 18 in cases where victims and survivors of abuse have been 19 abused at uninsured institutions or at institutions 20 where, due to the passage of time, insurance just cannot 21 be traced due to the lack of a centralised register.</p> <p>22 This would provide victims in this situation some 23 justice and redress which they so rightly deserve.</p> <p>24 As far as St William's is concerned, you will be 25 aware that a group action by former children at the home</p> <p style="text-align: center;">Page 38</p>	<p>1 you are looking at these in a separate hearing. Not 2 every aspect of the system is failing, but the point 3 which now seems uncontested is that the current system 4 for dealing with group claims is just not fit for 5 purpose. It simply cannot be right that a proven victim 6 of serious abuse at St William's is still waiting for 7 compensation after all these years. It impacts hugely 8 on his ability to put these appalling events behind him 9 and achieve some kind of closure. It is completely 10 unacceptable, but it is the reality of group litigation 11 for some abuse survivors in this country today.</p> <p>12 So this needs to change. There are other changes 13 needed as a result of the issues identified in your 14 report. As we have already said, the civil justice 15 process often provides only limited opportunities for 16 a proper examination of the failings within a school. 17 At the same time, you will have heard much already in 18 this inquiry, and in the next two weeks you will hear 19 even more, about the failings of regulatory and 20 inspection agencies. That issue comes across very 21 starkly with Sherborne. As your report identifies, in 22 1985, the police were concerned about events at 23 Sherborne and specifically about Lindsay's behaviour. 24 They referred the matter to the Independent Association 25 of Preparatory Schools, IAPS, and asked them to examine</p> <p style="text-align: center;">Page 40</p>

<p>1 the situation. At this time, IAPS had on its governing 2 board three headmasters at schools implicated in 3 child abuse: Robin Lindsay himself; Clive Williams of 4 Ashdown; and its chair, Robin Peverett of Dulwich 5 College. Peverett, himself, was convicted in 2002 of 6 indecent assaults on nine children at his school. 7 Perhaps unsurprisingly, the action taken against Lindsay 8 was entirely inadequate and the DfE closed the file. 9 This happened in the 1980s, but we cannot be confident 10 that things are different now. If one thing is clear 11 from all of the evidence now available, it is that 12 agencies such as ISI and Ofsted have been far too ready 13 to take the self-presentation of some institutions at 14 face value. Time and again in this inquiry we have seen 15 how an abuse scandal comes to light and we then find 16 that the inspection reports for years immediately 17 preceding the revelations of abuse paint the institution 18 as one where all is well. 19 This suggests a systemic failure at the level of 20 the inspection agencies. This is an issue which goes to 21 the heart of your Residential Schools Investigation and 22 it suggests, in our view, that the inspection system 23 needs substantial reform. 24 Finally, we come to the most important lesson of 25 all. It is clear from your report that in many</p> <p style="text-align: center;">Page 41</p>	<p>1 narrative report today, in our submission, reinforces 2 that case. 3 For our clients, the clock cannot be rolled back, 4 and the abuse cannot be erased from their lives. You 5 have the opportunity, as an inquiry, to ensure that the 6 chances of it happening in the future are much reduced. 7 Mandatory reporting is a key part of that work and we 8 look forward to your recommendations in due course. 9 Thank you. 10 THE CHAIR: Thank you, Ms Harrison. Mr Jacobs? 11 Opening statement by MR JACOBS 12 MR JACOBS: Chair, thank you. I appear on behalf of F44, 13 who is a core participant in this closed schools 14 investigation, instructed by Howe & Co. Mr Enright 15 instructs me, who sits next to me. We are grateful to 16 the chair for granting the application made by Howe & Co 17 to allow and facilitate victims and survivor core 18 participants to make post-hearing written submissions. 19 F44 attended the St William's School in 20 Market Weighton in East Yorkshire in 1983. Chair, as 21 you will be aware from Ms Scolding's earlier 22 submissions, this residential school was closed in 1992, 23 following a 30-year period in respect of which hundreds 24 of allegations of physical and sexual abuse of 25 vulnerable children have been made against at least</p> <p style="text-align: center;">Page 43</p>
<p>1 instances abuse was known about to those within the 2 institution but that there was a failure to report it 3 externally. As we have already identified, 4 Ashdown House is one of many examples. When multiple 5 allegations surfaced against Haigh, he was not initially 6 suspended but was allowed to continue in post until the 7 end of term, as Clive Williams admits. Williams then 8 failed to inform the authorities and Haigh went on to 9 abuse elsewhere. The stark reality is that these things 10 could happen again now. The UK remains unusual amongst 11 western countries in failing to mandate the reporting of 12 abuse to statutory authorities and in failing to apply 13 meaningful penalties to those who fail or refuse to 14 report. 15 It astonishes many people to discover that, even 16 now, after years of scandal in institutions, it is 17 possible for staff to cover up institutional child 18 sexual abuse and yet not to experience any criminal 19 penalty as a result. You have seen the implications of 20 that in many parts of the inquiry. This situation 21 simply cannot be allowed to continue. To date you have 22 held two seminars on mandatory reporting. We submit 23 that you now have an overwhelming body of evidence which 24 indicates the need for change in the law to embrace 25 mandatory reporting. The information supplied in this</p> <p style="text-align: center;">Page 42</p>	<p>1 16 members of staff. 2 F44 was raped and abused by Brother James Carragher. 3 He was 15 years old at the time and had been taken into 4 care by his local authority when he was only 3 years 5 old. The nature of the abuse is not dissimilar to the 6 accounts set out by other core participants in the 7 narrative. F44 was taken on a swimming trip, after 8 which he was beaten to the point of unconsciousness and 9 plied with alcohol to keep him sedated whilst he was 10 being raped. After the abuse, F44 was left in a bedroom 11 in a semi-conscious state for four to five days, during 12 which time he received no medical attention. F44 has 13 since been informed by police that this is confirmed by 14 an entry made by a house mother in an accident report 15 book. 16 Chair, as you will be aware from the narrative, 17 Carragher is one of the most prolific abusers of 18 children, we say, to have come before the criminal 19 courts. He was a member of the De La Salle Brotherhood, 20 a Roman Catholic lay order which specialised in the 21 education of poor children. Carragher, as you heard 22 from Ms Scolding, joined the school in 1968, became 23 headmaster in 1976 and remained in that post until 1990. 24 He systematically sexually abused children at the 25 St William's School for a period extending over</p> <p style="text-align: center;">Page 44</p>

<p>1 20 years.</p> <p>2 The first issue I want to address is in relation to</p> <p>3 complaints made by victims who have criminal records.</p> <p>4 We wish to address how police and prosecuting</p> <p>5 authorities treat complaints by victims who were abused</p> <p>6 as children and who have later received criminal</p> <p>7 convictions in their adult life. There was, we say,</p> <p>8 every opportunity for F44's evidence to have been put</p> <p>9 before a jury. Carragher was tried and convicted on</p> <p>10 three occasions: in 1993, 2005 and 2015. Overall,</p> <p>11 Carragher was charged with 14 counts of buggery, one</p> <p>12 count of attempted buggery, 34 counts of indecent</p> <p>13 assault and a further 16 offences in respect of child</p> <p>14 sexual abuse.</p> <p>15 The criminal cases related to offences committed</p> <p>16 against over 40 children. Ms Scolding referred earlier</p> <p>17 on to hundreds of allegations having been made. On one</p> <p>18 occasion, the narrative tells us, Carragher faced</p> <p>19 87 counts and, on another occasion, the indictment</p> <p>20 before the court contained over 60. F44, my client,</p> <p>21 gave two statements to the police in which he set out</p> <p>22 his account fully. F44, importantly, was not</p> <p>23 disbelieved, and he says he received assurances from the</p> <p>24 police that he would be able to bring his abuser to</p> <p>25 justice within the criminal court process. Yet, as</p> <p style="text-align: center;">Page 45</p>	<p>1 boy when he was being abused. Neither should the police</p> <p>2 and prosecuting authorities have taken that approach.</p> <p>3 My client would like the inquiry to make</p> <p>4 recommendations that the Code for Crown Prosecutors is</p> <p>5 amended to reflect this point. Within the code -- and</p> <p>6 we will address you in our written submissions in more</p> <p>7 detail on this -- there is a Full Code Test which must</p> <p>8 pass an evidential stage. One of the components of that</p> <p>9 evidential stage is prosecutors should consider where</p> <p>10 there are any reasons to doubt the credibility of</p> <p>11 the evidence. We suggest that the inquiry recommends</p> <p>12 that CPS guidance is reviewed and amended to show how</p> <p>13 CPS discretion is to be exercised in cases where victims</p> <p>14 and survivors of child sexual abuse have criminal</p> <p>15 convictions and where it can be ascertained in</p> <p>16 particular that the abuse was causative of</p> <p>17 the criminality. Unless the system changes, potentially</p> <p>18 thousands of victims like my client could be shut out of</p> <p>19 the criminal justice process.</p> <p>20 Chair, the second important issue I would wish to</p> <p>21 raise with you and ask for recommendations on is the</p> <p>22 failure to act in relation to absconding. We say that</p> <p>23 children running away from residential schools is one of</p> <p>24 the clearest indicators of potential abuse, and</p> <p>25 Ms Scolding gave examples this morning of police</p> <p style="text-align: center;">Page 47</p>
<p>1 I have said, F44's allegations have never formed any</p> <p>2 part of any indictment that Carragher faced.</p> <p>3 F44 maintains that the reason why his evidence</p> <p>4 played no part in any prosecution is because in later</p> <p>5 life he acquired a criminal record. This has been</p> <p>6 a source of great sadness and anger to him. Chair, the</p> <p>7 inquiry will be aware that sexual abuse inflicted on</p> <p>8 vulnerable children in care, particularly in</p> <p>9 institutions such as residential schools, has</p> <p>10 life-changing consequences. Many such victims develop</p> <p>11 a deep distrust of authority and never recover from the</p> <p>12 mental injuries caused by the abuse. Evidence given in</p> <p>13 other strands of the inquiry -- I would refer you to the</p> <p>14 Nottinghamshire investigation -- shows that victims</p> <p>15 almost always suffer educationally and in a high number</p> <p>16 of cases descend into alcohol and drug abuse and</p> <p>17 criminality. There is nothing unusual about this. It</p> <p>18 is not the fault of the child, but the fault of</p> <p>19 the abuser and the institutions that facilitate the</p> <p>20 abuse by failing to detect the abuse and protect the</p> <p>21 children concerned.</p> <p>22 We say that attitudes and perceptions of victims and</p> <p>23 survivors must change. F44 is not regarded as a person</p> <p>24 of bad character, here today for the purpose of this</p> <p>25 inquiry, because he was not a criminal as a 15-year-old</p> <p style="text-align: center;">Page 46</p>	<p>1 officers verbally abusing children and sending them back</p> <p>2 to the abuse from which they had run away. Chair, it is</p> <p>3 an issue and an ignored warning signal that has arisen</p> <p>4 in many of your investigations.</p> <p>5 The narrative demonstrates that high levels of</p> <p>6 absconding at the St William's Residential School were</p> <p>7 ignored and misunderstood for decades. We can see in</p> <p>8 the St William's School that emergency measures were</p> <p>9 implemented as early as 1948. In 1966, the local</p> <p>10 magistrate's clerk wrote to the Home Office expressing</p> <p>11 concern at the level of absconsions. The Home Office</p> <p>12 inspector expressed surprise but took no action. The</p> <p>13 following year, a special investigation concluded that</p> <p>14 the level was due to the headmaster somehow lacking the</p> <p>15 power to lead and to keep in contact with the fairly</p> <p>16 obvious aspects of school life. No action was</p> <p>17 recommended.</p> <p>18 In 1971, a Home Office research paper dealing with</p> <p>19 the issue of absconding from boys' approved schools</p> <p>20 concluded that absconding might reasonably be regarded</p> <p>21 as a delinquent act. Chair, you will recall from the</p> <p>22 Accountability and Reparations Investigation that that</p> <p>23 Home Office research study "Absconding from approved</p> <p>24 schools" extraordinarily analysed how effective corporal</p> <p>25 punishment was in deferring children from running away.</p> <p style="text-align: center;">Page 48</p>

<p>1 Again, chair, in 1971, the clerk of the Market Weighton 2 parish council wrote to the local justice's clerk 3 complaining about the level of absconding from the 4 school. The matter was referred to the Department of 5 Health and Social Security which noted the high levels 6 but took no action.</p> <p>7 In submissions this morning, Ms Scolding has stated 8 that in 1973, 34 absconded from this particular school 9 in a six-month period and that one boy ran away over 10 70 times. This was the context in which, in 1980, the 11 Middlesbrough Diocese and police investigated 12 a complaint against the chaplain, Father McCallan, but 13 proceeded no further, and that man continued to work at 14 the school for a further 12 years until his arrest and 15 subsequent conviction in 1992. It was only in 1992, 16 notwithstanding the scores of children that ran away and 17 the causes for those events not being investigated, that 18 the police started to investigate Brother Carragher.</p> <p>19 F44 has stated, and I draw your attention to his 20 witness statement, which is before you, that every child 21 in the school knew about the scale of abuse at 22 St William's. It beggars belief that police and 23 social services were unable to detect the problems over 24 a 20-year period when Carragher was active. All the 25 warning signs were there. Indeed, F44's actions in the</p> <p style="text-align: center;">Page 49</p>	<p>1 Chair, F44 has never been interviewed about his 2 reasons for absconding. He maintains, as I've said, 3 that, had this happened at the time, Carragher could 4 have been stopped from abusing scores of children.</p> <p>5 We ask that the inquiry recommends that practices 6 and policies are put into place to ensure that police 7 and local authorities are very alive to this clearly 8 demonstrated warning sign. You will recall that in the 9 Accountability and Reparations Investigation 10 Durham Police confirmed that it is their policy to 11 interview every child that absconds. This, we say, 12 should be a national requirement.</p> <p>13 The third issue: lessons that can be learned from 14 St William's. Firstly, this particular institution we 15 say throws light on how local authorities should not 16 approach their duties to children in care. The 17 disclosed documents include a 1994 report of 18 Humberside's Child Protection Committee which includes 19 that the St William's School was an abusive regime that 20 blighted the lives of many young people who were sent 21 there for help and care by unsuspecting, I emphasise, 22 local authorities. It is, chair, no excuse for local 23 authorities to seek to absolve themselves from 24 responsibility by asserting that they did not suspect 25 the abuse. Local authorities were charged with the care</p> <p style="text-align: center;">Page 51</p>
<p>1 mid 1980s should certainly have set alarm bells ringing. 2 After being abused by Carragher, he made three attempts 3 to escape from the school with other children. On the 4 third occasion, he and three other boys ran away and 5 stole a van. They crashed on the way to London, 6 avoiding serious injury, and were arrested by police in 7 the Peterborough area, but neither the police nor 8 social services sought to investigate why four children 9 had resorted to such drastic and life-endangering 10 action. The incident should have led to the detection 11 and prosecution of Carragher. Instead, perversely, it 12 resulted in the conviction and detention of F44.</p> <p>13 Paragraph 251 of the narrative contains an 14 illuminating insight from Detective Chief Superintendent 15 Ogden of Humberside Police, who, in 1994, said the 16 following to Humberside's County Council Child 17 Protection Committee. He said:</p> <p>18 "There are, as you are aware, a number of absconders 19 who were found and always returned to the establishment. 20 With hindsight, we can now guess perhaps what they were 21 escaping from and lessons have been learned. I am 22 convinced that current procedures will ensure that all 23 absconders from establishments in the 1990s will be 24 carefully interviewed about the reasons behind their 25 leaving."</p> <p style="text-align: center;">Page 50</p>	<p>1 of vulnerable children as corporate parents. We ask 2 that you find that local authorities as corporate 3 parents have historically failed to discharge their 4 duties in relation to residential schools. This will 5 inform attitudes going forward.</p> <p>6 The report illustrates the past attitudes of local 7 authorities to predatory paedophiles operating within 8 the childcare system and the report concludes by stating 9 that the reasons why abuse was allowed to occur at 10 St William's rest primarily with those whose 11 responsibility it was to supervise Carragher. It is 12 said that the failure to supervise with sufficient 13 rigour is to be deeply regretted, but, and I quote, "to 14 some extent, given the contextual framework of the time, 15 understandable".</p> <p>16 The contextual framework appears to have seven 17 components.</p> <p>18 Firstly, social workers only provided variable 19 support, sometimes only visiting every six months.</p> <p>20 Secondly, children were isolated from contact with 21 the outside world, and we hear what was said about the 22 rural location of St William's.</p> <p>23 Thirdly, children tended to be disbelieved because 24 they were children in care. This is a theme that has 25 been explored in detail in the Nottinghamshire Council's</p> <p style="text-align: center;">Page 52</p>

<p>1 investigation.</p> <p>2 Fourthly, James Carragher was seen as a valued</p> <p>3 member of staff who was given an almost free hand in</p> <p>4 running the establishment. We have seen that in other</p> <p>5 investigations.</p> <p>6 Fifthly, Carragher had unrestricted access to some</p> <p>7 of the most vulnerable and deprived young people.</p> <p>8 Sixthly, it is stated in the report that paedophiles</p> <p>9 are difficult to identify.</p> <p>10 Finally, paedophiles were aware that vulnerable</p> <p>11 children are unlikely to disclose abuse. Barriers to</p> <p>12 disclosure. We have seen that again in other</p> <p>13 investigations.</p> <p>14 These are the reasons why a serial abuser of</p> <p>15 children was able to operate undetected for two decades.</p> <p>16 This context is compelling because it is a blueprint</p> <p>17 for how not to operate a residential school. The</p> <p>18 St William's case study represents a perfect storm of</p> <p>19 institutional failure by residential schools themselves,</p> <p>20 law enforcement agencies, public authorities and</p> <p>21 statutory agencies.</p> <p>22 We urge the inquiry to consider the evidence of F44</p> <p>23 and the evidence contained in the narrative account as</p> <p>24 an important comparator when making recommendations on</p> <p>25 how residential schools should be operated in the future</p> <p style="text-align: center;">Page 53</p>	<p style="text-align: center;">I N D E X</p> <p>1</p> <p>2</p> <p>3 Closed Schools Session1</p> <p>4</p> <p>5 Welcome and opening remarks by THE1</p> <p>6 CHAIR</p> <p>7</p> <p>8 Opening statement by MS SCOLDING2</p> <p>9</p> <p>10 Opening statement by MS HARRISON32</p> <p>11</p> <p>12 Opening statement by MR JACOBS43</p> <p>13</p> <p>14 Opening statement by MR BIRMINGHAM54</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p style="text-align: center;">Page 55</p>
<p>1 to detect, prevent and prosecute paedophiles operating</p> <p>2 within this sector.</p> <p>3 Finally, I would like to pay tribute to my client,</p> <p>4 F44, who has shown courage in assisting in this previous</p> <p>5 and has travelled to be here today. Thank you, chair.</p> <p>6 THE CHAIR: Thank you, Mr Jacobs. Mr Birmingham?</p> <p>7 Opening statement by MR BIRMINGHAM</p> <p>8 MR BIRMINGHAM: Good morning, ma'am, I represent East Riding</p> <p>9 of Yorkshire Council, the local authority. I have</p> <p>10 a short statement to make on behalf of my client.</p> <p>11 On behalf of the former Humberside County Council,</p> <p>12 East Riding of Yorkshire Council would like to say it is</p> <p>13 deeply sorry for the abuse suffered by the former</p> <p>14 residents of St William's. East Riding recognises and</p> <p>15 is grateful for the courage shown by survivors in coming</p> <p>16 forward to seek justice. Thank you.</p> <p>17 THE CHAIR: Thank you. Thanks to everybody for the</p> <p>18 submissions made this morning and the statements. That</p> <p>19 now concludes the first part of this hearing.</p> <p>20 MS SCOLDING: Chair, would now be an appropriate moment to</p> <p>21 have a break, while various people move in and out?</p> <p>22 THE CHAIR: Yes. We will return at 11.35 am.</p> <p>23 (11.18 am)</p> <p>24 (The hearing concluded)</p> <p>25</p> <p style="text-align: center;">Page 54</p>	

<p>A</p> <p>A113 14:4</p> <p>A27 19:19</p> <p>A42 39:7</p> <p>ability 40:8</p> <p>able 45:24 53:15</p> <p>abroad 6:21</p> <p>absconded 15:4 49:8</p> <p>absconders 50:18 50:23</p> <p>absconding 15:3 47:22 48:6,19,20 48:23 49:3 51:2</p> <p>absconds 51:11</p> <p>absconsions 48:11</p> <p>absolve 51:23</p> <p>abuse 1:19,25 3:15 3:17,22,25 4:3,19 4:24,24 5:11,13 5:15,22 6:4,5,7,8 6:13 7:23 8:6 9:9 9:16,19,19,25 10:18 11:19 12:8 12:9 13:23 15:10 15:14,15 16:13 17:24,25 18:1,3 20:16,19,22 21:7 21:24 22:6 23:7 25:24 28:17 30:15 31:19 32:9 32:10,21,23 33:9 34:21 36:9,14 37:8,18 38:8,9,10 38:18 39:6,10,11 40:6,11 41:3,15 41:17 42:1,9,12 42:18 43:4,24 44:5,10 45:14 46:7,12,16,20,20 47:14,16,24 48:2 49:21 51:25 52:9 53:11 54:13</p> <p>abused 9:1 12:17 12:23 20:15,25 32:16 38:19 44:2 44:24 45:5 47:1 50:2</p> <p>abuser 45:24</p>	<p>46:19 53:14</p> <p>abusers 44:17</p> <p>abuses 35:25</p> <p>abusing 11:25 29:22 48:1 51:4</p> <p>abusive 9:18 51:19</p> <p>academic 31:13</p> <p>acceptable 20:18</p> <p>accepted 7:2 15:13</p> <p>access 37:14 53:6</p> <p>accident 44:14</p> <p>account 6:4,5 9:14 9:17 45:22 53:23</p> <p>accountability 39:20 48:22 51:9</p> <p>accounts 3:10 4:21 5:1 7:20 9:24 15:16 18:17 20:14,19 27:7 44:6</p> <p>accusations 13:24</p> <p>accused 18:6 26:8</p> <p>achieve 40:9</p> <p>acquired 46:5</p> <p>act 24:3,10 32:8 37:24 47:22 48:21</p> <p>action 12:21 17:25 23:13,22,25 38:25 39:14 41:7 48:12,16 49:6 50:10</p> <p>actions 49:25</p> <p>active 49:24</p> <p>activity 17:10 26:9</p> <p>acts 18:7 19:11</p> <p>actual 26:21 30:3</p> <p>added 21:6</p> <p>addiction 9:21</p> <p>address 45:2,4 47:6</p> <p>administered 10:2 10:11</p> <p>administrations 34:5,12</p> <p>admirers 23:1</p> <p>admission 20:25</p> <p>admissions 11:11</p> <p>admits 42:7</p>	<p>admitted 19:18 20:24</p> <p>Adrian 34:7</p> <p>adult 45:7</p> <p>adulthood 5:10</p> <p>adults 7:15,15 25:10 31:11</p> <p>advantage 7:16</p> <p>adventure 7:10</p> <p>adverse 26:18</p> <p>age 7:8</p> <p>aged 21:21</p> <p>agencies 40:20 41:12,20 53:20 53:21</p> <p>ages 19:9</p> <p>ago 39:5,9</p> <p>agree 37:9</p> <p>agreed 23:13</p> <p>ahead 2:21</p> <p>aim 5:7</p> <p>aimed 10:4</p> <p>air 29:19</p> <p>Alan 29:2,3</p> <p>alarm 50:1</p> <p>alcohol 22:15 44:9 46:16</p> <p>Alexis 1:5</p> <p>alias 36:5</p> <p>alive 35:21,22,25 36:3 51:7</p> <p>allegation 12:16</p> <p>allegations 1:24 3:14 5:22 12:15 12:20,22 13:22 14:1 17:12 19:15 21:7,24 22:17 25:23 26:18 28:16,23 42:5 43:24 45:17 46:1</p> <p>alleged 6:5</p> <p>allegedly 20:21</p> <p>allies 36:1</p> <p>allow 43:17</p> <p>allowance 7:3</p> <p>allowed 11:19 15:12 27:15 30:19 42:6,21 52:9</p>	<p>alluded 9:11</p> <p>alma 19:5</p> <p>alongside 18:8 27:20</p> <p>amended 47:5,12</p> <p>analogous 38:8</p> <p>analysed 48:24</p> <p>and/or 3:19</p> <p>anger 46:6</p> <p>Anna 3:1 4:15</p> <p>anonymous 5:2</p> <p>Anthony 14:19</p> <p>anybody 5:5</p> <p>appalling 40:8</p> <p>apparent 22:25</p> <p>appeal 26:25</p> <p>appear 2:24 3:20 43:12</p> <p>appears 10:12 26:13 52:16</p> <p>application 43:16</p> <p>apply 42:12</p> <p>approach 47:2 51:16</p> <p>appropriate 54:20</p> <p>approval 7:4</p> <p>approved 13:10 16:17 48:19,23</p> <p>approximately 16:20</p> <p>April 23:24 37:5</p> <p>area 4:6 29:20 50:7</p> <p>arisen 48:3</p> <p>arising 32:13 35:5</p> <p>Armed 6:22</p> <p>arrangements 16:7 24:17</p> <p>arrest 49:14</p> <p>arrested 27:23 29:8 50:6</p> <p>arriving 18:20</p> <p>asbestos 38:3,5,7</p> <p>asbestos-related 38:1</p> <p>ascertained 47:15</p> <p>Ashdown 3:23 18:24 19:11 21:8 21:12,21 32:9</p>	<p>33:7,10,19,25 34:9,10 35:8,10 35:13,14,24 41:4 42:4</p> <p>Ashdown's 33:22</p> <p>asked 6:24 12:22 18:23 20:22 23:19 32:12 40:25</p> <p>asleep 27:19</p> <p>aspect 2:17,19 40:2</p> <p>aspects 25:9 48:16</p> <p>assault 11:24 12:3 12:12 14:9 17:14 18:10,13 29:12 29:12 30:2,10,11 45:13</p> <p>assaulted 27:22 29:3</p> <p>assaulting 19:19 28:25</p> <p>assaults 8:20 12:6 14:12 17:5 35:13 35:17 41:6</p> <p>asserting 51:24</p> <p>assessing 34:23</p> <p>assessment 29:7</p> <p>assist 37:7</p> <p>assisting 54:4</p> <p>Association 11:7 37:5 40:24</p> <p>assume 36:4</p> <p>assurance 15:13</p> <p>assurances 45:23</p> <p>astonishes 42:15</p> <p>attempted 12:4 45:12</p> <p>attempts 9:5,21 50:2</p> <p>attend 6:18</p> <p>attended 7:7 17:17 18:19 19:9 32:15 43:19</p> <p>attention 7:17 8:12 12:9 44:12 49:19</p> <p>attitudes 46:22 52:5,6</p>
---	--	---	---	---

audiotapes 28:8	beginning 7:13	boy 8:21 14:13	29:13 30:2,11,12	causative 47:16
aura 31:12	begun 25:22	15:4,23 17:8,21	45:11,12	caused 5:12 46:12
authorities 16:21	behalf 1:10 43:12	20:9,21 27:13	bull 16:6	causes 49:17
21:4 35:18 42:8	54:10,11	28:7,7 29:14	bureaucracy 31:2	causing 9:6 26:23
42:12 45:5 47:2	behave 23:17	47:1 49:9	business 31:22	central 30:20
51:7,15,22,23,25	behaved 23:18	boys 6:7 7:7,19,21	buy 14:7	35:10
52:2,7 53:20	behaviour 21:15	8:8,15 9:3 10:3		centralised 37:15
authority 13:13	25:7 40:23	11:24 12:1,6,22	C	38:21
16:9,18 17:1	behavioural 8:10	13:10 14:2,21	calculated 27:5	century 11:15
44:4 46:11 54:9	11:13	15:1,2,3,9,14,15	call 5:5 21:1	13:21
Autistic 8:13	behaviours 15:10	16:8,9,18 17:5,16	called 16:19 18:4	certain 8:11 33:15
available 5:5	17:8 31:4	17:20 18:1,3,10	20:21 21:25	35:4
32:11 41:11	belief 49:22	19:8,24 20:8,14	26:20	certainly 35:22
average 11:12	beliefs 25:14	20:25 21:16 26:7	cancer 38:1,5	50:1
avoided 9:15	believe 10:25	26:22 27:10,11	candour 3:8	chair 1:4,5,6 2:23
avoiding 50:6	17:23 32:4	27:16,21,25	cane 27:13	4:19 11:18 32:6
award 36:19	believed 9:16	28:25 29:5,16	canes 27:8	32:8 41:4 43:10
aware 32:17 38:25	39:19	30:1,9 50:4	Canon 36:3	43:12,16,20
43:21 44:16 46:7	bells 50:1	boys' 22:9 48:19	care 7:14 8:4,18	44:16 46:6 47:20
50:18 53:10	belonged 23:10	break 2:4,5,18	9:23 13:13,14,17	48:2,21 49:1
B	Birmingham 4:7	54:21	16:10 22:18 44:4	51:1,22 54:5,6,17
back 4:8 9:1,4	32:5 54:6,7,8	brief 11:3	46:8 51:16,21,25	54:20,22 55:6
15:25 43:3 48:1	55:14	briefing 25:16	52:24	challenged 11:1
backs 24:7	best 25:15 35:20	Brigden 29:2,3	carefully 50:24	chance 28:18
bad 34:22 46:24	beyond 34:23	bring 45:24	Carragher 14:5,10	chances 43:6
banned 21:4	Bicarregui 3:1	bringing 9:4 23:8	14:17 39:8,8	change 33:14 35:2
barrier 22:22	biology 7:23	32:15	44:2,17,21 45:9	35:2,3 40:12
Barriers 53:11	birth 28:11	British 37:6	45:11,18 46:2	42:24 46:23
basis 27:1	biscuits 29:18	broadcast 26:10	49:18,24 50:2,11	changed 16:22
bastard 8:25	bishop 15:13	broader 34:13	51:3 52:11 53:2	29:7 33:8,12,18
bat 27:8	black 15:19	broken 9:22 15:19	53:6	33:20 34:22
bath 15:18	bleeding 39:11	brother 14:5,10,16	carried 4:9	changes 33:21
baths 7:20	blighted 51:20	15:23 39:7 44:2	case 3:18 8:14 9:7	34:14,24 40:12
bathtime 7:21	blows 10:3	49:18	25:9 29:18 34:6	47:17
bay 15:24	blueprint 53:16	Brotherhood	35:8 39:18 43:2	changing 33:8
bear 32:15	board 9:8 12:14,18	44:19	53:18	chaplain 14:18
beaten 27:7,18,19	22:1 41:2	Brothers 13:15	cases 6:12,21	49:12
28:3 44:8	boarders 24:18	brought 12:9,25	10:25 14:22 23:6	character 32:21
beating 26:22	boarding 7:3 11:6	Brown 11:20,20	30:19 33:16 37:8	34:16 46:24
27:10	16:18 19:10	11:22 12:11	37:14,19 38:4,8	characters 28:5
beatings 28:5,8	23:20	bruising 10:11	38:18 39:22	charged 18:6
bedroom 44:10	bodily 26:22 30:3	26:23	45:15 46:16	28:25 45:11
bedtime 7:21	body 23:10 42:23	brutal 13:25 26:11	47:13	51:25
24:18	book 44:15	29:23	cat 27:12	chief 13:17 50:14
Beer 4:11	books 10:4	brutality 10:14	catalogue 5:7	child 1:19,24 4:23
began 24:11 26:7	Borstal 14:14	27:6	cater 16:18	16:11 17:11 18:7
28:20	bottom 22:12	Bryan 16:17,23	catered 26:3	19:22 28:3,12
beggars 49:22	bottoms 27:11,18	buggery 12:3,4	Catholic 13:8,16	37:8 41:3 42:17
begging 27:15	bought 33:25 34:1	17:14 18:13	44:20	45:13 46:18
			Cathryn 4:13	

<p>47:14 49:20 50:16 51:11,18 child's 28:13 childcare 52:8 childhood 9:20 18:16 children 5:9 6:18 8:1,18 9:10,13,17 9:19 11:1,16 12:16 13:12,17 13:18,20 15:10 16:20,20 17:12 18:15 19:8,20,24 20:2 21:21,22 22:11,18,20,21 23:1,3,5,7 24:3,3 24:13 25:6 26:17 27:7 28:9,15,19 29:17,24 30:4,5 30:18,21 31:9,23 35:13,17 36:8 38:25 41:6 43:25 44:18,21,24 45:6 45:16 46:8,21 47:23 48:1,25 49:16 50:3,8 51:4,16 52:1,20 52:23,24 53:11 53:15 children's 25:15 chocolate 29:18 chosen 6:17 Christian 13:19 Church 13:8 cigarettes 14:8 circle 20:3 circulated 21:3 circumstances 33:15 civil 32:17,18 33:15 36:16 39:22,25 40:14 claim 37:9 claimants 37:8,14 claims 32:17 33:15 34:23 36:16 39:23 40:4 class 27:19 clear 12:15 25:21</p>	<p>31:23 41:10,25 clearest 47:24 clearly 5:10 9:24 35:10 39:12 51:7 clerk 48:10 49:1,2 client 39:7,15 45:20 47:3,18 54:3,10 clients 32:12,14,17 32:25 36:9,22 37:17 43:3 Clive 33:24 34:2,8 35:10,21 41:3 42:7 cloak 31:13 clock 43:3 close 9:25 close-knit 31:10 closed 1:3,22 2:2 2:11,16 3:5 11:14 13:19 17:3 27:2 29:9 33:6 37:1 41:8 43:13 43:22 55:3 closely 25:12 closing 2:15 closure 40:9 clothes 11:18 clothing 28:7 cloud 20:23 co-educational 21:20 co-operation 3:8 co-owner 16:23 code 47:4,5,7 codes 31:23 cognitive 8:11 collaboration 11:8 collated 6:2 collecting 28:21 College 41:5 combat 37:25 come 14:23 20:1 38:10 41:24 44:18 comes 5:10 40:20 41:15 comfort 7:14 comforted 14:11</p>	<p>coming 54:15 commented 22:3 commit 29:13 committed 8:16 17:16 28:24 45:15 Committee 16:11 50:17 51:18 committing 18:7 communal 7:20 communication 11:13 community 8:14 13:11 16:2 companies 38:3,6 38:13 company 36:21 comparator 53:24 compelling 53:16 compensated 39:7 compensating 36:11 compensation 37:20,22 39:15 39:24 40:7 complainant 4:3 complainants 3:15 3:21 13:25 14:22 21:9 25:23 complained 9:8 19:11 27:9 35:17 complaining 49:3 complaint 23:15 24:21,25 25:1 49:12 complaints 19:12 22:6 24:7 25:5 45:3,5 complete 6:3,5 completely 40:9 complex 39:25 complexity 25:18 comply 7:12 components 47:8 52:17 comprises 1:16 concern 12:12 15:22 22:18 39:23 48:11</p>	<p>concerned 23:4 32:22 36:11 38:24 40:22 46:21 concerning 15:10 concerns 19:12 21:15 22:8 24:14 24:17 26:6 28:14 conclude 2:17 concluded 2:5 17:2 48:13,20 54:24 concludes 52:8 54:19 conditional 26:25 29:21 conduct 31:23 confident 41:9 confirmed 44:13 51:10 conjugation 10:5 consequences 46:10 consider 2:7 19:3 37:6,21 47:9 53:22 considerable 32:25 considered 25:13 consistent 27:5 contact 48:15 52:20 contacted 28:20 contacts 22:4 contained 45:20 53:23 contains 50:13 contemporaneo... 20:20 context 32:20 49:10 53:16 contextual 52:14 52:16 continually 15:2 continuation 24:10 continue 2:4 33:7 42:6,21 continued 25:7</p>	<p>29:8 49:13 continuing 24:17 24:19 continuities 34:15 35:1 continuity 33:21 convened 25:4 conveyed 30:20 convicted 11:22,25 12:2 14:15 17:4 17:7 18:7,9,12 19:17 26:21 29:15,25 35:12 39:8 41:5 45:9 conviction 3:16 17:9 28:10 49:15 50:12 convictions 6:11 14:20 15:6 45:7 47:15 convinced 50:22 Cook 26:11 cope 8:5 core 3:6 14:1,24 43:13,17 44:6 corporal 10:10 26:12 48:24 corporate 52:1,2 Corps 6:22 Cothill 19:2 33:25 34:1,7 council 4:6 49:2 50:16 54:9,11,12 Council's 52:25 counsel 1:18 2:3,9 2:24 4:2 count 17:14,15 18:13 30:4,5 45:12 countries 28:17 42:11 country 16:21 40:11 counts 11:23,23 12:2,3 17:14 18:9,13 26:21 29:11,12,13 30:2 30:2,3,3,9,10,10 30:11 45:11,12</p>
--	---	---	--	---

<p>45:19 County 50:16 54:11 courage 8:22 54:4 54:15 course 23:12 33:8 43:8 court 16:15 17:17 39:2,12 45:20,25 courts 44:19 cover 17:20 22:11 42:17 covered 32:23 36:5 covers 20:7 CPS 47:12,13 crashed 50:5 created 20:15 31:10,12 creating 17:11 credibility 47:10 credible 5:22 criminal 3:16 8:16 12:24 39:12 42:18 44:18 45:3 45:6,15,25 46:5 46:25 47:14,19 criminality 9:22 46:17 47:17 criteria 11:11 Crown 47:4 crucial 34:23 culture 20:15 31:21 32:2,21 34:16 35:3 curiosity 20:10 currency 35:22 current 19:5 31:16 39:21 40:3 50:22 currently 17:19 custodial 26:24</p> <hr/> <p style="text-align: center;">D</p> <p>D 55:1 Dalesdown 26:1 26:20,22 27:2,3 29:9,11 damage 39:13 date 19:17 28:11 42:21</p>	<p>dating 4:20 day 19:10 21:20 27:19 days 8:7 34:22 44:11 De 13:15 14:16 16:1 39:4 44:19 deal 33:21 dealing 40:4 48:18 death 14:10 decades 33:13 38:5,10 48:7 53:15 deceased 21:9 28:12 decided 39:2 decision 39:5 decrying 31:2 deep 46:11 deeply 5:3 52:13 54:13 defence 6:23,24 39:17 defendants 39:17 deferring 48:25 Defiant 8:12 Deficit 8:12 defined 31:24 defunct 38:2 degree 16:5 27:21 33:1 delayed 23:22 deliberate 27:5 delinquent 48:21 dementia 25:24 demonstrated 51:8 demonstrates 48:5 Department 4:12 10:22 11:8 21:2 23:13,25 25:8,16 26:15 29:6 49:4 deprived 53:7 deputy 33:22 deregister 24:22 Derek 26:3,19 27:23 28:10 29:25 descend 46:16</p>	<p>describe 8:10 28:2 described 4:24 8:8 11:14 18:15 20:13 25:5 26:23 describes 14:5 deserve 38:23 designed 11:11 desperate 9:5 despite 10:23 15:7 19:15 20:25 21:13 39:5 detail 28:4 47:7 52:25 detailing 28:6 details 5:4 detect 46:20 49:23 54:1 detection 50:10 Detective 50:14 detention 50:12 develop 46:10 developed 33:3 develops 38:5 devoted 16:7 DfE 23:14 41:8 Dickens 39:19 died 25:25 30:7 different 6:2 10:13 17:16 19:1 41:10 difficult 4:22 11:17 53:9 difficulties 8:2,11 11:13 23:8 Diocese 13:8 39:4 49:11 Diplomatic 6:22 directly 36:25 directness 22:3 dirty 9:15 disadvantage 23:5 24:14 disbelieved 45:23 52:23 discharge 27:1 52:3 disciplinary 12:21 disciplined 13:1 disclose 53:11 disclosed 10:19</p>	<p>20:19 51:17 disclosure 53:12 discover 42:15 discovered 30:22 discretion 47:13 discretionary 17:18 discuss 11:3 Disorder 8:12,13 8:13 disorders 8:11 disposed 25:2 disproportionate 16:5 disquiet 24:4 dissimilar 44:5 distress 28:3 distressed 28:9 distressing 25:9 distrust 46:11 disturbed 8:9 divided 1:14 document 3:9 6:2 documentation 16:4 documents 51:17 dogs 9:4 dormitories 7:19 20:2 22:9 dormitory 24:6 Dorset 4:9 24:1 doubt 47:10 drastic 50:9 draw 49:19 dress 7:23 drew 11:10 drug 46:16 drunk 12:7 Drusilla 1:8 due 38:20,21 43:8 48:14 Dulwich 41:4 Duncan 11:20,22 12:2,6 13:1 Durham 51:10 dust 38:4,7 duties 51:16 52:4</p> <hr/> <p style="text-align: center;">E</p> <p>E 55:1</p>	<p>earlier 43:21 45:16 early 4:21 18:5 48:9 ears 10:4 easily 21:5 East 4:5 18:25 43:20 54:8,12,14 eccentric 25:11 Ecclesiastical 4:15 education 4:13 8:15 10:22 11:8 13:11 14:25 16:2 19:7 21:2 23:13 23:25 25:8,17 26:15 29:6 44:21 educational 8:2 28:14 educationally 46:15 effective 22:4 33:14 48:24 eight 17:16 19:16 29:16 30:9 either 36:17 elements 1:13 ELTO 37:13 embedded 32:3 embrace 42:24 emerge 26:7 emerged 27:3 emergency 48:8 emerges 9:24 emotional 8:3,10 10:1 11:12 16:8 emphasise 51:21 employed 18:4 employee 38:6 employer 35:11 38:14 employers' 37:12 37:14,15 38:2 enabled 36:2 enforcement 53:20 England 11:10 19:4 enquiry 37:16 Enright 4:4 43:14 ensure 43:5 50:22</p>
---	--	---	---	---

<p>51:6 entice 29:20 entirely 41:8 entitled 27:25 entity 34:17 entry 44:14 environment 7:9 20:16 equate 35:3 era 31:3 erased 43:4 erections 20:4,5 Eric 36:3 escape 50:3 escaping 50:21 especially 13:17 essay 28:4 essays 27:25 28:2 established 3:18 19:13 37:23 establishment 50:19 53:4 establishments 50:23 Evans 1:8 events 5:8 40:8,22 49:17 Eversheds 4:16 everybody 54:17 evidence 35:5,20 36:4 41:11 42:23 45:8 46:3,12 47:11 53:22,23 evidenced 39:13 evidential 47:8,9 ex-teachers 35:23 examination 40:16 examine 1:12,23 16:13 34:24 40:25 examined 7:25 33:5 35:7 example 8:21 11:15 14:4 15:16 33:19 examples 8:19 30:13 42:4 47:25 excessive 26:12 exciting 7:9</p>	<p>exclusively 6:6 excuse 51:22 excused 25:11 exercise 20:6 exercised 10:17 47:13 exhibited 33:20 exist 33:7 38:7 existence 10:24 exists 19:1 expected 7:10 experience 7:24 42:18 experienced 34:20 36:9 expert 25:8 explain 33:24 explained 5:20 explore 32:20 explored 52:25 expose 38:6 exposed 26:11 38:3 exposing 22:14 exposure 38:4 expressed 24:4 39:23 48:12 expressing 48:10 extending 44:25 extensive 18:19 extent 52:14 externally 42:3 extraordinarily 48:24 extreme 10:15 28:2 eyes 11:15 15:19</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>F44 43:12,19 44:2 44:7,10,12 45:20 45:22 46:3,23 49:19 50:12 51:1 53:22 54:4 F44's 45:8 46:1 49:25 face 41:14 faced 45:18 46:2 facilitate 43:17 46:19</p>	<p>facility 37:16 facing 27:17 fact 3:17 15:7 21:16 23:23 24:4 33:20 34:10 35:8 36:22 fail 42:13 failed 36:12 42:8 52:3 failing 16:13 40:2 42:11,12 46:20 failings 40:16,19 failure 25:10 41:19 42:2 47:22 52:12 53:19 failures 24:19 fairly 48:15 faith 15:25 falling 27:19 false 30:6 families 26:4 family 8:3 far 27:4 36:10 38:24 41:12 farm 14:20 father 14:7,18 15:21 49:12 fault 5:13 46:18,18 favourably 22:3 favours 14:4 fear 29:24 feeder 19:3 feel 5:12 32:25 feelings 5:14 Feversham 11:5 11:19,24 fibreglass 27:13 field 17:3 Fifthly 53:6 figure 14:7 file 41:8 filed 24:23 Finally 41:24 53:10 54:3 find 23:18 36:20 41:15 52:2 finished 23:24 Fiona 2:10,24 first 2:1,4 3:6 6:20</p>	<p>8:23 32:5 45:2 54:19 Firstly 32:14 37:4 51:14 52:18 fit 25:25 40:4 five 44:11 fixated 25:5 fled 26:9 focus 2:1 16:5 focuses 6:6,9 focusing 3:4 follow-up 18:21 following 2:18 3:20 26:18 43:23 48:13 50:16 foolishly 23:19 Forces 6:22 Foreign 6:24 Forest 18:25 forget 10:5,15 formal 6:11 formally 3:17 formed 46:1 former 28:18 38:25 54:11,13 forms 9:25 forward 38:10 43:8 52:5 54:16 fostering 22:4 found 16:4 19:19 19:22 21:10 22:21 23:17 24:9 25:25 26:16 27:23 29:1,2,9 30:8 38:8 50:19 founded 13:9 founder 34:6 four 6:16 11:23 19:23,24 28:23 28:25 29:12,13 44:11 50:8 Fourthly 53:2 fraction 36:18 framework 52:14 52:16 framing 7:16 Frank 1:9 free 53:3 friend 34:8</p>	<p>front 4:12 frustrating 33:15 frustration 33:1 frustrations 32:18 Fuck 8:24 full 34:4,11 47:7 fully 45:22 fund 38:13 fundamentally 34:22 funded 38:12,16 further 9:2 10:7 13:3 17:12,25 18:10 19:21,23 23:25 24:24,24 25:1,22 31:6 33:3 45:13 49:13 49:14 Furthermore 7:17 fuss 10:21 future 24:15 43:6 53:25</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>gaol 30:7 gathered 6:1 generally 3:14 32:19 genitalia 22:14 genitals 22:11 George's 3:23 26:1 27:3 28:18 32:10 36:7,12 Gerard 26:8 29:2 29:15 30:8 gifts 29:17 girls 6:9 19:8 girls' 22:9 given 12:7 16:25 23:8 25:17 26:24 27:7 30:6 46:12 52:14 53:3 go 2:21 6:13 8:22 8:25 27:15 goes 34:13 41:20 going 24:6 31:15 52:5 good 1:5 2:23 13:18 33:19 54:8 governing 41:1</p>
--	---	--	---	---

<p>government 10:9 37:23,25 38:16 governor 34:10 governors 9:8 12:14,18 22:1 23:23 GP 15:22 granting 43:16 graphic 28:4 grateful 43:15 54:15 gravestone 28:12 great 5:19 33:21 46:6 Greek 28:5 Greenhalgh 16:17 16:23,25 17:4,7 17:13,18,20,22 17:25 18:2,9 groomed 12:6 29:16 gross 18:16 29:13 group 8:17 14:2 24:6 38:25 39:14 39:23 40:4,10 grow 5:10 guess 50:20 guidance 10:9 47:12 guides 10:8 guilt 5:12 guilty 17:13 19:19 19:22 29:1,11 30:8 Gujarat 28:14 gun 29:19 gym 27:8</p> <hr/> <p style="text-align: center;">H</p> <p>Haigh 19:17 20:9 20:23 21:2,5,11 35:12,14,16,19 42:5,8 Haigh's 20:1 half 13:20 halted 24:12 hand 5:6 53:3 hands 20:6 hang 20:4 happen 31:19,25</p>	<p>31:25 42:10 happened 5:24 9:12 39:12 41:9 51:3 happening 43:6 happens 30:15,18 happiness 14:13 happy 26:17 hard 11:18 hardened 4:23 harm 26:22 30:3 39:10 Harrison 3:24 32:4,7,8 43:10 55:10 harsh 11:15 head 14:17 15:15 15:20 20:20,21 20:24 21:16 34:6 headmaster 14:5 24:10 25:2 26:6 33:22,23 34:3 44:23 48:14 headmasters 41:2 heads 10:4 11:1 22:5 health 11:7 16:8 49:5 hear 2:3 25:4 40:18 52:21 heard 28:9,19 30:21 40:17 44:21 hearing 1:11,23 2:1,7,17,20 3:21 40:1 54:19,24 hearings 5:20 heart 41:21 heed 25:10 held 5:20 9:10 42:22 help 7:23 51:21 helpline 5:4 Henry 4:7 high 27:21 46:15 48:5 49:5 highlight 32:12 36:10 hindsight 50:20</p>	<p>historically 52:3 hit 15:18 hold 5:17 home 7:8 8:15 13:11 15:1,8,24 16:2 27:15 38:25 39:6,12 48:10,11 48:18,23 homelessness 9:22 homes 8:6 hope 5:21 horse 27:12,13 Horsham 26:20 hour 11:17 house 3:23 18:24 19:11 21:8,12,21 23:20 32:9 33:7 33:25 35:8,10 42:4 44:14 housed 16:20 housemasters 18:4 Howe 4:5 43:14,16 hugely 40:7 Humberside 16:11 50:15 54:11 Humberside's 50:16 51:18 humiliated 27:16 hundreds 13:22 43:23 45:17</p> <hr/> <p style="text-align: center;">I</p> <p>Iain 4:1 Ian 12:13 IAPS 23:9,10,16 23:21 40:25 41:1 identified 20:15 21:11 23:21 35:4 39:21 40:13 42:3 identifies 16:12 40:21 identify 5:8 36:24 53:9 identity 28:11 34:24 ignored 48:3,7 IICSA 5:3 illuminating 50:14 illustrates 52:6 images 17:12,15</p>	<p>19:20,23 30:4,5 immediately 14:11 27:9 41:16 impact 5:8 impacts 40:7 implement 24:19 implemented 48:9 implements 28:6 implicated 41:2 implications 22:17 42:19 implies 34:4 important 31:8 33:4 34:15,19 36:4 37:11 41:24 47:20 53:24 importantly 45:22 improved 25:20 improvement 31:17 inability 36:24 inadequate 41:8 inadvertently 22:14 inappropriate 7:16 incident 50:10 incidents 12:4 include 51:17 includes 1:22 51:18 including 12:10,15 27:25 36:1,8 incriminating 27:24 indebted 3:9 indecency 11:23 29:13 30:10 indecent 11:23 12:3 17:11,14,15 18:7,9,13 19:20 19:21,23 29:12 30:2,4,5,10 41:6 45:12 indecently 23:18 27:21 indelible 5:16 independent 9:9 10:7 12:20 18:24</p>	<p>25:4,19 33:11,12 34:13,19,20 40:24 India 28:19 indicated 10:10 indicates 9:14,17 42:24 indicating 12:17 indicators 47:24 indictment 45:19 46:2 indiscreetly 23:19 individual 9:7 11:4 15:14 18:19 21:24 individual's 9:14 individuals 5:2,17 9:12 11:20 15:11 31:1,8 industry 38:17 inflicted 46:7 inform 35:18 42:8 52:5 information 6:1 42:25 informed 12:14 44:13 infringement 10:17 initially 19:7 42:5 injuries 26:7 46:12 injury 50:6 input 18:20 inquiry 1:6,10,12 3:6,13 5:21,24 12:20 25:17 32:15,24 37:4,10 37:21 40:18 41:14 42:20 43:5 46:7,13,25 47:3 47:11 51:5 53:22 inquiry's 2:2 insight 50:14 inspected 24:1 inspection 7:4 16:3,4 17:1 22:2 23:11,16 40:20 41:16,20,22 inspections 24:16</p>
--	---	---	---	--

<p>24:24 inspector 48:12 inspectors 24:9 instances 42:1 institution 8:14 14:23 18:3 33:18 33:19 41:17 42:2 51:14 institutional 10:18 42:17 53:19 institutions 1:24 3:7 4:20 6:10,19 7:18 18:22 30:14 30:24 31:6,10 32:22 35:7 36:10 38:19,19 41:13 42:16 46:9,19 instructed 25:8 43:14 instructs 43:15 insurance 4:15 36:13,23 37:15 37:19 38:13,17 38:20 insurer 36:24 38:14 insurer-funded 37:20 insurers 37:6,7,9 37:10 38:2,7 intellectual 20:10 intelligence 11:12 intense 5:15 intent 23:17 29:12 30:11 intercepted 27:16 interest 25:2 34:11 interim 37:4 internal 25:16 interview 22:20 51:11 interviewed 23:3 25:25 50:24 51:1 introduce 2:10 3:2 introduced 19:8 37:7 investigate 5:21 12:20 19:14 49:18 50:8</p>	<p>investigated 6:12 49:11,17 investigating 15:9 22:16,19 investigation 1:12 1:14,16,18 2:10 2:20,25 3:9 4:17 4:18,22 22:10 23:24 24:11,12 25:22 26:13 28:21,23 35:23 41:21 43:14 46:14 48:13,22 51:9 53:1 investigations 3:12 4:10 6:11 48:4 53:5,13 investigators 26:16 invite 2:9,12 involved 5:9 11:15 11:19 28:19 34:15,25 involving 12:5 21:8 ISI 41:12 isolated 13:5 52:20 issue 34:19 36:25 40:20 41:20 45:2 47:20 48:3,19 51:13 issued 10:9 issues 39:24 40:13 issuing 23:14 items 27:24 Ivor 1:9</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>Jacobs 4:4 32:5 43:10,11,12 54:6 55:12 James 14:17 39:8 44:2 53:2 jargon 8:6 Jason 4:11 Jay 1:5 job 18:8 John 11:20,22 12:2 14:19 joined 11:21,22</p>	<p>44:22 journalist 26:11 judge 18:14 20:10 26:23 judgment 27:2,4 jury 45:9 justice 32:18 36:23 38:23 40:14 45:25 47:19 54:16 justice's 49:2</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>keep 44:9 48:15 Ken 11:21 Kenneth 18:5 Kevin 11:20,20,22 key 24:20 43:7 Kim 3:24 kind 40:9 kindness 8:18 kinds 31:4 knew 5:24 29:23 49:21 knocked 10:3 know 5:15 6:7,11 33:22 35:11,18 35:23 39:25 knowledge 35:21 known 11:7,21 42:1</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>La 13:15 14:16 16:1 39:4 44:19 lack 23:22 35:5 36:4,23 37:18 38:21 lacking 48:14 lamentably 36:12 lapse 27:1,4 large 24:6 39:23 largely 10:19 24:12 31:12 late 4:20 12:10 Latin 10:4 laugh 27:10 law 42:24 53:20 lay 13:16 16:13 44:20</p>	<p>lead 2:24 48:15 leading 2:9 learn 6:15 learned 50:21 51:13 learning 7:24 20:12 leave 5:15 10:11 leaving 50:25 led 7:13 17:13 22:10 50:10 left 3:2 6:13 7:8 16:24 20:23 21:11 38:11 44:10 legal 3:7 10:6,7 33:8,9,12,14,20 34:14,24 35:2 length 25:17 lesson 41:24 lessons 50:21 51:13 letter 12:13 15:25 24:24 27:14 level 10:1,14 30:16 41:19 48:11,14 49:3 levels 30:14 48:5 49:5 levy 38:12 Lewd 17:7 liability 37:7,10,12 37:14,15 38:2 39:2 Libidinous 17:8 life 6:20 8:3 13:19 17:18 45:7 46:5 48:16 life-changing 46:10 life-endangering 50:9 lifetime 9:23 light 41:15 51:15 limitations 33:1 35:5 limited 16:4 32:19 40:15 Lincolnshire</p>	<p>16:22 Lindsay 21:25 22:13,21 23:2,11 23:17 24:5,19,22 25:1,5,14,24 36:1 41:3,7 Lindsay's 22:8 40:23 line 3:12 lines 37:22 liquidators 36:21 list 10:23 21:3 listened 30:18,21 lists 7:2 litigation 39:18,22 39:25 40:10 little 7:18 8:24 16:10 30:24 lived 28:15 lives 9:11 43:4 51:20 living 7:19 15:23 local 13:13 14:8 16:9,17,21 17:1 21:3 44:4 48:9 49:2 51:7,15,22 51:22,25 52:2,6 54:9 located 26:4 locating 37:8 location 13:5 52:22 lodge 39:17 London 50:5 loneliness 7:14 long 6:14 29:7 longer 1:20 38:7 longstanding 31:11 look 9:5 25:12,15 31:22 34:23 35:9 43:8 looked 13:2 looking 27:10 40:1 lost 18:8 love 8:18 lucky 6:18</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>ma'am 54:8</p>
--	---	--	---	--

<p>magistrate's 48:10 magistrates 8:15 15:1 main 9:15 maintains 46:3 51:2 major 28:20 making 12:14 19:23 25:23 30:3 53:24 maladjusted 8:9 16:19 Malcolm 1:8 man 18:4 36:2 49:13 management 1:21 22:2 managers 16:3,14 mandate 42:11 mandatory 42:22 42:25 43:7 Manor 16:23 17:3 17:17 marked 9:12 Market 13:6 43:20 49:1 marks 10:11 marriage 9:22 Martin 19:17 20:23 21:2 35:12 Marvin 14:19 Mary 2:25 masked 31:15 masters 10:20,20 masturbate 20:3,7 mater 19:5 matter 5:21 12:19 24:11 40:24 49:4 matters 2:5 24:20 McCallan 49:12 McCallen 14:19 McGahey 4:13 mean 7:4 33:18 meaning 38:11 meaningful 42:13 means 4:14 34:16 meant 15:8 29:23 measures 48:8 mechanism 24:21</p>	<p>mechanisms 32:22 medical 44:12 member 12:12 14:16 19:16 44:19 53:3 members 1:7 19:16 21:8 31:14 32:8 44:1 membership 23:10 memories 23:7 men 6:7 14:15 16:16 mental 11:7 46:12 mention 26:17 mentioned 14:17 30:16 Merry 12:13 mesothelioma 37:22,24 38:1,4 38:12 message 30:20 mid 50:1 Middlesbrough 13:8 39:4 49:11 military 26:4 mind 11:7 12:14 12:18 20:11 33:17 minimal 30:17 minimum 10:21 Minister 19:5 Ministry 6:23,24 minutes 2:6 3:4 mirrored 24:8 misnomer 33:6 mission 13:16 misunderstood 48:7 Mitre 19:14 MOD 7:3 modus 20:1 moment 3:3 54:20 momentary 27:1,4 Monday 1:1 money 12:7 months 52:19 morally 21:13 morning 1:5 2:23 47:25 49:7 54:8</p>	<p>54:18 mother 44:14 move 11:3 16:25 23:19 54:21 moved 10:21 15:11 16:22,23 26:5 moving 21:18 multiple 8:19 14:15 42:4 music 1:25 2:7,19</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>N 55:1 naked 20:3,8 29:5 name 16:22 21:5 28:11,13,13 29:8 narrative 1:17,22 2:2,11,17 3:5,11 4:17,21 5:1,7,18 6:3,16 7:7 8:1 10:12,20 32:13 35:4 43:1 44:7 44:16 45:18 48:5 50:13 53:23 national 11:6 51:12 nature 15:8 31:10 44:5 near 11:9 26:20 nearly 10:20 14:21 neck 9:1 need 7:14 31:21,24 37:19 42:24 needed 5:6,23 8:18 25:20 37:11 40:13 needs 8:2 40:12 41:23 negligently 38:3 neither 9:10 14:25 47:1 50:7 never 9:17 14:23 46:1,11 51:1 new 1:20 24:2 26:19 28:11,13 34:17 35:1 Newcastle-upon... 11:9 nice 27:11</p>	<p>nicely 14:3 Nield 3:1 night 17:20 27:17 nine 27:12 30:9 41:6 no-one 17:23 18:22 21:1 non-maintained 11:5 non-recent 1:19 Norfolk 16:16 17:11 26:4 normal 20:18 north-east 11:10 nose 15:19 note 25:16 37:4 noted 25:11 49:5 notice 23:14 24:20 25:1 notionally 36:16 Nottinghamshire 46:14 52:25 notwithstanding 49:16 novel 39:19 November 39:16 number 4:19 5:4 6:1 10:2 19:5 21:22 28:6 32:13 32:16 36:22 46:15 50:18 numbers 39:24 numerous 10:8 19:15 27:24</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>o' 27:12 O'Donnell 4:1 obscene 18:16 observations 37:3 obtain 36:23 obtained 14:21 20:4 28:10 obvious 48:16 occasion 45:18,19 50:4 occasions 12:10 21:14 31:18 45:10 occur 52:9</p>	<p>occurred 36:14 occurs 38:5 October 16:12 offences 8:16 14:15,21 17:15 19:22,23 30:1,1,8 30:9,22 45:13,15 offend 35:19 offending 29:15 Office 4:15 6:24 15:1,24 37:13 48:10,11,18,23 officer 22:19 officers 48:1 official 24:21 Ofsted 41:12 Ogden 50:15 old 34:22 35:1 44:3,5 Once 18:21 online 37:16 onwards 13:12 26:6 33:23 open 1:20 2:19 17:2 opened 11:6 opening 1:4 2:22 3:13 32:7 43:11 54:7 55:5,8,10,12 55:14 operandi 20:1 operate 53:15,17 operated 8:14 13:15 53:25 operating 52:7 54:1 operation 19:14 39:3 opportunities 32:20 40:15 opportunity 2:14 43:5 45:8 Opposition 8:12 oral 2:18 order 13:16 14:16 15:23 16:1 39:4 44:20 orders 13:13 organisation 19:2</p>
---	--	---	--	---

31:14 38:11 organised 37:12 outset 18:4 outside 52:21 Overall 45:10 oversight 6:25 7:5 16:9 22:1 30:17 31:21 overwhelming 42:23 owe 32:1 owned 13:6 19:1 21:23 owner 23:24 ownership 35:2 owning 17:11	49:8 51:14 particularly 46:8 parts 21:17 42:20 pass 47:8 passage 38:20 passport 28:13 30:6 path 6:20 patience 8:18 pattern 27:5 pay 54:3 Payments 38:12 payout 36:17,18 pays 38:14 peer 23:11 penalties 42:13 penalty 42:19 penetration 17:10 people 5:5 19:6 34:25 42:15 51:20 53:7 54:21 perceived 7:9 perceptions 46:22 perfect 53:18 period 6:9 15:4 36:14,15 43:23 44:25 49:9,24 permission 23:2 24:13 permitted 29:6 perpetrated 4:24 5:11 person 25:15 46:23 personal 22:2 personnel 34:15 persuade 34:21 pertain 13:18 perversely 50:11 perverted 20:11 Peterborough 50:7 Peverett 41:4,5 phase 1:11,16,22 phases 1:15 photographs 19:21 29:5 photos 20:7 physical 10:1,1,6	10:14,16 12:18 13:23 15:15 16:8 26:7 28:16 43:24 physically 29:25 picked 20:9 picture 13:24 place 6:8 12:4,8 18:23 19:11 25:21 30:15 32:21 33:9 51:6 placed 13:12 places 6:2 31:24 plainly 5:14 played 46:4 playing 17:3 pleaded 29:11 pleading 17:13 Please 2:21 plied 44:9 plimsoll 26:23 pocket 12:7 point 7:2 13:12 34:13 35:6,20 36:9 40:2 44:8 47:5 points 2:3 11:3 32:13 police 4:9 8:22,23 8:24 9:4 10:22 12:19 14:25 17:24 19:13 21:1 22:8,10,16,25 23:8,24 24:11 25:22 26:13 28:20,21,22 40:22 44:13 45:4 45:21,24 47:1,25 49:11,18,22 50:6 50:7,15 51:6,10 policies 24:19 30:25 31:20 37:16 51:6 policy 51:10 poor 13:17 44:21 posed 25:6 possessing 17:15 30:4,6 possession 19:20 27:24 29:10	possibility 37:21 possible 42:17 post 34:4 42:6 44:23 post-hearing 43:18 potential 47:24 potentially 47:17 power 48:15 powers 24:2 practice 31:20 practices 17:8 51:5 pre 34:4 preceding 41:17 precisely 33:17 predatory 52:7 predecessor 34:3 predominantly 26:3 preliminary 5:20 prep 26:2 preparation 1:17 preparatory 3:23 4:1,10 6:17 7:7 18:25 21:19 40:25 prepared 1:17 preparing 3:8 prescribed 7:11 presence 22:8,20 present 2:13 3:3 35:24 pretend 6:3 prevent 54:1 previous 29:4 34:18 54:4 primacy 31:7 primarily 52:10 Prime 19:5 prison 18:12,14 30:12 privacy 7:19 24:18 probably 8:9 problems 37:17,25 39:21 49:23 procedures 30:25 31:1 50:22 proceeded 39:14	49:13 proceedings 12:24 24:22 25:18 process 20:12 32:19 40:15 45:25 47:19 producing 5:7 professionals 15:9 Professor 1:8 profoundly 4:25 programme 26:10 prolific 44:17 promised 18:18 proper 40:16 propose 37:2 proprietor 23:16 24:22 26:6 proprietors 16:24 prosecute 54:1 prosecuting 45:4 47:2 prosecution 23:9 46:4 50:11 prosecutors 47:4,9 prospects 23:5 protect 46:20 Protection 16:11 50:17 51:18 proved 39:11 proven 36:11 40:5 provide 5:6 7:22 18:18 37:13 38:17,22 provided 8:4 28:22 52:18 provides 32:19 40:15 psychiatric 9:22 18:20 29:7 psychological 39:10 public 1:6 5:24 19:4 21:22 22:5 37:6,10 53:20 publication 1:17 publicity 26:18 publish 3:5 6:16 publishes 4:17 punished 11:17
P				
paedophile 25:6 paedophiles 52:7 53:8,10 54:1 page 16:6 paid 6:23 pain 5:19 9:23 paint 41:17 painted 13:25 panel 1:7 2:23 4:19 32:8 paper 48:18 Paragraph 50:13 Parent 25:13 parents 6:21 7:6 8:5,17 9:10 10:25 17:22 20:20 22:5,20,23 23:1,2,6 24:13 25:12 27:14 35:17 52:1,3 parish 49:2 parliament 26:14 part 1:13 2:1,6 20:11 23:21 27:4 34:1 36:13 43:7 46:2,4 54:19 part-owned 34:2 participant 43:13 participants 3:7 43:18 44:6 particular 3:9 5:17 25:18 47:16				

<p>29:25 punishment 10:6 10:10,16 22:12 26:12 48:25 punishments 28:2 pupil 13:2 17:24 pupils 11:10,12 19:10 20:16 28:18 29:3 31:13 purpose 33:17 40:5 46:24 pursue 23:12 pursuing 32:17 put 20:6 25:21 40:8 45:8 51:6 pyjama 27:18 pyjamas 22:14</p> <hr/> <p style="text-align: center;">Q</p> <p>QC 2:10 4:11,13 question 6:6 15:7 questions 18:23 26:14 quietly 10:21 quite 10:5 34:6 quote 52:13</p> <hr/> <p style="text-align: center;">R</p> <p>radically 25:20 Radio 26:10 raise 47:21 raised 15:22 19:13 21:15 22:8 24:17 26:14 ran 15:3,5 21:25 36:21 49:9,16 50:4 range 12:15 raped 14:9 27:21 39:7 44:2,10 rapes 8:20 raping 39:8 rarely 10:11 rationale 25:19 re-traumatise 23:6 reaction 28:7 read 4:22 5:3 ready 27:18 41:12 reality 4:23 10:12 34:25 40:10 42:9</p>	<p>really 33:6 reason 16:25 23:21 29:20 46:3 reasonably 48:20 reasons 6:13 38:9 47:10 50:24 51:2 52:9 53:14 recall 48:21 51:8 receipt 24:25 receive 39:15 received 15:24 18:19 19:24 36:17 44:12 45:6 45:23 recognise 5:2 8:7 recognised 5:23 recognises 54:14 recommendations 43:8 47:4,21 53:24 recommended 37:5 48:17 recommends 47:11 51:5 record 46:5 records 28:5 45:3 recover 46:11 recovered 36:20 rectal 39:11 red 31:2 redress 38:23 reduced 26:25 43:6 refer 3:13 12:18 21:1 46:13 reference 21:12 referred 1:21 23:9 24:10 29:5 36:25 40:24 45:16 49:4 reflect 31:3 47:5 reform 41:23 reformatory 13:9 refuse 10:25 42:13 refused 23:2 24:13 refusing 22:10 regard 36:12 regarded 22:21 46:23 48:20 regarding 1:19</p>	<p>regime 11:14 13:25 20:13 26:12 29:23 35:1 51:19 register 37:6,10,15 38:21 regretted 52:13 regular 15:8 16:3 regularity 40:19 regularly 9:3 regulation 8:3 25:19 30:17 31:17 reign 29:19 reinforces 43:1 reinstated 12:11 related 45:15 relation 33:4 36:5 45:2 47:22 52:4 relationship 9:25 23:4 relationships 31:11 relative 14:11 relevant 35:7 37:2 37:9 38:14 religious 31:13 remain 34:25 35:25 remained 44:23 remains 35:21 42:10 remarks 1:4 55:5 removal 23:12 remove 23:15 removed 8:17 reparations 39:20 48:22 51:9 repeated 12:5 repeatedly 20:1 report 16:11 26:16 31:19 32:13 33:5 33:24 34:3,12 35:4,15 36:6 37:1,4 38:10 39:20 40:14,21 41:25 42:2,14 43:1 44:14 51:17 52:6,8 53:8</p>	<p>reported 15:24 reporting 42:11,22 42:25 43:7 reports 41:16 represent 54:8 representatives 2:13,14 3:2,20 representing 3:21 3:25 4:3,5,9,12 4:14 represents 36:18 53:18 reputation 31:7 require 7:22 required 31:21 39:17 requirement 51:12 research 48:18,23 reservations 24:9 residential 1:11,13 1:18,19 2:9 5:22 7:25 21:17,20 26:2 41:21 43:22 46:9 47:23 48:6 52:4 53:17,19,25 residents 54:14 resigned 12:13 25:1 resilient 5:16 resort 37:20 38:13 38:17 resorted 50:9 respect 36:13 43:23 45:13 respectability 31:12,14 respectively 32:11 responded 1:24 response 8:24 20:21 responses 10:18 responsibility 5:14 7:6 16:12 51:24 52:11 responsible 35:16 rest 52:10 result 12:21 36:15 39:9,13 40:13 42:19</p>	<p>resulted 3:16 15:11 50:12 return 54:22 returned 14:14 50:19 revelations 41:17 review 9:9 reviewed 47:12 Richard 3:24 Richardson 34:7 Riding 4:5 54:8,12 54:14 right 4:2,8 10:5 40:5 rightly 38:23 rigour 52:13 ringing 50:1 risk 25:6 roads 9:16 Robertson 2:25 Robin 21:25 25:24 41:3,4 Roger 26:11 rolled 43:3 Roman 13:8,15 44:20 room 4:8 20:22 rotten 14:24 routine 10:16 routinely 27:16 row 4:12 18:25 RS-A43 4:3 rubbing 24:7 rules 7:12 run 9:3,5 21:23 48:2 running 39:1 47:23 48:25 53:4 rural 13:5 52:22</p> <hr/> <p style="text-align: center;">S</p> <p>sacked 11:1 27:9 29:4 sacking 35:16 sadism 27:6,21 sadistic 26:12 sadness 46:6 safeguarding 30:16,24 Salle 13:15 14:16</p>
--	--	--	---	---

<p>16:1 39:4 44:19 saying 15:25 21:13 27:11 says 17:21,24 45:23 scale 30:14 49:21 scandal 41:15 42:16 scandals 34:21 scar 5:16 scared 27:20 scepticism 22:22 scheme 37:20,22 37:24 38:12,17 school 3:5,23 4:1,4 4:7,10 7:8,25 9:1 9:3,8 11:5,6,14 12:4,5,9 13:2,9,9 13:10,14,19,20 14:6,18,20 15:3 15:12,13 16:6,14 16:15,18,22,24 17:2,6 18:1,6,17 18:19,25 19:3,7,9 19:18 20:13 21:17,19,20 22:7 22:13,19 23:9,12 23:23 24:23 25:2 25:14 26:1,2,9,16 26:19,19 27:2 28:24 29:4 31:7 32:3 34:1,5 35:19 36:2,13,15 36:21 39:3 40:16 41:6 43:19,22 44:22,25 48:6,8 48:16 49:4,8,14 49:21 50:3 51:19 53:17 schooling 6:22 schools 1:3,12,13 1:18,20,22,25,25 2:2,8,8,10,11,16 2:19,19 5:23,25 6:4,6,10,17,17,25 7:2 8:1,4,8,22 10:2,6,15,16 11:4 19:4 21:5,23 22:5 24:1 25:4</p>	<p>25:19 29:17 30:17,20 32:15 33:5,6,11,12 34:14,19,20 36:5 36:5,8 37:1 40:25 41:2,21 43:13 46:9 47:23 48:19,24 52:4 53:19,25 55:3 Science 11:9 scientific 20:6 Scolding 2:10,12 2:21,22,23,24 44:22 45:16 47:25 49:7 54:20 55:8 Scolding's 43:21 Scorer 3:24 scores 49:16 51:4 Scotland 17:9 scruff 9:1 scrutiny 32:14,23 33:2 seated 3:1 second 2:6 7:25 13:20 47:20 Secondly 33:4 37:17 52:20 sector 1:13 10:8 34:19 54:2 Security 49:5 sedated 44:9 see 48:7 seeing 20:11 seek 51:23 54:16 seeking 39:24 seen 20:17 22:4,13 25:20 39:18 41:14 42:19 53:2 53:4,12 self-presentation 41:13 self-regulation 31:3 sell 36:2 semi-conscious 44:11 seminars 42:22 sending 28:12 48:1</p>	<p>senior 34:9 sense 5:12 sent 8:4,15 14:13 15:1 21:22 26:15 27:14 51:20 sentence 17:19 19:25 26:25 30:6 sentenced 17:18 18:11,14 30:12 Senter 4:15 separate 1:14 40:1 separation 34:4,11 September 1:1 serial 53:14 series 24:16 serious 5:8 14:1,12 22:17 24:9 25:6 39:10,21 40:6 50:6 seriously 12:16 30:22 served 24:25 34:8 services 14:25 18:20,22 24:1 49:23 50:8 serving 6:21 17:19 session 1:3 2:4 3:13 55:3 set 12:19 16:15 18:6 19:7 26:2 26:19 28:14 37:13,24 38:16 44:6 45:21 50:1 seven 11:23 14:2 32:9 39:5 52:16 severe 10:3 36:9 severely 9:12 sexual 1:19,25 3:14 4:19,23 5:11,15 6:4,8 8:20 9:9 10:1 12:5,12,17 13:23 14:4,12 17:4,10 18:1 19:22 20:17 21:7,24 22:6,17 26:8 28:16 29:15 30:1,8 32:9 37:8 42:18 43:24 45:14 46:7 47:14</p>	<p>sexualised 20:15 sexually 11:25 14:9 19:18 20:25 29:3,21 44:24 shame 5:12 shared 3:10 39:3 Sharpling 1:8 shatter 25:14 Sherborne 3:22 4:1,10 21:19 32:10 33:7,10 35:9 36:1 40:21 40:23 Sheringham 16:15 17:17 18:11 shoe 27:8 shoes 11:18 short 2:18 32:11 54:10 show 47:12 shower 15:17 showering 22:12 24:18 showers 7:20 17:21 22:9 24:5 shown 54:4,15 shows 30:15 31:19 37:19 46:14 shut 47:18 sick 15:23 sickening 26:24 sign 7:17 51:8 signal 48:3 significant 5:8 19:4 36:1,22,25 signs 25:10 49:25 silence 22:23 similar 34:17 37:12 38:15 Similarly 35:25 simply 40:5 42:21 Singer 26:8 29:2 29:15,23 30:8 single 39:6 Sir 1:8 site 13:6 15:12 sits 43:15 Sitting 1:6 situated 4:7 11:9</p>	<p>13:5 18:25 situation 38:22 41:1 42:20 six 11:25 14:2 18:11 21:8 29:11 30:3 52:19 six-month 15:4 49:9 Sixthly 53:8 Slade 26:3,5,19,21 27:2,10,15,23 28:10,19 29:19 29:25 Slade's 29:23 sleep 20:2 slightest 10:17 smacking 22:12 small 36:13,18 smaller 7:21 smiled 11:16 sniff 25:13 social 14:25 18:20 24:1 49:5,23 50:8 52:18 society 13:22 31:18 sold 26:19 sole 27:8 somewhat 4:23 10:13 soon 22:25 sorry 54:13 sort 18:18 sorts 8:11 sought 15:2 22:19 50:8 sound 21:13 source 46:6 space 17:2 spartan 20:14 speak 10:3 29:24 30:19 speaking 32:4 special 1:25 2:8,19 8:1 11:5 48:13 specialised 44:20 specialness 7:17 specifically 40:23 Spectrum 8:13</p>
---	--	--	--	--

<p>spend 29:20 spending 11:17 spoil 23:4 spoke 9:10 20:20 24:3 spoken 24:14 spot 11:2 St 3:22,23 4:4,7 13:4,4,23 14:14 15:2 26:1 27:3 28:18 32:10,11 35:9 36:7,7,12 38:24 40:6 43:19 44:25 48:6,8 49:22 51:14,19 52:10,22 53:18 54:14 staff 11:1,21 12:13 13:24 14:2,3 15:6 19:16,16 20:16 21:4,9 27:9 31:24 42:17 44:1 53:3 stage 47:8,9 stand 17:22 20:3 27:17 standards 25:21 stark 4:23 42:9 starkly 40:21 start 31:1 started 49:18 state 10:6 13:14 28:9 33:4 44:11 stated 11:11 25:8 35:15 49:7,19 53:8 statement 2:13,15 2:22 32:7 43:11 49:20 54:7,10 55:8,10,12,14 statements 2:18 28:1,22 45:21 54:18 stating 52:8 station 8:22 status 33:9,13,14 33:20 34:14 35:2 statutory 42:12 53:21</p>	<p>step 6:20 sticks 27:8 stinking 22:15 stints 35:14 stole 50:5 stopped 21:16 30:23 51:4 storm 53:18 story 39:18 strands 46:13 strangers 7:10 stress 35:6 strikes 28:6 stripped 18:16 structure 33:8 34:24 student 27:20 students 7:3 study 48:23 53:18 style 22:2 subject 8:6 13:24 subjected 14:12 submission 2:11 30:13,23 31:6,16 43:1 submissions 43:18 43:22 47:6 49:7 54:18 submit 2:15 16:10 42:22 subsequent 49:15 substance 33:18 substantial 41:23 substantive 1:11 1:23 2:7 succeed 6:19 succeeded 36:16 success 6:20 31:13 sue 38:11 suffer 46:15 suffered 32:2 39:10 54:13 sufferers 37:25 sufficient 52:12 sufficiently 28:2 Suffolk 26:5 suggest 34:12 47:11 suggests 41:19,22</p>	<p>suicide 9:21 28:24 summarised 22:16 sums 36:20 Superintendent 50:14 supervise 52:11,12 supervised 24:5 supervising 16:14 17:21 supervision 6:25 7:5,22 supervisor 35:12 supplied 42:25 support 5:6 18:18 52:19 supporters 23:2 supposedly 34:17 Supreme 39:2 sure 5:24 32:2 surfaced 42:5 surprise 48:12 surrounded 7:10 survivor 3:19 29:10 43:17 survivors 3:22,25 32:9,10 37:18 38:8,18 40:11 46:23 47:14 54:15 suspect 51:24 suspended 12:11 42:6 Sussex 18:25 19:13 26:20 sustained 15:18 Sutherland 4:16 Swaziland 28:14 sweets 29:18 swimming 44:7 synthesis 6:1 system 31:16 36:11 39:22 40:2 40:3 41:22 47:17 52:8 systematically 44:24 systemic 41:19</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>tails 27:12</p>	<p>take 14:8 20:7 38:9 41:13 taken 12:21 17:25 30:15,21 41:7 44:3,7 47:2 takes 32:21 tape 31:2 tattooed 9:16 taught 19:17 29:3 31:8 teach 10:24 13:17 29:6 teacher 8:23,25 9:18 14:18 15:18 15:20 20:21,24 22:7 26:8 34:9 35:12 teacher's 21:14 teachers 7:21 10:9 28:24 teaching 18:11 21:4 team 3:6 4:18 26:15 teams 3:7 tell 8:23 9:21 14:9 15:10 telling 20:5 tells 14:13 27:13 45:18 ten 12:2 tended 52:23 tens 14:22 term 33:6 42:7 terms 3:18 14:4 terror 29:19 Test 47:7 testify 28:1 thank 3:6 32:3 43:9,10,12 54:5,6 54:16,17 Thanks 54:17 theme 52:24 therapeutic 18:18 thing 41:10 things 13:18 20:5 41:10 42:9 think 9:15 31:24 thinking 9:5</p>	<p>thinks 31:18,22 third 14:19 17:9 50:4 51:13 Thirdly 35:4 52:23 thought 14:6 21:1 thoughts 5:17 thousands 47:18 threatened 23:11 three 2:15 11:24 14:15 18:9 20:25 29:5 30:2,11 32:9 41:2 45:10 50:2,4 three-month 26:24 throws 51:15 Thurlby 16:23 17:3,17 time 2:15 6:9 15:3 15:7,11,16 17:4,5 17:10 18:10 20:24 21:14,23 25:24 29:11,20 32:11,25 35:24 38:20 40:17 41:1 41:14 44:3,12 51:3 52:14 times 7:11 15:5 27:14 49:10 timing 2:3 tobacco 22:15 today 2:1,18 3:5 4:17 5:6,18 6:16 8:7,9 32:12 33:7 35:21,25 40:11 43:1 46:24 54:5 told 4:21 6:18 7:1 7:5 9:18 10:22 10:23 14:10 15:15,17,19,21 17:22,23,24 total 31:3 36:19 touch 17:20 touching 7:16 20:17 trace 38:2 traced 38:15,21 Tracing 37:13 training 30:25 31:20</p>
---	---	--	---	--

<p>travelled 54:5 treat 45:5 treated 14:3 treats 14:7 trial 3:16 14:23 20:9 29:1 trials 15:6 tribunal 25:4,11 tribute 54:3 tried 18:8 19:21 45:9 trip 13:2 44:7 trips 12:5 trouble 25:13 true 33:11 trust 13:7 19:2 33:25 34:1,7 trustees 13:7,7 Trusting 7:15 trying 34:21 tuition 7:22 turn 12:14 13:4 16:15 18:24 21:19 32:4 36:7 two 1:14 11:19 12:3 15:19 16:16 18:10,12 21:9,14 26:21,22 29:1 30:10 34:11 35:14 40:18 42:22 45:21 53:15 type 7:25</p> <hr/> <p style="text-align: center;">U</p> <p>UK 42:10 unable 38:1 49:23 unacceptable 40:10 unapproved 13:2 unchecked 6:14 31:4 unconsciousness 44:8 uncontestable 40:3 uncovered 28:23 understand 32:6 understandable 38:9 52:15</p>	<p>undertaken 5:25 17:1 underwear 29:10 underwent 29:7 undetected 53:15 undiscovered 31:5 unfamiliar 7:12 unforgiving 20:14 unhappiness 7:14 9:23 unimpeded 25:7 uninsured 36:15 38:19 unoccupied 11:18 unrestricted 53:6 unruly 16:19 unsuitable 10:23 unsurprisingly 41:7 unsuspecting 51:21 unusual 42:10 46:17 urge 53:22 urgent 37:19 use 3:18</p> <hr/> <p style="text-align: center;">V</p> <p>value 41:14 valued 53:2 values 34:16 van 50:5 variable 52:18 various 1:12 19:12 54:21 verbally 48:1 version 34:18 vicarious 39:2 vicious 8:20 victim 3:18 29:10 39:6 40:5 victims 3:21,25 36:11,17,19 37:17 38:18,22 39:24 43:17 45:3 45:5 46:10,14,22 47:13,18 Victor 14:19 view 41:22 vigilance 31:20</p>	<p>village 14:8 violence 10:2 visibly 28:9 visiting 15:9 21:17 52:19 vitality 37:11 vulnerable 13:21 29:17 43:25 46:8 52:1 53:7,10</p> <hr/> <p style="text-align: center;">W</p> <p>waiting 36:19 40:6 walking 9:15 wall 27:17 wander 22:13 want 1:10 25:12 35:6 36:9 45:2 wanted 14:4 warning 48:3 49:25 51:8 way 18:16 33:13 35:14 37:12 39:14 50:5 website 5:4 weeks 40:18 weeks' 2:15 Weightmans 4:8 Weighton 13:6 43:20 49:1 welcome 1:4,10 32:14,24 55:5 welfare 16:6,7 24:20 25:15 31:9 well-known 19:6 21:22 Wells 18:5,12 went 7:8 31:4 35:19 42:8 West 26:20 western 42:11 Whackings 27:25 whilst 7:1 10:14 17:21 23:16 31:16 35:6 36:16 36:25 44:9 whipped 27:12,13 whips 27:12 whistleblowing 31:1 wide 12:15</p>	<p>wider 32:20 widespread 16:13 William's 3:22 4:4 4:7 13:4,4,23 14:14 15:2 32:11 35:9 36:7 38:24 40:6 43:19 44:25 48:6,8 49:22 51:14,19 52:10 52:22 53:18 54:14 Williams 21:12 33:24 34:2,8,9 35:10,16,18,21 41:3 42:7,7 wish 2:14,16 5:5 23:6 31:2 45:4 47:20 wished 33:2 wishes 3:6 witless 27:20 witness 28:1,21 35:5,11,20 36:4 49:20 witnessed 9:9 18:1 witnesses 28:22 woeful 10:19 women 6:8 Woods 36:3 wording 34:3 work 5:25 15:12 37:2 43:7 49:13 worked 9:7 14:20 28:15 workers 52:18 working 17:5 world 52:21 worst 35:24 write 28:4 written 2:15 4:18 27:25 28:5 32:1 43:18 47:6 wrote 12:13 21:12 48:10 49:2</p> <hr/> <p style="text-align: center;">X</p> <p>X 55:1</p> <hr/> <p style="text-align: center;">Y</p> <p>year 18:5 39:16</p>	<p>48:13 years 18:11,14 19:25 25:7 29:8 30:7,12 35:14 36:20 39:1,5,9 40:7 41:16 42:16 44:3,4 45:1 49:14 Yorkshire 4:6 13:6 43:20 54:9 54:12 young 6:7,8 8:21 51:20 53:7 youngest 29:16</p> <hr/> <p style="text-align: center;">Z</p> <p>Zoe 3:1</p> <hr/> <p style="text-align: center;">0</p> <hr/> <p style="text-align: center;">1</p> <p>1 1:11,16,22 25:3 55:3,5 1,150 28:21 10.00 1:2 11 19:22 25:23 11.18 54:23 11.35 54:22 12 18:14 19:25 30:1 49:14 13 17:14 19:9 21:21 14 29:14 30:10 45:11 15 2:6 21:9 39:9 44:3 15-year-old 46:25 16 13:24 30:3 44:1 45:13 1865 13:9 19 30:2 1920s 10:24 1933 13:10 1948 48:9 1960s 4:20 1966 48:9 1968 44:22 1969 11:6 19:12 33:22 1970s 12:10 15:22</p>
---	---	---	---	---

<p>1971 48:18 49:1 1973 13:11 15:4 19:18 49:8 1974 19:8 22:7 33:23,23 1975 16:16 19:18 20:23 21:3 35:16 1976 14:6 18:5 44:23 1978 11:21 26:2 1980 16:21 22:3 26:5,6 49:10 1980s 4:20 41:9 50:1 1981 26:8 1982 22:7 26:10 1983 17:3 43:20 1984 26:20 1985 17:7 22:7,7 22:16 23:16 40:22 1986 10:7 11:22 22:7 23:24 26:21 28:10 1987 12:12 1989 24:3 1990 6:4 13:1 14:6 44:23 1990s 4:21 50:23 1992 13:19 43:22 49:15,15 1993 19:12 24:1 45:10 1994 16:12 50:15 51:17 1996 11:14 1997 24:23 1998 10:8 24:25</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p>2 55:8 20 45:1 20-year 49:24 2002 41:5 2004 39:9 2005 45:10 2009 19:2 28:18 33:24 34:4 2010 17:9 29:25 2011 11:24</p>	<p>2012 39:1 2014 11:25 12:2 17:13 18:8 19:13 25:22 37:24 2015 45:10 2016 18:12 25:25 29:16 2017 19:22 34:7 35:13 2018 37:5 2019 1:1 20th 13:21 21 30:7,12 21st 11:15 23 27:14 24 25:7 29:8 251 50:13 284 28:22</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p>3 44:4 30 1:1 16:20 30-year 43:23 32 55:10 34 15:4 45:12 49:8</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p>4 26:10 4,428 30:5 40 14:21 45:16 43 55:12</p> <hr/> <p style="text-align: center;">5</p> <hr/> <p>54 55:14</p> <hr/> <p style="text-align: center;">6</p> <hr/> <p>60 45:20</p> <hr/> <p style="text-align: center;">7</p> <hr/> <p>7 7:8 19:9 21:21 70 15:5 49:10</p> <hr/> <p style="text-align: center;">8</p> <hr/> <p>8 7:8 81 16:21 87 45:19</p> <hr/> <p style="text-align: center;">9</p> <hr/>			
---	--	--	--	--