

<p>1 Monday, 18 May 2020 2 (10.30 am) 3 THE CHAIR: Good morning, everyone. Thank you, Mr Hughes. 4 Welcome to Day 7 of this public hearing. Please 5 proceed, Ms Scolding. 6 MS SCOLDING: Good morning, chair and panel. This morning 7 we will be hearing from Dr Lisa Oakley and 8 Mr Justin Humphreys. Mr Hughes, would you mind swearing 9 those two witnesses. 10 MR JUSTIN MATTHEW HUMPHREYS (sworn) 11 12 DR LISA OAKLEY (sworn) 13 Examination by MS SCOLDING 14 MS SCOLDING: Good morning, both. Thank you both for 15 coming. As we have two of you giving evidence 16 simultaneously, for logistical reasons, I am going to 17 ask only one of you to speak at any one time. Luckily, 18 Zoom, in fact, only enables one voice to be heard, and 19 I will try and direct my questions accordingly at either 20 one or the other of you. 21 If, at any time, one of you wishes to contribute or 22 add to what the other has said, please, in the 23 old-fashioned manner, raise your hand physically and 24 I can bring you in afterwards. 25 A few preliminary issues. Firstly, this is not</p> <p style="text-align: center;">Page 1</p>	<p>1 a test of memory. Please feel free to refer to any 2 notes you may have made and to your witness statement, 3 where that is appropriate. We would ask, however, that, 4 during any breaks, you don't confer with anybody else 5 about the evidence that you are giving. 6 Secondly, you should have a bundle in front of you 7 with the witness statements and various exhibits in it. 8 If any particular part of those needs particular 9 scrutiny, I will get them up on screen, so you can 10 either look at them on the screen or in your bundle. 11 We will have a break at 11.30 am, but that does not 12 preclude us having an earlier break if such is 13 necessary. Again, if there are any problems, please 14 raise your hand. 15 If you fall off the hearing -- we hope that doesn't 16 happen -- please wait and our AV advisors will try to 17 get you back on as quickly as they possibly can. 18 Dr Oakley, may I turn to you first. Can I ask you 19 to turn to tab A1 of your bundle, behind which is your 20 witness statement, dated 19 December 2019. Can I ask 21 you to turn to the last page, and can you confirm that 22 you signed this witness statement? 23 DR OAKLEY: Yes. 24 MS SCOLDING: Is this witness statement true, to the best of 25 your knowledge and belief?</p> <p style="text-align: center;">Page 2</p>
<p>1 DR OAKLEY: It is. 2 MS SCOLDING: Have you had a chance to read it recently? 3 DR OAKLEY: Yes. 4 MS SCOLDING: Dr Oakley, can I ask you also to confirm that 5 you are -- and there is going to be quite a long list 6 here -- Associate Professor of Applied Psychology at the 7 University of Chester; is that right? 8 DR OAKLEY: That's right, yes. 9 MS SCOLDING: You are visiting fellow at the University of 10 Bournemouth; is that right? 11 DR OAKLEY: Yes. 12 MS SCOLDING: You are Chair of the National Working Group 13 for Child Abuse Linked to Faith and Belief, and have had 14 that role since mid 2017; is that correct? 15 DR OAKLEY: Yes. 16 MS SCOLDING: You were also the course leader for 17 a university course in abuse studies, and you undertake 18 research into religions and faith. You also undertook 19 a Past Cases Review for the United Reformed Church, 20 which I will call the URC from now on in, and you are 21 also a chartered psychologist. Is all of that correct? 22 DR OAKLEY: Yes. I led the Learning Review for the Past 23 Cases Review for the URC. 24 MS SCOLDING: Thank you very much. 25 Mr Humphreys, turning to you, could I ask you to</p> <p style="text-align: center;">Page 3</p>	<p>1 turn to tabs 5 and 6 of the bundle there in front of 2 you, because we have two witness statements from you. 3 Could I ask you to indicate your full name and job 4 title, please? 5 MR HUMPHREYS: I am Justin Matthew Humphreys and I am chief 6 executive officer for safeguarding at Thirtyone:eight. 7 MS SCOLDING: Could I ask you first to turn to the last page 8 of your first witness statement, which I think is 9 page 37. Can you confirm that you signed this witness 10 statement? 11 MR HUMPHREYS: Yes, I did. 12 MS SCOLDING: Is it true, to the best of your knowledge and 13 belief? 14 MR HUMPHREYS: Yes, it is. 15 MS SCOLDING: Have you had a chance to read it recently? 16 MR HUMPHREYS: Yes, I have. 17 MS SCOLDING: Turning now, behind tab 6, to your second 18 witness statement -- again, it is page 8 is where your 19 signature should be -- can you confirm that you signed 20 this witness statement? 21 MR HUMPHREYS: Yes, I can. 22 MS SCOLDING: Can you confirm it is true, to the best of 23 your knowledge and belief? 24 MR HUMPHREYS: Yes, it is. 25 MS SCOLDING: Have you had a chance to read it recently?</p> <p style="text-align: center;">Page 4</p>

<p>1 MR HUMPHREYS: Yes, I have.</p> <p>2 MS SCOLDING: You're the chief executive officer, as you</p> <p>3 have told us, of an organisation called Thirtyone:eight,</p> <p>4 which is a Christian safeguarding charity -- I use that</p> <p>5 term very broadly. You are also the secretary of</p> <p>6 the All-Parliamentary Party -- APPG. Is that All-Party</p> <p>7 Parliamentary Group On Safeguarding in Faith Settings,</p> <p>8 which I am going to call APPG from now on in, and you</p> <p>9 are a social worker by background. Is that correct?</p> <p>10 MR HUMPHREYS: That's correct. To be strictly accurate,</p> <p>11 I am principal advisor to the APPG, and Thirtyone:eight</p> <p>12 provides the secretariat as an organisation to that</p> <p>13 APPG's work.</p> <p>14 MS SCOLDING: Thank you very much. We have both of you here</p> <p>15 today as individuals who have done work with a variety</p> <p>16 of faith groups and having developed practice in child</p> <p>17 protection and who therefore have some oversight of at</p> <p>18 least part of the Christian sector non-Church of</p> <p>19 England, shall I say. I am going to go from topic to</p> <p>20 topic, but there might be a little bit of zig-zagging</p> <p>21 around, so forgive me in advance.</p> <p>22 Firstly, I am going to ask you about the work you</p> <p>23 have done with various faith groups in developing</p> <p>24 policies and practice. Mr Humphreys, I am going to turn</p> <p>25 to you first.</p> <p style="text-align: center;">Page 5</p>	<p>1 Can you briefly explain the aims of Thirtyone:eight</p> <p>2 and the work that it does?</p> <p>3 MR HUMPHREYS: Yes. Thirtyone:eight is an independent,</p> <p>4 non-denominational Christian safeguarding charity,</p> <p>5 established in 1977. We are a membership-based</p> <p>6 organisation, so we are providing support and services</p> <p>7 to in excess of 10,000 organisations nationally and</p> <p>8 internationally.</p> <p>9 Our services range from our disclosure service,</p> <p>10 which is the largest to the faith sector, undertaking in</p> <p>11 excess of 70,000 checks in the last year. We have</p> <p>12 a helpline, which is available to anybody to call. We</p> <p>13 provide training on a variety of different subjects</p> <p>14 relating to safeguarding at different levels, which</p> <p>15 I will perhaps come back to later, undertaking research</p> <p>16 and consultancy.</p> <p>17 So our aim through all of those activities is to</p> <p>18 assist organisations of all kinds, whether they be faith</p> <p>19 based or not, to create safer places so that their</p> <p>20 activities with children and young people and adults are</p> <p>21 as safe as they can be. That's our principal aim.</p> <p>22 MS SCOLDING: As far as your consultancy service is</p> <p>23 concerned, can I take you to tab B13. Danny, would you</p> <p>24 mind getting up THO000007_001. This is your consultancy</p> <p>25 assignments by type. Can you talk us through those --</p> <p style="text-align: center;">Page 6</p>
<p>1 is this on an annual basis or is this a total basis of</p> <p>2 all the consultancy work you've done recently?</p> <p>3 MR HUMPHREYS: Yes. So this is actually for the period</p> <p>4 2018-19, so it is one year, and describes in broad terms</p> <p>5 the different kinds of consultancy work that we</p> <p>6 undertook during that year. So you'll see that the</p> <p>7 largest amount of work was what we have called annual</p> <p>8 service agreements, so these are contracts that extend</p> <p>9 for a period of a year with a given organisation</p> <p>10 generally to undertake a range of different services for</p> <p>11 them.</p> <p>12 So that would be that we would provide them with</p> <p>13 a relationship manager, somebody who is their point</p> <p>14 person or contact, to understand the nature of their</p> <p>15 work and their needs, and, on the back of that, we might</p> <p>16 undertake a variety of different pieces of work across</p> <p>17 the course of the year. So it could be training, it</p> <p>18 could be policy development work, it could also</p> <p>19 encapsulate some specific consultancy assignments.</p> <p>20 The next largest section is telephone cover, or</p> <p>21 specialist helplines. So those would be typically</p> <p>22 arrangements to provide cover for, let's say, a diocese</p> <p>23 in the Church of England whose advisor may be on</p> <p>24 long-term sick, may be on holiday, but also to provide</p> <p>25 some specialist helplines. So examples of those might</p> <p style="text-align: center;">Page 7</p>	<p>1 be the helplines that we provided for the John Smyth</p> <p>2 matter --</p> <p>3 MS SCOLDING: If you would just like to vaguely indicate,</p> <p>4 the John Smyth matter, that was a case of somebody who</p> <p>5 was engaged in physical abuse of young people on</p> <p>6 Christian summer camps which were from a Christian</p> <p>7 charity that had some relationship with the</p> <p>8 Church of England but not a direct relationship with</p> <p>9 them, and there's currently a review which has just been</p> <p>10 finished or is in the process of being finished. So</p> <p>11 when you say you ran a specialist helpline, was that for</p> <p>12 victims and survivors then?</p> <p>13 MR HUMPHREYS: Yes. So this was telephone cover for victims</p> <p>14 and survivors or anybody who had been affected or had</p> <p>15 concerns in relation to the emerging picture regarding</p> <p>16 John Smyth. So it was commissioned by the</p> <p>17 Church of England and their national safeguarding team.</p> <p>18 So, yeah, just to say the -- what's been referred to</p> <p>19 currently as the Makin Review is currently under way and</p> <p>20 yet to report. So, yes, that would just be one example</p> <p>21 of how we might operate a specialist helpline for</p> <p>22 a given purpose.</p> <p>23 MS SCOLDING: Then you've got listening services. Could you</p> <p>24 tell us a little bit about what they are?</p> <p>25 MR HUMPHREYS: So a listening service is similar, in many</p> <p style="text-align: center;">Page 8</p>

<p>1 respects. It is an opportunity for victims and 2 survivors, particularly, to make contact with an 3 independent body to talk about their experience of abuse 4 typically within a church-based or a faith-based 5 setting. So, as it describes, it's not counselling, 6 it's slightly different from our normal helpline 7 arrangements; it gives opportunity for someone to be 8 heard, in terms of their experience. So, in many ways, 9 I guess it has many similarities with the inquiry's 10 Truth Project. 11 MS SCOLDING: Then safeguarding consultations. What is 12 meant by that? 13 MR HUMPHREYS: So these will be specific pieces of work or 14 issues that an organisation is dealing with that are 15 particularly complex or challenging, and they would ask 16 us to provide them with a consultation, much like 17 a medical consultation, where they would present the 18 issue, their current thinking in relation to it, and we 19 would enter into a dialogue and offer them different 20 ways of viewing the same issue, exploring ways of making 21 progress that they may not have considered before, that 22 sort of thing. 23 MS SCOLDING: Then you've got safeguarding audits. Could 24 you describe to us a little bit about what happens when 25 you go in and do an audit? What does that involve?</p> <p style="text-align: center;">Page 9</p>	<p>1 MR HUMPHREYS: Yes. Generally speaking, our safeguarding 2 audits are based on our ten standards, which we may well 3 come to later on. They could be done in one of two 4 ways: either that an organisation might undertake 5 a self-audit, based on those standards that we provide 6 to them, and that we might then undertake an external 7 independent follow-up to see whether we concur with the 8 conclusions that they might have reached and, at the end 9 of that process, we would provide them with 10 recommendations for action, highlight areas of good 11 practice and where those might be transferred from one 12 part of their organisation to another, and then, 13 ultimately, an action plan; the second way of 14 undertaking that is that an organisation may choose not 15 to do its own self-audit and may just commission us to 16 undertake that piece of work entirely independently. 17 So I have provided a range of examples to the 18 inquiry -- I think 29 -- that were particularly relevant 19 to the inquiry's focus, and all of those had a slightly 20 different focus, but I guess you may want to come back 21 to those later on. 22 MS SCOLDING: Yes. Then risk assessments, case review, 23 complaints investigations and bespoke policy 24 development. That all seems quite self-explanatory. 25 Now, you say you have 10,000 members. So the</p> <p style="text-align: center;">Page 10</p>
<p>1 consultancy work you do is separate to the membership 2 work you do. How much does membership cost and what do 3 you get for your money, just briefly? 4 MR HUMPHREYS: So membership, at this point in time, is £129 5 for a year, and in return for that £129, members receive 6 a range of benefits, as we would describe them, that 7 help us to kind of demonstrate our public benefit. That 8 would be comprehensive guidance, procedures, templates, 9 also discounts on some of our charged-for services, so 10 that might be consultancy, it might be training. 11 Essentially, what we try to do for our members is equip 12 them with a comprehensive range of support that enables 13 them to employ and implement the most robust 14 safeguarding arrangements. 15 MS SCOLDING: You are primarily a Christian charity. Does 16 that mean you don't work for non-Christian 17 organisations? 18 MR HUMPHREYS: We are primarily a Christian safeguarding 19 charity, you're right in saying that. However, we work 20 with organisations and individuals of all faiths and 21 none. So although our primary base, and certainly our 22 membership base, would be from the Christian community, 23 by and large, we have also undertaken work for 24 Buddhists, Baha'i, Muslim, Jewish organisations; many of 25 those who have a different faith to the Christian faith</p> <p style="text-align: center;">Page 11</p>	<p>1 would come to us because, although we don't share the 2 same faith, they have confidence that we understand 3 faith as a construct and a set of beliefs and, 4 therefore, ask us to work with them on that basis. 5 Then, of course, we work with many organisations who 6 have no faith at all. 7 MS SCOLDING: You say you have worked with the Baha'i, the 8 Jewish, the Muslim. Was that on one-off pieces of work 9 or are any of them members of your membership now? 10 MR HUMPHREYS: Yes, some are members and some have had 11 one-off pieces of work. Some will have what I described 12 earlier as a service agreement, so an ongoing 13 relationship with us to provide a range of different 14 things, depending on what their needs are. 15 MS SCOLDING: You say you're primarily a Christian charity. 16 Is there any sector -- obviously that's a massive 17 spectrum, an organisation of denominations and 18 organisations. Can you tell us about the range of 19 organisations you work for and, if you have 20 a predominant membership, what that is? I think, when 21 you started, you were the Pentecostalist Christian 22 Association. So does that give me a flavour of where 23 a lot of your members might come from? 24 MR HUMPHREYS: Yes. Although our membership is evolving 25 hugely over time. So, yes, we were set up as the</p> <p style="text-align: center;">Page 12</p>

<p>1 Pentecostal Childcare Association back in 1977, doing 2 slightly different work to that that we undertake now. 3 In terms of the spread of our membership, I would 4 say that probably somewhere between 90 and 95 per cent 5 are churches. The remaining would be organisations who 6 have either a Christian or other faith basis, and then 7 a very small number would be organisations who have no 8 faith but have come to us because of the breadth of 9 services that we offer. 10 So, in terms of the Christian church, we have as 11 members Anglicans, Baptists, Methodists, Quakers, 12 Unitarians, Assemblies of God, Elim, New Wine -- 13 MS SCOLDING: Some of those terms I think most people will 14 be familiar with; others will not. 15 MR HUMPHREYS: So Elim and Assemblies of God are two of 16 the Pentecostal denominations within the UK. I think it 17 would be fair to say that certainly in the early days of 18 providing the kinds of services we provide now, the bulk 19 of our membership would have been from amongst those 20 sorts of churches. So Pentecostal, because that had 21 been our roots, although we are not affiliated -- 22 I repeat, we are non-denominational -- and the 23 independent churches, so those who perhaps have a far 24 lesser degree of sort of hierarchical or centralised 25 structure.</p> <p style="text-align: center;">Page 13</p>	<p>1 MS SCOLDING: Would you say that that still makes up the 2 bulk of your membership, sort of churches who aren't 3 necessarily members of other large organisations, so 4 like the Baptist Union of Great Britain or the 5 Methodists, or does it tend to be complementary? People 6 will be members of those umbrella organisations and your 7 organisation as well? 8 MR HUMPHREYS: Yes, often that would be the case. Really, 9 it would be difficult to say that we have a majority in 10 any particular camp, so to speak. We really have got to 11 a place where we are engaging with the full breadth and 12 spectrum of the Christian church in this country. 13 MS SCOLDING: That ranges from -- we have heard about sort 14 of people -- a few people worshiping in a sort of house 15 church, who might all be extended family members, 16 through to probably some of the largest attendance 17 weekly churches in England and Wales. 18 MR HUMPHREYS: Yes, and I think that would be representative 19 of our membership too. Less so, in formal terms, 20 probably, with the smaller house church arrangement, 21 although we will still, for example, receive calls on 22 our helpline from groups of that nature, all the way 23 through to, as you say, those congregations who are 24 gathering in multiple thousands each Sunday, yes. 25 MS SCOLDING: Dr Oakley, can I turn to you. You have worked</p> <p style="text-align: center;">Page 14</p>
<p>1 with Thirtyone:eight in delivering and devising training 2 with them. Is that correct? 3 DR OAKLEY: That's correct, yes, and also on consultancy 4 work as well. 5 MS SCOLDING: You also were an advisor to the United Reform 6 Church Past Cases Review; that's right, isn't it? 7 DR OAKLEY: I chaired the Learning Review Group for that, 8 yes? 9 MS SCOLDING: What's the Learning Review Group? 10 DR OAKLEY: We weren't involved in the initial stage of 11 looking at the cases on file. Our job was to look at 12 all of the documentation and to look at what lessons 13 could be learned from all the past cases and the cases 14 that came forward in the second phase, and then to make 15 recommendations for the safeguarding policy and practice 16 development. 17 MS SCOLDING: You have done a lot of work about abuse 18 related to faith and belief. I'm going to ask you 19 a little bit about that in a minute. 20 DR OAKLEY: Yes. 21 MS SCOLDING: What I'm now going to focus on is, I'm going 22 to ask you about some of the good things and not so good 23 things that you have both found during your work with 24 religious communities, and in particular what some of 25 the current barriers are to effective practice. Before</p> <p style="text-align: center;">Page 15</p>	<p>1 saying this, I recognise that faith groups are not 2 homogenous, and so we are not trying to reach sweeping 3 generalisations, but, to a degree, we are looking at 4 your expertise and experience to provide us with some 5 assistance about what the broad headlines might be, and 6 to try and unpick some of the barriers or problems you 7 have encountered and what might be able to be done to 8 try to overcome them. 9 Dr Oakley, first, turning to you, at paragraph 29 of 10 your witness statement -- Danny, would you mind getting 11 it up, please? That's LOY000001_005. You say the first 12 thing to say is, what is a religious context is not an 13 easy question. 14 Would you explain that a little, please? Danny, 15 could you get up paragraph 29? Would you mind enlarging 16 it? 17 DR OAKLEY: I think that it is some of what you have already 18 said, but a religious context could be something as 19 small as a house church or -- so what I should have said 20 as well is that my area of expertise is predominantly 21 within the Christian faith, although obviously my work 22 as the Chair of the National Working Group goes beyond 23 that faith. So many of the questions I will give will 24 come from that context. It could be as small as people 25 meeting together in a house, it could be very large. So</p> <p style="text-align: center;">Page 16</p>

<p>1 it is very often difficult to actually say, well, what 2 does a religious context actually mean? 3 I think something that's helpful in this area is, 4 the NSPCC have actually got a definition around any 5 setting where there are religious beliefs that give 6 direction to an activity or a way of life. I think it 7 is really pertinent to the inquiry to think about what 8 constitutes a religious context. You have an inquiry 9 that's looking at religious organisations, religious 10 contexts, but what does that actually mean? It would 11 certainly be really important, in terms of thinking 12 through any recommendations that the inquiry is going to 13 make, who would count in that and who wouldn't, and how 14 that boundary is identified. 15 MS SCOLDING: A way of looking at it might be to say, "Well, 16 actually, what's not important is the religious belief 17 element of it". That might influence the way that 18 people behave in that context, but what the inquiry is 19 focused on is in the response to child sexual abuse in 20 religious institutions. So our focus is not so much 21 upon examining the religious beliefs of 22 the organisation; it's upon looking at the activities 23 they undertake with children and their response to CSA 24 in the context of those activities. 25 So, in fact, one could argue one doesn't need to</p> <p style="text-align: center;">Page 17</p>	<p>1 define what a religious context is because what's 2 important is the work that's being done with children, 3 rather than the fact that it happens to be religious. 4 DR OAKLEY: I think my view would be that any 5 recommendations the inquiry makes actually apply to all 6 settings in which children and young people are outside 7 of school and taking part in regular activities, and 8 I think that's really important. However, I also think 9 there is a contextualisation where there needs to be an 10 understanding of faith and religious contexts in order 11 to make that safeguarding appropriate and developed. 12 MS SCOLDING: So you talk about -- Danny, if you wouldn't 13 mind taking that paragraph down now, thank you. 14 Dr Oakley, you talk about it being important for us 15 to consider the religious context when we are thinking 16 about the barriers there might be to reporting. Could 17 you unpack that a little for us? What is it important 18 for us to know as an inquiry? 19 DR OAKLEY: I think there's a number of answers to that. 20 I think one of those is that, within many religious 21 contexts, there will be a narrative or a discourse, 22 messages, around family. So that can be a hugely 23 positive message, one in which people are nurtured and 24 supported and cared for. I think it is really important 25 to get the balance of what religious organisations are</p> <p style="text-align: center;">Page 18</p>
<p>1 doing well in this area, as well as the areas for 2 improvement. But that rhetoric of family, therefore, 3 can be really positive, but it can also be really 4 negative or difficult to actually (a) recognise abuse 5 that's occurring within your own family. If you look at 6 research into intrafamilial abuse, you can see it is 7 often very difficult to recognise that. It is also 8 often very difficult to report it, to disclose it and to 9 refer on if you have that feeling of unity and that 10 nature of family, and so that can act as a barrier for 11 being able to recognise, but also being able to 12 disclose, the abuse that's occurring to you. 13 MS SCOLDING: That's very helpful. I think we are going to 14 come on to some of the other barriers in a minute, but 15 can I just discuss a bit further with you the issue of 16 the rhetoric of family. So you mean churches will 17 perceive themselves -- everybody in the congregation 18 will perceive themselves as being part of a family, and 19 so, all those family dynamics, both good and bad, come 20 with that. Would you say that it is more difficult 21 still for those who are involved or engaged in Christian 22 worship to a significant degree to believe that other 23 people could be capable of sexually abusing children? 24 DR OAKLEY: I think that there is an added layer of 25 complexity. I think it is always difficult to believe</p> <p style="text-align: center;">Page 19</p>	<p>1 that people that we know are capable of abusing 2 children, whether or not they're within a religious 3 context. But I think where there is a rhetoric not just 4 of family, but of loving God and serving God and, 5 therefore, the way in which we should be behaving 6 towards each other, that that can make it even more 7 difficult. 8 It also makes it difficult to disclose. So one of 9 the participants that I spoke to in my PhD research, 10 which was around spiritual abuse, psychological and 11 emotional abuse, said, "We don't want the church that 12 preaches -- the world to think that the church that 13 preaches love can't live it out, so we just walk a long, 14 lonely, misunderstood road". So that sense of speaking 15 out is not just speaking out against that individual, 16 but it is speaking out potentially against the 17 institution and against the faith, and that is a huge 18 responsibility for people to bear. 19 MS SCOLDING: On a very practical level, what could be done 20 to try and overcome those kind of issues? Is it 21 possible to overcome those sorts of issues, and how 22 would you suggest that that takes place? Then I am 23 going to go to Mr Humphreys and ask him a similar set of 24 questions. 25 DR OAKLEY: I think there are a few things, if I can explore</p> <p style="text-align: center;">Page 20</p>

<p>1 just a few things. I think one of the things that's 2 really important -- we are doing quite a bit of work at 3 the moment around creating healthy Christian cultures, 4 and I think one of the things that's really important is 5 to look at what good looks like, and part of that is 6 actually having open discussions within faith 7 communities about some of these things, being given 8 permission to think about the rhetoric of family, to 9 think about the way in which that's positive and the way 10 in which it may not be, and I think it is really 11 important -- I feel very strongly that if we are going 12 to safeguard children and young people, we need to be 13 working collaboratively in faith communities and with 14 faith communities and having some of those open 15 discussions, so talking about the way in which family 16 may be positive and may not be. But also I think 17 there's a really important point, which is the discourse 18 or the narrative around safeguarding within faith 19 organisations can be positive, and we see this as part 20 and parcel of our loving people and caring for people, 21 but there are terminologies arising, such as the 22 safeguarding industry, that make it look as though it is 23 a negative thing or something that you do your training, 24 and then, for three years, you don't have anything else 25 to do, and I think that needs to go alongside really</p> <p style="text-align: center;">Page 21</p>	<p>1 understanding what safeguarding is about, and how it is 2 part and parcel of religious faith I think can also be 3 really important. 4 MS SCOLDING: So it is about organisations which can go 5 beyond what we might call a checklist culture, to really 6 embed practice throughout the expression of their 7 religious belief and any activities they might do with 8 children. Is that right? 9 DR OAKLEY: Absolutely. I think it is about -- there is 10 a difference -- I mean, I'm a psychologist by 11 background. There is a difference sometimes in your 12 spoken attitudes and your internal beliefs and 13 cognitions and thoughts. Really, what we need to do is 14 to enable people to understand why safeguarding is so 15 key and then that will change underlying attitudes and, 16 in turn, behaviour. 17 I think that's the positive side of it. I think 18 there are challenges to that, and I think possibly we 19 are going to explore some of the barriers later. But 20 I think that is the positive side, it's working. 21 Certainly, in my experience, I have delivered an awful 22 lot of training now on developing healthy Christian 23 cultures and, in my experience of doing that, there can 24 be a bit of trepidation at the beginning. When you ask 25 people -- you know, when somebody says, "Safeguarding,</p> <p style="text-align: center;">Page 22</p>
<p>1 I think", there's a whole range of answers from, is it 2 really three years since I did this, to boring, to 3 helpful and necessary. I think there is a bit of 4 trepidation at the beginning, but I think, as people get 5 into the training and understand what this is really 6 about, it can be really helpful. But I do have 7 a question mark about training translating into 8 practice, and I think there are some questions to ask 9 about that. 10 MS SCOLDING: You say that there are some questions to ask 11 about that. Would you like to answer that now or should 12 we come back to that a bit later? 13 DR OAKLEY: I'm happy -- 14 MS SCOLDING: Maybe we will come back to that a little bit 15 later, because I am going to turn to Mr Humphreys now. 16 You have heard what Dr Oakley said, firstly, about 17 the concept of family and that being sometimes an 18 unhelpful dynamic. Is that something that you have 19 experienced or seen in the safeguarding work that you 20 have undertaken? 21 MR HUMPHREYS: Yes, absolutely. I would concur with 22 everything that Dr Oakley has already said about that, 23 and I think particularly when churches operate with 24 a notion of family, it is also difficult to unpick 25 sometimes exactly who is playing what role, and the</p> <p style="text-align: center;">Page 23</p>	<p>1 understanding of those who are in leadership positions 2 and will have particular responsibilities, how those 3 sometimes cut across and blur the boundaries that might 4 otherwise be in place for a family structure. That 5 would feed into something which I would like to talk 6 about later, around the whole notion of position of 7 trust, the fact that churches operate with a sense of 8 people being in a position of trust, ie, they are on the 9 platform, they are welcoming people at the door, they 10 are leading -- and children's activities, but does that 11 really mean that they can be regarded as trustworthy and 12 safe in the same way as they might be in any other 13 setting? So I think the whole notion of family kind of 14 sometimes brings us into conflict with those sorts of 15 ideas around what frameworks we think ought to apply in 16 a faith setting. 17 MS SCOLDING: As I understand it, what you have just said is 18 that the blurring of the lines around family means it 19 can be quite difficult for people to perceive themselves 20 to be in positions of trust, because they view 21 themselves as part of one big family? 22 MR HUMPHREYS: Yes, there is that side, and there is also 23 the side from a young person or their parent or carer 24 understanding that a particular individual has a role, 25 has a responsibility, but it doesn't necessarily follow</p> <p style="text-align: center;">Page 24</p>

1 that, let's say, the checking, the vetting, the
 2 recruitment, has necessarily happened in the way that
 3 they might expect it to for an individual in a given
 4 role.
 5 MS SCOLDING: Again, we talked about this a lot last week,
 6 with some of the non-Christian organisations, talking
 7 about the fact that parents obviously often have very
 8 little awareness of -- they just think everything is
 9 fine. Is that something that you have found as well,
 10 that there is an assumption amongst parents and carers
 11 that everything must be okay because it is within the
 12 context of a religious setting?
 13 MR HUMPHREYS: Yes, I think that still exists to a degree,
 14 although, I have to say, probably less so than if I were
 15 talking, let's say, ten years ago.
 16 So there is still a belief amongst some around, "It
 17 couldn't possibly happen here", or, "This has got to be
 18 a safe environment because it is a faith-based
 19 environment". So having conversations with people that
 20 say, "Well, actually, is it as safe as you think it is
 21 to let your child roam freely around the building when
 22 there might be several hundred, if not several thousand,
 23 people around, most of whom you don't really know?" And
 24 it's all those sorts of arrangements -- those, I think,
 25 kind of feed into this idea of family and whether that's

Page 25

1 secular society or may be different to it -- and I would
 2 like you to comment upon that -- that those who come
 3 forward have only themselves to blame, or there is
 4 a degree of victim blaming rather than perpetrator
 5 blaming, so to speak?
 6 MR HUMPHREYS: I think what I would say on that is that the
 7 flip-side or maybe the -- and the perceived reason for
 8 placing responsibility on victims and survivors is
 9 more -- in my experience, more about the need of
 10 individuals to protect the reputation of the church or
 11 organisation and maybe even God himself. So to speak
 12 out on this issue, you are damaging the church, you are
 13 damaging God's reputation. Therefore, you shouldn't.
 14 So rather than victim blaming -- although I acknowledge
 15 that happens -- in my experience, it's more about,
 16 "Don't speak up, because the consequences are probably
 17 wider than you imagine and you really don't want to go
 18 there, do you?"
 19 MS SCOLDING: Is that still quite common, the "Don't speak
 20 about it. Let's just keep this all quiet and a secret
 21 and, we are very sorry for you, but please don't tell
 22 anyone else"? Is that something which you find is still
 23 common or is that dying away?
 24 MR HUMPHREYS: It is still present. I would say that it is
 25 probably less so than it has been, and going back maybe

Page 27

1 truly as safe as people think it is.
 2 MS SCOLDING: Is the concept of family something which you
 3 have come across in the consultancy work you've done
 4 with non-Christian organisations as well? Are similar
 5 dynamics at work? Are you able to help us at all with
 6 that?
 7 MR HUMPHREYS: I couldn't say confidently. I'm not sure
 8 that notions of family are quite so prevalent in those
 9 sorts of pieces of work. Many of those are for
 10 organisations, rather than churches, although some of
 11 them will be churches. So I would -- anecdotally,
 12 I guess I would say, if it is a church, then, yes, that
 13 is likely; if it is an organisation, perhaps less so.
 14 MS SCOLDING: The next issue I wanted to talk to you about,
 15 which is related to, "It couldn't happen to us", which
 16 Dr Oakley raised, is the issue of victim blaming, so
 17 people finding it very hard to report because they
 18 believe that they will be blamed. Now, Mr Humphreys,
 19 guilt and shame attach to anyone who has been the
 20 subject of child sexual abuse. I'm sure there must be
 21 some exceptions to the rule, but very few that this
 22 inquiry has come across. Whether that's right or wrong
 23 is another issue.
 24 Do you think there is still a context within
 25 a number of Christian organisations which may reflect

Page 26

1 even sort of three, four, five years, but it is still
 2 there, yes, we still see that.
 3 MS SCOLDING: What, practically, can be done to overcome
 4 that? I mean, you know, we are breaking these things
 5 down separately. Arguably, you have to look at things
 6 holistically, but is there anything specifically which
 7 can be done on that topic of reputation being more
 8 important than the rights of the individual to speak
 9 redress or obtain justice?
 10 MR HUMPHREYS: I think some of it is about empowering the
 11 individual and equipping the individual with what they
 12 require to make their voice heard. So constantly being
 13 mindful that we might have to go the extra mile just to
 14 create that environment. So Dr Oakley has already
 15 spoken about culture, and that's one of the areas of
 16 work that we have been spending a lot of time with
 17 recently, and one of the key elements around creating
 18 a safer, healthier culture is about the messaging and
 19 the communication that exists within any given context.
 20 So making sure that people know that they can raise
 21 concerns, who to raise them with, what they can expect
 22 as a consequence. So those sorts of issues are
 23 absolutely key. So I think it is about being mindful
 24 and having that survivor focus.
 25 So one of the other things that we are working with

Page 28

<p>1 at the moment is what we call our safer places pledge, 2 which has a number of key commitments that we ask 3 churches and organisations to sign up to. One of them 4 is simply putting survivors first. So no matter what we 5 might think about the needs of the organisation, its 6 resilience, its reputation, the needs of the survivor 7 must come first, and that turns all sorts of things on 8 their heads. So I think there are a number of things we 9 can do both culturally, but I think there are also 10 things we need to do procedurally to make sure that we 11 can embed good practice to assist that situation that 12 you describe.</p> <p>13 MS SCOLDING: Do you think that, within the Christian 14 context, largely, people do tell their churches if they 15 have been subject to abuse? I mean, it may well be very 16 many years later.</p> <p>17 Because what we heard in the context of other 18 religious organisations is, the last people you would 19 ever tell about sexual abuse, if it had happened to you, 20 would be another member of that religious organisation. 21 You'd rather tell anyone else. Is that different in the 22 Christian context? Is there more willingness to talk to 23 church authorities, of whatever hue and description, 24 about abusive behaviours?</p> <p>25 MR HUMPHREYS: I think it varies hugely. I think it very</p> <p style="text-align: center;">Page 29</p>	<p>1 much depends on the experience of the victim/survivor, 2 where that took place, how long ago that happened, who 3 was involved. But I think, by and large, in the 4 Christian communities that we work with, there does 5 appear to be a willingness to discuss those issues 6 often, provided, of course, that individual isn't still 7 located within a setting or a context that they see to 8 be problematic.</p> <p>9 Clearly, if that's the case, then what we see often 10 is a huge inability to speak up to receive support, and 11 then we see those individuals going outside of 12 the church setting or context to try and find support 13 from elsewhere. What we find on our helpline, as an 14 example, would be individuals who are concerned about 15 either what they're seeing or what they're experiencing 16 and they don't feel able immediately to speak to, let's 17 say, their church leader, or even their own safeguarding 18 coordinator, if there is one. So they will come to us 19 as an independent third party to say, "What do you think 20 about this?" So we would seek to work with people in 21 that way. So I think it does vary hugely.</p> <p>22 MS SCOLDING: Dr Oakley, you speak a little bit about victim 23 blaming and shame in particular, in the context of your 24 witness statement. Would you like to elaborate on that, 25 whether you still think it is a significant problem in</p> <p style="text-align: center;">Page 30</p>
<p>1 the context of the Christian churches?</p> <p>2 DR OAKLEY: I think I would agree with what Mr Humphreys has 3 just said, that this is a mixed picture, but certainly, 4 in some of the survivor works that I have done, there is 5 a real fear of telling your story, and I do think there 6 are differences that have been made on the ground, but 7 I think there's also a distinction to make between local 8 level, so your local church, and the institution that -- 9 or the denomination that that belongs to. So you may or 10 may not report within your local context, depending on 11 the messages that are given, the people you trust, your 12 situation, your age, your understanding, a whole raft of 13 factors.</p> <p>14 However, the broader institution really matters. So 15 if I am going to bring a story forward, I am going to 16 look at what's happened to other victims previously to 17 me to see how their stories have been responded to and 18 how they have been looked after or not. So I think it 19 is hugely important that institutions, denominations, 20 look at the way in which they're responding to 21 survivors, and some of that is positive and some of it 22 is not. Some of the survivors that I have worked with 23 have said the experience of disclosure and the response 24 to that is as traumatising sometimes as the initial 25 abuse that they experience. So it really does matter</p> <p style="text-align: center;">Page 31</p>	<p>1 how people are responded to, and, in a sense, there's 2 a vicarious learning of how other people have been 3 responded to.</p> <p>4 So I think there are examples of good practice, and 5 that's one thing that I think is really missing at the 6 moment. In a lot of the safeguarding training I do, 7 people are constantly saying, "What does 'good' look 8 like? What does it look like to do this well?" I think 9 we need more examples of what "good" looks like. 10 I think that also plays into building positive images of 11 where religious organisations are doing things well, and 12 it helps to equip other organisations. But there are 13 definitely people who are severely traumatised by their 14 experiences of disclosing and then the responses they 15 have had to those disclosures.</p> <p>16 MS SCOLDING: If we are talking about positives, what is 17 a good response to a victim/survivor's disclosure? 18 I think we know what bad responses look like. We have 19 seen lots of those in the context of this inquiry. What 20 does "good" look like?</p> <p>21 DR OAKLEY: That's interesting. We did a piece of research 22 on spiritual, psychological and emotional abuse, but, as 23 I said in my statement, many people who experience 24 sexual abuse within religious contexts will say 25 psychological and emotional abuse is part of that. We</p> <p style="text-align: center;">Page 32</p>

<p>1 asked them, "What does a good response look like?", and 2 they told us some things which you would expect, that 3 they need to be able to tell their story in a safe 4 place, but, also, they don't want their story to be 5 minimised or to feel they are being judged, they want to 6 be taken seriously, they want to know what's going to 7 happen next and they want the person that they're 8 telling to know that. They want to be very clear about 9 where the boundaries of confidentiality are. They want 10 to feel assured that, in their local context, that story 11 is not going to be shared, and that, actually, there is 12 a referral pathway that will be actioned and that will 13 be used. 14 So you can see where there's work to do there. So 15 there may be places where there are very good referral 16 pathways in place, but in order for that to be used, 17 there's got to be a feeling of -- a sense of being safe 18 to share your story, and that person knowing how to 19 report on after and what that referral pathway looks 20 like. In other places, some of those referral pathways 21 are less clear. 22 So I think there are examples of survivors' 23 stories -- and I think that's another thing -- if we are 24 looking at, what does "good" look like, we need to be 25 engaging with survivors, because they will tell you what</p> <p style="text-align: center;">Page 33</p>	<p>1 "good" looks like because they know what it looks like. 2 So we need to be engaging with children, young people 3 and adult survivors much better than we do. 4 I do sometimes feel that we have an "expert by 5 experience" box that we tick on a panel, but we need to 6 really take seriously people who are experts by 7 experience. 8 MS SCOLDING: Can I turn now to disclosures. Mr Humphreys, 9 can I turn to you? We have had a number of 10 organisations that have told us that there have been no 11 disclosures to them, and some of them have identified 12 that that therefore means that either sexual abuse 13 doesn't exist or is less prevalent because of 14 the morality of the community. Do you consider that the 15 lack of disclosures within an organisation is a sign 16 that sexual abuse is not taking place? 17 MR HUMPHREYS: No. No, I don't. In fact, I would be quite 18 concerned if that were the case. I think it leads to 19 a level of naivety, complacency even. It's that 20 perverse indicator, in a sense, that, if you can say 21 that you've not had a complaint or a disclosure of any 22 nature, to derive from that that there isn't anything 23 worthy of reporting is very dangerous, in my experience. 24 What I would often -- or we would often say, as an 25 organisation, is, if that is genuinely your experience,</p> <p style="text-align: center;">Page 34</p>
<p>1 maybe you haven't made the referral pathways that 2 Dr Oakley has spoken about clear enough for people, you 3 haven't spelt out your commitment to hearing people, to 4 creating a safer environment, maybe there's something in 5 your environment or context that prevents people from 6 making such disclosures. I would be very, very 7 surprised -- where we have work of any kind going on 8 with children and young people, we know that abuse is 9 able to happen. 10 MS SCOLDING: What steps do you think can be taken to sort 11 of change that kind of unhelpful rhetoric and that 12 unhelpful set of assumptions? 13 MR HUMPHREYS: I think our experience, it has been 14 approaching that in a way that encourages people to 15 broaden their perspective and their horizons when 16 looking at the issue of child sexual abuse, and 17 sometimes what we find is that it needs us to take them 18 right back to training. We might find that there are 19 gaps in even foundational level training, that they 20 have, as I said before, not created the environments and 21 the structures and the mechanisms, so encouraging them 22 to think through what those might look like. 23 So I think we generally take an approach that says, 24 "Look, we may well find things here which are less than 25 desirable", or, sadly, sometimes even unsafe, but we</p> <p style="text-align: center;">Page 35</p>	<p>1 would want to work with those organisations to transfer 2 learning about good and best practice from elsewhere to 3 enhance their own arrangements, do that in 4 a collaborative manner, where that is possible. 5 MS SCOLDING: Leading on from that, one of the areas which 6 you identify in your witness statement that causes 7 significant barriers to developing good safeguarding 8 practice is a lack of leadership within faith 9 organisations on this issue. Can you explain a little 10 about why leadership is so important in this context and 11 what that means? What does leadership mean in practice? 12 What does "good" look like in terms of leadership in 13 this context? 14 MR HUMPHREYS: I guess, firstly, I'd issue almost a caveat, 15 that we do place a heavy emphasis upon the role of 16 leaders in our settings, and I think that is right to 17 a point, but it is dangerous to think, in our 18 experience, that leaders have all the answers. They 19 don't. I don't. So we need to kind of operate with 20 that sense of humility and to give each other permission 21 to admit when we don't have the answer. So I will 22 caveat the rest of what I would say with that. 23 One of the early measures that we would look at is 24 within our ten standards framework. So the very first 25 one is under the heading of the policy standard, within</p> <p style="text-align: center;">Page 36</p>

<p>1 which we encourage organisations to openly and clearly 2 state their commitment from a leadership level to 3 creating safer places, to the need to practise 4 safeguarding well. 5 It's incredibly important for a leader in any 6 setting, faith based or otherwise, to model what they 7 expect to see. Sadly, what we see in many faith 8 organisations is -- let's say the most senior leader -- 9 and I guess this might happen in other contexts, too, 10 but in a faith context, a senior leader will say, "Well, 11 yes, we have got a safeguarding coordinator. That's 12 their thing. So I don't have to think about that", and 13 we would politely bring challenge to that view, to say, 14 "Well, actually, you do need to think about that. In 15 fact, there are some very specific things that you need 16 to be thinking about because you do have a clear role". 17 So whether you be a chief executive, a senior pastor, 18 a trustee or a director, there are key things for you to 19 be aware of. 20 Making sure that that happens and that good practice 21 is modelled and created as a part of the ethos of an 22 organisation is absolutely essential to the culture 23 that's created. So going back again to the issue about 24 culture, what we know is, we can have the most fantastic 25 training, we can have great policies, we can have</p> <p style="text-align: center;">Page 37</p>	<p>1 detailed procedures, but all of it is going to be very 2 limited in its impact if the culture within which it 3 sits is not right and doesn't appreciate, encourage and 4 endorse those things, and that's, sadly, what we often 5 find, that we have almost got that tick-box mentality 6 going on that you have mentioned, to say, "We have done 7 the training, we have got the DBS checks, we have got 8 the policy", but in actual fact, the reality around the 9 commitment is not quite where it needs to be. 10 MS SCOLDING: What should the reality around the commitment 11 be? Can you give me an example of good practice and bad 12 practice in this respect? 13 MR HUMPHREYS: Well, certainly good practice we would see as 14 a leader, let's say a senior leader in a church, taking 15 the opportunity to communicate about safeguarding, about 16 how we protect vulnerable groups, how we might put 17 survivors first, within the context of their preaching, 18 let's say. So in a recent scenario, I was at quite 19 a large Christian festival gathering with a whole load 20 of leaders from different contexts and I said to them, 21 "How many of you have either delivered or heard 22 a message from the pulpit or the platform on issues 23 relating to safeguarding?" I think, of a room of nearly 24 100 people, maybe three or four hands went up. So 25 a model of good practice would be, let's start to embed</p> <p style="text-align: center;">Page 38</p>
<p>1 this, let's start to normalise our understanding of 2 safeguarding within what we do as a church. That's our 3 focus. 4 One of the things that doesn't help us in that 5 regard, and is often a message that's perpetuated by 6 leaders, is to say, "Well, yes, of course, we do the 7 safeguarding thing because we have to. It is something 8 that's imposed upon us. We kind of get that it's 9 important but, actually, doesn't it just distract us 10 from our mission and ministry as church?". So those 11 sorts of messages just really only serve to undermine 12 a safer culture. 13 So, actually, the things that are said, spoken and 14 acted out on the part of leaders are critical to how the 15 environment is set for safeguarding. 16 MS SCOLDING: Dr Oakley, do you have anything you wish to 17 add about leadership, in the context of creating good 18 practice or, in fact, encouraging poor practice? 19 DR OAKLEY: I think I would agree with Mr Humphreys that it 20 is really key. I mean, leaders, to some extent, set the 21 culture that they're part of, and certainly in work that 22 I was involved in around domestic violence, when key 23 faith leaders were making a commitment to, you know, 24 saying, "Domestic violence is not acceptable in our 25 communities", that did have a significant input.</p> <p style="text-align: center;">Page 39</p>	<p>1 I think that what's important, though, is behaviour has 2 to match commitment. So it's not just about messaging, 3 it is about behaviour that then goes alongside that, and 4 I think that's hugely important. 5 I think the other thing I'd say is -- it is kind of 6 on leaders and kind of not -- that everybody is part of 7 the culture that they are in, so, actually, if we really 8 want to impact change, we need leaders on board, but we 9 also need everybody to understand this message. 10 The final thing I would say is, there are leaders at 11 different levels, and you might have leaders at local 12 levels who are hugely committed, but it does depend on 13 the infrastructure of different denominations and 14 different groups as to how that is implemented as it 15 goes through. So we need a whole-scale commitment to 16 this. There is a policy, isn't there, that talks 17 about -- I think it is called "Deeds not words", and it 18 really matters that, actually, what we see is 19 behavioural change, not just a change of messaging. 20 MS SCOLDING: Chair, I think it's 11.30 am. Would now be an 21 appropriate moment for a short morning break? 22 THE CHAIR: Yes. We will return at 11.45 am. Thank you. 23 MS SCOLDING: Thank you very much. 24 (11.30 am) 25 (A short break)</p> <p style="text-align: center;">Page 40</p>

<p>1 (11.45 am)</p> <p>2 MS SCOLDING: Dr Oakley, I wanted to come now to the issue</p> <p>3 of spiritual abuse, which I take to mean the use of</p> <p>4 spiritual text or spiritual authority as a cloak for</p> <p>5 justifying abuse, and in particular sexual abuse in this</p> <p>6 context. I understand you have worked significantly in</p> <p>7 this area, particularly on the psychological and</p> <p>8 emotional abuse that comes with spiritual abuse, and you</p> <p>9 are also leader of the group related to abuse related to</p> <p>10 faith and belief.</p> <p>11 Firstly, can I identify, how much do communities</p> <p>12 recognise spiritual abuse and/or that such abuse takes</p> <p>13 place? How much is that currently recognised as</p> <p>14 a problem?</p> <p>15 DR OAKLEY: I think just a little bit of clarity might help</p> <p>16 at the start. So the majority of my work has looked at</p> <p>17 sort of systematic psychological and emotional abuse</p> <p>18 within a religious context, and that often has within it</p> <p>19 the use of sacred texts, the use of position, sometimes</p> <p>20 the use of God as complicit, and the use of spiritual</p> <p>21 threats. So that can happen independently. It can</p> <p>22 happen as part of sexual abuse, which is obviously most</p> <p>23 relevant to this inquiry.</p> <p>24 Child abuse linked to faith or belief, the National</p> <p>25 Working Group for that, the primary focus of that group</p> <p style="text-align: center;">Page 41</p>	<p>1 has been -- it came out of the Victoria Climbié case and</p> <p>2 it has been focused predominately on witchcraft, spirit</p> <p>3 possession, the belief in demons, which goes across</p> <p>4 faiths and across communities. So I think there just is</p> <p>5 a bit of a distinction that's (overspeaking) --</p> <p>6 MS SCOLDING: Can we talk about, then, the faith and belief,</p> <p>7 the work with the leadership, and then move on to the</p> <p>8 spiritual abuse, which is -- I recognise they are two</p> <p>9 different topics, which I have conflated in my mind.</p> <p>10 DR OAKLEY: That's fine.</p> <p>11 MS SCOLDING: As far as the related -- we have a national</p> <p>12 action plan which the DfE, I think, produced back in</p> <p>13 2012. Would you mind getting it up, please, Danny? It</p> <p>14 is DFE002826. Chair and panel, it is behind tab B21.</p> <p>15 If we can go, Danny, to _003. It is intended to</p> <p>16 help raise awareness of the issue of child abuse linked</p> <p>17 to faith and belief and to encourage practical steps to</p> <p>18 be taken. If we could turn now to _015, this is the</p> <p>19 start of the plan, so to speak.</p> <p>20 DR OAKLEY: Yes, that's right.</p> <p>21 MS SCOLDING: If I can just sort of work out -- this was,</p> <p>22 I think everybody remembers, the tragic case of</p> <p>23 Victoria Climbié, which in and of itself led to a public</p> <p>24 inquiry, and part of that was the fact that her</p> <p>25 relatives, who murdered her, considered that she was</p> <p style="text-align: center;">Page 42</p>
<p>1 possessed by spirits or she was demonic in some nature.</p> <p>2 And so the physical violence they meted out on her was</p> <p>3 related to their belief that demons existed.</p> <p>4 Could you tell me how -- you say, obviously, that</p> <p>5 the idea of spirit possession, witchcraft -- it is</p> <p>6 called different things in different faith groups. I'm</p> <p>7 going to call it witchcraft or folk religion, some</p> <p>8 people might call it that, folk belief. How prevalent,</p> <p>9 still, is the belief in those kinds of things in the</p> <p>10 context of the community we live in in the UK?</p> <p>11 DR OAKLEY: I think that that's a really interesting</p> <p>12 question to answer. There is a Children in Need census</p> <p>13 that happens every year and for the first time, in</p> <p>14 2016/17, it included the category of child abuse linked</p> <p>15 to faith or belief, and that first year there were four</p> <p>16 cases a day. So where an episode of social care was</p> <p>17 opened on a child, where that box was ticked that this</p> <p>18 was linked to child abuse --</p> <p>19 MS SCOLDING: That's four a day. So that's --</p> <p>20 DR OAKLEY: However (overspeaking) --</p> <p>21 MS SCOLDING: -- (overspeaking) a week.</p> <p>22 DR OAKLEY: There is a caveat on that, which I think is that</p> <p>23 we need to do far more work around why that box is being</p> <p>24 ticked. Something you are probably going to come on to</p> <p>25 that I think is pertinent here is we did some research</p> <p style="text-align: center;">Page 43</p>	<p>1 in 2015/16 where we asked people, "Have you heard of</p> <p>2 the term 'child abuse linked faith or belief?', and</p> <p>3 that was across faith groups, community groups,</p> <p>4 statutory bodies --</p> <p>5 MS SCOLDING: We are going to come on to that once we have</p> <p>6 had a discussion about this.</p> <p>7 DR OAKLEY: I think it is pertinent, though, because I think</p> <p>8 in answering the question how prevalent is it, I think</p> <p>9 that we are getting some indication from that census</p> <p>10 data, but we need to ask some questions about what's</p> <p>11 actually being talked about in terms of child abuse</p> <p>12 linked to faith or belief, which is where terminology is</p> <p>13 really important. However, we do know that there are</p> <p>14 cases -- there are cases in this country, and we are</p> <p>15 very aware in the work that we do in the National</p> <p>16 Working Group that this is, again, an area which is</p> <p>17 often very hidden, it is often very difficult to speak</p> <p>18 about. Witchcraft and spirit possession, if we use that</p> <p>19 terminology, is often outside of many people's</p> <p>20 understanding of life in general, and so it's not</p> <p>21 something that might be in common discourse across the</p> <p>22 UK. However, there are certainly beliefs in that, and,</p> <p>23 as I say, it's not related to specific religions or</p> <p>24 specific communities. It's really important that we</p> <p>25 look at that across -- so it is very difficult to answer</p> <p style="text-align: center;">Page 44</p>

<p>1 the question, how much, because there is a lot of fear 2 of disclosure, there's also a lack of understanding, and 3 there is also the fact that if you brought a case to 4 court that involved sexual abuse or physical abuse, you 5 could try it under that category, that statutory 6 category, and therefore the link to faith or belief may 7 not actually be made. 8 MS SCOLDING: So a national action plan was produced back in 9 2012 which identified various factors, one of which is 10 more engagement with the communities in which this 11 happens, another one is listening to children's views, 12 another one, if we go to _018, please, Danny, is a need 13 to reduce vulnerability to influence by faith leaders 14 who promote this type of abuse. I wanted to ask in 15 particular, what work, in particular, has been done 16 around that? Because, obviously, a lot of witchcraft 17 and spirit possession is not necessarily led by or run 18 by any sort of organised religious context; it's 19 something which one quite literally grows up with, that 20 belief. Is it the case that there are some faith 21 settings where things like spirit possession, demons, 22 are seen, firstly, as real and, secondly, that there is 23 a tacit acceptance of abusive behaviour in order to rid 24 people of those? 25 DR OAKLEY: I think they're two separate questions. I think</p> <p style="text-align: center;">Page 45</p>	<p>1 the first question is, are there cases where those 2 belief systems are there, and the answer is absolutely 3 yes, that is the case. I think in terms of what you do 4 in order to address that, there is a spectrum of 5 behaviours. So for some people, that might be praying, 6 and if you go along the spectrum, it may include 7 physical harm, it may include sexual abuse of children. 8 But it is really important to say that where these 9 belief systems are held, the majority of people are not 10 going to harm children, and that the way to address this 11 may involve harm. 12 I think what's also important -- it is in the 13 national action plan -- is that, where these cases do 14 happen, there can be significant harm to children done, 15 and so we do need to understand it more. This whole 16 area has seen far less investment and discussion than 17 other areas, such as FGM or honour-based violence, and 18 I think there is a pressing need to look at this area 19 much more deeply. 20 MS SCOLDING: Do you think enough work has been done on 21 influencing faith leaders to try and get rid of harmful 22 practices in respect of spirit possession and 23 witchcraft? 24 DR OAKLEY: I think what we say as the National Working 25 Group is, we are not telling people what they can</p> <p style="text-align: center;">Page 46</p>
<p>1 believe, because, actually, you can't change what people 2 believe. What you can say is, you can't harm a child 3 because of what you believe. There is some work done. 4 The National Working Group is an umbrella body. 5 Thirtyone:eight are represented on the National Working 6 Group, as are a whole host of other organisations, 7 including AFRUCA, NHS England, STOPchild Witchcraft 8 Accusations now. So if we take the example of STOPchild 9 Witchcraft Accusations, they have done a huge amount of 10 work with faith leaders. Some of that -- a lot of that 11 work is abroad, but actually there are organisations 12 working both with faith leaders and faith communities to 13 address some of these issues. 14 I do think there is something about the standing of 15 faith leaders in some communities where they can be very 16 powerful, and it is really important to work with 17 communities to address these issues and to work with 18 faith leaders to address them. 19 MS SCOLDING: Would you say they are more powerful in some 20 communities? Would it be sort of that their word is 21 almost the word of God? 22 DR OAKLEY: I think that's true across -- I mean, obviously, 23 you know, my area of expertise is within the Christian 24 faith. I think it would be true across a whole spectrum 25 of Christian faiths, even that -- and it may be also</p> <p style="text-align: center;">Page 47</p>	<p>1 sometimes down to local context in how the individual 2 leader is -- you know, the status that they have, how 3 they are revered. But certainly there is a feeling in 4 some contexts that -- you know, for example, in my PhD, 5 one of the participants said, "How do I disagree with 6 him? It is like disagreeing with God". So there is 7 definitely a sense of that in some cases. 8 MS SCOLDING: You did a bit of research in 2017, and we have 9 a copy of this research study. It is behind tab B20, 10 chair and panel. Danny, for your reference, 11 THO000063_001. Can you tell us a little bit about this 12 research project, what it was designed to do and what it 13 found out? 14 DR OAKLEY: So this -- 15 MS SCOLDING: Danny, you can take the document down now. 16 Thanks. 17 DR OAKLEY: This was a partnership piece of work, and it 18 came out of asking the question, how much abuse of 19 children linked to faiths and belief, particularly 20 around witchcraft and spirit possession, is there, and 21 so that kind of question about prevalence levels. But 22 what we determined was, before we could actually answer 23 that, we needed to know what people understood by the 24 terminology, we needed to know if they understood 25 indicators, how they would respond, and so this was</p> <p style="text-align: center;">Page 48</p>

<p>1 a partnership piece of research. I was at 2 Manchester Met at that point in time, so I did this 3 alongside Dr Kathryn Kinmond, who was my colleague, with 4 Justin from Thirtyone:eight, and with the 5 Victoria Climbié Foundation and Mor Dioum as 6 a partnership piece of work where we asked -- we 7 developed an online survey that went out in 2015/16, and 8 we asked people to identify -- to answer a series of 9 questions around child abuse linked to faith or belief. 10 We had participants from a range of groups. The biggest 11 group was from faith communities, but we also did have 12 people from social work, counselling, police, community 13 groups that didn't identify as faith based. We also had 14 another category and many of those were retired 15 professionals. So we had a population of 1,361 who 16 completed the questionnaire, and it was really to help 17 us understand what do people understand by the term 18 "child abuse linked to faith or belief", how prepared do 19 they feel to be able to work with this and what else do 20 they need, what other support do they need in this area. 21 MS SCOLDING: What did you find out? In particular, I am 22 interested in, 777 of your respondents were from faith 23 organisations. Danny, could you get up THO000063_020. 24 If we could just go through this. So knowledge of it 25 was quite high, and they had quite a good confidence</p> <p style="text-align: center;">Page 49</p>	<p>1 that they understood what it meant. 2 DR OAKLEY: Yes. 3 MS SCOLDING: Could we go on to the next page, please, 4 Danny. But there was a significantly fewer number who 5 were confident that they could identify indicators of 6 it. 7 DR OAKLEY: I think that that confidence in -- I mean, there 8 were some differences between the populations, which you 9 will have seen if you have looked through the report. 10 But I think there was a significant trend that was that 11 people had heard of the term and were able to define it, 12 although there was quite a different range of 13 definitions provided, but were less confident in 14 identifying it. Now, there were some differences in the 15 degree of confidence, but, overall, confidence that they 16 heard the term and understood it was much higher than 17 being able to identify indicators. 18 MS SCOLDING: So most groups -- I think you looked at 19 police, counsellors, teachers, social workers, medical 20 practitioners, members of faith organisations and other, 21 if I can put it like that, and in all of them they 22 roughly knew what it was, but they didn't really know 23 how to find it, how to look for it. 24 DR OAKLEY: Well, they definitely were more confident that 25 they knew what it was but, as I say, when we came to</p> <p style="text-align: center;">Page 50</p>
<p>1 actual definitions, there was quite a spectrum of 2 definitions, some of which related to witchcraft and 3 spirit possession, but others related to medical neglect 4 or excessive physical punishment of children. But, 5 overall, there was that differentiation. There were 6 some groups that were more confident than others. 7 MS SCOLDING: Then could we go to the next page, please, 8 Danny. So "Effective responses". I'm interested in 9 training. It said 72 per cent of faith group member 10 respondents had not had any specific training about this 11 issue, and many who have been trained have received 12 their training through work and some have received more 13 than one set of training. So what does that tell us 14 about what may need to happen in order to push this, as 15 you have said, higher up the agenda? 16 DR OAKLEY: I think one thing to say is, obviously the 17 survey was done in 2015/16, and there has been some 18 increase in training, certainly in some sectors, since 19 the survey was done. But there is a huge need for 20 training in this area and to understand it better, and 21 there are organisations operating training -- 22 Thirtyone:eight is one, but also Barnardo's offers 23 multi-agency training, Met Police Force have done some 24 training. So there is some training being done, but 25 I think there is a lot more that's needed.</p> <p style="text-align: center;">Page 51</p>	<p>1 I think what was interesting about that question -- 2 obviously this is just a summary report, so you don't 3 get the nuanced detail -- is that for many people 4 child abuse linked to faith or belief was mentioned 5 within child protection or child safeguarding training, 6 but it wasn't talked about specifically on its own in 7 any depth, and so I think that that's a challenge, that 8 there is more training needed in this area. 9 MS SCOLDING: What sort of practical steps can be taken to 10 stop this kind of abuse and is that happening, or is it 11 not happening, in this country? 12 DR OAKLEY: I think it's very important that there's 13 collaborative working. I think that's a strength of 14 the National Working Group that has representation from 15 a variety of partners, and I think that's really key. 16 I think working with faith communities and with 17 community groups is really important if we are actually 18 going to see significant change. 19 I have to say that, compared to other areas, this is 20 an area that has no really financial investment. 21 Members of the working group don't even get paid to 22 attend the working group or any of the work associated 23 with it. It doesn't have the same level of government 24 buy-in as some other areas do. So I think there is 25 a significant amount of work to do here.</p> <p style="text-align: center;">Page 52</p>

<p>1 MS SCOLDING: And that's to, what, put it higher up the 2 government agenda, maybe create some kind of strategy 3 plan around it, have that plan enforced in some way and 4 do a lot more work on visibility of it as an issue? 5 DR OAKLEY: Raising awareness, building in prevention, 6 building in better response, all of those things are key 7 to the work of the National Working Group, and, indeed, 8 if we are going to effect change in this area, I think 9 all of those things are really important. 10 MS SCOLDING: Mr Humphreys, is abuse linked to faith and 11 belief something which you have come across in the 12 context of your work with Thirtyone:eight? I know you 13 undertook some of the surveying work and were part of 14 the research project. Other than the research project, 15 is it something you have come across in the context of 16 the organisations with which you have worked? 17 MR HUMPHREYS: Yes, it is, yes. 18 MS SCOLDING: How common is it? 19 MR HUMPHREYS: That's a difficult one to answer. I suspect 20 that it is more common than the statistics would lead us 21 to believe. So for three consecutive years now, 22 Dr Oakley mentioned the categorisation of child abuse 23 linked to faith or belief within the Children in Need 24 census, so what we have seen is a pretty significant 25 increase in the number of cases recorded. But I suspect</p> <p style="text-align: center;">Page 53</p>	<p>1 that that is still the tip of the iceberg. It is still 2 very much hidden. So even for those organisations and 3 churches that we might work with, I don't think it is 4 a stretch to think that harmful and abusive practices 5 linked to faith or belief may be going on that we even 6 have not been aware of. It is something that we are 7 very much alert to and will ask questions about, will 8 include within our training, but I suspect, as 9 Dr Lisa Oakley has said already, there is more work to 10 be done to identify it confidently. 11 The whole idea of culture and how that impacts this 12 is important. I think -- 13 MS SCOLDING: What do you mean by "culture and how that 14 impacts on it"? Could you explain what you mean by 15 that? 16 MR HUMPHREYS: I think cultural practices rather than, let's 17 say, environmental or organisational culture. So 18 thinking back to a quote from Detective Chief 19 Superintendent Terry Sharpe, who originally led 20 Project Violet, which was the Met response to the 21 Victoria Climbié situation, he was keen to say 22 child abuse is child abuse is any culture or context, 23 and that is very much the message that we need to get 24 across. So in working with different churches and 25 organisations, it is to say, "Look, we try our very best</p> <p style="text-align: center;">Page 54</p>
<p>1 to be culturally sensitive with the comments that we 2 make, with the questions that we ask, the assumptions 3 that we might make, but fundamentally, if children are 4 being harmed as a part of the outworking of any of your 5 faith/belief constructs, then clearly that's not right". 6 So I think it is about how we approach the whole issue, 7 in part, that will help us to identify, possibly, 8 something like the true scale of what's happening. 9 MS SCOLDING: But obviously, at the time of Climbié -- I'm 10 old enough in the tooth to remember the Climbié Inquiry 11 and the Laming Inquiry -- there was a lot of work that 12 was done around that, and it really was something which 13 people hadn't come across or didn't even really know 14 existed in the context of this country. Are you saying 15 that a lot of that work has been washed away and that we 16 are now back to a sort of pre-Climbié situation, or is 17 the situation better than it was 20 years ago in this 18 respect? 19 MR HUMPHREYS: Most definitely better. I think, reflecting 20 on the point that Dr Oakley has already made, part of 21 the difficulty here is that we have lost a degree of 22 momentum with addressing this issue, because there has 23 been no apparent backing or endorsement from government. 24 No funding. No real resource to speak of. Because of 25 that, the national action plan that we have already</p> <p style="text-align: center;">Page 55</p>	<p>1 looked at has really largely failed to achieve what it 2 set out to achieve, and that's no reflection on the 3 excellent efforts of Dr Oakley and those that are 4 currently around the table at the National Working 5 Group, but it is very difficult to make inroads into an 6 emerging area when there appears to be no endorsement or 7 support. So things like FGM, honour violence, county 8 lines issues, CSE more broadly, those things seem to get 9 a degree of attention that is not afforded to this. 10 So it is not that it has all been washed away, but 11 we have lost some of the momentum and the impetus and it 12 really needs to be put back on an equal footing and seen 13 as part of that bigger picture rather than something 14 that just kind of sees a bit of progress as a by-product 15 of other things. 16 MS SCOLDING: That's very helpful. Dr Oakley, can we focus 17 a little bit now on the ideas of spiritual abuse. You 18 talk about the use of spiritual texts to justify sexual 19 abuse -- well, to justify emotional, psychological 20 and -- which often -- there is often a grooming 21 component to the emotional and psychological which then 22 leads to sexual. We have seen that in a number of 23 contexts within this inquiry already. How much of 24 a problem is that? 25 DR OAKLEY: I think many people who experience sexual abuse</p> <p style="text-align: center;">Page 56</p>

<p>1 within a religious context will experience emotional and 2 psychological abuse as part and parcel of that. I think 3 that the use of sacred texts, the use of position 4 sometimes and the use of spiritual threats can be part 5 of people's experience of sexual abuse. So there are 6 discourses in the Bible that can be really helpful and 7 really positive when used appropriately, such as, you 8 know, unity, forgiveness, et cetera, but those 9 discourses can be unhelpful when they're used 10 inappropriately.</p> <p>11 One of my participants in my PhD said, "Keep your 12 head down and your mouth shut and look on it as a case 13 of keeping unity. So if something is happening to me, 14 I need to remember that I'm part of this body and that 15 that's where my responsibility lies". Equally, 16 forgiveness is a tenet of many faiths, but where that 17 becomes something where you cannot speak out because you 18 need to forgive, that can be hugely difficult in people 19 telling their stories.</p> <p>20 So I think these factors are really important to 21 understand how there is an interplay between them and 22 how those experiences with sacred texts, with the use of 23 position, can actually be an integral part of people's 24 experiences of sexual abuse, and sometimes are missed 25 and not looked at and not fully understood, and so</p> <p style="text-align: center;">Page 57</p>	<p>1 people can come out of those experiences with their 2 experience of sexual abuse, but also with an added layer 3 of wondering what God now thinks about them, where they 4 stand eternally, et cetera, and those things are hugely 5 significant.</p> <p>6 MS SCOLDING: I think from what some of the victims and 7 survivors in other strands of the investigation and in 8 this have said -- have sometimes said that those 9 sequelae, those scars from the psychological and 10 spiritual abuse have led to very profound changes in 11 their lives, sometimes more profound changes than the 12 act of the sexual abuse because it's made them question 13 the very foundation of their beliefs. Is that right?</p> <p>14 DR OAKLEY: Absolutely. One of the things in the work that 15 I've done, we have seen a huge -- so one of the things 16 I've looked at is, what is the impact of this 17 experience, and one of those impacts is on identity, so, 18 who am I now? And part of that is around, what do 19 I believe anymore, and where does this lead me? And 20 also, importantly, I think, a huge amount of distress. 21 The first thing I ever wrote was called "Unsafe in 22 a safe place", because that was what one of the first 23 people I spoke to said, "I was unsafe in the very place 24 I should have been the most safe and now I don't know 25 what safe looks like". So it changes -- it can change</p> <p style="text-align: center;">Page 58</p>
<p>1 your world view. Some people will come through with 2 a personal faith and will also reintegrate with some 3 kind of institutionalised religion; other people will 4 not. And, yes, I have heard -- it resonates very 5 clearly with me with survivor stories -- that those 6 wounds are very deep and, often, actually, because they 7 are not readily acknowledged, are often not things they 8 can then have help with to work on. So I think there is 9 some work needed around therapy and intervention as well 10 in those areas.</p> <p>11 MS SCOLDING: One of your recommendations would be that any 12 therapeutic assistance needs to include the consequences 13 of the emotional and psychological impact it has upon 14 someone's faith --</p> <p>15 DR OAKLEY: Yes.</p> <p>16 MS SCOLDING: -- as well as everything else?</p> <p>17 DR OAKLEY: I think if that's what somebody wants to 18 explore, yes, but there has to be an understanding of 19 that. I think that's where for me -- I know I've 20 written in my statement about the importance of 21 developing faith literacy as well and the importance of 22 faith literacy in both education of practitioners and 23 also, you know, ongoing CPD. I think it is hugely 24 important. You don't have to be a member of that faith, 25 but you do have to have some understanding of faith</p> <p style="text-align: center;">Page 59</p>	<p>1 literacy, I think, to be able to effect significant 2 change in those areas.</p> <p>3 MS SCOLDING: When you are talking about practitioners, are 4 you talking about people who work in the churches or are 5 you talking about social workers, teachers, police 6 officers, doctors, people who are likely to be dealing 7 with victims of child sexual abuse?</p> <p>8 DR OAKLEY: I think in both areas, I do think there is 9 a real need in that second group for there to be faith 10 literacy training. As I say --</p> <p>11 MS SCOLDING: Social workers and teachers?</p> <p>12 DR OAKLEY: Yes. As I say, it is not about having to share 13 the same beliefs, but just understanding some -- and 14 there are some faith literacy training courses that are 15 available that could be really helpful. I also think, 16 for me, there is a space for collaborative learning, 17 bringing together faith groups and statutory bodies 18 together to train together and to learn together I think 19 could be a really positive move in bridging gaps.</p> <p>20 MS SCOLDING: Mr Humphreys, how about the concept of 21 forgiveness from your perspective and whether or not 22 that causes an impact, particularly in respect of 23 appreciating the risk that sex offenders may pose? You 24 identify this in your witness statement at 24.1 to 24.4. 25 Danny, THO000076_032 to _033. "Managing risk".</p> <p style="text-align: center;">Page 60</p>

<p>1 MR HUMPHREYS: I think the whole idea around forgiveness, 2 again, clearly, is fundamental in many faith contexts, 3 particularly so in the Christian context. I think the 4 difficulty that we often experience around forgiveness 5 is that it's promoted as almost something which has to 6 happen. If you don't offer forgiveness, then you won't 7 be free of the issue and its impacts and, you know, 8 regardless of whether that view is held, how that is 9 received by a survivor in the way it is communicated is 10 all important. Forgiveness has to be something which is 11 entered into freely and with the choice of that 12 individual understanding, or having some level of 13 understanding, where it will take them, but there will 14 be many survivors who just don't feel able to get to 15 that place.</p> <p>16 So when we hear about situations where survivors are 17 saying, "My experience of how the church has responded 18 to my abuse is like being reabused all over again", 19 sometimes it's wrapped up in how they're approached in 20 relation to this issue of forgiveness. You must do it; 21 it is a given.</p> <p>22 So I think we have got to be very, very careful 23 about that, and within our training that we provide on 24 pastoral care and supporting survivors, we are very keen 25 to spend a good amount of time talking about what</p> <p style="text-align: center;">Page 61</p>	<p>1 forgiveness looks like, how it should be approached, and 2 acknowledging that, for some, it just doesn't feel 3 possible. That is a huge barrier for some people.</p> <p>4 MS SCOLDING: Can I ask for the corollary of that, which is 5 organisations believing that somebody has repented and, 6 therefore, allowing them back into the organisation when 7 it may well not be safe to do so or not setting up 8 relevant safeguarding agreements. How far do religious 9 organisations understand the risks that sexual offenders 10 may pose within their communities and how far do they 11 seek to manage that risk through the use of things like 12 safeguarding agreements, in the work that you have done 13 with organisations?</p> <p>14 MR HUMPHREYS: I think, as I have said with other things, 15 hugely variable, in reality. So sometimes there will be 16 a level of understanding, but it will be overridden, in 17 a sense, by a belief, "Well, they have said sorry, they 18 have repented, therefore they should be allowed to be 19 fully integrated back into the life of the church". 20 Others, there is a better understanding of the issue, 21 which is what we would advocate, which says, "Regardless 22 of somebody's personal position, whether they have 23 repented of their actions or not, that's never going to 24 remove a level of risk that is there", so we often talk 25 about the seesaw of grace and risk. There is</p> <p style="text-align: center;">Page 62</p>
<p>1 a statement that goes around certain parts of the 2 Christian community that says, "Well, grace covers all, 3 grace covers a multitude of sins". I think that is 4 actually a direct reference to scripture, but it is used 5 as a way of, "Well, they have repented, therefore ...", 6 which, of course, is dangerous. So we are always 7 saying, "Look, acknowledge that you want to extend grace 8 and mercy, that there is a rehabilitative exercise, 9 sometimes, to be undertaken. We know churches and other 10 faith groups and community groups can in themselves act 11 as a protective factor and measure, but they have to be 12 entered into with an acknowledgement of risk".</p> <p>13 What we find for the more structured and 14 well-resourced churches and denominations is that they 15 will have things like agreements in place. So there 16 will be templates that can be used.</p> <p>17 I have to say, though, that the degree to which 18 those agreements are genuinely kept alive, reviewed and 19 monitored is a very different picture, often.</p> <p>20 MS SCOLDING: Tell me about that picture, please?</p> <p>21 MR HUMPHREYS: What we will find in some cases, again, where 22 the structures are clearer, is that those agreements 23 will be reviewed on a set frequency, whether it be 24 six-monthly or what have you; will even involve all the 25 key people, so the support group, say, within the church</p> <p style="text-align: center;">Page 63</p>	<p>1 or setting that have been informed of the situation are 2 there to get around the offender. The integration of 3 multi-agency partners, so probation teams and the like, 4 you know, in the best scenarios are part of that 5 process.</p> <p>6 What we often see, actually, is that the agreement 7 is completed, and it is then just put on a shelf, and 8 people are almost expecting, "Well, we have done the 9 agreement, that's all we needed to do". So, as an 10 example, I visited a church on one occasion -- granted, 11 going back a few years -- where, in the course of 12 the conversation, I was handed five brown A4 envelopes, 13 each one including an attendance agreement or a contract 14 with an offender who attended the church. So my first 15 question to that person, the church leader, before 16 opening them, was, "Do you know what's in these?" "No. 17 I just know that they are the agreement". So they had 18 literally been in a filing cabinet as "the agreement", 19 almost like, you know, set in some kind of stone never 20 to be changed again.</p> <p>21 So we see those two extremes of the spectrum and 22 everything in between. So it is about understanding 23 that they do need to be kept alive, that circumstances 24 in the life of the offender may change that may result 25 in the need to reassess any level of risk. The</p> <p style="text-align: center;">Page 64</p>

<p>1 activities undertaken in a church may mean that you have</p> <p>2 to think about the attendance of that individual in</p> <p>3 a different way to how you had previously.</p> <p>4 So there is a huge variation in how these things</p> <p>5 actually work, never mind what people's own, let's say,</p> <p>6 theological beliefs about rehabilitation of offenders</p> <p>7 might look like.</p> <p>8 MS SCOLDING: Do you think that there is good enough</p> <p>9 multi-agency work between churches and other religious</p> <p>10 organisations and the police and probation who are</p> <p>11 largely responsible for dealing with sex offenders once</p> <p>12 they have been released from custodial institutions or</p> <p>13 if they are on the sex offenders register? Because one</p> <p>14 of the issues is, in order for you to put an agreement</p> <p>15 in place, you need to know that that person is attending</p> <p>16 your religious institution. How easy is it to know that</p> <p>17 and how frequently are those things not communicated to</p> <p>18 a place of worship?</p> <p>19 MR HUMPHREYS: Again, a hugely varying picture, ranging from</p> <p>20 good practice, where we even see MAPPA teams, probation</p> <p>21 officers, making contact with a local church to say,</p> <p>22 "This individual is going to be released. They have</p> <p>23 told us that they want to find a place of worship.</p> <p>24 Would it be suitable for them to come to your church and</p> <p>25 how might we manage that?". That is at the good end.</p> <p style="text-align: center;">Page 65</p>	<p>1 At the opposite end, we sadly see situations where</p> <p>2 statutory partners are unprepared to share any detail</p> <p>3 whatsoever about an offender, his or her offending,</p> <p>4 their MO, the risk level that they may pose. Clearly,</p> <p>5 they will have had a risk assessment undertaken before</p> <p>6 they were released, but that not being shared. So we</p> <p>7 find, on occasions, that it is only discovered after an</p> <p>8 offender has started to attend a church and, sadly,</p> <p>9 sometimes started to cause issues that there is even an</p> <p>10 awareness. But even then, sometimes, the sharing of</p> <p>11 information is nowhere near what it needs to be.</p> <p>12 MS SCOLDING: So what needs to happen to make that better?</p> <p>13 MR HUMPHREYS: I think there just needs to be that greater</p> <p>14 sense of engagement, and I think it goes back to the</p> <p>15 point that Dr Oakley has made, I think at least once</p> <p>16 already, which is a finding from, I would say, probably</p> <p>17 the last three pieces of research that we have</p> <p>18 undertaken over the last five years, which shows that</p> <p>19 disconnect between faith settings and local authorities</p> <p>20 and other statutory partners, that there is a sense of</p> <p>21 distrust, a lack of understanding of faiths, beliefs,</p> <p>22 how those are outworked. So what we often try to do is</p> <p>23 encourage faith settings to proactively engage with</p> <p>24 their statutory partners, at the very least with their</p> <p>25 local authority, to say, "We are here. This is what we</p> <p style="text-align: center;">Page 66</p>
<p>1 are doing. These are the services and the activities</p> <p>2 that we provide", so they are not in a situation where</p> <p>3 they are having to try to build a working relationship</p> <p>4 once the wheel has come off, let's say. So it is about</p> <p>5 encouraging positive, proactive and relationship</p> <p>6 building between those partners. So that, on a local</p> <p>7 level, I think would be one of the issues.</p> <p>8 One of the others is around the real difficulties</p> <p>9 that we see around the country with safeguarding boards</p> <p>10 being able to connect appropriately with representatives</p> <p>11 of faith communities in their areas. It's still hugely</p> <p>12 patchy. What we will often see is that the Anglican</p> <p>13 representative, you know, the DSA, is the faith</p> <p>14 representative on the safeguarding board. Well, of</p> <p>15 course that person is only able to speak about their</p> <p>16 diocese and, to some degree, the Anglican arrangements.</p> <p>17 They can't talk about Pentecostal or whoever else, and</p> <p>18 they certainly can't speak about any other faith.</p> <p>19 Yet -- perhaps it is that tick-box mentality. So</p> <p>20 I think there are strategic-level engagements that need</p> <p>21 to happen that aren't happening, and there are then the</p> <p>22 local ones. It takes both sides to make that work.</p> <p>23 MS SCOLDING: Would you say the distrust goes both ways, so</p> <p>24 from the religious organisation to the local authority</p> <p>25 and from the local authority to the religious</p> <p style="text-align: center;">Page 67</p>	<p>1 organisation, or is it just one-way traffic?</p> <p>2 MR HUMPHREYS: No, I think it goes both ways, and I think</p> <p>3 there are subtle differences in both directions of</p> <p>4 travel, but ultimately, it does go both ways, and we</p> <p>5 have known this for a long time. Back in 2010, I think</p> <p>6 it was, a piece of research undertaken by Huckins and</p> <p>7 Harder talking about that level of distrust between</p> <p>8 faith communities and statutory bodies. The faith</p> <p>9 literacy that has already been mentioned still isn't</p> <p>10 where it needs to be. So there are all kinds of ideas</p> <p>11 about what it means to hold a particular faith and what</p> <p>12 you therefore believe, how you practice. On the part of</p> <p>13 faith groups, still negative stereotypes of statutory</p> <p>14 partners and, "They are going to come and remove our</p> <p>15 children. They are going to make life really difficult</p> <p>16 for us, and, actually, because we are Christians, we</p> <p>17 believe it is best to deal with things in-house anyway",</p> <p>18 all of those sorts of factors play into that situation</p> <p>19 too.</p> <p>20 MS SCOLDING: Can I ask you, Mr Humphreys, now about</p> <p>21 a slightly different topic, which is about DBS checks</p> <p>22 and safer recruitment and the meaning of regulated</p> <p>23 activity.</p> <p>24 I suspect this is something which Dr Oakley is</p> <p>25 obviously free to come in on, but which I think is</p> <p style="text-align: center;">Page 68</p>

<p>1 probably more your area of expertise than hers. 2 You are the largest provider of DBS checks for the 3 religious sector in the country. I think you said you 4 do roughly 74,000 DBS checks a year. How do you 5 think -- obviously a DBS check is only one part of 6 a safer recruitment system, and you have set out in some 7 detail in your witness statement about the fact that 8 there needs to be lots of other things which are put in 9 place. But as far as this one issue, does the DBS 10 system work in capturing and ensuring that those who 11 will be working with children within faith settings have 12 the appropriate checks? 13 MR HUMPHREYS: If I were to come down one side or the other, 14 I would say no. 15 MS SCOLDING: Okay. Why not and what is the problem? 16 MR HUMPHREYS: I think there is a whole multitude of 17 problems, in actual fact. I think it is slightly better 18 more recently than it has been for some time, in that 19 there are new levels of check being made available. So 20 we now have the basic check which complements the 21 traditional enhanced level check. 22 One of the key issues that churches and faith groups 23 still struggle with is this notion of eligibility, and 24 understandably, because it is hugely complicated. 25 Having to get your head around frequency, intensity,</p> <p style="text-align: center;">Page 69</p>	<p>1 nature of contact, level of supervision, is just 2 a minefield for most. So we spend a huge amount of 3 time, as you might imagine, talking our users through 4 that, and that's fine, because that's what we are there 5 to do, but it could be a whole lot easier. 6 So we have swung from a position, it would seem, 7 where too many people were being checked who didn't need 8 to be checked, to a situation, actually, where I believe 9 that there are those who ought to be checked who cannot 10 be checked currently under the Safeguarding Vulnerable 11 Groups Act and its definitions and eligibility criteria. 12 MS SCOLDING: Can you give me some examples of those who 13 wouldn't necessarily be checked who you think should be 14 because of the role they would play in respect of 15 children? 16 MR HUMPHREYS: Sure. One of the key areas of support we 17 provide year on year is to Christian camps, conferences 18 and festivals, so some of them are very large, you know, 19 with literally thousands -- up to 10,000 young people on 20 site at one point in time. What we often find is that 21 there are individuals who perform roles like stewards. 22 So those who would be generally wandering around the 23 site, making sure that everything is okay; in the 24 context of that, potentially building relationships with 25 young people who are there overnight for days, a week at</p> <p style="text-align: center;">Page 70</p>
<p>1 a time. To apply the letter of the Safeguarding 2 Vulnerable Groups Act to the letter, individuals like 3 that could not be checked. So we have had 4 communications with DBS over a number of years to say, 5 "Look, because of the context in which they're working, 6 it clearly doesn't fall in line with the guidance that 7 you have issued, but you've got to accept that there is 8 a risk here: that ability to build that relationship, 9 that ability to be in a position of trust, in inverted 10 commas, is really high in those kinds of environments". 11 That's just one example of a whole number that we would 12 cite where things don't quite fit. So the basic checks 13 have come along which kind of help with that, to 14 a degree, but of course they are releasing less 15 information than an enhanced check will. 16 MS SCOLDING: Do you think the concept of regulated 17 activity -- and it was designed largely for statutory 18 settings, so for schools, for hospitals, for social care 19 settings, for nurseries, et cetera, et cetera -- really 20 captures the complexity of the activities that churches 21 do with children, such as to enable a comprehensive 22 assessment? 23 MR HUMPHREYS: No. No, I don't think it does. Going back 24 to what we were talking about earlier on about the 25 family nature and ethos of many church and faith</p> <p style="text-align: center;">Page 71</p>	<p>1 settings, that adds a further confusion to the mix here. 2 So just the question of supervision as being one of 3 those determining factors, well, supervision of 4 volunteers in a faith setting looks hugely different 5 from supervision of, let's say, a social worker on 6 a local authority children and family team. You just 7 can't compare the two. So how much supervision is 8 required? What does that supervision need to look like? 9 And how much contact in the context of that supervision 10 means that somebody really needs to have one level of 11 check rather than another? 12 So, no, I don't think it is wholly helpful at all. 13 I think there needs to be much more consideration given 14 to faith settings and probably other settings too. 15 MS SCOLDING: The other point which is sort of related to 16 this is about safer recruitment generally. You wrote 17 some guidance for the Children's Workforce Development 18 Council back in 2009, which, chair and panel, we have 19 got -- I don't think I need to get it up, but which 20 effectively identified what good safer recruitment 21 should look like. 22 In your witness statement, you identify that, 23 despite the fact that faith organisations are the 24 largest provider of youth services probably in the 25 country, probably a larger provider than local</p> <p style="text-align: center;">Page 72</p>

<p>1 authorities are now, that there is no good quality 2 guidance to say, "This is what youth work should look 3 like in this context. These are the basics of safer 4 recruitment". And yet the only reference, really, is, 5 look at Keeping Children Safe in Education, which is 6 designed for education settings and not anything else. 7 What do you think needs to be done about that? 8 MR HUMPHREYS: Firstly, I think what I'd like to say is, 9 it's hugely frustrating to find that, ten years on, we 10 are still in this position where we have made very 11 little progress. 12 MS SCOLDING: Right. In 2009, you wrote this report saying, 13 "This is what it should look like in the voluntary 14 sector". 15 MR HUMPHREYS: Yes. 16 MS SCOLDING: And nothing has happened? 17 MR HUMPHREYS: Not a lot has happened. So what we have seen 18 in the intervening period is a change in government. 19 You know, so without making it political, there has been 20 a change in policy position, a decision made very early 21 on, really before the Recruiting Safely, which was the 22 wider workforce guidance that I wrote, had seen any real 23 traction, DfE backed away from that, pointed everybody 24 towards Keeping Children Safe in Education, which really 25 kind of left the wider children's workforce high and</p> <p style="text-align: center;">Page 73</p>	<p>1 dry. 2 Within that guidance -- one of the reasons, 3 I believe, why I was asked to write that piece of 4 guidance was, in part, due to my understanding of how it 5 needed to account for faith groups; the significance of 6 their contribution to the bigger picture. So what we 7 find in that being archived is that faith groups, 8 amongst other voluntary groups and community groups, 9 have nothing that is tailored towards how they ought to 10 conduct safer recruitment, and broader workforce 11 management. 12 So my view would be, as I would say, that that needs 13 to be revisited. Some clarity needs to be brought to 14 that. Because there are some differences and some clear 15 differences -- 16 MS SCOLDING: What are the clear differences? Because it is 17 easy for everybody to say, "We need specific guidance", 18 but if the DfE was sitting here now, they would say 19 Keeping Children Safe in Education is quite long, it 20 sets out a lot of things that have to be done. What is 21 missing or how do you think the organisations you work 22 with -- do they use it faithfully, do they kind Keeping 23 Children Safe in Education helpful or do they just go, 24 "This is about schools", and throw it in the bin? 25 MR HUMPHREYS: Mostly the latter. They will see it -- it is</p> <p style="text-align: center;">Page 74</p>
<p>1 a great big tome, and that may well be fine for the 2 education settings that it is designed to cater for, but 3 for churches, faith groups and smaller community groups, 4 it is unwieldy and the majority of it is irrelevant for 5 the way in which those kinds of groups operate. 6 So one of the key differences, apart from resourcing 7 and structure and focus, would be the fact that the 8 majority of faith settings are voluntary. Their 9 workforce are volunteers. So the expectations upon them 10 need to be different. 11 What I would always say, and did say back in the 12 guidance, is that the frameworks that are applied to 13 safer recruitment have to be sufficient that they can be 14 flexed and scaled depending on the nature of the work, 15 the size of the workforce. That is beyond the thinking 16 of Keeping Children Safe in Education, and rightly so, 17 probably. So it just shows a gaping hole, in my view, 18 that has been missing. 19 Now, we have tried, to some degree, to try and fill 20 that hole. We deliver safer recruitment training. But 21 of course we can only reach so many people. Again, 22 similarly to the whole issue around the national action 23 plan of child abuse linked to faith or belief: it needs 24 high-level government backing and resource to bring it 25 back on the map.</p> <p style="text-align: center;">Page 75</p>	<p>1 MS SCOLDING: Dr Oakley, you raise in your witness statement 2 what you think is a need for Working Together to also be 3 more explicit about faith communities and to provide 4 more guidance. You have heard, obviously, what 5 Mr Humphreys said, which is an impassioned plea for 6 really a kind of voluntary body version of Keeping 7 Children Safe in Education. Do you agree with that? Do 8 you think that is something which is needed? 9 DR OAKLEY: I absolutely do agree with that. I think it is 10 very needed. I think I would totally agree with what 11 Mr Humphreys has said about the Keeping Children Safe in 12 Education. I think if you spoke to most people in 13 religious settings who were not part of education in 14 their day job, they would probably not know what that 15 was. And it doesn't sound very relevant when that's not 16 what your core business is. So I do think there needs 17 to be. 18 However, I do think that there are lessons to learn 19 in the terms of, you know lengths of documents, how they 20 are set out, how useful they are. I did some training 21 the other week, and somebody said, "How many times have 22 you actually read the terms and conditions before 23 ticking 'agree' on any document", and I think there is 24 something there that resonates, that if we are going to 25 have effective policy, effective practice guidance,</p> <p style="text-align: center;">Page 76</p>

<p>1 there is a balance to be brought between too much 2 information and enough, and I think it is about also 3 thinking about the different groups that may interact 4 with that material. 5 I think another point that Mr Humphreys made which 6 is really important is that, in religious groups, many 7 people will be operating as volunteers, and so, you 8 know, the amount of time they have to engage in 9 training, to engage in reading policy, will be limited, 10 but also, importantly, they will not have the 11 professional background that other people in statutory 12 bodies may have in the area of safeguarding. 13 So I think there are things to think through. 14 I definitely think guidance is needed, but I think 15 succinct, helpful guidance is needed. 16 MS SCOLDING: I'm sure we would all agree with the word 17 "succinct" in the context of any statutory guidance. 18 Mr Humphreys, can I come to you and talk about the 19 law in respect of positions of trust. Now, you have 20 indicated that you're an advisor for the All-Party 21 Parliamentary Group in respect of positions of trust, 22 and you set out something about this in your second 23 witness statement. Chair and panel, that's tab B6. We 24 have a report from the APPG and yourselves, which is 25 at -- would you mind getting it up, please, Danny,</p> <p style="text-align: center;">Page 77</p>	<p>1 THO000080_001. It is behind tab B34, chair and panel, 2 of your bundle. Can I just identify that my photocopy, 3 anyway, is so tiny -- this may well be my age, chair and 4 panel -- that I can't read it, but we should be able to 5 see it on the screen. I can't read it effectively. 6 Danny, would you mind getting up _004 of this 7 document, which is the executive summary, over to _005, 8 and could you please -- the executive summary, could you 9 blow that up as largely as you can, and the bit on the 10 next page? It is still ridiculously -- in fact, it is 11 even more incomprehensible now that it is larger. 12 Mr Humphreys, given that this is incomprehensible to 13 us on any written form -- Danny, you might as well take 14 that down because we are not going to get any -- is that 15 better, chair and panel? Well, a little bit. 16 Mr Humphreys, tell us, what did you find and what 17 are you recommending? 18 MR HUMPHREYS: Can I first just kind of set this in context? 19 MS SCOLDING: Of course. 20 MR HUMPHREYS: So the APPG on Safeguarding in Faith Settings 21 sought to understand the challenges that might exist in 22 relation to "position of trust" as it is defined in law 23 under the Sexual Offences Act 2003 and how it is applied 24 in faith settings -- indeed, if it is applied in faith 25 settings.</p> <p style="text-align: center;">Page 78</p>
<p>1 So having consulted a wide cross-section of 2 organisations, including many faith groups -- the 3 Association of Child Protection Professionals, NSPCC, 4 LADOs' network, universities, et cetera -- what we 5 identified at the end was a number of recommendations, 6 which essentially were based on the premise that, for 7 position of trust, as defined in sections 21 and 22 of 8 that Act, they did not cover roles in faith settings. 9 So they would be applied to teachers, social workers 10 and police and the like, but not in faith settings. 11 So we saw there a difference in the outworking, 12 potentially, of a right to protection from harm and 13 abuse of children when they were attending activities in 14 a faith setting as opposed to anywhere else. So the 15 recommendations were, as you might imagine, that the law 16 should be changed in that regard. 17 My view, although this isn't detailed to a huge 18 degree within the report, is that the change ought not 19 to be focused on roles so much as the nature and context 20 of contact with children and young people. But that 21 needs to change. That was the first recommendation, 22 that we recommended that the government, on the back of 23 that, launched an awareness campaign to raise awareness 24 to why the law was being changed, if that is what they 25 agreed to do. That the Department for Education</p> <p style="text-align: center;">Page 79</p>	<p>1 specifically should implement an improved set of 2 guidance and training for working with faith groups. 3 Clearly that's important in relation to "position of 4 trust" -- it is important in a whole range of other 5 areas in terms of faith setting engagement as well. 6 That for LADOs and the like, the DfE should also work 7 with partners to develop an improved set of recording 8 mechanisms to help them to plot and learn from lessons 9 and themes of contact around allegations in faith 10 settings. And then, lastly, going back to the point 11 that we have just been talking about, the need to 12 urgently revise Working Together to Safeguard Children 13 to bring faith settings back onto a decent footing and 14 also to revisit recruiting safely for the wider 15 children's workforce to enable the better integration of 16 workforce management practices. 17 So those were the recommendations. The view was 18 overwhelming for a change. In fact, I don't think 19 anybody who participated in the inquiry said, "No, we 20 think it is okay, leave it as it is". A clear view that 21 it is not working, it cannot work as it is currently 22 constructed, and therefore a change is required. 23 MS SCOLDING: Thank you very much. Chair, I note the time. 24 I probably have about 15 minutes more with these 25 witnesses. I am going to suggest that we do that after</p> <p style="text-align: center;">Page 80</p>

<p>1 the lunch break, if Dr Oakley and Mr Humphreys can stay 2 for a short period of time after lunch? Chair, would 3 now be an appropriate moment to have our lunch break? 4 THE CHAIR: Yes, we will return at 1.45 pm. Thank you. 5 MS SCOLDING: Thank you very much, chair. 6 (12.45 pm) 7 (The short adjournment) 8 (1.45 pm) 9 MS SCOLDING: Mr Humphreys, Dr Oakley. Mr Humphreys, if 10 I could turn to you, we were talking about changing the 11 law in respect of position of trust, and I think your 12 view is absolutely clear. 13 Can we now move on to recommendations. So you have 14 talked quite a lot, Mr Humphreys, about the safeguarding 15 standards and about the use of a standards-based 16 methodology. Could I ask you a little bit about what 17 you mean by that and whether or not you think that could 18 be imposed across faith settings or would it have to be 19 contextually specific to each different religious 20 organisation or possibly even different denominations? 21 MR HUMPHREYS: I think, in essence, a standards-based 22 methodology details a minimum set of expectations to be 23 achieved by an organisation or setting. 24 Whether it can be imposed in one form across all 25 faith settings, I think that the answer to that is, yes,</p> <p style="text-align: center;">Page 81</p>	<p>1 provided it's structured in a way that enables the key 2 essential ingredients, if you like, to be articulated 3 alongside other arrangements that might complement that, 4 that might address sort of the contextual differences. 5 I think, broadly speaking, a standards-based 6 framework could be used across all settings. 7 As an example, the standards framework that we 8 operate has ten standards within it. We have been using 9 it for decades, developing it as time goes on, picking 10 up issues, you know, from the existence of policy and 11 procedure and leadership commitment, as we spoke about 12 before, right the way through to issues of working with 13 survivors, safer recruitment, training and awareness, 14 partnership working, managing those who pose a risk. 15 If that's the kind of framework that we are thinking 16 could be used, then I'd say, yes. I'm not sure that we 17 have come across an organisation that we work with -- 18 and given the breadth of organisations we work with -- 19 that has not been able to use it in some form. 20 MS SCOLDING: So something similar to what you have said, 21 sort of headline things about safer recruitment, 22 partnership working, putting survivors first, having 23 leadership, having a framework, having policies and 24 practices. All of those you think would be achievable 25 in large and small contexts?</p> <p style="text-align: center;">Page 82</p>
<p>1 MR HUMPHREYS: Yes, I think so, because I think that they're 2 all -- or should be able to be scalable. So underneath 3 those ten standards-based headings, we have a raft of 4 things that might want to be considered or looked at, 5 let's say, in the context of a review or audit. 6 So you take from that what is relevant to your 7 context and the activities that you are undertaking. 8 So, for some, different bits may not be relevant; for 9 others, pretty much all of it might be. 10 MS SCOLDING: Do you think there needs to be some sort of 11 external scrutiny of child protection in the context of 12 activities with children that religious organisations 13 do, and what should that look like, from your 14 perspective? 15 MR HUMPHREYS: Yes, I do. I firmly believe that there 16 should be some form of external scrutiny. But I think 17 I should be clear to say that, although, clearly, we are 18 looking at faith settings here, that applies to any 19 setting that is undertaking work with children and young 20 people. 21 The thing that seems strange to me at the moment is 22 that churches and other faith-based settings provide so 23 much work with children and young people, yet it kind of 24 seems to sit outside of any other framework, monitoring, 25 scrutiny, regulation, registration, and I'm just not</p> <p style="text-align: center;">Page 83</p>	<p>1 sure that that holds up. 2 You know, if the faith sector is to be seen standing 3 alongside other partners, it has to place itself under 4 the same levels of scrutiny and be accountable for what 5 it provides. So, yes, I do strongly believe that. 6 As to how that might be provided, there are possibly 7 a number of different models. It could be something as 8 formal as something provided under powers that the 9 Secretary of State has, similar to the ability to 10 inspect independent schools; it could be that 11 organisations are accredited to undertake work on behalf 12 of that kind of body, or even another one that might be 13 set up to do something specific; it might be that we are 14 able to extend the reach of the Charity Commission and 15 ensure that it has the resources to undertake this kind 16 of work. 17 So I suppose there are a number of options that 18 could potentially be looked at. The bottom line for me 19 is, it's needed. Sadly, the church, which is the key 20 area of interest for Thirtyone:eight, has shown over 21 time that it has not been able to self-regulate and 22 self-monitor itself, and, therefore, there seems to be 23 no choice but to take an element of it out of their 24 hands, so that we can achieve that consistency that's 25 desperately needed.</p> <p style="text-align: center;">Page 84</p>

1 MS SCOLDING: When you say "an element of accountability and
 2 scrutiny", what do you mean in respect of -- is that, in
 3 effect, looking to see if they are meeting the set of
 4 minimum standards?
 5 MR HUMPHREYS: Yes, that's exactly what I mean. We have to
 6 be clear about the expectations that are being placed
 7 upon faith settings who are engaging children. Based on
 8 that, there needs to be some sense of how are settings
 9 achieving those expectations, what might the gaps be,
 10 where are the areas of strength, how can we learn from
 11 one area to another?
 12 I mean, my feeling is, rather than a strictly
 13 regulatory regime, it's one that can actually assist to
 14 improve positive change.
 15 MS SCOLDING: In the education context, there are, or used
 16 to be, things called school improvement partners, and,
 17 in fact, Ofsted, I think, or some of the other
 18 regulators, used to, and some of them still do, do work
 19 which is about kind of bringing standards up, not just
 20 inspecting where you are at.
 21 MR HUMPHREYS: Exactly. I think that would be a much better
 22 place to start. I feel that it would be more acceptable
 23 to a larger number of faith settings, because it is
 24 about collaborative working, working with rather than
 25 doing to.

Page 85

1 MS SCOLDING: Dr Oakley, do you have any views about the
 2 need for external regulation of religious bodies --
 3 DR OAKLEY: Yes --
 4 MS SCOLDING: -- working with children. Not generally;
 5 working with children?
 6 DR OAKLEY: I think, to a large extent, I agree with what
 7 Mr Humphreys has said. In my statement, I said I have
 8 been on a journey in my thinking about this. I think
 9 one of the things that's difficult in this area is,
 10 because nobody knows what this external body would look
 11 like, that has led to a degree of concern in religious
 12 communities about what that might mean. So some people
 13 have been concerned about limits to religious freedom,
 14 practices that are commonplace within religious
 15 settings -- for example, prayer being misunderstood. So
 16 I think there has been some concern.
 17 However, I think that what we have seen is that
 18 there isn't sufficient evidence that internal bodies do
 19 respond appropriately at all times. As Mr Humphreys has
 20 said, there are some good practice examples, and we need
 21 to have that in the balance, that there are some
 22 examples where survivors have been responded to well.
 23 However, there are a number of examples, many examples,
 24 where that isn't the case.
 25 So for me, yes, there needs to be some external

Page 87

1 I think, as we have already touched on before, there
 2 are all sorts of issues around levels of distrust and
 3 lack of understanding, and all of that. So I think that
 4 that approach that you mentioned would probably be the
 5 stronger place to begin with this.
 6 MS SCOLDING: You have mentioned various options. One of
 7 the options you didn't mention was the local authority
 8 having a role. Do you think that's something that's
 9 feasible, or do you think the levels of distrust are
 10 such that that would be bound to fail?
 11 MR HUMPHREYS: I wouldn't say that it would be bound to
 12 fail, but I think we would need to be aware of
 13 the challenges that that kind of model would bring.
 14 I mean, let's be honest. There are many examples of
 15 good relationships between faith settings and their
 16 local authorities.
 17 MS SCOLDING: Of course.
 18 MR HUMPHREYS: Equally, there are some which aren't so good.
 19 So I can see that one of the benefits of working that
 20 (interference) might be that relationships could
 21 potentially strengthen; it provides a firmer footing
 22 through which local authorities can engage with their
 23 communities and vice versa. So I wouldn't discount it,
 24 but I think we would have to be very clear about exactly
 25 what that role would be.

Page 86

1 scrutiny, but there needs to be collaboration. I think
 2 if you -- as Mr Humphreys said, if you impose on, you
 3 are unlikely to get that working together that's needed
 4 to get those referrals, to get that synergy of
 5 relationship that's so important.
 6 So I think, in creating some kind of external body,
 7 thought needs to be given to how faith representation is
 8 there; obviously not that it then is controlled, but
 9 that there is faith literacy, there is a working
 10 together.
 11 I think the model that we have got within the
 12 National Working Group, which does have a range of
 13 representation on it, therefore brings that external
 14 scrutiny, those different lenses. I think there are
 15 ways in which it could work and it could help.
 16 I think there are two other things that are really
 17 important to consider. One is, if you are looking at
 18 groups that operate with children and young people, how
 19 will you know that they're there? So how do you -- is
 20 this based on people self registering and, if that is
 21 the case, obviously there are complexities and
 22 difficulties around that. So that's one.
 23 I think the second one is also funding, because if
 24 we are talking about training, if we are talking about
 25 policy development, a whole raft of things, who funds

Page 88

1 that? Who funds the external body? Where does that
 2 infrastructure come from? I think all of those things
 3 are really, really key, bearing in mind that some
 4 religious groups might be very small and, therefore,
 5 a huge requirement for something that they have to pay
 6 and resource may not be possible.
 7 So I think, for me, there's something also about
 8 thinking broadly if you have got a standards framework
 9 around, are there some things that can be made freely
 10 available that do help and do empower and do equip many
 11 organisations that want to do this better, but at the
 12 moment don't have the facility and capacity to do that?
 13 MS SCOLDING: Thank you very much, Dr Oakley. I have no
 14 further questions for either of you. I will pass over
 15 to the chair and panel, who may well have questions for
 16 you. I don't think, unless anybody indicates otherwise,
 17 that we have any questions from any other core
 18 participants. No. Fine. Professor Jay?
 19 THE CHAIR: Thank you, Ms Scolding. I have no questions,
 20 but I will pass over to my colleagues and ask each of
 21 them in turn.
 22 Sir Malcolm?
 23 PROF SIR MALCOLM EVANS: No questions from me, thanks very
 24 much.
 25 THE CHAIR: Mr Frank?

Page 89

1 areas, but I'm not aware of anything that's perhaps more
 2 prevalent in a wholly domestic sense.
 3 DR OAKLEY: I think I would agree with that. It is not an
 4 area that I have specific expertise in to be able to
 5 address that question, although we do know that the
 6 internet is obviously used to transmit messages and
 7 beliefs, and so it can be part and parcel of people's
 8 experiences of abuse.
 9 MR FRANK: If I might ask a follow-up question specifically
 10 to you, Dr Oakley, because in relation to your 2017
 11 exploration of knowledge document, which we have
 12 referred to already, there is a discussion there about
 13 what the police regard as indicators of this child abuse
 14 in the belief setting, faith and belief setting; nothing
 15 there to indicate that the police have an awareness of
 16 the use of various texts that you have told us. So, for
 17 example, it may well be that there are specific texts
 18 that you see commonly being referred to in cases
 19 involving child abuse. I'm not asking you to tell us
 20 what those texts are, but it may be that they appear
 21 quite commonly, and they might be able to be examined,
 22 and the police might be able to look for those as
 23 indicators of abuse happening. Are you aware of that
 24 and is that an indicator that you would recommend should
 25 be looked at?

Page 91

1 Questions from THE PANEL
 2 MR FRANK: I have one specific question, and I think it
 3 probably is open to either of you to answer it as you
 4 feel able. We have seen how far the internet has been
 5 used to facilitate the abuse of children generally.
 6 I don't think we have seen any specific evidence in
 7 relation to the abuse of children in the faith setting.
 8 I just wonder whether you have any knowledge of whether
 9 or not that has been something that you have observed,
 10 whether the internet has been used in that way? So
 11 that's my first question.
 12 MR HUMPHREYS: I think it all depends on just how we look at
 13 this, but certainly I am aware that individuals who
 14 claim to be a part of a faith group or subscribe to
 15 a particular faith abuse that in order to abuse
 16 children. That's quite clear. And some of that will be
 17 noncontact offences online, some of it the creation of
 18 harmful content.
 19 I think one of the other areas where we know that
 20 there are some difficulties is the overrepresentation of
 21 those who claim to be part of a faith group or at least
 22 inspired by their religion in terms of what's known as
 23 transnational sex offending, and some of that will
 24 involve an online element to it.
 25 So, yes, we see faith emerging into those kinds of

Page 90

1 DR OAKLEY: I think that's quite a complex question, because
 2 I think that, in one sense, we do explore texts, but
 3 I think that specifically in terms of the National
 4 Working Group, obviously there is a sharing of
 5 information there. But I think we have to be quite
 6 careful about how a particular text may be used, and
 7 I think there would need to be some quite careful
 8 working around that if that were to be explored.
 9 It is certainly an area that can be explored more,
 10 but I think it needs to be looked at very carefully.
 11 MR FRANK: Yes, thank you. That's all I ask.
 12 THE CHAIR: Thank you, Mr Frank. Finally, Ms Sharpling?
 13 MS SHARPLING: Yes, please. Thank you, chair.
 14 One for Mr Humphreys, but Dr Oakley should feel free
 15 to contribute, and that is about the position of trust.
 16 We have heard quite a lot, Mr Humphreys, of your
 17 recommendations in the All-Party Parliamentary Group,
 18 but I wonder if you had any knowledge of what the
 19 barriers were to implementing a change of law and
 20 guidance in relation to the position of trust?
 21 MR HUMPHREYS: Sure. Clearly, it is a very complex area of
 22 law, which the Ministry of Justice is responsible for.
 23 As you probably know, the whole area of position of
 24 trust has been subject to campaigning not just by
 25 ourselves and the APPG, but by groups such as the NSPCC

Page 92

<p>1 through their Close the Loophole campaign. I think one 2 of the areas, although there are a number, is trying to 3 get that balance between affording appropriate and 4 consistent protections to young people between the ages 5 of 16 and 18 and upholding their rights to engage in 6 sexual activity where they choose to. This whole thing 7 really hinges upon our view and supporting legislation 8 around consent, and understanding that, in situations 9 where a young person is in either the care, supervision 10 or training of an adult, that there is a power 11 imbalance. The dynamic there is slightly different to 12 any other given situation and, because of that, it's 13 almost a tussle between different areas of law, and 14 I think that has been the primary reason for resistance 15 to do anything with this so far. But certainly the view 16 of the -- or the findings from the inquiry, from the 17 APPG, are that, actually, what we are looking at is an 18 imbalance here in terms of how the rights of children 19 and young people are upheld from one setting as opposed 20 to another, and, really, surely, it should be about 21 a level playing field in both regards. 22 So I think it is about trying to get into the nuts 23 and bolts of that to do something in a way which is 24 constructive, sufficiently embracing, without it causing 25 problems in other areas. That's my untrained legal</p> <p style="text-align: center;">Page 93</p>	<p>1 analysis of where it's at. 2 MS SHARPLING: Thank you. Dr Oakley, do you want to add 3 anything? 4 DR OAKLEY: I think I would concur with that. I think just 5 one other reflection I'd say is that I don't think that 6 the barrier here is particularly located within 7 religious communities. I think most people working in 8 a voluntary capacity with children and young people in 9 those communities would expect that any legislation 10 applies up to the age of 18. I think many would find 11 it -- certainly, when I have done training, the notion 12 that there is this sort of position of trust being 13 looked at is met with some disbelief because the 14 assumption is that everything applies until young people 15 are at the age of 18. 16 So I think that this is a legislative -- you know, 17 there is a loophole here that I don't think would be in 18 the consciousness of many people within religious 19 settings. 20 MS SHARPLING: Thank you. 21 THE CHAIR: As there are no further questions, I would like 22 to thank both witnesses very much for their evidence. 23 It has been very helpful to the inquiry. Thank you. 24 MS SCOLDING: Thank you very much, chair. Thank you, 25 Dr Oakley, thank you, Mr Humphreys.</p> <p style="text-align: center;">Page 94</p>
<p>1 (The witnesses withdrew) 2 MS SCOLDING: We now pass to the evidence of Ms Rachel Stone 3 of the Baptist Union of Great Britain. Mr Hughes, 4 please could you swear Ms Stone? 5 MS RACHEL STONE (affirmed) 6 Examination by MS SCOLDING 7 MS SCOLDING: Good afternoon, Ms Stone. Thank you so much 8 for coming to give evidence. I have a few preliminary 9 issues to deal with before we get to your witness 10 statement. Firstly, as I say to everyone, this isn't 11 a test of memory. Please feel free to refer both to 12 your witness statement or any other notes or documents 13 in your bundle which may assist you this afternoon, but 14 simply to indicate that, when we take a break, which we 15 will do at 2.45 pm, please do not discuss your evidence 16 with anybody else. 17 Secondly, we can stop at any time or for any reason. 18 You have heard we have a break in about 40 minutes, in 19 any event. But if you need a break before that, please 20 just put your hand up and let me know. That's 21 absolutely fine. You should have a paper bundle in 22 front of you which has both your witness statement and 23 other relevant documents. I will refer to them where 24 needed and, if necessary, as you may have seen if you 25 have been watching along, I will get pertinent bits of</p> <p style="text-align: center;">Page 95</p>	<p>1 them up on the screen, so hopefully we can see them. 2 Could I ask you now to turn to tab A1 of your 3 bundle, please, which is your witness statement. Could 4 I ask you to look at the rear of that witness statement, 5 Ms Stone, which is page 49, and for you to confirm that 6 you signed this witness statement? 7 A. Yes, I did. 8 Q. Is it true to the best of your knowledge and belief? 9 A. Yes, it is. 10 Q. You have had an opportunity to read this recently? 11 A. I have. 12 Q. Your job title, as I understand it, Ms Stone, is "People 13 support and safeguarding manager". Now, what does that 14 mean? 15 A. Actually, since we submitted the statement, my job title 16 is now HR and safeguarding team leader. What that means 17 is that I have responsibility for providing HR advice 18 and support to the organisations of the Baptist Union 19 and care for the staff who make up the specialist teams. 20 In terms of safeguarding, it means that I lead the 21 national safeguarding team, who themselves provide 22 guidance to our churches, associations and colleges. 23 I also act as the chair of our national safeguarding 24 contacts group, which represents all of our regional and 25 national safeguarding leads.</p> <p style="text-align: center;">Page 96</p>

<p>1 Q. How long have you been doing the safeguarding child 2 protection element of your job for? 3 A. Just coming up to six years. 4 Q. Do you have a background in child protection, or was it 5 something you knew anything about before you took this 6 job, or is it something you have learnt? 7 A. My professional background is in HR. My involvement 8 with safeguarding came about through various roles in 9 church life -- running youth activities as a church 10 deacon and being involved in the development of 11 safeguarding policy at church level. But the majority 12 of my learning has taken place in the last six years. 13 Q. I'd like you to tell us a little bit about the Baptist 14 church and about the Baptist Union of Great Britain. 15 Because they are not necessarily the same thing, as you 16 identify in your witness statement. 17 So how many people worship in the Baptist church in 18 England and Wales on a weekly basis, if you know the 19 answer to that? 20 A. Our statistics show us somewhere between 200,000 and 21 220,000 people will worship in a Baptist church in 22 England and Wales each Sunday. 23 Q. Of those, do you know what percentage are made up of 24 children and young people? Is it a relatively high 25 percentage or is it a very small number?</p> <p style="text-align: center;">Page 97</p>	<p>1 A. About 25,000 children and young people are in a church 2 on a Sunday morning, although far more than that are 3 associated with activities run by our churches during 4 the week. 5 Q. So would you like to tell us a little bit about the 6 activities. So you've got about 25,000 children who 7 will be attending a church service. 8 A. Yes. 9 Q. Then perhaps you would like to tell us a little bit 10 about the activities you run for children but you don't 11 necessarily need to be a member of the Baptist Church to 12 go to them? 13 A. Okay. You don't need to be a member of a Baptist 14 church, if you are a child, to go to any of our 15 activities -- so our Sunday schools, our junior church, 16 any of our holiday clubs or youth clubs. I mentioned 17 about 25,000 children and young people will go to 18 a Baptist church for a Sunday service. Our surveys of 19 our churches show about 93,000 children attend 20 a church-based activity at a Baptist church on a regular 21 basis. So that could be a youth club, a children's 22 craft group -- you might have heard "Messy Church" from 23 other churches speaking, it could be a holiday club, 24 a football club, it could be a study group for young 25 people, all sorts of different activities going on.</p> <p style="text-align: center;">Page 98</p>
<p>1 Also, a wide range of things like mums and toddlers 2 groups, groups for families to meet and play and do 3 activities together. So a really wide range of 4 community-focused activity with children and young 5 people. 6 Q. Do you run any what have sometimes been called uniformed 7 youth groups? Do you participate in that? Do the 8 Baptist churches run Brownies or Girls' Brigade, 9 Boys' Brigade, those sorts of things? 10 A. Some do. The Boys' Brigade and Girls' Brigade are both 11 active in quite a large number of Baptist churches. In 12 addition, there would be Baptist churches where Scouts 13 or Brownies groups would use a church hall to meet in, 14 although they wouldn't necessarily be affiliated with 15 the church in any way. 16 Q. Is the Baptist Church a hierarchical institution? Is it 17 one central body or is it a number of individual 18 churches? 19 A. No. The Baptist Church in the UK is made up of 20 thousands of individual Baptist churches. So the 21 Baptist Union of Great Britain is a membership 22 organisation. Baptists like to associate together, and 23 that's what we do as the Baptist Union. We are 24 an umbrella body for about 1,900 Baptist churches in 25 England and Wales.</p> <p style="text-align: center;">Page 99</p>	<p>1 Q. Is that the vast majority of Baptist churches? 2 A. Yes, it is. We are the largest Baptist structure in 3 England and Wales. 4 Q. What role, therefore, if you are an umbrella 5 organisation, do you play in providing direction or 6 compelling people to provide child protection practices, 7 policies and procedures in a certain way? 8 A. Well, we have no authority to compel churches to behave 9 in a certain way in terms of safeguarding. The only 10 area of church life where we are able to be more 11 directive is in dealing with those ministers who are 12 accredited Baptist ministers. 13 However, we provide significant encouragement, 14 guidance and specialist support to Baptist churches, and 15 they are actively encouraged in a number of ways to be 16 working towards good safeguarding practice. 17 Q. In order to be a member of the Baptist Union of 18 Great Britain, are there any child protection standards 19 or practices you have to adopt before your membership 20 will be accepted, or does it not work like that? 21 A. Part of the current membership acceptance documentation 22 is providing safeguarding policy so that that can be 23 seen by the association, who will review that before 24 you're accepted into membership. Now, a church could be 25 in a situation where they have a fantastic safeguarding</p> <p style="text-align: center;">Page 100</p>

<p>1 policy, or they could be saying, "Actually, we have got 2 something very basic, and we know we need help", and if 3 there is a willingness to do the work to move forward, 4 then clearly we would flag that at the time and provide 5 active support to that church.</p> <p>6 Q. Has that always been the case, or is that a requirement 7 that's come in fairly recently?</p> <p>8 A. That's been fairly recent, just in the last few years.</p> <p>9 Q. So when you say "the last few years", is that the last 10 ten years or more recently than that?</p> <p>11 A. I think it is more recently than that. I think probably 12 three or four years ago that we started to make that 13 request on the application form.</p> <p>14 Q. So you make the request on the application form. How 15 about all the people who are already members? Have you 16 gone back to all of them and said, "Can we have a look 17 at your safeguarding policies now that this is 18 a criteria of the mission?", so to speak, that you have 19 a policy of, we look at it to make sure it looks -- 20 I was going to use the word "kosher", but that's not 21 really a terribly appropriate word, given you're 22 a Baptist, but that it looks appropriate and fit for 23 purpose?</p> <p>24 A. We hadn't done that on the basis of the application form 25 change, but the regional ministers who are working with</p> <p style="text-align: center;">Page 101</p>	<p>1 each regional and association team do ask the Baptist 2 churches under their care about their safeguarding 3 policy, about when they have reviewed it and offer help 4 and support if a church needs to either do more work or 5 maybe needed a safeguarding policy for the first time.</p> <p>6 Q. I understand in your witness statement that there is 7 something called the Council of the Baptist Union.</p> <p>8 A. Yes.</p> <p>9 Q. Perhaps you'd like to describe what that is and whether 10 or not that does any direct work in developing child 11 protection policies and procedures?</p> <p>12 A. The Council of the Baptist Union is really there as 13 a body to look at strategic direction for the Union. 14 So, in terms of doing operational work around 15 safeguarding, they wouldn't get involved with that. 16 They would, however, be one of the bodies who would sign 17 off our commitment to safeguarding. Most of 18 the implementation work of new strategic direction is 19 done through something called the Baptist Steering 20 Group, which you will also see referred to in our 21 diagrams.</p> <p>22 Q. You have talked about the fact that you are a grass 23 roots organisation in your witness statement, and you 24 have also said: 25 "In this Baptist family, everybody is equal, for</p> <p style="text-align: center;">Page 102</p>
<p>1 everybody has a part to play in the service of God."</p> <p>2 A. Yes.</p> <p>3 Q. "So there is no hierarchy of bishops or priests 4 exercising authority over their churches or individual 5 members of the congregation."</p> <p>6 Perhaps you'd like to explain that and how that 7 might be different from other religious organisations. 8 What's the distinctive nature of Baptist worship and the 9 relationship between leader, religious leader, and 10 congregation?</p> <p>11 A. In the Baptist setting, decisions that have a major 12 impact on the direction of a church, the things that 13 they believe, the way in which they act, the way in 14 which they interact with their community are made by 15 decisions of the church meeting, so by a meeting of 16 the members of the church.</p> <p>17 Clearly, every church will have a leadership team. 18 Major decisions that the leadership team would like the 19 church to approve are brought by the leaders to the 20 church meeting for decision, and it is there that we 21 work to discern the mind of Christ together about what 22 is right for that church.</p> <p>23 Q. So when you talk about the church meeting, is that 24 everyone? Is it a collective experience, so that anyone 25 who is a member of the church -- or do you elect people,</p> <p style="text-align: center;">Page 103</p>	<p>1 in effect, like a Baptist church council, who take on 2 various roles and forms?</p> <p>3 A. At the church meeting, any church member can attend. 4 In many Baptist churches, church attendees who haven't 5 yet made the decision to be members can also attend, but 6 don't vote.</p> <p>7 Q. So it is sort of nonhierarchical. We have obviously 8 heard a lot about issues to do with clericalism in the 9 context of other religious organisations. What is the 10 relationship between the Baptist religious leader and 11 his or her congregation? Because I am assuming both men 12 and women play religious leadership roles in your 13 church; is that right?</p> <p>14 A. Yes, they do, and they might do that because there may 15 well be a minister -- either an accredited minister, who 16 has been through our Baptist training for ministry, or 17 there might be an unaccredited minister, maybe 18 a minister who has trained somewhere else or has been 19 elected by their members as the minister, and of course 20 we also have male and female leaders -- that's deacons, 21 elders, church trustees -- as well.</p> <p>22 Q. So you've got ministers who have undergone a period of 23 religious education, but then you're talking about 24 deacons, elders and church trustees. Could you tell us 25 about deacons, elders and church trustees, please?</p> <p style="text-align: center;">Page 104</p>

<p>1 A. In many cases, they overlap. So each church is an 2 independent charity, and therefore needs to have 3 a trustee body. Normally, those are made up of 4 the members of the leadership team of the church. And 5 deacons and elders are people considered by their church 6 to have particular gifts in terms of management, in 7 terms of leadership, in terms of wisdom, who are voted 8 for by the church members, and therefore serve a term as 9 a deacon or an elder of the church. 10 Q. So they will be lay people who will be seen as having 11 some form of leadership ability spiritually; spiritual 12 abilities and pastoral abilities? 13 A. Well, we would expect all of our leaders to be able to 14 demonstrate some spiritual maturity. But, for example, 15 you might in a church have somebody who is the deacon 16 for facilities and fabrics, so actually all of their 17 focus is on keeping the building together. You might 18 have someone who is the deacon for children and youth 19 work in the church, for example. 20 Q. When you say they are elected, once they are elected to 21 those roles, do they have to undergo any sort of 22 enhanced checking, any DBS checking? Is there any other 23 kind of safer recruitment practice which takes place? 24 A. We encourage churches to make sure that all church 25 trustees have been through a DBS check.</p> <p style="text-align: center;">Page 105</p>	<p>1 Q. As we have just discussed this with Mr Humphreys, given 2 the way that your church operates, how does the DBS 3 system and the way that regulated activity currently 4 works and is currently defined in legislation, how does 5 that fit with the work that your church does with 6 children? 7 A. You will know from our pack that we have published 8 guidance specifically for Baptist churches on how to 9 understand who they should check and at what level. So 10 we have provided that so that each church is able to 11 easily work out who they need to check. 12 Q. If I could just indicate, just for the purposes of 13 the chair and panel -- I don't think I need to get it 14 up, but it is behind tab B9 of the bundle, chair and 15 panel. 16 A. So we encourage our churches to DBS check all those who 17 are working directly with children and young people, all 18 those who are in decision-making positions in terms of 19 that work. We believe that, in a church environment, 20 which is often quite a small environment -- our Baptist 21 churches range in size from maybe five or six people up 22 to more than 1,000 people, but the average church is 23 about 30 to 40 people. 24 Q. Right. 25 A. So we recognise that, in that setting, if you are</p> <p style="text-align: center;">Page 106</p>
<p>1 a leader, and you're visible as a leader, a child or 2 young person in distress would see you every week and 3 would expect to be able to talk to you if they were 4 concerned about something. So we view our trustees as 5 being involved in that work, which is one of the reasons 6 that we check them. 7 Q. Does that accord with, strictly, what the Safeguarding 8 Vulnerable Groups Act 2006 says? Because that has 9 a sort of quantity -- so you have to be working with 10 children for more than a certain amount of time on 11 a weekly basis over the course of a month in order for 12 you to qualify as that. Do you therefore have to fudge 13 the rules? I'm not suggesting you would break the 14 rules, although there is nothing unlawful about breaking 15 the rules. Do you have to fudge the rules, or do you 16 find that the leadership positions that you have and the 17 way that the Act works work quite nicely? 18 A. We don't have to fudge the rules -- I like that phrase. 19 We don't have to fudge the rules for the majority of our 20 direct roles working with children and young people, and 21 we have definitions that relate to frequency and both 22 regulated activity. That's not been difficult to 23 define. 24 We have used the recent Charities Commission 25 guidance about which trustees needed to be checked,</p> <p style="text-align: center;">Page 107</p>	<p>1 recognising the guidance says that you don't necessarily 2 have to check all trustees. But we noted that there is 3 a section that says that, if you are a trustee of 4 a charity working with children and young people, or 5 adults at risk, then you should be checked. 6 Again, in our churches, there is so much children 7 and youth work going on, we felt that, from our 8 perspective, it was better to make sure that trustees 9 were checked because, as I say, churches are small 10 environments in which leaders are very visible and 11 accessible to children and young people. 12 Q. I'm not entirely sure, your audio became slightly 13 distorted about halfway through that answer for me. I'm 14 looking at Ms McNeill, my junior, just to check. Did it 15 become distorted at your end, Ms McNeill? No. Okay. 16 Well, that's fine. Therefore, it means the transcriber 17 will have had that. That's a problem at my end. So 18 I apologise. I just wanted to double-check. 19 So you identify that each church has to have 20 a safeguarding policy. You have checked anyone that's 21 come in over the past three or four years, but you won't 22 necessarily have checked anyone who was a member of your 23 organisation before that; is that right? 24 A. We will have done it in a different way. So we won't 25 have done it through an application form for membership,</p> <p style="text-align: center;">Page 108</p>

<p>1 but our regional ministers, each of whom care for 2 a number of churches in their patch, include checking 3 that there is a safeguarding policy and that that is 4 being implemented in the regular conversations that they 5 have with churches. 6 Each association has a regional safeguarding lead, 7 and they are clearly often also involved with that 8 process of checking with churches. 9 Q. If I were to do an organogram of your organisation, you 10 have the Baptist Union in the middle, then you have got 11 probably ministers in every church, or in most 12 churches -- there might be shared responsibilities 13 between different churches and organisations -- and 14 then, on top of the ministers, elders, trustees in each 15 individual Baptist church, there are these regional 16 ministers and regional safeguarding leads. 17 Regional safeguarding leads, I think we understand. 18 What sort of people are they? Are they social workers, 19 ex-teachers? How does that work? Are these volunteers 20 or full time? And the same with regional ministers: are 21 these full-time posts and what responsibilities do they 22 have in respect of supervision of child protection? 23 A. Just to go back to your model for a second, we wouldn't 24 draw a model with the Baptist Union at the centre. We 25 would draw a model with all of our local churches at the</p> <p style="text-align: center;">Page 109</p>	<p>1 centre and the work of every other body -- the 2 specialist teams that I am part of one, the regional 3 associations and the colleges, we are all actually 4 supporting that work. It is a different way of looking 5 at it. 6 Q. No, no. 7 A. It is a nonhierarchical model. I'm sorry, tell me again 8 the second part -- 9 Q. The regional safeguarding ministers and the regional 10 safeguarding leads and what work they do with child 11 protection? 12 A. Each association has a regional safeguarding lead. 13 Normally, they will either be someone who is appointed 14 to that role solely and will do that on a part-time 15 basis, or they might be one of the regional ministers 16 who has been prepared to develop an understanding of 17 safeguarding, who does that as part of a range of 18 support work with the churches in their area. 19 Q. What sort of qualifications or training do those 20 regional safeguarding leads have, then? 21 A. Most of them come from safeguarding backgrounds. We 22 have a number of social workers. We have 23 a psychologist. We have people who have been heavily 24 involved in social care, in senior roles in local 25 authority safeguarding. Our ministers will be</p> <p style="text-align: center;">Page 110</p>
<p>1 accredited Baptist ministers, and we then support and 2 encourage them with additional training, in terms of 3 safeguarding. 4 Q. You're saying that the safeguarding lead and the 5 regional minister could be the same person; is that 6 right? 7 A. They could be. Most regional teams will have a regional 8 team leader, and then they will have a small group of 9 regional ministers. Some of our associations have split 10 the safeguarding role so that they have a safeguarding 11 lead who they have appointed on a part-time basis, who, 12 for example, might be a social worker or might be an 13 ex-police officer or might be a psychologist or 14 a previous head teacher. 15 In other associations -- they're all structured 16 slightly differently -- there will be a regional 17 minister who's said, "I will take on the safeguarding 18 brief as part of my wider role", and then will devote 19 a proportion of their time to being the safeguarding 20 lead. 21 Q. How many regions are there? 22 A. Thirteen. 23 Q. So these are quite large regional areas. So is Wales an 24 area, for example, or is North Wales and South Wales an 25 area?</p> <p style="text-align: center;">Page 111</p>	<p>1 A. South Wales is an area. North Wales is part of our 2 north-western regional association. 3 Q. Attached to your witness statement are some template 4 policies. Can we get up, please, BUG000005, that's 5 behind tab B3, chair and panel. 6 There is a lovely picture of people smiling on the 7 front. People always look happy on the front of these 8 safeguarding policies. So there are lots of people 9 looking happy. So these are model safeguarding policies 10 and procedures. 11 As I understand it, these are dated November 2017. 12 Was this the first time you had put in place these sorts 13 of -- I don't mean to use the word "national policies", 14 but what I would call a standardised template policy? 15 Was it the first time you'd been able to do that? 16 A. No. We had produced versions before. There are 17 two documents: one called Safe to Grow, which is about 18 child protection; and one called Safe to Belong, which 19 is about supporting adults at risk. That had been 20 produced in various versions before this. 21 The model policy had been contained at the front of 22 Safe to Grow, which had been in various updates since 23 1994. This policy is the first time that we put child 24 protection and adult-at-risk protection in the same 25 document.</p> <p style="text-align: center;">Page 112</p>

<p>1 Q. Do your churches have to adopt this template, or are 2 they free to disregard it if they wish to do so?</p> <p>3 A. They can disregard it if they choose to do so. Some of 4 our churches have excellent safeguarding policies and 5 procedures that they have developed themselves.</p> <p>6 Q. I think we can see it is a comprehensive document. Can 7 we go to BUG000005_037. For example, it's got body maps 8 right at the back, so you can look at observable 9 injuries. It goes into some detail about outings and 10 overnight events involving children.</p> <p>11 Can we have a look at _023 over to _025. You've 12 gone into quite a lot of detail about specifics, as well 13 as providing a general sort of template policy and 14 process; that's right, isn't it?</p> <p>15 A. Yes.</p> <p>16 Q. You also identify that you have a safeguarding covenant 17 that you've talked to us about within your witness 18 statement. This is at 1.6.2. Danny, could you get up 19 BUG000001_007-10.</p> <p>20 We see you've been undertaking work on what's called 21 a safeguarding covenant. I think if we just wait 22 a couple of minutes -- and here it comes.</p> <p>23 Working together across organisations. So although 24 you've identified that you operate in a nonhierarchical, 25 very decentralised way, you have identified a certain</p> <p style="text-align: center;">Page 113</p>	<p>1 set of expectations that all the various organisations 2 which might work with the Baptist Union and with Baptist 3 churches should meet and have; is that right?</p> <p>4 A. Yes, that's what we are working towards. We recognise 5 that in a hierarchical structure it is far easier to 6 say, "This is what happens at every level", because 7 there is a sense of authority and control in that that 8 allows that to happen.</p> <p>9 In a nonhierarchical structure, people need to 10 commit to working interdependently and need to trust 11 others in that set of organisations to work for their 12 best interests. So we are working on this covenant 13 model to enable us to be very clear about what our 14 expectations are.</p> <p>15 Q. Let's have a look at what your expectations are as 16 a local church. Let's look at what every church should 17 be looking at doing. You say "expectations". Is this 18 good practice or is this a minimum standard that you are 19 going to expect people to do?</p> <p>20 A. Our hope is that each church will do all of these 21 things. We believe that this looks like good 22 safeguarding in our church context.</p> <p>23 Q. So that's reviewing robust safeguarding policies and 24 practices and making sure that they are implemented; 25 providing and refreshing level 1 training for the whole</p> <p style="text-align: center;">Page 114</p>
<p>1 congregation; ensuring that all our leaders receive 2 level 2 and 3 safeguarding training on a regular basis. 3 Perhaps this is now a time to ask you about training 4 generally.</p> <p>5 At the moment, does all the congregation receive 6 some form of safeguarding training, and is that 7 compulsory or voluntary?</p> <p>8 A. It's voluntary, and we have a film for our level 1 9 training which introduces people to safeguarding. 10 It reminds them that, in church life, everybody has 11 responsibility for safeguarding, and makes it clear that 12 there are people who have specific responsibilities that 13 they can go to. So it talks about church as a safer 14 place.</p> <p>15 Q. Is that film something which will be shown on a Sunday 16 or how do people know to watch it and to look at it?</p> <p>17 A. There are two versions of it. One is designed that you 18 could use it on a Sunday morning in an all-age service, 19 and that's supported by materials for children and young 20 people's groups that might meet on a Sunday morning, to 21 help them think through what that means for them. Then 22 there is a version for church meetings that can be used 23 at the meeting each year when churches review their 24 safeguarding policy. So it is an introduction before 25 they come to review their safeguarding policy.</p> <p style="text-align: center;">Page 115</p>	<p>1 Q. "We will ensure that all our leaders receive BUGB 2 level 2 and 3 safeguarding training on a regular 3 basis ..."</p> <p>4 Roughly, are the leaders what you have described as 5 the ministers, the elders, the trustees?</p> <p>6 A. Yes.</p> <p>7 Q. Largely?</p> <p>8 A. And, in addition to that, that would be, for example, 9 the person who heads up the youth work in the church, 10 the person who co-ordinates the pastoral care team, 11 for example.</p> <p>12 Q. At the moment, is it compulsory for those leaders to 13 receive this level 2 and 3 safeguarding training?</p> <p>14 A. It's not compulsory in that, as the Baptist Union, we 15 have no authority to make people attend. Many churches 16 have made it compulsory that their leaders attend that 17 training, as part of the safeguarding policy.</p> <p>18 Q. You say you don't make it compulsory. What would happen 19 if in an individual church somebody said, "Well, I'm 20 just not going to go to that training"? What, in 21 practice, happens?</p> <p>22 A. The first thing is that the other leaders in the church 23 clearly would speak to them about it, and if their 24 safeguarding policy said that attending training was 25 part of the requirement for leadership, then their</p> <p style="text-align: center;">Page 116</p>

1 fellow leaders would expect them to comply or would have
 2 a conversation about whether they could continue as
 3 a leader. Now, that's an in-church discussion. That's
 4 for church leaders, addressing issues in their church.
 5 If an accredited minister were to refuse to attend
 6 training, that is both an issue for their church, but is
 7 also an issue then for the Baptist Union, who accredit
 8 Baptist ministers. For a Baptist minister to refuse to
 9 attend our training, we would clearly be encouraging
 10 them as strongly as we could to attend. If they didn't,
 11 after a warning, then we would consider removing their
 12 name from the list of accredited Baptist ministers.
 13 Q. And if you are not on the list of accredited Baptist
 14 ministers, I'm assuming you can't get a job as a Baptist
 15 minister?
 16 A. Well, actually, no. You'd think so, wouldn't you? But
 17 Baptist churches -- I have mentioned each church is an
 18 independent charity, so they have the right to choose
 19 who they will to be the minister of their church.
 20 We do encourage our churches to take accredited
 21 Baptist ministers, but many churches have unaccredited
 22 ministers. But they also then insist that they attend
 23 our training. We can't insist on that, but many of
 24 the churches say, "If you are going to be the minister
 25 of our Baptist church, then you need to be attending the

Page 117

1 think that it happened on the -- I don't think our
 2 encouragement to churches about making sure that it
 3 happened was as strong as it is now.
 4 Q. Do you keep training numbers? Does an individual church
 5 have to keep records of who has done the training and
 6 when and does that feed back to you as the Baptist Union
 7 for record collection purposes, or does nothing like
 8 that exist?
 9 A. Well, the BUGB training programmes at levels 2 and 3 are
 10 provided by BUGB safeguarding trainers. So you have to
 11 come through a Train the Trainer course with us to be
 12 able to deliver one or both of those courses.
 13 The trainers are supported and encouraged by the
 14 safeguarding leads in the associations, so the
 15 association trainers have details, have numbers, of
 16 everyone who's been through their courses. They don't
 17 necessarily keep name and address details of those
 18 people, but they are able to tell you how many people
 19 they have trained and at which churches.
 20 In our pack, again, we have put some numbers in
 21 about the increased commitment to training, which
 22 I mentioned a minute ago. I think at the time at which
 23 I submitted this, we were able to give you part figures
 24 for 2019, which suggested that we'd trained just over
 25 8,600 people. The end-of-year figures for 2019 were

Page 119

1 level 2 and 3 training".
 2 Q. So you have got these individuals who are undertaking
 3 training, and you've said "on a regular basis". Since
 4 when have you offered this sort of training and how
 5 regularly do you expect people to undergo refresher
 6 training, so to speak?
 7 A. At the moment, we are on a four-year cycle for training,
 8 and we have an expectation that people will refresh
 9 regularly on that basis.
 10 You will have seen from the pack of papers that we
 11 provided that we have made significant changes and
 12 improvements to our safeguarding practice in the last
 13 five years. So this insistence that ministers and
 14 others must train regularly has been part of that series
 15 of projects and programmes and improvements.
 16 Q. So prior to five years ago, there wasn't any
 17 expectation, firstly, that people would attend training
 18 and, secondly, that training would therefore be renewed.
 19 So this is a relatively new concept within the context
 20 of the Baptist Union and the churches?
 21 A. I think we have become far more consistent with it in
 22 the last five years, and deliberately so. There was
 23 training before -- there was good-quality training
 24 provided beforehand -- and ministers and church leaders
 25 and workers were encouraged to attend it. But I don't

Page 118

1 9,400 people trained through the --
 2 Q. Perhaps it would be useful to get this up. This is
 3 4.2.2 of your witness statement. BUG000001_021. It is
 4 behind tab A1, page 21, chair and panel, of Ms Stone's
 5 witness statement.
 6 You've doubled, or nearly tripled, in fact, the
 7 number of delegates who have attended on level 2 and
 8 level 3 training over the past two years?
 9 A. Yes.
 10 Q. Is that from your sort of gentle persuasion?
 11 A. I think it's been gentle persuasion at national and at
 12 regional level, but also by an increased understanding
 13 at church level of the importance of good safeguarding
 14 practice.
 15 We have also seen many churches choose to use the
 16 BUGB training now in the new version, rather than using
 17 more generic training, as our training is tailored for
 18 church-based setting.
 19 Q. Level 3 I'm assuming is the equivalent of the
 20 designated-safeguarding-lead-type training?
 21 A. Yes. It's more focused around leadership and management
 22 of safeguarding in churches, whereas level 2 is very
 23 much focused on understanding safeguarding,
 24 understanding the responsibility to report.
 25 Q. In grand total, if you have 1,500, plus 2,500, plus

Page 120

1 2,300, in the past three years you have probably got --
 2 see, this is where my innumeracy comes into play, and
 3 I feel vaguely embarrassed -- say about 6,500/7,000
 4 people. What proportion of the overall total of
 5 safeguarding officers and ministers or elders of
 6 the church would that make up?
 7 **A. All accredited Baptist ministers will have been through**
 8 **training in the last three years. The majority of our**
 9 **unaccredited ministers will also have done that with the**
 10 **encouragement of their church.**
 11 **In terms of elders and deacons, I couldn't tell you**
 12 **what proportion of them have been through. We have seen**
 13 **a massive increase in leadership teams coming through**
 14 **the training, often all coming through training at the**
 15 **same time, which we are very encouraged by.**
 16 MS SCOLDING: You've mentioned several times that you have
 17 accredited ministers, and you have a series of
 18 ministerial recognition rules. What I was going to
 19 suggest is, before we get on to those -- chair and
 20 panel, I note the time. Would now be an appropriate
 21 moment for us to have our short afternoon break?
 22 THE CHAIR: Yes. We will return at 3.00 pm.
 23 MS SCOLDING: Thank you very much, chair. Thank you,
 24 Ms Stone.
 25 (2.45 pm)

Page 121

1 Is that a theological matter or has that got
 2 anything to do with child protection?
 3 **A. It's a theological statement.**
 4 Q. "All ministers ... undertaking regulated activity must
 5 have [a DBS check and] ... appropriate training in
 6 safeguarding which is renewed at regular intervals."
 7 There is, at the very least, a kind of oversight and
 8 supervision between all of those who are accredited
 9 ministers, as I understand it, in terms of the Union --
 10 the Union, I'm assuming, administers this register; is
 11 that right?
 12 **A. Yes, it does, and keeps a record of the status of**
 13 **the DBS check for each accredited minister.**
 14 Q. So there is, at the very least, for those who choose to
 15 have accredited ministers, oversight and supervision of
 16 their training and safer recruitment checks, in effect?
 17 **A. Yes, and on an ongoing basis, the checks for accredited**
 18 **ministers were done by the association teams rather than**
 19 **by the churches. They input it onto a central system so**
 20 **that, at any point, it is possible for us to see where**
 21 **a minister stands in relation to their DBS check.**
 22 Q. As I see it as well -- Danny, could we get the next page
 23 up, please, and in particular the removal of names.
 24 There are various factors here. The ones that I'm
 25 focused upon is, "Not suitable as a result of an

Page 123

1 (A short break)
 2 (3.00 pm)
 3 MS SCOLDING: Ms Stone, you were mentioning earlier the fact
 4 that ministers -- you do have a set of accredited
 5 Baptist ministers who are enrolled on a register. We
 6 have a copy of the ministerial rules behind tab B8,
 7 chair and panel, of your bundle, the Ministerial
 8 Recognition Rules. That's BUG000010_006, and if you
 9 could also get up _007 as well. So this is enrolment
 10 on the register, Ms Stone. Let's hold on two minutes
 11 until Danny gets it up. BUG000010_006 and 007.
 12 Ms Stone, it says:
 13 "All ministers on the register ..."
 14 At paragraph 4:
 15 "All ministers who at the date of the adoption of
 16 these rules were on the accredited list of the ministers
 17 of the Baptist Union of Great Britain shall be
 18 enrolled ..."
 19 "All applications ... shall be determined by the
 20 committee by Special Vote."
 21 I am assuming that means you can't automatically get
 22 on to it, somebody needs to vote you on; is that right?
 23 **A. Yes.**
 24 Q. "All ministers on the register must accept the
 25 Declaration of Principle."

Page 122

1 enhanced disclosure; fails to renew an enhanced
 2 disclosure; fails or refuses to undertake safeguarding
 3 training". So all of those would be a way in which
 4 people would be removed.
 5 Now, as far as you're aware, has anybody been
 6 removed under these rules?
 7 **A. Yes.**
 8 Q. For those reasons?
 9 **A. Yes. That's right. The last bullet point in that**
 10 **section, which says, "The minister has been found to**
 11 **engage in gross misconduct", our gross misconduct**
 12 **definitions include safeguarding-related offences.**
 13 Q. Is that simply perpetrating offences against children
 14 and young people, or is that also a failure to manage
 15 such offences or a failure to have cognisance of
 16 failures with safeguarding more generally. So, you
 17 know, not reporting things, not taking things seriously,
 18 telling people not to report to anybody else. Would
 19 those be the sorts of things that amount to gross
 20 misconduct?
 21 **A. Yes, all of those things would be included in that**
 22 **category.**
 23 Q. This version is the 2019 version.
 24 **A. Yes.**
 25 Q. Has there been something similar to this in the

Page 124

1 Ministerial Recognition Rules for a period of time, and,
 2 if so, when did these requirements for both the DBS
 3 checking and for the safeguarding training come into
 4 place?
 5 **A. It was before my time, but my understanding is that the**
 6 **requirement for a suitable DBS check has been in there**
 7 **both for the duration of DBS checking and CRB checking**
 8 **beforehand. So that's been in there from the first**
 9 **possible incident.**
 10 **The clarification of wording has been more recent,**
 11 **and the date on the front of these rules --**
 12 Q. Is 13 March 2019?
 13 **A. -- will include a number of updates which include some**
 14 **of these more specific wordings.**
 15 Q. So it may well be that, prior to 2019, there wasn't any
 16 requirement for an accredited minister to undertake
 17 safeguarding training; is that right?
 18 **A. We have had that requirement in place for several years,**
 19 **since safeguarding training -- since we renewed the**
 20 **safeguarding training a few years ago. So 2017.**
 21 Q. So for the past four years, if one counts this year as
 22 a year, there's been a necessity to do that.
 23 Can I ask, obviously people don't have to be
 24 accredited ministers to be a minister in your church or
 25 to lead the church, but you obviously keep a set of

Page 125

1 recruitment from one -- of an accredited minister?
 2 **A. The system we use to keep all of those accredited**
 3 **ministers' records is called MIX. So some of**
 4 **the national teams have access to it, so do some of**
 5 **the regional team staff, so the team leaders and**
 6 **administrators at regional level and college principals**
 7 **and administrators as well.**
 8 **We have two flags on our system that relate to**
 9 **safeguarding issues. One would suggest that there is**
 10 **a safeguarding record. That means something has**
 11 **happened previously and that there is a need to contact**
 12 **the ministries team to find out more. We then have**
 13 **another flag which talks about current activity. So**
 14 **that means something is happening now -- maybe an**
 15 **investigation has started or some concerns have been**
 16 **expressed. So, again, in that case as well, contact is**
 17 **made with the ministries team to find out more.**
 18 Q. I understand that that's the way you can contact them.
 19 What I suppose I want to know is, do you then have
 20 a system of telling the new church that the minister
 21 wants to be appointed to that there are problems and
 22 caveat emptor, so to speak, buyer beware, or does that
 23 not happen?
 24 **A. When there are safeguarding concerns, yes, that would be**
 25 **raised.**

Page 127

1 central personnel files, I'm assuming, for those who are
 2 accredited ministers; is that right?
 3 **A. Yes, we do, for those who are accredited.**
 4 Q. Can anyone from your team access them, or are they
 5 private, only to senior or a particular sort of person?
 6 **A. Within the national safeguarding team, the safeguarding**
 7 **team case workers, including myself, can see them.**
 8 **Within the ministries team, the senior ministerial staff**
 9 **who would deal with disciplinary issues can see them as**
 10 **well. Well, clearly, different members of**
 11 **the ministerial team see different levels of access.**
 12 **The system we use has a multi-level security access to**
 13 **it, so people can see what's appropriate for them.**
 14 Q. If, for example, a minister were to leave under a cloud,
 15 so to speak, and wanted to move from one church to
 16 another, do their records go with them? Do you operate
 17 any kind of "safe to receive" system, so that if people
 18 are moving -- they wouldn't necessarily have been
 19 convicted of sexual offending but there are some
 20 concerns or investigations might be ongoing, and often
 21 in those circumstances people decide to make a fresh
 22 start, maybe for good reasons, maybe for less good
 23 reasons. In those sorts of circumstances, do you have
 24 any system of sort of warning or there needing to be
 25 references from one church to another if there's

Page 126

1 Q. Do you have a system of sort of references for ministers
 2 to go from church to church, and, if so, does that
 3 include any element of a minister's approach to child
 4 protection?
 5 **A. We have a thing called the national settlement process,**
 6 **which is how ministers and churches are matched up to**
 7 **each other. A minister can express the fact that**
 8 **they're looking to move, a church can express with**
 9 **a detailed brief what sort of church they are and what**
 10 **sort of ministry they are looking for. Then there is**
 11 **a process co-ordinated within national and regional**
 12 **teams to help match churches and ministers.**
 13 **Regional teams provide a reference, effectively, for**
 14 **a minister, and they would check on the MIX system**
 15 **before giving that reference, to make sure that there is**
 16 **nothing untoward relating to safeguarding, either**
 17 **historical matter or a current matter.**
 18 Q. So just following up from that, my understanding,
 19 however, is that you don't currently collate allegations
 20 which are made in individual churches. Am I right or
 21 are you moving to that system?
 22 **A. Right. At the moment, in the national team, we collate**
 23 **information on cases that involve accredited ministers.**
 24 **So if a minister is an accredited Baptist minister and**
 25 **there are allegations or concerns raised about them,**

Page 128

1 those are raised with the national ministries team who
 2 work jointly with us in the national safeguarding team
 3 to investigate those matters or to act as a liaison with
 4 the police or with Social Services as needed.
 5 Where allegations are raised about a church member,
 6 for example, or a volunteer who is working in a youth
 7 group, that would be dealt with by the church designated
 8 person for safeguarding, and at the moment, we don't
 9 gather that data. The data that I have available to me
 10 is about accredited ministers and then about cases that
 11 have been referred up to national or the regional teams.
 12 Q. I think you've done a table of those cases which have
 13 been referred up, which is BUG000001_018. Page 18,
 14 chair and panel, of Ms Stone's witness statement.
 15 I think that's right. Yes. "Statistics and allegations
 16 of child sexual abuse and liaison with statutory
 17 authorities". So these are not exhaustive cases of
 18 the number of problems that there may have been in
 19 individual churches; these are simply either allegations
 20 that have been made against accredited ministers in
 21 certain circumstances which would come to you or where
 22 people have phoned your team up and said, "We have got
 23 a bit of a problem. Can you give us a help?" Am
 24 I right in thinking that?
 25 A. Yes. They would have phoned either my team or they

Page 129

1 That's like a safeguarding officer for the church. Many
 2 of our churches would also then have a safeguarding
 3 trustee as well.
 4 Q. It's primarily their responsibility to refer. But
 5 you've suddenly got this big spike in referrals in 2018
 6 and 2019. Do you think that may well be because your
 7 new training has taken effect and therefore people are
 8 more aware of the need to refer?
 9 A. Yes, I do. We have put a lot of emphasis on our
 10 training, on the importance of understanding that you
 11 must refer and report allegations and concerns, and we
 12 have seen this spike in reporting, I think mainly as
 13 a result of that, of people feeling more confident and
 14 equipped to report.
 15 Q. Then cases where police have referred back. So, in
 16 other words, where the police have said that there's an
 17 issue. Is that related largely to those who have been
 18 convicted of sexual offences or is it cases where people
 19 have been arrested for familial abuse, for example, and
 20 the police have then identified and referred that back
 21 to the individual church and they have then contacted
 22 you?
 23 A. Actually, it's been a real mix of things. Because we
 24 are not a hierarchical organisation, sometimes statutory
 25 agencies aren't quite sure who to speak to or who to go

Page 131

1 would have phoned their regional team to talk about
 2 a concern. Can I point out that these are statistics
 3 about allegations of child sexual abuse. They are
 4 specific to that area. We collect statistics on
 5 safeguarding concerns more generally, but we
 6 (overspeaking) --
 7 Q. Obviously that's what's relevant for us for these
 8 purposes. So there are roughly between five and ten
 9 cases every year about safeguarding concerns. Then
 10 there are roughly between ten -- but then in 2018, it
 11 certainly goes up to 29 -- cases which -- I'm assuming
 12 do you make the referral to the police or
 13 Social Services, or are you saying the individual church
 14 made the referral to the police or Social Services?
 15 A. Bearing in mind our role is to support and guide,
 16 wherever possible we'd encourage a church to make that
 17 referral. But sometimes where their leaders or
 18 ministers are involved, they don't feel that that's
 19 suitable, or because the case has come directly to us
 20 nationally about an accredited minister, we would make
 21 the referral.
 22 Q. Just to check again, as you identified before the break,
 23 every church would have somebody who is a lead on
 24 safeguarding in some way, shape or form?
 25 A. They would have a designated person for safeguarding.

Page 130

1 to. We are quite happy, as long as they get to one of
 2 us, that means that they should get to the right person,
 3 but, yes, it is a mix of different types of case.
 4 Q. Then a small number of people who have self-disclosed,
 5 either of being abused or of being subject to some form
 6 of court process or investigation. And then what I'm
 7 interested in here is blemished disclosure risk
 8 assessments. You have only got sort of two. In three
 9 years you have got none and in three years you have got
 10 two. Is that likely to reflect the number of people
 11 whom you're applying for DBS checks for who would come
 12 back with a blemished disclosure? I would imagine that,
 13 given the number of young men in particular who offend
 14 at various points in their lives, there's likely to be
 15 a significantly larger number of those. Is that in any
 16 way reflective of the overall number or does it just
 17 happen to be that very few people speak to you about
 18 this?
 19 A. All blemished disclosures come actually to my team to be
 20 dealt with so they are reviewed in a consistent way by
 21 someone with some expertise around that type of review.
 22 These very small numbers relate to blemished disclosures
 23 that related to child sexual abuse. The number of
 24 blemished disclosures is higher than that. We do about
 25 11,500 checks a year on behalf of our churches through

Page 132

<p>1 an organisation called DDC, and a very small proportion</p> <p>2 of those are blemished, but certainly it is not two</p> <p>3 overall. Those are those that relate specifically to</p> <p>4 blemished disclosures of child sexual abuse.</p> <p>5 Q. So these are the cases, and then there are sort of</p> <p>6 general cases, which, again -- do you think that these</p> <p>7 cases reflect the entire number of allegations or</p> <p>8 concerns that may have been raised within your churches</p> <p>9 or are they exhaustive or are they just the tip of</p> <p>10 the iceberg, they just happen to be the things that you</p> <p>11 get to see?</p> <p>12 A. I think they're the things that we get to see where</p> <p>13 churches believe that they need to seek further advice.</p> <p>14 I would say that many of our churches have designated</p> <p>15 people for safeguarding who are themselves quite</p> <p>16 knowledgeable. They are head teachers or social workers</p> <p>17 or mental health workers. They're people who have some</p> <p>18 professional expertise in their own right, so would feel</p> <p>19 quite comfortable referring a matter to the police, for</p> <p>20 example.</p> <p>21 If they do that, there isn't a need for them to seek</p> <p>22 extra guidance from the regional team or from the</p> <p>23 national team.</p> <p>24 Q. But at the moment, one of the issues is, you don't know</p> <p>25 when and where they're making those referrals. So</p> <p style="text-align: center;">Page 133</p>	<p>1 you're assuming that referrals are being made</p> <p>2 appropriately and people aren't referring where that</p> <p>3 isn't appropriate. Have you ever considered carrying</p> <p>4 out some kind of auditing process, even on a voluntary</p> <p>5 basis, so you can be clear that there is consistent and</p> <p>6 reliable referral to statutory authorities by individual</p> <p>7 churches?</p> <p>8 A. We are keen to gather data from individual churches.</p> <p>9 I mentioned earlier on, as we spoke, that we have tried</p> <p>10 to bring real momentum to the improvement in our</p> <p>11 safeguarding practices over the last five years, and we</p> <p>12 have undertaken a lot of work to do that.</p> <p>13 We have just started gathering this regional case</p> <p>14 data. That's new to us. That's about 18 months old.</p> <p>15 And the next step in our process is to ask churches to</p> <p>16 share data with us. We feel it would be a tremendous</p> <p>17 help in terms of looking at trends, looking at support</p> <p>18 needs and resources, but also in working out whether the</p> <p>19 numbers of referrals and reports that are taking place</p> <p>20 seem commensurate with the size of our church.</p> <p>21 Q. Given you have, I think you said, just shy of 100 --</p> <p>22 93,000 children who probably participate in some form of</p> <p>23 activities, one would expect to see a commensurate</p> <p>24 number of referrals about familial problems, even if it</p> <p>25 is nothing to do with the church in and of itself, which</p> <p style="text-align: center;">Page 134</p>
<p>1 would reflect the number of children who are referred</p> <p>2 generally to Social Services. Would that not be</p> <p>3 accurate?</p> <p>4 A. I think that's quite right. I think at the moment,</p> <p>5 though, there is no requirement because, again, bear in</p> <p>6 mind we are not a hierarchical organisation. They will</p> <p>7 choose to share this information with us. We haven't</p> <p>8 asked churches to share that data. We have asked</p> <p>9 regions to share that data and that's been our first</p> <p>10 step, and our next step -- it is in our current</p> <p>11 three-year plan for the end of this year, is to start</p> <p>12 asking churches if they would share that data with us.</p> <p>13 Q. Because, really, you only know if there is a problem if</p> <p>14 you know whether the data is showing you that people are</p> <p>15 acting in a way you would expect them to or not. That's</p> <p>16 right?</p> <p>17 A. Yes.</p> <p>18 Q. Can I turn briefly now to the Historic Cases Review,</p> <p>19 which was published in November 2017. Chair and panel,</p> <p>20 behind B12 of your witness statement. Danny, it's</p> <p>21 BUG000022_001. Can we go straight to _006. Another</p> <p>22 picture of everybody looking very happy, and then this</p> <p>23 is the less happy bit of it, I suspect. So this was set</p> <p>24 in motion in September 2014. Its aims, as I understand</p> <p>25 it, were to look at a clear picture of how we have</p> <p style="text-align: center;">Page 135</p>	<p>1 handled safeguarding cases involving ministers, to</p> <p>2 identify if there is anything more, in effect, you</p> <p>3 should do, to make sure that you report those which are</p> <p>4 necessary and to apply the learning lessons of</p> <p>5 the review to current and future safeguarding practices.</p> <p>6 So why was this done and why was it done</p> <p>7 in September 2014?</p> <p>8 A. I joined the Union in July 2014, and one of the first</p> <p>9 tasks I was given was to do an initial review, a gap</p> <p>10 analysis, if one might say, between what good</p> <p>11 safeguarding practice looks like, what the best version</p> <p>12 of safeguarding practice looked like, and where we</p> <p>13 currently were, and that work went on over the summer</p> <p>14 months with the help of a team of people within the</p> <p>15 Union.</p> <p>16 One of the things we identified very clearly was</p> <p>17 that there was a need to go back and look at historical</p> <p>18 case handling; particularly, we recognised, for</p> <p>19 accredited ministers, where we actually had the</p> <p>20 information that was available to us. It was also at</p> <p>21 the time, of course, where the Goddard Inquiry was just</p> <p>22 kicking off and there were lots of articles and notes</p> <p>23 around -- really pointing out that this was an</p> <p>24 appropriate and helpful activity for churches to be</p> <p>25 doing.</p> <p style="text-align: center;">Page 136</p>

1 We hadn't done it before on any scale, and felt that
 2 we should do that and should do that seriously and
 3 properly for all of our accredited ministers. So the
 4 trustee board of the Baptist Union supported that and
 5 funded that, and we carried that out over the following
 6 two years.

7 Q. Who carried that out? Was that something that was done
 8 internally by your team or did you get external
 9 individuals in to carry out the review process?

10 A. We built a mixed team. So members of the internal
 11 safeguarding and ministries team were involved, some of
 12 our regional safeguarding leads were involved. We also
 13 asked an individual who did a great job for us,
 14 a retired police officer who had ten years' experience
 15 with the child protection team, to come in and do file
 16 review, alongside a very longstanding member of our
 17 ministries team.

18 We used that internal and external mix because we
 19 recognised that, as in many organisations, what's
 20 written on the file often is a very polite version of
 21 what actually happens, and we wanted somebody who had
 22 been part of the ministries team, who understood how
 23 their investigation process worked, to look at files and
 24 be able to spot for us things that we might not have
 25 spotted, but they would say, "Ah, that phrase, that

Page 137

1 have led to things like the shared ministerial records
 2 that I mentioned a few minutes ago.

3 Q. So we are now turning to -- I can see that 25 cases were
 4 referred to a specialist safeguarding panel. That's the
 5 third line down. What was the specialist safeguarding
 6 panel and what did that involve doing?

7 A. It wasn't one panel. We brought together several panels
 8 made up of three individuals, all of whom came from
 9 outside of our structures, so they were social workers,
 10 LADOs, people who worked in other child protection
 11 settings, so, for example, came from local authorities.
 12 We used people who came out of specialist safeguarding
 13 charities, so, for example, Justin's predecessor at
 14 Thirtyone:eight, Simon Bass, was a member of our panel,
 15 and we put them into panels of three and we asked them
 16 to look at cases where it appeared to us that things had
 17 not been handled as they should have been.

18 Clearly, where there was anything where it was
 19 obvious that something had not happened and that there
 20 was a reporting need, we didn't put that through
 21 a panel, we just got on with it. We took it straight to
 22 the police. But where there were issues, where we felt
 23 we needed a separate expert view, we took them to these
 24 safeguarding panels. Twenty-five cases went. I would
 25 imagine most people probably sat in on an average of

Page 139

1 phrase means something more than it says". So we wanted
 2 somebody who had been involved internally, knew the
 3 language that was used and how things had been dealt
 4 with, but alongside her we appointed a lady who came
 5 with that police background and child protection
 6 experience, and who had been heavily involved in
 7 reviewing cases elsewhere to come and provide an
 8 external view for us.

9 Q. If we can go, Danny, to BUG000022_009, this is action
 10 taken. Out of the roughly, I think, about 4,500 files
 11 looked at, including files from people who were deceased
 12 when you had the records -- can I just check, how
 13 accurate was your record keeping? If you are looking at
 14 50 years, how accurate was your record keeping 50 years
 15 ago and how accurate has it been more recently? Because
 16 obviously you can only find things out if people have
 17 bothered to put things in a file?

18 A. Yes. I think we have probably had the same experience
 19 as many other organisations, that some of the old
 20 records were patchy, some of them were in good shape and
 21 contained all the necessary information. We were
 22 pleased to see that, as we came closer to the current
 23 time, records were improving, but you will see from the
 24 recommendations of this report that we took some steps
 25 to make more improvements to our record keeping, which

Page 138

1 probably eight to ten of those each.

2 Q. As I understand it, there were -- I can't find it, but
 3 there were approximately ten panel meetings took place
 4 and three ministers had their accreditation removed and
 5 three chose to resign before the panel meeting took
 6 place.

7 A. Yes.

8 Q. But you can't do anything at the moment. If people
 9 resign, you can't impose any sanction, other than, in
 10 effect, to put a black mark against their name if they
 11 were to ever seek reaccreditation; is that right?

12 A. Well, on cases where there was a need to report to the
 13 police or Social Services, that went ahead, and those
 14 investigations took place. Where ministers chose to
 15 resign before a panel met, we, again, as part of this
 16 review, made a decision that we wouldn't leave an
 17 investigation incomplete. We would invite that
 18 minister, even though they had resigned, if they wanted
 19 to participate in the investigation process, to do so.
 20 If not, we had a panel meet and consider the case and
 21 come to a recommendation about findings. And, yes, we
 22 did then put markers on the files of those individuals
 23 so that they wouldn't be able to return into Baptist
 24 ministry without a separate panel meeting to consider
 25 their situation.

Page 140

<p>1 Q. Danny, if we could get back up BUG000022_009, in some 2 detail in the written document in this, there are the 3 identification of findings under five settings. Can we 4 just briefly deal with those five settings and for you 5 just to identify in summary form what was found. So 6 certainly general issues relating to the Baptist Union's 7 historic culture and approach to safeguarding. What, in 8 summary, was found about that? 9 A. Please, if I say too much, just tell me. 10 Q. That's fine. Would it help if we got up BUG000022_010, 11 which is the sort of issue, and then says what action 12 needs to be taken to meet that? Would that be helpful 13 for you, Ms Stone? 14 A. Thank you. I have got it here in front of me as well. 15 So the general issues were -- they were threefold. The 16 first one was that, before the introduction of Safe to 17 Grow, which was 1994, there was quite an inconsistent 18 approach to cases that we would regard today as 19 safeguarding matters. So, again, combine that with the 20 autonomy of our churches, ie, that each church is 21 separately governed, it meant that, although there was 22 published guidance on safeguarding, sometimes it was 23 followed and sometimes it wasn't. 24 So you can see our action from that has been to 25 produce a far more comprehensive suite of national</p> <p style="text-align: center;">Page 141</p>	<p>1 templates and guides for our churches. 2 Secondly, there is -- Justin made mention of this 3 this morning in his evidence. Many church members could 4 find it incredibly difficult to believe that a minister 5 or a church leader could harm a child. I think, in some 6 cases, that went to extremes. There's an example given 7 here of a church that still didn't believe that their 8 minister had abused a child, despite the fact that he 9 was convicted and served a prison sentence for that. So 10 changing that view, helping church members and 11 volunteers be more aware of safeguarding issues in 12 church life, was really important. 13 Q. Has that changed now? Because this is something that we 14 have heard across faiths, that there is still -- 15 Mr Humphreys talked about it this morning, but we have 16 heard a lot about it, both in other investigations and 17 last week across other faiths, that there is still 18 a sort of, "These people can't do this. They're too 19 holy. I'm afraid I just don't believe the victim"? Is 20 that still something which is problematic from your 21 experience within the Baptist Church? 22 A. I think that it's still there, but I think that it is 23 waning, and one of the reasons it is waning is because 24 of the work that churches are doing around communicating 25 good safeguarding practice. We estimate at the moment</p> <p style="text-align: center;">Page 142</p>
<p>1 about one in six of our church members will have been 2 through our safeguarding training, so they're hearing 3 a lot more about what safeguarding issues look like in 4 church life. 5 But I think it is an issue in faith-based settings, 6 but it is also an issue more generally, that we would 7 all be able to look at someone in life who we have 8 looked up to for decades, who has been a benchmark for 9 us of what maybe decency looks like and, you know, being 10 a good person looks like. So to believe ill of them is 11 difficult. I think that's probably even more so in 12 a church setting. So we keep educating around that. 13 Q. The next issue, which seems to me, at 4.1.c -- Danny, 14 BUG000022_010. Again, this is something that isn't 15 unique to your church, it would appear to be quite 16 common, which is what I would describe as the church's 17 reputation being more important than the rights of 18 the victim. 19 A. You will see in quotation marks the phrase "smoothing 20 over" which is a phrase used by one of the leaders we 21 met with. I need to be clear that, as the 22 Baptist Union, we don't see that as smoothing over, we 23 see that as a failure in safeguarding practice. We have 24 already looked at our ministerial practices. Many of 25 our leaders are accredited ministers and you will see</p> <p style="text-align: center;">Page 143</p>	<p>1 that we are now very clear that it's not just being 2 a perpetrator of safeguarding offences that leads to 3 removal from the list. It can be failure to manage that 4 well. 5 We have taken action on a number of cases where 6 people have failed in their responsibilities. Sometimes 7 that's just been through lack of knowledge, but in other 8 cases, people have made poor decisions and we have taken 9 action to deal with that. 10 Q. Can I ask you to turn -- on page 11, there are issues, 11 again, _011, please. Firstly, things were conducted 12 in-house rather than referring matters to the police. 13 Safeguarding decisions were made on a "beyond 14 a reasonable doubt" basis, where obviously they should 15 have been made on a "balance of probabilities" basis. 16 Matters were dealt with regionally, but, in fact, there 17 had been no referral, and there wasn't good 18 communication with victims and that they weren't 19 believed. So is that still the case or has that 20 changed? 21 A. That's changed. It's worth pointing out that, as we 22 went through this review report, where we spotted things 23 that we believed were unacceptable, we dealt with them 24 then and there. We didn't wait until the end of 25 the review to take action. We did things as we went</p> <p style="text-align: center;">Page 144</p>

<p>1 along. So, yes, we are very clear now about when things 2 need to be referred to the statutory authorities. We 3 use balance of probabilities as our definition for 4 decision making, and I have mentioned our new MIX 5 information system, I think, a couple of times already 6 which means we have data stored electronically and we 7 can share it with the right people in the right way. 8 Q. I have no doubt, Ms Stone, you know when it is 9 appropriate to refer someone. But on the basis that 10 your training is voluntary at the moment, how can you 11 know that churches, which is where, in effect, most 12 referrals are going to take place, that those people 13 know when it's appropriate to refer and when it's not? 14 A. We produce all sorts of guidance for those working in 15 churches on when to refer, and also who to refer to. So 16 we just updated our training pack for level 2 and 17 level 3 to include more information on understanding 18 more about what the statutory authorities do and who you 19 might go to with various things. 20 In our role in supporting churches with good 21 safeguarding practice, the training programmes provide 22 good information for those who attend, and we encourage 23 more and more people to attend. The work that goes on 24 to support individual churches with making sure not only 25 do they have a policy but they implement it, they review</p> <p style="text-align: center;">Page 145</p>	<p>1 it, they report back to the church meeting on it, all of 2 that helps. What we are not in a situation to do is be 3 able to tell the inquiry that every Baptist Church has 4 a safeguarding policy and set of procedures and 5 practices that meet what we would regard as best 6 practice in safeguarding, but we are working very hard, 7 through the regional teams and through our church 8 leadership teams, to improve safeguarding practice. 9 Q. Can I just ask you to look at BUG000022_012. It is 10 internal pagination page 11. Could I ask you to have 11 a look at 4.2.f, which is "Worrying comments recorded on 12 personnel files". 13 A. Yes. 14 Q. For example, after a minister admitted regularly viewing 15 pictures of naked girls as young as 12, a senior 16 minister stated, if the police took no action, then the 17 minister would be welcomed back as it was all a terrible 18 mistake. In another case, the safeguarding officer 19 appears to have colluded with the alleged offender 20 rather than share information. In another file, they 21 were numerous inappropriate comments. 22 Then if we go down to 4.2.h, it says that there are 23 larger -- in some files, comments suggest there are 24 large amounts of information that haven't been recorded 25 and in one case a lack of information enabled someone to</p> <p style="text-align: center;">Page 146</p>
<p>1 leave the Baptist Union and to gain work in the Child 2 and Adolescent Mental Health Services where he had 3 further access to vulnerable children and young people. 4 Then could I also ask you to turn to 4.3.c, which is 5 BUG000022_013. A case not proceeded with does not 6 necessarily mean innocence. In one case, having been 7 acquitted whilst working as a teacher, a minister was 8 believed to be innocent. When subsequently investigated 9 in prison for offences spanning the 44 years of his 10 teaching and ministerial careers, the church still did 11 not accept that he was guilty. Is that the same 12 individual we were talking about earlier, or is that 13 a different set of circumstances? 14 A. Different set of circumstances. 15 Q. So what have you done about this? Because this is quite 16 worrying, the idea that if somebody is acquitted that 17 therefore means they pose no risk is a very dangerous 18 assumption to hold, is it not? 19 A. Yes, definitely. I need to be clear that these are 20 cases from our Historic Case Review, of course, not 21 current case practice. We have -- in every situation 22 where we are able to exert influence, we do so. So, for 23 example, if the minister is an accredited minister, if 24 a minister is in a position of authority in a regional 25 team or a national team, we are able to take immediate</p> <p style="text-align: center;">Page 147</p>	<p>1 action in these kind of cases. 2 However, where this is happening in a church, where, 3 for example, the individual who is making statements 4 about terrible mistakes is not a minister but is 5 a church leader, we would -- I can tell you what we 6 would do now. Clearly, we would take an action on these 7 cases in historic review. We would ask the regional 8 safeguarding lead to go in and to work alongside the 9 church, to educate, to build understanding and also to 10 make it clear the legal position in terms of somebody 11 returning into the life of the church who is a risk to 12 children and young people. 13 So we have a template safeguarding contract. We 14 help churches with risk assessment for safeguarding 15 contracts as well. So that if people are going to 16 return either when they're charged or after a conviction 17 or after a prison sentence, that they do so safely. 18 Q. It identifies some action planning that came out of 19 that, and, Danny, would you mind just getting up 20 BUG000022_021. It is page 20, chair and panel, of 21 the internal pagination. This is action planning. 22 I think we can see throughout the report there were 23 specific actions to be taken. This is sort of action 24 planning, which seems to be really training, enforcing 25 processes and improving guidance, programmes and</p> <p style="text-align: center;">Page 148</p>

1 policies. Is that right?
 2 **A. Yes.**
 3 Q. Have you done all of those things?
 4 **A. We have done all of those things but one.**
 5 Q. Which one haven't you done?
 6 **A. You see in the fourth section down, it talks about**
 7 **"continuing our work to support survivors of abuse", and**
 8 **it talks about an interdenominational working group**
 9 **looking at church involvement. For various reasons that**
 10 **were not actually to do with Baptist capacity but to do**
 11 **with a wider team, that interdenominational working**
 12 **group hasn't gone forward in the timings it was expected**
 13 **to.**
 14 **So, as an alternative to that, we have done more**
 15 **work internally in terms of supporting survivors of**
 16 **abuse and helping churches understand how they might do**
 17 **that. We hoped to be part of an interdenominational**
 18 **working group to do that. Because that group couldn't**
 19 **step forward, we pressed on by ourselves.**
 20 Q. Do you think you do enough to support victims and
 21 survivors that come forward at the moment, or do you
 22 think there is still more work to be done by the church
 23 in that respect?
 24 **A. I think that we try hard to support people who are**
 25 **survivors of abuse. At local and regional and national**

Page 149

1 **publish some guidance for churches on how to have that**
 2 **conversation, on making sure that they are aware of**
 3 **local organisations who provide support to those who**
 4 **have experienced abuse. Sometimes people will come**
 5 **through at regional or national level, and there have**
 6 **also been times where, actually, the financial**
 7 **requirement that someone has -- for example, for support**
 8 **with paying for therapy or counselling comes to us, so**
 9 **that we can help.**
 10 Q. When you mention the fact that every church is
 11 responsible for that pastoral response, now,
 12 I understand that there will be aspects of it which will
 13 be done locally, but have you ever thought about having
 14 some kind of central hub in order to ensure that there
 15 is the consistent response which is needs-led, because
 16 I'm just thinking, although some people who are
 17 designated safeguarding leads in churches may have some
 18 experience in dealing with victims and survivors, it's
 19 really a very difficult and sensitive issue and area and
 20 it is very easy to get it wrong and very difficult to
 21 get it right. Would you think, Ms Stone, that despite
 22 your nonhierarchical nature, it would be something which
 23 would have an asset, to have a central team who could
 24 provide support and assistance in that respect?
 25 **A. I think it would be helpful to have a group of people**

Page 151

1 **level, wherever people come into contact with us, we try**
 2 **very hard to find out what sort of support might be**
 3 **helpful for them, recognising that not everybody is**
 4 **looking to go into counselling, not everybody wants to**
 5 **meet with somebody from the church. Some people never**
 6 **want to speak to someone from a church ever again. Some**
 7 **people would like to be prayed with, other people don't**
 8 **want that. Some people want us to help them find an**
 9 **alternative church to go to after they have had an**
 10 **experience of abuse. Many of the people who come to us**
 11 **now to talk about child sexual abuse are talking**
 12 **about -- they are adults and talking about things that**
 13 **happened to them when they were children. So, again, we**
 14 **are trying to work alongside the support arrangements**
 15 **they already have in place.**
 16 **I think there is more we can do and I would like to**
 17 **see --**
 18 Q. (Overspeaking) -- standardised guidelines and procedures
 19 for dealing with victims or how does that work? Do
 20 people come to the church -- does anyone who approaches
 21 an individual church get referred to your team, do they?
 22 **A. No. They would speak to the designated person for**
 23 **safeguarding in the church, who would -- or the minister**
 24 **or both of them. They would have a conversation about**
 25 **what sort of support was helpful for that person, and we**

Page 150

1 **who can provide that support. In our structure, that**
 2 **probably wouldn't be a centralised team, but it would be**
 3 **looking at suitably qualified and experienced people**
 4 **from right across the Baptist Union in England and Wales**
 5 **to do that. We are also keen to do that**
 6 **interdenominational work, recognising, for example, that**
 7 **the Methodists and the Church of England have already**
 8 **done a chunk of work around supporting survivors of**
 9 **abuse, using their listeners model, for example, and**
 10 **I think that there is some scope to expand those sort of**
 11 **models across denominations.**
 12 Q. Which sort of leads me on to -- I'm going to come on to
 13 the recommendations in a moment, but I want to pick that
 14 up with you then. So if I forget, I'm just going to
 15 write a note to myself about interdenominational work.
 16 So you identify in your witness statement what you
 17 consider to be some continuing challenges which you
 18 consider still exist within the church. Chair and
 19 panel, again, it is within Ms Stone's witness statement.
 20 Danny, would you mind getting up BUG000001_041,
 21 paragraph 14.2.2:
 22 "Our culture and structure provides some very
 23 specific challenges."
 24 You have already mentioned most of these, but that's
 25 largely non-hierarchical structure, safeguarding

Page 152

<p>1 training can be diluted or diffused, tension between the 2 desire to act pastorally and informally, difficult to 3 deal with safeguarding that involves church leaders, and 4 the overall difficulty of those who have experienced 5 abuse in a faith-based setting to be able to discuss 6 that.</p> <p>7 A. Yes.</p> <p>8 Q. What are you doing to improve all these current 9 challenges?</p> <p>10 A. I've made short comments in the points that are there 11 already, but I'll run through them and just explain how 12 we work them in practice.</p> <p>13 Because we have a nonhierarchical structure, there 14 isn't a setting where we tell people what to do or 15 require them to comply. Instead, we need people to 16 understand that good safeguarding practice is an 17 important part of their church life. So we have tried 18 to bring groups together, to be more consistent, to 19 agree higher quality standards in the information we 20 produce, in the training that we produce, to make sure 21 that the same good messages go out to churches and 22 church leaders. We have done the same with our 23 training.</p> <p>24 If I look back to our training before five or six 25 years ago, there was good content in our training but it</p> <p style="text-align: center;">Page 153</p>	<p>1 had become rather diluted and every trainer then took it 2 and reshaped it to fit things that they particularly 3 liked or thought were important or maybe some of them 4 were safeguarding trainers in schools or in hospitals. 5 They brought in elements of their training from other 6 sources.</p> <p>7 So we have developed what we believe to be 8 a high-quality set of training materials, a far bigger 9 group of trainers. There are now 150 trainers, and they 10 commit to delivering training consistently. So we know 11 that if a church leader, for example, has been through 12 training, they have heard the same core messages whether 13 they have trained in Hull or in Portsmouth, which we 14 felt was important.</p> <p>15 We continue to do work with ministers and pastoral 16 leaders about getting the boundaries right and, in fact, 17 our online training for ministers for the year ahead is 18 all about defining and maintaining good pastoral 19 boundaries, because we see that with ministers, that 20 issue of boundaries with church members and church 21 attendees can be a place where safeguarding concerns can 22 arise. So we have got some online training coming from 23 our ministers later in the year and we continue to run 24 webinars and to adapt our advice and adapt our 25 ministerial training to make that definition of</p> <p style="text-align: center;">Page 154</p>
<p>1 boundaries around safeguarding more clear.</p> <p>2 Q. Again, really, the fourth bullet point is similar to the 3 third, in terms of finding it difficult to come to terms 4 with and/or recognise issues around safeguarding when it 5 comes to church leaders and ministers.</p> <p>6 A. Yes, because, often, at national level, clearly, we 7 don't have a week-in/week-out relationship with that 8 particular minister, so we hope that we are able to view 9 the situation more objectively.</p> <p>10 Finally, we are working on materials for children 11 and young people coming to our churches, so that they 12 feel more comfortable about talking about what's 13 happened to them and also because we recognise that 14 peer-on-peer abuse is a serious issue for young people 15 as well. There is stuff we might not even see if all 16 knowledge is kept with adults.</p> <p>17 Q. So, Ms Stone, now coming to recommendations, you have 18 talked a couple of times about interdenominational work 19 with victims and survivors. Do you think that there 20 would be some utility in having some sort of national 21 victim and survivors charity, support group, 22 association, maybe, which every church and other 23 religious group paid into which could be a source of 24 sort of specialist support, guidance and therapy for 25 those who have been subject of abuse in a faith context?</p> <p style="text-align: center;">Page 155</p>	<p>1 A. I haven't asked that question of my colleagues, but 2 I can give you my own view on that, which would be, yes, 3 I would see value in specialist skills and a resource 4 centre, if that makes sense, so that someone who has 5 experienced abuse, whether that's current, recent or 6 historical, has got somewhere to go and where we can 7 guarantee the quality of the people who will be 8 providing that service.</p> <p>9 Q. Because I imagine at the moment you're reliant on local 10 services being available and having the appropriate 11 understanding and expertise?</p> <p>12 A. Yes, and in some cases that's there through local 13 charities, local support organisations, but then in 14 other areas it's just not quite so well developed.</p> <p>15 Q. You don't have the facilities or the ability to sort of 16 run that sort of specialist service yourself?</p> <p>17 A. I don't think we do at present.</p> <p>18 Q. Can I now ask about whether or not you think it would be 19 useful if -- I can see the tremendous amount of work you 20 and your team have done. We have seen in other 21 religious denominations -- Christian and others -- there 22 being a tremendous amount of work on policies, 23 practices, training. Do you think it would be useful to 24 put that work to good use and stop people having to 25 reinvent the wheel and create a kind of national set of</p> <p style="text-align: center;">Page 156</p>

1 template policies, guidance, et cetera, et cetera,
 2 recognising, of course, that the theological and
 3 religious element to it would need to be inserted? Can
 4 you see that being a helpful way forward?
 5 **A. I can see in concept that that's a great idea. I think,**
 6 **in practice -- I think of the work that we did a few**
 7 **years ago to tailor our new training specifically to the**
 8 **needs of Baptist churches, where governance is at church**
 9 **meeting level, for example, where we are**
 10 **a nonhierarchical structure.**
 11 **From my perspective, I think that the tailoring is**
 12 **important. I would find it helpful, and my colleagues**
 13 **would find it helpful, to have a set of national**
 14 **standards or benchmarks so that you can say, "Okay,**
 15 **safeguarding training must contain these core elements".**
 16 **We would be quite happy if there was some national body**
 17 **that could accredit that training and say each**
 18 **denomination can either use some centralised training or**
 19 **if they believe that they need to prepare their own,**
 20 **which is our sense in the Baptist Union, that that would**
 21 **be reviewed and accredited. But I'm not sure there is**
 22 **a "one size fits all", I suppose is what I'm saying.**
 23 Q. I suppose what you seem to be saying is there are, at
 24 the very least, elements which are standard across the
 25 piece. There might be issues to do with the ways that

Page 157

1 **whats". "So what do I do with this new bit of**
 2 **information I have just learned?".**
 3 Q. Do you have any view about whether or not -- you have
 4 talked already about there being sort of a national
 5 accreditation body or agency which accredits sort of
 6 training and things like that and which identifies
 7 standards. Would the Baptist Union be opposed if there
 8 were to be some form of external accreditation and
 9 auditing of the safeguarding of individual Baptist
 10 churches and of you as a union?
 11 **A. I think that we are open to audit, to accreditation, to**
 12 **review. The scale of that task, in terms of the number**
 13 **of churches and religious groups in this country, is**
 14 **significant, and there are ways to work towards things,**
 15 **aren't there?**
 16 **So, for example, we kindly have permission from**
 17 **Thirtyone:eight to adapt their audit -- their**
 18 **safeguarding audit tool, and so we now offer that out to**
 19 **our churches as a tool to use as part of their annual**
 20 **review to see where they might improve. I think that's**
 21 **a step on that journey. It's a very significant**
 22 **undertaking, I suppose is all I would say. I don't**
 23 **think that we would struggle with it as an idea, but**
 24 **I would worry about the timescales of making that**
 25 **possible and the costs of delivering that, because it**

Page 159

1 governance and management works, but in terms of signs
 2 of abuse, what abuse looks like, how you should respond
 3 to it, who you should go and see, putting victims first,
 4 having a set, as you've identified, of standards which
 5 are quite basic and broad in nature, ensuring risk is
 6 assessed, all of those things apply across all religious
 7 institutions, don't they? What is idiosyncratic is the
 8 governance and management of those religious
 9 institutions and the theological underpinning and
 10 spiritual underpinning for not abusing children, so to
 11 speak?
 12 **A. Yes. I think there's something about application. When**
 13 **we run our safeguarding training, a lot of the things**
 14 **that you have just mentioned clearly are present and**
 15 **vitaly important in the training. We spend a lot of**
 16 **our time looking at scenarios. Lots and lots of**
 17 **scenarios, and saying, "Okay, what would we do here?**
 18 **What would you do first? Who would you report it to?**
 19 **What would you do next?", et cetera, et cetera. For me,**
 20 **those application discussions are what makes the**
 21 **training work.**
 22 Q. Okay.
 23 **A. I think, my own experience, from an HR background,**
 24 **dealing with leadership training for many years, is**
 25 **getting people to understand the application. The "so**

Page 158

1 **does require an understanding of how churches work.**
 2 **You spoke a minute ago about the theological aspects**
 3 **of this, and I would say those theological aspects are**
 4 **extremely important for people who belong to faith-based**
 5 **communities. That sounds so obvious, but you do need to**
 6 **be able to talk in the language of the group that you**
 7 **are working with. So (overspeaking) --**
 8 Q. What Dr Oakley said this morning is there needs to be
 9 faith literacy in any organisation?
 10 **A. Yes.**
 11 Q. I understand that you were part of the group that
 12 supported the APPG work in respect of positions of
 13 trust. That is right? So I'm assuming you have the
 14 same view as Mr Humphreys of the need to amend the
 15 legislation in that respect?
 16 **A. Yes, we do, and just for clarity, the Baptist Union's**
 17 **view is that it should be extended not just to those who**
 18 **are paid workers, so who are ministers or paid youth**
 19 **workers, but it should also be extended to volunteers in**
 20 **leadership positions.**
 21 Q. So anyone in a leadership position, paid or volunteer,
 22 who is in a position of trust in respect of those aged
 23 between 16 and 18, it should be a criminal offence for
 24 them to have sex with or engage in sexual activities
 25 with those young people?

Page 160

1 **A. Yes.**
 2 Q. Do you have any view on mandatory reporting? It is one
 3 of those things which is discussed. Do you have any
 4 view on it being compulsory -- in your case, it would be
 5 on the designated safeguarding person from the church or
 6 the minister of the church or the leader of
 7 the church -- to report allegations to the police or
 8 Social Services if such are made to them? Does the
 9 Baptist Union have any view on that?
 10 **A. We wholeheartedly support that. I think at 59.1 we have**
 11 **stated that, just saying that we already make that clear**
 12 **in our own disciplinary code for accredited ministers,**
 13 **but, yes, we do think religious leaders or those in**
 14 **responsible positions should be required to report.**
 15 Q. One aspect of external safeguarding which Ofsted have
 16 identified is maybe not to have an external body per se,
 17 but to have a series of association bodies. So, for
 18 example, at the moment, if you want to run a football
 19 club, you have to be accredited with the FA, and the FA
 20 can impose certain standards. Would that work in the
 21 context of the Baptist Union? You have spent two hours
 22 telling me clearly that you can only persuade people to
 23 do things, you can't direct them. Do you think that
 24 some kind of accreditation scheme whereby you were the
 25 body that was inspected by an external regulator and you

Page 161

1 then I will pass over to my colleagues to see whether
 2 there are other questions, Ms Stone.
 3 This is regarding the DBS checks and your current
 4 systems, both basic and enhanced checks. How do you
 5 deal with information about, for example, noncontact
 6 sexual abuse or indeed incidents involving adults of
 7 a sexual nature, not children, or other material that
 8 might be relevant to someone's suitability to take up
 9 roles within the church? Can you tell us how you deal
 10 with that and whether your view or recommendation would
 11 prevail in these circumstances?
 12 **A. Could I check that you mean information that's disclosed**
 13 **on the blemished disclosure or other information?**
 14 THE CHAIR: Well, actually, now that you mention it, other
 15 information. But on a disclosure -- and I mentioned
 16 enhanced because it wouldn't necessarily be
 17 a conviction.
 18 **A. All blemished disclosures come to my team, where one of**
 19 **my case workers will look at them and will assess the**
 20 **risk. Now, to do that, they may well need to speak to**
 21 **the individual to get them to provide more information.**
 22 **They may also need to speak to either the minister of**
 23 **the church that the individual is currently at or the**
 24 **minister at the church at which the allegations were**
 25 **raised.**

Page 163

1 in turn then inspected the individual churches or made
 2 sure that they met certain standards, do you think
 3 that's feasible in the context of your governance and
 4 management structure as it currently exists?
 5 **A. I don't think that our current structure would support**
 6 **us acting as formal auditors or inspectors of Baptist**
 7 **churches in that way. I think our role is to guide, to**
 8 **support, to encourage. Baptists are hugely relational**
 9 **and a lot of the work that we have done in the last five**
 10 **years has been on the basis of building strong**
 11 **relationships at church level, regional association**
 12 **level, at colleges and with the national team so that we**
 13 **could do this together, and that seems to be paying off.**
 14 **We have still got lots to do, but we have been able to**
 15 **move a long way in the last few years.**
 16 **I'm not sure that then putting an auditing hat on**
 17 **part of that structure would help with that**
 18 **collaborative, relational, moving-forward-together**
 19 **approach that we have adopted.**
 20 MS SCOLDING: That's very helpful. I have no further
 21 questions for you. There are no other questions from
 22 any of the core participants. I now pass to the chair
 23 and panel, who may well have questions for you.
 24 Questions from THE PANEL
 25 THE CHAIR: Thank you, Ms Scolding. I have one question and

Page 162

1 **So we then go through a risk assessment process to**
 2 **look at that person's involvement and which aspects of**
 3 **the role -- whether they are suitable at all for the**
 4 **role or whether there are things that we might need to**
 5 **say that they refrain from in the life of the church.**
 6 **In terms of other information, things like**
 7 **references for individuals, putting our accredited**
 8 **ministers to one side, where we deal with that through**
 9 **our settlement process, for those in church life who are**
 10 **going to serve in roles with children and young people,**
 11 **we would expect the church leader, normally the**
 12 **designated person, to make sure the safer recruitment**
 13 **process was followed, and if they didn't know what to do**
 14 **with information that they got through that, then they**
 15 **would go to their regional safeguarding lead, who might**
 16 **refer it up to us to help with the risk assessment.**
 17 THE CHAIR: I am aware that people who may be in the
 18 situation we were just discussing can be very adept at
 19 providing explanations that are plausible but may not be
 20 true. Is that a dimension to how you approach this
 21 issue or, given your very collaborative approach, how --
 22 what approach do you take?
 23 **A. We recognise that -- when a blemished disclosure**
 24 **arrives, the individual who that disclosure is about is**
 25 **given the opportunity to fill in a form to explain the**

Page 164

1 **context of the offence or the issue. We don't simply**
 2 **take that as gospel. We then will go and check that**
 3 **out. If there are matters we need to check with the**
 4 **minister or with previous work colleagues, we will go**
 5 **and do that. If we can get to the designated person at**
 6 **the church, we will speak to them about it. And if we**
 7 **feel that we don't have enough from that, we do a more**
 8 **extensive risk assessment. But, no, we recognise the**
 9 **tendency of people to minimise or to attempt to explain**
 10 **away things that are on their DBS record.**
 11 THE CHAIR: Just finally on the same subject, would you say
 12 that in all of this the child's welfare would be
 13 paramount, as opposed to the desire to accommodate or to
 14 recognise someone that may have other skills, or
 15 whatever, that would be relevant to the church?
 16 **A. I would say that any issue that comes to us at**
 17 **a regional or college or national level would be dealt**
 18 **with with the child's best interests at heart. And**
 19 **I would say exactly the same of the vast majority of**
 20 **Baptist churches: we are fortunate, people have been**
 21 **learning and understanding and upping their game**
 22 **significantly. I still think there are situations where**
 23 **issues like not wanting to question or downplaying an**
 24 **offence would have an impact.**
 25 THE CHAIR: Thank you, Ms Stone. I now ask my colleagues if

Page 165

1 any of them have questions. Mr Frank?
 2 MR FRANK: Just one point of detail, if I may. Your
 3 strategic safeguarding review, which you have referred
 4 to -- it's behind our tab 21, but it is the one
 5 from April 2018.
 6 **A. Yes.**
 7 MR FRANK: I don't need to take you to the detail of it, it
 8 is quite wide ranging, but one of the things it
 9 identified by way of next steps was the (interference)
 10 and detailed action plan for the implementation of
 11 the recommendations of the trustees. Can you help us
 12 whether that took place? Because it doesn't find its
 13 way into our bundle, or into my bundle. But it may be
 14 that it's done and it's just not been included.
 15 **A. Unfortunately, immediately after this review, I was very**
 16 **seriously ill and was out for many months, and so the**
 17 **way we have dealt with it is we have done action plans**
 18 **project by project as we have gone along, so we did it**
 19 **an alternative way.**
 20 MR FRANK: I understand. Thank you.
 21 THE CHAIR: Ms Sharpling?
 22 MS SHARPLING: Not from me, chair, thank you.
 23 THE CHAIR: Sir Malcolm?
 24 PROF SIR MALCOLM EVANS: Not from me. Thanks very much
 25 indeed.

Page 166

1 THE CHAIR: Thank you, Ms Stone. We are grateful for your
 2 evidence today. Thank you very much.
 3 MS SCOLDING: Thank you very much, Ms Stone.
 4 (The witness withdrew)
 5 MS SCOLDING: Thank you very much, chair and panel. This
 6 concludes the evidence for today. May I ask that we
 7 adjourn to resume tomorrow at 10.30 am with my colleague
 8 Mr Tahzib in the driving seat?
 9 THE CHAIR: Thank you, Ms Scolding.
 10 MS SCOLDING: Thank you.
 11 (4.05 pm)
 12 (The hearing was adjourned to
 13 Tuesday, 19 May 2020 at 10.30 am)
 14
 15 I N D E X
 16
 17 MR JUSTIN MATTHEW HUMPHREYS (sworn)1
 18
 19 DR LISA OAKLEY (sworn)1
 20
 21 Examination by MS SCOLDING1
 22 Questions from THE PANEL90
 23 MS RACHEL STONE (affirmed)95
 24 Examination by MS SCOLDING95
 25 Questions from THE PANEL162

Page 167

1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25

A				
A1 2:19 96:2 120:4	132:23 133:4	accredits 159:5	activity 17:6 68:23	affiliated 13:21
A4 64:12	149:7,16,25	accurate 5:10	71:17 93:6 98:20	99:14
abilities 105:12,12	150:10,11 151:4	135:3 138:13,14	99:4 106:3	affirmed 95:5
ability 71:8,9 84:9	152:9 153:5	138:15	107:22 123:4	167:20
105:11 156:15	155:14,25 156:5	Accusations 47:8	127:13 136:24	afforded 56:9
able 16:7 19:11,11	158:2,2 163:6	47:9	actual 38:8 51:1	affording 93:3
26:5 30:16 33:3	abused 132:5	achievable 82:24	69:17	afraid 142:19
35:9 49:19 50:11	142:8	achieve 56:1,2	adapt 154:24,24	AFRUCA 47:7
50:17 60:1 61:14	abusing 19:23	84:24	159:17	afternoon 95:7,13
67:10,15 78:4	20:1 158:10	achieved 81:23	add 1:22 39:17	121:21
82:19 83:2 84:14	abusive 29:24	achieving 85:9	94:2	age 31:12 78:3
84:21 90:4 91:4	45:23 54:4	acknowledge	added 19:24 58:2	94:10,15
91:21,22 100:10	accept 71:7 122:24	27:14 63:7	addition 99:12	aged 160:22
105:13 106:10	147:11	acknowledged	116:8	agencies 131:25
107:3 112:15	acceptable 39:24	59:7	additional 111:2	agency 159:5
119:12,18,23	85:22	acknowledgement	address 46:4,10	agenda 51:15 53:2
137:24 140:23	acceptance 45:23	63:12	47:13,17,18 82:4	ages 93:4
143:7 146:3	100:21	acknowledging	91:5 119:17	ago 25:15 30:2
147:22,25 153:5	accepted 100:20	62:2	addressing 55:22	55:17 101:12
155:8 160:6	100:24	acquitted 147:7,16	117:4	118:16 119:22
162:14	access 126:4,11,12	act 19:10 58:12	adds 72:1	125:20 138:15
abroad 47:11	127:4 147:3	63:10 70:11 71:2	adept 164:18	139:2 153:25
absolutely 22:9	accessible 108:11	78:23 79:8 96:23	adjourn 167:7	157:7 160:2
23:21 28:23	accommodate	103:13 107:8,17	adjourned 167:12	agree 31:2 39:19
37:22 46:2 58:14	165:13	129:3 153:2	adjournment 81:7	76:7,9,10 77:16
76:9 81:12 95:21	accord 107:7	acted 39:14	administers	87:6 91:3 153:19
abuse 3:13,17 8:5	account 74:5	acting 135:15	123:10	agree' 76:23
9:3 15:17 17:19	accountability	162:6	administrators	agreed 79:25
19:4,6,12 20:10	85:1	action 10:10,13	127:6,7	agreement 12:12
20:11 26:20	accountable 84:4	42:12 45:8 46:13	admit 36:21	64:6,9,13,17,18
29:15,19 31:25	accredit 117:7	55:25 75:22	admitted 146:14	65:14
32:22,24,25	157:17	138:9 141:11,24	Adolescent 147:2	agreements 7:8
34:12,16 35:8,16	accreditation	144:5,9,25	adopt 100:19	62:8,12 63:15,18
41:3,5,5,8,8,9,12	140:4 159:5,8,11	146:16 148:1,6	113:1	63:22
41:12,17,22,24	161:24	148:18,21,23	adopted 162:19	Ah 137:25
42:8,16 43:14,18	accredited 84:11	166:10,17	adoption 122:15	ahead 140:13
44:2,11 45:4,4,14	100:12 104:15	actioned 33:12	adult 34:3 93:10	154:17
46:7 48:18 49:9	111:1 117:5,12	actions 62:23	adult-at-risk	aim 6:17,21
49:18 52:4,10	117:13,20 121:7	148:23	112:24	aims 6:1 135:24
53:10,22 54:22	121:17 122:4,16	active 99:11 101:5	adults 6:20 108:5	alert 54:7
54:22 56:17,19	123:8,13,15,17	actively 100:15	112:19 150:12	alive 63:18 64:23
56:25 57:2,5,24	125:16,24 126:2	activities 6:17,20	155:16 163:6	all-age 115:18
58:2,10,12 60:7	126:3 127:1,2	17:22,24 18:7	advance 5:21	All-Parliamenta...
61:18 75:23	128:23,24 129:10	22:7 24:10 65:1	advice 96:17	5:6
79:13 90:5,7,15	129:20 130:20	67:1 71:20 79:13	133:13 154:24	All-Party 5:6
90:15 91:8,13,19	136:19 137:3	83:7,12 97:9	advisor 5:11 7:23	77:20 92:17
91:23 129:16	143:25 147:23	98:3,6,10,15,25	15:5 77:20	allegations 80:9
130:3 131:19	157:21 161:12,19	99:3 134:23	advisors 2:16	128:19,25 129:5
	164:7	160:24	advocate 62:21	129:15,19 130:3

<p>131:11 133:7 161:7 163:24 alleged 146:19 allowed 62:18 allowing 62:6 allows 114:8 alongside 21:25 40:3 49:3 82:3 84:3 137:16 138:4 148:8 150:14 alternative 149:14 150:9 166:19 amend 160:14 amount 7:7 47:9 52:25 58:20 61:25 70:2 77:8 107:10 124:19 156:19,22 amounts 146:24 analysis 94:1 136:10 and/or 41:12 155:4 anecdotally 26:11 Anglican 67:12,16 Anglicans 13:11 annual 7:1,7 159:19 answer 23:11 36:21 43:12 44:25 46:2 48:22 49:8 53:19 81:25 90:3 97:19 108:13 answering 44:8 answers 18:19 23:1 36:18 anybody 2:4 6:12 8:14 80:19 89:16 95:16 124:5,18 anymore 58:19 anyway 68:17 78:3 apart 75:6 apologise 108:18 apparent 55:23 appear 30:5 91:20 143:15 appeared 139:16</p>	<p>appears 56:6 146:19 APPG 5:6,8,11 77:24 78:20 92:25 93:17 160:12 APPG's 5:13 application 101:13 101:14,24 108:25 158:12,20,25 applications 122:19 applied 3:6 75:12 78:23,24 79:9 applies 83:18 94:10,14 apply 18:5 24:15 71:1 136:4 158:6 applying 132:11 appointed 110:13 111:11 127:21 138:4 appreciate 38:3 appreciating 60:23 approach 35:23 55:6 86:4 128:3 141:7,18 162:19 164:20,21,22 approached 61:19 62:1 approaches 150:20 approaching 35:14 appropriate 2:3 18:11 40:21 69:12 81:3 93:3 101:21,22 121:20 123:5 126:13 134:3 136:24 145:9,13 156:10 appropriately 57:7 67:10 87:19 134:2 approve 103:19 approximately 140:3 April 166:5</p>	<p>archived 74:7 area 16:20 17:3 19:1 41:7 44:16 46:16,18 47:23 49:20 51:20 52:8 52:20 53:8 56:6 69:1 77:12 84:20 85:11 87:9 91:4 92:9,21,23 100:10 110:18 111:24,25 112:1 130:4 151:19 areas 10:10 19:1 28:15 36:5 46:17 52:19,24 59:10 60:2,8 67:11 70:16 80:5 85:10 90:19 91:1 93:2 93:13,25 111:23 156:14 Arguably 28:5 argue 17:25 arising 21:21 arrangement 14:20 arrangements 7:22 9:7 11:14 25:24 36:3 67:16 82:3 150:14 arrested 131:19 arrives 164:24 articles 136:22 articulated 82:2 asked 33:1 44:1 49:6,8 74:3 135:8,8 137:13 139:15 156:1 asking 48:18 91:19 135:12 aspect 161:15 aspects 151:12 160:2,3 164:2 Assemblies 13:12 13:15 assess 163:19 assessed 158:6 assessment 66:5 71:22 148:14 164:1,16 165:8</p>	<p>assessments 10:22 132:8 asset 151:23 assignments 6:25 7:19 assist 6:18 29:11 85:13 95:13 assistance 16:5 59:12 151:24 associate 3:6 99:22 associated 52:22 98:3 association 12:22 13:1 79:3 100:23 102:1 109:6 110:12 112:2 119:15 123:18 155:22 161:17 162:11 associations 96:22 110:3 111:9,15 119:14 assuming 104:11 117:14 120:19 122:21 123:10 126:1 130:11 134:1 160:13 assumption 25:10 94:14 147:18 assumptions 35:12 55:2 assured 33:10 attach 26:19 Attached 112:3 attempt 165:9 attend 52:22 66:8 98:19 104:3,5 116:15,16 117:5 117:9,10,22 118:17,25 145:22 145:23 attendance 14:16 64:13 65:2 attended 64:14 120:7 attendees 104:4 154:21 attending 65:15 79:13 98:7</p>	<p>116:24 117:25 attention 56:9 attitudes 22:12,15 audio 108:12 audit 9:25 83:5 159:11,17,18 auditing 134:4 159:9 162:16 auditors 162:6 audits 9:23 10:2 authorities 29:23 66:19 73:1 86:16 86:22 129:17 134:6 139:11 145:2,18 authority 41:4 66:25 67:24,25 72:6 86:7 100:8 103:4 110:25 114:7 116:15 147:24 automatically 122:21 autonomy 141:20 AV 2:16 available 6:12 60:15 69:19 89:10 129:9 136:20 156:10 average 106:22 139:25 aware 37:19 44:15 54:6 86:12 90:13 91:1,23 124:5 131:8 142:11 151:2 164:17 awareness 25:8 42:16 53:5 66:10 79:23,23 82:13 91:15 awful 22:21</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>B12 135:20 B13 6:23 B20 48:9 B21 42:14 B3 112:5 B34 78:1 B6 77:23</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>B8 122:6 B9 106:14 back 2:17 6:15 7:15 10:20 13:1 23:12,14 27:25 35:18 37:23 42:12 45:8 54:18 55:16 56:12 62:6 62:19 64:11 66:14 68:5 71:23 72:18 75:11,25 79:22 80:10,13 101:16 109:23 113:8 119:6 131:15,20 132:12 136:17 141:1 146:1,17 153:24 backed 73:23 background 5:9 22:11 77:11 97:4 97:7 138:5 158:23 backgrounds 110:21 backing 55:23 75:24 bad 19:19 32:18 38:11 Baha'i 11:24 12:7 balance 18:25 77:1 87:21 93:3 144:15 145:3 Baptist 14:4 95:3 96:18 97:13,14 97:17,21 98:11 98:13,18,20 99:8 99:11,12,16,19 99:20,21,23,24 100:1,2,12,14,17 101:22 102:1,7 102:12,19,25 103:8,11 104:1,4 104:10,16 106:8 106:20 109:10,15 109:24 111:1 114:2,2 116:14 117:7,8,8,12,13 117:14,17,21,25 118:20 119:6</p>	<p>121:7 122:5,17 128:24 137:4 140:23 141:6 142:21 143:22 146:3 147:1 149:10 152:4 157:8,20 159:7,9 160:16 161:9,21 162:6 165:20 Baptists 13:11 99:22 162:8 Barnardo's 51:22 barrier 19:10 62:3 94:6 barriers 15:25 16:6 18:16 19:14 22:19 36:7 92:19 base 11:21,22 based 6:19 10:2,5 37:6 49:13 79:6 85:7 88:20 basic 69:20 71:12 101:2 158:5 163:4 basics 73:3 basis 7:1,1 12:4 13:6 97:18 98:21 101:24 107:11 110:15 111:11 115:2 116:3 118:3,9 123:17 134:5 144:14,15 145:9 162:10 Bass 139:14 bear 20:18 135:5 bearing 89:3 130:15 beginning 22:24 23:4 behalf 84:11 132:25 behave 17:18 100:8 behaving 20:5 behaviour 22:16 40:1,3 45:23 behavioural 40:19 behaviours 29:24 46:5</p>	<p>belief 2:25 3:13 4:13,23 15:18 17:16 22:7 25:16 41:10,24 42:3,6 42:17 43:3,8,9,15 44:12 45:6,20 46:2,9 48:19 49:9,18 52:4 53:11,23 54:5 62:17 75:23 91:14,14 96:8 belief' 44:2 beliefs 12:3 17:5 17:21 22:12 44:22 58:13 60:13 65:6 66:21 91:7 believe 19:22,25 26:18 47:1,2,3 53:21 58:19 68:12,17 70:8 74:3 83:15 84:5 103:13 106:19 114:21 133:13 142:4,7,19 143:10 154:7 157:19 believed 144:19,23 147:8 believing 62:5 belong 112:18 160:4 belongs 31:9 benchmark 143:8 benchmarks 157:14 benefit 11:7 benefits 11:6 86:19 bespoke 10:23 best 2:24 4:12,22 36:2 54:25 64:4 68:17 96:8 114:12 136:11 146:5 165:18 better 34:3 51:20 53:6 55:17,19 62:20 66:12 69:17 78:15</p>	<p>80:15 85:21 89:11 108:8 beware 127:22 beyond 16:22 22:5 75:15 144:13 Bible 57:6 big 24:21 75:1 131:5 bigger 56:13 74:6 154:8 biggest 49:10 bin 74:24 bishops 103:3 bit 5:20 8:24 9:24 15:19 19:15 21:2 22:24 23:3,12,14 30:22 41:15 42:5 48:8,11 56:14,17 78:9,15 81:16 97:13 98:5,9 129:23 135:23 159:1 bits 83:8 95:25 black 140:10 blame 27:3 blamed 26:18 blaming 26:16 27:4,5,14 30:23 blemished 132:7 132:12,19,22,24 133:2,4 163:13 163:18 164:23 blow 78:9 blur 24:3 blurring 24:18 board 40:8 67:14 137:4 boards 67:9 bodies 44:4 60:17 68:8 77:12 87:2 87:18 102:16 161:17 body 9:3 47:4 57:14 76:6 84:12 87:10 88:6 89:1 99:17,24 102:13 105:3 110:1 113:7 157:16 159:5 161:16,25</p>	<p>bolts 93:23 boring 23:2 bothered 138:17 bottom 84:18 bound 86:10,11 boundaries 24:3 33:9 154:16,19 154:20 155:1 boundary 17:14 Bournemouth 3:10 box 34:5 43:17,23 Boys' 99:9,10 breadth 13:8 14:11 82:18 break 2:11,12 40:21,25 81:1,3 95:14,18,19 107:13 121:21 122:1 130:22 breaking 28:4 107:14 breaks 2:4 bridging 60:19 brief 111:18 128:9 briefly 6:1 11:3 135:18 141:4 Brigade 99:8,9,10 99:10 bring 1:24 31:15 37:13 75:24 80:13 86:13 134:10 153:18 bringing 60:17 85:19 brings 24:14 88:13 Britain 14:4 95:3 97:14 99:21 100:18 122:17 broad 7:4 16:5 158:5 broaden 35:15 broader 31:14 74:10 broadly 5:5 56:8 82:5 89:8 brought 45:3 74:13 77:1 103:19 139:7</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>154:5 brown 64:12 Brownies 99:8,13 Buddhists 11:24 BUG000001_00... 113:19 BUG000001_018 129:13 BUG000001_021 120:3 BUG000001_041 152:20 BUG000005 112:4 BUG000005_037 113:7 BUG000010_006 122:8,11 BUG000022_001 135:21 BUG000022_009 138:9 141:1 BUG000022_010 141:10 143:14 BUG000022_012 146:9 BUG000022_013 147:5 BUG000022_021 148:20 BUGB 116:1 119:9,10 120:16 build 67:3 71:8 148:9 building 25:21 32:10 53:5,6 67:6 70:24 105:17 162:10 built 137:10 bulk 13:18 14:2 bullet 124:9 155:2 bundle 2:6,10,19 4:1 78:2 95:13 95:21 96:3 106:14 122:7 166:13,13 business 76:16 buy-in 52:24 buyer 127:22 by-product 56:14</p>	<p style="text-align: center;">C</p> <hr/> <p>cabinet 64:18 call 3:20 5:8 6:12 22:5 29:1 43:7,8 112:14 called 5:3 7:7 40:17 43:6 58:21 85:16 99:6 102:7 102:19 112:17,18 113:20 127:3 128:5 133:1 calls 14:21 camp 14:10 campaign 79:23 93:1 campaigning 92:24 camps 8:6 70:17 capable 19:23 20:1 capacity 89:12 94:8 149:10 captures 71:20 capturing 69:10 care 43:16 61:24 71:18 93:9 96:19 102:2 109:1 110:24 116:10 cared 18:24 careers 147:10 careful 61:22 92:6 92:7 carefully 92:10 carer 24:23 carers 25:10 caring 21:20 carried 137:5,7 carry 137:9 carrying 134:3 case 8:4 10:22 14:8 30:9 34:18 42:1 42:22 45:3,20 46:3 57:12 87:24 88:21 101:6 126:7 127:16 130:19 132:3 134:13 136:18 140:20 144:19 146:18,25 147:5 147:6,20,21</p>	<p>161:4 163:19 cases 3:19,23 15:6 15:11,13,13 43:16 44:14,14 46:1,13 48:7 53:25 63:21 91:18 105:1 128:23 129:10,12 129:17 130:9,11 131:15,18 133:5 133:6,7 135:18 136:1 138:7 139:3,16,24 140:12 141:18 142:6 144:5,8 147:20 148:1,7 156:12 categorisation 53:22 category 43:14 45:5,6 49:14 124:22 cater 75:2 cause 66:9 causes 36:6 60:22 causing 93:24 caveat 36:14,22 43:22 127:22 census 43:12 44:9 53:24 cent 13:4 51:9 central 99:17 123:19 126:1 151:14,23 centralised 13:24 152:2 157:18 centre 109:24 110:1 156:4 certain 63:1 100:7 100:9 107:10 113:25 129:21 161:20 162:2 certainly 11:21 13:17 17:11 22:21 31:3 38:13 39:21 44:22 48:3 51:18 67:18 90:13 92:9 93:15 94:11 130:11</p>	<p>133:2 141:6 cetera 57:8 58:4 71:19,19 79:4 157:1,1 158:19 158:19 chair 1:3,6 3:12 16:22 40:20,22 42:14 48:10 72:18 77:23 78:1 78:3,15 80:23 81:2,4,5 89:15,19 89:25 92:12,13 94:21,24 96:23 106:13,14 112:5 120:4 121:19,22 121:23 122:7 129:14 135:19 148:20 152:18 162:22,25 163:14 164:17 165:11,25 166:21,22,23 167:1,5,9 chaired 15:7 challenge 37:13 52:7 challenges 22:18 78:21 86:13 152:17,23 153:9 challenging 9:15 chance 3:2 4:15,25 change 22:15 35:11 40:8,19,19 47:1 52:18 53:8 58:25 60:2 64:24 73:18,20 79:18 79:21 80:18,22 85:14 92:19 101:25 changed 64:20 79:16,24 142:13 144:20,21 changes 58:10,11 58:25 118:11 changing 81:10 142:10 charged 148:16 charged-for 11:9 charities 107:24 139:13 156:13</p>	<p>charity 5:4 6:4 8:7 11:15,19 12:15 84:14 105:2 108:4 117:18 155:21 chartered 3:21 check 69:5,19,20 69:21 71:15 72:11 105:25 106:9,11,16 107:6 108:2,14 123:5,13,21 125:6 128:14 130:22 138:12 163:12 165:2,3 checked 70:7,8,9 70:10,13 71:3 107:25 108:5,9 108:20,22 checking 25:1 105:22,22 109:2 109:8 125:3,7,7 checklist 22:5 checks 6:11 38:7 68:21 69:2,4,12 71:12 123:16,17 132:11,25 163:3 163:4 Chester 3:7 chief 4:5 5:2 37:17 54:18 child 3:13 5:16 17:19 25:21 26:20 35:16 41:24 42:16 43:14,17,18 44:2 44:11 47:2 49:9 49:18 52:4,5,5 53:22 54:22,22 60:7 75:23 79:3 83:11 91:13,19 97:1,4 98:14 100:6,18 102:10 107:1 109:22 110:10 112:18,23 123:2 128:3 129:16 130:3 132:23 133:4 137:15 138:5</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>139:10 142:5,8 147:1 150:11 child's 165:12,18 Childcare 13:1 children 6:20 17:23 18:2,6 19:23 20:2 21:12 22:8 34:2 35:8 43:12 46:7,10,14 48:19 51:4 53:23 55:3 68:15 69:11 70:15 71:21 72:6 73:5,24 74:19,23 75:16 76:7,11 79:13,20 80:12 83:12,19,23 85:7 87:4,5 88:18 90:5,7,16 93:18 94:8 97:24 98:1 98:6,10,17,19 99:4 105:18 106:6,17 107:10 107:20 108:4,6 108:11 113:10 115:19 124:13 134:22 135:1 147:3 148:12 150:13 155:10 158:10 163:7 164:10 children's 24:10 45:11 72:17 73:25 80:15 98:21 choice 61:11 84:23 choose 10:14 93:6 113:3 117:18 120:15 123:14 135:7 chose 140:5,14 Christ 103:21 Christian 5:4,18 6:4 8:6,6 11:15 11:18,22,25 12:15,21 13:6,10 14:12 16:21 19:21 21:3 22:22 26:25 29:13,22 30:4 31:1 38:19</p>	<p>47:23,25 61:3 63:2 70:17 156:21 Christians 68:16 chunk 152:8 church 3:19 7:23 8:8,17 13:10 14:12,15,20 15:6 16:19 20:11,12 26:12 27:10,12 29:23 30:12,17 31:8 38:14 39:2 39:10 61:17 62:19 63:25 64:10,14,15 65:1 65:21,24 66:8 71:25 84:19 97:9 97:9,11,14,17,21 98:1,7,11,14,15 98:18,20,22 99:13,15,16,19 100:10,24 101:5 102:4 103:12,15 103:16,17,19,20 103:22,23,25 104:1,3,3,4,13,21 104:24,25 105:1 105:4,5,8,9,15,19 105:24 106:2,5 106:10,19,22 108:19 109:11,15 114:16,16,20,22 115:10,13,22 116:9,19,22 117:4,4,6,17,19 117:25 118:24 119:4 120:13 121:6,10 125:24 125:25 126:15,25 127:20 128:2,2,8 128:9 129:5,7 130:13,16,23 131:1,21 134:20 134:25 141:20 142:3,5,7,10,12 142:21 143:1,4 143:12,15 146:1 146:3,7 147:10 148:2,5,9,11</p>	<p>149:9,22 150:5,6 150:9,20,21,23 151:10 152:7,18 153:3,17,22 154:11,20,20 155:5,22 157:8 161:5,6,7 162:11 163:9,23,24 164:5,9,11 165:6 165:15 church's 143:16 church-based 9:4 98:20 120:18 churches 13:5,20 13:23 14:2,17 19:16 23:23 24:7 26:10,11 29:3,14 31:1 54:3,24 60:4 63:9,14 65:9 69:22 71:20 75:3 83:22 96:22 98:3,19,23 99:8 99:11,12,18,20 99:24 100:1,8,14 102:2 103:4 104:4 105:24 106:8,16,21 108:6,9 109:2,5,8 109:12,13,25 110:18 113:1,4 114:3 115:23 116:15 117:17,20 117:21,24 118:20 119:2,19 120:15 120:22 123:19 128:6,12,20 129:19 131:2 132:25 133:8,13 133:14 134:7,8 134:15 135:8,12 136:24 141:20 142:1,24 145:11 145:15,20,24 148:14 149:16 151:1,17 153:21 155:11 157:8 159:10,13,19 160:1 162:1,7 165:20</p>	<p>circumstances 64:23 126:21,23 129:21 147:13,14 163:11 cite 71:12 claim 90:14,21 clarification 125:10 clarity 41:15 74:13 160:16 clear 33:8,21 35:2 37:16 74:14,16 80:20 81:12 83:17 85:6 86:24 90:16 114:13 115:11 134:5 135:25 143:21 144:1 145:1 147:19 148:10 155:1 161:11 clearer 63:22 clearly 30:9 37:1 55:5 59:5 61:2 66:4 71:6 80:3 83:17 92:21 101:4 103:17 109:7 116:23 117:9 126:10 136:16 139:18 148:6 155:6 158:14 161:22 clericalism 104:8 Climbie 42:1,23 49:5 54:21 55:9 55:10 cloak 41:4 Close 93:1 closer 138:22 cloud 126:14 club 98:21,23,24 161:19 clubs 98:16,16 co-ordinated 128:11 co-ordinates 116:10 code 161:12 cognisance 124:15 cognitions 22:13</p>	<p>collaboration 88:1 collaborative 36:4 52:13 60:16 85:24 162:18 164:21 collaboratively 21:13 collate 128:19,22 colleague 49:3 167:7 colleagues 89:20 156:1 157:12 163:1 165:4,25 collect 130:4 collection 119:7 collective 103:24 college 127:6 165:17 colleges 96:22 110:3 162:12 colluded 146:19 combine 141:19 come 6:15 10:3,20 12:1,23 13:8 16:24 19:14,19 23:12,14 26:3,22 27:2 29:7 30:18 41:2 43:24 44:5 53:11,15 55:13 58:1 59:1 65:24 67:4 68:14,25 69:13 71:13 77:18 82:17 89:2 101:7 108:21 110:21 115:25 119:11 125:3 129:21 130:19 132:11,19 137:15 138:7 140:21 149:21 150:1,10 150:20 151:4 152:12 155:3 163:18 comes 41:8 113:22 121:2 151:8 155:5 165:16 comfortable 133:19 155:12 coming 1:15 95:8</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>97:3 121:13,14 154:22 155:11,17 commas 71:10 commensurate 134:20,23 comment 27:2 comments 55:1 146:11,21,23 153:10 commission 10:15 84:14 107:24 commissioned 8:16 commit 114:10 154:10 commitment 35:3 37:2 38:9,10 39:23 40:2,15 82:11 102:17 119:21 commitments 29:2 committed 40:12 committee 122:20 common 27:19,23 44:21 53:18,20 143:16 commonly 91:18 91:21 commonplace 87:14 communicate 38:15 communicated 61:9 65:17 communicating 142:24 communication 28:19 144:18 communications 71:4 communities 15:24 21:7,13,14 30:4 39:25 41:11 42:4 44:24 45:10 47:12,15,17,20 49:11 52:16 62:10 67:11 68:8 76:3 86:23 87:12 94:7,9 160:5</p>	<p>community 11:22 34:14 43:10 44:3 49:12 52:17 63:2 63:10 74:8 75:3 103:14 community-focu... 99:4 compare 72:7 compared 52:19 compel 100:8 compelling 100:6 complacency 34:19 complaint 34:21 complaints 10:23 complement 82:3 complementary 14:5 complements 69:20 completed 49:16 64:7 complex 9:15 92:1 92:21 complexities 88:21 complexity 19:25 71:20 complicated 69:24 complicit 41:20 comply 117:1 153:15 component 56:21 comprehensive 11:8,12 71:21 113:6 141:25 compulsory 115:7 116:12,14,16,18 161:4 concept 23:17 26:2 60:20 71:16 118:19 157:5 concern 87:11,16 130:2 concerned 6:23 30:14 34:18 87:13 107:4 concerns 8:15 28:21 126:20 127:15,24 128:25</p>	<p>130:5 131:11 133:8 154:21 concludes 167:6 conclusions 10:8 concur 10:7 23:21 94:4 conditions 76:22 conduct 74:10 conducted 144:11 confer 2:4 conferences 70:17 confidence 12:2 49:25 50:7,15,15 confident 50:5,13 50:24 51:6 131:13 confidentiality 33:9 confidently 26:7 54:10 confirm 2:21 3:4 4:9,19,22 96:5 conflated 42:9 conflict 24:14 confusion 72:1 congregation 19:17 103:5,10 104:11 115:1,5 congregations 14:23 connect 67:10 consciousness 94:18 consecutive 53:21 consent 93:8 consequence 28:22 consequences 27:16 59:12 consider 18:15 34:14 88:17 117:11 140:20,24 152:17,18 consideration 72:13 considered 9:21 42:25 83:4 105:5 134:3 consistency 84:24 consistent 93:4</p>	<p>118:21 132:20 134:5 151:15 153:18 consistently 154:10 constantly 28:12 32:7 constitutes 17:8 construct 12:3 constructed 80:22 constructive 93:24 constructs 55:5 consultancy 6:16 6:22,24 7:2,5,19 11:1,10 15:3 26:3 consultation 9:16 9:17 consultations 9:11 consulted 79:1 contact 7:14 9:2 65:21 70:1 72:9 79:20 80:9 127:11,16,18 150:1 contacted 131:21 contacts 96:24 contain 157:15 contained 112:21 138:21 content 90:18 153:25 context 16:12,18 16:24 17:2,8,18 17:24 18:1,15 20:3 25:12 26:24 28:19 29:14,17 29:22 30:7,12,23 31:1,10 32:19 33:10 35:5 36:10 36:13 37:10 38:17 39:17 41:6 41:18 43:10 45:18 48:1 53:12 53:15 54:22 55:14 57:1 61:3 70:24 71:5 72:9 73:3 77:17 78:18 79:19 83:5,7,11</p>	<p>85:15 104:9 114:22 118:19 155:25 161:21 162:3 165:1 contexts 17:10 18:10,21 32:24 37:9 38:20 48:4 56:23 61:2 82:25 contextual 82:4 contextualisation 18:9 contextually 81:19 continue 117:2 154:15,23 continuing 149:7 152:17 contract 64:13 148:13 contracts 7:8 130:9 148:15 contribute 1:21 92:15 contribution 74:6 control 114:7 controlled 88:8 conversation 64:12 117:2 150:24 151:2 conversations 25:19 109:4 convicted 126:19 131:18 142:9 conviction 148:16 163:17 coordinator 30:18 37:11 copy 48:9 122:6 core 76:16 89:17 154:12 157:15 162:22 corollary 62:4 correct 3:14,21 5:9 5:10 15:2,3 cost 11:2 costs 159:25 council 72:18 102:7,12 104:1 counselling 9:5 49:12 150:4</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>151:8 counsellors 50:19 count 17:13 country 14:12 44:14 52:11 55:14 67:9 69:3 72:25 159:13 counts 125:21 county 56:7 couple 113:22 145:5 155:18 course 3:16,17 7:17 12:5 30:6 39:6 63:6 64:11 67:15 71:14 75:21 78:19 86:17 104:19 107:11 119:11 136:21 147:20 157:2 courses 60:14 119:12,16 court 45:4 132:6 covenant 113:16 113:21 114:12 cover 7:20,22 8:13 79:8 covers 63:2,3 CPD 59:23 craft 98:22 CRB 125:7 create 6:19 28:14 53:2 156:25 created 35:20 37:21,23 creating 21:3 28:17 35:4 37:3 39:17 88:6 creation 90:17 criminal 160:23 criteria 70:11 101:18 critical 39:14 cross-section 79:1 CSA 17:23 CSE 56:8 cultural 54:16 culturally 29:9 55:1</p>	<p>culture 22:5 28:15 28:18 37:22,24 38:2 39:12,21 40:7 54:11,13,17 54:22 141:7 152:22 cultures 21:3 22:23 current 9:18 15:25 100:21 127:13 128:17 135:10 136:5 138:22 147:21 153:8 156:5 162:5 163:3 currently 8:9,19 8:19 41:13 56:4 70:10 80:21 106:3,4 128:19 136:13 162:4 163:23 custodial 65:12 cut 24:3 cycle 118:7</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>D 167:15 damaging 27:12 27:13 dangerous 34:23 36:17 63:6 147:17 Danny 6:23 16:10 16:14 18:12 42:13,15 45:12 48:10,15 49:23 50:4 51:8 60:25 77:25 78:6,13 113:18 122:11 123:22 135:20 138:9 141:1 143:13 148:19 152:20 data 44:10 129:9,9 134:8,14,16 135:8,9,12,14 145:6 date 122:15 125:11 dated 2:20 112:11</p>	<p>day 1:4 43:16,19 76:14 days 13:17 70:25 DBS 38:7 68:21 69:2,4,5,9 71:4 105:22,25 106:2 106:16 123:5,13 123:21 125:2,6,7 132:11 163:3 165:10 DDC 133:1 deacon 97:10 105:9,15,18 deacons 104:20,24 104:25 105:5 121:11 deal 68:17 95:9 126:9 141:4 144:9 153:3 163:5,9 164:8 dealing 9:14 60:6 65:11 100:11 150:19 151:18 158:24 dealt 129:7 132:20 138:3 144:16,23 165:17 166:17 decades 82:9 143:8 deceased 138:11 December 2:20 decency 143:9 decent 80:13 decentralised 113:25 decide 126:21 decision 73:20 103:20 104:5 140:16 145:4 decision-making 106:18 decisions 103:11 103:15,18 144:8 144:13 Declaration 122:25 Deeds 40:17 deep 59:6 deeply 46:19</p>	<p>define 18:1 50:11 107:23 defined 78:22 79:7 106:4 defining 154:18 definitely 32:13 48:7 50:24 55:19 77:14 147:19 definition 17:4 145:3 154:25 definitions 50:13 51:1,2 70:11 107:21 124:12 degree 13:24 16:3 19:22 25:13 27:4 50:15 55:21 56:9 63:17 67:16 71:14 75:19 79:18 87:11 delegates 120:7 deliberately 118:22 deliver 75:20 119:12 delivered 22:21 38:21 delivering 15:1 154:10 159:25 demonic 43:1 demons 42:3 43:3 45:21 demonstrate 11:7 105:14 denomination 31:9 157:18 denominations 12:17 13:16 31:19 40:13 63:14 81:20 152:11 156:21 Department 79:25 depend 40:12 depending 12:14 31:10 75:14 depends 30:1 90:12 depth 52:7 derive 34:22 describe 9:24 11:6</p>	<p>29:12 102:9 143:16 described 12:11 116:4 describes 7:4 9:5 description 29:23 designated 129:7 130:25 133:14 150:22 151:17 161:5 164:12 165:5 designated-safeg... 120:20 designed 48:12 71:17 73:6 75:2 115:17 desirable 35:25 desire 153:2 165:13 desperately 84:25 despite 72:23 142:8 151:21 detail 52:3 66:2 69:7 113:9,12 141:2 166:2,7 detailed 38:1 79:17 128:9 166:10 details 81:22 119:15,17 Detective 54:18 determined 48:22 122:19 determining 72:3 develop 80:7 110:16 developed 5:16 18:11 49:7 113:5 154:7 156:14 developing 5:23 22:22 36:7 59:21 82:9 102:10 development 7:18 10:24 15:16 72:17 88:25 97:10 devising 15:1 devote 111:18 DfE 42:12 73:23</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>74:18 80:6 DFE002826 42:14 diagrams 102:21 dialogue 9:19 difference 22:10 22:11 79:11 differences 31:6 50:8,14 68:3 74:14,15,16 75:6 82:4 different 6:13,14 7:5,10,16 9:6,19 10:20 11:25 12:13 13:2 27:1 29:21 38:20 40:11,13,14 42:9 43:6,6 50:12 54:24 63:19 65:3 68:21 72:4 75:10 77:3 81:19,20 83:8 84:7 88:14 93:11,13 98:25 103:7 108:24 109:13 110:4 126:10,11 132:3 147:13,14 differentiation 51:5 differently 111:16 difficult 14:9 17:1 19:4,7,8,20,25 20:7,8 23:24 24:19 44:17,25 53:19 56:5 57:18 68:15 87:9 107:22 142:4 143:11 151:19,20 153:2 155:3 difficulties 67:8 88:22 90:20 difficulty 55:21 61:4 153:4 diffused 153:1 diluted 153:1 154:1 dimension 164:20 diocese 7:22 67:16 Dioum 49:5 direct 1:19 8:8</p>	<p>63:4 102:10 107:20 161:23 direction 17:6 100:5 102:13,18 103:12 directions 68:3 directive 100:11 directly 106:17 130:19 director 37:18 disagree 48:5 disagreeing 48:6 disbelief 94:13 discern 103:21 disciplinary 126:9 161:12 disclose 19:8,12 20:8 disclosed 163:12 disclosing 32:14 disclosure 6:9 31:23 32:17 34:21 45:2 124:1 124:2 132:7,12 163:13,15 164:23 164:24 disclosures 32:15 34:8,11,15 35:6 132:19,22,24 133:4 163:18 disconnect 66:19 discount 86:23 discounts 11:9 discourse 18:21 21:17 44:21 discourses 57:6,9 discovered 66:7 discuss 19:15 30:5 95:15 153:5 discussed 106:1 161:3 discussing 164:18 discussion 44:6 46:16 91:12 117:3 discussions 21:6 21:15 158:20 disregard 113:2,3 distinction 31:7</p>	<p>42:5 distinctive 103:8 distorted 108:13 108:15 distract 39:9 distress 58:20 107:2 distrust 66:21 67:23 68:7 86:2 86:9 doctors 60:6 document 48:15 76:23 78:7 91:11 112:25 113:6 141:2 documentation 15:12 100:21 documents 76:19 95:12,23 112:17 doing 13:1 19:1 21:2 22:23 32:11 67:1 85:25 97:1 102:14 114:17 136:25 139:6 142:24 153:8 domestic 39:22,24 91:2 door 24:9 double-check 108:18 doubled 120:6 doubt 144:14 145:8 downplaying 165:23 Dr 1:7,12 2:18,23 3:1,3,4,8,11,15 3:22 14:25 15:3 15:7,10,20 16:9 16:17 18:4,14,19 19:24 20:25 22:9 23:13,16,22 26:16 28:14 30:22 31:2 32:21 35:2 39:16,19 41:2,15 42:10,20 43:11,20,22 44:7 45:25 46:24 47:22 48:14,17</p>	<p>49:3 50:2,7,24 51:16 52:12 53:5 53:22 54:9 55:20 56:3,16,25 58:14 59:15,17 60:8,12 66:15 68:24 76:1 76:9 81:1,9 87:1 87:3,6 89:13 91:3,10 92:1,14 94:2,4,25 160:8 167:17 draw 109:24,25 driving 167:8 dry 74:1 DSA 67:13 due 74:4 duration 125:7 dying 27:23 dynamic 23:18 93:11 dynamics 19:19 26:5</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>E 167:15 earlier 2:12 12:12 71:24 122:3 134:9 147:12 early 13:17 36:23 73:20 easier 70:5 114:5 easily 106:11 easy 16:13 65:16 74:17 151:20 educate 148:9 educating 143:12 education 59:22 73:5,6,24 74:19 74:23 75:2,16 76:7,12,13 79:25 85:15 104:23 effect 53:8 60:1 85:3 104:1 123:16 131:7 136:2 140:10 145:11 effective 15:25 51:8 76:25,25 effectively 72:20 78:5 128:13</p>	<p>efforts 56:3 eight 140:1 either 1:19 2:10 10:4 13:6 30:15 34:12 38:21 89:14 90:3 93:9 102:4 104:15 110:13 128:16 129:19,25 132:5 148:16 157:18 163:22 elaborate 30:24 elder 105:9 elders 104:21,24 104:25 105:5 109:14 116:5 121:5,11 elect 103:25 elected 104:19 105:20,20 electronically 145:6 element 17:17 84:23 85:1 90:24 97:2 128:3 157:3 elements 28:17 154:5 157:15,24 eligibility 69:23 70:11 Elim 13:12,15 embarrassed 121:3 embed 22:6 29:11 38:25 embracing 93:24 emerging 8:15 56:6 90:25 emotional 20:11 32:22,25 41:8,17 56:19,21 57:1 59:13 emphasis 36:15 131:9 employ 11:13 empower 89:10 empowering 28:10 emptor 127:22 enable 22:14 71:21 80:15 114:13</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>enabled 146:25 enables 1:18 11:12 82:1 encapsulate 7:19 encountered 16:7 encourage 37:1 38:3 42:17 66:23 105:24 106:16 111:2 117:20 130:16 145:22 162:8 encouraged 100:15 118:25 119:13 121:15 encouragement 100:13 119:2 121:10 encourages 35:14 encouraging 35:21 39:18 67:5 117:9 end-of-year 119:25 endorse 38:4 endorsement 55:23 56:6 enforced 53:3 enforcing 148:24 engage 66:23 77:8 77:9 86:22 93:5 124:11 160:24 engaged 8:5 19:21 engagement 45:10 66:14 80:5 engagements 67:20 engaging 14:11 33:25 34:2 85:7 England 5:19 7:23 8:8,17 14:17 47:7 97:18,22 99:25 100:3 152:4,7 enhance 36:3 enhanced 69:21 71:15 105:22 124:1,1 163:4,16 enlarging 16:15 enrolled 122:5,18 enrolment 122:9</p>	<p>ensure 84:15 116:1 151:14 ensuring 69:10 115:1 158:5 enter 9:19 entered 61:11 63:12 entire 133:7 entirely 10:16 108:12 envelopes 64:12 environment 25:18,19 28:14 35:4,5 39:15 106:19,20 environmental 54:17 environments 35:20 71:10 108:10 episode 43:16 equal 56:12 102:25 Equally 57:15 86:18 equip 11:11 32:12 89:10 equipped 131:14 equipping 28:11 equivalent 120:19 essence 81:21 essential 37:22 82:2 essentially 11:11 79:6 established 6:5 estimate 142:25 et 57:8 58:4 71:19 71:19 79:4 157:1 157:1 158:19,19 eternally 58:4 ethos 37:21 71:25 EVANS 89:23 166:24 event 95:19 events 113:10 everybody 19:17 40:6,9 42:22 73:23 74:17</p>	<p>102:25 103:1 115:10 135:22 150:3,4 evidence 1:15 2:5 87:18 90:6 94:22 95:2,8,15 142:3 167:2,6 evolving 12:24 ex-police 111:13 ex-teachers 109:19 exactly 23:25 85:5 85:21 86:24 165:19 Examination 1:13 95:6 167:18,21 examined 91:21 examining 17:21 example 8:20 14:21 30:14 38:11 47:8 48:4 64:10 71:11 82:7 87:15 91:17 105:14,19 111:12 111:24 113:7 116:8,11 126:14 129:6 131:19 133:20 139:11,13 142:6 146:14 147:23 148:3 151:7 152:6,9 154:11 157:9 159:16 161:18 163:5 examples 7:25 10:17 32:4,9 33:22 70:12 86:14 87:20,22 87:23,23 excellent 56:3 113:4 exceptions 26:21 excess 6:7,11 excessive 51:4 executive 4:6 5:2 37:17 78:7,8 exercise 63:8 exercising 103:4 exert 147:22 exhaustive 129:17</p>	<p>133:9 exhibits 2:7 exist 34:13 78:21 119:8 152:18 existed 43:3 55:14 existence 82:10 exists 25:13 28:19 162:4 expand 152:10 expect 25:3 28:21 33:2 37:7 94:9 105:13 107:3 114:19 117:1 118:5 134:23 135:15 164:11 expectation 118:8 118:17 expectations 75:9 81:22 85:6,9 114:1,14,15,17 expected 149:12 expecting 64:8 experience 9:3,8 16:4 22:21,23 27:9,15 30:1 31:23,25 32:23 34:5,7,23,25 35:13 36:18 56:25 57:1,5 58:2,17 61:4,17 103:24 137:14 138:6,18 142:21 150:10 151:18 158:23 experienced 23:19 151:4 152:3 153:4 156:5 experiences 32:14 57:22,24 58:1 91:8 experiencing 30:15 expert 34:4 139:23 expertise 16:4,20 47:23 69:1 91:4 132:21 133:18 156:11 experts 34:6 explain 6:1 16:14</p>	<p>36:9 54:14 103:6 153:11 164:25 165:9 explanations 164:19 explicit 76:3 exploration 91:11 explore 20:25 22:19 59:18 92:2 explored 92:8,9 exploring 9:20 express 128:7,8 expressed 127:16 expression 22:6 extend 7:8 63:7 84:14 extended 14:15 160:17,19 extensive 165:8 extent 39:20 87:6 external 10:6 83:11,16 87:2,10 87:25 88:6,13 89:1 137:8,18 138:8 159:8 161:15,16,25 extra 28:13 133:22 extremely 160:4 extremes 64:21 142:6</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>FA 161:19,19 fabrics 105:16 facilitate 90:5 facilities 105:16 156:15 facility 89:12 fact 1:18 17:25 18:3 24:7 25:7 34:17 37:15 38:8 39:18 42:24 45:3 69:7,17 72:23 75:7 78:10 80:18 85:17 102:22 120:6 122:3 128:7 142:8 144:16 151:10 154:16 factor 63:11</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>factors 31:13 45:9 57:20 68:18 72:3 123:24 fail 86:10,12 failed 56:1 144:6 fails 124:1,2 failure 124:14,15 143:23 144:3 failures 124:16 fair 13:17 fairly 101:7,8 faith 3:13,18 5:7 5:16,23 6:10,18 11:25,25 12:2,3,6 13:6,8 15:18 16:1,21,23 18:10 20:17 21:6,13,14 21:18 22:2 24:16 36:8 37:6,7,10 39:23 41:10,24 42:6,17 43:6,15 44:2,3,12 45:6,13 45:20 46:21 47:10,12,12,15 47:18,24 49:9,11 49:13,18,22 50:20 51:9 52:4 52:16 53:10,23 54:5 59:2,14,21 59:22,24,25 60:9 60:14,17 61:2 63:10 66:19,23 67:11,13,18 68:8 68:8,11,13 69:11 69:22 71:25 72:4 72:14,23 74:5,7 75:3,8,23 76:3 78:20,24,24 79:2 79:8,10,14 80:2,5 80:9,13 81:18,25 83:18 84:2 85:7 85:23 86:15 88:7 88:9 90:7,14,15 90:21,25 91:14 155:25 160:9 faith-based 9:4 25:18 83:22 143:5 153:5 160:4</p>	<p>faith/belief 55:5 faithfully 74:22 faiths 11:20 42:4 47:25 48:19 57:16 66:21 142:14,17 fall 2:15 71:6 familial 131:19 134:24 familiar 13:14 families 99:2 family 14:15 18:22 19:2,5,10,16,18 19:19 20:4 21:8 21:15 23:17,24 24:4,13,18,21 25:25 26:2,8 71:25 72:6 102:25 fantastic 37:24 100:25 far 6:22 13:23 42:11 43:23 46:16 62:8,10 69:9 90:4 93:15 98:2 114:5 118:21 124:5 141:25 154:8 fear 31:5 45:1 feasible 86:9 162:3 feed 24:5 25:25 119:6 feel 2:1 21:11 30:16 33:5,10 34:4 49:19 61:14 62:2 85:22 90:4 92:14 95:11 121:3 130:18 133:18 134:16 155:12 165:7 feeling 19:9 33:17 48:3 85:12 131:13 fellow 3:9 117:1 felt 108:7 137:1 139:22 154:14 female 104:20 festival 38:19 festivals 70:18</p>	<p>fewer 50:4 FGM 46:17 56:7 field 93:21 figures 119:23,25 file 15:11 137:15 137:20 138:17 146:20 files 126:1 137:23 138:10,11 140:22 146:12,23 filing 64:18 fill 75:19 164:25 film 115:8,15 final 40:10 finally 92:12 155:10 165:11 financial 52:20 151:6 find 27:22 30:12 30:13 35:17,18 35:24 38:5 49:21 50:23 63:13,21 65:23 66:7 70:20 73:9 74:7 78:16 94:10 107:16 127:12,17 138:16 140:2 142:4 150:2,8 157:12 157:13 166:12 finding 26:17 66:16 155:3 findings 93:16 140:21 141:3 fine 25:9 42:10 70:4 75:1 89:18 95:21 108:16 141:10 finished 8:10,10 firmer 86:21 firmly 83:15 first 2:18 4:7,8 5:25 16:9,11 29:4,7 36:24 38:17 43:13,15 46:1 58:21,22 64:14 78:18 79:21 82:22 90:11 102:5 112:12,15,23</p>	<p>116:22 125:8 135:9 136:8 141:16 158:3,18 firstly 1:25 5:22 23:16 36:14 41:11 45:22 73:8 95:10 118:17 144:11 fit 71:12 101:22 106:5 154:2 fits 157:22 five 28:1 64:12 66:18 106:21 118:13,16,22 130:8 134:11 141:3,4 153:24 162:9 flag 101:4 127:13 flags 127:8 flavour 12:22 flexed 75:14 flip-side 27:7 focus 10:19,20 15:21 17:20 28:24 39:3 41:25 56:16 75:7 105:17 focused 17:19 42:2 79:19 120:21,23 123:25 folk 43:7,8 follow 24:25 follow-up 10:7 91:9 followed 141:23 164:13 following 128:18 137:5 football 98:24 161:18 footing 56:12 80:13 86:21 Force 51:23 forget 152:14 forgive 5:21 57:18 forgiveness 57:8 57:16 60:21 61:1 61:4,6,10,20 62:1 form 78:13 81:24</p>	<p>82:19 83:16 101:13,14,24 105:11 108:25 115:6 130:24 132:5 134:22 141:5 159:8 164:25 formal 14:19 84:8 162:6 forms 104:2 fortunate 165:20 forward 15:14 27:3 31:15 101:3 149:12,19,21 157:4 found 15:23 25:9 48:13 124:10 141:5,8 foundation 49:5 58:13 foundational 35:19 four 28:1 38:24 43:15,19 101:12 108:21 125:21 four-year 118:7 fourth 149:6 155:2 framework 36:24 82:6,7,15,23 83:24 89:8 frameworks 24:15 75:12 Frank 89:25 90:2 91:9 92:11,12 166:1,2,7,20 free 2:1 61:7 68:25 92:14 95:11 113:2 freedom 87:13 freely 25:21 61:11 89:9 frequency 63:23 69:25 107:21 frequently 65:17 fresh 126:21 front 2:6 4:1 95:22 112:7,7,21 125:11 141:14 frustrating 73:9</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>fudge 107:12,15 107:18,19 full 4:3 14:11 109:20 full-time 109:21 fully 57:25 62:19 fundamental 61:2 fundamentally 55:3 funded 137:5 funding 55:24 88:23 funds 88:25 89:1 further 19:15 72:1 89:14 94:21 133:13 147:3 162:20 future 136:5</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>gain 147:1 game 165:21 gap 136:9 gaping 75:17 gaps 35:19 60:19 85:9 gather 129:9 134:8 gathering 14:24 38:19 134:13 general 44:20 113:13 133:6 141:6,15 generalisations 16:3 generally 7:10 10:1 35:23 70:22 72:16 87:4 90:5 115:4 124:16 130:5 135:2 143:6 generic 120:17 gentle 120:10,11 genuinely 34:25 63:18 getting 6:24 16:10 42:13 44:9 77:25 78:6 148:19 152:20 154:16 158:25 gifts 105:6</p>	<p>girls 146:15 Girls' 99:8,10 give 12:22 16:23 17:5 36:20 38:11 70:12 95:8 119:23 129:23 156:2 given 7:9 8:22 21:7 25:3 28:19 31:11 61:21 72:13 78:12 82:18 88:7 93:12 101:21 106:1 132:13 134:21 136:9 142:6 164:21,25 gives 9:7 giving 1:15 2:5 128:15 go 5:19 9:25 20:23 21:25 22:4 27:17 28:13 42:15 45:12 46:6 49:24 50:3 51:7 68:4 74:23 98:12,14 98:17 109:23 113:7 115:13 116:20 126:16 128:2 131:25 135:21 136:17 138:9 145:19 146:22 148:8 150:4,9 153:21 156:6 158:3 164:1,15 165:2,4 God 13:12,15 20:4 20:4 27:11 41:20 47:21 48:6 58:3 103:1 God's 27:13 Goddard 136:21 goes 16:22 40:3,15 42:3 63:1 66:14 67:23 68:2 82:9 113:9 130:11 145:23 going 1:16 3:5 5:8 5:19,22,24 15:18 15:21,21 17:12 19:13 20:23</p>	<p>21:11 22:19 23:15 27:25 30:11 31:15,15 33:6,11 35:7 37:23 38:1,6 43:7,24 44:5 46:10 52:18 53:8 54:5 62:23 64:11 65:22 68:14,15 71:23 76:24 78:14 80:10,25 98:25 101:20 108:7 114:19 116:20 117:24 121:18 145:12 148:15 152:12,14 164:10 good 1:3,6,14 10:10 15:22,22 19:19 21:5 29:11 32:4,9,17,20 33:1 33:15,24 34:1 36:2,7,12 37:20 38:11,13,25 39:17 49:25 61:25 65:8,20,25 72:20 73:1 86:15 86:18 87:20 95:7 100:16 114:18,21 120:13 126:22,22 136:10 138:20 142:25 143:10 144:17 145:20,22 153:16,21,25 154:18 156:24 good' 32:7 good-quality 118:23 gospel 165:2 governance 157:8 158:1,8 162:3 governed 141:21 government 52:23 53:2 55:23 73:18 75:24 79:22 grace 62:25 63:2,3 63:7 grand 120:25 granted 64:10</p>	<p>grass 102:22 grateful 167:1 great 14:4 37:25 75:1 95:3 97:14 99:21 100:18 122:17 137:13 157:5 greater 66:13 grooming 56:20 gross 124:11,11,19 ground 31:6 group 3:12 5:7 15:7,9 16:22 41:9,25,25 44:16 46:25 47:4,6 49:11 51:9 52:14 52:21,22 53:7 56:5 60:9 63:25 77:21 88:12 90:14,21 92:4,17 96:24 98:22,24 102:20 111:8 129:7 149:8,12 149:18,18 151:25 154:9 155:21,23 160:6,11 groups 5:16,23 14:22 16:1 38:16 40:14 43:6 44:3 44:3 49:10,13 50:18 51:6 52:17 60:17 63:10,10 68:13 69:22 70:11 71:2 74:5 74:7,8,8 75:3,3,5 77:3,6 79:2 80:2 88:18 89:4 92:25 99:2,2,7,13 107:8 115:20 153:18 159:13 Grow 112:17,22 141:17 grows 45:19 guarantee 156:7 guess 9:9 10:20 26:12 36:14 37:9 guidance 11:8 71:6 72:17 73:2 73:22 74:2,4,17</p>	<p>75:12 76:4,25 77:14,15,17 80:2 92:20 96:22 100:14 106:8 107:25 108:1 133:22 141:22 145:14 148:25 151:1 155:24 157:1 guide 130:15 162:7 guidelines 150:18 guides 142:1 guilt 26:19 guilty 147:11</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>halfway 108:13 hall 99:13 hand 1:23 2:14 95:20 handed 64:12 handled 136:1 139:17 handling 136:18 hands 38:24 84:24 happen 2:16 25:17 26:15 33:7 35:9 37:9 41:21,22 46:14 51:14 61:6 66:12 67:21 114:8 116:18 132:17 133:10 happened 25:2 29:19 30:2 31:16 73:16,17 119:1,3 127:11 139:19 150:13 155:13 happening 52:10 52:11 55:8 57:13 67:21 91:23 127:14,23 148:2 happens 9:24 18:3 27:15 37:20 43:13 45:11 114:6 116:21 137:21 happy 23:13 112:7 112:9 132:1 135:22,23 157:16</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>hard 26:17 146:6 149:24 150:2 Harder 68:7 harm 46:7,10,11 46:14 47:2 79:12 142:5 harmed 55:4 harmful 46:21 54:4 90:18 hat 162:16 head 57:12 69:25 111:14 133:16 heading 36:25 headings 83:3 headline 82:21 headlines 16:5 heads 29:8 116:9 health 133:17 147:2 healthier 28:18 healthy 21:3 22:22 hear 61:16 heard 1:18 9:8 14:13 23:16 28:12 29:17 38:21 44:1 50:11 50:16 59:4 76:4 92:16 95:18 98:22 104:8 142:14,16 154:12 hearing 1:4,7 2:15 35:3 143:2 167:12 heart 165:18 heavily 110:23 138:6 heavy 36:15 held 46:9 61:8 help 11:7 26:5 39:4 41:15 42:16 49:16 55:7 59:8 71:13 80:8 88:15 89:10 101:2 102:3 115:21 128:12 129:23 134:17 136:14 141:10 148:14 150:8 151:9 162:17 164:16</p>	<p>166:11 helpful 17:3 19:13 23:3,6 56:16 57:6 60:15 72:12 74:23 77:15 94:23 136:24 141:12 150:3,25 151:25 157:4,12 157:13 162:20 helping 142:10 149:16 helpline 6:12 8:11 8:21 9:6 14:22 30:13 helplines 7:21,25 8:1 helps 32:12 146:2 hidden 44:17 54:2 hierarchical 13:24 99:16 114:5 131:24 135:6 hierarchy 103:3 high 49:25 71:10 73:25 97:24 high-level 75:24 high-quality 154:8 higher 50:16 51:15 53:1 132:24 153:19 highlight 10:10 hinges 93:7 historic 135:18 141:7 147:20 148:7 historical 128:17 136:17 156:6 hold 68:11 122:10 147:18 holds 84:1 hole 75:17,20 holiday 7:24 98:16 98:23 holistically 28:6 holy 142:19 homogenous 16:2 honest 86:14 honour 56:7 honour-based 46:17</p>	<p>hope 2:15 114:20 155:8 hoped 149:17 hopefully 96:1 horizons 35:15 hospitals 71:18 154:4 host 47:6 hours 161:21 house 14:14,20 16:19,25 HR 96:16,17 97:7 158:23 hub 151:14 Huckins 68:6 hue 29:23 huge 20:17 30:10 47:9 51:19 58:15 58:20 62:3 65:4 70:2 79:17 89:5 hugely 12:25 18:22 29:25 30:21 31:19 40:4 40:12 57:18 58:4 59:23 62:15 65:19 67:11 69:24 72:4 73:9 162:8 Hughes 1:3,8 95:3 Hull 154:13 humility 36:20 Humphreys 1:8,10 3:25 4:5,5,11,14 4:16,21,24 5:1,10 5:24 6:3 7:3 8:13 8:25 9:13 10:1 11:4,18 12:10,24 13:15 14:8,18 20:23 23:15,21 24:22 25:13 26:7 26:18 27:6,24 28:10 29:25 31:2 34:8,17 35:13 36:14 38:13 39:19 53:10,17 53:19 54:16 55:19 60:20 61:1 62:14 63:21 65:19 66:13 68:2</p>	<p>68:20 69:13,16 70:16 71:23 73:8 73:15,17 74:25 76:5,11 77:5,18 78:12,16,18,20 81:1,9,9,14,21 83:1,15 85:5,21 86:11,18 87:7,19 88:2 90:12 92:14 92:16,21 94:25 106:1 142:15 160:14 167:16 hundred 25:22</p> <hr/> <p style="text-align: center;">I</p> <p>iceberg 54:1 133:10 idea 25:25 43:5 54:11 61:1 147:16 157:5 159:23 ideas 24:15 56:17 68:10 identification 141:3 identified 17:14 34:11 45:9 72:20 79:5 113:24,25 130:22 131:20 136:16 158:4 161:16 166:9 identifies 148:18 159:6 identify 36:6 41:11 49:8,13 50:5,17 54:10 55:7 60:24 72:22 78:2 97:16 108:19 113:16 136:2 141:5 152:16 identifying 50:14 identity 58:17 idiosyncratic 158:7 ill 143:10 166:16 images 32:10 imagine 27:17 70:3 79:15 132:12 139:25 156:9</p>	<p>imbalance 93:11 93:18 immediate 147:25 immediately 30:16 166:15 impact 38:2 40:8 58:16 59:13 60:22 103:12 165:24 impacts 54:11,14 58:17 61:7 impassioned 76:5 impetus 56:11 implement 11:13 80:1 145:25 implementation 102:18 166:10 implemented 40:14 109:4 114:24 implementing 92:19 importance 59:20 59:21 120:13 131:10 important 17:11 17:16 18:2,8,14 18:17,24 21:2,4 21:11,17 22:3 28:8 31:19 36:10 37:5 39:9 40:1,4 44:13,24 46:8,12 47:16 52:12,17 53:9 54:12 57:20 59:24 61:10 77:6 80:3,4 88:5,17 142:12 143:17 153:17 154:3,14 157:12 158:15 160:4 importantly 58:20 77:10 impose 88:2 140:9 161:20 imposed 39:8 81:18,24 improve 85:14 146:8 153:8 159:20</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>improved 80:1,7 improvement 19:2 85:16 134:10 improvements 118:12,15 138:25 improving 138:23 148:25 in-church 117:3 in-house 68:17 144:12 inability 30:10 inappropriate 146:21 inappropriately 57:10 incident 125:9 incidents 163:6 include 46:6,7 54:8 59:12 109:2 124:12 125:13,13 128:3 145:17 included 43:14 124:21 166:14 including 47:7 64:13 79:2 126:7 138:11 incomplete 140:17 incomprehensible 78:11,12 inconsistent 141:17 increase 51:18 53:25 121:13 increased 119:21 120:12 incredibly 37:5 142:4 independent 6:3 9:3 10:7 13:23 30:19 84:10 105:2 117:18 independently 10:16 41:21 indicate 4:3 8:3 91:15 95:14 106:12 indicated 77:20 indicates 89:16 indication 44:9</p>	<p>indicator 34:20 91:24 indicators 48:25 50:5,17 91:13,23 individual 20:15 24:24 25:3 28:8 28:11,11 30:6 48:1 61:12 65:2 65:22 99:17,20 103:4 109:15 116:19 119:4 128:20 129:19 130:13 131:21 134:6,8 137:13 145:24 147:12 148:3 150:21 159:9 162:1 163:21,23 164:24 individuals 5:15 11:20 27:10 30:11,14 70:21 71:2 90:13 118:2 137:9 139:8 140:22 164:7 industry 21:22 influence 17:17 45:13 147:22 influencing 46:21 informally 153:2 information 66:11 71:15 77:2 92:5 128:23 135:7 136:20 138:21 145:5,17,22 146:20,24,25 153:19 159:2 163:5,12,13,15 163:21 164:6,14 informed 64:1 infrastructure 40:13 89:2 ingredients 82:2 initial 15:10 31:24 136:9 injuries 113:9 innocence 147:6 innocent 147:8 innumeracy 121:2 input 39:25 123:19</p>	<p>inquiry 10:18 17:7 17:8,12,18 18:5 18:18 26:22 32:19 41:23 42:24 55:10,11 56:23 80:19 93:16 94:23 136:21 146:3 inquiry's 9:9 10:19 inroads 56:5 inserted 157:3 insist 117:22,23 insistence 118:13 inspect 84:10 inspected 161:25 162:1 inspecting 85:20 inspectors 162:6 inspired 90:22 institution 20:17 31:8,14 65:16 99:16 institutionalised 59:3 institutions 17:20 31:19 65:12 158:7,9 integral 57:23 integrated 62:19 integration 64:2 80:15 intended 42:15 intensity 69:25 interact 77:3 103:14 interdenominati... 149:8,11,17 152:6,15 155:18 interdependently 114:10 interest 84:20 interested 49:22 51:8 132:7 interesting 32:21 43:11 52:1 interests 114:12 165:18 interference 86:20</p>	<p>166:9 internal 22:12 87:18 137:10,18 146:10 148:21 internally 137:8 138:2 149:15 internationally 6:8 internet 90:4,10 91:6 interplay 57:21 intervals 123:6 intervening 73:18 intervention 59:9 intrafamilial 19:6 introduces 115:9 introduction 115:24 141:16 inverted 71:9 investigate 129:3 investigated 147:8 investigation 58:7 127:15 132:6 137:23 140:17,19 investigations 10:23 126:20 140:14 142:16 investment 46:16 52:20 invite 140:17 involve 9:25 46:11 63:24 90:24 128:23 139:6 involved 15:10 19:21 30:3 39:22 45:4 97:10 102:15 107:5 109:7 110:24 130:18 137:11,12 138:2,6 involvement 97:7 149:9 164:2 involves 153:3 involving 91:19 113:10 136:1 163:6 irrelevant 75:4 issue 9:18,20 19:15 26:14,16,23 27:12 35:16 36:9</p>	<p>36:14 37:23 41:2 42:16 51:11 53:4 55:6,22 61:7,20 62:20 69:9 75:22 117:6,7 131:17 141:11 143:5,6 143:13 151:19 154:20 155:14 164:21 165:1,16 issued 71:7 issues 1:25 9:14 20:20,21 28:22 30:5 38:22 47:13 47:17 56:8 65:14 66:9 67:7 69:22 82:10,12 86:2 95:9 104:8 117:4 126:9 127:9 133:24 139:22 141:6,15 142:11 143:3 144:10 155:4 157:25 165:23</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>Jay 89:18 Jewish 11:24 12:8 job 4:3 15:11 76:14 96:12,15 97:2,6 117:14 137:13 John 8:1,4,16 joined 136:8 jointly 129:2 journey 87:8 159:21 judged 33:5 July 136:8 junior 98:15 108:14 justice 28:9 92:22 justify 56:18,19 justifying 41:5 Justin 1:8,10 4:5 49:4 142:2 167:16 Justin's 139:13</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>Kathryn 49:3</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>keen 54:21 61:24 134:8 152:5</p> <p>keep 27:20 57:11 119:4,5,17 125:25 127:2 143:12</p> <p>keeping 57:13 73:5,24 74:19,22 75:16 76:6,11 105:17 138:13,14 138:25</p> <p>keeps 123:12</p> <p>kept 63:18 64:23 155:16</p> <p>key 22:15 28:17,23 29:2 37:18 39:20 39:22 52:15 53:6 63:25 69:22 70:16 75:6 82:1 84:19 89:3</p> <p>kicking 136:22</p> <p>kind 11:7 20:20 24:13 25:25 35:7 35:11 36:19 39:8 40:5,6 48:21 52:10 53:2 56:14 59:3 64:19 71:13 73:25 74:22 76:6 78:18 82:15 83:23 84:12,15 85:19 86:13 88:6 105:23 123:7 126:17 134:4 148:1 151:14 156:25 161:24</p> <p>kindly 159:16</p> <p>kinds 6:18 7:5 13:18 43:9 68:10 71:10 75:5 90:25</p> <p>Kinmond 49:3</p> <p>knew 50:22,25 97:5 138:2</p> <p>know 18:18 20:1 22:25 25:23 28:4 28:20 32:18 33:6 33:8 34:1 35:8 37:24 39:23 44:13 47:23 48:2 48:4,23,24 50:22</p>	<p>53:12 55:13 57:8 58:24 59:19,23 61:7 63:9 64:4 64:16,17,19 65:15,16 67:13 70:18 73:19 76:14,19 77:8 82:10 84:2 88:19 90:19 91:5 92:23 94:16 95:20 97:18,23 101:2 106:7 115:16 124:17 127:19 133:24 135:13,14 143:9 145:8,11 145:13 154:10 164:13</p> <p>knowing 33:18</p> <p>knowledge 2:25 4:12,23 49:24 90:8 91:11 92:18 96:8 144:7 155:16</p> <p>knowledgeable 133:16</p> <p>known 68:5 90:22</p> <p>knows 87:10</p> <p>kosher 101:20</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>lack 34:15 36:8 45:2 66:21 86:3 144:7 146:25</p> <p>LADOs 80:6 139:10</p> <p>LADOs' 79:4</p> <p>lady 138:4</p> <p>Laming 55:11</p> <p>language 138:3 160:6</p> <p>large 11:23 14:3 16:25 30:3 38:19 70:18 82:25 87:6 99:11 111:23 146:24</p> <p>largely 29:14 56:1 65:11 71:17 78:9 116:7 131:17 152:25</p> <p>larger 72:25 78:11</p>	<p>85:23 132:15 146:23</p> <p>largest 6:10 7:7,20 14:16 69:2 72:24 100:2</p> <p>lastly 80:10</p> <p>launched 79:23</p> <p>law 77:19 78:22 79:15,24 81:11 92:19,22 93:13</p> <p>lay 105:10</p> <p>layer 19:24 58:2</p> <p>lead 53:20 58:19 96:20 109:6 110:12 111:4,11 111:20 125:25 130:23 148:8 164:15</p> <p>leader 3:16 30:17 37:5,8,10 38:14 38:14 41:9 48:2 64:15 96:16 103:9,9 104:10 107:1,1 111:8 117:3 142:5 148:5 154:11 161:6 164:11</p> <p>leaders 36:16,18 38:20 39:6,14,20 39:23 40:6,8,10 40:11 45:13 46:21 47:10,12 47:15,18 103:19 104:20 105:13 108:10 115:1 116:1,4,12,16,22 117:1,4 118:24 127:5 130:17 143:20,25 153:3 153:22 154:16 155:5 161:13</p> <p>leadership 24:1 36:8,10,11,12 37:2 39:17 42:7 82:11,23 103:17 103:18 104:12 105:4,7,11 107:16 116:25 120:21 121:13</p>	<p>146:8 158:24 160:20,21</p> <p>leading 24:10 36:5</p> <p>leads 34:18 56:22 96:25 109:16,17 110:10,20 119:14 137:12 144:2 151:17 152:12</p> <p>learn 60:18 76:18 80:8 85:10</p> <p>learned 15:13 159:2</p> <p>learning 3:22 15:7 15:9 32:2 36:2 60:16 97:12 136:4 165:21</p> <p>learnt 97:6</p> <p>leave 80:20 126:14 140:16 147:1</p> <p>led 3:22 42:23 45:17 54:19 58:10 87:11 139:1</p> <p>left 73:25</p> <p>legal 93:25 148:10</p> <p>legislation 93:7 94:9 106:4 160:15</p> <p>legislative 94:16</p> <p>lengths 76:19</p> <p>lenses 88:14</p> <p>lesser 13:24</p> <p>lessons 15:12 76:18 80:8 136:4</p> <p>let's 7:22 25:1,15 27:20 30:16 37:8 38:14,18,25 39:1 54:16 65:5 67:4 72:5 83:5 86:14 114:15,16 122:10</p> <p>letter 71:1,2</p> <p>level 20:19 31:8 34:19 35:19 37:2 52:23 61:12 62:16,24 64:25 66:4 67:7 68:7 69:21 70:1 72:10 93:21 97:11 106:9 114:6,25</p>	<p>115:2,8 116:2,13 118:1 120:7,8,12 120:13,19,22 127:6 145:16,17 150:1 151:5 155:6 157:9 162:11,12 165:17</p> <p>levels 6:14 40:11 40:12 48:21 69:19 84:4 86:2 86:9 119:9 126:11</p> <p>liaison 129:3,16</p> <p>lies 57:15</p> <p>life 17:6 44:20 62:19 64:24 68:15 97:9 100:10 115:10 142:12 143:4,7 148:11 153:17 164:5,9</p> <p>liked 154:3</p> <p>limited 38:2 77:9</p> <p>limits 87:13</p> <p>line 71:6 84:18 139:5</p> <p>lines 24:18 56:8</p> <p>link 45:6</p> <p>linked 3:13 41:24 42:16 43:14,18 44:2,12 48:19 49:9,18 52:4 53:10,23 54:5 75:23</p> <p>Lisa 1:7,12 54:9 167:17</p> <p>list 3:5 117:12,13 122:16 144:3</p> <p>listeners 152:9</p> <p>listening 8:23,25 45:11</p> <p>literacy 59:21,22 60:1,10,14 68:9 88:9 160:9</p> <p>literally 45:19 64:18 70:19</p> <p>little 5:20 8:24 9:24 15:19 16:14 18:17 23:14 25:8</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>30:22 36:9 41:15 48:11 56:17 73:11 78:15 81:16 97:13 98:5 98:9 live 20:13 43:10 lives 58:11 132:14 load 38:19 local 31:7,8,10 33:10 40:11 48:1 65:21 66:19,25 67:6,22,24,25 72:6,25 86:7,16 86:22 109:25 110:24 114:16 139:11 149:25 151:3 156:9,12 156:13 locally 151:13 located 30:7 94:6 logistical 1:16 lonely 20:14 long 3:5 20:13 30:2 68:5 74:19 97:1 132:1 162:15 long-term 7:24 longstanding 137:16 look 2:10 15:11,12 19:5 21:5,22 28:5 31:16,20 32:7,8,18,20 33:1 33:24 35:22,24 36:12,23 44:25 46:18 50:23 54:25 57:12 63:7 65:7 71:5 72:8 72:21 73:2,5,13 83:13 87:10 90:12 91:22 96:4 101:16,19 102:13 112:7 113:8,11 114:15,16 115:16 135:25 136:17 137:23 139:16 143:3,7 146:9,11 153:24 163:19 164:2</p>	<p>looked 31:18 41:16 50:9,18 56:1 57:25 58:16 83:4 84:18 91:25 92:10 94:13 136:12 138:11 143:8,24 looking 15:11 16:3 17:9,15,22 33:24 35:16 83:18 85:3 88:17 93:17 108:14 110:4 112:9 114:17 128:8,10 134:17 134:17 135:22 138:13 149:9 150:4 152:3 158:16 looks 21:5 32:9 33:19 34:1,1 58:25 62:1 72:4 101:19,22 114:21 136:11 143:9,10 158:2 loophole 93:1 94:17 lost 55:21 56:11 lot 12:23 15:17 22:22 25:5 28:16 32:6 45:1,16 47:10 51:25 53:4 55:11,15 70:5 73:17 74:20 81:14 92:16 104:8 113:12 131:9 134:12 142:16 143:3 158:13,15 162:9 lots 32:19 69:8 112:8 136:22 158:16,16 162:14 love 20:13 lovely 112:6 loving 20:4 21:20 LOY000001_005 16:11 Luckily 1:17 lunch 81:1,2,3</p> <hr/> <p style="text-align: center;">M</p> <hr/>	<p>maintaining 154:18 major 103:11,18 majority 14:9 41:16 46:9 75:4 75:8 97:11 100:1 107:19 121:8 165:19 Makin 8:19 making 9:20 28:20 35:6 37:20 39:23 65:21 70:23 73:19 114:24 119:2 133:25 145:4,24 148:3 151:2 159:24 Malcolm 89:22,23 166:23,24 male 104:20 manage 62:11 65:25 124:14 144:3 management 74:11 80:16 105:6 120:21 158:1,8 162:4 manager 7:13 96:13 managing 60:25 82:14 Manchester 49:2 mandatory 161:2 manner 1:23 36:4 map 75:25 MAPPA 65:20 maps 113:7 March 125:12 mark 23:7 140:10 markers 140:22 marks 143:19 massive 12:16 121:13 match 40:2 128:12 matched 128:6 material 77:4 163:7 materials 115:19 154:8 155:10 matter 8:2,4 29:4</p>	<p>31:25 123:1 128:17,17 133:19 matters 31:14 40:18 129:3 141:19 144:12,16 165:3 Matthew 1:10 4:5 167:16 maturity 105:14 McNeill 108:14,15 mean 11:16 17:2 17:10 19:16 22:10 24:11 28:4 29:15 36:11 39:20 41:3 47:22 50:7 54:13,14 65:1 81:17 85:2 85:5,12 86:14 87:12 96:14 112:13 147:6 163:12 meaning 68:22 means 24:18 34:12 36:11 68:11 72:10 96:16,20 108:16 115:21 122:21 127:10,14 132:2 138:1 145:6 147:17 meant 9:12 50:1 141:21 measure 63:11 measures 36:23 mechanisms 35:21 80:8 medical 9:17 50:19 51:3 meet 99:2,13 114:3 115:20 140:20 141:12 146:5 150:5 meeting 16:25 85:3 103:15,15 103:20,23 104:3 115:23 140:5,24 146:1 157:9 meetings 115:22 140:3 member 29:20</p>	<p>51:9 59:24 98:11 98:13 100:17 103:25 104:3 108:22 129:5 137:16 139:14 members 10:25 11:5,11 12:9,10 12:23 13:11 14:3 14:6,15 50:20 52:21 101:15 103:5,16 104:5 104:19 105:4,8 126:10 137:10 142:3,10 143:1 154:20 membership 11:1 11:2,4,22 12:9,20 12:24 13:3,19 14:2,19 99:21 100:19,21,24 108:25 membership-ba... 6:5 memory 2:1 95:11 men 104:11 132:13 mental 133:17 147:2 mentality 38:5 67:19 mention 86:7 142:2 151:10 163:14 mentioned 38:6 52:4 53:22 68:9 86:4,6 98:16 117:17 119:22 121:16 134:9 139:2 145:4 152:24 158:14 163:15 mentioning 122:3 mercy 63:8 message 18:23 38:22 39:5 40:9 54:23 messages 18:22 31:11 39:11 91:6 153:21 154:12</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>messaging 28:18 40:2,19 Messy 98:22 met 49:2 51:23 54:20 94:13 140:15 143:21 162:2 meted 43:2 Methodists 13:11 14:5 152:7 methodology 81:16,22 mid 3:14 middle 109:10 mile 28:13 mind 1:8 6:24 16:10,15 18:13 42:9,13 65:5 77:25 78:6 89:3 103:21 130:15 135:6 148:19 152:20 mindful 28:13,23 minefield 70:2 minimise 165:9 minimised 33:5 minimum 81:22 85:4 114:18 minister 104:15,15 104:17,18,19 111:5,17 117:5,8 117:15,19,24 123:13,21 124:10 125:16,24 126:14 127:1,20 128:7 128:14,24,24 130:20 140:18 142:4,8 146:14 146:16,17 147:7 147:23,23,24 148:4 150:23 155:8 161:6 163:22,24 165:4 minister's 128:3 ministerial 121:18 122:6,7 125:1 126:8,11 139:1 143:24 147:10 154:25</p>	<p>ministers 100:11 100:12 101:25 104:22 109:1,11 109:14,16,20 110:9,15,25 111:1,9 116:5 117:8,12,14,21 117:22 118:13,24 121:5,7,9,17 122:4,5,13,15,16 122:24 123:4,9 123:15,18 125:24 126:2 128:1,6,12 128:23 129:10,20 130:18 136:1,19 137:3 140:4,14 143:25 154:15,17 154:19,23 155:5 160:18 161:12 164:8 ministers' 127:3 ministries 126:8 127:12,17 129:1 137:11,17,22 ministry 39:10 92:22 104:16 128:10 140:24 minute 15:19 19:14 119:22 160:2 minutes 80:24 95:18 113:22 122:10 139:2 misconduct 124:11,11,20 missed 57:24 missing 32:5 74:21 75:18 mission 39:10 101:18 mistake 146:18 mistakes 148:4 misunderstood 20:14 87:15 mix 72:1 127:3 128:14 131:23 132:3 137:18 145:4 mixed 31:3 137:10</p>	<p>MO 66:4 model 37:6 38:25 86:13 88:11 109:23,24,25 110:7 112:9,21 114:13 152:9 modelled 37:21 models 84:7 152:11 moment 21:3 29:1 32:6 40:21 81:3 83:21 89:12 115:5 116:12 118:7 121:21 128:22 129:8 133:24 135:4 140:8 142:25 145:10 149:21 152:13 156:9 161:18 momentum 55:22 56:11 134:10 Monday 1:1 money 11:3 monitored 63:19 monitoring 83:24 month 107:11 months 134:14 136:14 166:16 Mor 49:5 morality 34:14 morning 1:3,6,6 1:14 40:21 98:2 115:18,20 142:3 142:15 160:8 motion 135:24 mouth 57:12 move 42:7 60:19 81:13 101:3 126:15 128:8 162:15 moving 126:18 128:21 moving-forward... 162:18 multi-agency 51:23 64:3 65:9 multi-level 126:12 multiple 14:24</p>	<p>multitude 63:3 69:16 mums 99:1 murdered 42:25 Muslim 11:24 12:8</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>N 167:15 naivety 34:19 naked 146:15 name 4:3 117:12 119:17 140:10 names 123:23 narrative 18:21 21:18 national 3:12 8:17 16:22 41:24 42:11 44:15 45:8 46:13,24 47:4,5 52:14 53:7 55:25 56:4 75:22 88:12 92:3 96:21,23,25 112:13 120:11 126:6 127:4 128:5,11,22 129:1,2,11 133:23 141:25 147:25 149:25 151:5 155:6,20 156:25 157:13,16 159:4 162:12 165:17 nationally 6:7 130:20 nature 7:14 14:22 19:10 34:22 43:1 70:1 71:25 75:14 79:19 103:8 151:22 158:5 163:7 near 66:11 nearly 38:23 120:6 necessarily 14:3 24:25 25:2 45:17 70:13 97:15 98:11 99:14 108:1,22 119:17 126:18 147:6 163:16 necessary 2:13</p>	<p>23:3 95:24 136:4 138:21 necessity 125:22 need 17:25 21:12 22:13 27:9 29:10 32:9 33:3,24 34:2,5 36:19 37:3,14,15 40:8,9 40:15 43:12,23 44:10 45:12 46:15,18 49:20 49:20 51:14,19 53:23 54:23 57:14,18 60:9 64:23,25 65:15 67:20 70:7 72:8 72:19 74:17 75:10 76:2 80:11 86:12 87:2,20 92:7 95:19 98:11 98:13 101:2 106:11,13 114:9 114:10 117:25 127:11 131:8 133:13,21 136:17 139:20 140:12 143:21 145:2 147:19 153:15 157:3,19 160:5 160:14 163:20,22 164:4 165:3 166:7 needed 48:23,24 51:25 52:8 59:9 64:9 74:5 76:8 76:10 77:14,15 84:19,25 88:3 95:24 102:5 107:25 129:4 139:23 needing 126:24 needs 2:8 7:15 12:14 18:9 21:25 29:5,6 35:17 38:9 56:12 59:12 66:11,12,13 68:10 69:8 72:10 72:13 73:7 74:12 74:13 75:23</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

76:16 79:21 83:10 85:8 87:25 88:1,7 92:10 102:4 105:2 122:22 134:18 141:12 157:8 160:8 needs-led 151:15 negative 19:4 21:23 68:13 neglect 51:3 network 79:4 never 62:23 64:19 65:5 150:5 new 13:12 69:19 102:18 118:19 120:16 127:20 131:7 134:14 145:4 157:7 159:1 NHS 47:7 nicely 107:17 non-Christian 11:16 25:6 26:4 non-Church 5:18 non-denominati... 6:4 13:22 non-hierarchical 152:25 noncontact 90:17 163:5 nonhierarchical 104:7 110:7 113:24 114:9 151:22 153:13 157:10 normal 9:6 normalise 39:1 normally 105:3 110:13 164:11 North 111:24 112:1 north-western 112:2 note 80:23 121:20 152:15 noted 108:2 notes 2:2 95:12 136:22	notion 23:24 24:6 24:13 69:23 94:11 notions 26:8 November 112:11 135:19 NSPCC 17:4 79:3 92:25 nuanced 52:3 number 13:7 18:19 26:25 29:2 29:8 34:9 50:4 53:25 56:22 71:4 71:11 79:5 84:7 84:17 85:23 87:23 93:2 97:25 99:11,17 100:15 109:2 110:22 120:7 125:13 129:18 132:4,10 132:13,15,16,23 133:7 134:24 135:1 144:5 159:12 numbers 119:4,15 119:20 132:22 134:19 numerous 146:21 nurseries 71:19 nurtured 18:23 nuts 93:22	56:16,25 58:14 59:15,17 60:8,12 66:15 68:24 76:1 76:9 81:1,9 87:1 87:3,6 89:13 91:3,10 92:1,14 94:2,4,25 160:8 167:17 objectively 155:9 observable 113:8 observed 90:9 obtain 28:9 obvious 139:19 160:5 obviously 12:16 16:21 25:7 41:22 43:4 45:16 47:22 51:16 52:2 55:9 68:25 69:5 76:4 88:8,21 91:6 92:4 104:7 125:23,25 130:7 138:16 144:14 occasion 64:10 occasions 66:7 occurring 19:5,12 offence 160:23 165:1,24 offences 78:23 90:17 124:12,13 124:15 131:18 144:2 147:9 offend 132:13 offender 64:2,14 64:24 66:3,8 146:19 offenders 60:23 62:9 65:6,11,13 offending 66:3 90:23 126:19 offer 9:19 13:9 61:6 102:3 159:18 offered 118:4 offers 51:22 officer 4:6 5:2 111:13 131:1 137:14 146:18 officers 60:6 65:21	121:5 Ofsted 85:17 161:15 okay 25:11 69:15 70:23 80:20 98:13 108:15 157:14 158:17,22 old 55:10 134:14 138:19 old-fashioned 1:23 once 44:5 65:11 66:15 67:4 105:20 one-off 12:8,11 one-way 68:1 ones 67:22 123:24 ongoing 12:12 59:23 123:17 126:20 online 49:7 90:17 90:24 154:17,22 open 21:6,14 90:3 159:11 opened 43:17 opening 64:16 openly 37:1 operate 8:21 23:23 24:7 36:19 75:5 82:8 88:18 113:24 126:16 operates 106:2 operating 51:21 77:7 operational 102:14 opportunity 9:1,7 38:15 96:10 164:25 opposed 79:14 93:19 159:7 165:13 opposite 66:1 options 84:17 86:6 86:7 order 18:10 33:16 45:23 46:4 51:14 65:14 90:15 100:17 107:11 151:14	organisation 5:3 5:12 6:6 7:9 9:14 10:4,12,14 12:17 14:7 17:22 26:13 27:11 29:5,20 34:15,25 37:22 62:6 67:24 68:1 81:20,23 82:17 99:22 100:5 102:23 108:23 109:9 131:24 133:1 135:6 160:9 organisational 54:17 organisations 6:7 6:18 11:17,20,24 12:5,18,19 13:5,7 14:3,6 17:9 18:25 21:19 22:4 25:6 26:4,10,25 29:3,18 32:11,12 34:10 36:1,9 37:1,8 47:6,11 49:23 50:20 51:21 53:16 54:2 54:25 62:5,9,13 65:10 72:23 74:21 79:2 82:18 83:12 84:11 89:11 96:18 103:7 104:9 109:13 113:23 114:1,11 137:19 138:19 151:3 156:13 organised 45:18 organogram 109:9 originally 54:19 ought 24:15 70:9 74:9 79:18 outings 113:9 outside 18:6 30:11 44:19 83:24 139:9 outworked 66:22 outworking 55:4 79:11 overall 50:15 51:5
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>121:4 132:16 133:3 153:4 overcome 16:8 20:20,21 28:3 overlap 105:1 overnight 70:25 113:10 overrepresentati... 90:20 overridden 62:16 oversight 5:17 123:7,15 overspeaking 42:5 43:20,21 130:6 150:18 160:7 overwhelming 80:18</p> <hr/> <p style="text-align: center;">P</p> <p>pack 106:7 118:10 119:20 145:16 page 2:21 4:7,9,18 50:3 51:7 78:10 96:5 120:4 123:22 129:13 144:10 146:10 148:20 pagination 146:10 148:21 paid 52:21 155:23 160:18,18,21 panel 1:6 34:5 42:14 48:10 72:18 77:23 78:1 78:4,15 89:15 90:1 106:13,15 112:5 120:4 121:20 122:7 129:14 135:19 139:4,6,7,14,21 140:3,5,15,20,24 148:20 152:19 162:23,24 167:5 167:19,21 panels 139:7,15,24 paper 95:21 papers 118:10 paragraph 16:9,15 18:13 122:14 152:21</p>	<p>paramount 165:13 parcel 21:20 22:2 57:2 91:7 parent 24:23 parents 25:7,10 Parliamentary 5:7 77:21 92:17 part 2:8 5:18 10:12 18:7 19:18 21:5,19 22:2 24:21 32:25 37:21 39:14,21 40:6 41:22 42:24 53:13 55:4,7,20 56:13 57:2,4,14 57:23 58:18 64:4 68:12 69:5 74:4 76:13 90:14,21 91:7 100:21 103:1 110:2,8,17 111:18 112:1 116:17,25 118:14 119:23 137:22 140:15 149:17 153:17 159:19 160:11 162:17 part-time 110:14 111:11 participants 20:9 48:5 49:10 57:11 89:18 162:22 participate 99:7 134:22 140:19 participated 80:19 particular 2:8,8 14:10 15:24 24:2 24:24 30:23 41:5 45:15,15 49:21 68:11 90:15 92:6 105:6 123:23 126:5 132:13 155:8 particularly 9:2 9:15 10:18 23:23 41:7 48:19 60:22 61:3 94:6 136:18 154:2 partners 52:15 64:3 66:2,20,24</p>	<p>67:6 68:14 80:7 84:3 85:16 partnership 48:17 49:1,6 82:14,22 parts 63:1 party 5:6 30:19 pass 89:14,20 95:2 162:22 163:1 pastor 37:17 pastoral 61:24 105:12 116:10 151:11 154:15,18 pastorally 153:2 patch 109:2 patchy 67:12 138:20 pathway 33:12,19 pathways 33:16,20 35:1 pay 89:5 paying 151:8 162:13 peer-on-peer 155:14 Pentecostal 13:1 13:16,20 67:17 Pentecostalist 12:21 people 6:20 8:5 13:13 14:5,14,14 16:24 17:18 18:6 18:23 19:23 20:1 20:18 21:12,20 21:20 22:14,25 23:4 24:8,9,19 25:19,23 26:1,17 28:20 29:14,18 30:20 31:11 32:1 32:2,7,13,23 34:2 34:6 35:2,3,5,8 35:14 38:24 43:8 44:1 45:24 46:5 46:9,25 47:1 48:23 49:8,12,17 50:11 52:3 55:13 56:25 57:18 58:1 58:23 59:1,3 60:4,6 62:3 63:25 64:8 70:7</p>	<p>70:19,25 75:21 76:12 77:7,11 79:20 83:20,23 87:12 88:18,20 93:4,19 94:7,8,14 94:18 96:12 97:17,21,24 98:1 98:17,25 99:5 100:6 101:15 103:25 105:5,10 106:17,21,22,23 107:20 108:4,11 109:18 110:23 112:6,7,8 114:9 114:19 115:9,12 115:16 116:15 118:5,8,17 119:18,18,25 120:1 121:4 124:4,14,18 125:23 126:13,17 126:21 129:22 131:7,13,18 132:4,10,17 133:15,17 134:2 135:14 136:14 138:11,16 139:10 139:12,25 140:8 142:18 144:6,8 145:7,12,23 147:3 148:12,15 149:24 150:1,5,7 150:7,8,10,20 151:4,16,25 152:3 153:14,15 155:11,14 156:7 156:24 158:25 160:4,25 161:22 164:10,17 165:9 165:20 people's 44:19 57:5,23 65:5 91:7 115:20 perceive 19:17,18 24:19 perceived 27:7 percentage 97:23 97:25 perform 70:21</p>	<p>period 7:3,9 73:18 81:2 104:22 125:1 permission 21:8 36:20 159:16 perpetrating 124:13 perpetrator 27:4 144:2 perpetuated 39:5 person 7:14 24:23 33:7,18 64:15 65:15 67:15 93:9 107:2 111:5 116:9,10 126:5 129:8 130:25 132:2 143:10 150:22,25 161:5 164:12 165:5 person's 164:2 personal 59:2 62:22 personnel 126:1 146:12 perspective 35:15 60:21 83:14 108:8 157:11 persuade 161:22 persuasion 120:10 120:11 pertinent 17:7 43:25 44:7 95:25 perverse 34:20 phase 15:14 PhD 20:9 48:4 57:11 phoned 129:22,25 130:1 photocopy 78:2 phrase 107:18 137:25 138:1 143:19,20 physical 8:5 43:2 45:4 46:7 51:4 physically 1:23 pick 152:13 picking 82:9 picture 8:15 31:3 56:13 63:19,20</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>65:19 74:6 112:6 135:22,25 pictures 146:15 piece 10:16 32:21 48:17 49:1,6 68:6 74:3 157:25 pieces 7:16 9:13 12:8,11 26:9 66:17 place 14:11 20:22 24:4 30:2 33:4 33:16 34:16 36:15 41:13 58:22,23 61:15 63:15 65:15,18 65:23 69:9 84:3 85:22 86:5 97:12 105:23 112:12 115:14 125:4,18 134:19 140:3,6 140:14 145:12 150:15 154:21 166:12 placed 85:6 places 6:19 29:1 33:15,20 37:3 placing 27:8 plan 10:13 42:12 42:19 45:8 46:13 53:3,3 55:25 75:23 135:11 166:10 planning 148:18 148:21,24 plans 166:17 platform 24:9 38:22 plausible 164:19 play 68:18 70:14 99:2 100:5 103:1 104:12 121:2 playing 23:25 93:21 plays 32:10 plea 76:5 please 1:4,22 2:1 2:13,16 4:4 16:11,14 27:21 42:13 45:12 50:3</p>	<p>51:7 63:20 77:25 78:8 92:13 95:4 95:11,15,19 96:3 104:25 112:4 123:23 141:9 144:11 pleased 138:22 pledge 29:1 plot 80:8 plus 120:25,25 pm 81:4,6,8 95:15 121:22,25 122:2 167:11 point 7:13 11:4 21:17 36:17 49:2 55:20 66:15 70:20 72:15 77:5 80:10 123:20 124:9 130:2 155:2 166:2 pointed 73:23 pointing 136:23 144:21 points 132:14 153:10 police 49:12 50:19 51:23 60:5 65:10 79:10 91:13,15 91:22 129:4 130:12,14 131:15 131:16,20 133:19 137:14 138:5 139:22 140:13 144:12 146:16 161:7 policies 5:24 37:25 82:23 100:7 101:17 102:11 112:4,8,9,13 113:4 114:23 149:1 156:22 157:1 policy 7:18 10:23 15:15 36:25 38:8 40:16 73:20 76:25 77:9 82:10 88:25 97:11 100:22 101:1,19 102:3,5 108:20</p>	<p>109:3 112:14,21 112:23 113:13 115:24,25 116:17 116:24 145:25 146:4 polite 137:20 politely 37:13 political 73:19 poor 39:18 144:8 population 49:15 populations 50:8 Portsmouth 154:13 pose 60:23 62:10 66:4 82:14 147:17 position 24:6,8 41:19 57:3,23 62:22 70:6 71:9 73:10,20 78:22 79:7 80:3 81:11 92:15,20,23 94:12 147:24 148:10 160:21,22 positions 24:1,20 77:19,21 106:18 107:16 160:12,20 161:14 positive 18:23 19:3 21:9,16,19 22:17 22:20 31:21 32:10 57:7 60:19 67:5 85:14 positives 32:16 possessed 43:1 possession 42:3 43:5 44:18 45:17 45:21 46:22 48:20 51:3 possible 20:21 36:4 62:3 89:6 123:20 125:9 130:16 159:25 possibly 2:17 22:18 25:17 55:7 81:20 84:6 posts 109:21 potentially 20:16 70:24 79:12</p>	<p>84:18 86:21 power 93:10 powerful 47:16,19 powers 84:8 practical 20:19 42:17 52:9 practically 28:3 practice 5:16,24 10:11 15:15,25 22:6 23:8 29:11 32:4 36:2,8,11 37:20 38:11,12 38:13,25 39:18 39:18 65:20 68:12 76:25 87:20 100:16 105:23 114:18 116:21 118:12 120:14 136:11,12 142:25 143:23 145:21 146:6,8 147:21 153:12,16 157:6 practices 46:22 54:4,16 80:16 82:24 87:14 100:6,19 114:24 134:11 136:5 143:24 146:5 156:23 practise 37:3 practitioners 50:20 59:22 60:3 prayed 150:7 prayer 87:15 praying 46:5 pre-Climbie 55:16 preaches 20:12,13 preaching 38:17 preclude 2:12 predecessor 139:13 predominant 12:20 predominantly 16:20 predominately 42:2 preliminary 1:25</p>	<p>95:8 premise 79:6 prepare 157:19 prepared 49:18 110:16 present 9:17 27:24 156:17 158:14 pressed 149:19 pressing 46:18 pretty 53:24 83:9 prevail 163:11 prevalence 48:21 prevalent 26:8 34:13 43:8 44:8 91:2 prevention 53:5 prevents 35:5 previous 111:14 165:4 previously 31:16 65:3 127:11 priests 103:3 primarily 11:15 11:18 12:15 131:4 primary 11:21 41:25 93:14 principal 5:11 6:21 principals 127:6 Principle 122:25 prior 118:16 125:15 prison 142:9 147:9 148:17 private 126:5 proactive 67:5 proactively 66:23 probabilities 144:15 145:3 probably 13:4 14:16,20 25:14 27:16,25 43:24 66:16 69:1 72:14 72:24,25 75:17 76:14 80:24 86:4 90:3 92:23 101:11 109:11 121:1 134:22</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>138:18 139:25 140:1 143:11 152:2 probation 64:3 65:10,20 problem 30:25 41:14 56:24 69:15 108:17 129:23 135:13 problematic 30:8 142:20 problems 2:13 16:6 69:17 93:25 127:21 129:18 134:24 procedurally 29:10 procedure 82:11 procedures 11:8 38:1 100:7 102:11 112:10 113:5 146:4 150:18 proceed 1:5 proceeded 147:5 process 8:10 10:9 64:5 109:8 113:14 128:5,11 132:6 134:4,15 137:9,23 140:19 164:1,9,13 processes 148:25 produce 141:25 145:14 153:20,20 produced 42:12 45:8 112:16,20 PROF 89:23 166:24 professional 77:11 97:7 133:18 professionals 49:15 79:3 Professor 3:6 89:18 profound 58:10,11 programmes 118:15 119:9 145:21 148:25 progress 9:21</p>	<p>56:14 73:11 project 9:10 48:12 53:14,14 54:20 166:18,18 projects 118:15 promote 45:14 promoted 61:5 properly 137:3 proportion 111:19 121:4,12 133:1 protect 27:10 38:16 protection 5:17 52:5 79:3,12 83:11 97:2,4 100:6,18 102:11 109:22 110:11 112:18,24,24 123:2 128:4 137:15 138:5 139:10 protections 93:4 protective 63:11 provide 6:13 7:12 7:22,24 9:16 10:5,9 12:13 13:18 16:4 61:23 67:2 70:17 76:3 83:22 96:21 100:6,13 101:4 128:13 138:7 145:21 151:3,24 152:1 163:21 provided 8:1 10:17 30:6 50:13 82:1 84:6,8 106:10 118:11,24 119:10 provider 69:2 72:24,25 provides 5:12 84:5 86:21 152:22 providing 6:6 13:18 96:17 100:5,22 113:13 114:25 156:8 164:19 psychological 20:10 32:22,25</p>	<p>41:7,17 56:19,21 57:2 58:9 59:13 psychologist 3:21 22:10 110:23 111:13 Psychology 3:6 public 1:4 11:7 42:23 publish 151:1 published 106:7 135:19 141:22 pulpit 38:22 punishment 51:4 purpose 8:22 101:23 purposes 106:12 119:7 130:8 push 51:14 put 38:16 50:21 53:1 56:12 64:7 65:14 69:8 95:20 112:12,23 119:20 131:9 138:17 139:15,20 140:10 140:22 156:24 putting 29:4 82:22 158:3 162:16 164:7</p> <hr/> <p style="text-align: center;">Q</p> <hr/> <p>Quakers 13:11 qualifications 110:19 qualified 152:3 qualify 107:12 quality 73:1 153:19 156:7 quantity 107:9 question 16:13 23:7 43:12 44:8 45:1 46:1 48:18 48:21 52:1 58:12 64:15 72:2 90:2 90:11 91:5,9 92:1 156:1 162:25 165:23 questionnaire 49:16 questions 1:19 16:23 20:24 23:8</p>	<p>23:10 44:10 45:25 49:9 54:7 55:2 89:14,15,17 89:19,23 90:1 94:21 162:21,21 162:23,24 163:2 166:1 167:19,21 quickly 2:17 quiet 27:20 quite 3:5 10:24 21:2 24:19 26:8 27:19 34:17 38:9 38:18 45:19 49:25,25 50:12 51:1 71:12 74:19 81:14 90:16 91:21 92:1,5,7,16 99:11 106:20 107:17 111:23 113:12 131:25 132:1 133:15,19 135:4 141:17 143:15 147:15 156:14 157:16 158:5 166:8 quotation 143:19 quote 54:18</p> <hr/> <p style="text-align: center;">R</p> <hr/> <p>Rachel 95:2,5 167:20 raft 31:12 83:3 88:25 raise 1:23 2:14 28:20,21 42:16 76:1 79:23 raised 26:16 127:25 128:25 129:1,5 133:8 163:25 Raising 53:5 ran 8:11 range 6:9 7:10 10:17 11:6,12 12:13,18 23:1 49:10 50:12 80:4 88:12 99:1,3 106:21 110:17 ranges 14:13 ranging 65:19</p>	<p>166:8 reabused 61:18 reaccreditation 140:11 reach 16:2 75:21 84:14 reached 10:8 read 3:2 4:15,25 76:22 78:4,5 96:10 readily 59:7 reading 77:9 real 31:5 45:22 55:24 60:9 67:8 73:22 131:23 134:10 reality 38:8,10 62:15 really 14:8,10 17:7 17:11 18:8,24 19:3,3 21:2,4,10 21:17,25 22:3,5 22:13 23:2,5,6 24:11 25:23 27:17 31:14,25 32:5 34:6 39:11 39:20 40:7,18 43:11 44:13,24 46:8 47:16 49:16 50:22 52:15,17 52:20 53:9 55:12 55:13 56:1,12 57:6,7,20 60:15 60:19 68:15 71:10,19 72:10 73:4,21,24 76:6 77:6 88:16 89:3 89:3 93:7,20 99:3 101:21 102:12 135:13 136:23 142:12 148:24 151:19 155:2 rear 96:4 reason 27:7 93:14 95:17 reasonable 144:14 reasons 1:16 74:2 107:5 124:8</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>126:22,23 142:23 149:9 reassess 64:25 receive 11:5 14:21 30:10 115:1,5 116:1,13 126:17 received 51:11,12 61:9 recognise 16:1 19:4,7,11 41:12 42:8 106:25 114:4 155:4,13 164:23 165:8,14 recognised 41:13 136:18 137:19 recognising 108:1 150:3 152:6 157:2 recognition 121:18 122:8 125:1 recommend 91:24 recommendation 79:21 140:21 163:10 recommendations 10:10 15:15 17:12 18:5 59:11 79:5,15 80:17 81:13 92:17 138:24 152:13 155:17 166:11 recommended 79:22 recommending 78:17 record 119:7 123:12 127:10 138:13,14,25 165:10 recorded 53:25 146:11,24 recording 80:7 records 119:5 126:16 127:3 138:12,20,23 139:1 recruiting 73:21 80:14 recruitment 25:2</p>	<p>68:22 69:6 72:16 72:20 73:4 74:10 75:13,20 82:13 82:21 105:23 123:16 127:1 164:12 redress 28:9 reduce 45:13 refer 2:1 19:9 95:11,23 131:4,8 131:11 145:9,13 145:15,15 164:16 reference 48:10 63:4 73:4 128:13 128:15 references 126:25 128:1 164:7 referral 33:12,15 33:19,20 35:1 130:12,14,17,21 134:6 144:17 referrals 88:4 131:5 133:25 134:1,19,24 145:12 referred 8:18 91:12,18 102:20 129:11,13 131:15 131:20 135:1 139:4 145:2 150:21 166:3 referring 133:19 134:2 144:12 reflect 26:25 132:10 133:7 135:1 reflecting 55:19 reflection 56:2 94:5 reflective 132:16 Reform 15:5 Reformed 3:19 refrain 164:5 refresh 118:8 refresher 118:5 refreshing 114:25 refuse 117:5,8 refuses 124:2 regard 39:5 79:16</p>	<p>91:13 141:18 146:5 regarded 24:11 regarding 8:15 163:3 regardless 61:8 62:21 regards 93:21 regime 85:13 regional 96:24 101:25 102:1 109:1,6,15,16,17 109:20 110:2,9,9 110:12,15,20 111:5,7,7,9,16,23 112:2 120:12 127:5,6 128:11 128:13 129:11 130:1 133:22 134:13 137:12 146:7 147:24 148:7 149:25 151:5 162:11 164:15 165:17 regionally 144:16 regions 111:21 135:9 register 65:13 122:5,10,13,24 123:10 registering 88:20 registration 83:25 regular 18:7 98:20 109:4 115:2 116:2 118:3 123:6 regularly 118:5,9 118:14 146:14 regulated 68:22 71:16 106:3 107:22 123:4 regulation 83:25 87:2 regulator 161:25 regulators 85:18 regulatory 85:13 rehabilitation 65:6 rehabilitative 63:8 reintegrate 59:2</p>	<p>reinvent 156:25 relate 107:21 127:8 132:22 133:3 related 15:18 26:15 41:9,9 42:11 43:3 44:23 51:2,3 72:15 131:17 132:23 relating 6:14 38:23 128:16 141:6 relation 8:15 9:18 61:20 78:22 80:3 90:7 91:10 92:20 123:21 relational 162:8 162:18 relationship 7:13 8:7,8 12:13 67:3 67:5 71:8 88:5 103:9 104:10 155:7 relationships 70:24 86:15,20 162:11 relatively 97:24 118:19 relatives 42:25 released 65:12,22 66:6 releasing 71:14 relevant 10:18 41:23 62:8 76:15 83:6,8 95:23 130:7 163:8 165:15 reliable 134:6 reliant 156:9 religion 43:7 59:3 90:22 religions 3:18 44:23 religious 15:24 16:12,18 17:2,5,8 17:9,9,16,20,21 18:1,3,10,15,20 18:25 20:2 22:2 22:7 25:12 29:18</p>	<p>29:20 32:11,24 41:18 45:18 57:1 62:8 65:9,16 67:24,25 69:3 76:13 77:6 81:19 83:12 87:2,11,13 87:14 89:4 94:7 94:18 103:7,9 104:9,10,12,23 155:23 156:21 157:3 158:6,8 159:13 161:13 remaining 13:5 remember 55:10 57:14 remembers 42:22 reminds 115:10 removal 123:23 144:3 remove 62:24 68:14 removed 124:4,6 140:4 removing 117:11 renew 124:1 renewed 118:18 123:6 125:19 repeat 13:22 repented 62:5,18 62:23 63:5 report 8:20 19:8 26:17 31:10 33:19 50:9 52:2 73:12 77:24 79:18 120:24 124:18 131:11,14 136:3 138:24 140:12 144:22 146:1 148:22 158:18 161:7,14 reporting 18:16 34:23 124:17 131:12 139:20 161:2 reports 134:19 representation 52:14 88:7,13 representative 14:18 67:13,14</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>representatives 67:10 represented 47:5 represents 96:24 reputation 27:10 27:13 28:7 29:6 143:17 request 101:13,14 require 28:12 153:15 160:1 required 72:8 80:22 161:14 requirement 89:5 101:6 116:25 125:6,16,18 135:5 151:7 requirements 125:2 research 3:18 6:15 19:6 20:9 32:21 43:25 48:8,9,12 49:1 53:14,14 66:17 68:6 reshaped 154:2 resign 140:5,9,15 resigned 140:18 resilience 29:6 resistance 93:14 resonates 59:4 76:24 resource 55:24 75:24 89:6 156:3 resources 84:15 134:18 resourcing 75:6 respect 38:12 46:22 55:18 60:22 70:14 77:19,21 81:11 85:2 109:22 149:23 151:24 160:12,15,22 respects 9:1 respond 48:25 87:19 158:2 responded 31:17 32:1,3 61:17 87:22 respondents 49:22</p>	<p>51:10 responding 31:20 response 17:19,23 31:23 32:17 33:1 53:6 54:20 151:11,15 responses 32:14 32:18 51:8 responsibilities 24:2 109:12,21 115:12 144:6 responsibility 20:18 24:25 27:8 57:15 96:17 115:11 120:24 131:4 responsible 65:11 92:22 151:11 161:14 rest 36:22 result 64:24 123:25 131:13 resume 167:7 retired 49:14 137:14 return 11:5 40:22 81:4 121:22 140:23 148:16 returning 148:11 revered 48:3 review 3:19,22,23 8:9,19 10:22 15:6,7,9 83:5 100:23 115:23,25 132:21 135:18 136:5,9 137:9,16 140:16 144:22,25 145:25 147:20 148:7 159:12,20 166:3,15 reviewed 63:18,23 102:3 132:20 157:21 reviewing 114:23 138:7 revise 80:12 revisit 80:14 revisited 74:13 rhetoric 19:2,16</p>	<p>20:3 21:8 35:11 rid 45:23 46:21 ridiculously 78:10 right 3:7,8,10 11:19 15:6 22:8 26:22 35:18 36:16 38:3 42:20 55:5 58:13 73:12 79:12 82:12 103:22 104:13 106:24 108:23 111:6 113:8,14 114:3 117:18 122:22 123:11 124:9 125:17 126:2 128:20,22 129:15,24 132:2 133:18 135:4,16 140:11 145:7,7 149:1 151:21 152:4 154:16 160:13 rightly 75:16 rights 28:8 93:5,18 143:17 risk 10:22 60:23 60:25 62:11,24 62:25 63:12 64:25 66:4,5 71:8 82:14 108:5 112:19 132:7 147:17 148:11,14 158:5 163:20 164:1,16 165:8 risks 62:9 road 20:14 roam 25:21 robust 11:13 114:23 role 3:14 23:25 24:24 25:4 36:15 37:16 70:14 86:8 86:25 100:4 110:14 111:10,18 130:15 145:20 162:7 164:3,4 roles 70:21 79:8,19 97:8 104:2,12 105:21 107:20</p>	<p>110:24 163:9 164:10 room 38:23 roots 13:21 102:23 roughly 50:22 69:4 116:4 130:8 130:10 138:10 rule 26:21 rules 107:13,14,15 107:15,18,19 121:18 122:6,8 122:16 124:6 125:1,11 run 45:17 98:3,10 99:6,8 153:11 154:23 156:16 158:13 161:18 running 97:9</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p>sacred 41:19 57:3 57:22 sadly 35:25 37:7 38:4 66:1,8 84:19 safe 6:21 24:12 25:18,20 26:1 33:3,17 58:22,24 58:25 62:7 73:5 73:24 74:19,23 75:16 76:7,11 112:17,18,22 126:17 141:16 safeguard 21:12 80:12 safeguarding 4:6 5:4,7 6:4,14 8:17 9:11,23 10:1 11:14,18 15:15 18:11 21:18,22 22:1,14,25 23:19 30:17 32:6 36:7 37:4,11 38:15,23 39:2,7,15 52:5 62:8,12 67:9,14 70:10 71:1 77:12 78:20 81:14 96:13,16,20,21 96:23,25 97:1,8 97:11 100:9,16</p>	<p>100:22,25 101:17 102:2,5,15,17 107:7 108:20 109:3,6,16,17 110:9,10,12,17 110:20,21,25 111:3,4,10,10,17 111:19 112:8,9 113:4,16,21 114:22,23 115:2 115:6,9,11,24,25 116:2,13,17,24 118:12 119:10,14 120:13,22,23 121:5 123:6 124:2,16 125:3 125:17,19,20 126:6,6 127:9,10 127:24 128:16 129:2,8 130:5,9 130:24,25 131:1 131:2 133:15 134:11 136:1,5 136:11,12 137:11 137:12 139:4,5 139:12,24 141:7 141:19,22 142:11 142:25 143:2,3 143:23 144:2,13 145:21 146:4,6,8 146:18 148:8,13 148:14 150:23 151:17 152:25 153:3,16 154:4 154:21 155:1,4 157:15 158:13 159:9,18 161:5 161:15 164:15 166:3 safeguarding-rel... 124:12 safely 73:21 80:14 148:17 safer 6:19 28:18 29:1 35:4 37:3 39:12 68:22 69:6 72:16,20 73:3 74:10 75:13,20 82:13,21 105:23</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>115:13 123:16 164:12 sanction 140:9 sat 139:25 saw 79:11 saying 11:19 16:1 32:7 39:24 55:14 61:17 63:7 73:12 101:1 111:4 130:13 157:22,23 158:17 161:11 says 22:25 35:23 62:21 63:2 107:8 108:1,3 122:12 124:10 138:1 141:11 146:22 scalable 83:2 scale 55:8 137:1 159:12 scaled 75:14 scars 58:9 scenario 38:18 scenarios 64:4 158:16,17 scheme 161:24 school 18:7 85:16 schools 71:18 74:24 84:10 98:15 154:4 Scolding 1:5,6,13 1:14 2:24 3:2,4,9 3:12,16,24 4:7,12 4:15,17,22,25 5:2 5:14 6:22 8:3,23 9:11,23 10:22 11:15 12:7,15 13:13 14:1,13,25 15:5,9,17,21 17:15 18:12 19:13 20:19 22:4 23:10,14 24:17 25:5 26:2,14 27:19 28:3 29:13 30:22 32:16 34:8 35:10 36:5 38:10 39:16 40:20,23 41:2 42:6,11,21 43:19,21 44:5 45:8 46:20 47:19</p>	<p>48:8,15 49:21 50:3,18 51:7 52:9 53:1,10,18 54:13 55:9 56:16 58:6 59:11,16 60:3,11,20 62:4 63:20 65:8 66:12 67:23 68:20 69:15 70:12 71:16 72:15 73:12,16 74:16 76:1 77:16 78:19 80:23 81:5,9 82:20 83:10 85:1 85:15 86:6,17 87:1,4 89:13,19 94:24 95:2,6,7 121:16,23 122:3 162:20,25 167:3 167:5,9,10,18,21 scope 152:10 Scouts 99:12 screen 2:9,10 78:5 96:1 scripture 63:4 scrutiny 2:9 83:11 83:16,25 84:4 85:2 88:1,14 se 161:16 seat 167:8 second 4:17 10:13 15:14 60:9 77:22 88:23 109:23 110:8 secondly 2:6 45:22 95:17 118:18 142:2 secret 27:20 secretariat 5:12 secretary 5:5 84:9 section 7:20 108:3 124:10 149:6 sections 79:7 sector 5:18 6:10 12:16 69:3 73:14 84:2 sectors 51:18 secular 27:1 security 126:12</p>	<p>see 7:6 10:7 19:6 21:19 28:2 30:7 30:9,11 31:17 33:14 37:7,7 38:13 40:18 52:18 64:6,21 65:20 66:1 67:9 67:12 74:25 78:5 85:3 86:19 90:25 91:18 96:1 102:20 107:2 113:6,20 121:2 123:20,22 126:7 126:9,11,13 133:11,12 134:23 138:22,23 139:3 141:24 143:19,22 143:23,25 148:22 149:6 150:17 154:19 155:15 156:3,19 157:4,5 158:3 159:20 163:1 seeing 30:15 seek 30:20 62:11 133:13,21 140:11 seen 23:19 32:19 45:22 46:16 50:9 53:24 56:12,22 58:15 73:17,22 84:2 87:17 90:4 90:6 95:24 100:23 105:10 118:10 120:15 121:12 131:12 156:20 sees 56:14 seesaw 62:25 self 88:20 self-audit 10:5,15 self-disclosed 132:4 self-explanatory 10:24 self-monitor 84:22 self-regulate 84:21 senior 37:8,10,17 38:14 110:24 126:5,8 146:15</p>	<p>sense 20:14 24:7 32:1 33:17 34:20 36:20 48:7 62:17 66:14,20 85:8 91:2 92:2 114:7 156:4 157:20 sensitive 55:1 151:19 sentence 142:9 148:17 separate 11:1 45:25 139:23 140:24 separately 28:5 141:21 September 135:24 136:7 sequelae 58:9 series 49:8 118:14 121:17 161:17 serious 155:14 seriously 33:6 34:6 124:17 137:2 166:16 serve 39:11 105:8 164:10 served 142:9 service 6:9,22 7:8 8:25 12:12 98:7 98:18 103:1 115:18 156:8,16 services 6:6,9 7:10 8:23 11:9 13:9 13:18 67:1 72:24 129:4 130:13,14 135:2 140:13 147:2 156:10 161:8 servicing 20:4 set 12:3,25 20:23 35:12 39:15,20 51:13 56:2 63:23 64:19 69:6 76:20 77:22 78:18 80:1 80:7 81:22 84:13 85:3 114:1,11 122:4 125:25 135:23 146:4 147:13,14 154:8</p>	<p>156:25 157:13 158:4 sets 74:20 setting 9:5 17:5 24:13,16 25:12 30:7,12 37:6 62:7 64:1 72:4 79:14 80:5 81:23 83:19 90:7 91:14 91:14 93:19 103:11 106:25 120:18 143:12 153:5,14 settings 5:7 18:6 36:16 45:21 66:19,23 69:11 71:18,19 72:1,14 72:14 73:6 75:2 75:8 76:13 78:20 78:24,25 79:8,10 80:10,13 81:18 81:25 82:6 83:18 83:22 85:7,8,23 86:15 87:15 94:19 139:11 141:3,4 143:5 settlement 128:5 164:9 severely 32:13 sex 60:23 65:11,13 90:23 160:24 sexual 17:19 26:20 29:19 32:24 34:12,16 35:16 41:5,22 45:4 46:7 56:18,22,25 57:5,24 58:2,12 60:7 62:9 78:23 93:6 126:19 129:16 130:3 131:18 132:23 133:4 150:11 160:24 163:6,7 sexually 19:23 shame 26:19 30:23 shape 130:24 138:20 share 12:1 33:18 60:12 66:2</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>134:16 135:7,8,9 135:12 145:7 146:20 shared 33:11 66:6 109:12 139:1 sharing 66:10 92:4 Sharpe 54:19 Sharpling 92:12 92:13 94:2,20 166:21,22 shelf 64:7 short 40:21,25 81:2,7 121:21 122:1 153:10 show 97:20 98:19 showing 135:14 shown 84:20 115:15 shows 66:18 75:17 shut 57:12 shy 134:21 sick 7:24 side 22:17,20 24:22,23 69:13 164:8 sides 67:22 sign 29:3 34:15 102:16 signature 4:19 signed 2:22 4:9,19 96:6 significance 74:5 significant 19:22 30:25 36:7 39:25 46:14 50:10 52:18,25 53:24 58:5 60:1 100:13 118:11 159:14,21 significantly 41:6 50:4 132:15 165:22 signs 158:1 similar 8:25 20:23 26:4 82:20 84:9 124:25 155:2 similarities 9:9 similarly 75:22 Simon 139:14 simply 29:4 95:14</p>	<p>124:13 129:19 165:1 simultaneously 1:16 sins 63:3 Sir 89:22,23 166:23,24 sit 83:24 site 70:20,23 sits 38:3 sitting 74:18 situation 29:11 31:12 54:21 55:16,17 64:1 67:2 68:18 70:8 93:12 100:25 140:25 146:2 147:21 155:9 164:18 situations 61:16 66:1 93:8 165:22 six 97:3,12 106:21 143:1 153:24 six-monthly 63:24 size 75:15 106:21 134:20 157:22 skills 156:3 165:14 slightly 9:6 10:19 13:2 68:21 69:17 93:11 108:12 111:16 small 13:7 16:19 16:24 82:25 89:4 97:25 106:20 108:9 111:8 132:4,22 133:1 smaller 14:20 75:3 smiling 112:6 smoothing 143:19 143:22 Smyth 8:1,4,16 social 5:9 43:16 49:12 50:19 60:5 60:11 71:18 72:5 79:9 109:18 110:22,24 111:12 129:4 130:13,14 133:16 135:2 139:9 140:13</p>	<p>161:8 society 27:1 solely 110:14 somebody 7:13 8:4 22:25 59:17 62:5 72:10 76:21 105:15 116:19 122:22 130:23 137:21 138:2 147:16 148:10 150:5 somebody's 62:22 someone's 59:14 163:8 sorry 27:21 62:17 110:7 sort 9:22 13:24 14:2,13,14 28:1 35:10 41:17 42:21 45:18 47:20 52:9 55:16 72:15 82:4,21 83:10 94:12 104:7 105:21 107:9 109:18 110:19 113:13 118:4 120:10 126:5,24 128:1,9 128:10 132:8 133:5 141:11 142:18 148:23 150:2,25 152:10 152:12 155:20,24 156:15,16 159:4 159:5 sorts 13:20 20:21 24:14 25:24 26:9 28:22 29:7 39:11 68:18 86:2 98:25 99:9 112:12 124:19 126:23 145:14 sought 78:21 sound 76:15 sounds 160:5 source 155:23 sources 154:6 South 111:24 112:1</p>	<p>space 60:16 spanning 147:9 speak 1:17 14:10 27:5,11,16,19 28:8 30:10,16,22 42:19 44:17 55:24 57:17 67:15,18 101:18 116:23 118:6 126:15 127:22 131:25 132:17 150:6,22 158:11 163:20,22 165:6 speaking 10:1 20:14,15,16 82:5 98:23 Special 122:20 specialist 7:21,25 8:11,21 96:19 100:14 110:2 139:4,5,12 155:24 156:3,16 specific 7:19 9:13 37:15 44:23,24 51:10 74:17 81:19 84:13 90:2 90:6 91:4,17 115:12 125:14 130:4 148:23 152:23 specifically 28:6 52:6 80:1 91:9 92:3 106:8 133:3 157:7 specifics 113:12 spectrum 12:17 14:12 46:4,6 47:24 51:1 64:21 spelt 35:3 spend 61:25 70:2 158:15 spending 28:16 spent 161:21 spike 131:5,12 spirit 42:2 43:5 44:18 45:17,21 46:22 48:20 51:3 spirits 43:1 spiritual 20:10</p>	<p>32:22 41:3,4,4,8 41:12,20 42:8 56:17,18 57:4 58:10 105:11,14 158:10 spiritually 105:11 split 111:9 spoke 20:9 58:23 76:12 82:11 134:9 160:2 spoken 22:12 28:15 35:2 39:13 spot 137:24 spotted 137:25 144:22 spread 13:3 staff 96:19 126:8 127:5 stage 15:10 stand 58:4 standard 36:25 114:18 157:24 standardised 112:14 150:18 standards 10:2,5 36:24 81:15 82:7 82:8 85:4,19 89:8 100:18 153:19 157:14 158:4 159:7 161:20 162:2 standards-based 81:15,21 82:5 83:3 standing 47:14 84:2 stands 123:21 start 38:25 39:1 41:16 42:19 85:22 126:22 135:11 started 12:21 66:8 66:9 101:12 127:15 134:13 state 37:2 84:9 stated 146:16 161:11 statement 2:2,20 2:22,24 4:8,10,18</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4:20 16:10 30:24 32:23 36:6 59:20 60:24 63:1 69:7 72:22 76:1 77:23 87:7 95:10,12,22 96:3,4,6,15 97:16 102:6,23 112:3 113:18 120:3,5 123:3 129:14 135:20 152:16,19 statements 2:7 4:2 148:3 statistics 53:20 97:20 129:15 130:2,4 status 48:2 123:12 statutory 44:4 45:5 60:17 66:2 66:20,24 68:8,13 71:17 77:11,17 129:16 131:24 134:6 145:2,18 stay 81:1 Steering 102:19 step 134:15 135:10 135:10 149:19 159:21 steps 35:10 42:17 52:9 138:24 166:9 stereotypes 68:13 stewards 70:21 stone 64:19 95:2,4 95:5,7 96:5,12 121:24 122:3,10 122:12 141:13 145:8 151:21 155:17 163:2 165:25 167:1,3 167:20 Stone's 120:4 129:14 152:19 stop 52:10 95:17 156:24 STOPchild 47:7,8 stored 145:6 stories 31:17 33:23 57:19 59:5 story 31:5,15 33:3	33:4,10,18 straight 135:21 139:21 strands 58:7 strange 83:21 strategic 102:13 102:18 166:3 strategic-level 67:20 strategy 53:2 strength 52:13 85:10 strengthen 86:21 stretch 54:4 strictly 5:10 85:12 107:7 strong 119:3 162:10 stronger 86:5 strongly 21:11 84:5 117:10 structure 13:25 24:4 75:7 100:2 114:5,9 152:1,22 152:25 153:13 157:10 162:4,5 162:17 structured 63:13 82:1 111:15 structures 35:21 63:22 139:9 struggle 69:23 159:23 studies 3:17 study 48:9 98:24 stuff 155:15 subject 26:20 29:15 92:24 132:5 155:25 165:11 subjects 6:13 submitted 96:15 119:23 subscribe 90:14 subsequently 147:8 subtle 68:3 succinct 77:15,17 suddenly 131:5	sufficient 75:13 87:18 sufficiently 93:24 suggest 20:22 80:25 121:19 127:9 146:23 suggested 119:24 suggesting 107:13 suitability 163:8 suitable 65:24 123:25 125:6 130:19 164:3 suitably 152:3 suite 141:25 summary 52:2 78:7,8 141:5,8 summer 8:6 136:13 Sunday 14:24 97:22 98:2,15,18 115:15,18,20 Superintendent 54:19 supervision 70:1 72:2,3,5,7,8,9 93:9 109:22 123:8,15 support 6:6 11:12 30:10,12 49:20 56:7 63:25 70:16 96:13,18 100:14 101:5 102:4 110:18 111:1 130:15 134:17 145:24 149:7,20 149:24 150:2,14 150:25 151:3,7 151:24 152:1 155:21,24 156:13 161:10 162:5,8 supported 18:24 115:19 119:13 137:4 160:12 supporting 61:24 93:7 110:4 112:19 145:20 149:15 152:8 suppose 84:17 127:19 157:22,23	159:22 sure 26:7,20 28:20 29:10 37:20 70:16,23 77:16 82:16 84:1 92:21 101:19 105:24 108:8,12 114:24 119:2 128:15 131:25 136:3 145:24 151:2 153:20 157:21 162:2,16 164:12 surely 93:20 surprised 35:7 survey 49:7 51:17 51:19 surveying 53:13 surveys 98:18 survivor 28:24 29:6 31:4 59:5 61:9 survivors 8:12,14 9:2 27:8 29:4 31:21,22 33:25 34:3 38:17 58:7 61:14,16,24 82:13,22 87:22 149:7,15,21,25 151:18 152:8 155:19,21 survivors' 33:22 suspect 53:19,25 54:8 68:24 135:23 swear 95:4 swearing 1:8 sweeping 16:2 sworn 1:10,12 167:16,17 swung 70:6 synergy 88:4 system 69:6,10 106:3 123:19 126:12,17,24 127:2,8,20 128:1 128:14,21 145:5 systematic 41:17 systems 46:2,9 163:4	T
				tab 2:19 4:17 6:23 42:14 48:9 77:23 78:1 96:2 106:14 112:5 120:4 122:6 166:4 table 56:4 129:12 tabs 4:1 tacit 45:23 Tahzib 167:8 tailor 157:7 tailored 74:9 120:17 tailoring 157:11 take 6:23 34:6 35:17,23 41:3 47:8 48:15 61:13 78:13 83:6 84:23 95:14 104:1 111:17 117:20 144:25 145:12 147:25 148:6 163:8 164:22 165:2 166:7 taken 33:6 35:10 42:18 52:9 97:12 131:7 138:10 141:12 144:5,8 148:23 takes 20:22 41:12 67:22 105:23 talk 6:25 9:3 18:12 18:14 24:5 26:14 29:22 42:6 56:18 62:24 67:17 77:18 103:23 107:3 130:1 150:11 160:6 talked 25:5 44:11 52:6 81:14 102:22 113:17 142:15 155:18 159:4 talking 21:15 25:6 25:15 32:16 60:3 60:4,5 61:25 68:7 70:3 71:24 80:11 81:10 88:24,24 104:23

<p>147:12 150:11,12 155:12 talks 40:16 115:13 127:13 149:6,8 task 159:12 tasks 136:9 teacher 111:14 147:7 teachers 50:19 60:5,11 79:9 133:16 teaching 147:10 team 8:17 72:6 96:16,21 102:1 103:17,18 105:4 111:8 116:10 126:4,6,7,8,11 127:5,5,12,17 128:22 129:1,2 129:22,25 130:1 132:19 133:22,23 136:14 137:8,10 137:11,15,17,22 147:25,25 149:11 150:21 151:23 152:2 156:20 162:12 163:18 teams 64:3 65:20 96:19 110:2 111:7 121:13 123:18 127:4 128:12,13 129:11 146:7,8 telephone 7:20 8:13 tell 8:24 12:18 27:21 29:14,19 29:21 33:3,25 43:4 48:11 51:13 63:20 78:16 91:19 97:13 98:5 98:9 104:24 110:7 119:18 121:11 141:9 146:3 148:5 153:14 163:9 telling 31:5 33:8 46:25 57:19 124:18 127:20</p>	<p>161:22 template 112:3,14 113:1,13 148:13 157:1 templates 11:8 63:16 142:1 ten 10:2 25:15 36:24 73:9 82:8 83:3 101:10 130:8,10 137:14 140:1,3 tend 14:5 tendency 165:9 tenet 57:16 tension 153:1 term 5:5 44:2 49:17 50:11,16 105:8 terminologies 21:21 terminology 44:12 44:19 48:24 terms 7:4 9:8 13:3 13:10,13 14:19 17:11 36:12 44:11 46:3 76:19 76:22 80:5 90:22 92:3 93:18 96:20 100:9 102:14 105:6,7,7 106:18 111:2 121:11 123:9 134:17 148:10 149:15 155:3,3 158:1 159:12 164:6 terrible 146:17 148:4 terribly 101:21 Terry 54:19 test 2:1 95:11 text 41:4 92:6 texts 41:19 56:18 57:3,22 91:16,17 91:20 92:2 thank 1:3,14 3:24 5:14 18:13 40:22 40:23 80:23 81:4 81:5 89:13,19 92:11,12,13 94:2</p>	<p>94:20,22,23,24 94:24,25 95:7 121:23,23 141:14 162:25 165:25 166:20,22 167:1 167:2,3,5,9,10 thanks 48:16 89:23 166:24 themes 80:9 theological 65:6 123:1,3 157:2 158:9 160:2,3 therapeutic 59:12 therapy 59:9 151:8 155:24 thing 9:22 16:12 21:23 32:5 33:23 37:12 39:7 40:5 40:10 51:16 58:21 83:21 93:6 97:15 116:22 128:5 things 12:14 15:22 15:23 20:25 21:1 21:1,4,7 28:4,5 28:25 29:7,8,10 32:11 33:2 35:24 37:15,18 38:4 39:4,13 43:6,9 45:21 53:6,9 56:7,8,15 58:4,14 58:15 59:7 62:11 62:14 63:15 65:4 65:17 68:17 69:8 71:12 74:20 77:13 82:21 83:4 85:16 87:9 88:16 88:25 89:2,9 99:1,9 103:12 114:21 124:17,17 124:19,21 131:23 133:10,12 136:16 137:24 138:3,16 138:17 139:1,16 144:11,22,25 145:1,19 149:3,4 150:12 154:2 158:6,13 159:6 159:14 161:3,23</p>	<p>164:4,6 165:10 166:8 think 4:8 10:18 12:20 13:13,16 14:18 16:17 17:3 17:6,7 18:4,8,8 18:19,20,24 19:13,24,25 20:3 20:12,25 21:1,4,8 21:9,10,16,25 22:2,9,17,17,18 22:20 23:1,3,4,8 23:23 24:13,15 25:8,13,20,24 26:1,24 27:6 28:10,23 29:5,8,9 29:13,25,25 30:3 30:19,21,25 31:2 31:5,7,18 32:4,5 32:8,10,18 33:22 33:23 34:18 35:10,13,22,23 36:16,17 37:12 37:14 38:23 39:19 40:1,4,5,17 40:20 41:15 42:4 42:12,22 43:11 43:22,25 44:7,7,8 45:25,25 46:3,12 46:18,20,24 47:14,22,24 50:7 50:10,18 51:16 51:25 52:1,7,12 52:13,15,16,24 53:8 54:3,4,12,16 55:6,19 56:25 57:2,20 58:6,20 59:8,17,19,23 60:1,8,8,15,18 61:1,3,22 62:14 63:3 65:2,8 66:13,14,15 67:7 67:20 68:2,2,5,25 69:3,5,16,17 70:13 71:16,23 72:12,13,19 73:7 73:8 74:21 76:2 76:8,9,10,12,16 76:18,23 77:2,5</p>	<p>77:13,13,14,14 80:18,20 81:11 81:17,21,25 82:5 82:24 83:1,1,10 83:16 85:17,21 86:1,3,8,9,12,24 87:6,8,16,17 88:1 88:6,11,14,16,23 89:2,7,16 90:2,6 90:12,19 91:3 92:1,2,3,5,7,10 93:1,14,22 94:4,4 94:5,7,10,16,17 101:11,11 106:13 109:17 113:6,21 115:21 117:16 118:21 119:1,1 119:22 120:11 129:12,15 131:6 131:12 133:6,12 134:21 135:4,4 138:10,18 142:5 142:22,22 143:5 143:11 145:5 148:22 149:20,22 149:24 150:16 151:21,25 152:10 155:19 156:17,18 156:23 157:5,6 157:11 158:12,23 159:11,20,23 161:10,13,23 162:2,5,7 165:22 thinking 9:18 17:11 18:15 37:16 54:18 75:15 77:3 82:15 87:8 89:8 129:24 151:16 thinks 58:3 third 30:19 139:5 155:3 Thirteen 111:22 Thirtyone:eight 4:6 5:3,11 6:1,3 15:1 47:5 49:4 51:22 53:12 84:20 139:14 159:17</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>THO000007_001 6:24</p> <p>THO000063_001 48:11</p> <p>THO000063_020 49:23</p> <p>THO000076_032 60:25</p> <p>THO000080_001 78:1</p> <p>thought 88:7 151:13 154:3</p> <p>thoughts 22:13</p> <p>thousand 25:22</p> <p>thousands 14:24 70:19 99:20</p> <p>threats 41:21 57:4</p> <p>three 21:24 23:2 28:1 38:24 53:21 66:17 101:12 108:21 121:1,8 132:8,9 139:8,15 140:4,5</p> <p>three-year 135:11</p> <p>threefold 141:15</p> <p>throw 74:24</p> <p>tick 34:5</p> <p>tick-box 38:5 67:19</p> <p>ticked 43:17,24</p> <p>ticking 76:23</p> <p>time 1:17,21 11:4 12:25 28:16 43:13 49:2 55:9 61:25 68:5 69:18 70:3,20 71:1 77:8 80:23 81:2 82:9 84:21 95:17 101:4 102:5 107:10 109:20 111:19 112:12,15 112:23 115:3 119:22 121:15,20 125:1,5 136:21 138:23 158:16</p> <p>times 76:21 87:19 121:16 145:5 151:6 155:18</p> <p>timescales 159:24</p>	<p>timings 149:12</p> <p>tiny 78:3</p> <p>tip 54:1 133:9</p> <p>title 4:4 96:12,15</p> <p>today 141:18 167:2,6</p> <p>today's 5:15</p> <p>toddlers 99:1</p> <p>told 5:3 33:2 34:10 65:23 91:16</p> <p>tome 75:1</p> <p>tomorrow 167:7</p> <p>tool 159:18,19</p> <p>tooth 55:10</p> <p>top 109:14</p> <p>topic 5:19,20 28:7 68:21</p> <p>topics 42:9</p> <p>total 7:1 120:25 121:4</p> <p>totally 76:10</p> <p>touched 86:1</p> <p>traction 73:23</p> <p>traditional 69:21</p> <p>traffic 68:1</p> <p>tragic 42:22</p> <p>train 60:18 118:14 119:11</p> <p>trained 51:11 104:18 119:19,24 120:1 154:13</p> <p>trainer 119:11 154:1</p> <p>trainers 119:10,13 119:15 154:4,9,9</p> <p>training 6:13 7:17 11:10 15:1 21:23 22:22 23:5,7 32:6 35:18,19 37:25 38:7 51:9 51:10,12,13,18 51:20,21,23,24 51:24 52:5,8 54:8 60:10,14 61:23 75:20 76:20 77:9 80:2 82:13 88:24 93:10 94:11 104:16 110:19</p>	<p>111:2 114:25 115:2,3,6,9 116:2 116:13,17,20,24 117:6,9,23 118:1 118:3,4,6,7,17,18 118:23,23 119:4 119:5,9,21 120:8 120:16,17,17,20 121:8,14,14 123:5,16 124:3 125:3,17,19,20 131:7,10 143:2 145:10,16,21 148:24 153:1,20 153:23,24,25 154:5,8,10,12,17 154:22,25 156:23 157:7,15,17,18 158:13,15,21,24 159:6</p> <p>transcriber 108:16</p> <p>transfer 36:1</p> <p>transferred 10:11</p> <p>translating 23:7</p> <p>transmit 91:6</p> <p>transnational 90:23</p> <p>traumatised 32:13</p> <p>traumatising 31:24</p> <p>travel 68:4</p> <p>tremendous 134:16 156:19,22</p> <p>trend 50:10</p> <p>trends 134:17</p> <p>trepidation 22:24 23:4</p> <p>tried 75:19 134:9 153:17</p> <p>tripled 120:6</p> <p>true 2:24 4:12,22 47:22,24 55:8 96:8 164:20</p> <p>truly 26:1</p> <p>trust 24:7,8,20 31:11 71:9 77:19 77:21 78:22 79:7 80:4 81:11 92:15 92:20,24 94:12</p>	<p>114:10 160:13,22</p> <p>trustee 37:18 105:3 108:3 131:3 137:4</p> <p>trustees 104:21,24 104:25 105:25 107:4,25 108:2,8 109:14 116:5 166:11</p> <p>trustworthy 24:11</p> <p>Truth 9:10</p> <p>try 1:19 2:16 11:11 16:6,8 20:20 30:12 45:5 46:21 54:25 66:22 67:3 75:19 149:24 150:1</p> <p>trying 16:2 93:2 93:22 150:14</p> <p>Tuesday 167:13</p> <p>turn 2:18,19,21 4:1,7 5:24 14:25 22:16 23:15 34:8 34:9 42:18 81:10 89:21 96:2 135:18 144:10 147:4 162:1</p> <p>turning 3:25 4:17 16:9 139:3</p> <p>turns 29:7</p> <p>tussle 93:13</p> <p>Twenty-five 139:24</p> <p>two 1:9,15 4:2 10:3 13:15 42:8 45:25 64:21 72:7 88:16 112:17 115:17 120:8 122:10 127:8 132:8,10 133:2 137:6 161:21</p> <p>type 6:25 45:14 132:21</p> <p>types 132:3</p> <p>typically 7:21 9:4</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>UK 13:16 43:10 44:22 99:19</p> <p>ultimately 10:13</p>	<p>68:4</p> <p>umbrella 14:6 47:4 99:24 100:4</p> <p>unacceptable 144:23</p> <p>unaccredited 104:17 117:21 121:9</p> <p>undergo 105:21 118:5</p> <p>undergone 104:22</p> <p>underlying 22:15</p> <p>undermine 39:11</p> <p>underneath 83:2</p> <p>underpinning 158:9,10</p> <p>understand 7:14 12:2 22:14 23:5 24:17 40:9 41:6 46:15 49:17,17 51:20 57:21 62:9 78:21 96:12 102:6 106:9 109:17 112:11 123:9 127:18 135:24 140:2 149:16 151:12 153:16 158:25 160:11 166:20</p> <p>understandably 69:24</p> <p>understanding 18:10 22:1 24:1 24:24 31:12 39:1 44:20 45:2 59:18 59:25 60:13 61:12,13 62:16 62:20 64:22 66:21 74:4 86:3 93:8 110:16 120:12,23,24 125:5 128:18 131:10 145:17 148:9 156:11 160:1 165:21</p> <p>understood 48:23 48:24 50:1,16 57:25 137:22</p> <p>undertake 3:17</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>7:10,16 10:4,6,16 13:2 17:23 84:11 84:15 124:2 125:16 undertaken 11:23 23:20 63:9 65:1 66:5,18 68:6 134:12 undertaking 6:10 6:15 10:14 83:7 83:19 113:20 118:2 123:4 159:22 undertook 3:18 7:6 53:13 Unfortunately 166:15 unhelpful 23:18 35:11,12 57:9 uninformed 99:6 union 14:4 95:3 96:18 97:14 99:21,23 100:17 102:7,12,13 109:10,24 114:2 116:14 117:7 118:20 119:6 122:17 123:9,10 136:8,15 137:4 143:22 147:1 152:4 157:20 159:7,10 161:9 161:21 Union's 141:6 160:16 unique 143:15 Unitarians 13:12 United 3:19 15:5 unity 19:9 57:8,13 universities 79:4 university 3:7,9,17 unlawful 107:14 unpack 18:17 unpick 16:6 23:24 unprepared 66:2 unsafe 35:25 58:21 58:23 untoward 128:16 untrained 93:25</p>	<p>unwieldy 75:4 updated 145:16 updates 112:22 125:13 upheld 93:19 upholding 93:5 upping 165:21 URC 3:20,23 urgently 80:12 use 5:4 41:3,19,19 41:20,20 44:18 56:18 57:3,3,4,22 62:11 74:22 81:15 82:19 91:16 99:13 101:20 112:13 115:18 120:15 126:12 127:2 145:3 156:24 157:18 159:19 useful 76:20 120:2 156:19,23 users 70:3 utility 155:20</p> <hr/> <p style="text-align: center;">V</p> <p>vaguely 8:3 121:3 value 156:3 variable 62:15 variation 65:4 varies 29:25 variety 5:15 6:13 7:16 52:15 various 2:7 5:23 45:9 86:6 91:16 97:8 104:2 112:20,22 114:1 123:24 132:14 145:19 149:9 vary 30:21 varying 65:19 vast 100:1 165:19 versa 86:23 version 76:6 115:22 120:16 124:23,23 136:11 137:20 versions 112:16,20 115:17 vetting 25:1</p>	<p>vicarious 32:2 vice 86:23 victim 26:16 27:4 27:14 30:22 142:19 143:18 155:21 victim/survivor 30:1 victim/survivor's 32:17 victims 8:12,13 9:1 27:8 31:16 58:6 60:7 144:18 149:20 150:19 151:18 155:19 158:3 Victoria 42:1,23 49:5 54:21 view 18:4 24:20 37:13 59:1 61:8 74:12 75:17 79:17 80:17,20 81:12 93:7,15 107:4 138:8 139:23 142:10 155:8 156:2 159:3 160:14,17 161:2,4,9 163:10 viewing 9:20 146:14 views 45:11 87:1 violence 39:22,24 43:2 46:17 56:7 Violet 54:20 visibility 53:4 visible 107:1 108:10 visited 64:10 visiting 3:9 vitality 158:15 voice 1:18 28:12 voluntary 73:13 74:8 75:8 76:6 94:8 115:7,8 134:4 145:10 volunteer 129:6 160:21 volunteers 72:4 75:9 77:7 109:19</p>	<p>142:11 160:19 vote 104:6 122:20 122:22 voted 105:7 vulnerability 45:13 vulnerable 38:16 70:10 71:2 107:8 147:3</p> <hr/> <p style="text-align: center;">W</p> <p>wait 2:16 113:21 144:24 Wales 14:17 97:18 97:22 99:25 100:3 111:23,24 111:24 112:1,1 152:4 walk 20:13 wandering 70:22 waning 142:23,23 want 10:20 20:11 27:17 33:4,5,6,7 33:8,9 36:1 40:8 63:7 65:23 83:4 89:11 94:2 127:19 150:6,8,8 152:13 161:18 wanted 26:14 41:2 45:14 108:18 126:15 137:21 138:1 140:18 wanting 165:23 wants 59:17 127:21 150:4 warning 117:11 126:24 washed 55:15 56:10 wasn't 52:6 118:16 125:15 139:7 141:23 144:17 watch 115:16 watching 95:25 way 8:19 10:13 14:22 17:6,15,17 20:5 21:9,9,15 24:12 25:2 30:21 31:20 35:14 46:10 53:3 61:9</p>	<p>63:5 65:3 75:5 82:1,12 90:10 93:23 99:15 100:7,9 103:13 103:13 106:2,3 107:17 108:24 110:4 113:25 124:3 127:18 130:24 132:16,20 135:15 145:7 157:4 162:7,15 166:9,13,17,19 ways 9:8,20,20 10:4 67:23 68:2 68:4 88:15 100:15 157:25 159:14 webinars 154:24 week 25:5 43:21 70:25 76:21 98:4 107:2 142:17 week-in/week-out 155:7 weekly 14:17 97:18 107:11 Welcome 1:4 welcomed 146:17 welcoming 24:9 welfare 165:12 well-resourced 63:14 went 38:24 49:7 136:13 139:24 140:13 142:6 144:22,25 weren't 15:10 144:18 whats 159:1 whatsoever 66:3 wheel 67:4 156:25 whilst 147:7 whole-scale 40:15 wholeheartedly 161:10 wholly 72:12 91:2 wide 79:1 99:1,3 166:8 wider 27:17 73:22 73:25 80:14</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>111:18 149:11 willingness 29:22 30:5 101:3 Wine 13:12 wisdom 105:7 wish 39:16 113:2 wishes 1:21 witchcraft 42:2 43:5,7 44:18 45:16 46:23 47:7 47:9 48:20 51:2 withdrew 95:1 167:4 witness 2:2,7,20 2:22,24 4:2,8,9 4:18,20 16:10 30:24 36:6 60:24 69:7 72:22 76:1 77:23 95:9,12,22 96:3,4,6 97:16 102:6,23 112:3 113:17 120:3,5 129:14 135:20 152:16,19 167:4 witnesses 1:9 80:25 94:22 95:1 women 104:12 wonder 90:8 92:18 wondering 58:3 word 47:20,21 77:16 101:20,21 112:13 wording 125:10 wordings 125:14 words 40:17 131:16 work 5:13,15,22 6:2 7:2,5,7,15,16 7:18 9:13 10:16 11:1,2,16,19,23 12:4,5,8,11,19 13:2 15:4,17,23 16:21 18:2 21:2 23:19 26:3,5,9 28:16 30:4,20 33:14 35:7 36:1 39:21 41:16 42:7 42:21 43:23 44:15 45:15</p>	<p>46:20 47:3,10,11 47:16,17 48:17 49:6,12,19 51:12 52:22,25 53:4,7 53:12,13 54:3,9 55:11,15 58:14 59:8,9 60:4 62:12 65:5,9 67:22 69:10 73:2 74:21 75:14 80:6 80:21 82:17,18 83:19,23 84:11 84:16 85:18 88:15 100:20 101:3 102:4,10 102:14,18 103:21 105:19 106:5,11 106:19 107:5,17 108:7 109:19 110:1,4,10,18 113:20 114:2,11 116:9 129:2 134:12 136:13 142:24 145:23 147:1 148:8 149:7,15,22 150:14,19 152:6 152:8,15 153:12 154:15 155:18 156:19,22,24 157:6 158:21 159:14 160:1,12 161:20 162:9 165:4 worked 12:7 14:25 31:22 41:6 53:16 137:23 139:10 worker 5:9 72:5 111:12 workers 50:19 60:5,11 79:9 109:18 110:22 118:25 126:7 133:16,17 139:9 160:18,19 163:19 workforce 72:17 73:22,25 74:10 75:9,15 80:15,16 working 3:12</p>	<p>16:22 21:13 22:20 28:25 41:25 44:16 46:24 47:4,5,12 52:13,14,16,21 52:22 53:7 54:24 56:4 67:3 69:11 71:5 76:2 80:2 80:12,21 82:12 82:14,22 85:24 85:24 86:19 87:4 87:5 88:3,9,12 92:4,8 94:7 100:16 101:25 106:17 107:9,20 108:4 113:23 114:4,10,12 129:6 134:18 145:14 146:6 147:7 149:8,11 149:18 155:10 160:7 works 31:4 106:4 107:17 158:1 world 20:12 59:1 worry 159:24 worrying 146:11 147:16 worship 19:22 65:18,23 97:17 97:21 103:8 worshipping 14:14 worth 144:21 worthy 34:23 wouldn't 17:13 18:12 70:13 86:11,23 99:14 102:15 109:23 117:16 126:18 140:16,23 152:2 163:16 wounds 59:6 wrapped 61:19 write 74:3 152:15 written 59:20 78:13 137:20 141:2 wrong 26:22 151:20</p>	<p>wrote 58:21 72:16 73:12,22</p> <hr/> <p style="text-align: center;">X</p> <hr/> <p>X 167:15</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>yeah 8:18 year 6:11 7:4,6,9 7:17 11:5 43:13 43:15 69:4 70:17 70:17 115:23 125:21,22 130:9 132:25 135:11 154:17,23 years 21:24 23:2 25:15 28:1 29:16 53:21 55:17 64:11 66:18 71:4 73:9 97:3,12 101:8,9,10,12 108:21 118:13,16 118:22 120:8 121:1,8 125:18 125:20,21 132:9 132:9 134:11 137:6 138:14,14 147:9 153:25 157:7 158:24 162:10,15 years' 137:14 young 6:20 8:5 18:6 21:12 24:23 34:2 35:8 70:19 70:25 79:20 83:19,23 88:18 93:4,9,19 94:8,14 97:24 98:1,17,24 99:4 106:17 107:2,20 108:4 108:11 115:19 124:14 132:13 146:15 147:3 148:12 155:11,14 160:25 164:10 youth 72:24 73:2 97:9 98:16,21 99:7 105:18 108:7 116:9 129:6 160:18</p>	<hr/> <p style="text-align: center;">Z</p> <hr/> <p>zig-zagging 5:20 Zoom 1:18</p> <hr/> <p style="text-align: center;">0</p> <hr/> <p>003 42:15 004 78:6 005 78:7 006 135:21 007 122:9,11 011 144:11 015 42:18 018 45:12 023 113:11 025 113:11 033 60:25</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p>1 114:25 115:8 167:16,17,18 1,000 106:22 1,361 49:15 1,500 120:25 1,900 99:24 1.45 81:4,8 1.6.2 113:18 10,000 6:7 10:25 70:19 10.30 1:2 167:7,13 100 38:24 134:21 11 144:10 146:10 11,500 132:25 11.30 2:11 40:20 40:24 11.45 40:22 41:1 12 146:15 12.45 81:6 129 11:4,5 13 125:12 14.2.2 152:21 15 80:24 150 154:9 16 93:5 160:23 162 167:21 18 1:1 93:5 94:10 94:15 129:13 134:14 160:23 19 2:20 167:13 1977 6:5 13:1</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1994 112:23 141:17	<hr/> 4 <hr/>			
<hr/> 2 <hr/>	4 122:14			
2 115:2 116:2,13 118:1 119:9 120:7,22 145:16	4,500 138:10			
2,300 121:1	4.05 167:11			
2,500 120:25	4.1.c 143:13			
2.45 95:15 121:25	4.2.2 120:3			
20 55:17 148:20	4.2.f 146:11			
200,000 97:20	4.2.h 146:22			
2003 78:23	4.3.c 147:4			
2006 107:8	40 95:18 106:23			
2009 72:18 73:12	44 147:9			
2010 68:5	49 96:5			
2012 42:13 45:9	<hr/> 5 <hr/>			
2014 135:24 136:7 136:8	5 4:1			
2015/16 44:1 49:7 51:17	50 138:14,14			
2016/17 43:14	59.1 161:10			
2017 3:14 48:8 91:10 112:11 125:20 135:19	<hr/> 6 <hr/>			
2018 130:10 131:5 166:5	6 4:1,17			
2018-19 7:4	6,500/7,000 121:3			
2019 2:20 119:24 119:25 124:23 125:12,15 131:6	<hr/> 7 <hr/>			
2020 1:1 167:13	7 1:4			
21 79:7 120:4 166:4	70,000 6:11			
22 79:7	72 51:9			
220,000 97:21	74,000 69:4			
24.1 60:24	777 49:22			
24.4 60:24	<hr/> 8 <hr/>			
25 139:3	8 4:18			
25,000 98:1,6,17	8,600 119:25			
29 10:18 16:9,15 130:11	<hr/> 9 <hr/>			
<hr/> 3 <hr/>	9,400 120:1			
3 115:2 116:2,13 118:1 119:9 120:8,19 145:17	90 13:4 167:19			
3.00 121:22 122:2	93,000 98:19 134:22			
30 106:23	95 13:4 167:20,21			
37 4:9				