

<p>1 Tuesday, 29 September 2020                  2 (10.30 am)                  3 THE CHAIR: Good morning, everyone, and welcome to Day 7 of                  4 this public inquiry hearing.                  5 Please go ahead, Ms Benfield.                  6 MS BENFIELD: Chair, thank you. We will start this morning                  7 by reading the timelines for the individual children's                  8 cases in Tower Hamlets. Chair, the following timeline                  9 has been compiled by the inquiry's legal team from                  10 material disclosed to the inquiry largely by the                  11 relevant local authority and police force. The timeline                  12 is not intended to be exhaustive, but, rather, sets out                  13 relevant matters in relation to each child to                  14 contextualise the questions put to the institutional                  15 witnesses.                  16 The timeline does not purport to be the child's own                  17 records, but, rather, what is known from disclosed                  18 material about their experiences of child sexual                  19 exploitation.                  20 Summary of timeline of WITNESS CS-A22 (read)                  21 MS BENFIELD: Chair, the first child in Tower Hamlets is                  22 CS-A22. The evidence suggests that CS-A22 had                  23 a difficult family background, with a history of                  24 domestic violence. There were multiple missing episodes                  25 from the age of 13. She became looked after in 2017.</p> <p style="text-align: center;">Page 1</p>	<p>1 The timeline extends over the period 2016 to 2019.                  2 At age 12, in spring 2016, a child and family                  3 assessment identified issues with CS-A22 attempting to                  4 run away, a deteriorating situation at home and her                  5 associations with others in the community. At age 12,                  6 a few months later, after a number of missing episodes,                  7 a CSE risk assessment was carried out and she received                  8 a rating of high risk.                  9 At age 13, in late 2016, an unknown male was in                  10 contact with the child online, requesting and receiving                  11 indecent images of her. There were several missing                  12 episodes and reports that the child was self-harming and                  13 sending messages to older boys. She was reported to                  14 have stayed out overnight and slept in a park. At                  15 age 13 in the same month, CS-A22 went missing overnight                  16 and was found the next day, wet, in a physical condition                  17 suggesting sexual assault.                  18 At age 13, in early 2017, CS-A22 was reported to be                  19 contacting various boys on social media in a sexualised                  20 manner. Her parent was informed by other adults that                  21 CS-A22 was being sexually abused in return for alcohol.                  22 Her parent was shown a flat where the child had been                  23 sleeping when missing.                  24 During one missing episode, the child was found with                  25 a group of older men. She was also believed to have</p> <p style="text-align: center;">Page 2</p>
<p>1 sent indecent images of herself to a known sex offender.                  2 CS-A22 had injuries suggestive of serious sexual                  3 assault. There were concerns that the child might have                  4 been raped.                  5 At age 13, she was taken into police protection on                  6 two occasions and placed with a carer, but went missing                  7 repeatedly. While she was missing, there was a possible                  8 sighting of her outside of London and with men who                  9 attempted to check into a hotel with a young girl.                  10 She was made the subject of an interim care order.                  11 She was initially placed in foster care, but went                  12 missing repeatedly and was moved to a specialist CSE                  13 placement and with a plan for 12 months of therapeutic                  14 support.                  15 Aged 13, in the summer of 2017, CS-A22 made                  16 disclosures of past assault and rape. The police were                  17 to undertake a single agency investigation. Aged 14, in                  18 early 2018, a looked-after child review was adjourned as                  19 the care plan was considered inadequate by the                  20 independent reviewing officer.                  21 Aged 14, a looked-after child review considered                  22 there was still not a suitable care plan for the child.                  23 Plans were not in place for the return of CS-A22 to her                  24 home area after her CSE placement. She was then                  25 returned home.</p> <p style="text-align: center;">Page 3</p>	<p>1 Aged 15, in late summer and autumn of 2018, there                  2 were multiple missing episodes of CS-A22 going missing.                  3 Aged 15, in late 2018, it was reported that men had                  4 taken CS-A22 to a hotel and sexually exploited her.                  5 They gave her a phone.                  6 In early 2019, following further missing episodes,                  7 a CSE specialist placement was arranged. The child was                  8 in agreement to the placement. She subsequently                  9 disclosed further sexual assaults.                  10 Summary of timeline of WITNESS CS-A21 (read)                  11 MS BENFIELD: Chair, the second child is CS-A21. The                  12 evidence suggests that, prior to entry into the local                  13 authority's area, there was a history of domestic                  14 violence, there were multiple missing-from-home                  15 episodes, that the child had a large number of social                  16 media followers and that she was possibly using drugs                  17 and alcohol from a young age.                  18 Her parent had concerns that the child was a victim                  19 of sexual exploitation. This timeline covers the period                  20 2017 to 2018.                  21 At age 15, the police launched a CSE investigation                  22 in relation to CS-A21. Aged 15, in spring 2018, the                  23 police spoke to CS-A21 about the parties (break in                  24 transmission) ...                  25 In the same month, the police identified males who</p> <p style="text-align: center;">Page 4</p>

<p>1 were believed to have sexually exploited CS-A21's 2 friends, but took a decision not to pursue matters. 3 Aged 15, in early summer 2018, CS-A21 was taken to 4 hospital by a male as she was suffering abdominal pain. 5 In the same month, CS-A21 reported an attempted rape. 6 Aged 15, in the summer of 2018, a multi-agency group 7 discussed the parties that the child had attended where 8 there were drugs, alcohol and older males. 9 Summary of timeline of WITNESS CS-A77 (read) 10 MS BENFIELD: The third child is CS-A77. The evidence 11 suggests that CS-A77 experienced domestic violence and 12 sexual abuse during her childhood, that there was 13 a history of alcohol misuse in the child's family and 14 that she had been coerced into carrying large amounts of 15 drugs internally. 16 She was a looked-after child from 2015 and the 17 timeline extends to 2019. Aged 14 or 15, CS-A77 became 18 a looked-after child. Aged 16, in the summer of 2018, 19 as a looked-after child, she was placed in a hotel with 20 support staff staying in the hotel in the next room. 21 She was visited on alternate days by a personal advisor 22 and children's social worker. 23 At aged 17, the police used a covert policing tactic 24 on CS-A77 to identify people who were suspected to be 25 exploiting her. As a result, multiple people were</p> <p style="text-align: center;">Page 5</p>	<p>1 arrested for human trafficking and a number of child 2 abduction warning notices were issued. 3 Aged 17, in the autumn of 2018, CS-A77's placement 4 was changed after threats were made against her from 5 suspected criminals. 6 In late 2018, an assessment determined that CS-A77's 7 life was potentially at risk through a number of 8 factors, including sexual exploitation, unmanaged mental 9 health problems, drug dealing and the risk of 10 contracting a sexually transmitted disease or HIV. 11 Aged 18, in the spring of 2019, a local specialist 12 agency completed 15 months of work with CS-A77. 13 Summary of timeline of WITNESS CS-A81 (read) 14 MS BENFIELD: The fourth child is CS-A81. CS-A81 was first 15 considered to be at risk of sexual exploitation when she 16 was 12 years old. She was considered to be police 17 category level 3 risk. She was a looked-after child 18 from the age of 13. Several placements broke down. She 19 had multiple missing episodes. This timeline covers the 20 period 2018 to early 2020. 21 At age 12, CS-A81 was discussed at a multi-agency 22 child sexual exploitation meeting on two occasions. She 23 was reported to be going missing frequently, often with 24 a 15-year-old girl who had been issued with a child 25 abduction warning notice.</p> <p style="text-align: center;">Page 6</p>
<p>1 The police were investigating two males and a hotel. 2 CS-A81 was the subject of a mapping meeting with 3 a number of other young females. A CSE assessment was 4 completed. 5 Aged 13, in the summer of 2018, CS-A81 was 6 considered a level 2 CSE case. She was being dealt with 7 by the police sexual exploitation team. The mapping 8 exercise identified four adult males suspected of 9 associating with her. Aged 13, in mid 2018, a police 10 sexual exploitation team closed her case. 11 Aged 13, in autumn of 2018, a CSE assessment was 12 completed and CS-A81 was considered at high risk of 13 sexual exploitation. There were frequent reports of 14 missing episodes and the child returning home late at 15 night. There were reports of the child being seen on 16 Snapchat and other young people reported seeing her at 17 house parties. There was evidence that she was 18 travelling to other London boroughs. 19 The children's social care manager recorded in the 20 assessment that the police sexual exploitation team had 21 closed the case, stating that there was no risk of CSE. 22 Children's social care did not agree and considered that 23 CS-A81 was being exploited and abused by peers and 24 adults. The case transferred to the local exploitation 25 team.</p> <p style="text-align: center;">Page 7</p>	<p>1 Aged 13, in late 2018, the police sexual 2 exploitation team re-opened the case. CS-A81 was heard 3 arranging to go to the home of an adult female, where 4 there were males present. Aged 13, in late 2018, 5 a multi-agency CSE meeting heard that CS-A81 was being 6 driven around in a distinctive car and that she was in 7 a hotel with another child using social media to ask 8 boys to join them. 9 The police considered issuing CS-A81 with a child 10 abduction warning notice to prevent her associating with 11 other young people at risk. 12 Aged 13, CS-A81 became a looked-after child 13 following concerns about sexual exploitation. Men who 14 had taken the child to clubs were arrested by the 15 police. 16 Aged 13, in spring of 2019, an annual review of 17 the work of the exploitation team described CS-A81 as 18 one of the most missing children in Tower Hamlets the 19 previous year and stated she was considered by the 20 police to be level 3 CSE. 21 Aged 14, in the summer of 2019, a safety plan was 22 developed which listed the threats to CS-A81. These 23 included absconding from her looked-after child 24 placement, threats from associates and family and 25 exposure to CSE.</p> <p style="text-align: center;">Page 8</p>

<p>1 She was described as a victim of grooming. There                  2 was a concern that, as a result, she was encouraging                  3 other young people into situations where there could be                  4 a risk of sexual exploitation. At age 14, children's                  5 social care records indicate that she had eight missing                  6 episodes in the previous 14 months while she was being                  7 looked after out of area.</p> <p>8 Summary of timeline of WITNESS CS-A90 (read)                  9 MS BENFIELD: Chair, the fifth and final child is CS-A90.                  10 CS-A90 moved into Tower Hamlets in late 2018, together                  11 with his family, when he was 13 years old. There were                  12 concerns regarding complex family needs. For the child                  13 specifically, there were concerns in relation to                  14 missing-from-home episodes, sexual activity, county                  15 lines, gangs and possible emotional and psychological                  16 harm. The timeline covers events in 2019.</p> <p>17 At age 13, in early 2019, it was reported that                  18 CS-A90 intended to hold his birthday party in a hotel                  19 with people older than him. This led to a CSE                  20 assessment and a score which necessitated a strategy                  21 meeting.</p> <p>22 Aged 14, two months later, a strategy meeting was                  23 held. CS-A90 was arrested with others for possession of                  24 drugs. A subsequent child protection conference made                  25 the child subject to a child protection plan for</p> <p style="text-align: center;">Page 9</p>	<p>1 neglect. Aged 14, the child was believed to be a victim                  2 of modern slavery, following a national referral                  3 mechanism assessment. Aged 14, in the middle of                  4 the year, there was concern that CS-A90, with others,                  5 was being exploited. A multi-agency action was set for                  6 a friendship group to be mapped and following                  7 information that he was involved in arrangements for                  8 girls to meet at certain locations. The child continued                  9 to have missing episodes.</p> <p>10 Aged 14, in the same month, a police case audit and                  11 action recommendations were finalised. The findings of                  12 the audit included the association mapping for this                  13 child had not been completed, there had been no early                  14 engagement by the police with the child, and the child                  15 had not been spoken to. The police had not developed                  16 a trigger plan for future missing episodes, despite                  17 numerous missing cases. There had been no contact with                  18 any of the child's associates. There was no record of                  19 school involvement, and a strategy meeting earlier in                  20 the year had not been recorded.</p> <p>21 The feedback from the audit was that CS-A90 should                  22 be met in person, human trafficking should be                  23 considered, as there was information that he may be                  24 being used to hold or supply drugs, and the possibility                  25 of child sexual exploitation should be fully explored.</p> <p style="text-align: center;">Page 10</p>
<p>1 The response to the audit indicated that the child                  2 was being discussed at daily exploitation meetings,                  3 although this was not recorded on police files. A home                  4 visit was being done and a police crime report had been                  5 updated with a comprehensive action plan.</p> <p>6 At aged 14, the child was then discussed at a CSEN                  7 mapping meeting.</p> <p>8 Chair, thank you, that concludes the timeline to the                  9 children in Tower Hamlets.</p> <p>10 THE CHAIR: Thank you, Ms Benfield. Ms Hill?                  11 MS HILL: Thank you, chair. Our first witness for today is                  12 Richard Baldwin from the London Borough of                  13 Tower Hamlets. Could Mr Baldwin be sworn or affirmed,                  14 please?</p> <p>15 MR RICHARD BALDWIN (affirmed)                  16 Examination by MS HILL</p> <p>17 MS HILL: Good morning, Mr Baldwin. You're Richard Baldwin;                  18 is that right?</p> <p>19 <b>A. That's correct.</b></p> <p>20 Q. Just give us, please, your current job title,                  21 Mr Baldwin?</p> <p>22 <b>A. I am the divisional director for children's social care                  23 in the London Borough of Tower Hamlets.</b></p> <p>24 Q. Thank you very much. You have provided the inquiry with                  25 a series of witness statements. I am just going to read</p> <p style="text-align: center;">Page 11</p>	<p>1 out the URNs: LBT004214, LBT004286, LBT004287 and                  2 LBT004289 and I think most recently LBT004318. Chair,                  3 with your permission, can I adduce those statements in                  4 full, please?</p> <p>5 Mr Baldwin, are all of those statements true, to the                  6 best of your knowledge and belief?</p> <p>7 <b>A. They are.</b></p> <p>8 Q. Thank you very much. If, at any point, you can't see or                  9 hear me, please let me know. You're very well aware,                  10 I'm sure, that there are restriction orders in place                  11 around identification of the children involved here, so                  12 please take care with your answers, but I know you will                  13 be conscious of that. I have a series of questions for                  14 you that will be based on the topics list you have been                  15 sent. If, at any point, you don't understand the                  16 question or you'd like clarification, please let me                  17 know.</p> <p>18 I'm going to ask you some questions, I think,                  19 running up to our mid-morning break at 11.30 am and then                  20 after the break going up to the lunch adjournment.</p> <p>21 Can I ask you some questions, first of all, please,                  22 about the process within Tower Hamlets for risk                  23 assessment and protection from harm. In particular,                  24 perhaps we can bring up your first witness statement                  25 that deals with this, LBT004214_012, paragraph 43 and</p> <p style="text-align: center;">Page 12</p>

1 onwards. I think if we scroll in on paragraphs 43  
 2 through to 46, that would be helpful. In that witness  
 3 statement, Mr Baldwin, you explain -- perhaps we can  
 4 just scroll in on 43 to start with -- that there is  
 5 a new exploitation risk assessment that has been  
 6 implemented by the London Borough of Tower Hamlets. Can  
 7 you tell us a little bit, please, about when that was  
 8 implemented?  
 9 **A. Yes, we implemented it around about the autumn of last**  
 10 **year.**  
 11 Q. So that's 2019?  
 12 **A. That's correct, yes.**  
 13 Q. Help us understand, please, what was the prompt for  
 14 revising your risk assessment tool?  
 15 **A. One of the key reasons was, clearly, we felt that we**  
 16 **could improve the assessment that we had done. And**  
 17 **I think, as we say in the statement, one of the key**  
 18 **issues here is that we felt that the previous risk**  
 19 **assessment didn't sufficiently account for criminal**  
 20 **exploitation and also that what we wanted -- also wanted**  
 21 **to do within this risk assessment was strengthen the**  
 22 **professional analysis element of this so that it wasn't**  
 23 **just related to scoring, that there were prompts and**  
 24 **there was a kind of -- that it guided professionals to**  
 25 **consider, in a more analytic way, what the risk and the**

Page 13

1 understanding how the CSE team sits within your wider  
 2 structure.  
 3 **A. So, first of all, we do have a specialist child sexual**  
 4 **exploitation team. Given our demographics, given some**  
 5 **of the challenges of an inner city London borough, we**  
 6 **know that exploitation is one of the key challenges that**  
 7 **we face in our community, and because of the prevalence**  
 8 **of this, because of the profile of this within our**  
 9 **borough, we felt that it was important that we had**  
 10 **a specialist, stand-alone team. That's not to say that**  
 11 **the exploitation team holds all of the cases, because**  
 12 **it's not sufficiently big to do that.**  
 13 **So what we try to do is ensure that those cases that**  
 14 **either have -- that are the most complex or where we can**  
 15 **make the biggest impact for children are held within**  
 16 **that team, but some others --**  
 17 Q. Sorry, just to interject, can we bring up on screen,  
 18 please, Danny, to assist Mr Baldwin and the inquiry,  
 19 LBT004214\_014. Can we scroll in, please, on  
 20 paragraphs 48 to 49. Just for clarity, Mr Baldwin, you  
 21 have already explained that the exploitation team  
 22 reviews all risk assessments that are completed which  
 23 are felt to be high, and I think -- is this right? --  
 24 where support is needed or further understanding of  
 25 the risks presenting is required?

Page 15

1 **harm for young children might be.**  
 2 Q. Is this a fair summary as well, Mr Baldwin, that when  
 3 you've described the ability of practitioners to have  
 4 a greater input in the new assessment form, what you  
 5 mean by that, I think, is that there is greater ability  
 6 for the person completing the form to put narrative text  
 7 in to the form. Is that part of it?  
 8 **A. That's absolutely right. It is to use their**  
 9 **professional judgment in a narrative way so that, in**  
 10 **essence, you get a richer and hopefully better and**  
 11 **stronger analysis of the risks and the harm that has**  
 12 **occurred to this young person.**  
 13 Q. Is it right that the previous form didn't permit as much  
 14 of that but was more of a structured form involving  
 15 boxes that were ticked?  
 16 **A. That's correct.**  
 17 Q. Is this right, that the previous form did not record the  
 18 child's age specifically, but simply whether the child  
 19 was under 14; is that correct?  
 20 **A. I think that that's correct, yes. That's right.**  
 21 Q. Help us, then, a little bit, please, with the structure  
 22 of your teams, and in particular there is a question  
 23 I would like to ask you about the way in which the  
 24 exploitation team members are structured and budgeted.  
 25 So, first of all, just help us a little bit with

Page 14

1 **A. That's correct. What I was about to say was that,**  
 2 **clearly, some other cases where we have elements of**  
 3 **exploitation are held within our family support teams.**  
 4 **But what we have developed is that the social workers**  
 5 **within the exploitation team are able to work alongside**  
 6 **those social workers working those other cases so that**  
 7 **they can provide specialist support and expertise to**  
 8 **those social workers.**  
 9 Q. Can you indicate, Mr Baldwin, what the level of budget  
 10 is for that exploitation team?  
 11 **A. The exploitation team has six social workers and two**  
 12 **family support workers, so it's slightly larger than**  
 13 **some of our family support teams.**  
 14 Q. Has it increased or decreased in recent years?  
 15 **A. We have increased the size of that team. In fact, we**  
 16 **increased the size of that team by three social workers**  
 17 **earlier this year.**  
 18 Q. Can we scroll in, please, on paragraphs 49 and 50 of  
 19 that statement. Help us with what the table at  
 20 paragraph 49 shows us, Mr Baldwin?  
 21 **A. What this table does is show you the percentage of risk**  
 22 **assessments that were reviewed within -- what we try to**  
 23 **do is regularly review our risk assessments, and this**  
 24 **shows you the percentage of risk assessments that were**  
 25 **reviewed across a 12-month period from June 2018 right**

Page 16

1 **through to March 2019.**  
 2 Q. I think, is this right, forgive me, my reading of  
 3 the table was that the children's social care has  
 4 a target of completing between 90 and 95 per cent of  
 5 the assessments within three months, and then the table  
 6 says the percentage of risk assessments reviewed within  
 7 three months. So just looking across the figures that  
 8 run from June 2018 to March 2019, we see an overall  
 9 increase from 55.6 per cent in June 2018 to  
 10 73.8 per cent in March 2019, with some higher figures  
 11 achieved at different points in 2018. But what is that  
 12 percentage showing? Is that the completion of  
 13 assessments or the review of them within three months?  
 14 **A. That's showing the completion of those assessments, and**  
 15 **just to put some context around that, we started -- or**  
 16 **we formed the exploitation team in April 2018. So what**  
 17 **this shows you is that journey of embedding this**  
 18 **specialist team within our structure and improving and**  
 19 **strengthening that practice as we go forward.**  
 20 Q. Just so we can understand the process a little bit more,  
 21 the timeline of three months runs from when -- it  
 22 refers -- is it run from when the child's case is first  
 23 referred to the CSE team? Is that right?  
 24 **A. That's correct, yes.**  
 25 Q. Can I move on within your witness statement, please,

Page 17

1 that, in addition, the exploitation team has an analyst  
 2 who was due to start in November last year to support  
 3 this sort of work. Is that right?  
 4 **A. That's absolutely right. I can confirm that the analyst**  
 5 **did start in November of last year as well.**  
 6 Q. If we can scroll in, please, on the table -- I don't  
 7 know if we can look at 86 and over the page, that table,  
 8 somehow together, but this dataset gives us some  
 9 understanding, does it, of the number of looked-after  
 10 children by gender, so it gives us some breakdown by  
 11 female and male, and then, if I have understood it  
 12 correctly, it divides up the total between those where  
 13 the concerns were found to be unsubstantiated and then  
 14 the concerns where there was then a child protection  
 15 strategy meeting with a red, amber or green RAG rating.  
 16 Perhaps you can translate that a little bit for us,  
 17 Mr Baldwin? We've not (overspeaking) to that detail.  
 18 **A. Yes, most certainly. So, clearly, the RAG rating is**  
 19 **a mechanism to assist in the prioritisation of risk and**  
 20 **harm. It assists us in our daily meetings, in terms of**  
 21 **working out which cases or which young people needed to**  
 22 **be seen, what actions needed to be taken on a daily and**  
 23 **then a weekly and a monthly basis, and, clearly, the**  
 24 **work of the analyst also assists in not only kind of**  
 25 **identifying some of the trends and some of the impact of**

Page 19

1 just to perhaps ask you to summarise -- I'm not sure we  
 2 need to go into any detail. But just help us with what  
 3 you explain in the remaining part of this section of  
 4 your witness statement about the additions that have  
 5 been made to the team in terms of how many CSE  
 6 coordinators have been added in recent years?  
 7 **A. As I just said, what we chose to do earlier this year is**  
 8 **add three social work posts to this team. So those**  
 9 **social workers now case hold, and they case hold, as**  
 10 **I said earlier, some of the most complex CSE cases that**  
 11 **we have. Those three workers were workers that had**  
 12 **already shown an interest and a level of skill and**  
 13 **knowledge in relation to CSE.**  
 14 **We felt it was important that we strengthened the**  
 15 **team in that way, in order to make sure that those more**  
 16 **complex, those more challenging, cases received the**  
 17 **level of social work support that was required.**  
 18 **Alongside that, as I say, we continue to offer support**  
 19 **to other teams that hold less complex cases, providing**  
 20 **that specialist knowledge and working alongside them.**  
 21 Q. If we can pull up LBT0004214\_025, paragraphs 85 to 86.  
 22 You were asked to address the question of what trend  
 23 analysis is done, including around children placed in  
 24 and out of borough, and those who had had completed risk  
 25 assessments and so on. I think you have explained at 86

Page 18

1 **the work that we have, but also assists with our daily**  
 2 **meetings in sharing intelligence with our police**  
 3 **colleagues, sharing that information, and assisting us**  
 4 **in making some plans to work with these young people to**  
 5 **tackle perpetrators.**  
 6 Q. Just to give a very broad figure for the panel, if we  
 7 add the number of male children for whom a child  
 8 protection strategy meeting was convened, that's 105 --  
 9 forgive me, the number of female children is 105, the  
 10 number of male children is 20. That is a snapshot, is  
 11 it, of the figures across those two years?  
 12 **A. It is, yes.**  
 13 Q. I think, just scrolling down, please, within that  
 14 witness statement, Danny, to paragraph 90, running over  
 15 the page to internal page 27, you have given, again,  
 16 some broad context for the panel, there were a total of  
 17 240 CSE assessments completed between June 2017  
 18 and March 2018, based on a count of 142 children. Is  
 19 that right?  
 20 **A. That's right, yes.**  
 21 Q. Just scroll in, please, Danny, on paragraph 89. You say  
 22 there, Mr Baldwin:  
 23 "There is no evidence to suggest that currently any  
 24 of the young people open through the pan-London Sexual  
 25 Exploitation Protocol ..."

Page 20

<p>1 So I think that's the multi-agency to which you 2 work: 3 "... are part of organised networks." 4 <b>A. That's right. But just because we haven't seen it 5 doesn't mean to say it's not there, and, clearly, we 6 need to remain very open and alive to the fact that 7 organised networks are, you know, an element of 8 exploitation.</b> 9 Q. When you were giving your evidence there at 10 paragraph 89, Mr Baldwin, what approach to organised 11 networks were you using or what definition were you 12 having in mind? 13 <b>A. We work to the police definition of organised networks, 14 which I understand is slightly different from the 15 definition that the inquiry has adopted.</b> 16 Q. Applying the broader definition that the inquiry has 17 been using, is it much more likely that there are, in 18 fact, cases within Tower Hamlets that, therefore, do 19 involve child sexual exploitation by organised networks? 20 <b>A. As I say, we have to continue to be absolutely alive to 21 that, and I'd like to think that we do that. This is 22 something that we keep on our radar through our daily 23 meetings and our audits and our continuing case 24 discussions.</b> 25 Q. To what extent do you think the local authority is</p> <p style="text-align: center;">Page 21</p>	<p>1 cognisant of the inquiry's definition applying, for 2 example, to groups of people contacting a child on 3 social media that may not be involved in organised 4 criminal activity but may nevertheless be an organised 5 network within the inquiry's definition? 6 <b>A. My view is that we remain very cognisant of that, and 7 clearly the role of social media in exploitation is 8 significant, and certainly, when I see cases, when 9 I have those case discussions with my staff, the issue 10 of social media and the impact of social media is 11 a common feature.</b> 12 Q. We can take that document down, Danny. Just a couple of 13 points about your system and process, if I may, and 14 please do tell me if I'm explaining this incorrectly. 15 My understanding is that there was a change in May 2019 16 to how the MACE teams ran. There were missing CSE and 17 co-offending panels which all ran separately prior to 18 then. Those meetings have now been amalgamated in the 19 multi-agency risk panel -- I think MARP is your 20 abbreviation -- and cases can be referred directly into 21 that panel by children's social care. Is that correct? 22 <b>A. That's correct. Just to explain, we took that decision 23 to amalgamate some of those meetings because I think 24 what we were finding was those individual meetings were 25 often referencing the same children in a multiplicity of</b></p> <p style="text-align: center;">Page 22</p>
<p>1 ways, and it seemed sensible to us to bring that 2 together, because it was much more joined-up, it allowed 3 for a much more joined-up discussion of all of those 4 different elements of risk. 5 Q. You explain also, for completeness, that the MARP, 6 I think, reports into the vulnerability subgroup of 7 the local safeguarding partnership; is that right? 8 <b>A. That's correct, and I chair that subgroup.</b> 9 Q. You have given some further detail about the new risk 10 assessment tool. I don't think I need to bring that up 11 on screen, but for the note it's at LBT004214_035, 12 paragraphs 129 through to 132. I think it might help 13 just to look briefly at the tool itself, but just 14 a further point on it -- I think you may have already 15 agreed this, Mr Baldwin -- is this right, that part of 16 the risk assessment tool that you now have, part of 17 the reason for its new form, is to ensure that all 18 different aspects of risk, including children missing, 19 exploitation, gangs and serious youth violence, are all 20 completed together? Is that right? 21 <b>A. That's absolutely correct, and we felt that that was one 22 of the strengths of the new risk assessment, that it 23 directs professionals to remain open to criminal 24 exploitation alongside sexual exploitation alongside 25 issues of serious youth violence, alongside making sure</b></p> <p style="text-align: center;">Page 23</p>	<p>1 <b>that the social workers take account of the young 2 person's vulnerability, and any disability. So it was 3 a much more comprehensive document that pushes 4 professionals to answer some very specific, particular 5 aspects of vulnerability.</b> 6 Q. Just before I perhaps bring up the tool itself, can 7 I just ask you a couple more questions about the 8 background to it. Can I bring up, please, 9 INQ005334_001. This was the HMICFRS review 10 from October 2018. I think the review took place over 11 a period of time, in October of that year, as you can 12 see. Just scroll down, please, if we can, to internal 13 pages _005 to _006, because what this report concluded 14 at the foot of page _005 was that the inspectors looked 15 at 303 cases where the police had identified children at 16 risk. They assessed the child protection practice as 17 "good" in 31 per cent of those cases, "requiring 18 improvement" in 42 per cent, and "inadequate" in 83, or 19 27 per cent, of those cases. 20 To what extent had that been considered by the local 21 authority and contributed to the change in the risk 22 assessment tool, or had it not? 23 <b>A. This was part of our consideration, as was a number of 24 other documents, and, in particular, certainly for 25 myself and my staff, the other key document that we</b></p> <p style="text-align: center;">Page 24</p>

1 **needed to consider was our very own Ofsted inspection of**  
 2 **2017, which was highly critical of the services for**  
 3 **children within Tower Hamlets. So very much a part of**  
 4 **our improvement journey was strengthening our practice**  
 5 **and improving and tightening up our ability to assess**  
 6 **risk and harm for young people.**  
 7 Q. I don't need to bring it up, I don't think, but you're  
 8 referring to the Ofsted report. I think this is the one  
 9 from April 2017. For the note, it's LBT004216\_009.  
 10 That made, I think, 15 recommendations to the local  
 11 authority, one of which was -- I will just read this one  
 12 out, paragraph 4 -- "Improve the quality of assessments  
 13 and plans for children to ensure that purposeful work  
 14 takes place to prevent drift and to protect children in  
 15 need of help and protection and children in care".  
 16 Also recommendation 5:  
 17 "To ensure that IROs and child protection chairs  
 18 provide sufficient challenge to plans."  
 19 Is it those observations about your risk assessment  
 20 processes that you are talking about?  
 21 **A. It is, yes.**  
 22 Q. Can I bring up, please, then, the new risk assessment  
 23 tool. It is LBT004218. The panel can just perhaps  
 24 scroll through this tool. There is narrative on the  
 25 front page. It says under the heading "Who completes it

Page 25

1 prompts the person completing it to look at whether or  
 2 not this child fits in any of those categories, and  
 3 then, is it correct that in the box where it says  
 4 "Assessor reflections", there is then scope there for  
 5 professional narrative?  
 6 **A. That's absolutely correct. As I said earlier, that was**  
 7 **one of the -- we felt one of the important areas to**  
 8 **strengthen within our risk assessment process, that we**  
 9 **needed a stronger kind of representation of that**  
 10 **professional judgment, that assessor reflection, and, as**  
 11 **you point out, hopefully what we have done is also**  
 12 **provide the professional with some prompts around what**  
 13 **they need to consider within that professional analysis.**  
 14 Q. A discrete question, please, about some referrals from  
 15 the police into your service. Can I bring up  
 16 LBT004289\_003, paragraph 9, please, Danny. You mention  
 17 here that there is a process by which the police,  
 18 I think, can refer concerns under a Form 87A. Have  
 19 I got that right?  
 20 **A. That's correct, yes.**  
 21 Q. Forgive me, is that referrals to or from the police?  
 22 Have I got that wrong?  
 23 **A. That's from the police.**  
 24 Q. I thought so. They are referrals that are then sent to  
 25 the police child abuse investigation team. I think

Page 27

1 and when?":  
 2 "This is not a screening tool ... it is designed to  
 3 measure the level of risk once the screening tool has  
 4 been completed ... should be carried out on all children  
 5 who have been referred to children's social care showing  
 6 indicators of exploitation ...", and the other matters  
 7 put there:  
 8 "It should be completed, where possible, in  
 9 discussion with the young person."  
 10 It gives guidance on how to complete it, I think  
 11 broadly with some scoring and then some narrative. Is  
 12 that a fairly brief summary of how it operates?  
 13 **A. That's absolutely correct.**  
 14 Q. The chair and panel, perhaps, if we just look on  
 15 internal page 3, can see that after the section where  
 16 the young person's information is completed, and there  
 17 is a specific point now for both date of birth and age,  
 18 if we just scroll in on the "Summary of scores" heading  
 19 here, Danny, this list, Mr Baldwin, reflects, does it  
 20 not, the topics that then follow within the assessment  
 21 itself?  
 22 **A. That's correct.**  
 23 Q. There are then discrete sections where, for example,  
 24 just to give one, and perhaps we can go down to internal  
 25 page 4 and look at the "Episodes of missing", the form

Page 26

1 across all London boroughs it is the same form; is that  
 2 right?  
 3 **A. That's correct. It is a pan-London mechanism for**  
 4 **referrals.**  
 5 Q. I think you were explaining there there is a new system  
 6 by which they are now also copied to the exploitation  
 7 team; is that correct?  
 8 **A. That's correct, yes.**  
 9 Q. I'm not sure we need to go into detail, but you explain  
 10 further at paragraphs 10 through to 13 of your witness  
 11 statement that your analyst on the exploitation team is  
 12 now cognisant of the new police problem profile  
 13 from January of this year, which we will ask the police  
 14 witness some questions about this afternoon; but the  
 15 analyst also is doing work now, is this right, on trends  
 16 within those 87A referrals?  
 17 **A. That's absolutely right. I mean, not only that, but,**  
 18 **you know, the 87As and the daily briefings that we have**  
 19 **each morning with the police also allow us to share**  
 20 **intelligence in relation to anything that might be of**  
 21 **concern across the borough, ie, you know, information**  
 22 **about children being taken to a local hotel or an**  
 23 **address, and so on and so forth, that we can then share**  
 24 **and actively plan as to how we want to take action on**  
 25 **those.**

Page 28

<p>1 Q. Internal page 10 of that statement, please, so                  2 LBT004289_010, paragraphs 32 to 33 and paragraph 34 on                  3 the next page. You explain there, Mr Baldwin, there                  4 have been improvements to the way in which CSE data is                  5 collected, and you give some more updated figures at                  6 paragraph 34, that between April 2018 and August 2019,                  7 there were 763 assessments completed in respect of                  8 421 children. Is that correct?                  9 <b>A. That's correct. I think what this demonstrates is, as                  10 I say, the team was only set up in April 2018. What                  11 this shows is that we continue to kind of develop and                  12 strengthen our systems and make them more and more                  13 sophisticated so we continue to kind of meet the                  14 ever-changing need of -- the ever-changing nature of                  15 exploitation, so that we remain, hopefully, on top of                  16 trends, on top of new developments and new risks that                  17 present themselves to our young people.</b>                  18 Q. At paragraphs 35 to 41, you give some further evidence                  19 about the use of intelligence, and some evidence about                  20 the categorisation of cases, or children's cases, as                  21 being levels 1, 2 or 3. Help us with how that                  22 categorisation operates, please?                  23 <b>A. Again, it is another way of prioritising risk. It is                  24 clearly done alongside our colleagues in the police.</b>                  25 Q. You explain, I think, at 37, that the process for making</p> <p style="text-align: center;">Page 29</p>	<p>1 CSE referrals within the Met Police is somewhat                  2 complicated:                  3 "... only the cases that are level 1 ... are part of                  4 the exploitation team."                  5 Help us understand what that means?                  6 <b>A. Again, I think what this means is -- it refers back to                  7 some of the explanations I was making earlier. One of                  8 the reasons we brought those additional three staff into                  9 the team was that we wanted some of our most experienced                  10 workers, our workers that had that knowledge and                  11 background in exploitation, to be able to hold some of                  12 those more complex cases, those level 1 cases, which is                  13 what we did. Again, as I was explaining earlier, some                  14 of those cases that sit primarily at level 2 or at 3 are                  15 probably held across the wider structure of family                  16 support and child protection teams across my service.</b>                  17 Q. At paragraphs 39 to 40, you give some statistics that,                  18 as of May 2019, there were 12 level 1 cases and one                  19 level 2 and 3 case open to the SET centralised Met team.                  20 Is that the police team?                  21 <b>A. That's right.</b>                  22 Q. There are certainly you say, at the time of this                  23 statement, seven level 1 CSE cases open to the                  24 exploitation team, and that means the team within the                  25 council; is that right?</p> <p style="text-align: center;">Page 30</p>
<p>1 <b>A. That's correct. That's absolutely correct.</b>                  2 Q. That was from early 2019?                  3 <b>A. That's right. And clearly we have moved it on, as                  4 I have explained, from there.</b>                  5 Q. Is there anything in particular about your evidence that                  6 you have given at paragraphs 42 to 43 about the flagging                  7 system that you would like to draw out for the chair and                  8 panel?                  9 <b>A. This is a good point just to, I think, kind of highlight                  10 the work that we do within our daily briefings, and,                  11 clearly, I think what those daily briefings do is, in                  12 effect, operate that -- you know, they take the role of                  13 a flagging system. It allows all of the professionals                  14 that are in on that call or on that meeting to be able                  15 to flag cases that have either come in overnight or                  16 where we have had new intelligence arrive in the office                  17 or from police colleagues so that we can then flag or                  18 prioritise those young people or those actions that we                  19 need to take on that day or later that week in order to                  20 address levels of harm or risk.</b>                  21 Q. Finally, please, in this statement, can we go to                  22 internal pages _024 to _025 and scroll in on                  23 paragraphs 86 to 91. You give some further information                  24 there, Mr Baldwin, about the MARP and you describe how,                  25 in paragraph 88, from May 2019 to January 2020 there</p> <p style="text-align: center;">Page 31</p>	<p>1 have been seven MARP meetings and there have been eight                  2 CSE cases discussed at these meetings. You talk                  3 a little bit about the top 20 in paragraph 89. Tell us                  4 a little bit about that, please?                  5 <b>A. What we do is make sure our top 20 at-risk young people                  6 are reviewed and discussed at those MARP meetings. It                  7 is a way, again, of making sure that we feel that we can                  8 review actions, we can make sure that the progress is                  9 being made, assess the levels of risk: has it gone up,                  10 has it gone down, have the interventions been                  11 successful? If they haven't, what do we need to change?                  12 Do we need to kind of make changes to safety plans?                  13 It's a way of checking that we are on top of those                  14 most at risk young people.</b>                  15 Equally, you know, are there other young people that                  16 now need to be added to that list? Are there young                  17 people that were previously on that list where we feel                  18 that risk has decreased and can come off of that list?                  19 As I say, it is a way of staying in touch, sharing                  20 information and making sure that those children most at                  21 risk receive that priority input.                  22 Q. Is this broadly the way it works, that the 20 children                  23 are discussed in quite brief form, but then sometimes                  24 some of those children are discussed in more detail, and                  25 that's how we understand that there were eight CSE cases</p> <p style="text-align: center;">Page 32</p>



1 discussed. There were eight discussed in more detail.  
 2 Is that right?  
 3 **A. That's absolutely right. I think it is also important**  
 4 **to say at this point that, within our continuous**  
 5 **improvement board, which takes a much broader position**  
 6 **in relation to the overall quality of practice within**  
 7 **Tower Hamlets and our broader improvement journey, we**  
 8 **make sure that, at least on two occasions each year, the**  
 9 **top 20 CSE children are taken and discussed and reviewed**  
 10 **at that improvement board. That is chaired by my boss,**  
 11 **the corporate director, the leading member for young**  
 12 **people within the borough sits on that board as well so**  
 13 **we have that corporate ownership and oversight of those**  
 14 **young people.**  
 15 Q. I think paragraph 96 at the foot of \_026 and over to  
 16 \_027, you refer to the fact that this board, the  
 17 improvement board, in April 2019 involved a manager  
 18 raising a concern that a number of children experiencing  
 19 child sexual exploitation were not being identified.  
 20 Tell us a little bit, please, about that evidence  
 21 from April of last year?  
 22 **A. I think what that illustrates to me is that, quite**  
 23 **rightly, the improvement board is doing its job in**  
 24 **challenging practice. It is allowing us, as**  
 25 **professionals, to have an open conversation about what**

Page 33

1 **Again, as I said, the change of bringing in those**  
 2 **additional workers into the team is a response to that**  
 3 **so that, you know, we have got those high-risk cases and**  
 4 **they are held and worked, actively worked, by social**  
 5 **workers that have the skills and the knowledge to do so.**  
 6 Q. Just finally, perhaps, out of this statement, you have  
 7 talked about the work that the analyst is doing already.  
 8 Is there anything else that you would like to describe,  
 9 if I can just scroll in, perhaps, please, on the risk  
 10 screening tool section of your evidence at paragraph 103  
 11 on page \_028, please, Mr Baldwin. Just to make sure we  
 12 have understood this correctly, at 103 -- perhaps we can  
 13 hold that up on the screen, it runs over to page 29 --  
 14 you describe, as you have already said, in March 2019  
 15 a decision was taken that the existing single CSE risk  
 16 assessment tool should be updated, and, if I have  
 17 understood it correctly, separately, the screening tool  
 18 has also now been updated and launched in March of this  
 19 year, after some delay, so there is an update on that  
 20 side of the documentation as well. Is that correct?  
 21 **A. That's correct, and thank you for taking me to this,**  
 22 **because I think the development of the screening tool**  
 23 **has also been a really significant addition to the way**  
 24 **that we are trying to tackle exploitation within the**  
 25 **borough.**

Page 35

1 **we are doing and how successful we are. I think the**  
 2 **second point is obviously the changes that we made**  
 3 **earlier this year in relation to strengthening the role**  
 4 **of the exploitation team were as a result of some of**  
 5 **those challenges. I think what we realised was that,**  
 6 **actually, we needed a case-holding element to the**  
 7 **exploitation team, we needed to make sure, as part of**  
 8 **our continuing kind of journey and improvement, that**  
 9 **that focus, that relentless focus, on CSE needed to be**  
 10 **held within the exploitation team, so that they got --**  
 11 **those young people got the service they needed.**  
 12 Q. You indicate at 97 -- perhaps we can scroll in on that  
 13 paragraph, Danny -- that there is a continuing  
 14 challenge, I think you say, of "how best to ensure we  
 15 have oversight of all CSE cases. The only cases that  
 16 are referred into the exploitation team are the most  
 17 'high risk' cases ..."  
 18 Do you want to develop that part of your evidence  
 19 a little bit, please?  
 20 **A. Most certainly. I think the first thing is that we**  
 21 **remain very aware that this is an ongoing kind of area**  
 22 **of work. We can never be complacent in terms of whether**  
 23 **we feel that we have CSE cracked in our borough. We**  
 24 **clearly don't. It has to remain a continuing --**  
 25 **a process of continual review and improvement.**

Page 34

1 **We were very aware that the risk tool was something**  
 2 **that social workers filled out, that it was**  
 3 **a professional tool. What we wanted to develop was**  
 4 **a tool and a toolkit for partners that were out in the**  
 5 **community that could use the screening tool to screen**  
 6 **emerging risk or risk that was beginning to be picked up**  
 7 **or harm that was being picked up, and as a tool that**  
 8 **would enable them to work out whether a referral in or**  
 9 **a discussion with the exploitation team or with our MASH**  
 10 **team would be a helpful one to have. It was something**  
 11 **that clearly partners had been wanting for some time.**  
 12 **So I think it's been a really -- you know, it**  
 13 **potentially gives us -- allows us to strengthen our**  
 14 **practice considerably, and it also encourages that**  
 15 **dialogue between partners to identify harm and risk much**  
 16 **earlier.**  
 17 Q. Can we just scroll in, please, on \_107 and bring up \_107  
 18 to \_109 on screen. I think, again, you indicate that  
 19 the screening tool now gives specific prompts to  
 20 challenge the professional completing the form to  
 21 consider specific elements of risk and concern and tries  
 22 to tease out CSE and other risks when the presenting  
 23 behaviours are less obvious. Is that right?  
 24 **A. That's absolutely correct.**  
 25 Q. There's been some training, I think, done on that that

Page 36

1 you set out at paragraph 109. Is that correct?

2 **A. That's correct. We have used the exploitation subgroup**

3 **which we referred to earlier, which is the subgroup of**

4 **the Safeguarding Children's Board, as a way of promoting**

5 **this, as a way of making sure that our community**

6 **leaders, our schools, our further education colleges,**

7 **have been aware of the launch of the screening tool as**

8 **well.**

9 Q. I think, just to bring this evidence right up to date,

10 in your most recent statement you have provided --

11 I think it says "August 2019", but I think it

12 is August 2020. Your most recent statement talks about

13 the launch of the new screening tool. Can I bring up,

14 please, LBT004318\_005, paragraph 16, which talks about

15 the launch of this and that to some degree, because of

16 the nature of the pandemic lockdown, there has been

17 a slower start to the use of this tool than you had

18 otherwise envisaged. This is at paragraph 16. Is that

19 right?

20 **A. That's right. Clearly, you know, the pandemic,**

21 **certainly in the initial months of the spring and early**

22 **summer, really did kind of ensure that, kind of, not**

23 **only our attention but the attention of others needed to**

24 **go elsewhere. But I think we are back on course with**

25 **that. Certainly the recent meetings that we have had of**

Page 37

1 **information in there that we can share with police**

2 **colleagues at the daily meetings. So it becomes**

3 **something, you know, that provides a richness of**

4 **information for us.**

5 Q. A few other points, just before we have our break, just

6 for completeness. I think we asked you to consider some

7 evidence from the NSPCC, in particular -- I will adduce

8 the reference, we don't need to bring it up --

9 NSP000169\_014, paragraphs 72 to 73 of the statement of

10 Mr Mannion, who I think is describing there a series of

11 recommendations for improvements in practice in

12 Tower Hamlets that took place I think -- is it back in

13 2016?

14 **A. I mean, I think what Mr Mannion is referring to is**

15 **clearly, and I referenced it already this morning, that,**

16 **you know, from that time onwards, Tower Hamlets has**

17 **needed to be on a journey of drastically improving its**

18 **practice, and that's what we continue to do.**

19 Q. For completeness, I think there's further evidence about

20 that at NSP000168, paragraphs 13 to 14.

21 You have, I think, also been asked to look at some

22 of the evidence from the Children's Society. Is it

23 perhaps better to deal with that under the Return Home

24 Interviews topic, or is there anything about what

25 Mr Thomas says in his witness statement at INQ005080 on

Page 39

1 **the subgroup have spoken about the rollout of**

2 **the screening tool, making sure that we have got some**

3 **initial feedback from partners on how it's being used,**

4 **and that feedback remains positive. People have**

5 **welcomed the tool.**

6 Q. You've explained that there are some remote training

7 sessions, I think, planned for this month and next

8 month, so that they can become embedded as partners,

9 begin undertaking face-to-face visits and schools

10 re-open. Is that right?

11 **A. That's absolutely correct.**

12 Q. You explain, for completeness, at the end of

13 paragraph 18, that Tower Hamlets agencies will be asked

14 to forward all completed tools, including those that are

15 not assessed as high risk, where consent is obtained

16 from the young person, to the exploitation team to

17 ensure oversight of all children. You hope this will

18 give you an understanding of the trajectory of risk and

19 improve your ability to map risk across peer groups. Is

20 that right?

21 **A. That's right. I mean, we feel that the screening tool**

22 **not only provides information about that particular**

23 **child, but it may also assist us in that information**

24 **intelligence-gathering process that we can map, we can**

25 **use, we can pass that data to the analyst. There may be**

Page 38

1 risk assessment that you want to respond to now?

2 **A. No, I don't think so.**

3 Q. Finally on this topic, please, you may or may not have

4 heard some of the evidence from last week, Mr Baldwin,

5 but some of the evidence that was given on Day 2 by the

6 two academics who gave evidence was around the question

7 of whether or not conversations around harm rather than

8 risk are more appropriate in terms of what is still

9 being called as the risk assessment process. Do you

10 have a view on that?

11 **A. Yes. I mean, I have seen that discussion, and I thought**

12 **it was a really helpful one, and I think it prompts**

13 **a very healthy kind of conversation across**

14 **professionals. I would certainly agree that the element**

15 **and the concept of harm -- and I think Dr Hallett and**

16 **Dr Beckett kind of challenged professionals that,**

17 **actually, when children have been exploited, actually,**

18 **it is helpful to talk about harm because harm clearly**

19 **has occurred -- is absolutely the right one.**

20 **What I would also say is that that's not to negate**

21 **the concept of risk either, and, actually, I think, you**

22 **know, the best position and the most holistic position**

23 **is where a professional can hold both the concept of**

24 **harm and the concept of risk together, and I think**

25 **particularly in terms of future risk, because, clearly,**

Page 40

1 a risk assessment document or a harm assessment  
2 document, if we want to call it that, also has to -- it  
3 has to look backwards at what we do in relation to the  
4 harm that has occurred, but it also has to look forward  
5 in terms of how we kind of prevent and reduce risk in  
6 the future and stop further harm occurring.  
7 So I think, in essence, I'm saying I think we have  
8 to hold both concepts in equal weight.  
9 MS HILL: Thank you, Mr Baldwin. Chair, that's an  
10 appropriate moment, completing the generic evidence, if  
11 I can call it that, on this topic, perhaps, to take our  
12 mid-morning break.  
13 THE CHAIR: Yes. We will do that and return just after  
14 11.45 am. Thank you very much.  
15 (11.33 am)  
16 (A short break)  
17 (11.46 am)  
18 MS HILL: Mr Baldwin, I would like to move on to ask you  
19 some questions, please, about Return Home Interviews.  
20 Can I bring up LBT004214\_010-12, where you deal with  
21 this issue. Paragraphs 37 to 40 of this witness  
22 statement, please. Give us, please, an overview of what  
23 you say at paragraphs 37 and 40 of this witness  
24 statement about what the process is in place for Return  
25 Home Interviews in Tower Hamlets.

Page 41

1 a number of Return Home Interviews or, sorry, a number  
2 of episodes.  
3 Q. If we look at the figures, in 2017 to 2018, there were  
4 1,092 episodes and only 269 interviews. Again, in 2018,  
5 1,662 episodes and 698 interviews. Can you help us with  
6 the disparity between those figures? Because, even if  
7 a child goes missing more than once, should that child  
8 not have a Return Home Interview when they are found on  
9 each of those episodes?  
10 A. I think -- first of all, I think the disparity or the  
11 difference in the figures shows that we are getting  
12 better at doing Return Home Interviews and getting  
13 better at identifying children that need to be  
14 interviewed or have that Return Home Interview. I think  
15 in answer specifically to your question about why there  
16 is that difference between the number of episodes and  
17 the number of Return Home Interviews, it is primarily  
18 because, for a number of our young people, they will go  
19 missing, they will come back and they will go off again  
20 before you can get out to see them. So it may be that  
21 the Return Home Interview has to cover a number of  
22 different return-home episodes.  
23 I think the other thing that is important to say is  
24 that undertaking the Return Home Interview is entirely  
25 dependent on whether the young person agrees to agree to

Page 43

1 A. I think the key things to say here are, as we say at  
2 paragraph 37, all of our Return Home Interviews are  
3 screened by a missing coordinator when they come in.  
4 They are considered at our daily morning meeting with  
5 our colleagues from the police. I think the important  
6 bit is that we -- now that we have our analyst in place,  
7 we are able to use that information, that intelligence,  
8 that is brought by the Return Home Interviews to feed  
9 into building that local picture of activity, of people  
10 of concern, young people that we might be worried about.  
11 I think, finally, the other thing to say about our  
12 Return Home Interviews is we use the expertise from the  
13 Children's Society to undertake the Return Home  
14 Interviews for our children in care.  
15 Q. Can you scroll in, please, Danny, on paragraph 40 in the  
16 table that is given there. This indicates, I think,  
17 does it, the relationship between the number of missing  
18 episodes and the number of RHIs completed for children  
19 looked after in borough or out of borough in both 2017  
20 to 2018 and 2018 to 2019; is that right?  
21 A. That's correct. Obviously I think the important thing  
22 to say here is that there is a difference between the  
23 number of episodes and the number of young people. That  
24 is because a number of our young people will go missing  
25 on numerous occasions, so one person may account for

Page 42

1 that interview. If they don't, then it is very  
2 difficult to do that.  
3 Q. Would you agree, though, that the gap between 269 and  
4 1,092 in 2017 to 2018 is a concern?  
5 A. It is, and, as I have said before, that is part of the  
6 journey that we have been on in terms of improving the  
7 quality of practice, and, of course, the figure for  
8 2017/18 would have predated the setting up of  
9 the exploitation team.  
10 Q. Is this right, that even for 2018 to 2019, the figure of  
11 698 against 1,162 is still less than 50 per cent? Is  
12 that right?  
13 A. It is. But I go back to the two points that I think are  
14 really important here, that, firstly, the young person  
15 has to agree to undertaking that Return Home Interview,  
16 and what we know is, a lot of those young people, they  
17 are hard to reach. They are young people that have  
18 often been let down by adults, that are very -- possibly  
19 very frightened and very scared of adults and,  
20 therefore, getting their agreement is something that is  
21 always difficult to do.  
22 Q. You have been asked to comment on the witness evidence  
23 from Gary Thomas of the Children's Society where in his  
24 witness statement he's set out a series of issues, if  
25 you like, with the RHI process. I don't know if we

Page 44

<p>1 should just bring that up briefly, please, INQ005080.</p> <p>2 First of all, just explain to the chair and panel what</p> <p>3 the role of the Children's Society is in this part of</p> <p>4 your work?</p> <p>5 <b>A. Most certainly. So what we have is a contract with the</b></p> <p>6 <b>Children's Society so we, in effect, commissioned out</b></p> <p>7 <b>the undertaking of Return Home Interviews, for our</b></p> <p>8 <b>looked-after children only, to the Children's Society.</b></p> <p>9 Q. Scroll in on internal page 2, paragraphs 6 to 11,</p> <p>10 please. I think Mr Thomas's evidence here is broadly</p> <p>11 summarised by giving figures for the number of RHIs</p> <p>12 completed. It talks about how the responses around</p> <p>13 missing children by the local authority and the police</p> <p>14 have improved and describes the quarterly contact</p> <p>15 meetings. He says in paragraph 11:</p> <p>16 "Within 2018, there was a greater focus on the</p> <p>17 timeliness of our RHIs rather than what they were</p> <p>18 actually telling the local authority or why the RHIs</p> <p>19 were out of the 72-hour window."</p> <p>20 Pausing there, the 72-hour window reflects, does it,</p> <p>21 the commissioning of the Children's Society to complete</p> <p>22 RHIs within 72 hours of the child being returned to</p> <p>23 placement?</p> <p>24 <b>A. That's correct. That's a national standard. I think</b></p> <p>25 <b>there is a sense in -- obviously, what professionals</b></p> <p style="text-align: center;">Page 45</p>	<p>1 <b>want to do, at that point, is to get that fresh</b></p> <p>2 <b>information to check with that young person that they</b></p> <p>3 <b>are okay, and ensure that there is some assurance that</b></p> <p>4 <b>they're okay. Also, I think there's also an element of</b></p> <p>5 <b>making sure, if there is any information or intelligence</b></p> <p>6 <b>that that young person has about where they have been or</b></p> <p>7 <b>who they have been with, that we can act on that</b></p> <p>8 <b>quickly.</b></p> <p>9 Q. The point being made by Mr Thomas at paragraph 11 is, in</p> <p>10 2018, there seemed to be more of a focus on whether or</p> <p>11 not the RHI had been completed in time, rather than what</p> <p>12 it was actually telling the local authority, so the</p> <p>13 information gathered during the RHI, and why the RHI was</p> <p>14 being conducted late. Do you understand the point</p> <p>15 that's being made and do you want to respond to it?</p> <p>16 <b>A. I absolutely understand the point. What I would say is</b></p> <p>17 <b>obviously -- I think it's the paragraph above, he also</b></p> <p>18 <b>comments on the improving quality of the relationship</b></p> <p>19 <b>and the journey that we have been on.</b></p> <p>20 <b>I think I would also add that, clearly, when Ofsted</b></p> <p>21 <b>undertook their inspection in Tower Hamlets in June of</b></p> <p>22 <b>last year, they also commented positively around the</b></p> <p>23 <b>work that we do around Return Home Interviews.</b></p> <p>24 <b>So my sense, as the director, is that we are moving</b></p> <p>25 <b>forward in this. We know that there was a problem with</b></p> <p style="text-align: center;">Page 46</p>
<p>1 <b>this and we have sought to address it and strengthen it.</b></p> <p>2 <b>That's not to say that we can't continue to improve it,</b></p> <p>3 <b>but we have certainly moved it forward.</b></p> <p>4 Q. The Ofsted report is LBT004243_005, paragraph 15. It</p> <p>5 does comment -- this is the Ofsted report from June of</p> <p>6 last year -- that arrangements for the completion of</p> <p>7 RHIs have been streamlined and are effective. The</p> <p>8 quality of RHIs has improved and it makes some other</p> <p>9 positive comments. I think that is correct.</p> <p>10 I think it is also just right that you, if you don't</p> <p>11 mind, respond to the further points Mr Thomas has made</p> <p>12 at paragraph 38 of his witness statement on</p> <p>13 INQ005080_007. There were particular comments made</p> <p>14 there about how, in their report dating back</p> <p>15 to September 2018, the Children's Society had</p> <p>16 highlighted limited responses from police and social</p> <p>17 care in relation to unaccompanied asylum seekers and</p> <p>18 their missing episodes. Do you want to respond to that</p> <p>19 part of the evidence, please?</p> <p>20 <b>A. Yes. I think it's important, and, again, what we must</b></p> <p>21 <b>bear in mind is that this was very early on in our</b></p> <p>22 <b>journey of the -- of having set up the exploitation team</b></p> <p>23 <b>in the April of that year. This is very much part of</b></p> <p>24 <b>the challenge of strengthening and seeing kind of</b></p> <p>25 <b>the journey that we have been on in strengthening our</b></p> <p style="text-align: center;">Page 47</p>	<p>1 <b>practice in relation to Return Home Interviews, and that</b></p> <p>2 <b>wider improvement.</b></p> <p>3 <b>We accept the challenge of the Children's Society,</b></p> <p>4 <b>we welcome it, we have continued to work with them.</b></p> <p>5 <b>I think we continue to have a helpful conversation with</b></p> <p>6 <b>them and an ongoing conversation with them about the</b></p> <p>7 <b>overall quality of these visits.</b></p> <p>8 Q. Scroll in, please, on paragraph 41, where the point was</p> <p>9 made by Mr Thomas that through the services they offer,</p> <p>10 they have seen young people going missing and being</p> <p>11 exploited through the transition age. However the</p> <p>12 planning is not streamlined. I think what's being</p> <p>13 described there is the processes in place around older</p> <p>14 children. So help us with how -- what do you understand</p> <p>15 the criticism is and how would you like to respond?</p> <p>16 <b>A. The criticism is right, in the sense that, at any point</b></p> <p>17 <b>of transition is potentially a point where young people</b></p> <p>18 <b>can get lost or plans do not kind of -- are not properly</b></p> <p>19 <b>handed on. So I think certainly it is absolutely right</b></p> <p>20 <b>that we are aware of transition.</b></p> <p>21 <b>What we have done, in order to address those issues,</b></p> <p>22 <b>is, we now have the high-risk transition panel so</b></p> <p>23 <b>that -- this is a joint meeting that we have with our</b></p> <p>24 <b>colleagues in adult services, where young people that</b></p> <p>25 <b>are approaching the age of 18 or 21, if they're care</b></p> <p style="text-align: center;">Page 48</p>

<p>1 leavers, we have that opportunity to discuss with adult 2 colleagues how a transition plan can be -- there is some 3 continuity in that planning. We make sure that the 4 resources are right, that they're agreed and everyone is 5 on the same page, in terms of what should happen. 6 I think it is right that the Children's Society in 7 particular highlight the position of unaccompanied 8 asylum seekers within that transition. We know that 9 a lot of these young -- the young people that are 10 (inaudible) have -- I'm using a broad definition here, 11 but, you know, are vulnerable to trafficking, have been 12 through some horrendous -- some histories, and may well 13 be suffering from mental health issues because of what 14 they have seen and experienced and may well have 15 post-traumatic stress disorders. 16 So it's absolutely right that that's highlighted as 17 an area that we continue to work on. 18 Q. Finally, can I bring up paragraph 58 at internal page 10 19 of Mr Thomas's witness statement. He describes then, 20 I think, that, as part of the RHI, they explore the 21 young people push-and-pull factors. They consistently 22 reported to Tower Hamlets that the recommendations that 23 they were making were not being followed, which defeated 24 the point in the RHI service, "and young people saw no 25 point in talking to us". I think the recommendations in</p> <p style="text-align: center;">Page 49</p>	<p>1 question were around what the young person had said they 2 wanted to help reduce missing episodes, increase their 3 protection from harm and their positive outcomes. 4 Although he goes on to comment that things have now 5 improved, or this has been picked up by Tower Hamlets, 6 is it right that there was that concern by the 7 Children's Society? 8 A. As I said, we welcomed the challenge. I feel that we 9 have responded well to that challenge. Again, I think 10 one of the things that's also important to make clear is 11 that, once we have had that challenge and we had that 12 statement and we were aware of that statement, what we 13 have also undertaken is a full audit of our Return Home 14 Interviews. 15 The service manager from the team has made it 16 a mission of hers to go through painstakingly all of 17 the Return Home Interviews and only earlier this month 18 we took a report on that audit activity around Return 19 Home Interviews to our improvement board. So we 20 continue to keep an eye on this, and we continue to 21 place this under an area of scrutiny in front of my 22 manager and the leading member and the chair of 23 the Children's Safeguarding Partnership. 24 Q. In fairness, you deal with this in your most recent 25 statement, Mr Baldwin, specifically at LBT004318_008,</p> <p style="text-align: center;">Page 50</p>
<p>1 paragraph 24. That runs through, just for the note, to 2 paragraph 33 and also paragraph 39. 3 Can we scroll in, please, on paragraph 28, which is 4 on internal page 10, Danny. You were quoting here the 5 examples given by TCS, that's the Children's Society, 6 and you have reflected, I think, on the statement that 7 was given. You say the incidents that are described you 8 have found were from 2017 or 2018 but you refer, 9 I think, there to the most recent review coming up 10 to March 2020 and that is the review I think you have 11 just described; is that right? 12 A. It is. I think the only other thing I would want to 13 say, certainly as far as I'm aware, that certainly, in 14 the last 12 months, the Children's Society haven't 15 raised any particular issues in regard to the quality of 16 the Return Home Interviews or the relationship they have 17 and the quality of the practice that they see. We have 18 ensured that the quarterly monitoring visits, or 19 meetings, that we have with them are more thorough in 20 terms of picking up some of these issues around quality 21 assurance. 22 Q. You have also referenced, for completeness, in that 23 document -- scroll in, please, on paragraph 31. I think 24 there was a question over TCS being invited to strategy 25 meetings in respect of missing children. Just tell us</p> <p style="text-align: center;">Page 51</p>	<p>1 briefly what you say about that? 2 A. Again, I think with strategy meetings, it is really 3 important to get a balance between needing to move 4 swiftly and having the right people there. I think, 5 clearly, on some occasions, where you have a strategy 6 discussion or a strategy meeting, because of information 7 that has come to light of a child being at risk, 8 sometimes you have to move really quickly, and it is not 9 always possible to invite all of the people that you 10 would want there. But that's not to say that, you know, 11 that information isn't picked up afterwards or as part 12 of the ongoing section 47 investigation. 13 So I think what we are trying to say here is that 14 there has to be a pragmatic discussion and decisions 15 about who attends those discussions. 16 Q. Finally on this statement -- 17 A. Sorry, just to add, I think that's encapsulated by what 18 we say -- the description is that it's a dynamic 19 approach. 20 Q. Finally on this statement, can we go, please, to 21 internal page 14, paragraph 39, where you respond there 22 to the evidence given by the Children's Society about 23 the decrease in completion of RHIs within a 72-hour 24 period. Can you just summarise what evidence you give 25 there, Mr Baldwin, and the explanation that might be</p> <p style="text-align: center;">Page 52</p>

<p>1 partly responsible for that?</p> <p>2 <b>A. Sorry, just let me read that.</b></p> <p>3 Q. This is from, I think, your most recent witness</p> <p>4 statement.</p> <p>5 <b>A. Yes. I think what we are trying to say here is that,</b></p> <p>6 <b>you know, again, what we see, what we experience, is</b></p> <p>7 <b>that young people, you know, will change their phone</b></p> <p>8 <b>number. It is not always easy to locate, you know,</b></p> <p>9 <b>young people and make that contact with them. I think</b></p> <p>10 <b>it goes back to my earlier point that Return Home</b></p> <p>11 <b>Interviews are a voluntary -- it is a voluntary process,</b></p> <p>12 <b>it is a voluntary way of trying to make contact and have</b></p> <p>13 <b>those discussions with young people.</b></p> <p>14 <b>You know, if they don't want to do that, that is</b></p> <p>15 <b>difficult.</b></p> <p>16 Q. Can I ask to be brought up a document -- I'm not sure</p> <p>17 this was on your topics list, but it was on the list for</p> <p>18 Commander Williams for this afternoon. I don't know if</p> <p>19 you can help with this. This is LBT004327_001. It is</p> <p>20 a council document. This is the missing audit that</p> <p>21 relates to files or cases of young people going missing</p> <p>22 from January to December of last year. If we just</p> <p>23 scroll in on "What did we do?" And "Why was this audit</p> <p>24 done?". This is, I think, part 1 of the audit that you</p> <p>25 have described; is that right, Mr Baldwin?</p> <p style="text-align: center;">Page 53</p>	<p>1 <b>A. That's correct, yes.</b></p> <p>2 Q. It looked at 40 young people who had been regular</p> <p>3 missing young people in that period. The aim was to</p> <p>4 review the standard of Return Home Interviews and ensure</p> <p>5 that partners were working effectively together. There</p> <p>6 was a series of points made under the heading "What is</p> <p>7 working well?", which the panel can read. Perhaps we</p> <p>8 can just scroll in on the next section, "What is working</p> <p>9 well?". There were positive comments about the</p> <p>10 Metropolitan Police Safe and Well checks, strategy</p> <p>11 meetings being held. Evidence that the risks and</p> <p>12 concerns are identified. Efficient multi-agency</p> <p>13 working. And various other points raised.</p> <p>14 Scroll in, please, on the areas for improvement.</p> <p>15 The quality of Return Home Interviews needs to be</p> <p>16 improved. They were better quality for those who are</p> <p>17 missing from home than children missing from care.</p> <p>18 There needed to be better engagement and direct work</p> <p>19 with the young people. Missing episodes not being</p> <p>20 routinely discussed or explored with the IRO. Not all</p> <p>21 agencies had the same understanding in relation to</p> <p>22 categories of missing and their associated risks. More</p> <p>23 needs to be explored in the RHI as to why the child is</p> <p>24 going missing and the voice of the child needs to be</p> <p>25 more evident on the file in relation to the missing</p> <p style="text-align: center;">Page 54</p>
<p>1 episodes.</p> <p>2 Does that reflect what the audit found of those</p> <p>3 examples, going right up to December of last year?</p> <p>4 <b>A. Yes, it does. As I say, you know, we found that this</b></p> <p>5 <b>audit process was really helpful in asking us some</b></p> <p>6 <b>challenging questions and making sure that we continue</b></p> <p>7 <b>to be alive to the need to improve and strengthen</b></p> <p>8 <b>practice all of the time. We know that exploitation</b></p> <p>9 <b>changes, it evolves, it mutates, and we have to be</b></p> <p>10 <b>absolutely on top of that all of the time in order to</b></p> <p>11 <b>kind of -- you know, we cannot stand still on this. We</b></p> <p>12 <b>have to continue to improve and strengthen and respond</b></p> <p>13 <b>to the different types and different aspects of</b></p> <p>14 <b>exploitation as they appear.</b></p> <p>15 Q. Go over the page, please, under the heading</p> <p>16 "Recommendations", there is a series of things that were</p> <p>17 set out around capturing the voice of the child, trying</p> <p>18 to follow up with questions, don't just follow the</p> <p>19 script, try to understand the reasons why the child is</p> <p>20 going missing, be mindful of risk factors, less RHIs to</p> <p>21 be done on the telephone, and various other proposals.</p> <p>22 What has been done to take forward these</p> <p>23 recommendations from the audit that took place?</p> <p>24 <b>A. As I said, we have taken this report to our improvement</b></p> <p>25 <b>board. It was endorsed and agreed. What we have done</b></p> <p style="text-align: center;">Page 55</p>	<p>1 <b>is -- I think a particular example is making sure that</b></p> <p>2 <b>we make sure that the intelligence from the Return Home</b></p> <p>3 <b>Interview is fed back into colleagues in the police.</b></p> <p>4 <b>Only a couple of weeks ago, I know that we used some of</b></p> <p>5 <b>the intelligence from a Return Home Interview to</b></p> <p>6 <b>actively trigger some disruption activity, so that we're</b></p> <p>7 <b>using that information in a proactive way to go and make</b></p> <p>8 <b>life for perpetrators far more difficult.</b></p> <p>9 Q. Finally on this topic, can I bring up, please,</p> <p>10 LBT004306, which is the Children's Society analysis,</p> <p>11 I think, of some period of time, I think three months</p> <p>12 from July to September of last year. There were</p> <p>13 specific statistics given, and then, if we just scroll</p> <p>14 through it and go perhaps in particular to internal</p> <p>15 page _011, this also set out certain trends within the</p> <p>16 RHI service, and set out, I think, some learning on</p> <p>17 internal page _012. So there were some issues, I think,</p> <p>18 around interpreters, but otherwise the learning was good</p> <p>19 partnership working around one higher-risk young person</p> <p>20 and mention of a few other points. Is there anything</p> <p>21 else in particular that you would like to draw out from</p> <p>22 that review?</p> <p>23 <b>A. I think the point about interpreters is a good one, and</b></p> <p>24 <b>it continues to be something that we are very cognisant</b></p> <p>25 <b>of, partly because of the community we serve, but also,</b></p> <p style="text-align: center;">Page 56</p>

<p>1 I think this also refers back to some of the comments we                  2 had earlier about unaccompanied asylum seeking young                  3 people, who often don't have English as a first                  4 language. So the importance of getting that                  5 interpreter, but also, you know, there are challenges in                  6 terms of finding an interpreter that has the right                  7 dialect, the right local language, is really important,                  8 and quite often challenging.</p> <p>9 Q. The next topic, please, is looked-after children. Can                  10 I bring up, please, LBT004214_025. Just a very                  11 top-level question, Mr Baldwin: the number of children                  12 who are placed out of area for your local authority, is                  13 this a significant issue that you have to deal with                  14 regularly, and, if so, why?</p> <p>15 A. It is an issue. What we -- I would like to preface                  16 these comments by saying that, actually, 80 per cent of                  17 our children remain placed within 20 miles of the town                  18 hall in Tower Hamlets, and the reason for that, that we                  19 take that -- or use that kind of measure is                  20 Tower Hamlets is a very, very small borough, and it's                  21 a very densely-populated borough.</p> <p>22 If we were a county council, a rural authority,                  23 actually you could be placed 30/40 miles from your home                  24 and still be within the county. I think it is important                  25 to remember that.</p> <p style="text-align: center;">Page 57</p>	<p>1 I think the other reason -- I think one of                  2 the reasons that we use that measure of 20 miles is                  3 partly because we're a small borough, but also, you                  4 know, we must remember that we are an inner city                  5 borough.</p> <p>6 The accommodation that the vast majority of people                  7 living in Tower Hamlets has is very small because space                  8 is a real issue. Therefore, we don't have a vast number                  9 of foster carers that have that available space to                  10 have -- or to take in a young person.</p> <p>11 So a lot of our foster carers do sit in some of                  12 the boroughs that border Tower Hamlets. So I think                  13 that's why we use that measure of 20 miles.</p> <p>14 Q. Can I ask you to look, please, at the figures for                  15 missing children given at LBT004214_036, please. This                  16 just gives the chair and panel some context to the                  17 number of missing episodes and the number of missing                  18 children, which I think includes children, if you scroll                  19 in onto these tables, it includes both children residing                  20 in borough and those placed out of borough and                  21 distinguishes them by whether they are looked-after                  22 children or not looked-after children. Is that right?</p> <p>23 A. That's correct.</p> <p>24 Q. I think your conclusion in this part of the witness                  25 evidence at 136, please, over the page, is that the</p> <p style="text-align: center;">Page 58</p>
<p>1 number of non-looked-after children with multiple                  2 missing episodes is -- and total number of missing                  3 episodes is markedly lower than that for looked-after                  4 children. Is that right?</p> <p>5 A. That's right. I think one of the reasons for that is,                  6 and this is not to approve it, but I think what we find                  7 is that certainly, for many of the young people that                  8 aren't looked after, sometimes a lot of those episodes                  9 aren't reported by parents, they will go missing, and                  10 that episode may not be reported. That's why I think                  11 there is that difference in those figures.</p> <p>12 Q. You have explained that the St Giles SOS Project gives                  13 intensive support to young people exposed to or at risk                  14 of violence, vulnerability and exploitation, and that                  15 the London Borough of Tower Hamlets has commissioned                  16 them to deliver bespoke CSE services; is that right?</p> <p>17 A. That's correct.</p> <p>18 Q. Can I bring up, please, 156 through to 162 of this                  19 statement, just so that the chair and panel can                  20 understand the broad context in which you're operating.                  21 There are no residential units within the borough; is                  22 that right?</p> <p>23 A. That's correct.</p> <p>24 Q. Is there anything else in particular about the                  25 methodology for placing children that you have described</p> <p style="text-align: center;">Page 59</p>	<p>1 between 156 and 162 that you would like to bring out?</p> <p>2 A. I think one of the important bits also for the inquiry                  3 to remember, in terms of those statistics, is that there                  4 is a cohort of young people within that number that are                  5 placed out of borough or at distance for positive                  6 reasons. Some of those children will be children that                  7 have some profound and complex disabilities that are                  8 needing to be placed at very specialist residential                  9 accommodation that we just don't have within the borough                  10 or within a driving distance or a travelling distance of                  11 the borough.</p> <p>12 I think there's also another cohort of young people                  13 within that number that are placed with -- again, for                  14 positive reasons -- family members that live at                  15 distance, and usually there is -- you know, there is                  16 a plan for those children to be approved within                  17 a special guardianship arrangement or adopted. So                  18 I think it's just important to remember that that number                  19 does contain a number of different scenarios other than                  20 just children that may be at risk of exploitation and                  21 are moved out of London because of the need to be in                  22 a particular establishment or home.</p> <p>23 Q. Can I have internal page 50, please, which deals with                  24 the practice of Tower Hamlets in respect of unregulated                  25 placements. Just perhaps summarise for the chair and</p> <p style="text-align: center;">Page 60</p>

1 panel what the council's position is on the use of  
 2 unregulated placements for children?  
 3 **A. Like all local authorities, we strive very clearly not**  
 4 **to use unregulated placements unless it is absolutely**  
 5 **necessary. I think, at the moment, we have only one**  
 6 **unregulated placement, and I know that there is a plan**  
 7 **for that young person to move into an appropriate**  
 8 **regulated placement within the next ten days.**  
 9 **I think the wider point here, and I know that this**  
 10 **has been debated by some of your other witnesses from**  
 11 **what I have seen, is that, you know, this has to be seen**  
 12 **within a national context of, you know, there being**  
 13 **a really severe shortage of suitable placements that can**  
 14 **deal with some of the young people that we are talking**  
 15 **about in this inquiry that have some really complex and**  
 16 **difficult needs, and finding a placement and matching**  
 17 **that young person to a placement that can meet their**  
 18 **needs is often really, really difficult and time**  
 19 **consuming as well. Hence, sometimes, if you can't find**  
 20 **something straight away, it is -- you know, we have to**  
 21 **resort to the use of an unregulated placement. But,**  
 22 **clearly, we would want to keep that to an absolute**  
 23 **minimum in terms of numbers and in terms of time.**  
 24 Q. The table that follows, Mr Baldwin, at paragraph 199  
 25 that runs on from page 50 to page 51 sets out a series

Page 61

1 **So, you know, it can't be -- you know, one is not**  
 2 **the panacea to the other necessarily.**  
 3 Q. Page 55, please, of this witness statement,  
 4 paragraphs 215 to 217. If I have understood this  
 5 correctly, when a child is placed out of area, they  
 6 remain within Tower Hamlets' children's social care  
 7 responsibility and the exploitation team will attend  
 8 strategy meetings for that child. Is that correct?  
 9 **A. That's correct.**  
 10 Q. If the child does move to a different police area, then  
 11 they will -- if they move police force area, then  
 12 they -- I'm getting this very confused, forgive me.  
 13 Help us with what happens if a child moves outside of  
 14 the Metropolitan Police area.  
 15 **A. Broadly speaking, when that happens, the responsibility**  
 16 **for any police activity will then transfer to the police**  
 17 **authority in which they are placed or they are living.**  
 18 **What I would say is that, one of the strengths, thus**  
 19 **far, of the exploitation team that we have and the**  
 20 **relationship that we have with our police officers is**  
 21 **that we know that there are examples when that has**  
 22 **happened to some of our young people, the police**  
 23 **officers assigned to the exploitation team have, on**  
 24 **occasions where it's appropriate and where they have the**  
 25 **ability to do so, continued to develop and maintain**

Page 63

1 of obviously ciphered names of children and gives the  
 2 number of missing episodes in relation to those children  
 3 and the number of occasions on which those children have  
 4 gone missing from unregulated placements in the years  
 5 2017 to 2018 or 2018 to 2019, and just picking out some  
 6 of the examples, is this right, that CS-A77, who is one  
 7 of the children we will be looking at a little more  
 8 closely, had gone missing 40 times from an unregulated  
 9 placement in 2017 to 2018, 47 times in 2018 to 2019, and  
 10 that, similarly, just to pick out the most -- the  
 11 highest figures, another child, CS-B283, 71 occasions in  
 12 2017 to 2018 and 93 in 2018 to 2019. So those are high  
 13 figures, are they not, for children going missing from  
 14 unregulated placements in the course of a year?  
 15 **A. They absolutely are, but I think it is important to bear**  
 16 **in mind two things here. Firstly, as we have**  
 17 **referenced, these are children that are really**  
 18 **challenging, that are at the high end of complexity and**  
 19 **have been harmed in often indescribable ways. I think**  
 20 **the other point here is that a regulated placement isn't**  
 21 **necessarily the panacea either. We know that some of**  
 22 **our complex children, some of our children that have**  
 23 **been harmed, you know, will also run from regulated, you**  
 24 **know, mainstream placements as well, whether that's**  
 25 **a residential establishment or whether it's foster care.**

Page 62

1 **a relationship with that young person.**  
 2 **One of the young people that is one of the case**  
 3 **examples would be an example of that, and certainly**  
 4 **I can think of two examples of young people that are not**  
 5 **within the scope of this hearing where police officers**  
 6 **have gone above and beyond to make sure that they**  
 7 **maintain a relationship with that young person that has**  
 8 **greatly assisted in their well-being and their**  
 9 **therapeutic kind of conclusions.**  
 10 Q. I think you suggest, at paragraph 215, that if children  
 11 or young people are assessed as level 2 or 3 for CSE  
 12 risk, their case will remain with the  
 13 Metropolitan Police SET team; is that right?  
 14 **A. That's exactly the point I'm making.**  
 15 Q. By way of further update, your most recent witness  
 16 statement, LBT004289\_015 -- this is not your most recent  
 17 statement, but it is the follow-on statement that you  
 18 gave. You were asked for some figures around the number  
 19 of looked-after children who are considered at threat of  
 20 sexual exploitation. Again, I think it is  
 21 dated March 2019, but I think it may be March 2020. The  
 22 figure of 161 is given at paragraph 52. Can you just  
 23 help us with that, please? That's 161 children, is it,  
 24 who are looked after but who are considered at risk of  
 25 CSE?

Page 64



1 **A. Yes. I think, again, the point here is that we know,**  
 2 **for a lot of our young people, there is an element of –**  
 3 **that we bring into care, you know, their upbringing,**  
 4 **their – some of the circumstances of their upbringing**  
 5 **make them vulnerable, or potentially vulnerable, to**  
 6 **exploitation, but I think it's also important to say**  
 7 **that that figure of 161 is – will include some young**  
 8 **people where it may not necessarily be the most pressing**  
 9 **or most kind of obvious kind of level of concern, but it**  
 10 **is in there somewhere alongside some others – other**  
 11 **types of concern. But it's important, and I think what**  
 12 **this shows is one of the strengths of practice within**  
 13 **the borough is that we are open to being able to**  
 14 **identify exploitation, to see it, to identify it and to**  
 15 **name it when we feel it is there and part of a range –**  
 16 **a number of other concerns.**

17 **Q. I think you indicate in this paragraph that, of that**  
 18 **161, 130 of those children were placed out of borough,**  
 19 **31 were placed in borough. You go on, just to**  
 20 **summarise, at paragraph 55, at internal page 16, some of**  
 21 **the factors that are considered when deciding where to**  
 22 **place a child. We see the bullet points at**  
 23 **paragraph 55. Is that right?**

24 **A. That's right. I think it's important to say here that,**  
 25 **when we take that decision to place out of borough,**

Page 65

1 paragraph 135 of this witness statement, page \_038.  
 2 This looks at specifically the missing episodes for  
 3 those children who were placed more than 20 miles from  
 4 the borough. Is that right?

5 **A. That's correct.**

6 **Q. This table, I think, if we can continue to the following**  
 7 **page, indicates, does it, that I think five of**  
 8 **the children had no missing episodes, but the other**  
 9 **children had somewhere between three and 33 missing**  
 10 **episodes. Is that correct?**

11 **A. That's correct. I think what this – hopefully, what**  
 12 **this shows is that, for the vast majority of our young**  
 13 **people, you know, when we make those types of**  
 14 **placements, it does have a positive outcome.**  
 15 **Unfortunately, there are also those where it continues**  
 16 **to be a challenge, and, again, I refer back to some of**  
 17 **the conversations that you have had earlier this week**  
 18 **and last week, you know, when you were talking to**  
 19 **Dr Hallett and Dr Beckett, they were also saying that,**  
 20 **you know, there is – it is really difficult to see some**  
 21 **kind of pattern or establish whether out-of-county**  
 22 **placements are a good or a bad thing.**  
 23 **I think Dr Hallett was saying, you know, the**  
 24 **evidence is very much 50/50 on that. It clearly works**  
 25 **for some children, it continues to be an issue for**

Page 67

1 **there is a process that we go through and, as I say, we**  
 2 **have identified them there, that we need to take into**  
 3 **account, you know, why it is important or unsafe for the**  
 4 **child to remain in the borough, is the placement that we**  
 5 **are proposing or have identified appropriate, does it**  
 6 **have the right level of support, what will that mean for**  
 7 **other children placed in that residential establishment.**  
 8 **Because I think what we say here is, there is an element**  
 9 **that we need to prepare the child, we need to do due**  
 10 **diligence and we need to make sure that the placement**  
 11 **fits with the overall plan for this young person.**

12 **Q. Finally on this topic, please, from this witness**  
 13 **statement can I bring up, please, paragraph 111,**  
 14 **internal page \_030. You give some updated figures**  
 15 **relative to 2017 to 2018. You indicate at paragraph 111**  
 16 **that there were 14 children who were looked after with**  
 17 **missing episodes and whose risk assessments indicated**  
 18 **a risk of CSE, and that had risen to 24 in 2018 to 2019,**  
 19 **which you attribute to improvements in being able to**  
 20 **identify the risks. Is that right?**

21 **A. Yes, and, as I say, I think I've said on a number of**  
 22 **occasions this morning I feel that that's part of our**  
 23 **journey in getting better and stronger and understanding**  
 24 **what exploitation is and what it looks like.**

25 **Q. You have given some further data, please, at**

Page 66

1 **others.**

2 **Q. Just pausing there, Mr Baldwin, if we are looking at**  
 3 **this table, and we are looking at the missing episodes,**  
 4 **that may or may not be an indicator of whether the**  
 5 **placement is working well for the child. But if one**  
 6 **works on the basis it is a concerning feature, I'm not**  
 7 **sure it is the vast majority, is it? Looking at these**  
 8 **figures, more children have missing episodes than don't**  
 9 **and some have quite a significant number of missing**  
 10 **episodes. Isn't that right?**

11 **A. I mean, if you are going to take a snapshot, then that's**  
 12 **what it looks like. But I think the other important**  
 13 **thing to say here is that the work is dynamic, it is**  
 14 **a process. What we may see here is that young people**  
 15 **are at the beginning of their placement. This is all**  
 16 **about – we know that this is about building**  
 17 **relationships with young people, maintaining that**  
 18 **relationship, often in the face of kind of rejection or**  
 19 **continued rejection by these young people. We know that**  
 20 **if you stick with young people, actually that**  
 21 **relationship begins to strengthen and some of those**  
 22 **behaviours can continue to change and, again, I know**  
 23 **from one of the young people that we have quoted as –**  
 24 **at the beginning of this evidence as being one of our**  
 25 **young people that actually, you know, once they have**

Page 68

<p>1 been able to stabilise in a placement, actually those                  2 missing episodes stopped. I was involved in                  3 a conversation earlier this week about how we begin to                  4 prepare that young person for returning to London after                  5 they are 18, and they are engaged in education, they no                  6 longer go missing.                  7 <b>So I think it's important, whilst, yes, a snapshot                  8 can tell us something, it is also important that we see                  9 that in a longitudinal way as well, about how we build                  10 relationships.</b>                  11 Q. Can I go to what is genuinely, Danny and Mr Baldwin --                  12 I've said this twice now -- the final reference in this                  13 statement, just to bring the chair and panel right up to                  14 date. Paragraph 140, please, on internal page 43, that                  15 runs over the page to 141. You describe there two                  16 projects currently under way to improve the availability                  17 of local placements for Tower Hamlets children at risk                  18 of exploitation. Help us briefly with those, please.                  19 These are two different projects that you refer to in                  20 this witness statement. The first, I think, a joint                  21 piece of work with service managers for placements. Do                  22 you want to help us with that?                  23 <b>A. Again, this is around ensuring that we have got some                  24 diversity in our placements, making sure we have got                  25 a menu we can choose from, because this is not a "one</b></p> <p style="text-align: center;">Page 69</p>	<p>1 size fits all" approach. We need placements that have                  2 that ability to provide that cultural match, that                  3 religious match, if it's required, and also the skills                  4 that we require, dependent upon what presenting issues                  5 or problems that young person may be presenting.                  6 Q. Mr Baldwin, just to give you some headlines, in terms of                  7 my future questioning, I'd like to ask you some general                  8 questions quite briefly on our remaining themes, to take                  9 us perhaps up to the lunch break. Then, I think, after                  10 the lunch break, I will have a series of questions about                  11 the particular children. Before the lunch break,                  12 I would just like to conclude your overall evidence                  13 about our themes. Taking them relatively shortly, if                  14 I may, our theme around children with a disability, can                  15 I bring up, please, LBT004214_054, and hold up on                  16 screen, please, Danny, paragraphs 209 to 214. You give                  17 there some data for the panel on the number of CSE risk                  18 assessments completed for children identified with                  19 a disability from 2017/2018 and then 2018/2019. I think                  20 a total of six, as it happens, in each year. Is that                  21 right?                  22 <b>A. That's correct.</b>                  23 Q. Is this correct: you indicate that the new exploitation                  24 screening tool launched in July 2019 -- I think we may                  25 have had slightly different dates for that, forgive me.</p> <p style="text-align: center;">Page 70</p>
<p>1 Is that the risk assessment form or is that the                  2 screening tool?                  3 <b>A. The easy answer is, they both contain reference to                  4 disability.</b>                  5 Q. You indicate, at paragraph 214, there are no children                  6 where disability has been recorded in the minutes of                  7 the meetings that you have held as data is not captured                  8 in this way through the minutes, but you recognise, is                  9 this right, that children and young people with                  10 disabilities may have an increased vulnerability to                  11 exploitation and therefore the absence of those children                  12 from the minutes is perhaps not as telling as it might                  13 otherwise be. Is that fair?                  14 <b>A. I think that's fair. Again, what I would want to add                  15 is, clearly, the emphasis here is on the holistic                  16 (interference) of young people, so we are not blind to                  17 disability, and this is, I think, one of the strengths                  18 of the new tools that we have introduced, is that it                  19 absolutely directs either our partners or my social                  20 workers to consider disability within their assessment,                  21 and of course, you know, sometimes we are working with                  22 young people that have an undiagnosed disability. I'm                  23 thinking of Asperger's, ADHD, as a classic example.</b>                  24 Q. Just picking that theme up, please, your later witness                  25 statement, LBT004289_045, paragraph 145 to</p> <p style="text-align: center;">Page 71</p>	<p>1 paragraph 151, please, going over the page, you indicate                  2 there -- can I scroll in, please, on 146. You indicate                  3 there, Mr Baldwin, that children identified with autism,                  4 ADHD and things of that nature, in those cases,                  5 professionals that are otherwise involved with the child                  6 will be asked to share information, and that information                  7 will feed into the strategy meetings, and so on. Is                  8 that right?                  9 <b>A. That is right. Also, the other thing that I think is                  10 important to state at this point is that, clearly, you                  11 know, the education, health and care plans that children                  12 with disabilities would have would also be a really kind                  13 of rich document in order to get some of that                  14 information, or if we identify it and one isn't in                  15 place, then hopefully the identification of that need                  16 through our risk assessment enables that child to go on                  17 and access an ECHP plan.</b>                  18 Q. I think that feeds, perhaps, into our next topic around                  19 partnership working. To what extent are health and                  20 education partners to be engaged with your work around                  21 CSE?                  22 <b>A. I think we have made good progress on this front.                  23 Again, if I reference the work of the exploitation                  24 subgroup which I chair, we have a really strong                  25 partnership representation on that. If I may, I would</b></p> <p style="text-align: center;">Page 72</p>

<p>1 also like to kind of highlight the importance of                  2 education in that we have good representation and                  3 engagement on that group, with our PRU, our pupil                  4 referral unit, which has a number of young people where                  5 we have concerns that they may have been harmed by                  6 sexual exploitation, and in particular, in the last                  7 12 months, we have also been able to engage one of our                  8 local further education colleges, New City College, on                  9 that group, because what we know is that keeping young                  10 people in education -- and I personally think further                  11 education plays a really important part in this. The                  12 longer you can keep them engaged in education, actually                  13 it significantly lowers the chances or the concerns of                  14 them becoming engaged in any form of criminal or sexual                  15 exploitation.                  16 So that engagement, that continuing kind of                  17 dialogue, with colleges around using the screening tool,                  18 assisting the training, has been really fruitful for us.                  19 Q. I should have perhaps just picked up one issue in                  20 relation to children with disabilities, and that was                  21 some evidence from the Children's Society about this                  22 issue. Can I just bring this up, please,                  23 LBT004318_019-020, which is, to some degree, also about                  24 partnership working because this is where the                  25 Children's Society evidence had been that they have</p> <p style="text-align: center;">Page 73</p>	<p>1 raised at MACE that young people with learning                  2 disabilities are never brought to the panel for                  3 discussion "as we have not experienced any young person                  4 with disability or physical disability being brought to                  5 the MACE, the MOG or the MARP". Do you want to respond                  6 to that? You have given some evidence about this, but                  7 let the panel know what your position on this is?                  8 A. I think the figures that we have just referenced show                  9 that that's not the case. Clearly, you know, within                  10 both of the years that we looked at, you know, there are                  11 six children that we have actively worked with that have                  12 those disabilities.                  13 And I think the other important -- the important                  14 point that we make is that, you know, we are also                  15 looking at vulnerability as a holistic issue and                  16 whether -- you know, we pick up some of those                  17 undiagnosed disabilities as well.                  18 Q. Finally, just going forward in this statement, please,                  19 to internal page 25, paragraph 74 and onwards, please,                  20 Danny, in LBT004318. You deal there, I think, at                  21 paragraphs 74 through to 80 -- tell me if this is a fair                  22 summary, Mr Baldwin. When the Ofsted inspectors                  23 reported in 2017, they were rather critical of the level                  24 of partnership working, and you acknowledge that that                  25 was a negative inspection in this regard at</p> <p style="text-align: center;">Page 74</p>
<p>1 paragraph 75, and you give some context to that. Do you                  2 want to just summarise what you say at 75 about that?                  3 A. Again, I would just refer back to some of the comments                  4 I've made previously, that in 2017 we fully accepted the                  5 views, the conclusions, of the Ofsted inspectors. We                  6 didn't challenge that. In fact, I think what we did was                  7 very brave: we embraced their challenge and we took it,                  8 we ran with it and we took the view that, actually, you                  9 know, we owe it to the young people of Tower Hamlets to                  10 improve the quality of our service, and that's exactly                  11 what we have tried to do, and that's what we continue to                  12 do.                  13 Q. You have noted the positive evidence from the NSPCC,                  14 from Mr Mannion, and the comments made by Ofsted                  15 in June 2019 about this issue, which the chair and panel                  16 can read.                  17 The final topic, before our lunch break, please, is                  18 that of audit review and performance improvement. Can                  19 I go back, please, within this witness statement to your                  20 paragraph 19 that is on internal page 7, please.                  21 Paragraphs 19 to 23, please, Danny.                  22 Can I bring up on screen paragraphs 19 through to                  23 23, where you deal here with the issue of audits.                  24 I think you explain that there have been two                  25 multi-agency audits, both in March and July 2020, and</p> <p style="text-align: center;">Page 75</p>	<p>1 you talk about the top 20 cases, you talk about the                  2 two-minute audit. Do you want to summarise this                  3 evidence for the chair and panel, please, Mr Baldwin?                  4 A. Yes. I think what this shows is that one of the key                  5 elements for driving the improvement within the period                  6 between now and back in 2017 has been our emphasis on                  7 audit. Now, what audit shows is, it gives a very direct                  8 and accurate picture of the quality of practice and                  9 decision making and planning, and because of that, we                  10 have absolutely built audit into the way that we have                  11 strengthened practice and the way that we continue to                  12 strengthen practice. I think what this shows is that                  13 unrelenting focus that we have had on auditing, and                  14 particularly auditing exploitation cases, has really                  15 assisted us in understanding the quality of our practice                  16 and understanding where we are and where we have got to                  17 go and how much further we need to improve.                  18 Q. Can we scroll in on paragraph 23, please, just to bring                  19 the panel up to date. I think a report was presented to                  20 the improvement board in February this year. We can                  21 deal with it through your witness statement at                  22 paragraph 23. The audit report looked at a series of                  23 learning points. It found that there was an improving                  24 culture of risk assessment but an area of improvement                  25 was to ensure the prompt use of risk tools when the</p> <p style="text-align: center;">Page 76</p>

1 child's circumstances changed. And overall found that,  
 2 while 56 per cent of cases were evidencing good or  
 3 outstanding practice, 34 per cent required improvement.  
 4 Is that what the audit found?  
 5 **A. That's correct. Again, I think one of the points that**  
 6 **we want to make here is that we cannot be complacent**  
 7 **about the improvement and the strengthening practice**  
 8 **that we have. We have to continue to be -- aspire to be**  
 9 **as good as we possibly can.**  
 10 **And I think it also speaks to the point that I was**  
 11 **making earlier, that we know that exploitation mutates,**  
 12 **it changes, it evolves, and we have to be alive to**  
 13 **making sure that our practice, our planning and our**  
 14 **auditing picks up those changes, and an example of that**  
 15 **has been within lockdown: we know that lockdown changed**  
 16 **the nature of exploitation, it pushed it further**  
 17 **underground for us. We had to look much harder and be**  
 18 **much more proactive in trying to identify it because of**  
 19 **the lockdown.**  
 20 **Q. Finally on this issue, please, can I bring up**  
 21 **LBT004318\_012-013, paragraphs 34 to 38. You respond**  
 22 **there to the evidence that has been given by the**  
 23 **Children's Society suggesting they had not been the**  
 24 **subject of any formal audit or scrutiny. Do you want to**  
 25 **just summarise the evidence you have given there for the**

Page 77

1 MS HILL: Chair, there were some technical difficulties when  
 2 Ms Benfield was reading the timeline at the very  
 3 beginning. We have reviewed the transcript and when she  
 4 was reading the timeline in relation to CS-A21, I'd just  
 5 like to clarify, in the transcript on page 4, lines 18  
 6 to 19, what should have been heard was this:  
 7 "At aged 15, in spring 2018, the police spoke to  
 8 CS-A21 about the parties she was attending."  
 9 I think the words "she was attending" were missed  
 10 due to that technical glitch. I hope that clarifies  
 11 matters, chair.  
 12 THE CHAIR: Thank you, Ms Hill. We will now take the lunch  
 13 break and return at 1.45 pm. Thank you.  
 14 (12.46 pm)  
 15 (The short adjournment)  
 16 (1.45 pm)  
 17 MS HILL: Mr Baldwin, as I indicated before the short break,  
 18 I would like to ask you some questions about the  
 19 children whose cases you were asked to look at, and  
 20 there are four of those children, I think, who were put  
 21 onto the topics list back in May for you to consider.  
 22 We have obviously already adduced some of your  
 23 child-specific evidence around those children, but can  
 24 I, first of all, ask you some questions about CS-A21.  
 25 Just by way of overview, CS-A21 was one of the children

Page 79

1 chair and panel, please?  
 2 **A. Yes. I think this is -- what this says is, you know,**  
 3 **the challenge that we received from the**  
 4 **Children's Society allowed us to look very carefully and**  
 5 **critically at the way that we were conducting some of**  
 6 **our quarterly commissioning reviews and the need for us**  
 7 **to be -- not only just to look at what we were doing,**  
 8 **but to look critically at what we felt the**  
 9 **Children's Society were doing, and apply that same level**  
 10 **of challenge, that high challenge, to them to ensure**  
 11 **that, actually, you know, what we were paying for**  
 12 **delivers the right service and a quality service to our**  
 13 **young people.**  
 14 **So I think what this shows is that we have got much**  
 15 **tighter and stronger at being clear about where we feel**  
 16 **the Children's Society also need to improve, and what we**  
 17 **need to do to ensure that that is maintained.**  
 18 MS HILL: Thank you very much, Mr Baldwin. Those are all  
 19 the questions I have for you before lunch. As  
 20 I indicated, I think I have probably 15 minutes of  
 21 questions for you that we will take after the lunch  
 22 adjournment. Mr Baldwin, because you are giving your  
 23 evidence, you shouldn't talk to anybody over lunch about  
 24 your evidence. I'm sure you appreciate that.  
 25 **A. Yes.**

Page 78

1 who has obviously had their background summarised in the  
 2 timeline. There was a concern here, was there not,  
 3 about this child being at risk from groups of older men  
 4 at parties, and there were also concerns about I think  
 5 the use of social media.  
 6 The chair and panel have already heard the timeline  
 7 read about this child. I think the child had a history  
 8 in the family of domestic violence, multiple missing  
 9 from home episodes and concerns about drug and alcohol  
 10 use at a young age.  
 11 You were asked, in particular, to look at this  
 12 child's case in the context of the theme of risk  
 13 assessment, and, in particular, the fluctuations in  
 14 scores and the risk ratings, and so on.  
 15 Just to be clear, the documentation around this  
 16 child that we have put onto the topics list for you  
 17 covers a period from the end of 2017 to the early part  
 18 of 2018.  
 19 Do you have a view on the risk assessment issues in  
 20 relation to this child? Mr Baldwin, can you hear the  
 21 question, Mr Baldwin? You may need to take yourself off  
 22 mute, if that is the problem.  
 23 **A. I understand that "you're on mute" is one of the most**  
 24 **popular phrases of 2020.**  
 25 **Yes, I think this case brings some particular**

Page 80

1 issues, and the one that certainly rings true for me is,  
 2 as you reference, the changes in the level of risk in  
 3 the assessment. My understanding, and certainly when  
 4 I have looked at this case, is that, actually, what this  
 5 is indicative of is that very sudden escalation of risk.  
 6 That's not uncommon, I don't think; we see that with  
 7 a number of our young people.

8 I think what for me is reassuring about this is that  
 9 what the timeline does show is that we were able to kind  
 10 of regularly review the level of risk and, as that level  
 11 of risk was reported and discussed, we proactively  
 12 reassessed that level of risk, proactively took some  
 13 decisions based on that reassessment, and were able to  
 14 change our care plan to fit that escalation.

15 Q. Is this right, that when you reviewed the file in  
 16 relation to this child, or the papers in relation to  
 17 this child, it was evident that there was some  
 18 intervention taken to try to protect the child. For  
 19 example, I think the NSPCC group were involved, and  
 20 there were some arrangements made in relation to the  
 21 child's school. There were, I think, observations made  
 22 about the number of missing episodes reducing. Is that  
 23 right?

24 A. That's right. I think, for me, when I read this case,  
 25 one of the other things that is quite apparent from this

Page 81

1 relationship with this young person.

2 Q. I think the next child that you were asked to look at on  
 3 the topics list was CS-A81. Can I ask you some  
 4 questions about that child. You were asked to look at  
 5 that child again in the context of risk assessment.  
 6 Again, this child was a looked-after child, I think had  
 7 been placed out of area and had a series of missing  
 8 episodes. There was a concern about different  
 9 perpetrators in relation to this child.

10 When Ms Benfield read the summary this morning,  
 11 I think this child first came to the attention of  
 12 children's social care when she was 12. She was  
 13 considered to be police category risk level 3. She'd  
 14 been looked after from the age of 13. The timeline  
 15 covers the period 2018 to early 2020.

16 Looking back on this child's case, do you want to  
 17 give any observations about the risk assessment in this  
 18 case?

19 A. I think, for me, one of the things that stands out for  
 20 me is this highlights the use of CAWNs, you know,  
 21 proactively by colleagues from the police, and I think  
 22 the other thing it also shows is that it isn't just  
 23 about use of CAWNs, it is about making sure --

24 Q. Forgive me. I'm sorry to interrupt. On the topics  
 25 list, the issue of CAWNs is dealt with more as a matter

Page 83

1 is that, actually, the de-escalation of risk also  
 2 happened relatively quickly as well, and that's partly  
 3 through some of the choices that this young person was  
 4 able to make themselves, it's partly through, I would  
 5 like to think, some of the interventions that we made,  
 6 in addition.

7 Q. You were asked also to look at this child's case in  
 8 particular with regard to the theme of missing from home  
 9 children and Return Home Interviews. Do you want to  
 10 comment on that?

11 A. Again, I think -- I think, broadly, this reflects a lot  
 12 of the conversations and discussions that we had earlier  
 13 this morning around, you know, the importance of trying  
 14 to develop a relationship with a young person and also  
 15 using that information from a Return Home Interview and  
 16 feed that back into the intelligence that we use and  
 17 share with other partner agencies.

18 Q. Then, finally, as far as this child was concerned, you  
 19 were asked to look for evidence of good or poor  
 20 partnership working. Can you comment on that, please,  
 21 Mr Baldwin?

22 A. Again, my view is that, you know, there are some  
 23 strengths here. You know, the outcome for this young  
 24 person was good. I think the outcome and the work  
 25 that -- what you see is that building up of a positive

Page 82

1 of disruption. The questions for you around risk  
 2 assessment for this child were about the quality and the  
 3 adequacy of the risk assessments, the extent to which  
 4 the previous checklist -- I'm just reading out from your  
 5 topics list, Mr Baldwin -- captured risks and actual  
 6 harm. So that's what the question is directed to,  
 7 please?

8 A. My apologies. Again, I think, for me, this case  
 9 shows -- I think it illustrates how we have got better  
 10 and stronger at using risk assessments, and in  
 11 particular I think the planning for this child.  
 12 I think, as we go along -- we were very much on the back  
 13 foot to start with, and I think a lot of our practice  
 14 was quite reactionary for this young person.

15 Actually, as we were able to get to grips with this  
 16 case, and I think particularly after she'd (inaudible)  
 17 care, you can see that we were able to, not straight  
 18 away, but gradually reduce some of the risks for this  
 19 young person.

20 Q. I think it is right, isn't it, although we don't need to  
 21 bring it up, that those risk assessment documents that  
 22 have been referred to for CS-A81 which date back to the  
 23 autumn of 2018 and the early part of 2019 -- I'm just  
 24 talking about the three assessments on the topics list,  
 25 not the safety plan -- were under the old style of

Page 84

1 assessment form, much more of a checklist-type approach;  
 2 is that right?  
 3 **A. That's absolutely right.**  
 4 Q. There was, I think, little room for narrative around the  
 5 child, and nowhere to record the child's date of birth  
 6 or age; is that correct?  
 7 **A. That's correct. Yes, as you said, yes. I think the**  
 8 **other point here for this young person, it does show**  
 9 **that, actually, the placement that she went into after**  
 10 **she was received into care did provide a level of**  
 11 **stability, and that kind of references some of**  
 12 **the conversations that we were having this morning as**  
 13 **well about the value or not of some placements.**  
 14 Q. Did you form a view, looking back on this case, about  
 15 whether the classification of risk was accurate for this  
 16 child?  
 17 **A. Again, I think what is apparent to me is that the risks**  
 18 **changed for this child. I think, you know, initially**  
 19 **she was very much out of control. I think that there**  
 20 **were concerns about how this young person was being**  
 21 **parented and the ability of the parent to kind of**  
 22 **provide some structure around her time, and, again,**  
 23 **I think when I look at that, one of the advantages of**  
 24 **the placement, or one of the positivities of**  
 25 **the placement, was that it was able to provide some**

Page 85

1 **have some of those challenging conversations and they're**  
 2 **taken into account and acted upon.**  
 3 Q. You were also asked to consider this child's case from  
 4 the perspective of the child being a looked-after child.  
 5 Is this right, that the safety plan that was developed  
 6 for her in the summer of 2019 listed a series of threats  
 7 to her, including leaving her placement, threats from  
 8 associates and family, exposure to CSE and being  
 9 a victim of grooming. Those are the sort of threats  
 10 that the safety plan recorded; is that right?  
 11 **A. That's right. Again, I think what this shows is that**  
 12 **our increased use of safety plans has been a positive**  
 13 **thing, because it absolutely identifies those risks,**  
 14 **those areas of potential harm, for young people. It**  
 15 **forces us to respond to those challenges and put**  
 16 **together a plan -- if you like, a contingency plan --**  
 17 **for that young person, and having a contingency plan for**  
 18 **these young people is really important because we know**  
 19 **that often their lives are not straightforward, they can**  
 20 **be chaotic, they can be subject to considerable change**  
 21 **at a moment's notice, and, you know, what might have**  
 22 **been suitable as a plan one week becomes completely**  
 23 **irrelevant and very different another week.**  
 24 Q. Just to be clear, if I have understood the chronology  
 25 correctly, the safety plan that I have just described

Page 87

1 **structure.**  
 2 Q. The reason I'm asking is because, as we read out in the  
 3 timeline earlier today, when this child was aged 13, so  
 4 in the summer of 2018, she was considered a level 2 CSE  
 5 case, but by that point, when she was aged 12, she was  
 6 already reported to be going missing frequently, often  
 7 with a 15-year-old girl who had been issued with a CAWN.  
 8 The police were investigating two males and a hotel. So  
 9 I'm just questioning whether, having looked back at this  
 10 case, you consider that the level 2 classification was  
 11 appropriate?  
 12 **A. I think there's certainly an argument to say that this**  
 13 **could and should have been a level 1 level of concern.**  
 14 **I mean, clearly, going to hotels -- we know that from,**  
 15 **you know, a number of the young people that you have**  
 16 **included in this, that is a feature. So, clearly, it is**  
 17 **of the utmost concern.**  
 18 Q. According to the timeline, when the child was 13, so in  
 19 the middle of 2018, the police SET team closed the case.  
 20 Is that something on which you could comment, please?  
 21 **A. Yes. Again, I think this is an example -- what you will**  
 22 **see is that we challenged that, and it was re-opened,**  
 23 **and I think that that shows, I think, a level of**  
 24 **maturity in the relationship that we are able to have**  
 25 **with our colleagues in the police, that we are able to**

Page 86

1 from the summer of 2019 identified that series of risks  
 2 while she was at a looked-after child placement out of  
 3 county or out of borough; that's right, isn't it?  
 4 **A. That's right. But I think what it does show is that**  
 5 **just -- you know, just receiving children into care**  
 6 **doesn't necessarily reduce risk. We know that these**  
 7 **young people will use social media, that they will use**  
 8 **telephones, that they will have access to phones in**  
 9 **order to contact possibly people that may be exploiting**  
 10 **them, that may be persuading these young people to act**  
 11 **in a certain way, intimidating them, promising them**  
 12 **things that, you know, "If you do this, you will get (a)**  
 13 **or (b) or (c)", or whatever. So it does highlight that**  
 14 **just removing children is not -- it is not -- you know,**  
 15 **it is not a panacea, I think, as we were saying earlier.**  
 16 Q. Can I just try to focus on the specific facts of this  
 17 child's case, please, a little. Is it right that the  
 18 first residential placement for this child broke down  
 19 partly because the risks of child sexual exploitation  
 20 could not be managed?  
 21 **A. That's right. As I was saying, it is difficult to**  
 22 **manage those challenges. It is not easy to track**  
 23 **children 24 hours a day to know what they're doing on**  
 24 **social media.**  
 25 **It comes back to I think some of the issues that we**

Page 88

1 **were talking about, about how you match a young person**  
 2 **with a particular establishment, and sometimes what**  
 3 **looks good on paper or what looks good in terms of**  
 4 **a match on paper isn't always the case.**  
 5 Q. I think, as far as this child is concerned, we  
 6 understand from the paperwork that there were at least  
 7 two placements quite some distance from Tower Hamlets.  
 8 I don't need to go into the details, but in counties  
 9 I think -- well, one county we know of and one town that  
 10 are some distance away. Looking back on the safety plan  
 11 that I have already described, that deals with the  
 12 county. I think separately there was a residential home  
 13 in a particular town that she was placed in.  
 14 Looking back on that issue, do you think those  
 15 risks, the risks of placing her in that particular  
 16 location, were well assessed?  
 17 **A. I think that -- my view is that they were as well**  
 18 **assessed as they could have been, given what we knew at**  
 19 **the time. It's very easy, I think, to apply 20/20**  
 20 **vision to some of these, and it also goes back to the**  
 21 **point that we were making and debating earlier, that**  
 22 **sometimes, you know, because of the national shortage of**  
 23 **some of these placements, it is not always easy to get,**  
 24 **you know, a 100 per cent match in terms of what the**  
 25 **young person needs and what the residential**

Page 89

1 considered that CS-A81 was being exploited and abused by  
 2 peers and adults, and so the case was re-opened by the  
 3 police. Do you want to comment on that?  
 4 **A. I think I've actually referenced that just a moment ago.**  
 5 **I think what that illustrates is a level of maturity**  
 6 **between both of the agencies that they can have those**  
 7 **conversations and review and revise decision making.**  
 8 Q. The next child that you were asked to consider on the  
 9 topics list is CS-A22. For that child, you were asked  
 10 to look at the case in the context of our Return Home  
 11 Interviews theme.  
 12 Just by way of reminder, as far as CS-A22 is  
 13 concerned, there was evidence of networks or groups of  
 14 older men involved with this child. This child was  
 15 a looked-after child with repeated missing episodes. My  
 16 learned friend read out a summary in relation to CS-A22.  
 17 Forgive me, just bear with me a second. I'd like to  
 18 move on, actually, and deal with a different child.  
 19 Can I deal with CS-A77 now. As far as that child is  
 20 concerned, CS-A77 was also a looked-after child. You  
 21 were asked to consider a series of issues around the  
 22 placement of that child, in particular, the issue around  
 23 the hotel. Can you help us with that, please?  
 24 **A. Yes. I mean, this was a situation where we were**  
 25 **struggling to be able to identify at short notice, and**

Page 91

1 **establishment can offer.**  
 2 Q. This child, I think, was also flagged on the topics list  
 3 for you as a child whose disability or particular needs  
 4 had been noted on the safety plan. Do you want to  
 5 comment on that?  
 6 **A. Certainly my understanding of that is that the reference**  
 7 **to disability was only mentioned once, and, actually,**  
 8 **I think in subsequent documents, I think it shows that,**  
 9 **actually, that was a wrong assumption or a slightly kind**  
 10 **of overblown kind of representation of what should be**  
 11 **presenting.**  
 12 Q. I think that chimes, in fairness, with what we had  
 13 understood. I was just hoping you could assist with  
 14 that.  
 15 Finally, you were asked to look at this child's case  
 16 from the perspective of partnership working. Is there  
 17 anything you would like to offer about that, bearing in  
 18 mind that we have already adduced the timeline that's  
 19 been read which dealt with the issue of the closing of  
 20 the case, I think, by the police -- yes. My learned  
 21 friend read in the timeline this morning, and it looks,  
 22 from the chronology, as if in the middle of 2018 the  
 23 police SET team closed the case, children's social care  
 24 recorded that the police had noted there was no risk of  
 25 CSE, the children's social care did not agree and

Page 90

1 **in an emergency situation, having found her in another**  
 2 **hotel with men, that -- you know, we needed to find**  
 3 **a placement for this young person very quickly. We**  
 4 **couldn't find one that met the needs of this young**  
 5 **person, so, therefore, a decision was taken that we**  
 6 **would try something -- you know, that we would put**  
 7 **something together ourselves which involved using**  
 8 **a hotel, placing staff in the hotel to look after her.**  
 9 **That was what we -- I felt it was, you know --**  
 10 **"imaginative" might not be the right word, but it was**  
 11 **a responsive way of trying to deal with this.**  
 12 Q. I will ask you just finally some questions about CS-A22,  
 13 because I think in relation to that child you were asked  
 14 to look at the case with a series of the issues in mind.  
 15 CS-A22, again, there were concerns, I think, about  
 16 groups of older men. This child, again, according to  
 17 the timeline read out by my learned friend this morning,  
 18 had a difficult family background, and we have heard  
 19 some evidence that was adduced this morning about the  
 20 timeline extending broadly from 2016 to 2019. Again,  
 21 there were missing episodes in relation to this child.  
 22 Dealing first, Mr Baldwin, with the issue of Return  
 23 Home Interviews that you were asked to address for this  
 24 child, how would you like to respond to that?  
 25 **A. Again, I think what this shows is that the Return Home**

Page 92

<p>1 <b>Interviews that we were doing at the time, there were</b>                  2 <b>some problems with those, and I think, you know --</b>                  3 Q. Sorry, just pausing there. It looks as if there were                  4 multiple episodes of the child being missing. It's not                  5 immediately clear from the paperwork what level of                  6 support was being given to the child as a result of                  7 these. Can you help with that?                  8 <b>A. I'm not sure I have that level of detail to hand, but</b>                  9 <b>I can provide that in writing, if you need me.</b>                  10 Q. I think that would probably assist on this issue.                  11 I think the other issue that the inquiry identified is                  12 the extent to which, when there was Return Home                  13 Interview material, if you like, available, ie,                  14 information given in those Return Home Interviews, the                  15 extent to which that was followed up or investigated by                  16 police. Can you comment on that?                  17 <b>A. Again, I think it's probably best dealt with through</b>                  18 <b>a written response on that one.</b>                  19 Q. This child was also flagged to you on the topics list                  20 because of the number of missing episodes, the child                  21 being a looked-after child. You were asked to look at                  22 a series of questions around the fact that this child                  23 was looked after. I think, just by way of chronology,                  24 there was a concern, was there, that at one point the                  25 care plan was inadequate and so the LAC review was</p> <p style="text-align: center;">Page 93</p>	<p>1 adjourned. Is that right?                  2 <b>A. That's correct.</b>                  3 Q. And that that was in one month in 2018, and that the                  4 same thing happened the following month. Is that                  5 correct?                  6 <b>A. That's correct.</b>                  7 Q. It looks as if the child was in an out-of-area CSE                  8 specialist placement, but then was returned to                  9 Tower Hamlets, and there are questions about the level                  10 of planning for that. Can you assist with that,                  11 Mr Baldwin?                  12 <b>A. Yes. I think certainly my observation of this was that</b>                  13 <b>that was not handled in a way that we would have -- or</b>                  14 <b>I hope that we would do now. I think it was too soon.</b>                  15 <b>Again, I think one of the key issues here was that what</b>                  16 <b>we didn't do sufficiently well was prepare the young</b>                  17 <b>person and, indeed, the young person's parent, that they</b>                  18 <b>were coming back into our area, and had not properly</b>                  19 <b>thought through the levels of support that would be</b>                  20 <b>needed for that young person, and clearly we will take</b>                  21 <b>some learning from that.</b>                  22 Q. There's a suggestion in the paperwork that the local                  23 authority as well appeared to have limited understanding                  24 that the child was returning to your borough. Is that                  25 right?</p> <p style="text-align: center;">Page 94</p>
<p>1 <b>A. No, I don't think that that is entirely correct.</b>                  2 <b>I think that, you know, given that this was our plan,</b>                  3 <b>this was developed by the social worker, there was an</b>                  4 <b>understanding of what the plan was. I think my</b>                  5 <b>challenge around it and my criticism of it was, we</b>                  6 <b>didn't act on that plan sufficiently robustly.</b>                  7 Q. Are there concerns about the fact that the school where                  8 the child was placed didn't appear to be aware of her                  9 particular vulnerabilities?                  10 <b>A. No, I think that's a fair challenge. Yes. Again, it is</b>                  11 <b>lessons about how we work across disciplines, how we</b>                  12 <b>work across partnerships, in order to have that holistic</b>                  13 <b>approach.</b>                  14 Q. Finally, Mr Baldwin, on this topic, you were asked to                  15 consider CS-A22's case from the perspective of                  16 the partnership working theme. It looks as if the                  17 child's case was discussed in several pre-MACE meetings,                  18 but to be clear, they weren't full partnership meetings,                  19 and I think the notes of those are very brief. Is that                  20 right?                  21 <b>A. That's right. Again, as we addressed this morning, one</b>                  22 <b>of the reasons that we have made the changes and brought</b>                  23 <b>some of those -- all of those meetings together into the</b>                  24 <b>MARP meetings is for exactly that reason, because we had</b>                  25 <b>a number of different meetings and they were very kind</b></p> <p style="text-align: center;">Page 95</p>	<p>1 <b>of siloed.</b>                  2 Q. From the inquiry's analysis of the minutes of                  3 those pre-MACE meetings, it is hard to discern any                  4 actions in relation to the child; do you think that's                  5 fair?                  6 <b>A. I think that's a fair challenge.</b>                  7 Q. The LAC review for this child suggests questions about                  8 the level of co-ordination of services for the child.                  9 So, for example, I don't think the child was referred to                  10 the Protect and Respect service, the local school did                  11 not seem aware of the child's vulnerability, the Edge of                  12 Care team did not appear to have been engaged. As                  13 I have already indicated there were concerns about the                  14 care plan.                  15 Putting all of those things together, there look to                  16 be some fairly wide-ranging issues about the lack of                  17 co-ordination of services for this child. Would you                  18 agree with that?                  19 <b>A. I would. The only thing I would add is we know, again,</b>                  20 <b>for this particular young person, things have moved on</b>                  21 <b>positively now. She remains in placement. We are</b>                  22 <b>making plans for what happens for this young person as</b>                  23 <b>they become a care leaver. They are engaged in</b>                  24 <b>education and they no longer go missing.</b>                  25 MS HILL: Mr Baldwin, those are all the questions I have for</p> <p style="text-align: center;">Page 96</p>



1 you. Thank you very much, chair.  
 2 THE CHAIR: Thank you, Mr Baldwin. I have some questions  
 3 and then I will pass over to my colleagues.  
 4 Questions from THE PANEL  
 5 THE CHAIR: I want to first ask you about unregulated  
 6 placements, which I note that you personally approved.  
 7 Are there any occasions where a child has been left  
 8 alone in an unregulated placement overnight or for most  
 9 of a 24-hour period?  
 10 **A. Certainly not.**  
 11 THE CHAIR: So when you refer in one of the cases to someone  
 12 having contact with a children's social worker or care  
 13 worker on alternate days, that included overnight?  
 14 **A. It did.**  
 15 THE CHAIR: Do you know if that happened prior to your  
 16 arrival?  
 17 **A. That's my understanding.**  
 18 THE CHAIR: So Tower Hamlets has never placed a child in  
 19 unregulated placements?  
 20 **A. Sorry, I thought you meant in terms of not having**  
 21 **someone overnight. I am not aware of that, which is**  
 22 **slightly different to saying it didn't happen.**  
 23 THE CHAIR: Yes, I understand. Perhaps you could check  
 24 whether that has happened?  
 25 On a similar theme, can you tell me what recent

Page 97

1 numbers of missing children and the numbers of  
 2 interviews which had been conducted which, as you  
 3 pointed out, has increased. But, nevertheless, how do  
 4 your front-line workers decide who would get a Return  
 5 Home Interview and who would not?  
 6 **A. We have a system whereby, at any point, if a child is**  
 7 **reported missing from either their foster placement or**  
 8 **from their residential home, that is flagged on our**  
 9 **system. I get a daily report of children that are**  
 10 **missing. Any child that is missing for more than**  
 11 **five days is subject to a more detailed report by the**  
 12 **social worker that comes straight to me, and that**  
 13 **informs what actions we might want to take and whether**  
 14 **we escalate it as a priority in terms of kind of**  
 15 **advertising, you know, across the community in terms of**  
 16 **trying to locate that child.**  
 17 THE CHAIR: Can you give me an idea of the criteria you  
 18 apply?  
 19 **A. I think, again, it is, you know, in terms of their age**  
 20 **and an assessment of their vulnerability. They would be**  
 21 **the key ones. I think the other one is, is there**  
 22 **a history of missing? What do we know about that**  
 23 **history? Where do they go? Is it regularly to**  
 24 **a particular address? Is that address of concern? It**  
 25 **is patterns, it is themes.**

Page 99

1 attempts might have been made by Tower Hamlets Council  
 2 to identify enough suitable accommodation available  
 3 within the borough, or have they just given up?  
 4 **A. No, we have certainly not given up. As I was saying**  
 5 **earlier, as we are an inner London authority, finding**  
 6 **suitable accommodation within the borough is a challenge**  
 7 **and the accommodation is expensive. We continue to work**  
 8 **on a pan-London and on a north-east London basis with**  
 9 **our neighbouring boroughs. We have a number of**  
 10 **commissioned beds across north London that we use in**  
 11 **conjunction with our colleagues across north London.**  
 12 **That's the better way of doing that. It is the more**  
 13 **economical and more strategic way to approach that.**  
 14 THE CHAIR: Yes, I appreciate that, but what efforts have  
 15 been made for the council to look for in-borough  
 16 accommodation placements?  
 17 **A. I think what we do is we have specific kind of**  
 18 **recruitment for foster carers, and one of the things**  
 19 **that we look for is, we are actively looking for those**  
 20 **specialist placements, those people that are able to**  
 21 **take on young people, teenagers, that have that**  
 22 **difficult background; not just within Tower Hamlets, but**  
 23 **across east London and north-east London in particular.**  
 24 THE CHAIR: The next question is about the Return Home  
 25 Interviews, and we discussed the disparity between the

Page 98

1 THE CHAIR: Thank you. Finally from me, I appreciate your  
 2 description of the specialist team resourcing having  
 3 recently increased for obviously a small number of  
 4 highly complex cases, comparatively speaking. I assume  
 5 that other children where child sexual exploitation may  
 6 be present will be supported from your general social  
 7 care staffing and general social care budget.  
 8 My question is, has your budget kept pace with  
 9 demand over the last three or so years? I appreciate  
 10 you may not have been there all the time, but can you  
 11 tell me what's happened with your general social care  
 12 budget, as it might affect those children experiencing  
 13 CSE?  
 14 **A. I think, as a divisional director, I'm very privileged**  
 15 **to have been able to get a significant uplift in my**  
 16 **budget this financial year. I have had an uplift in**  
 17 **terms of my placements budget, which gives me a little**  
 18 **bit more headroom to find good quality placements, and**  
 19 **I have also had an uplift in my budget for staffing as**  
 20 **well.**  
 21 THE CHAIR: Was that from a baseline that had reduced  
 22 previously, or had been maintained?  
 23 **A. It wasn't a baseline that had been reduced, but**  
 24 **a baseline that had stayed static for a number of years**  
 25 **prior to that.**

Page 100

1 THE CHAIR: So, in effect, its value was less, if it  
 2 remained static.  
 3 **A. I should also say, to be fair, that Tower Hamlets did**  
 4 **have an injection -- or my service had some additional**  
 5 **monies to assist it through its Ofsted improvement**  
 6 **journey, but at the point that Ofsted left, that budget**  
 7 **ended, and the uplift was designed -- and I argued that**  
 8 **in order -- actually, you know, if I needed that money**  
 9 **to improve the service, I needed that amount of money to**  
 10 **keep the service where it is.**  
 11 THE CHAIR: So it wasn't recurring revenue?  
 12 **A. Oh, no, it is recurring, yes. It is now, yes.**  
 13 THE CHAIR: Could you please confirm, the Ofsted improvement  
 14 money, if you like, is recurring money, is it?  
 15 **A. The Ofsted improvement money was one-off, it was time**  
 16 **limited. When that money ended, I argued successfully**  
 17 **for an uplift to replace -- for a permanent replacement**  
 18 **to keep me at that level. Is that okay?**  
 19 THE CHAIR: Yes, of course. Thank you very much.  
 20 Ms Sharpling?  
 21 MS SHARPLING: Yes, thank you, chair. Thank you,  
 22 Mr Baldwin. I think you've said in your statement at  
 23 paragraph 8 that the London borough of Tower Hamlets is  
 24 one of the most socially deprived boroughs in the UK,  
 25 with 57 per cent of children living in poverty. Is that

Page 101

1 **I said earlier, that top 20 is not a static list.**  
 2 MS SHARPLING: That was going to be my next question.  
 3 **A. It changes, and, again, hopefully as we make an impact**  
 4 **on some young people, they come off of the list; others,**  
 5 **where there are emerging concerns, go onto that list.**  
 6 **For me, it's simply a way of, firstly, keeping**  
 7 **a focus on some of our most worrying and troubled young**  
 8 **people; secondly, it's a way of making sure that we**  
 9 **prioritise that and we keep that as an active kind of**  
 10 **item on our collective agendas to make sure that these**  
 11 **children do not get lost.**  
 12 MS SHARPLING: But the number 20 is static, even though the  
 13 list changes?  
 14 **A. I mean, that's probably kind of lazy language. It's**  
 15 **a nice kind of catch-all. No, we don't -- if there are**  
 16 **21 or 22 that warrant discussion, we will discuss all**  
 17 **22.**  
 18 MS SHARPLING: I see. Thank you very much.  
 19 THE CHAIR: Mr Frank?  
 20 MR FRANK: No, thank you.  
 21 THE CHAIR: Sir Malcolm?  
 22 PROF SIR MALCOLM EVANS: Yes, just one quite general  
 23 question from me, if I may. It's simply this: based on  
 24 the evidence and knowledge available to you, what would  
 25 you assess as being the role played by organised

Page 103

1 correct?  
 2 **A. I understand that that's the highest level of child**  
 3 **poverty --**  
 4 MS SHARPLING: I understand. I'm interested in, in what  
 5 must be a very busy borough, how you manage the demand  
 6 for your services in relation to child sexual  
 7 exploitation?  
 8 **A. I think that goes back to the point we were making**  
 9 **earlier, and it's one of the reasons that we have put**  
 10 **those additional posts in, because of that demand, and**  
 11 **I think what we have seen and one of the things that we**  
 12 **have debated this morning is that, as we have gone along**  
 13 **our improvement journey and as we have improved our**  
 14 **understanding of child sexual exploitation, it's no**  
 15 **surprise that we have discovered and identified more of**  
 16 **that, which is why we have needed to increase the**  
 17 **capacity of that team.**  
 18 MS SHARPLING: One of the things you have said -- I wonder  
 19 if you could clarify this for me, please -- is that "the  
 20 exploitation coordinators review our top 20 highest risk  
 21 children on a weekly basis". On one interpretation,  
 22 that looks as if you're managing the demand  
 23 artificially, but maybe you have another explanation for  
 24 that.  
 25 **A. Certainly I wouldn't see it as managing demand. As**

Page 102

1 networks, bearing in mind the focus of this  
 2 investigation, in child sexual exploitation in  
 3 Tower Hamlets?  
 4 **A. I think there is a level of network or a level of**  
 5 **organisation in pretty much all aspects of exploitation,**  
 6 **and I would say, by definition, you know, exploitation**  
 7 **usually needs to involve more than one person. Hence,**  
 8 **you know, some of the conversations we were having**  
 9 **earlier about definition, it does need -- you know,**  
 10 **a network -- an exploitation involves either -- well, we**  
 11 **know the trafficking of certain goods or people from one**  
 12 **point to another. That will inevitably involve more**  
 13 **than one person.**  
 14 **So I think the answer to your question is, yes, we**  
 15 **have to be absolutely alive to the presence of networks**  
 16 **and organised networks in pretty much everything that we**  
 17 **do.**  
 18 PROF SIR MALCOLM EVANS: When you have that concern or  
 19 identify that element, how does that impact on the way  
 20 that, through the systems and structures that you have  
 21 described, you go about engaging with it?  
 22 **A. I mean, I think that the strength of the response starts**  
 23 **to be seen in the multi-agency nature of that response.**  
 24 **I think, clearly, colleagues from the police will look**  
 25 **at these issues and approach these issues from**

Page 104

1 a criminal and a prosecution point of view, absolutely  
 2 right in terms of disruption, in terms of trying to  
 3 remove the criminal element, the gang element, of that.  
 4 There are clearly health concerns in there for our  
 5 young people in terms of how they're treated, if they're  
 6 missing, you know, what they're eating.  
 7 There are clearly -- there's a huge concern around  
 8 the amount of education that some of our young people  
 9 miss and how we can put that right later down the road,  
 10 particularly around getting them back into some form of  
 11 education, learning or training.  
 12 PROF SIR MALCOLM EVANS: Finally from me, is there any  
 13 particular capacity that from your position you wish you  
 14 had that you do not have to be able to more effectively  
 15 deal with the problem that you see?  
 16 **A. I think -- this is a general point about social work --**  
 17 **one of my key frustrations for my profession is that we**  
 18 **don't get the chair at the top table as much as we**  
 19 **should do, that that social work voice is heard at**  
 20 **tables that have decision-making powers around policy,**  
 21 **around guidance and legislation, and I would be really**  
 22 **keen for that voice to be stronger and more consistent.**  
 23 PROF SIR MALCOLM EVANS: Thank you very much.  
 24 THE CHAIR: Thank you very much, Mr Baldwin. We have no  
 25 further questions.

Page 105

1 there's been a change in your categorisation. Please  
 2 help us with how we should address you?  
 3 **A. I reverted to my substantive, detective chief**  
 4 **superintendent.**  
 5 Q. Thank you very much. You are providing evidence to the  
 6 inquiry based on a series of witness statements. If at  
 7 any point you can't see or hear me, please let me know,  
 8 and of course you will be mindful of the restriction  
 9 orders in place, I'm sure.  
 10 Your witness statements are MPS004318, MPS004353,  
 11 MPS004401 and MPS004568. Are all those statements true,  
 12 to the best of your knowledge and belief?  
 13 **A. Yes, they are.**  
 14 Q. Can you give us, please, a brief overview of your  
 15 background?  
 16 **A. Sorry, I couldn't hear that one?**  
 17 Q. Sorry. Could you give us a brief overview of your  
 18 background? We can just bring up one of the statements  
 19 to help you -- MPS004318\_001, please, paragraph 1. Just  
 20 help us understand a little bit about your background  
 21 and how you have come to be able to provide evidence to  
 22 the inquiry?  
 23 **A. I've been a police officer since 1981, 38 years.**  
 24 **I recently held the position of commander, head of**  
 25 **safeguarding for the Metropolitan Police, so the**

Page 107

1 MS HILL: Chair, forgive me. There is one further question  
 2 I have been asked to explore briefly.  
 3 Mr Baldwin, you referred to the police categories of  
 4 1, 2 and 3 under the London CSE protocol. We may come  
 5 back to this, of course, with the police witness next,  
 6 but help us with whether, in your understanding, 1, 2  
 7 and 3 -- which is the more serious of those categories?  
 8 **A. My understanding is that it's category 1, and I think**  
 9 **the important bit here is around -- you know, the police**  
 10 **have different thresholds because, as I have just said,**  
 11 **their focus is around crime and criminality. It is**  
 12 **right that they concentrate on that aspect, or primarily**  
 13 **on that aspect, because that is their job.**  
 14 MS HILL: Thank you. I have no further questions, chair,  
 15 for Mr Baldwin. Thank you very much, Mr Baldwin.  
 16 (The witness withdrew)  
 17 MS HILL: Chair, if you're content, could I ask for our next  
 18 witness, Sue Williams, from the Metropolitan Police  
 19 Service and perhaps hear her evidence until our  
 20 mid-afternoon break at 2.45 pm. Is that all right?  
 21 THE CHAIR: Yes, please go ahead.  
 22 MS SUE WILLIAMS (sworn)  
 23 Examination by MS HILL  
 24 MS HILL: Good afternoon. At the time you gave your  
 25 statement, you were Commander Sue Williams. I think

Page 106

1 **safeguarding portfolio, and prior to that I was the BCU**  
 2 **commander for Hackney and Tower Hamlets which I merged**  
 3 **into the central east basic command unit. I have been**  
 4 **a borough commander/BCU commander for ten years prior to**  
 5 **being a commander as a temporary basis in the Met.**  
 6 Q. We will hear quite a bit of reference to central east  
 7 basic community unit. Just help us a little bit in  
 8 understanding that, please?  
 9 **A. Yes. A couple of years ago, as part of our**  
 10 **restructuring and our transformation, we merged**  
 11 **32 London boroughs in the Metropolitan Police area.**  
 12 **They all had police commands. We merged them into**  
 13 **12 basic command units, ranging from two to four**  
 14 **boroughs within each one. They were approximately**  
 15 **demand and population fairly equal in size, and many of**  
 16 **them will be equal to a county force. So it's like**  
 17 **having 12 police forces within the Met.**  
 18 **That allowed us to centralise a lot of our**  
 19 **resources, and also it allowed us to bring some of**  
 20 **the functions for two or three or four boroughs together**  
 21 **within some units, and there were five units or five**  
 22 **portfolios within each BCU, so you had a headquarter**  
 23 **portfolio, you had the local investigations,**  
 24 **neighbourhood policing, emergency response and**  
 25 **safeguarding portfolios.**

Page 108

1 **Within that, we merged the child protection, or**  
2 **CASO, which was child abuse and sexual offence**  
3 **portfolios within our safeguarding portfolio, which made**  
4 **the partnership approach much easier because,**  
5 **effectively, what we were doing was having the local**  
6 **borough and -- so all child or sexual offences or**  
7 **domestic abuse could be discussed by one borough rather**  
8 **than three separate units, which it had been if you had**  
9 **someone with domestic abuse that was also sexually**  
10 **assaulted and had child protection issues. So that**  
11 **brought it all into one portfolio.**  
12 Q. Thank you. First of all, as you know, the theme that is  
13 on the topics list is that of profiling, so I would like  
14 to ask you some questions about that, please, if I may.  
15 Can I bring up your first witness statement, please,  
16 MPS004318, and can we scroll in, Danny, please, on  
17 internal pages \_002 to \_003, paragraphs 10 to 12,  
18 please. Just bring that up.  
19 Could we just scroll in on those paragraphs, please,  
20 and just give us an overview, would you, of what the  
21 content is that you give us there?  
22 **A. Yes. So all the boroughs, all the BCUs, now have their**  
23 **own analysts, so they are able to produce their own**  
24 **distinct profiles and problem profiles for child sex**  
25 **exploitation. So what I was referring to here was that**

Page 109

1 **a crossover between CSE and CCE -- they were all put**  
2 **onto the child sexual exploitation crime reports. So**  
3 **that does skew the figures a bit. It's much more easier**  
4 **now, because we have the two distinct crime reports, one**  
5 **for CSE and one for CCE. So a lot of this data was**  
6 **taken from our crime recording system.**  
7 **I am happy to talk about, if I have missed it, what**  
8 **the Met does as a whole for profiling, because I haven't**  
9 **covered that. We didn't talk about pan-London profiles,**  
10 **if you want me to clarify that.**  
11 Q. I think before we get there, can we just indicate --  
12 chair, I'm terribly sorry, at the beginning of  
13 the witness's evidence I'm not sure if I sought your  
14 permission to adduce the statements in full, but I do  
15 intend to do that for this witness, if that is all  
16 right.  
17 Can we scroll in, please, on paragraph 15, where you  
18 give some breakdown here of the figures. Of the 147 CSE  
19 reports within central east area BCU from April 2018  
20 to March 2019, 102 of those related to Tower Hamlets.  
21 Give us the broad indications here around gender and  
22 ethnicity that were found from the perpetrator analysis?  
23 **A. This is always challenging with these sort of cases,**  
24 **when you speak to the young person, asking for details**  
25 **of the suspects or offenders, or where we have**

Page 111

1 **there is a specific one for Tower Hamlets. Not only do**  
2 **we have an analyst, but they have an analyst, so we can**  
3 **start sharing that information. That is only up**  
4 **to March 2019, and there is a new profile that will be**  
5 **put together later this year, in 2020.**  
6 Q. Go, please, within that same statement to paragraphs 16  
7 to 26, please, internal page \_005. Let's just scroll in  
8 on paragraphs 14 to 16, please.  
9 You were asked some questions about what's known  
10 about alleged and convicted perpetrators and in terms of  
11 the trends within that group for each of the past  
12 two years, to the end of March 2019. Can you comment on  
13 that, please?  
14 **A. So, yes. That was taken from the data that the analysts**  
15 **were able to produce looking at the Tower Hamlets,**  
16 **mainly at our crime reports and the CSE crime reports.**  
17 **So there is a distinction, just so that you're aware,**  
18 **when a child has -- suspected of child sex exploitation,**  
19 **we create a crime report that stays with them up until**  
20 **they're 18, and it's reviewed -- if it is closed, it's**  
21 **reviewed every six months.**  
22 **Previous to I think it was last year sometime, we**  
23 **didn't have the same facility for child criminal**  
24 **exploitation, so a lot of those children that had child**  
25 **criminal exploitation -- and we know there is a bit of**

Page 110

1 **information that's come across to us from other**  
2 **referrals, like from the children's social care, because**  
3 **when you speak to the child, they don't always give you**  
4 **the offender's details.**  
5 **So if we haven't got those details, we are not able**  
6 **to record it on the crime reporting system, which is why**  
7 **it is difficult when we say -- you know, of the recorded**  
8 **suspects, we are only able to say of those that are**  
9 **recorded whether they are male, female or their**  
10 **ethnicity. It is not necessarily for all the reports**  
11 **that we actually have on our systems, because the**  
12 **difficulties in getting young people to disclose,**  
13 **particularly if they know those people, if they're peers**  
14 **or if they have built some sort of trust up with the**  
15 **offenders, it's really tricky to get them to disclose**  
16 **that information, and that is the purpose of having that**  
17 **partnership working together, so that we can build up**  
18 **that rapport and trust, which you heard from Richard**  
19 **earlier on in his evidence.**  
20 Q. Understood. Sorry to cut across you, but we can see  
21 from your evidence that, as you have rightly indicated,  
22 in 114 of the 147 reports, there was no record of  
23 gender, and in 126 of those cases, there was no record  
24 of the ethnicity, perhaps partly because of the reasons  
25 you have given.

Page 112

<p>1 But in respect of those that were known, is this                  2 right, 28 per cent were male, 1 per cent were female,                  3 9 per cent were Asian and 7 per cent were black. Is                  4 that right?                  5 <b>A. Yes. Where it was recorded on the crime reporting                  6 system, we were able to take that information.</b>                  7 Q. Just scrolling down, please, Danny, on that page to                  8 paragraph 19, I think a similar analysis has been done                  9 in relation to the data around victims. If we scroll                  10 in, please, on paragraphs 19 and 20 through to 21 over                  11 the page, if we can, Danny, please, according to the                  12 data held by central east BCU, 89 per cent of recorded                  13 victims were female, 8 per cent were male and 3 per cent                  14 did not have a sex recorded for them. Is that right?                  15 <b>A. Yes. That's the information that they got from the                  16 crime reports.</b>                  17 Q. You make the point that that tallies with the pan-London                  18 figure that has a slightly lower but similar,                  19 85 per cent of the recorded victims were female. Is                  20 that correct?                  21 <b>A. It's very similar to the pan-London figures.</b>                  22 Q. As far as ethnicity of victims was concerned,                  23 39 per cent of all victims were recorded as Asian,                  24 22 per cent as black and 20 per cent as white. Is that                  25 correct?</p> <p style="text-align: center;">Page 113</p>	<p>1 <b>A. Yes, that's correct.</b>                  2 Q. Again, you say that, in 14 per cent of those cases,                  3 there was no ethnicity recorded. It's not clear whether                  4 the ethnicity was recorded upon confirmation by the                  5 victim or based on the reporting officer's own                  6 assessment.                  7 <b>A. Yes.</b>                  8 Q. So there are two questions, then, perhaps about that                  9 data -- some where there was no ethnicity recorded at                  10 all and I think a wider question about how the ethnicity                  11 had been selected, is that fair, where it was present?                  12 <b>A. Yes. So often the officers will ask people how they                  13 self-define to get their ethnicity. If the victim                  14 doesn't wish to give that, the officer can make their                  15 own judgment of what they think the ethnicity is, but it                  16 might be recorded in a different section.</b>                  17 Q. Just for completeness, if we can look, please, at                  18 paragraph 21, the age of victims was recorded as                  19 follows, and there are numbers there given for the ages,                  20 from 11 through to 17. Broadly, we see the biggest                  21 figures for those who are aged 14 and 15, over 40 and 50                  22 numbers respectively, and with figures also given for                  23 the ages 11 through to 17.                  24 The analysis also looked at additional victim                  25 vulnerabilities, of which you list links to gangs,</p> <p style="text-align: center;">Page 114</p>
<p>1 family stability, education and health. Is that all                  2 correct?                  3 <b>A. That's right. The officers have been advised to use the                  4 pan-London protocols, which has the "SAFEGUARDING"                  5 mnemonic in there, and that picks up vulnerabilities,                  6 and they can then put those vulnerabilities within the                  7 crime report as part of their analysis.</b>                  8 Q. I think, in terms of the trend analysis, is this right,                  9 at paragraph 27 of your witness statement -- we can just                  10 scroll down, please, Danny -- you indicated that                  11 41 per cent of the cases had been brought to notice by                  12 Social Services. That's paragraph 41. Forgive me, it                  13 is not, it is 41 per cent at paragraph 27. Sorry,                  14 Danny. Paragraph 27 on that page -- previous page,                  15 I think.                  16 <b>A. We do have an opportunity within the crime report to say                  17 how it came to be reported, who was the informant. So                  18 that will reflect that it was 41 per cent where it was                  19 the children safeguarding services that brought that to                  20 our attention.</b>                  21 Q. You have indicated that the figures in the profile were                  22 drawn together by Met intelligence data. I think that's                  23 right, isn't it?                  24 <b>A. That's right, yes.</b>                  25 Q. Then can I turn up, please, within the same witness</p> <p style="text-align: center;">Page 115</p>	<p>1 statement, paragraph 60, which is internal page _014,                  2 going over to paragraph 61, please. The question that                  3 the inquiry put to you was this, that the pan-London CSE                  4 profile identified gaps in intelligence due to, among                  5 other things, inconsistent flagging and inconsistent                  6 risk assessments. Danny, just please scroll back to the                  7 narrative before paragraph 60, because I'm just reading                  8 out the question that was put to the Met Police. Thank                  9 you.                  10 I think the question essentially was what action the                  11 police have taken to address those gaps in intelligence,                  12 what the outcomes were, and so on. Can you assist with                  13 that?                  14 <b>A. Yes. So the flagging system wasn't appropriate. We                  15 didn't have a CCE flag, which is child criminality flag,                  16 so very often you would get officers using the CSE flag                  17 because of the overlaps with some of them, the                  18 exploitation that they were finding. We now have a CCE                  19 flag and we have a number of other flags around gangs                  20 and youth violence that we are able to use. That has                  21 been communicated to all the officers. So we will start                  22 seeing a much better use of our assessments and flagging                  23 as we go forward with our data collection.</b>                  24 Q. Can you help us to understand a little bit about the                  25 difference between the CSE flag and the other flag</p> <p style="text-align: center;">Page 116</p>

1 you've identified and how an officer would approach the  
 2 classification? Is it that if there is any evidence of  
 3 sexual exploitation, the CSE flag would be used, or is  
 4 it not quite as simple as that?

5 **A. So it was really confusing a couple of years ago,**  
 6 **because although we were getting children who were**  
 7 **criminally exploited, there was no flagging system for**  
 8 **them to record it. So we did have a flag for child**  
 9 **sexual exploitation, and we have been using that, and**  
 10 **there was this mix/match where officers wrongly were**  
 11 **using that flag, and this is what I said at the**  
 12 **beginning, they were opening a crime report which stayed**  
 13 **with the child which was a CSE crime report because we**  
 14 **didn't have the facility for a child criminal**  
 15 **exploitation report. We do now have that facility. So**  
 16 **we are able now to get whatever data from either of**  
 17 **those reports. But, also, they both have the same**  
 18 **principle: they stay with the child until they are 18,**  
 19 **they can be opened and closed as and when information**  
 20 **comes in and there is a six-month trigger on it for the**  
 21 **officer to go back and have a look at intelligence**  
 22 **reports to see whether there are any other crime**  
 23 **reports.**

24 **What often happens with those particular CCE and CSE**  
 25 **crime reports is, if there is a substantive offence,**

Page 117

1 **Tower Hamlets. But just to say that, as a Met-wide --**  
 2 **part of our control strategy under the vulnerabilities**  
 3 **and safeguarding has CSE, and that's reported quarterly,**  
 4 **so we get a quarterly assessment from that, as well as**  
 5 **we get information and intelligence for the Met tasking**  
 6 **meetings, which are monthly. So we can look at trends**  
 7 **and patterns that cross boroughs or cross BCUs, and**  
 8 **there's a number of other vulnerability products**  
 9 **available to officers or units to refer to.**

10 **The London Children's Safeguarding Board has**  
 11 **a dashboard of child sex exploitation so that they can**  
 12 **have a look across London. That's shared with the**  
 13 **directors of Children's Services and the BCU**  
 14 **superintendents. They also commissioned a multi-agency**  
 15 **review which looked at health data, the local authority**  
 16 **data and police data overlapped, and that was also**  
 17 **shared -- so that was done at the beginning of the year.**  
 18 **That was also shared with all the boroughs, as well as**  
 19 **all the BCU commanders and their superintendents.**

20 **Q. Just finally in terms of the key structures here, you**  
 21 **indicate that that meeting also involves police officers**  
 22 **from the missing persons team, the youth offending team,**  
 23 **the exploitation team and the integrated gangs unit, and**  
 24 **you also explain, I think, that the CSE coordinator, who**  
 25 **I think is a local authority member of staff, acts as**

Page 119

1 **like human trafficking or sexual offences or robbery, or**  
 2 **anything else, other crime reports are opened and the**  
 3 **investigation is recorded on those.**

4 **So that's a challenge as well, because they will**  
 5 **also -- if somebody opens, let's say, an assault crime**  
 6 **report, they can put a CSE flag on it, or a CCE flag**  
 7 **now, and what would be done locally, and also it is**  
 8 **checked by our central unit, is, when those flags pop**  
 9 **up, has a CSE crime report been opened for the child or**  
 10 **has a CCE crime report been opened for the child. So we**  
 11 **do have a check and balance on that now.**

12 **Q. I just have a couple more questions about some matters**  
 13 **of context and profiling, please, before our break.**

14 **Can I bring up, please, MPS004318\_033,**  
 15 **paragraph 146, and scroll in, please, Danny, on the**  
 16 **question that was put. I think you were asked about how**  
 17 **the force has responded to its categorisation of child**  
 18 **sexual exploitation. You indicate that it has been**  
 19 **treated as a specific priority; that the force has**  
 20 **created a dedicated co-located CSE team bringing**  
 21 **together intelligence from both police and local**  
 22 **authority and Social Services with a structured daily**  
 23 **meeting at 9.30 each day with overnight risks discussed**  
 24 **and new cases discussed. Is that right?**

25 **A. That's absolutely right. That's how it works in**

Page 118

1 the point of contact for professionals where there are  
 2 substantiated risks of sexual exploitation, they  
 3 co-ordinate the risk assessment and support need and so  
 4 on; is that right?

5 **A. Yes. At Tower Hamlets that meeting is convened at 9.30**  
 6 **every morning and those people, representatives of those**  
 7 **teams, will get together to talk about new cases or any**  
 8 **cases that they are concerned about.**

9 **Q. Just finally on this, over the page at 149, you confirm**  
 10 **that the Tower Hamlets police has a dedicated team**  
 11 **embedded within the local authority about which we are**  
 12 **hearing and that this, you understand at paragraph 151,**  
 13 **is a unique model within London and has been operational**  
 14 **for 18 months at the time of your first witness**  
 15 **statement; is that right?**

16 **A. Yes, it is a unique model. We have some resource**  
 17 **implications just currently that we are working through,**  
 18 **but the essence of partnership collaboration still**  
 19 **continues, with officers attending the offices so that**  
 20 **they can be co-located, but in a slightly different**  
 21 **structure while we are going through the resource**  
 22 **implications, because the team has to cover Hackney as**  
 23 **well as Tower Hamlets.**

24 **Q. Just to be clear, your extract there that we have seen**  
 25 **on screen is from the witness statement**

Page 120

1 dated November 2019?  
 2 **A. Yes, that's right.**  
 3 MS HILL: Thank you very much. Chair, that might be an  
 4 appropriate moment to take our mid-afternoon break.  
 5 THE CHAIR: Yes. We will return at 3.00 pm.  
 6 MS HILL: Thank you.  
 7 (2.47 pm)  
 8 (A short break)  
 9 (3.00 pm)  
 10 MS HILL: DCS Williams, can I ask you some questions now  
 11 about the profile documents that you have provided and  
 12 just take it relatively briefly, if I may.  
 13 The Central East Area BCU CSE overview can be found,  
 14 please, Danny, at MPS004300. Just very briefly, if  
 15 I may, this is a document from May 2019, is this right?  
 16 **A. That's correct.**  
 17 Q. It provides, as it indicates at the very top, if you  
 18 look at the summary, an overview of key findings and  
 19 trends in CSE, related CRIS reports over a 12-month  
 20 period from 1 April to 31 March 2019; is that right?  
 21 **A. Yes, that's correct.**  
 22 Q. I think some of the information gaps that were  
 23 identified can be found at the top of internal page 3,  
 24 please. It is broadly this document that led to you,  
 25 I think, giving us those figures of 147 cases and things

Page 121

1 183 reports concerning CSE in Central East, 59 of which  
 2 were in Hackney and 124 in Tower Hamlets. Is that  
 3 right?  
 4 **A. Yes, that was up to August 2019, when this was compiled.**  
 5 Q. It indicates here that, while the different sizes of  
 6 those areas, so the larger population of Tower Hamlets,  
 7 goes some way to explaining this discrepancy, after  
 8 standardisation, the figures are still skewed. The  
 9 contrast shows that the two boroughs actually face quite  
 10 distinct challenges in terms of CSE. Do you want to  
 11 just help us with what they are?  
 12 **A. Is that between the two boroughs?**  
 13 Q. I think what it is saying is between Tower Hamlets and  
 14 Hackney?  
 15 **A. Hackney has a focus on child criminal exploitation.**  
 16 **They have quite a few gangs there with serious youth**  
 17 **violence where, sadly, young people have been stabbed or**  
 18 **fatally injured.**  
 19 **Tower Hamlets has a smaller number of child criminal**  
 20 **exploitation, but has more child sexual exploitation, so**  
 21 **there is a difference between the two boroughs.**  
 22 **You will find this as you go around any of the 32**  
 23 **London boroughs in the Met, they are all quite**  
 24 **different. There is no exactly the same science between**  
 25 **the two or a number of boroughs within the BCU.**

Page 123

1 of that nature; is that right?  
 2 **A. That's correct.**  
 3 Q. I hope I've got this correct, but is this right, that  
 4 there is now very recently, I think, we have received an  
 5 updated profile, a local organised crime profile,  
 6 Central East BCU, that covers child sexual exploitation  
 7 and a series of other serious threats.  
 8 If I just bring up, please, the front page of this,  
 9 MPS004576, this is a local organised crime profile. If  
 10 we go to the second page, is this right, that one can  
 11 see that it covers different types of organised crime,  
 12 of which child sexual exploitation is one; is that  
 13 correct?  
 14 **A. That's absolutely correct.**  
 15 Q. Is this a more developed profile that just covers  
 16 a larger number of topics that is more recent? I think  
 17 this was created in December 2019. So it takes similar  
 18 information to what we saw in that May document but  
 19 covers other topics as well; is that right?  
 20 **A. Yes. So this one is far wider and it also covers the**  
 21 **BCU, so Hackney as well as Tower Hamlets and other areas**  
 22 **of exploitation that you can see there.**  
 23 Q. If we go, please, to internal page 36, we will see the  
 24 treatment of child sexual exploitation begins there. Is  
 25 this right, from April 2018 to August 2019, there were

Page 122

1 Q. Scrolling in, please, on the top of the next page, the  
 2 victim profile is said to reflect similarities between  
 3 the two boroughs, but if we scroll in on the second  
 4 paragraph, across the BCU, 38 per cent of the victims  
 5 were reported as Asian, 22 per cent black and  
 6 22 per cent white European, again, with some cases where  
 7 the ethnicity was not recorded. Then it notes this,  
 8 that 67 of the 70 Asian victims across the BCU were from  
 9 Tower Hamlets, which perhaps reflects, does it, the  
 10 profile of that borough?  
 11 **A. Yes, and that's very similar to the CSE profile --**  
 12 **I think it was 57 per cent that you saw.**  
 13 Q. We have got some data there about the suspects. Again,  
 14 you have recorded there that they were recorded to be  
 15 overwhelmingly male, 95 per cent. In only 20 per cent  
 16 of reports was the ethnicity recorded.  
 17 **A. That's correct.**  
 18 Q. Just a few other points, please, if I may, on this  
 19 document. Can I ask you to look, please, at  
 20 MPS004576\_040. The comment there is around the youth  
 21 population of Tower Hamlets, and it describes the most  
 22 common types of CSE being online, then the relationship  
 23 model, then the peer-on-peer model, although 31 per cent  
 24 of reports did not specify a CSE type, and the panel can  
 25 read there that there were certain particular areas that

Page 124

1 were identified; is that right?

2 **A. Yes, and some of that modelling is within the pan-London**

3 **Child Exploitation Protocols. It sets out what that**

4 **modelling looks like and the different sorts,**

5 **peer-on-peer relationship, which is why (interference)**

6 **looked at it.**

7 Q. Can I bring up, please, the mapping guidance,

8 LBT004228\_001. Just to take this relatively briefly, if

9 I may, this is a document that includes information on

10 intelligence gathering and how to complete a national

11 referral mechanism form. Can we just go to the next

12 page, please. This is all about trying to use the

13 mapping tool to understand links between young people

14 and sexual exploitation networks, that being known as

15 social network research or mapping. Is that right?

16 **A. Yes, it is. This is a local authority, Tower Hamlets,**

17 **document, but obviously in the mapping exercises the**

18 **police are included.**

19 Q. Take that down, please, and then move to the question of

20 how the profiles that you have described in detail

21 inform front-line police response. Help us, please,

22 with, overall, how you use the data from those profiles

23 to determine what the front-line policing is?

24 **A. As you have just raised, there are a number of local**

25 **profiles, but there are also some Met-wide profiles, so**

Page 125

1 inspection report from 2016, and I'm sure you have had

2 the chance to refresh your memory about that, but can

3 I bring up, please, INQ005333\_074. By way of context,

4 this is an inspection from a few years ago from February

5 to May 2016. But, I think, as you're aware, when it

6 came to the topic of CSE, there were quite a few

7 findings in here that directed, I think, the attention

8 of the Metropolitan Police. Can I perhaps go through

9 what's said on CSE. There is a narrative the chair and

10 panel can read, but let's focus on the boxed text.

11 These were findings made after an audit of a series of

12 files. They were described, if one looks at the

13 following page, please, at the boxed text, and the

14 narrative in the paragraph just above it, it talks

15 about:

16 "... officers often did not recognise indications

17 that some children might be at risk of CSE. We found

18 delays between the initial report and contact being made

19 ... significant investigative delays (ranging from days

20 to years), limited evidence of supervision ... and

21 a failure to recognise or consider wider safeguarding

22 risks. Nor did they make appropriate contact with other

23 children who were clearly at significant risk or

24 accelerate action to find and safeguard them. These are

25 serious failings."

Page 127

1 **there will be vulnerability products that can be drilled**

2 **down, so within missing persons or registered sex**

3 **offenders, child protection online for indecent images**

4 **of children, youth offending. There are a number of**

5 **products out there. The analysts within each of**

6 **the BCUs will use that data and, at their monthly**

7 **tasking and coordinating groups, they will pull out some**

8 **of the data that is apparent so that they can task the**

9 **neighbourhoods with looking at particular locations,**

10 **they can task some of their proactive units to look at**

11 **offenders, and equally around the victims, if they're**

12 **seeing the same sort of victims coming up on missing**

13 **persons, they will want to know that that has been**

14 **picked up by the exploitation team and whether they need**

15 **any additional support to be able to do any proactive or**

16 **supportive operations that -- with the resources that**

17 **are on the BCU. If it is of significance, some of those**

18 **patterns and trends, that will be picked up in the**

19 **monthly Met-wide coordinating tasking group, and they**

20 **will pick that information up, and the head of**

21 **profession goes to that meeting and gives an overview of**

22 **CSE to everyone in the organisation at that tasking**

23 **group and can bid for Met-wide resources to support**

24 **a particular borough or BCU.**

25 Q. We included on the topics list at this point the HMIC

Page 126

1 Then it gave some more narrative under that text in

2 the boxes.

3 Can you help with the extent to which that has

4 informed the Metropolitan Police practice since then and

5 the changes that have been made?

6 **A. Yes. So we accepted all the findings from the HMIC from**

7 **that 2016 inspection. We have had a real -- we have an**

8 **action tracker, where we have recorded all the progress**

9 **to date in how we have taken their recommendations to**

10 **improve. So within CSE, we did a "Spot it, Stop it"**

11 **campaign. That has had several variations of it, and**

12 **that is to raise awareness with all officers within the**

13 **Met, and staff as well, so not just police officers,**

14 **about the risk to children and what they need to look**

15 **out for, so whether it is somebody coming into a front**

16 **counter or coming into the Met detention, into custody**

17 **or people like the police community support officers**

18 **that might be on the neighbourhoods. It is to get them**

19 **to recognise and think greater, "Is that child at**

20 **risk?"**

21 **We also did -- rolled out some awareness around**

22 **safeguarding, so the mnemonic I talked about earlier, to**

23 **get people to use that, particularly in their report.**

24 **So they are picking up the vulnerabilities that may be**

25 **there with the child.**

Page 128



<p>1 So there was quite a lot of training. What I would                  2 say with training, officers will often say they didn't                  3 get training, but officers think about training being                  4 face to face, and we use a blended mix of training, so                  5 more recently we have been using LinkedIn and Netflix                  6 and we have CSE videos on there, missing person videos,                  7 safeguarding videos. We also have webinars, we have                  8 blogs on our internet, we have had seminars, conferences                  9 where we have targeted particular audiences, and we have                  10 used CSE in the latest -- sorry, it's the PPDDs, which                  11 is the professional development days, January to March,                  12 which was one of the last ones we had before COVID,                  13 where we raised the issue of CSE, trauma, contextual                  14 safeguarding, ASIS, the adverse child experiences, and                  15 then we had a number of different conferences where we                  16 targeted people from the safeguarding portfolio and we                  17 raised the issue with CSE and the signs and what to look                  18 out for and how to record it, and all that has been, you                  19 know, in response to some of the work that we have been                  20 doing to address the HMIC recommendations.                  21 I mean, clearly there were recommendations around                  22 our governance and our setup and our leadership strands,                  23 and we completely revamped how we address safeguarding,                  24 so there is assistant commissioner, who is management                  25 board level, but oversees child protection for the MPS,</p> <p style="text-align: center;">Page 129</p>	<p>1 there is a head of profession for safeguarding, there                  2 are lead responsible officers for all areas of                  3 safeguarding, and that includes child sexual                  4 exploitation, child criminal exploitation, modern day                  5 slavery. So that is -- those lead responsible officers                  6 work with subject matter experts, and they come up with                  7 the policy and the guidance and they do a lot of                  8 the awareness training that is required.                  9 Q. Can I just look back at some of the other issues that                  10 were raised by the HMIC, please. INQ005333_007. Just                  11 scroll in, please, on the bullet points at the top of                  12 that page. Your answers about training perhaps were                  13 intended to meet the finding at the third bullet point,                  14 that some officers and staff did not have the training                  15 they needed to do their jobs effectively. They found                  16 officers in roles focused on tackling CSE who had not                  17 been trained in that. But then the next bullet point,                  18 I will just sort of pull together these other findings,                  19 if I may. There was a concern that officers frequently                  20 failed to request strategy discussions with other                  21 partner agencies. Over the page, I think we have dealt                  22 with the issue of risk assessment, but the                  23 second-to-last bullet point over the page was a finding                  24 that borough officers are often unaware of                  25 the registered sex offenders in their area, and so miss</p> <p style="text-align: center;">Page 130</p>
<p>1 opportunities to gather intelligence.                  2 Then I think the final two findings I'd just like to                  3 put to you, please, on internal page 6, the second                  4 paragraph down, the analysis of the child protection                  5 files by the inspectors judged that three-quarters                  6 demonstrated policing practice that either needed                  7 improvement or was inadequate.                  8 The final bullet point on page 6 was that the police                  9 response to children who regularly go missing from home                  10 was poor. Can you help with how those have also been                  11 responded to within the Metropolitan Police, please?                  12 A. We have accepted all those findings, and we have been                  13 working to address them, so within the -- so, for                  14 example, within the RSO, which is mentioned up there, we                  15 have launched Operation Beat, which is getting local                  16 community officers to know who the registered sexual                  17 offenders are on their beat, and absolutely, if you are                  18 a neighbourhood officer, why would you not want to know                  19 who is causing harm? So that has gone out and that has                  20 been recently refreshed as well.                  21 In terms of missing, we picked up the Philomena                  22 Protocols that you heard from Durham, so we have been                  23 working with care homes around those and we are rolling                  24 those out across the MPS. Two BCUs have currently                  25 picked that up at the moment, but there is a programme</p> <p style="text-align: center;">Page 131</p>	<p>1 to roll it out as well as some guidance that we have                  2 been doing around missing persons for front-line                  3 officers, duty officers, and picking up the good                  4 practice from -- you heard it in the submissions around                  5 Operation AEGIS. So we picked up some good practice                  6 there and have taken that to some other boroughs and                  7 that's about assessing the risk as it happens throughout                  8 the day and first thing the following morning at their                  9 daily management meetings, picking up the risk to                  10 missing children and missing persons and making sure                  11 there's an adequate response to that.                  12 There were some other areas in there if you want me                  13 to talk about some of the other things we are doing for                  14 the HMIC responses.                  15 Q. Forgive me, I should have also taken you to the                  16 post-inspection review carried out by HMIC in 2018,                  17 because I think that did recognise the commitment by                  18 leaders within the Met and the Mayor's Office for                  19 Policing and Crime to respond to the findings. Is this                  20 right, if you look at INQ005334_005, when the inspectors                  21 did their post-inspection review in 2018, they                  22 identified -- we can see the boxed text -- we can                  23 perhaps scroll in on this part of the text that begins                  24 "Significant concern: Online child sexual abuse and                  25 exploitation":</p> <p style="text-align: center;">Page 132</p>

1 "The finding was that the current arrangements for  
 2 investigating online cases involving IIOC and sexual  
 3 exploitation are not working."  
 4 So there were concerns about examination of devices,  
 5 concerns about failure to follow child protection  
 6 procedures and so on. It does seem as if, in 2018, the  
 7 inspectors were still concerned about performance in  
 8 this area. Is that fair?  
 9 **A. It is absolutely fair. Since then, we have introduced  
 10 what we call OCSAE teams -- online child sexual abuse  
 11 and exploitation teams -- on every single BCU. That's  
 12 a team of one in eight per BCU. They were introduced --  
 13 it took a while to set them up, but they were introduced  
 14 from January. They started their specific training  
 15 around OCSAE, including CSE issues, and we are in the  
 16 process of rolling out the rest of the training.  
 17 Obviously, with COVID, we have had to pull back -- there  
 18 was a bit of a halt in the training but we have got back  
 19 on track now. We are just rolling out the ADF machines  
 20 and the XRY machines that look at mobile devices  
 21 and able to help the investigating officers. We are  
 22 about to roll out, towards the end of the year, our CAID  
 23 machines, which is the child abuse internet database.  
 24 That will considerably help our front-line officers that  
 25 deal with level 1 investigations, being able to support**

Page 133

1 and exploitation has in some respects deteriorated since  
 2 we last inspected. This is of significant concern."  
 3 Indicated then that the Metropolitan Police's  
 4 position was that it would take a further two years to  
 5 ensure that children receive consistently improved  
 6 responses, and that was, I think, a post-inspection  
 7 review carried out in late 2018. Do you want to comment  
 8 on whether when the inspectors next return you think  
 9 that the prospect of an improvement being noted is  
 10 a good one?  
 11 **A. The inspectors did come back and do some auditing but,  
 12 with COVID, they have had to now put it off. My  
 13 understanding is they will come back next year to do  
 14 further auditing and then the fieldwork before they do  
 15 their report.  
 16 We have been doing a lot of work around registered  
 17 sex offenders. I have mentioned some of that. But  
 18 there has been a ten-point action plan to improve it and  
 19 to improve the ratio between officers and sexual  
 20 offenders, and you have heard some of the things we are  
 21 doing around CSE.  
 22 But what we have done is, we have just put together  
 23 an MPS public protection plan which drills down into  
 24 five areas: capacity, capability, leadership, governance  
 25 and partnerships. It uses the national vulnerability**

Page 135

1 **them much better going forward. I think we have  
 2 a dedicated inspection team and they have, now, very  
 3 similar to the findings of the HMIC, so they have been  
 4 looking and doing reviews on all different subjects and  
 5 they are able to tell us what good looks like, and the  
 6 issue for us now is trying to help the frontline  
 7 officers understand what good looks like and how to  
 8 achieve that going forward.**  
 9 Q. Can I just bring up for the panel's understanding the  
 10 final two pages of the post-inspection review at  
 11 MPS005334\_006-007. To be clear, the inspectors found in  
 12 2018, if we can scroll down, please, on the conclusion,  
 13 and try and bring that part up, one of the main ways the  
 14 inspectors said in which they assessed the experience of  
 15 children is through case reviews. At that point,  
 16 two-thirds of the cases did not meet the required  
 17 standard:  
 18 "We judged fewer cases to be 'inadequate' than in  
 19 previous inspections, but felt that many of the problems  
 20 we identified remained constant. Continuing to find  
 21 poor quality supervision of child protection cases which  
 22 had been an enduring problem."  
 23 Going further down the page:  
 24 "We also found that the management of registered sex  
 25 offenders and the response to online child sexual abuse

Page 134

1 **action plan headings and, within there, there is  
 2 a section specifically on CSE, child exploitation, so  
 3 that we will be looking at KPIs around that and holding  
 4 to account senior officers in the Met to improve the  
 5 capacity and the capability of our staff, particularly  
 6 in those areas.  
 7 So that plan specifically references the HMIC  
 8 recommendations to address them going forward into the  
 9 future.**  
 10 Q. Specifically on disruption, can I bring up  
 11 MPS004318\_012, paragraph 45. You provided some data on  
 12 the number of CAWNs. I would just like to bring up that  
 13 table, please. The number of child abduction warning  
 14 notices issued in respect of CSE cases in Tower Hamlets  
 15 was, and we see the figure there, I think from  
 16 1 April 2018 to 31 March 2019, a total of 13. Is that  
 17 right?  
 18 **A. Yes, that is, and it is something within our disruption  
 19 strategies and even the Home Office disruption toolkit  
 20 that they use, as well as the pan-London Protocols, is  
 21 to use the child abduction warning notices, so we have  
 22 been doing some awareness training with all the teams as  
 23 to when to use it, what it means, how to use it and how  
 24 it should be recorded, so that when officers do  
 25 a search, they can see if there have been any breaches**

Page 136

1 as well.

2 Q. Dealing with the extent to which the Met understands

3 there to be any link between CSE and organised networks,

4 can I bring up, please, internal page 14 of this

5 document, paragraph 56, please. You indicate there is

6 currently no provision routinely to map gang association

7 and CSE cases. A recent review meeting identified

8 mapping as a key area for improvement from an

9 exploitation/gang perspective.

10 What is your position in relation to the number of

11 CSE cases within Tower Hamlets that are linked with an

12 organised network in the organised criminal group sense?

13 **A. I think you've probably heard from other witnesses that**

14 **there are a number of different descriptions of**

15 **organised criminal networks, and we work to the Serious**

16 **Crime Act from 2015, and that's the same as the CPS**

17 **definition. So it is important because that will help**

18 **us provide the evidence of an organised criminal network**

19 **if we're in an investigation.**

20 **There clearly is, you know, some sort of networks,**

21 **but they're not necessarily organised crime, as we might**

22 **think from the definitions.**

23 **What we're saying is, we are not saying it is not**

24 **there, we are just saying we haven't really found it.**

25 **But we do have -- the level 2 and 3 CSE cases are picked**

Page 137

1 **Met.**

2 **Within your definition, it could be two or more**

3 **people. Clearly, there are peers -- either peer**

4 **suspects or there are adult suspects who are more than**

5 **two people that we have come across, but not necessarily**

6 **has the officer found the evidence that would link them**

7 **to an organised crime network. So I think there is**

8 **a distinction there. Particularly we have to find the**

9 **evidence if we are going to prosecute people, so we need**

10 **to work to the evidence around a specific fact and**

11 **legislation that is currently available to us.**

12 Q. You provided some evidence about the development of

13 a disruption strategy at a local level. I hope I've

14 summarised this fairly. Is this right, that there was

15 consideration of developing a local disruption strategy

16 and toolkit, but effectively, events were superseded by

17 a combination of the COVID pandemic and the Home Office

18 national toolkit being published in June of this year

19 and that is what has been adopted by Tower Hamlets.

20 Have I got that right?

21 **A. Yes, that's right. It might be worth just mentioning,**

22 **because I think -- I'm not sure that Richard Baldwin**

23 **give the right information. But when we look at the**

24 **levels, level 1 is what the borough or BCU will deal**

25 **with. Level 2s and 3s CSE is what our central teams**

Page 139

1 **up by the central specialist crime units, so they would**

2 **deal with organised crime networks, and what we know is,**

3 **the online organised -- sorry, the online central teams**

4 **tend to pick up the more organised criminal networks**

5 **around indecent images of children, and that's work --**

6 **they do a lot of proactivity in that particular area,**

7 **and they work with the NCA -- that's the National Crime**

8 **Agency -- and they work with a number of agencies and**

9 **their regional and their national partners.**

10 **But within Tower Hamlets, it is just that we haven't**

11 **found the evidence in terms of what you might say is the**

12 **definition, but -- rather, in what we say is the**

13 **definition, we haven't found that evidence.**

14 Q. Bearing in mind the more broad definition that the

15 inquiry is using, and obviously conscious that the

16 children the inquiry has selected it is satisfied meet

17 that broader definition, is there any merit and is it

18 viable for police forces to try and categorise cases

19 alongside a more broad definition of networks, similar

20 to the inquiry's definition?

21 **A. I think when we think about organised criminal networks,**

22 **we think about, particularly within that definition,**

23 **either financial or some other sort of gain or there is**

24 **more than three people and it's a wider network**

25 **necessarily across a borough, across a BCU, across the**

Page 138

1 **will deal with, because they're the more prolific cases**

2 **or where there might be organised criminal networks**

3 **involved. So they would pick those up.**

4 Q. You were asked to review certain parts of the evidence

5 from the Children's Society from Mr Thomas. He's given

6 some evidence, for example, about sharing intelligence

7 gained through the RHI process. Can I just perhaps

8 bring that up and invite your comment. It is

9 INQ005080\_007, paragraphs 42 to 45. In the context of

10 disruption, he was talking about sharing information

11 gathered from the RHI process and the introduction of

12 the MARP meeting, and so on. But perhaps just go down

13 to 45, please, where he says in his view an area

14 requiring strengthening is around disruption in

15 termination of contexts:

16 "Currently little work that we are aware of is being

17 undertaken with highlighted contexts apart from police

18 working with the hotel industry. It could be that this

19 work is taking place in-house and not being fed back to

20 partner agencies. However, there is so much scope and

21 resource through partner agencies that this could be

22 used to work within contexts of concern alongside the

23 exploitation team."

24 I think the suggestion being made is there is

25 a police focus on the hotel industry but there are other

Page 140

<p>1 contexts that might be fruitful for disruption. Do you 2 want to comment on that? 3 <b>A. Yes. I think there are two points there.</b> 4 <b>Operation Makesafe is what our neighbourhood officers</b> 5 <b>will do when they go around and visit locations. One of</b> 6 <b>the locations will be hotels but there could be open</b> 7 <b>spaces, there could be taxis, there could be take-away</b> 8 <b>shops. We have also been working with the schools</b> 9 <b>officers around locations as well so that they're aware</b> 10 <b>of what sort of disruption could be made around where we</b> 11 <b>identify specific locations that they could assist us</b> 12 <b>with.</b> 13 <b>There was another point – sorry, it's flashed off</b> 14 <b>the screen. There was another point I was going to make</b> 15 <b>in there.</b> 16 Q. Can we bring that back up. 17 <b>A. Oh, yes, we are very much reliant on – so this is</b> 18 <b>Return Home Interviews, which are conducted by the local</b> 19 <b>authority. We are very much reliant on that being</b> 20 <b>shared with the police so that we can put it on our</b> 21 <b>intelligence reports, or even on our crime reports, if</b> 22 <b>necessary.</b> 23 <b>If we don't get that information, and we don't get</b> 24 <b>it timely, we are not able to react to it. So I know</b> 25 <b>that the lead responsible officer for exploitation is</b></p> <p style="text-align: center;">Page 141</p>	<p>1 <b>looking at pathways for other agencies to be able to</b> 2 <b>report that information, and that's something that</b> 3 <b>they're currently working on, and that would be a real</b> 4 <b>great asset to us so that other agencies who want to</b> 5 <b>report that information are able to get that information</b> 6 <b>to us fairly quickly.</b> 7 Q. Examples of that intelligence, please, if we look at 8 internal page 3, paragraph 16 and onwards, of 9 Mr Thomas's witness statement. He describes, for 10 example, at paragraphs 16 and 17, intelligence 11 indicating hotspots that young people were reporting 12 during their RHIs; evidence of young people being taken 13 to hotels and house parties; young people being found 14 out of London. At 17, he notes the contents of their 15 2018 monitoring report, involving serious disclosures 16 around violence/intimidation being made during or 17 related to missing episodes, and sets out a series of 18 criminal offences that have been reported. 19 Just going over the page, at paragraph 20, he says 20 this: 21 "Although the above extracts from our monitoring 22 reports do not explicitly detail evidence that states 23 young people were being exploited by organised networks, 24 they do indicate potential exploitation through 25 organised networks."</p> <p style="text-align: center;">Page 142</p>
<p>1 Is that correct, do you think? 2 <b>A. I think there is a potential for exploitation. It goes</b> 3 <b>back to saying that, you know, we can only act on the</b> 4 <b>information that we are provided, so we rely on that</b> 5 <b>information being – coming through the Return Home</b> 6 <b>Interviews or from when we pick it up – we do Safe and</b> 7 <b>Well checks when a young child returns back from being</b> 8 <b>missing, but that could be at any time, day or night,</b> 9 <b>and it really is to make sure that the child is safe,</b> 10 <b>and if there are allegations made, we take those</b> 11 <b>allegations and then the investigating officer will come</b> 12 <b>back to that child to do a more in-depth investigation</b> 13 <b>or take that intelligence from them.</b> 14 Q. Finally on Mr Thomas's statement, please, internal 15 paragraph 77 at internal page _013, please, Danny, and 16 we will scroll in, please, on 77.3 to 77.4. This is 17 where he sets out some positive steps, but then some 18 barriers he identifies around young people being 19 identified through to recovery. Two things, perhaps, 20 for the police. One is, the use of intelligence 21 reporting across services is low, he says, which 22 prevents early disruption measures being utilised or 23 building stronger evidence for charges against the 24 perpetrators. The use of intelligence sharing needs 25 greater focus nationally. What is your response to</p> <p style="text-align: center;">Page 143</p>	<p>1 that? 2 <b>A. So I think now that we have adopted the new safeguarding</b> 3 <b>arrangements where we are looking at health, local</b> 4 <b>authority and police, I do think there is a greater need</b> 5 <b>for these pathways that I talked of earlier,</b> 6 <b>particularly from the voluntary sector that are</b> 7 <b>commissioned to work with these young people, so that</b> 8 <b>there are specific pathways that people can get that</b> 9 <b>intelligence and information in a fast-time route to us.</b> 10 <b>Because, often, we can be provided with this information</b> 11 <b>intelligence and it could be months old. If it is</b> 12 <b>months old, it's very difficult to either react to it or</b> 13 <b>to get the evidence that's required, particularly around</b> 14 <b>CCTV. That might have been – after 28 days, that might</b> 15 <b>have been wiped.</b> 16 <b>So really important for us to have some sort of</b> 17 <b>pathway. As I say, I know that's what the central team</b> 18 <b>and the lead responsible officer is looking at at the</b> 19 <b>moment, of how that can be devised. They are in the</b> 20 <b>middle of drafting new pan-London Protocols, so a lot of</b> 21 <b>this information that I've been working on for your</b> 22 <b>inquiry I've been feeding into them, and particularly</b> 23 <b>the Children's Society, and asking them to have that</b> 24 <b>conversation with them about some of the things they're</b> 25 <b>finding, because it may be that we can put some of that</b></p> <p style="text-align: center;">Page 144</p>

1 into the new protocols and that they should consult more  
 2 widely when they are drafting.  
 3 **So they are in the draft stage at the moment and**  
 4 **this is really timely for them to get that consultation.**  
 5 Q. Finally on his evidence, 77.4, he notes the increased  
 6 awareness of the use of disruption plans alongside child  
 7 protection responses, but considers that these are still  
 8 being completed -- I think this is disruption plans --  
 9 outside of normal child protection measures and not part  
 10 of Child in Need, child protection or looked-after  
 11 children plans.  
 12 Do you want to comment on that element, please?  
 13 **A. So my understanding is the disruption plans are done in**  
 14 **partnership, but of course there may be child protection**  
 15 **plans that are slightly different and that will be**  
 16 **something for the partners to come together to look at**  
 17 **and assess, but I probably couldn't make a comment on**  
 18 **whether that is actually happening or not, other than**  
 19 **what I've --**  
 20 Q. Can you have a look at the final part of this paragraph,  
 21 where he talks about different legal provision in  
 22 relation to 16- and 17-year-olds, such as around the use  
 23 of CAWNs, resulting in reduced opportunity for early  
 24 interventions with that age group. Can you help with  
 25 that?

Page 145

1 perpetrators. The reference is MPS004318\_003. I think  
 2 you reference two different police operations and one  
 3 prosecution. Is that right?  
 4 **A. That's correct, yes.**  
 5 Q. Just taking a few more of the themes quite briefly and  
 6 then I will ask some questions about particular  
 7 children. Dealing with our theme of empathy and concern  
 8 for child victims, I think this was picked up to some  
 9 degree in the inspection review -- forgive me, and the  
 10 original inspection by HMIC in 2016. Is there anything  
 11 in particular about that issue that you would like to  
 12 share with the panel?  
 13 **A. I think we accept some of the empathy, victim-blaming**  
 14 **language, that officers hadn't been trained to spot**  
 15 **that, which is why I talked about what we have done**  
 16 **around adverse child experiences, victim-blaming**  
 17 **language and the recommendations for**  
 18 **Sir Richard Henriques around what we call**  
 19 **Operation Larimar. A video was produced about**  
 20 **victim-blaming language and how we deal with victims of**  
 21 **sexual offences and that's gone out to 24,000 people in**  
 22 **the organisation. So that does pick some of it up, but**  
 23 **we have done specific training with schools officers, we**  
 24 **have done mental health training around trauma, around**  
 25 **(inaudible) people, how they understand, how they -- the**

Page 147

1 **A. I'm not quite sure what he meant there about different**  
 2 **provisions in law, because we have used CAWNs as**  
 3 **a disruption tactic on some of our CSE victims in order**  
 4 **to disrupt the network that they have got.**  
 5 Q. Including in relation to 16- and 17-year-olds?  
 6 **A. Sorry, I can't really comment on that.**  
 7 Q. I think that's the point he's making. Is it your  
 8 understanding that they are limited in their use with  
 9 16- and 17-year-olds, or not?  
 10 **A. I don't think I could really give a comment on that**  
 11 **because I know the officers will investigate as best**  
 12 **they can and will make decisions with the partners about**  
 13 **the best disruptive strategies and, if that does involve**  
 14 **a CAWN, then they will use it. If it doesn't, there may**  
 15 **be other disruptions. Within the toolkits, the**  
 16 **Home Office toolkits, there is lots of different**  
 17 **legislation, lots of different things that can be**  
 18 **considered within their toolkit to use. So CAWNs are**  
 19 **just one of many.**  
 20 Q. I don't need to bring it up, but, for the note, you have  
 21 provided in your first witness statement several  
 22 examples of intelligence gathered by the  
 23 Metropolitan Police in Tower Hamlets and details of  
 24 a series of operations that have been based on that  
 25 intelligence and therefore disrupted certain

Page 146

1 **power of the language on our victims and trying to get**  
 2 **people to understand the impact that that does have when**  
 3 **they're talking to victims, and we have also included it**  
 4 **on a lot of our face-to-face training courses, right**  
 5 **from recruit training through to what we call our PIP1,**  
 6 **PIP2 and safeguarding courses for officers working in**  
 7 **those portfolios.**  
 8 Q. Just for the note, please, INQ005334\_023. One of  
 9 the findings of the inspection review in 2018 was  
 10 a concern around officers and staff not always speaking  
 11 to children, and, as a result, their views and  
 12 disclosures of abuse or neglect not always being  
 13 appropriately pursued. Could we bring up INQ005334\_023  
 14 and scroll in on the bottom of the page. The point made  
 15 there by inspectors is that when concerns regarding  
 16 a child cannot be substantiated, the potential risks to  
 17 the child are not always being considered and addressed.  
 18 Do you think there's been an attempt to address that  
 19 finding?  
 20 **A. I think that's a fair comment and our own audits will**  
 21 **pick that up as well. So we have been very much, within**  
 22 **our campaigns, talking about the voice of the child, and**  
 23 **the need to ensure that the voice of the child is**  
 24 **recorded on the crime reports, because if we don't**  
 25 **record it on there, we are not going to pick it up.**

Page 148

<p>1 When you speak to officers, they will say, "Well, we 2 spoke to the child and we put it on an intelligence 3 report" or "We put it on another crime report", but not 4 necessarily the CSE one or the CCE one, and we are 5 trying to educate our staff where the information needs 6 to be. Otherwise, we won't pick it up. If we're not 7 picking it up, then it's very difficult to assess that 8 as an – in audit processes as something that meets the 9 required standard of "good".</p> <p>10 So it is work in progress. We have done a lot of 11 campaigns, a lot of awareness training around it, trying 12 to say, "The victim – you must get the voice of 13 the child or the voice of the victim and you must record 14 it, and that means you've got to speak to these 15 children. Otherwise, you can't assess the risk". So 16 it's still a work in progress. You know, we are a big 17 organisation, we have lots of new recruits coming 18 through, so there's that capability and capacity issue 19 around skill levels. You know, so many of our 20 front-line officers have under two years' service and 21 with the current recruitment campaign, that is still 22 going to be the way over the next few years. So it is 23 making sure continually that we get that information to 24 our front-line officers that they understand they must 25 talk to a child to assess the risk. They cannot take it</p> <p style="text-align: center;">Page 149</p>	<p>1 from somebody else. They have got to actually visit and 2 talk to that child.</p> <p>3 So it is still a work in progress.</p> <p>4 Q. Similarly, can I just bring up, for completeness, 5 please, the Children's Society evidence about this, 6 INQ005080_008-009, please, Danny, and just scroll in on 7 paragraphs 49 to 52. For the note, the Children's 8 Society evidence has been that there were several 9 examples of inappropriate language being used in reports 10 that were challenged, talking about police officers 11 having recorded a young person has been sleeping around, 12 saying "Go missing, no-one cares, don't come back home, 13 she is wasted, worry about your other two daughters", 14 recording, I think we see at 50, a -- concerns about -- 15 I think that's to do with a social worker's language, 16 but concerns at 51 about further lack of empathy or 17 a victim-blaming response from an officer that was 18 acknowledged when the officer was spoken to.</p> <p>19 So are these some examples of concerns that the 20 Children's Society have raised, albeit they say at 53 21 that, in the last year, they have seen less of this sort 22 of response?</p> <p>23 A. Yes. I mean, it's really disappointing to read that and 24 to see that that might have been happening. We really 25 have tried to instil in our officers not to use</p> <p style="text-align: center;">Page 150</p>
<p>1 victim-blaming language. When it's picked up in our 2 audits, our officers are put on action plans. We 3 currently have now introduced, particularly around CSE, 4 although we have it with OCSAE and RSO, monthly meetings 5 with the detective inspectors and the detective chief 6 inspectors, bringing up the findings of audits, and this 7 would be like one of the findings around victim-blaming 8 language, using the right language, you know, because 9 you can't build a rapport with young people if you don't 10 use the right language, or you won't get them to trust 11 you and have the confidence to tell you about what's 12 happening to them.</p> <p>13 So, you know, it's a fair comment, but it is still 14 something that's very disappointing and something that 15 we are working on to try to change that culture.</p> <p>16 Q. Just briefly, if I may, turning to the issue of missing 17 children, can I perhaps bring up your most recent 18 evidence on this, I think, which is at MPS004401, 19 paragraph 66, please. That's your third witness 20 statement, where you give us, I think, some data around 21 missing children. In particular, I think, if we can 22 scroll in paragraph 70 over the page on internal 23 page 14, help us with the numbers of figures of children 24 shown as missing or absent from February 2018 25 to January 2020? I think these are --</p> <p style="text-align: center;">Page 151</p>	<p>1 A. Met figures?</p> <p>2 Q. I think they are Met-wide figures; is that right?</p> <p>3 A. I have seen some local figures for Tower Hamlets but 4 I think those are Met-wide figures.</p> <p>5 Q. Can I scroll down further within that document where we 6 have heard reference already to the top 20 vulnerable 7 children and the risk to those children. Is there 8 anything in particular you would like to add about that 9 topic?</p> <p>10 A. So we don't have, within our missing person dashboards, 11 anything around looked-after children. Although – the 12 thing that I suppose is quite difficult for us to manage 13 is the boroughs will pick up missing children that 14 happen on their borough, but they're not necessarily the 15 placement authority. So, for instance, Tower Hamlets 16 you heard earlier would place their children in another 17 authority, and it would be that borough that would pick 18 up the incidents of missing children, and that's really 19 difficult for us to monitor and provide the data and 20 statistics around that to kind of build a really good 21 subset to know what the patterns and trends are. 22 Because they're also brought in from outside London as 23 well.</p> <p>24 Q. INQ005334_017 to _018, please. That's the HMIC 25 post-inspection review from 2018 that noted, did it not,</p> <p style="text-align: center;">Page 152</p>

1 that some officers and staff within the Met had received  
 2 training on missing people, but not all, including some  
 3 in important roles. Is that still the case, or has that  
 4 been addressed?  
 5 **A. I can say, from having spoken to the lead responsible**  
 6 **officer, that all staff in missing person units last**  
 7 **year, from January 2019, had received that training.**  
 8 **There hasn't been -- there was supposed to be further**  
 9 **courses put on this year, but, due to COVID, those**  
 10 **courses haven't gone ahead. But in the meantime, they**  
 11 **have been doing -- they have got videos on our LinkedIn**  
 12 **around missing persons. They have done webinars, they**  
 13 **have done work with the duty officers, they have done --**  
 14 **they regularly talk to the detective inspector who**  
 15 **covers the missing person unit so that they can give to**  
 16 **them the organisational learning from the findings of**  
 17 **audits.**  
 18 **Having spoken to learning and development, those**  
 19 **courses will be available again, but they haven't been**  
 20 **put back into the programme, and there's been a huge**  
 21 **backlog, as you can understand, because of the way that**  
 22 **we can deliver face-to-face training around our courses**  
 23 **at the moment.**  
 24 Q. Understood. We can take that document down now, thank  
 25 you, Danny.

Page 153

1 **picked that up and they were dealing with other suspects**  
 2 **that were linked to that particular individual and other**  
 3 **matters and they had arrested and charged some of those**  
 4 **offenders. Unfortunately, the subject, A-21, wasn't**  
 5 **engaging with police, so it was difficult in terms of**  
 6 **other disruption techniques that we might have wanted to**  
 7 **use.**  
 8 Q. In relation to that child, I think there was an occasion  
 9 when the child was displaying some physical injuries.  
 10 Can you assist with what disruption or investigation  
 11 there was of the male person who was accompanying that  
 12 child when they were displaying those physical injuries?  
 13 **A. Are you relating to an injury on their shoulder?**  
 14 Q. No, I think it's where the child came to attend at  
 15 hospital.  
 16 **A. Where the child ...?**  
 17 Q. Attended at hospital?  
 18 **A. Right. One minute I'll just refer to my notes, if**  
 19 **that's okay.**  
 20 **I think that was the one where the child attended**  
 21 **a hospital with an adult.**  
 22 Q. Yes.  
 23 **A. My understanding with that was that the officers were**  
 24 **alerted to that particular incident; that they sought to**  
 25 **get information, but no evidence was provided to them by**

Page 155

1 I will just perhaps adduce for the note, I'm not  
 2 going to bring it up, you have given some evidence about  
 3 our theme of male victims at MPS004318, paragraph 17,  
 4 and MPS004318 at paragraphs 129 to 137.  
 5 Can I ask you some questions now, please, about the  
 6 specific children whose cases you were asked to look at.  
 7 I think from the topics list there were a series of  
 8 issues you were asked to look at about some of  
 9 the children. Can I take, please, first of all, the  
 10 case of CS-A21.  
 11 CS-A21, you were asked to look at, first of all, in  
 12 the context of disruption in relation to that child,  
 13 just by way of background, CS-A21, the timeline was read  
 14 about this child, had a history of domestic violence,  
 15 multiple missing-from-home episodes and concerns about  
 16 high number of social media followers and the possible  
 17 use of drugs and alcohol from an early age. I think  
 18 concerns about parties attended by older men.  
 19 In relation to that child, having reviewed the  
 20 paperwork, do you want to comment on the level of  
 21 disruption in that child's case?  
 22 **A. Yes, so I know that the officers via the central SET**  
 23 **team, because that child was allocated as a level 2 --**  
 24 **started off a level 1 and then was raised to a level 2**  
 25 **because of the activity, and then the central SET team**

Page 154

1 **the young person.**  
 2 Q. It looks, from our understanding, that the officers  
 3 recorded that this was allegedly a relative, but it's  
 4 not very clear whether that was tested or investigated.  
 5 Can you help with that?  
 6 **A. Yes. I think they were told it was a cousin, so I'm**  
 7 **just trying to remember -- I don't think we have the**  
 8 **name of that cousin, so she wouldn't disclose who it**  
 9 **was.**  
 10 Q. Can you help --  
 11 **A. There was a crime report -- I've got here that there was**  
 12 **a crime report put on.**  
 13 Q. It looks also as if the child had reported or recorded  
 14 in written evidence, having had sex with a male the  
 15 previous year, and had also reported an attempted rape  
 16 from May 2018. Can you assist with what investigation  
 17 there was of those allegations?  
 18 **A. Yes. So I know the attempted rape was dealt with by our**  
 19 **Sapphire team, which would have been our dedicated**  
 20 **sexual offending team, who are not based on the borough**  
 21 **at the time. So those professionals took on that**  
 22 **allegation. They have said that she wasn't engaging and**  
 23 **there was no evidence, but we know that she was engaging**  
 24 **with the investigating officer, who was talking to her**  
 25 **for the CSE issues, but she just would not come forward**

Page 156

1 with any specific information, so it wasn't able to take  
 2 that any further.  
 3 Q. The beginning part of the chronology for this child  
 4 suggests that the CSE investigation was first opened in  
 5 the latter part of 2017, and our analysis suggests that  
 6 there was a five-week delay between the investigation  
 7 being opened and the police speaking to the child. Can  
 8 you assist with why that was?  
 9 **A. So I've spoken to the investigating officer who was**  
 10 **originally assigned that case. So originally, she was**  
 11 **off on two weeks' annual leave, and then, unfortunately,**  
 12 **had a period of sickness and then the case got handed**  
 13 **over to another officer who did go and meet with the**  
 14 **victim.**  
 15 **So, yes, it's not ideal by any means.**  
 16 Q. I think there was mention in some of the paperwork of  
 17 "uck parties". I don't know if you are familiar with  
 18 that expression. But it looks from the analysis of  
 19 the paperwork that we have conducted that police  
 20 officers did not seem to think that that was what had in  
 21 fact happened. Can you assist with what uck parties  
 22 are?  
 23 **A. Well, I can only tell you my understanding is that**  
 24 **they're parties where drugs, alcohol and potentially sex**  
 25 **takes place, but that's only because I've looked it up.**

Page 157

1 recognising that her behaviour is not good" -- and  
 2 that's from the early part of 2018. Do you want to  
 3 comment on that language?  
 4 **A. If the officers have written that, we are trying to get**  
 5 **them to change the way that they view this**  
 6 **victim-blaming language. I think, for many of them,**  
 7 **they haven't understood -- when they're dealing with**  
 8 **really complex cases, with regular missing children or**  
 9 **where offences have taken place, sadly, they have used**  
 10 **some of this type of language, and we are trying to get**  
 11 **them to, as I said earlier, move away from that. There**  
 12 **is an NPCC report that I have made available to the lead**  
 13 **responsible officer that deals with this to say this is**  
 14 **a really good piece of work around victim-blaming**  
 15 **language and how to talk to victims and not to**  
 16 **criminalise them and they are -- in fairness, the lead**  
 17 **responsible officer is looking to incorporate some of**  
 18 **that within their awareness training and also within the**  
 19 **London Protocols.**  
 20 Q. Can I just try to focus on some of the particular  
 21 children and what has happened in their cases. You were  
 22 asked to look at, I think, three other cases of children  
 23 under the heading "Empathy and concern". CS-A22,  
 24 I think there were references to her placing herself at  
 25 risk; is that right?

Page 159

1 **But that's just my understanding. I don't have any**  
 2 **information on, you know, who was at those parties that**  
 3 **she said she went to or what actually happened.**  
 4 Q. So you can't assist with why the police view seemed to  
 5 be that it was unlikely that these were, in fact,  
 6 uck parties?  
 7 **A. I don't know how they came to that conclusion, I'm**  
 8 **sorry.**  
 9 Q. When you looked at the papers on this child's case, did  
 10 you consider that some of the RHIs did contain evidence  
 11 of victim-blaming language?  
 12 **A. So I know there is some victim-blaming language within**  
 13 **some of the reports. I haven't seen what was actually**  
 14 **on the Return to Home Interview, so if you're referring**  
 15 **to a specific RHI, I haven't seen that because that's**  
 16 **a local authority report. I can only say what's on the**  
 17 **crime reports.**  
 18 Q. I think, in fairness, on CS-A21, on the topics list, the  
 19 LBT documents were also included for you, which are the  
 20 local authority documents.  
 21 **A. Right.**  
 22 Q. I'm just going to read out for you, rather than bring  
 23 up, some of the extracts, but our understanding is, for  
 24 example, that there is reference to "her current  
 25 lifestyle placing her at risk of significant harm"; "her

Page 158

1 **A. Yes, that's right.**  
 2 Q. CS-A77, there was also mention of risk-taking behaviour;  
 3 is that correct?  
 4 **A. Yes, that is.**  
 5 Q. CS-A81, it looks as if, was told that a CAWN may be  
 6 issued against the child. Do you want to comment on  
 7 that?  
 8 **A. I think that was in the MACE meetings that was**  
 9 **a consideration. So the child was mixing with other**  
 10 **children who were considered to be victims of child**  
 11 **sexual exploitation, and because they didn't have --**  
 12 **there was an operation, but because they were trying to**  
 13 **break up this group of children, one of the disruption**  
 14 **tactics was to use a CAWN against the children. It was**  
 15 **talked about, but it wasn't used against this particular**  
 16 **victim A81, although I do think it was used against two**  
 17 **other females.**  
 18 MS HILL: Chair, just to interject, I have about five  
 19 minutes' worth of questioning on the remaining children.  
 20 Are you content for me to proceed?  
 21 THE CHAIR: Go ahead.  
 22 MS HILL: Thank you. In relation to CS-A81, you were asked  
 23 also to review this case from the perspective of our  
 24 theme of disruption. Is there anything else that you  
 25 would like to provide by way of evidence on that? The

Page 160



1 thrust of it, forgive me, seems to be concerns around  
 2 whether or not the CAWNs were being threatened against  
 3 the young people rather than the perpetrators of  
 4 the exploitation or abuse.

5 **A. I think under Operation Hanoverian there were a number  
 6 of people, suspects, that were given CAWNs. There were  
 7 six people. There were disruption activities. There  
 8 were three arrests for trafficking, child exploitation,  
 9 and there was a CAWN issued to somebody who had  
 10 a distinctive vehicle. So the suspects are looked at  
 11 and they have been arrested and disruption tactics, but  
 12 I think in this particular case, as I have already  
 13 mentioned, because there was a small network of girls  
 14 that were all subject to CSE, one of the tactics was to  
 15 break them up and get them to not speak to each other,  
 16 and a CAWN was an ability to be able to do that.**

17 **Within the Home Office toolkit and also within the  
 18 pan-London Protocols, there are lots of other tactics  
 19 out there, so antisocial behaviour, there is lots of  
 20 different legislation that can be used to prevent people  
 21 going to different houses or seeing each other, so there  
 22 are other methods as well that are available, and it is  
 23 just getting the officers to think about there are lots  
 24 of different tactics out there so lots of different ways  
 25 that you can disrupt either the victims if they are in**

Page 161

1 plan was used.

2 **They didn't use a trigger plan, which is something  
 3 that we do recommend when children are repeat victims of  
 4 missing person episodes, because, wherever they turn up,  
 5 that trigger plan is linked to crime -- intelligence  
 6 reports and also the PNC, so that if they turned up  
 7 outside London, they would pick that up. But it doesn't  
 8 appear in this circumstance that that was used but  
 9 I have been told that he was on an action plan. So  
 10 that's all the information that I have.**

11 **We did do -- use our Operation Makesafe disruption  
 12 tactics on hotels that he had been in, so that's -- you  
 13 have probably heard of that from other people giving  
 14 evidence, so I won't go into that. But he had asked his  
 15 mother to book a hotel for his birthday. Apparently at  
 16 the time, that's what some of the young people were  
 17 doing, were asking parents to book hotel rooms for  
 18 birthdays. She refused to do that. That didn't happen.  
 19 And there were no further disclosures around any other  
 20 hotels that he had used.**

21 Q. Finally, a similar theme, perhaps, in relation to  
 22 CS-A90. This was a child, again, where there had been  
 23 a party at a hotel. I think there had been no  
 24 disruption of that hotel evident. It looks from our  
 25 analysis as if, on further review, it was considered

Page 163

1 **a network but also disrupting offenders as well.**

2 Q. CS-A90 involved, from the evidence we have seen, several  
 3 incidents where the child appears to have been exploited  
 4 or abused. There is a suggestion that the child had  
 5 disclosed a rape, that the child had been taken to  
 6 a hotel by a group of men while missing, and various  
 7 other things. It is not clear what level of disruption  
 8 took place in relation to those events. Can you help us  
 9 with that, please?

10 **A. I know that the officers in this particular case, having  
 11 investigated it, were more concerned that they felt it  
 12 was due to child criminal exploitation, there was drug  
 13 supply and drug use at some of these venues, and  
 14 a warrant was executed, and then the child was placed on  
 15 a child protection plan, so that was one way that we  
 16 tried to disrupt that.**

17 Q. It's not clear what support was offered to the child  
 18 after a series of missing-from-home incidents, and you  
 19 were asked to look at this case in light of that. Do  
 20 you want to comment on that? Because I think there was  
 21 a number of particularly high risk missing reports. Can  
 22 you offer a comment on what support was provided because  
 23 of those or in response to those?

24 **A. So the child was on an action plan. I'm just having  
 25 a look to see whether there was -- whether a trigger**

Page 162

1 that that case should have been referred to Operation  
 2 Makesafe. Is that your understanding about CS-A90?

3 **A. So the officer that I spoke to told me that there had  
 4 been -- Operation Makesafe had attended that hotel. So  
 5 I don't know if it was in response to that incident or  
 6 generally from elsewhere, but he told me there had been  
 7 some activity with that particular hotel.**

8 Q. It appears that the information the police had about  
 9 CS-A90 was that this was a young man, he was involved in  
 10 various parties, I think, at hotels with older men,  
 11 there was evidence of unexplained gifts, missing  
 12 episodes and drug use. It looks as if the police had  
 13 decided, on the basis of a phone call, that there was no  
 14 evidence of child sexual exploitation. Looking back on  
 15 it, do you think there were, in fact, a series of signs  
 16 of child sexual exploitation present in that case?

17 **A. I think there was definitely child criminal exploitation  
 18 that was apparent, and that, according to the  
 19 investigating officer, was evident from the information  
 20 that they had received.**

21 **Whether there was CSE, I think he may have been at  
 22 risk to it, but there is no evidence that I've got on  
 23 the crime report about that.**

24 Q. I think there was evidence that he was sexually active  
 25 at a young age, so is it not possible that the criminal

Page 164

1 exploitation and drugs elements of this case were given  
 2 greater priority?  
 3 **A. I'm not saying that it's not possible, because it could**  
 4 **have been possible. But there was definitely evidence**  
 5 **of child criminal exploitation around drugs, around**  
 6 **going to parties, drinking alcohol, that sort of thing.**  
 7 MS HILL: Thank you, chair. Those are all my questions.  
 8 THE CHAIR: Thank you. I have one question --  
 9 MS HILL: I'm so sorry, chair, there is one that we had  
 10 agreed to put, I'm very sorry.  
 11 Just quickly, the mnemonic safeguard --  
 12 **A. Yes.**  
 13 Q. -- you know about mnemonic -- expert evidence heard last  
 14 week around the difficulties or the lack of  
 15 appropriateness, is the experts' view, in relation to  
 16 that. Do you want to comment on whether or not that  
 17 mnemonic is still effective or is considered out of  
 18 date?  
 19 **A. So the lead responsible officers that are putting**  
 20 **together the new pan-London Protocols have revised it.**  
 21 **So it is changed. It does increase some harm elements**  
 22 **as well as vulnerability within there. But within our**  
 23 **policy and guidance and toolkits that we have on our**  
 24 **intranet, there are other types of risk assessment**  
 25 **profiles that can be used as well.**

Page 165

1 **that will explain to officers that they can have in**  
 2 **their possession. It is on our intranet in our pages**  
 3 **for all officers to see what CSE is and the referrals**  
 4 **that they can make if they come across a victim, and we**  
 5 **ask them to treat young people as a victim of CSE.**  
 6 THE CHAIR: Thank you. I would just make the observation  
 7 that this isn't just a matter of careless language, as  
 8 I am sure you know, but the bigger concern is underlying  
 9 attitudes. Do you still think there is a problem with  
 10 that?  
 11 **A. I think there is a cultural shift, and we are in the**  
 12 **midst of it, and part of the new public protection plans**  
 13 **address that cultural shift so that all our officers**  
 14 **understand what CSE is and treating children as victims**  
 15 **of crime, and particularly, as you know, we are very**  
 16 **much looking at children with serious youth violence,**  
 17 **and we often see that they're exploited and we're using**  
 18 **human trafficking offences and modern-day slavery and**  
 19 **treating them as victims and not as the perpetrators, so**  
 20 **trying to decriminalise them.**  
 21 THE CHAIR: Thank you. Ms Sharpling?  
 22 MS SHARPLING: Thank you, chair. There are serious  
 23 criticisms in the inspectorate's report about the Met's  
 24 performance. I wondered if there had been any  
 25 retrospective analysis of case files to ensure that

Page 167

1 MS HILL: Thank you. Thank you, chair. Those really are  
 2 all my questions.  
 3 THE CHAIR: Thank you. I have one question, then, and  
 4 I will pass over to my colleagues.  
 5 Questions from THE PANEL  
 6 THE CHAIR: Ms Williams, in the past, it has been said  
 7 front-line police officers, not specialists, I would  
 8 add, have conveyed an attitude that CSE victims were not  
 9 really worthy of police attention, were certainly not  
 10 treated as victims. Some of the evidence we have heard  
 11 would seem to suggest that that is still an attitude  
 12 that's prevalent to some extent. Have you any comment  
 13 on that?  
 14 **A. So there is a lot of work we have been doing around**  
 15 **raising awareness around child sex exploitation, as well**  
 16 **as child criminal exploitation, and we absolutely have**  
 17 **made it -- the neighbourhood officers, the front-line**  
 18 **officers who are emergency response, our schools**  
 19 **officers, we even produced a schools guide which has**  
 20 **gone out to every school in London around child sexual**  
 21 **exploitation and what it is, so that's to brief**  
 22 **teachers, students, families, friends, about what CSE**  
 23 **is, but also the officers have that as well, and we are**  
 24 **also producing -- it hasn't gone out yet, but we have**  
 25 **got like a Z card, a folding card, around CSE so that**

Page 166

1 those children who weren't properly identified as being  
 2 at risk, to use that language, of child sexual abuse had  
 3 been addressed?  
 4 **A. So, as far as I'm aware, they had not gone back and**  
 5 **looked at children from CAIT files. So CAIT came across**  
 6 **at the end of 2018/2019 -- no, it was 2018, sorry,**  
 7 **merged into the safeguarding team, so we haven't gone**  
 8 **back and looked at their historic reports.**  
 9 **With online child sexual exploitation, we know we**  
 10 **haven't been particularly good with that because of**  
 11 **front-line officers not having the experience. Now we**  
 12 **have these teams set up, they have looked at some of**  
 13 **the historic cases in there -- not all of them, but**  
 14 **where they have got the capacity, they have gone back to**  
 15 **have a look at it.**  
 16 MS SHARPLING: One of the matters which was raised in the  
 17 inspectorate report was the absence of effective  
 18 supervision in all cases. That might be a way in which  
 19 culture can be addressed more on the front-line rather  
 20 than having policy or practice documents emanating from  
 21 senior managers and the like. How far has supervision  
 22 been addressed in your plans for improvement?  
 23 **A. Yes. So we have produced checklists within our**  
 24 **toolkits, and they're particularly aimed at first line**  
 25 **managers as well as the overall second line managers, so**

Page 168

1 **there are specific toolkits for them, particularly**  
 2 **around CSE. As I said earlier, we have now introduced**  
 3 **monthly meetings with detective inspectors so that we**  
 4 **can particularly address the findings and organisational**  
 5 **learning as we go along so that they can feed that back**  
 6 **into their teams.**  
 7 MS SHARPLING: I'm particularly concerned about those  
 8 officers who may demonstrate attitudes that we have just  
 9 been discussing in this investigation, and that their  
 10 supervisors address those sorts of attitudes really  
 11 straight away.  
 12 **A. Yes. So I can give you an example where we had some**  
 13 **audits on CSE through our dedicated team. They did come**  
 14 **back. They talked about victim-blaming language used.**  
 15 **The officers were put on action plans and somebody from**  
 16 **the central team came down to talk to that unit, as well**  
 17 **as a visit to New Scotland Yard, and they have been**  
 18 **invited to a big part of these monthly meetings. So we**  
 19 **do pick it up when we see it and try to address it, and**  
 20 **if we have to with an action plan for the officers, then**  
 21 **that's exactly what we do.**  
 22 MS SHARPLING: Thank you. Last, but not least, part of  
 23 the intelligence-gathering material that we have learned  
 24 about during the course of this investigation must  
 25 surely come from your neighbourhood policing teams, your

Page 169

1 from other police services throughout the country that  
 2 there are some real difficulties, they say, about  
 3 collecting data on child sexual exploitation. Is that  
 4 a view that the MPS shares?  
 5 **A. So, yes, I think we could say there are difficulties.**  
 6 **I think it goes back to what I said about making clear**  
 7 **pathways for other organisations to provide intelligence**  
 8 **and information. We haven't -- it is not easy for other**  
 9 **organisations to feed that in, so I think that would be**  
 10 **something that we would, you know, really welcome and**  
 11 **that may be something that will come out of this**  
 12 **inquiry.**  
 13 MS SHARPLING: I see. Thank you.  
 14 THE CHAIR: Mr Frank?  
 15 MR FRANK: Just one matter, please. You said earlier in  
 16 relation to another question that you thought that  
 17 underlying attitudes were being affected by what you  
 18 called a "cultural shift". I think that was your  
 19 expression. I just wonder if you can help us, because  
 20 this is not a new subject. How far along the cultural  
 21 shift spectrum do you think you are and how long will it  
 22 be before it is no longer necessary to explain the  
 23 underlying attitudes by virtue of a different cultural  
 24 attitude? How long will it be before we, as an inquiry,  
 25 perhaps, may be able to say that this has been achieved?

Page 171

1 PCSOs, who are out in the communities on a day-to-day  
 2 basis. How have their lives changed as a result of  
 3 the increased emphasis on child sexual exploitation that  
 4 we have heard about? What's different in their daily  
 5 routines as a result?  
 6 **A. So we have certainly given them awareness training,**  
 7 **because we produced that adverse child experience and it**  
 8 **was the science of resilience and that was about trauma,**  
 9 **about CSE and the effects that that has on children that**  
 10 **go missing. We know we have had -- so police officer**  
 11 **support constables contact us and tell us that they were**  
 12 **really pleased that they had that training because they**  
 13 **identified a young person who they felt had been**  
 14 **exploited and they were able to signpost them into the**  
 15 **right unit for them to have a look at. So that's an**  
 16 **example of where we have given that awareness training**  
 17 **and somebody has acted upon it.**  
 18 **Then, of course, our schools officers have had that**  
 19 **training as well, and with the schools guide, they're**  
 20 **starting to pick it up, and we get a lot of referrals**  
 21 **now from schools officers as well. So that was missing**  
 22 **during COVID when the children weren't at school, but**  
 23 **now they are back to school, we are starting to see some**  
 24 **of those referrals come in.**  
 25 MS SHARPLING: Thank you. My last question: we have heard

Page 170

1 **A. I couldn't put a timescale on it. All I can do is tell**  
 2 **you that we -- I mentioned earlier 24,000 people saw the**  
 3 **video around our Operation Larimar, around victim**  
 4 **blaming and victim belief. So that has gone out to**  
 5 **everyone. We have included victim blaming and how to**  
 6 **use the right language within many of our training**  
 7 **courses, so right from recruit training, right through**  
 8 **to detective training and specialist training around**  
 9 **OCSAE training, that's a new course that went out**  
 10 **in January and that's included within there, as well as**  
 11 **within the child safeguarding courses that we're**  
 12 **delivering.**  
 13 **We have also introduced the two-day induction**  
 14 **course, which is mainly online, and it includes some of**  
 15 **the videos and some of those videos again talk about**  
 16 **child blaming and using the right language to build**  
 17 **rapport with children, and they're available on our**  
 18 **LinkedIn platform which we expect anybody working in**  
 19 **a safeguarding portfolio to do that two-day induction**  
 20 **training before they take up their post in there.**  
 21 **Then, of course, we have done these two really big**  
 22 **"Spot it, Stop it" campaigns which talk about language.**  
 23 **So there is a huge amount of awareness. I don't know**  
 24 **how long it will take, but we are trying our best to**  
 25 **move that along and get people to understand, you know,**

Page 172

1 **the implication and impact of using that sort of**  
 2 **language that blames children and starting to treat**  
 3 **children as a victim so that they can get the right**  
 4 **support and help that they need and deserve.**  
 5 MR FRANK: Thank you.  
 6 THE CHAIR: Sir Malcolm?  
 7 PROF SIR MALCOLM EVANS: Thank you, yes, just one, hopefully  
 8 short, question from me. Both today and on other days,  
 9 we have heard that there is no evidence of child sexual  
 10 abuse by organised criminal networks in various areas,  
 11 but we have heard that there may be groups involved in  
 12 child sexual exploitation.  
 13 I'm wondering if you could help just very briefly  
 14 explain the difference, because I think many people  
 15 might appreciate, between an organised criminal network  
 16 which engages in child sexual exploitation and a group  
 17 of people who engage in the sexual exploitation of  
 18 a child, given that the sexual exploitation of a child  
 19 is a crime?  
 20 **A. So when we look at organised criminal networks, we can**  
 21 **only go by the legal definition, and the most latest one**  
 22 **is the Serious Crime Act, and that talks about**  
 23 **consisting of three or more people who act, or agree to**  
 24 **act, together for a purpose, and the purposes are**  
 25 **carrying out criminal activities.**

Page 173

1 **It will also be picked up by the central specialist**  
 2 **crime units, if there is a marker, and they will review**  
 3 **it. If they are picking up any sort of networks or**  
 4 **organised crime networks, it will elevate it to**  
 5 **a level 2 or a level 3 and then some sort of proactivity**  
 6 **can take place.**  
 7 **What I'm really pleased to say is all the BCUs are**  
 8 **going to get a predatory offender unit in November and**  
 9 **through their own tasking they will be able to task**  
 10 **those units to help with disruption of offenders. So**  
 11 **even if they don't see them as an organised criminal**  
 12 **network, they will be able to do something more**  
 13 **proactive with some of these cases going forward.**  
 14 PROF SIR MALCOLM EVANS: Thank you very much.  
 15 THE CHAIR: Thank you, Ms Williams.  
 16 MS HILL: Chair, to complete the evidence on Tower Hamlets,  
 17 albeit we haven't yet -- I haven't yet referred to all  
 18 of these, can I formally adduce, please, with your  
 19 permission, evidence from Debbie Jones from the  
 20 Tower Hamlets Safeguarding Children Partnership;  
 21 Eva Jones from the St Giles Trust, which is involved in  
 22 providing certain services in Tower Hamlets involving  
 23 the victims of CSE; and Gary Thomas from the Children's  
 24 Society, some of whose evidence you have already heard.  
 25 Chair, can we formally adduce that evidence?

Page 175

1 **If we find the evidence around CSE that addresses**  
 2 **that particular -- meets the requirements of that**  
 3 **legislation, then we can work with the CPS to get the**  
 4 **charges that we need for the suspects. I think what we**  
 5 **have seen is a number of adults in various locations,**  
 6 **but not necessarily seen as an organised criminal**  
 7 **network, and I know -- you know, you will see it**  
 8 **differently from your inquiry, but we can only work**  
 9 **within the legislation to deliver the evidence we need**  
 10 **to get -- to bring an offender to justice.**  
 11 PROF SIR MALCOLM EVANS: Sure, and that's absolutely as it  
 12 should be, and I understand that. The inevitable  
 13 follow-on is, do you therefore think, in the light of  
 14 the instances that you have presented that we have seen  
 15 today that don't fall within that definition, there is  
 16 a cause, perhaps, to reflect on that and whether we  
 17 ought to be changing our understanding of what is  
 18 a criminal network for these purposes?  
 19 **A. I think that's something for the inquiry to decide,**  
 20 **whether you need to change or recommend that as**  
 21 **a change. What I'd say in my organisation is, we do**  
 22 **have checks and balances, so every -- if somebody has**  
 23 **a CSE marker, that will be reviewed every morning at the**  
 24 **daily management meeting. It will be reviewed by, in**  
 25 **Tower Hamlets, the exploitation team or their CSE teams.**

Page 174

1 Housekeeping  
 2 MS HILL: Chair, in terms of housekeeping, for tomorrow, we  
 3 have three witnesses, two from Bristol plus the  
 4 Barnardo's witness. We would also like, if possible,  
 5 obviously, to read the timeline for Bristol tomorrow and  
 6 also to read the timeline from St Helens from yesterday.  
 7 So perhaps, chair, could you reflect on whether you  
 8 would be willing to sit a little bit earlier tomorrow  
 9 and either let us know, or perhaps let the inquiry staff  
 10 know, whether you would be willing to sit a little bit  
 11 early tomorrow to allow for that to happen.  
 12 THE CHAIR: Yes. We will let the solicitor know.  
 13 MS HILL: Thank you very much. That concludes the evidence  
 14 for today, chair.  
 15 (4.23 pm)  
 16 (The hearing was adjourned to  
 17 Wednesday, 30 September 2020 at a time to be advised)  
 18  
 19  
 20 I N D E X  
 21  
 22 Summary of timeline of WITNESS .....1  
 23 CS-A22 (read)  
 24 Summary of timeline of WITNESS .....4  
 25 CS-A21 (read)  
 Summary of timeline of WITNESS .....5  
 CS-A77 (read)

Page 176

1	Summary of timeline of WITNESS .....6 CS-A81 (read)
2	
3	Summary of timeline of WITNESS .....9 CS-A90 (read)
4	MR RICHARD BALDWIN (affirmed) .....11
5	Examination by MS HILL .....11
6	Questions from THE PANEL .....97
7	MS SUE WILLIAMS (sworn) .....106
8	Examination by MS HILL .....106
	Questions from THE PANEL .....166
9	
	Housekeeping .....176
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
Page 177	

A				
<b>A-21</b> 155:4	168:2 173:10	164:7	174:5	44:20
<b>A81</b> 160:16	<b>abused</b> 2:21 7:23	<b>acts</b> 119:25	<b>advantages</b> 85:23	<b>agrees</b> 43:25
<b>abbreviation</b>	91:1 162:4	<b>actual</b> 84:5	<b>adverse</b> 129:14	<b>ahead</b> 1:5 106:21
22:20	<b>academics</b> 40:6	<b>add</b> 18:8 20:7	147:16 170:7	153:10 160:21
<b>abdominal</b> 5:4	<b>accelerate</b> 127:24	46:20 52:17	<b>advertising</b> 99:15	<b>aim</b> 54:3
<b>abduction</b> 6:2,25	<b>accept</b> 48:3 147:13	71:14 96:19	<b>advised</b> 115:3	<b>aimed</b> 168:24
8:10 136:13,21	<b>accepted</b> 75:4	152:8 166:8	176:17	<b>albeit</b> 150:20
<b>ability</b> 14:3,5 25:5	128:6 131:12	<b>added</b> 18:6 32:16	<b>advisor</b> 5:21	175:17
38:19 63:25 70:2	<b>access</b> 72:17 88:8	<b>addition</b> 19:1	<b>AEGIS</b> 132:5	<b>alcohol</b> 2:21 4:17
85:21 161:16	<b>accommodation</b>	35:23 82:6	<b>affect</b> 100:12	5:8,13 80:9
<b>able</b> 16:5 30:11	58:6 60:9 98:2,6	<b>additional</b> 30:8	<b>affirmed</b> 11:13,15	154:17 157:24
31:14 42:7 65:13	98:7,16	35:2 101:4	177:4	165:6
66:19 69:1 73:7	<b>accompanying</b>	102:10 114:24	<b>afternoon</b> 28:14	<b>alerted</b> 155:24
81:9,13 82:4	155:11	126:15	53:18 106:24	<b>alive</b> 21:6,20 55:7
84:15,17 85:25	<b>account</b> 13:19	<b>additions</b> 18:4	<b>age</b> 1:25 2:2,5,9,15	77:12 104:15
86:24,25 91:25	24:1 42:25 66:3	<b>address</b> 18:22	2:18 3:5 4:17,21	<b>allegation</b> 156:22
98:20 100:15	87:2 136:4	28:23 31:20 47:1	6:18,21 9:4,17	<b>allegations</b> 143:10
105:14 107:21	<b>accurate</b> 76:8	48:21 92:23	14:18 26:17	143:11 156:17
109:23 110:15	85:15	99:24,24 107:2	48:11,25 80:10	<b>alleged</b> 110:10
112:5,8 113:6	<b>achieve</b> 134:8	116:11 129:20,23	83:14 85:6 99:19	<b>allegedly</b> 156:3
116:20 117:16	<b>achieved</b> 17:11	131:13 136:8	114:18 145:24	<b>allocated</b> 154:23
126:15 133:21,25	171:25	148:18 167:13	154:17 164:25	<b>allow</b> 28:19 176:11
134:5 141:24	<b>acknowledge</b>	169:4,10,19	<b>aged</b> 3:15,17,21	<b>allowed</b> 23:2 78:4
142:1,5 157:1	74:24	<b>addressed</b> 95:21	4:1,3,22 5:3,6,17	108:18,19
161:16 170:14	<b>acknowledged</b>	148:17 153:4	5:18,23 6:3,11	<b>allowing</b> 33:24
171:25 175:9,12	150:18	168:3,19,22	7:5,9,11 8:1,4,12	<b>allows</b> 31:13 36:13
<b>absconding</b> 8:23	<b>act</b> 46:7 88:10 95:6	<b>addresses</b> 174:1	8:16,21 9:22	<b>alongside</b> 16:5
<b>absence</b> 71:11	137:16 143:3	<b>adduce</b> 12:3 39:7	10:1,3,10 11:6	18:18,20 23:24
168:17	173:22,23,24	111:14 154:1	79:7 86:3,5	23:24,25 29:24
<b>absent</b> 151:24	<b>acted</b> 87:2 170:17	175:18,25	114:21	65:10 138:19
<b>absolute</b> 61:22	<b>action</b> 10:5,11	<b>adduced</b> 79:22	<b>agencies</b> 38:13	140:22 145:6
<b>absolutely</b> 14:8	11:5 28:24	90:18 92:19	54:21 82:17 91:6	<b>alternate</b> 5:21
19:4 21:20 23:21	116:10 127:24	<b>adequacy</b> 84:3	130:21 138:8	97:13
26:13 27:6 28:17	128:8 135:18	<b>adequate</b> 132:11	140:20,21 142:1	<b>amalgamate</b> 22:23
31:1 33:3 36:24	136:1 151:2	<b>ADF</b> 133:19	142:4	<b>amalgamated</b>
38:11 40:19	162:24 163:9	<b>ADHD</b> 71:23 72:4	<b>agency</b> 3:17 6:12	22:18
46:16 48:19	169:15,20	<b>adjourned</b> 3:18	138:8	<b>amber</b> 19:15
49:16 55:10 61:4	<b>actions</b> 19:22	94:1 176:16	<b>agendas</b> 103:10	<b>amount</b> 101:9
62:15 71:19	31:18 32:8 96:4	<b>adjournment</b>	<b>ages</b> 114:19,23	105:8 172:23
76:10 85:3 87:13	99:13	12:20 78:22	<b>ago</b> 56:4 91:4	<b>amounts</b> 5:14
104:15 105:1	<b>active</b> 103:9	79:15	108:9 117:5	<b>analysis</b> 13:22
118:25 122:14	164:24	<b>adopted</b> 21:15	127:4	14:11 18:23
131:17 133:9	<b>actively</b> 28:24 35:4	60:17 139:19	<b>agree</b> 7:22 40:14	27:13 56:10 96:2
166:16 174:11	56:6 74:11 98:19	144:2	43:25 44:3,15	111:22 113:8
<b>abuse</b> 5:12 27:25	<b>activities</b> 161:7	<b>adult</b> 7:8 8:3 48:24	90:25 96:18	114:24 115:7,8
109:2,7,9 132:24	173:25	49:1 139:4	173:23	131:4 157:5,18
133:10,23 134:25	<b>activity</b> 9:14 22:4	155:21	<b>agreed</b> 23:15 49:4	163:25 167:25
148:12 161:4	42:9 50:18 56:6	<b>adults</b> 2:20 7:24	55:25 165:10	<b>analyst</b> 19:1,4,24
	63:16 154:25	44:18,19 91:2	<b>agreement</b> 4:8	28:11,15 35:7

38:25 42:6 110:2 110:2 <b>analysts</b> 109:23 110:14 126:5 <b>analytic</b> 13:25 <b>annual</b> 8:16 157:11 <b>answer</b> 24:4 43:15 71:3 104:14 <b>answers</b> 12:12 130:12 <b>antisocial</b> 161:19 <b>anybody</b> 78:23 172:18 <b>apart</b> 140:17 <b>apologies</b> 84:8 <b>apparent</b> 81:25 85:17 126:8 164:18 <b>Apparently</b> 163:15 <b>appear</b> 55:14 95:8 96:12 163:8 <b>appeared</b> 94:23 <b>appears</b> 162:3 164:8 <b>apply</b> 78:9 89:19 99:18 <b>applying</b> 21:16 22:1 <b>appreciate</b> 78:24 98:14 100:1,9 173:15 <b>approach</b> 21:10 52:19 70:1 85:1 95:13 98:13 104:25 109:4 117:1 <b>approaching</b> 48:25 <b>appropriate</b> 40:8 41:10 61:7 63:24 66:5 86:11 116:14 121:4 127:22 <b>appropriately</b> 148:13 <b>appropriateness</b> 165:15	<b>approve</b> 59:6 <b>approved</b> 60:16 97:6 <b>approximately</b> 108:14 <b>April</b> 17:16 25:9 29:6,10 33:17,21 47:23 111:19 121:20 122:25 136:16 <b>area</b> 3:24 4:13 9:7 34:21 49:17 50:21 57:12 63:5 63:10,11,14 76:24 83:7 94:18 108:11 111:19 121:13 130:25 133:8 137:8 138:6 140:13 <b>areas</b> 27:7 54:14 87:14 122:21 123:6 124:25 130:2 132:12 135:24 136:6 173:10 <b>argued</b> 101:7,16 <b>argument</b> 86:12 <b>arranged</b> 4:7 <b>arrangement</b> 60:17 <b>arrangements</b> 10:7 47:6 81:20 133:1 144:3 <b>arranging</b> 8:3 <b>arrested</b> 6:1 8:14 9:23 155:3 161:11 <b>arrests</b> 161:8 <b>arrival</b> 97:16 <b>arrive</b> 31:16 <b>artificially</b> 102:23 <b>Asian</b> 113:3,23 124:5,8 <b>ASIS</b> 129:14 <b>asked</b> 18:22 38:13 39:6,21 44:22 64:18 72:6 79:19 80:11 82:7,19 83:2,4 87:3	90:15 91:8,9,21 92:13,23 93:21 95:14 106:2 110:9 118:16 140:4 154:6,8,11 159:22 160:22 162:19 163:14 <b>asking</b> 55:5 86:2 111:24 144:23 163:17 <b>aspect</b> 106:12,13 <b>aspects</b> 23:18 24:5 55:13 104:5 <b>Asperger's</b> 71:23 <b>aspire</b> 77:8 <b>assault</b> 2:17 3:3,16 118:5 <b>assaulted</b> 109:10 <b>assaults</b> 4:9 <b>assess</b> 25:5 32:9 103:25 145:17 149:7,15,25 <b>assessed</b> 24:16 38:15 64:11 89:16,18 134:14 <b>assessing</b> 132:7 <b>assessment</b> 2:3,7 6:6 7:3,11,20 9:20 10:3 12:23 13:5,14,16,19,21 14:4 23:10,16,22 24:22 25:19,22 26:20 27:8 35:16 40:1,9 41:1,1 71:1,20 72:16 76:24 80:13,19 81:3 83:5,17 84:2,21 85:1 99:20 114:6 119:4 120:3 130:22 165:24 <b>assessments</b> 15:22 16:22,23,24 17:5 17:6,13,14 18:25 20:17 25:12 29:7 66:17 70:18 84:3 84:10,24 116:6 116:22 <b>assessor</b> 27:4,10	<b>asset</b> 142:4 <b>assigned</b> 63:23 157:10 <b>assist</b> 15:18 19:19 38:23 90:13 93:10 94:10 101:5 116:12 141:11 155:10 156:16 157:8,21 158:4 <b>assistant</b> 129:24 <b>assisted</b> 64:8 76:15 <b>assisting</b> 20:3 73:18 <b>assists</b> 19:20,24 20:1 <b>associated</b> 54:22 <b>associates</b> 8:24 10:18 87:8 <b>associating</b> 7:9 8:10 <b>association</b> 10:12 137:6 <b>associations</b> 2:5 <b>assume</b> 100:4 <b>assumption</b> 90:9 <b>assurance</b> 46:3 51:21 <b>asylum</b> 47:17 49:8 57:2 <b>at-risk</b> 32:5 <b>attempt</b> 148:18 <b>attempted</b> 3:9 5:5 156:15,18 <b>attempting</b> 2:3 <b>attempts</b> 98:1 <b>attend</b> 63:7 155:14 <b>attended</b> 5:7 154:18 155:17,20 164:4 <b>attending</b> 79:8,9 120:19 <b>attends</b> 52:15 <b>attention</b> 37:23,23 83:11 115:20 127:7 166:9 <b>attitude</b> 166:8,11 171:24 <b>attitudes</b> 167:9	169:8,10 171:17 171:23 <b>attribute</b> 66:19 <b>audiences</b> 129:9 <b>audit</b> 10:10,12,21 11:1 50:13,18 53:20,23,24 55:2 55:5,23 75:18 76:2,7,7,10,22 77:4,24 127:11 149:8 <b>auditing</b> 76:13,14 77:14 135:11,14 <b>audits</b> 21:23 75:23 75:25 148:20 151:2,6 153:17 169:13 <b>August</b> 29:6 37:11 37:12 122:25 123:4 <b>authorities</b> 61:3 <b>authority</b> 1:11 21:25 24:21 25:11 45:13,18 46:12 57:12,22 63:17 94:23 98:5 118:22 119:15,25 120:11 125:16 141:19 144:4 152:15,17 158:16 158:20 <b>authority's</b> 4:13 <b>autism</b> 72:3 <b>autumn</b> 4:1 6:3 7:11 13:9 84:23 <b>availability</b> 69:16 <b>available</b> 58:9 93:13 98:2 103:24 119:9 139:11 153:19 159:12 161:22 172:17 <b>aware</b> 12:9 34:21 36:1 37:7 48:20 50:12 51:13 95:8 96:11 97:21 110:17 127:5 140:16 141:9 168:4
--	---	--	---	--

<b>awareness</b> 128:12 128:21 130:8 136:22 145:6 149:11 159:18 166:15 170:6,16 172:23	57:11 61:24 68:2 69:11 70:6 72:3 74:22 76:3 78:18 78:22 79:17 80:20,21 82:21 84:5 92:22 94:11 95:14 96:25 97:2 101:22 105:24 106:3,15,15 139:22 177:4	160:2 161:19 <b>behaviours</b> 36:23 68:22 <b>belief</b> 12:6 107:12 172:4 <b>believed</b> 2:25 5:1 10:1 <b>Benfield</b> 1:5,6,21 4:11 5:10 6:14 9:9 11:10 79:2 83:10 <b>bespoke</b> 59:16 <b>best</b> 12:6 34:14 40:22 93:17 107:12 146:11,13 172:24 <b>better</b> 14:10 39:23 43:12,13 54:16 54:18 66:23 84:9 98:12 116:22 134:1 <b>beyond</b> 64:6 <b>bid</b> 126:23 <b>big</b> 15:12 149:16 169:18 172:21 <b>bigger</b> 167:8 <b>biggest</b> 15:15 114:20 <b>birth</b> 26:17 85:5 <b>birthday</b> 9:18 163:15 <b>birthdays</b> 163:18 <b>bit</b> 13:7 14:21,25 17:20 19:16 32:3 32:4 33:20 34:19 42:6 100:18 106:9 107:20 108:6,7 110:25 111:3 116:24 133:18 176:8,10 <b>bits</b> 60:2 <b>black</b> 113:3,24 124:5 <b>blames</b> 173:2 <b>blaming</b> 172:4,5 172:16 <b>blended</b> 129:4 <b>blind</b> 71:16 <b>blogs</b> 129:8	<b>board</b> 33:5,10,12 33:16,17,23 37:4 50:19 55:25 76:20 119:10 129:25 <b>book</b> 163:15,17 <b>border</b> 58:12 <b>borough</b> 11:12,23 13:6 15:5,9 18:24 28:21 33:12 34:23 35:25 42:19,19 57:20,21 58:3,5 58:20,20 59:15 59:21 60:5,9,11 65:13,18,19,25 66:4 67:4 88:3 94:24 98:3,6 101:23 102:5 108:4 109:6,7 124:10 126:24 130:24 138:25 139:24 152:14,17 156:20 <b>boroughs</b> 7:18 28:1 58:12 98:9 101:24 108:11,14 108:20 109:22 119:7,18 123:9 123:12,21,23,25 124:3 132:6 152:13 <b>boss</b> 33:10 <b>bottom</b> 148:14 <b>box</b> 27:3 <b>boxed</b> 127:10,13 132:22 <b>boxes</b> 14:15 128:2 <b>boys</b> 2:13,19 8:8 <b>brave</b> 75:7 <b>breaches</b> 136:25 <b>break</b> 4:23 12:19 12:20 39:5 41:12 41:16 70:9,10,11 75:17 79:13,17 106:20 118:13 121:4,8 160:13 161:15 <b>breakdown</b> 19:10	111:18 <b>brief</b> 26:12 32:23 95:19 107:14,17 166:21 <b>briefings</b> 28:18 31:10,11 <b>briefly</b> 23:13 45:1 52:1 69:18 70:8 106:2 121:12,14 125:8 147:5 151:16 173:13 <b>bring</b> 12:24 15:17 23:1,10 24:6,8 25:7,22 27:15 36:17 37:9,13 39:8 41:20 45:1 49:18 56:9 57:10 59:18 60:1 65:3 66:13 69:13 70:15 73:22 75:22 76:18 77:20 84:21 107:18 108:19 109:15,18 118:14 122:8 125:7 127:3 134:9,13 136:10,12 137:4 140:8 141:16 146:20 148:13 150:4 151:17 154:2 158:22 174:10 <b>bringing</b> 35:1 118:20 151:6 <b>brings</b> 80:25 <b>Bristol</b> 176:3,5 <b>broad</b> 20:6,16 49:10 59:20 111:21 138:14,19 <b>broader</b> 21:16 33:5,7 138:17 <b>broadly</b> 26:11 32:22 45:10 63:15 82:11 92:20 114:20 121:24 <b>broke</b> 6:18 88:18 <b>brought</b> 30:8 42:8 53:16 74:2,4
<b>B</b>				
<b>b</b> 88:13 <b>back</b> 30:6 37:24 39:12 43:19 44:13 47:14 53:10 56:3 57:1 67:16 75:3,19 76:6 79:21 82:16 83:16 84:12,22 85:14 86:9 88:25 89:10,14,20 94:18 102:8 105:10 106:5 116:6 117:21 130:9 133:17,18 135:11,13 140:19 141:16 143:3,7 143:12 150:12 153:20 164:14 168:4,8,14 169:5 169:14 170:23 171:6 <b>background</b> 1:23 24:8 30:11 80:1 92:18 98:22 107:15,18,20 154:13 <b>backlog</b> 153:21 <b>backwards</b> 41:3 <b>bad</b> 67:22 <b>balance</b> 52:3 118:11 <b>balances</b> 174:22 <b>Baldwin</b> 11:12,13 11:15,17,17,21 12:5 13:3 14:2 15:18,20 16:9,20 19:17 20:22 21:10 23:15 26:19 29:3 31:24 35:11 40:4 41:9 41:18 50:25 52:25 53:25	<b>Barnardo's</b> 176:4 <b>barriers</b> 143:18 <b>based</b> 12:14 20:18 81:13 103:23 107:6 114:5 146:24 156:20 <b>baseline</b> 100:21,23 100:24 <b>basic</b> 108:3,7,13 <b>basis</b> 19:23 68:6 98:8 102:21 108:5 164:13 170:2 <b>BCU</b> 108:1,22 111:19 113:12 119:13,19 121:13 122:6,21 123:25 124:4,8 126:17 126:24 133:11,12 138:25 139:24 <b>BCUs</b> 109:22 119:7 126:6 131:24 175:7 <b>bear</b> 47:21 62:15 91:17 <b>bearing</b> 90:17 104:1 138:14 <b>beat</b> 131:15,17 <b>Beckett</b> 40:16 67:19 <b>becoming</b> 73:14 <b>beds</b> 98:10 <b>beginning</b> 36:6 68:15,24 79:3 111:12 117:12 119:17 157:3 <b>begins</b> 68:21 122:24 132:23 <b>behaviour</b> 159:1			



95:22 109:11 115:11,19 152:22 <b>budget</b> 16:9 100:7 100:8,12,16,17 100:19 101:6 <b>budgeted</b> 14:24 <b>build</b> 69:9 112:17 151:9 152:20 172:16 <b>building</b> 42:9 68:16 82:25 143:23 <b>built</b> 76:10 112:14 <b>bullet</b> 65:22 130:11,13,17,23 131:8 <b>busy</b> 102:5	85:10 88:5 90:23 90:25 93:25 96:12,14,23 97:12 100:7,7,11 112:2 131:23 <b>carefully</b> 78:4 <b>careless</b> 167:7 <b>carer</b> 3:6 <b>carers</b> 58:9,11 98:18 <b>cares</b> 150:12 <b>carried</b> 2:7 26:4 132:16 135:7 <b>carrying</b> 5:14 173:25 <b>case</b> 7:6,10,21,24 8:2 10:10 17:22 18:9,9 21:23 22:9 30:19 64:2 64:12 74:9 80:12 80:25 81:4,24 82:7 83:16,18 84:8,16 85:14 86:5,10,19 87:3 88:17 89:4 90:15 90:20,23 91:2,10 92:14 95:15,17 134:15 153:3 154:10,21 157:10 157:12 158:9 160:23 161:12 162:10,19 164:1 164:16 165:1 167:25 <b>case-holding</b> 34:6 <b>cases</b> 1:8 10:17 15:11,13 16:2,6 18:10,16,19 19:21 21:18 22:8 22:20 24:15,17 24:19 29:20,20 30:3,12,12,14,18 30:23 31:15 32:2 32:25 34:15,15 34:17 35:3 53:21 72:4 76:1,14 77:2 79:19 97:11 100:4 111:23 112:23 114:2	115:11 118:24 120:7,8 121:25 124:6 133:2 134:16,18,21 136:14 137:7,11 137:25 138:18 140:1 154:6 159:8,21,22 168:13,18 175:13 <b>CASO</b> 109:2 <b>catch-all</b> 103:15 <b>categories</b> 27:2 54:22 106:3,7 <b>categorisation</b> 29:20,22 107:1 118:17 <b>categorise</b> 138:18 <b>category</b> 6:17 83:13 106:8 <b>cause</b> 174:16 <b>causing</b> 131:19 <b>CAWN</b> 86:7 146:14 160:5,14 161:9,16 <b>CAWNs</b> 83:20,23 83:25 136:12 145:23 146:2,18 161:2,6 <b>CCE</b> 111:1,5 116:15,18 117:24 118:6,10 149:4 <b>CCTV</b> 144:14 <b>cent</b> 17:4,9,10 24:17,18,19 44:11 57:16 77:2 77:3 89:24 101:25 113:2,2,3 113:3,12,13,13 113:19,23,24,24 114:2 115:11,13 115:18 124:4,5,6 124:12,15,15,23 <b>central</b> 108:3,6 111:19 113:12 118:8 121:13 122:6 123:1 138:1,3 139:25 144:17 154:22,25 169:16 175:1	<b>centralise</b> 108:18 <b>centralised</b> 30:19 <b>certain</b> 10:8 56:15 88:11 104:11 124:25 140:4 146:25 175:22 <b>certainly</b> 19:18 22:8 24:24 30:22 34:20 37:21,25 40:14 45:5 47:3 48:19 51:13,13 59:7 64:3 81:1,3 86:12 90:6 94:12 97:10 98:4 102:25 166:9 170:6 <b>chair</b> 1:3,6,8,21 4:11 9:9 11:8,10 11:11 12:2 23:8 26:14 31:7 41:9 41:13 45:2 50:22 58:16 59:19 60:25 69:13 72:24 75:15 76:3 78:1 79:1,11,12 80:6 97:1,2,5,11 97:15,18,23 98:14,24 99:17 100:1,21 101:1 101:11,13,19,21 103:19,21 105:18 105:24 106:1,14 106:17,21 111:12 121:3,5 127:9 160:18,21 165:7 165:8,9 166:1,3,6 167:6,21,22 171:14 173:6 175:15,16,25 176:2,7,12,14 <b>chaired</b> 33:10 <b>chairs</b> 25:17 <b>challenge</b> 25:18 34:14 36:20 47:24 48:3 50:8 50:9,11 67:16 75:6,7 78:3,10,10 95:5,10 96:6 98:6 118:4	<b>challenged</b> 40:16 86:22 150:10 <b>challenges</b> 15:5,6 34:5 57:5 87:15 88:22 123:10 <b>challenging</b> 18:16 33:24 55:6 57:8 62:18 87:1 111:23 <b>chance</b> 127:2 <b>chances</b> 73:13 <b>change</b> 22:15 24:21 32:11 35:1 53:7 68:22 81:14 87:20 107:1 151:15 159:5 174:20,21 <b>changed</b> 6:4 77:1 77:15 85:18 165:21 170:2 <b>changes</b> 32:12 34:2 55:9 77:12 77:14 81:2 95:22 103:3,13 128:5 <b>changing</b> 174:17 <b>chaotic</b> 87:20 <b>charged</b> 155:3 <b>charges</b> 143:23 174:4 <b>check</b> 3:9 46:2 97:23 118:11 <b>checked</b> 118:8 <b>checking</b> 32:13 <b>checklist</b> 84:4 <b>checklist-type</b> 85:1 <b>checklists</b> 168:23 <b>checks</b> 54:10 143:7 174:22 <b>chief</b> 107:3 151:5 <b>child</b> 1:13,18,21 2:2,10,12,22,24 3:3,18,21,22 4:7 4:11,15,18 5:7,10 5:16,18,19 6:1,14 6:17,22,24 7:14 7:15 8:7,9,12,14 8:23 9:9,12,24,25 9:25 10:1,8,13,14
<b>C</b>				
<b>c</b> 88:13 <b>CAID</b> 133:22 <b>CAIT</b> 168:5,5 <b>call</b> 31:14 41:2,11 133:10 147:18 148:5 164:13 <b>called</b> 40:9 171:18 <b>campaign</b> 128:11 149:21 <b>campaigns</b> 148:22 149:11 172:22 <b>capability</b> 135:24 136:5 149:18 <b>capacity</b> 102:17 105:13 135:24 136:5 149:18 168:14 <b>captured</b> 71:7 84:5 <b>capturing</b> 55:17 <b>car</b> 8:6 <b>card</b> 166:25,25 <b>care</b> 3:10,11,19,22 7:19,22 9:5 11:22 12:12 17:3 22:21 25:15 26:5 42:14 47:17 48:25 54:17 62:25 63:6 65:3 72:11 81:14 83:12 84:17				

<p>10:14,25 11:1,6                  14:18 15:3 19:14                  20:7 21:19 22:2                  24:16 25:17 27:2                  27:25 30:16                  33:19 38:23 43:7                  43:7 45:22 52:7                  54:23,24 55:17                  55:19 62:11 63:5                  63:8,10,13 65:22                  66:4,9 68:5 72:5                  72:16 80:3,7,7,16                  80:20 81:16,17                  81:18 82:18 83:2                  83:4,5,6,6,9,11                  84:2,11 85:5,16                  85:18 86:3,18                  87:4,4 88:2,18,19                  89:5 90:2,3 91:8                  91:9,14,14,15,18                  91:19,20,22                  92:13,16,21,24                  93:4,6,19,20,21                  93:22 94:7,24                  95:8 96:4,7,8,9                  96:17 97:7,18                  99:6,10,16 100:5                  102:2,6,14 104:2                  109:1,2,6,10,24                  110:18,18,23,24                  111:2 112:3                  116:15 117:8,13                  117:14,18 118:9                  118:10,17 119:11                  122:6,12,24                  123:15,19,20                  125:3 126:3                  128:19,25 129:14                  129:25 130:3,4                  131:4 132:24                  133:5,10,23                  134:21,25 136:2                  136:13,21 143:7                  143:9,12 145:6,9                  145:10,10,14                  147:8,16 148:16                  148:17,22,23                  149:2,13,25                  150:2 154:12,14</p>	<p>154:19,23 155:8                  155:9,12,14,16                  155:20 156:13                  157:3,7 160:6,9                  160:10 161:8                  162:3,4,5,12,14                  162:15,17,24                  163:22 164:14,16                  164:17 165:5                  166:15,16,20                  168:2,9 170:3,7                  171:3 172:11,16                  173:9,12,16,18                  173:18  <b>child's</b> 1:16 5:13                  10:18 14:18                  17:22 77:1 80:12                  81:21 82:7 83:16                  85:5 87:3 88:17                  90:15 95:17                  96:11 154:21                  158:9  <b>child-specific</b>                  79:23  <b>childhood</b> 5:12  <b>children</b> 8:18 11:9                  12:11 14:1 15:15                  18:23 19:10 20:7                  20:9,10,18 22:25                  23:18 24:15 25:3                  25:13,14,15 26:4                  28:22 29:8 32:20                  32:22,24 33:9,18                  38:17 40:17                  42:14,18 43:13                  45:8,13 48:14                  51:25 54:17 57:9                  57:11,17 58:15                  58:18,18,19,22                  58:22 59:1,4,25                  60:6,6,16,20 61:2                  62:1,2,3,7,13,17                  62:22,22 64:10                  64:19,23 65:18                  66:7,16 67:3,8,9                  67:25 68:8 69:17                  70:11,14,18 71:5                  71:9,11 72:3,11                  73:20 74:11</p>	<p>79:19,20,23,25                  82:9 88:5,14,23                  99:1,9 100:5,12                  101:25 102:21                  103:11 110:24                  115:19 117:6                  126:4 127:17,23                  128:14 131:9                  132:10 134:15                  135:5 138:5,16                  145:11 147:7                  148:11 149:15                  151:17,21,23                  152:7,7,11,13,16                  152:18 154:6,9                  159:8,21,22                  160:10,13,14,19                  163:3 167:14,16                  168:1,5 170:9,22                  172:17 173:2,3                  175:20  <b>children's</b> 1:7 5:22                  7:19,22 9:4                  11:22 17:3 22:21                  26:5 29:20 37:4                  39:22 42:13                  44:23 45:3,6,8,21                  47:15 48:3 49:6                  50:7,23 51:5,14                  52:22 56:10 63:6                  73:21,25 77:23                  78:4,9,16 83:12                  90:23,25 97:12                  112:2 119:10,13                  140:5 144:23                  150:5,7,20                  175:23  <b>chimes</b> 90:12  <b>choices</b> 82:3  <b>choose</b> 69:25  <b>chose</b> 18:7  <b>chronology</b> 87:24                  90:22 93:23                  157:3  <b>ciphered</b> 62:1  <b>circumstance</b>                  163:8  <b>circumstances</b>                  65:4 77:1</p>	<p><b>city</b> 15:5 58:4 73:8  <b>clarification</b> 12:16  <b>clarifies</b> 79:10  <b>clarify</b> 79:5 102:19                  111:10  <b>clarity</b> 15:20  <b>classic</b> 71:23  <b>classification</b>                  85:15 86:10                  117:2  <b>clear</b> 50:10 78:15                  80:15 87:24 93:5                  95:18 114:3                  120:24 134:11                  156:4 162:7,17                  171:6  <b>clearly</b> 13:15 16:2                  19:18,23 21:5                  22:7 29:24 31:3                  31:11 34:24                  36:11 37:20                  39:15 40:18,25                  46:20 52:5 61:3                  61:22 67:24                  71:15 72:10 74:9                  86:14,16 94:20                  104:24 105:4,7                  127:23 129:21                  137:20 139:3  <b>closed</b> 7:10,21                  86:19 90:23                  110:20 117:19  <b>closely</b> 62:8  <b>closing</b> 90:19  <b>clubs</b> 8:14  <b>co-located</b> 118:20                  120:20  <b>co-offending</b> 22:17  <b>co-ordinate</b> 120:3  <b>co-ordination</b> 96:8                  96:17  <b>coerced</b> 5:14  <b>cognisant</b> 22:1,6                  28:12 56:24  <b>cohort</b> 60:4,12  <b>collaboration</b>                  120:18  <b>colleagues</b> 20:3                  29:24 31:17 39:2</p>	<p>42:5 48:24 49:2                  56:3 83:21 86:25                  97:3 98:11                  104:24 166:4  <b>collected</b> 29:5  <b>collecting</b> 171:3  <b>collection</b> 116:23  <b>collective</b> 103:10  <b>College</b> 73:8  <b>colleges</b> 37:6 73:8                  73:17  <b>combination</b>                  139:17  <b>come</b> 31:15 32:18                  42:3 43:19 52:7                  103:4 106:4                  107:21 112:1                  130:6 135:11,13                  139:5 143:11                  145:16 150:12                  156:25 167:4                  169:13,25 170:24                  171:11  <b>comes</b> 88:25 99:12                  117:20  <b>coming</b> 51:9 94:18                  126:12 128:15,16                  143:5 149:17  <b>command</b> 108:3                  108:13  <b>commander</b> 53:18                  106:25 107:24                  108:2,4,5  <b>commander/BCU</b>                  108:4  <b>commanders</b>                  119:19  <b>commands</b> 108:12  <b>comment</b> 44:22                  47:5 50:4 82:10                  82:20 86:20 90:5                  91:3 93:16                  110:12 124:20                  135:7 140:8                  141:2 145:12,17                  146:6,10 148:20                  151:13 154:20                  159:3 160:6                  162:20,22 165:16</p>
--	---	---	---	---

<p>166:12  <b>commented</b> 46:22  <b>comments</b> 46:18  47:9,13 54:9  57:1,16 75:3,14  <b>commissioned</b>  45:6 59:15 98:10  119:14 144:7  <b>commissioner</b>  129:24  <b>commissioning</b>  45:21 78:6  <b>commitment</b>  132:17  <b>common</b> 22:11  124:22  <b>communicated</b>  116:21  <b>communities</b>  170:1  <b>community</b> 2:5  15:7 36:5 37:5  56:25 99:15  108:7 128:17  131:16  <b>comparatively</b>  100:4  <b>compiled</b> 1:9  123:4  <b>complacent</b> 34:22  77:6  <b>complete</b> 26:10  45:21 125:10  175:16  <b>completed</b> 6:12  7:4,12 10:13  15:22 18:24  20:17 23:20 26:4  26:8,16 29:7  38:14 42:18  45:12 46:11  70:18 145:8  <b>completely</b> 87:22  129:23  <b>completeness</b> 23:5  38:12 39:6,19  51:22 114:17  150:4  <b>completes</b> 25:25</p>	<p><b>completing</b> 14:6  17:4 27:1 36:20  41:10  <b>completion</b> 17:12  17:14 47:6 52:23  <b>complex</b> 9:12  15:14 18:10,16  18:19 30:12 60:7  61:15 62:22  100:4 159:8  <b>complexity</b> 62:18  <b>complicated</b> 30:2  <b>comprehensive</b>  11:5 24:3  <b>concentrate</b>  106:12  <b>concept</b> 40:15,21  40:23,24  <b>concepts</b> 41:8  <b>concern</b> 9:2 10:4  28:21 33:18  36:21 42:10 44:4  50:6 65:9,11  80:2 83:8 86:13  86:17 93:24  99:24 104:18  105:7 130:19  132:24 135:2  140:22 147:7  148:10 159:23  167:8  <b>concerned</b> 82:18  89:5 91:13,20  113:22 120:8  133:7 162:11  169:7  <b>concerning</b> 68:6  123:1  <b>concerns</b> 3:3 4:18  8:13 9:12,13  19:13,14 27:18  54:12 65:16 73:5  73:13 80:4,9  85:20 92:15 95:7  96:13 103:5  105:4 133:4,5  148:15 150:14,16  150:19 154:15,18  161:1</p>	<p><b>conclude</b> 70:12  <b>concluded</b> 24:13  <b>concludes</b> 11:8  176:13  <b>conclusion</b> 58:24  134:12 158:7  <b>conclusions</b> 64:9  75:5  <b>condition</b> 2:16  <b>conducted</b> 46:14  99:2 141:18  157:19  <b>conducting</b> 78:5  <b>conference</b> 9:24  <b>conferences</b> 129:8  129:15  <b>confidence</b> 151:11  <b>confirm</b> 19:4  101:13 120:9  <b>confirmation</b>  114:4  <b>confused</b> 63:12  <b>confusing</b> 117:5  <b>conjunction</b> 98:11  <b>conscious</b> 12:13  138:15  <b>consent</b> 38:15  <b>consider</b> 13:25  25:1 27:13 36:21  39:6 71:20 79:21  86:10 87:3 91:8  91:21 95:15  127:21 158:10  <b>considerable</b>  87:20  <b>considerably</b>  36:14 133:24  <b>consideration</b>  24:23 139:15  160:9  <b>considered</b> 3:19  3:21 6:15,16 7:6  7:12,22 8:9,19  10:23 24:20 42:4  64:19,24 65:21  83:13 86:4 91:1  146:18 148:17  160:10 163:25  165:17</p>	<p><b>considers</b> 145:7  <b>consistent</b> 105:22  <b>consistently</b> 49:21  135:5  <b>consisting</b> 173:23  <b>constables</b> 170:11  <b>constant</b> 134:20  <b>consult</b> 145:1  <b>consultation</b> 145:4  <b>consuming</b> 61:19  <b>contact</b> 2:10 10:17  45:14 53:9,12  88:9 97:12 120:1  127:18,22 170:11  <b>contacting</b> 2:19  22:2  <b>contain</b> 60:19 71:3  158:10  <b>content</b> 106:17  109:21 160:20  <b>contents</b> 142:14  <b>context</b> 17:15  20:16 58:16  59:20 61:12 75:1  80:12 83:5 91:10  118:13 127:3  140:9 154:12  <b>contexts</b> 140:15,17  140:22 141:1  <b>contextual</b> 129:13  <b>contextualise</b> 1:14  <b>contingency</b> 87:16  87:17  <b>continual</b> 34:25  <b>continually</b> 149:23  <b>continue</b> 18:18  21:20 29:11,13  39:18 47:2 48:5  49:17 50:20,20  55:6,12 67:6  68:22 75:11  76:11 77:8 98:7  <b>continued</b> 10:8  48:4 63:25 68:19  <b>continues</b> 56:24  67:15,25 120:19  <b>continuing</b> 21:23  34:8,13,24 73:16  134:20</p>	<p><b>continuity</b> 49:3  <b>continuous</b> 33:4  <b>contract</b> 45:5  <b>contracting</b> 6:10  <b>contrast</b> 123:9  <b>contributed</b> 24:21  <b>control</b> 85:19  119:2  <b>convened</b> 20:8  120:5  <b>conversation</b>  33:25 40:13 48:5  48:6 69:3 144:24  <b>conversations</b> 40:7  67:17 82:12  85:12 87:1 91:7  104:8  <b>conveyed</b> 166:8  <b>convicted</b> 110:10  <b>coordinating</b>  126:7,19  <b>coordinator</b> 42:3  119:24  <b>coordinators</b> 18:6  102:20  <b>copied</b> 28:6  <b>corporate</b> 33:11  33:13  <b>correct</b> 11:19  13:12 14:16,19  14:20 16:1 17:24  22:21,22 23:8,21  26:13,22 27:3,6  27:20 28:3,7,8  29:8,9 31:1,1  35:20,21 36:24  37:1,2 38:11  42:21 45:24 47:9  54:1 58:23 59:17  59:23 63:8,9  67:5,10,11 70:22  70:23 77:5 85:6  85:7 94:2,5,6  95:1 102:1  113:20,25 114:1  115:2 121:16,21  122:2,3,13,14  124:17 143:1  147:4 160:3</p>
---	---	--	---	---

<p><b>correctly</b> 19:12 35:12,17 63:5 87:25</p> <p><b>council</b> 30:25 53:20 57:22 98:1 98:15</p> <p><b>council's</b> 61:1</p> <p><b>count</b> 20:18</p> <p><b>counter</b> 128:16</p> <p><b>counties</b> 89:8</p> <p><b>country</b> 171:1</p> <p><b>county</b> 9:14 57:22 57:24 88:3 89:9 89:12 108:16</p> <p><b>couple</b> 22:12 24:7 56:4 108:9 117:5 118:12</p> <p><b>course</b> 37:24 44:7 62:14 71:21 101:19 106:5 107:8 145:14 169:24 170:18 172:9,14,21</p> <p><b>courses</b> 148:4,6 153:9,10,19,22 172:7,11</p> <p><b>cousin</b> 156:6,8</p> <p><b>cover</b> 43:21 120:22</p> <p><b>covered</b> 111:9</p> <p><b>covers</b> 4:19 6:19 9:16 80:17 83:15 122:6,11,15,19 122:20 153:15</p> <p><b>covert</b> 5:23</p> <p><b>COVID</b> 129:12 133:17 135:12 139:17 153:9 170:22</p> <p><b>CPS</b> 137:16 174:3</p> <p><b>cracked</b> 34:23</p> <p><b>create</b> 110:19</p> <p><b>created</b> 118:20 122:17</p> <p><b>crime</b> 11:4 106:11 110:16,16,19 111:2,4,6 112:6 113:5,16 115:7 115:16 117:12,13</p>	<p>117:22,25 118:2 118:5,9,10 122:5 122:9,11 132:19 137:16,21 138:1 138:2,7 139:7 141:21 148:24 149:3 156:11,12 158:17 163:5 164:23 167:15 173:19,22 175:2 175:4</p> <p><b>criminal</b> 13:19 22:4 23:23 73:14 105:1,3 110:23 110:25 117:14 123:15,19 130:4 137:12,15,18 138:4,21 140:2 142:18 162:12 164:17,25 165:5 166:16 173:10,15 173:20,25 174:6 174:18 175:11</p> <p><b>criminalise</b> 159:16</p> <p><b>criminality</b> 106:11 116:15</p> <p><b>criminally</b> 117:7</p> <p><b>criminals</b> 6:5</p> <p><b>CRIS</b> 121:19</p> <p><b>criteria</b> 99:17</p> <p><b>critical</b> 25:2 74:23</p> <p><b>critically</b> 78:5,8</p> <p><b>criticism</b> 48:15,16 95:5</p> <p><b>criticisms</b> 167:23</p> <p><b>cross</b> 119:7,7</p> <p><b>crossover</b> 111:1</p> <p><b>CS-A21</b> 4:10,11,22 4:23 5:3,5 79:4,8 79:24,25 154:10 154:11,13 158:18 176:23</p> <p><b>CS-A21's</b> 5:1</p> <p><b>CS-A22</b> 1:20,22,22 2:3,15,18,21 3:2 3:15,23 4:2,4 91:9,12,16 92:12 92:15 159:23 176:22</p>	<p><b>CS-A22's</b> 95:15</p> <p><b>CS-A77</b> 5:9,10,11 5:17,24 6:12 62:6 91:19,20 160:2 176:25</p> <p><b>CS-A77's</b> 6:3,6</p> <p><b>CS-A81</b> 6:13,14,14 6:21 7:2,5,12,23 8:2,5,9,12,17,22 83:3 84:22 91:1 160:5,22 177:1</p> <p><b>CS-A90</b> 9:8,9,10 9:18,23 10:4,21 162:2 163:22 164:2,9 177:3</p> <p><b>CS-B283</b> 62:11</p> <p><b>CSE</b> 2:7 3:12,24 4:7,21 7:3,6,11 7:21 8:5,20,25 9:19 15:1 17:23 18:5,10,13 20:17 22:16 29:4 30:1 30:23 32:2,25 33:9 34:9,15,23 35:15 36:22 59:16 64:11,25 66:18 70:17 72:21 86:4 87:8 90:25 94:7 100:13 106:4 110:16 111:1,5 111:18 116:3,16 116:25 117:3,13 117:24 118:6,9 118:20 119:3,24 121:13,19 123:1 123:10 124:11,22 124:24 126:22 127:6,9,17 128:10 129:6,10 129:13,17 130:16 133:15 135:21 136:2,14 137:3,7 137:11,25 139:25 146:3 149:4 151:3 156:25 157:4 161:14 164:21 166:8,22 166:25 167:3,5</p>	<p>167:14 169:2,13 170:9 174:1,23 174:25 175:23</p> <p><b>CSEN</b> 11:6</p> <p><b>cultural</b> 70:2 167:11,13 171:18 171:20,23</p> <p><b>culture</b> 76:24 151:15 168:19</p> <p><b>current</b> 11:20 133:1 149:21 158:24</p> <p><b>currently</b> 20:23 69:16 120:17 131:24 137:6 139:11 140:16 142:3 151:3</p> <p><b>custody</b> 128:16</p> <p><b>cut</b> 112:20</p> <hr/> <p style="text-align: center;"><b>D</b></p> <hr/> <p><b>D</b> 176:20</p> <p><b>daily</b> 11:2 19:20 19:22 20:1 21:22 28:18 31:10,11 39:2 42:4 99:9 118:22 132:9 170:4 174:24</p> <p><b>Danny</b> 15:18 20:14,21 22:12 26:19 27:16 34:13 42:15 51:4 69:11 70:16 74:20 75:21 109:16 113:7,11 115:10,14 116:6 118:15 121:14 143:15 150:6 153:25</p> <p><b>dashboard</b> 119:11</p> <p><b>dashboards</b> 152:10</p> <p><b>data</b> 29:4 38:25 66:25 70:17 71:7 110:14 111:5 113:9,12 114:9 115:22 116:23 117:16 119:15,16 119:16 124:13 125:22 126:6,8</p>	<p>136:11 151:20 152:19 171:3</p> <p><b>database</b> 133:23</p> <p><b>dataset</b> 19:8</p> <p><b>date</b> 26:17 37:9 69:14 76:19 84:22 85:5 128:9 165:18</p> <p><b>dated</b> 64:21 121:1</p> <p><b>dates</b> 70:25</p> <p><b>dating</b> 47:14</p> <p><b>daughters</b> 150:13</p> <p><b>day</b> 1:3 2:16 31:19 40:5 88:23 118:23 130:4 132:8 143:8</p> <p><b>day-to-day</b> 170:1</p> <p><b>days</b> 5:21 61:8 97:13 99:11 127:19 129:11 144:14 173:8</p> <p><b>DCS</b> 121:10</p> <p><b>de-escalation</b> 82:1</p> <p><b>deal</b> 39:23 41:20 50:24 57:13 61:14 74:20 75:23 76:21 91:18,19 92:11 105:15 133:25 138:2 139:24 140:1 147:20</p> <p><b>dealing</b> 6:9 92:22 137:2 147:7 155:1 159:7</p> <p><b>deals</b> 12:25 60:23 89:11 159:13</p> <p><b>dealt</b> 7:6 83:25 90:19 93:17 130:21 156:18</p> <p><b>debated</b> 61:10 102:12</p> <p><b>debating</b> 89:21</p> <p><b>Debbie</b> 175:19</p> <p><b>December</b> 53:22 55:3 122:17</p> <p><b>decide</b> 99:4 174:19</p> <p><b>decided</b> 164:13</p> <p><b>deciding</b> 65:21</p> <p><b>decision</b> 5:2 22:22</p>
---	--	---	---	--

<p>35:15 65:25 76:9 91:7 92:5 <b>decision-making</b> 105:20 <b>decisions</b> 52:14 81:13 146:12 <b>decrease</b> 52:23 <b>decreased</b> 16:14 32:18 <b>decriminalise</b> 167:20 <b>dedicated</b> 118:20 120:10 134:2 156:19 169:13 <b>defeated</b> 49:23 <b>definitely</b> 164:17 165:4 <b>definition</b> 21:11 21:13,15,16 22:1 22:5 49:10 104:6 104:9 137:17 138:12,13,14,17 138:19,20,22 139:2 173:21 174:15 <b>definitions</b> 137:22 <b>degree</b> 37:15 73:23 147:9 <b>delay</b> 35:19 157:6 <b>delays</b> 127:18,19 <b>deliver</b> 59:16 153:22 174:9 <b>delivering</b> 172:12 <b>delivers</b> 78:12 <b>demand</b> 100:9 102:5,10,22,25 108:15 <b>demographics</b> 15:4 <b>demonstrate</b> 169:8 <b>demonstrated</b> 131:6 <b>demonstrates</b> 29:9 <b>densely-populated</b> 57:21 <b>dependent</b> 43:25 70:4 <b>deprived</b> 101:24 <b>describe</b> 31:24</p>	<p>35:8,14 69:15 <b>described</b> 8:17 9:1 14:3 48:13 51:7 51:11 53:25 59:25 87:25 89:11 104:21 125:20 127:12 <b>describes</b> 45:14 49:19 124:21 142:9 <b>describing</b> 39:10 <b>description</b> 52:18 100:2 <b>descriptions</b> 137:14 <b>deserve</b> 173:4 <b>designed</b> 26:2 101:7 <b>despite</b> 10:16 <b>detail</b> 18:2 19:17 23:9 28:9 32:24 33:1 93:8 125:20 142:22 <b>detailed</b> 99:11 <b>details</b> 89:8 111:24 112:4,5 146:23 <b>detective</b> 107:3 151:5,5 153:14 169:3 172:8 <b>detention</b> 128:16 <b>deteriorated</b> 135:1 <b>deteriorating</b> 2:4 <b>determine</b> 125:23 <b>determined</b> 6:6 <b>develop</b> 29:11 34:18 36:3 63:25 82:14 <b>developed</b> 8:22 10:15 16:4 87:5 95:3 122:15 <b>developing</b> 139:15 <b>development</b> 35:22 129:11 139:12 153:18 <b>developments</b> 29:16 <b>devices</b> 133:4,20 <b>devised</b> 144:19 <b>dialect</b> 57:7</p>	<p><b>dialogue</b> 36:15 73:17 <b>difference</b> 42:22 43:11,16 59:11 116:25 123:21 173:14 <b>different</b> 17:11 21:14 23:4,18 43:22 55:13,13 60:19 63:10 69:19 70:25 83:8 87:23 91:18 95:25 97:22 106:10 114:16 120:20 122:11 123:5,24 125:4 129:15 134:4 137:14 145:15,21 146:1,16,17 147:2 161:20,21 161:24,24 170:4 171:23 <b>differently</b> 174:8 <b>difficult</b> 1:23 44:2 44:21 53:15 56:8 61:16,18 67:20 88:21 92:18 98:22 112:7 144:12 149:7 152:12,19 155:5 <b>difficulties</b> 79:1 112:12 165:14 171:2,5 <b>diligence</b> 66:10 <b>direct</b> 54:18 76:7 <b>directed</b> 84:6 127:7 <b>directly</b> 22:20 <b>director</b> 11:22 33:11 46:24 100:14 <b>directors</b> 119:13 <b>directs</b> 23:23 71:19 <b>disabilities</b> 60:7 71:10 72:12 73:20 74:2,12,17 <b>disability</b> 24:2 70:14,19 71:4,6</p>	<p>71:17,20,22 74:4 74:4 90:3,7 <b>disappointing</b> 150:23 151:14 <b>discern</b> 96:3 <b>disciplines</b> 95:11 <b>disclose</b> 112:12,15 156:8 <b>disclosed</b> 1:10,17 4:9 162:5 <b>disclosures</b> 3:16 142:15 148:12 163:19 <b>discovered</b> 102:15 <b>discrepancy</b> 123:7 <b>discrete</b> 26:23 27:14 <b>discuss</b> 49:1 103:16 <b>discussed</b> 5:7 6:21 11:2,6 32:2,6,23 32:24 33:1,1,9 54:20 81:11 95:17 98:25 109:7 118:23,24 <b>discussing</b> 169:9 <b>discussion</b> 23:3 26:9 36:9 40:11 52:6,14 74:3 103:16 <b>discussions</b> 21:24 22:9 52:15 53:13 82:12 130:20 <b>disease</b> 6:10 <b>disorders</b> 49:15 <b>disparity</b> 43:6,10 98:25 <b>displaying</b> 155:9 155:12 <b>disrupt</b> 146:4 161:25 162:16 <b>disrupted</b> 146:25 <b>disrupting</b> 162:1 <b>disruption</b> 56:6 84:1 105:2 136:10,18,19 139:13,15 140:10 140:14 141:1,10 143:22 145:6,8</p>	<p>145:13 146:3 154:12,21 155:6 155:10 160:13,24 161:7,11 162:7 163:11,24 175:10 <b>disruptions</b> 146:15 <b>disruptive</b> 146:13 <b>distance</b> 60:5,10 60:10,15 89:7,10 <b>distinct</b> 109:24 111:4 123:10 <b>distinction</b> 110:17 139:8 <b>distinctive</b> 8:6 161:10 <b>distinguishes</b> 58:21 <b>diversity</b> 69:24 <b>divides</b> 19:12 <b>divisional</b> 11:22 100:14 <b>document</b> 22:12 24:3,25 41:1,2 51:23 53:16,20 72:13 121:15,24 122:18 124:19 125:9,17 137:5 152:5 153:24 <b>documentation</b> 35:20 80:15 <b>documents</b> 24:24 84:21 90:8 121:11 158:19,20 168:20 <b>doing</b> 28:15 33:23 34:1 35:7 43:12 78:7,9 88:23 93:1 98:12 109:5 129:20 132:2,13 134:4 135:16,21 136:22 153:11 163:17 166:14 <b>domestic</b> 1:24 4:13 5:11 80:8 109:7 109:9 154:14 <b>Dr</b> 40:15,16 67:19 67:19,23 <b>draft</b> 145:3 <b>drafting</b> 144:20</p>
---	---	---	---	---

145:2 <b>drastically</b> 39:17 <b>draw</b> 31:7 56:21 <b>drawn</b> 115:22 <b>drift</b> 25:14 <b>drilled</b> 126:1 <b>drills</b> 135:23 <b>drinking</b> 165:6 <b>driven</b> 8:6 <b>driving</b> 60:10 76:5 <b>drug</b> 6:9 80:9 162:12,13 164:12 <b>drugs</b> 4:16 5:8,15 9:24 10:24 154:17 157:24 165:1,5 <b>due</b> 19:2 66:9 79:10 116:4 153:9 162:12 <b>Durham</b> 131:22 <b>duty</b> 132:3 153:13 <b>dynamic</b> 52:18 68:13	111:19 113:12 121:13 122:6 123:1 <b>easy</b> 53:8 71:3 88:22 89:19,23 171:8 <b>eating</b> 105:6 <b>ECHP</b> 72:17 <b>economical</b> 98:13 <b>Edge</b> 96:11 <b>educate</b> 149:5 <b>education</b> 37:6 69:5 72:11,20 73:2,8,10,11,12 96:24 105:8,11 115:1 <b>effect</b> 31:12 45:6 101:1 <b>effective</b> 47:7 165:17 168:17 <b>effectively</b> 54:5 105:14 109:5 130:15 139:16 <b>effects</b> 170:9 <b>Efficient</b> 54:12 <b>efforts</b> 98:14 <b>eight</b> 9:5 32:1,25 33:1 133:12 <b>either</b> 15:14 31:15 40:21 62:21 71:19 99:7 104:10 117:16 131:6 138:23 139:3 144:12 161:25 176:9 <b>element</b> 13:22 21:7 34:6 40:14 46:4 65:2 66:8 104:19 105:3,3 145:12 <b>elements</b> 16:2 23:4 36:21 76:5 165:1 165:21 <b>elevate</b> 175:4 <b>emanating</b> 168:20 <b>embedded</b> 38:8 120:11 <b>embedding</b> 17:17 <b>embraced</b> 75:7	<b>emergency</b> 92:1 108:24 166:18 <b>emerging</b> 36:6 103:5 <b>emotional</b> 9:15 <b>empathy</b> 147:7,13 150:16 159:23 <b>emphasis</b> 71:15 76:6 170:3 <b>enable</b> 36:8 <b>enables</b> 72:16 <b>encapsulated</b> 52:17 <b>encourages</b> 36:14 <b>encouraging</b> 9:2 <b>ended</b> 101:7,16 <b>endorsed</b> 55:25 <b>enduring</b> 134:22 <b>engage</b> 73:7 173:17 <b>engaged</b> 69:5 72:20 73:12,14 96:12,23 <b>engagement</b> 10:14 54:18 73:3,16 <b>engages</b> 173:16 <b>engaging</b> 104:21 155:5 156:22,23 <b>English</b> 57:3 <b>ensure</b> 15:13 23:17 25:13,17 34:14 37:22 38:17 46:3 54:4 76:25 78:10,17 135:5 148:23 167:25 <b>ensured</b> 51:18 <b>ensuring</b> 69:23 <b>entirely</b> 43:24 95:1 <b>entry</b> 4:12 <b>envisaged</b> 37:18 <b>episode</b> 2:24 59:10 <b>episodes</b> 1:24 2:6 2:12 4:2,6,15 6:19 7:14 9:6,14 10:9,16 26:25 42:18,23 43:2,4,5 43:9,16,22 47:18 50:2 54:19 55:1	58:17 59:2,3,8 62:2 66:17 67:2 67:8,10 68:3,8,10 69:2 80:9 81:22 83:8 91:15 92:21 93:4,20 142:17 154:15 163:4 164:12 <b>equal</b> 41:8 108:15 108:16 <b>equally</b> 32:15 126:11 <b>escalate</b> 99:14 <b>escalation</b> 81:5,14 <b>essence</b> 14:10 41:7 120:18 <b>essentially</b> 116:10 <b>establish</b> 67:21 <b>establishment</b> 60:22 62:25 66:7 89:2 90:1 <b>ethnicity</b> 111:22 112:10,24 113:22 114:3,4,9,10,13 114:15 124:7,16 <b>European</b> 124:6 <b>Eva</b> 175:21 <b>EVANS</b> 103:22 104:18 105:12,23 173:7 174:11 175:14 <b>events</b> 9:16 139:16 162:8 <b>ever-changing</b> 29:14,14 <b>evidence</b> 1:22 4:12 5:10 7:17 20:23 21:9 29:18,19 31:5 33:20 34:18 35:10 37:9 39:7 39:19,22 40:4,5,6 41:10 44:22 45:10 47:19 52:22,24 54:11 58:25 67:24 68:24 70:12 73:21,25 74:6 75:13 76:3 77:22 77:25 78:23,24	79:23 82:19 91:13 92:19 103:24 106:19 107:5,21 111:13 112:19,21 117:2 127:20 137:18 138:11,13 139:6 139:9,10,12 140:4,6 142:12 142:22 143:23 144:13 145:5 150:5,8 151:18 154:2 155:25 156:14,23 158:10 160:25 162:2 163:14 164:11,14 164:22,24 165:4 165:13 166:10 173:9 174:1,9 175:16,19,24,25 176:13 <b>evidencing</b> 77:2 <b>evident</b> 54:25 81:17 163:24 164:19 <b>evolves</b> 55:9 77:12 <b>exactly</b> 64:14 75:10 95:24 123:24 169:21 <b>examination</b> 11:16 106:23 133:4 177:5,8 <b>example</b> 22:2 26:23 56:1 64:3 71:23 77:14 81:19 86:21 96:9 131:14 140:6 142:10 158:24 169:12 170:16 <b>examples</b> 51:5 55:3 62:6 63:21 64:3,4 142:7 146:22 150:9,19 <b>executed</b> 162:14 <b>exercise</b> 7:8 <b>exercises</b> 125:17 <b>exhaustive</b> 1:12 <b>existing</b> 35:15 <b>expect</b> 172:18
<b>E</b>				
<b>E</b> 176:20 <b>earlier</b> 10:19 16:17 18:7,10 27:6 30:7,13 34:3 36:16 37:3 50:17 53:10 57:2 67:17 69:3 77:11 82:12 86:3 88:15 89:21 98:5 102:9 103:1 104:9 112:19 128:22 144:5 152:16 159:11 169:2 171:15 172:2 176:8 <b>early</b> 2:18 3:18 4:6 5:3 6:20 9:17 10:13 31:2 37:21 47:21 80:17 83:15 84:23 143:22 145:23 154:17 159:2 176:11 <b>easier</b> 109:4 111:3 <b>east</b> 98:23 108:3,6				

<b>expensive</b> 98:7	66:24 69:18	93:15 128:3	<b>fast-time</b> 144:9	75:17 131:2,8
<b>experience</b> 53:6	70:23 71:11	137:2 166:12	<b>fatally</b> 123:18	134:10 145:20
134:14 168:11	72:23 73:6,15	<b>extract</b> 120:24	<b>feature</b> 22:11 68:6	<b>finalised</b> 10:11
170:7	76:14 77:11,16	<b>extracts</b> 142:21	86:16	<b>finally</b> 31:21 35:6
<b>experienced</b> 5:11	88:19 100:5	158:23	<b>February</b> 76:20	40:3 42:11 49:18
30:9 49:14 74:3	102:7,14,20	<b>eye</b> 50:20	127:4 151:24	52:16,20 56:9
<b>experiences</b> 1:18	104:2,5,6,10		<b>fed</b> 56:3 140:19	66:12 74:18
129:14 147:16	109:25 110:18,24	<b>F</b>	<b>feed</b> 42:8 72:7	77:20 82:18
<b>experiencing</b>	110:25 111:2	<b>face</b> 15:7 68:18	82:16 169:5	90:15 92:12
33:18 100:12	116:18 117:3,9	123:9 129:4,4	171:9	95:14 100:1
<b>expert</b> 165:13	117:15 118:18	<b>face-to-face</b> 38:9	<b>feedback</b> 10:21	105:12 119:20
<b>expertise</b> 16:7	119:11,23 120:2	148:4 153:22	38:3,4	120:9 143:14
42:12	122:6,12,22,24	<b>facility</b> 110:23	<b>feeding</b> 144:22	145:5 163:21
<b>experts</b> 130:6	123:15,20,20	117:14,15	<b>feeds</b> 72:18	<b>financial</b> 100:16
<b>experts'</b> 165:15	125:3,14 126:14	<b>fact</b> 16:15 21:6,18	<b>feel</b> 32:7,17 34:23	138:23
<b>explain</b> 13:3 18:3	130:4,4 132:25	33:16 75:6 93:22	38:21 50:8 65:15	<b>find</b> 59:6 61:19
22:22 23:5 28:9	133:3,11 135:1	95:7 139:10	66:22 78:15	92:2,4 100:18
29:3,25 38:12	136:2 140:23	157:21 158:5	<b>felt</b> 13:15,18 15:9	123:22 127:24
45:2 75:24	141:25 142:24	164:15	15:23 18:14	134:20 139:8
119:24 167:1	143:2 160:11	<b>factors</b> 6:8 49:21	23:21 27:7 78:8	174:1
171:22 173:14	161:4,8 162:12	55:20 65:21	92:9 134:19	<b>finding</b> 22:24 57:6
<b>explained</b> 15:21	164:14,16,17	<b>facts</b> 88:16	162:11 170:13	61:16 98:5
18:25 31:4 38:6	165:1,5 166:15	<b>failed</b> 130:20	<b>female</b> 8:3 19:11	116:18 130:13,23
59:12	166:16,21 168:9	<b>failings</b> 127:25	20:9 112:9 113:2	133:1 144:25
<b>explaining</b> 22:14	170:3 171:3	<b>failure</b> 127:21	113:13,19	148:19
28:5 30:13 123:7	173:12,16,17,18	133:5	<b>females</b> 7:3 160:17	<b>findings</b> 10:11
<b>explanation</b> 52:25	174:25	<b>fair</b> 14:2 71:13,14	<b>fewer</b> 134:18	121:18 127:7,11
102:23	<b>exploitation/gang</b>	74:21 95:10 96:5	<b>fieldwork</b> 135:14	128:6 130:18
<b>explanations</b> 30:7	137:9	96:6 101:3	<b>fifth</b> 9:9	131:2,12 132:19
<b>explicitly</b> 142:22	<b>exploited</b> 4:4 5:1	114:11 133:8,9	<b>figure</b> 20:6 44:7,10	134:3 148:9
<b>exploitation</b> 1:19	7:23 10:5 40:17	148:20 151:13	64:22 65:7	151:6,7 153:16
4:19 6:8,15,22	48:11 91:1 117:7	<b>fairly</b> 26:12 96:16	113:18 136:15	169:4
7:7,10,13,20,24	142:23 162:3	108:15 139:14	<b>figures</b> 17:7,10	<b>first</b> 1:21 6:14
8:2,13,17 9:4	167:17 170:14	142:6	20:11 29:5 43:3	11:11 12:21,24
10:25 11:2 13:5	<b>exploiting</b> 5:25	<b>fairness</b> 50:24	43:6,11 45:11	14:25 15:3 17:22
13:20 14:24 15:4	88:9	90:12 158:18	58:14 59:11	34:20 43:10 45:2
15:6,11,21 16:3,5	<b>explore</b> 49:20	159:16	62:11,13 64:18	57:3 69:20 79:24
16:10,11 17:16	106:2	<b>fall</b> 174:15	66:14 68:8 74:8	83:11 88:18
19:1 20:25 21:8	<b>explored</b> 10:25	<b>familiar</b> 157:17	111:3,18 113:21	92:22 97:5
21:19 22:7 23:19	54:20,23	<b>families</b> 166:22	114:21,22 115:21	109:12,15 120:14
23:24,24 26:6	<b>exposed</b> 59:13	<b>family</b> 1:23 2:2	121:25 123:8	132:8 146:21
28:6,11 29:15	<b>exposure</b> 8:25	5:13 8:24 9:11	151:23 152:1,2,3	154:9,11 157:4
30:4,11,24 33:19	87:8	9:12 16:3,12,13	152:4	168:24
34:4,7,10,16	<b>expression</b> 157:18	30:15 60:14 80:8	<b>file</b> 54:25 81:15	<b>firstly</b> 44:14 62:16
35:24 36:9 37:2	171:19	87:8 92:18 115:1	<b>files</b> 11:3 53:21	103:6
38:16 44:9 47:22	<b>extending</b> 92:20	<b>far</b> 51:13 56:8	127:12 131:5	<b>fit</b> 81:14
55:8,14 59:14	<b>extends</b> 2:1 5:17	63:19 82:18 89:5	167:25 168:5	<b>fits</b> 27:2 66:11
60:20 63:7,19,23	<b>extent</b> 21:25 24:20	91:12,19 113:22	<b>filled</b> 36:2	70:1
64:20 65:6,14	72:19 84:3 93:12	122:20 168:4,21	<b>final</b> 9:9 69:12	<b>five</b> 67:7 99:11
		171:20		

<p>108:21,21 135:24 160:18 <b>five-week</b> 157:6 <b>flag</b> 31:15,17 116:15,15,16,19 116:25,25 117:3 117:8,11 118:6,6 <b>flagged</b> 90:2 93:19 99:8 <b>flagging</b> 31:6,13 116:5,14,22 117:7 <b>flags</b> 116:19 118:8 <b>flashed</b> 141:13 <b>flat</b> 2:22 <b>fluctuations</b> 80:13 <b>focus</b> 34:9,9 45:16 46:10 76:13 88:16 103:7 104:1 106:11 123:15 127:10 140:25 143:25 159:20 <b>focused</b> 130:16 <b>folding</b> 166:25 <b>follow</b> 26:20 55:18 55:18 133:5 <b>follow-on</b> 64:17 174:13 <b>followed</b> 49:23 93:15 <b>followers</b> 4:16 154:16 <b>following</b> 1:8 4:6 8:13 10:2,6 67:6 94:4 127:13 132:8 <b>follows</b> 61:24 114:19 <b>foot</b> 24:14 33:15 84:13 <b>force</b> 1:11 63:11 108:16 118:17,19 <b>forces</b> 87:15 108:17 138:18 <b>forgive</b> 17:2 20:9 27:21 63:12 70:25 83:24 91:17 106:1</p>	<p>115:12 132:15 147:9 161:1 <b>form</b> 14:4,6,7,13 14:14,17 23:17 26:25 27:18 28:1 32:23 36:20 71:1 73:14 85:1,14 105:10 125:11 <b>formal</b> 77:24 <b>formally</b> 175:18 175:25 <b>formed</b> 17:16 <b>forth</b> 28:23 <b>forward</b> 17:19 38:14 41:4 46:25 47:3 55:22 74:18 116:23 134:1,8 136:8 156:25 175:13 <b>foster</b> 3:11 58:9,11 62:25 98:18 99:7 <b>found</b> 2:16,24 19:13 43:8 51:8 55:2,4 76:23 77:1,4 92:1 111:22 121:13,23 127:17 130:15 134:11,24 137:24 138:11,13 139:6 142:13 <b>four</b> 7:8 79:20 108:13,20 <b>fourth</b> 6:14 <b>Frank</b> 103:19,20 171:14,15 173:5 <b>frequent</b> 7:13 <b>frequently</b> 6:23 86:6 130:19 <b>fresh</b> 46:1 <b>friend</b> 90:21 91:16 92:17 <b>friends</b> 5:2 166:22 <b>friendship</b> 10:6 <b>frightened</b> 44:19 <b>front</b> 25:25 50:21 72:22 122:8 128:15 <b>front-line</b> 99:4 125:21,23 132:2</p>	<p>133:24 149:20,24 166:7,17 168:11 168:19 <b>frontline</b> 134:6 <b>fruitful</b> 73:18 141:1 <b>frustrations</b> 105:17 <b>full</b> 12:4 50:13 95:18 111:14 <b>fully</b> 10:25 75:4 <b>functions</b> 108:20 <b>further</b> 4:6,9 15:24 23:9,14 28:10 29:18 31:23 37:6 39:19 41:6 47:11 64:15 66:25 73:8,10 76:17 77:16 105:25 106:1,14 134:23 135:4,14 150:16 152:5 153:8 157:2 163:19,25 <b>future</b> 10:16 40:25 41:6 70:7 136:9</p> <hr/> <p style="text-align: center;"><b>G</b></p> <hr/> <p><b>gain</b> 138:23 <b>gained</b> 140:7 <b>gang</b> 105:3 137:6 <b>gangs</b> 9:15 23:19 114:25 116:19 119:23 123:16 <b>gap</b> 44:3 <b>gaps</b> 116:4,11 121:22 <b>Gary</b> 44:23 175:23 <b>gather</b> 131:1 <b>gathered</b> 46:13 140:11 146:22 <b>gathering</b> 125:10 <b>gender</b> 19:10 111:21 112:23 <b>general</b> 70:7 100:6 100:7,11 103:22 105:16 <b>generally</b> 164:6 <b>generic</b> 41:10 <b>genuinely</b> 69:11</p>	<p><b>getting</b> 43:11,12 44:20 57:4 63:12 66:23 105:10 112:12 117:6 131:15 161:23 <b>gifts</b> 164:11 <b>Giles</b> 59:12 175:21 <b>girl</b> 3:9 6:24 86:7 <b>girls</b> 10:8 161:13 <b>give</b> 11:20 20:6 26:24 29:5,18 30:17 31:23 38:18 41:22 52:24 66:14 70:6 70:16 75:1 83:17 99:17 107:14,17 109:20,21 111:18 111:21 112:3 114:14 139:23 146:10 151:20 153:15 169:12 <b>given</b> 15:4,4 20:15 23:9 31:6 40:5 42:16 51:5,7 52:22 56:13 58:15 64:22 66:25 74:6 77:22 77:25 89:18 93:6 93:14 95:2 98:3 98:4 112:25 114:19,22 140:5 154:2 161:6 165:1 170:6,16 173:18 <b>gives</b> 19:8,10 26:10 36:13,19 58:16 59:12 62:1 76:7 100:17 126:21 <b>giving</b> 21:9 45:11 78:22 121:25 163:13 <b>glitch</b> 79:10 <b>go</b> 1:5 8:3 17:19 18:2 26:24 28:9 31:21 37:24 42:24 43:18,19 44:13 50:16 52:20 55:15 56:7</p>	<p>56:14 59:9 65:19 66:1 69:6,11 72:16 75:19 76:17 84:12 89:8 96:24 99:23 103:5 104:21 106:21 110:6 116:23 117:21 122:10,23 123:22 125:11 127:8 131:9 140:12 141:5 150:12 157:13 160:21 163:14 169:5 170:10 173:21 <b>goes</b> 43:7 50:4 53:10 89:20 102:8 123:7 126:21 143:2 171:6 <b>going</b> 4:2 6:23 11:25 12:18,20 48:10 53:21 54:24 55:3,20 62:13 68:11 72:1 74:18 86:6,14 103:2 116:2 120:21 134:1,8 134:23 136:8 139:9 141:14 142:19 148:25 149:22 154:2 158:22 161:21 165:6 175:8,13 <b>good</b> 1:3 11:17 24:17 31:9 56:18 56:23 67:22 72:22 73:2 77:2 77:9 82:19,24 89:3,3 100:18 106:24 132:3,5 134:5,7 135:10 149:9 152:20 159:1,14 168:10 <b>goods</b> 104:11 <b>governance</b> 129:22 135:24 <b>gradually</b> 84:18 <b>great</b> 142:4</p>
--	---	---	--	--



<p><b>greater</b> 14:4,5 45:16 128:19 143:25 144:4 165:2 <b>greatly</b> 64:8 <b>green</b> 19:15 <b>grips</b> 84:15 <b>grooming</b> 9:1 87:9 <b>group</b> 2:25 5:6 10:6 73:3,9 81:19 110:11 126:19,23 137:12 145:24 160:13 162:6 173:16 <b>groups</b> 22:2 38:19 80:3 91:13 92:16 126:7 173:11 <b>guardianship</b> 60:17 <b>guidance</b> 26:10 105:21 125:7 130:7 132:1 165:23 <b>guide</b> 166:19 170:19 <b>guided</b> 13:24</p> <hr/> <p style="text-align: center;"><b>H</b></p> <p><b>Hackney</b> 108:2 120:22 122:21 123:2,14,15 <b>hall</b> 57:18 <b>Hallett</b> 40:15 67:19,23 <b>halt</b> 133:18 <b>Hamlets</b> 1:8,21 8:18 9:10 11:9 11:13,23 12:22 13:6 21:18 25:3 33:7 38:13 39:12 39:16 41:25 46:21 49:22 50:5 57:18,20 58:7,12 59:15 60:24 69:17 75:9 89:7 94:9 97:18 98:1 98:22 101:3,23 104:3 108:2 110:1,15 111:20 119:1 120:5,10</p>	<p>120:23 122:21 123:2,6,13,19 124:9,21 125:16 136:14 137:11 138:10 139:19 146:23 152:3,15 174:25 175:16,20 175:22 <b>Hamlets'</b> 63:6 <b>hand</b> 93:8 <b>handed</b> 48:19 157:12 <b>handled</b> 94:13 <b>Hanoverian</b> 161:5 <b>happen</b> 49:5 97:22 152:14 163:18 176:11 <b>happened</b> 63:22 82:2 94:4 97:15 97:24 100:11 157:21 158:3 159:21 <b>happening</b> 145:18 150:24 151:12 <b>happens</b> 63:13,15 70:20 96:22 117:24 132:7 <b>happy</b> 111:7 <b>hard</b> 44:17 96:3 <b>harder</b> 77:17 <b>harm</b> 9:16 12:23 14:1,11 19:20 25:6 31:20 36:7 36:15 40:7,15,18 40:18,24 41:1,4,6 50:3 84:6 87:14 131:19 158:25 165:21 <b>harmed</b> 62:19,23 73:5 <b>head</b> 107:24 126:20 130:1 <b>heading</b> 25:25 26:18 54:6 55:15 159:23 <b>headings</b> 136:1 <b>headlines</b> 70:6 <b>headquarter</b> 108:22</p>	<p><b>headroom</b> 100:18 <b>health</b> 6:9 49:13 72:11,19 105:4 115:1 119:15 144:3 147:24 <b>healthy</b> 40:13 <b>hear</b> 12:9 80:20 106:19 107:7,16 108:6 <b>heard</b> 8:2,5 40:4 79:6 80:6 92:18 105:19 112:18 131:22 132:4 135:20 137:13 152:6,16 163:13 165:13 166:10 170:4,25 173:9 173:11 175:24 <b>hearing</b> 1:4 64:5 120:12 176:16 <b>held</b> 9:23 15:15 16:3 30:15 34:10 35:4 54:11 71:7 107:24 113:12 <b>Helens</b> 176:6 <b>help</b> 13:13 14:21 14:25 16:19 18:2 23:12 25:15 29:21 30:5 43:5 48:14 50:2 53:19 63:13 64:23 69:18,22 91:23 93:7 106:6 107:2 107:19,20 108:7 116:24 123:11 125:21 128:3 131:10 133:21,24 134:6 137:17 145:24 151:23 156:5,10 162:8 171:19 173:4,13 175:10 <b>helpful</b> 13:2 36:10 40:12,18 48:5 55:5 <b>Henriques</b> 147:18 <b>high</b> 2:8 7:12 15:23 34:17 38:15 62:12,18</p>	<p>78:10 154:16 162:21 <b>high-risk</b> 35:3 48:22 <b>higher</b> 17:10 <b>higher-risk</b> 56:19 <b>highest</b> 62:11 102:2,20 <b>highlight</b> 31:9 49:7 73:1 88:13 <b>highlighted</b> 47:16 49:16 140:17 <b>highlights</b> 83:20 <b>highly</b> 25:2 100:4 <b>Hill</b> 11:10,11,16 11:17 41:9,18 78:18 79:1,12,17 96:25 106:1,14 106:17,23,24 121:3,6,10 160:18,22 165:7 165:9 166:1 175:16 176:2,13 177:5,8 <b>historic</b> 168:8,13 <b>histories</b> 49:12 <b>history</b> 1:23 4:13 5:13 80:7 99:22 99:23 154:14 <b>HIV</b> 6:10 <b>HMIC</b> 126:25 128:6 129:20 130:10 132:14,16 134:3 136:7 147:10 152:24 <b>HMICFRS</b> 24:9 <b>hold</b> 9:18 10:24 18:9,9,19 30:11 35:13 40:23 41:8 70:15 <b>holding</b> 136:3 <b>holds</b> 15:11 <b>holistic</b> 40:22 71:15 74:15 95:12 <b>home</b> 2:4 3:24,25 7:14 8:3 11:3 39:23 41:19,25 42:2,8,12,13 43:1</p>	<p>43:8,12,14,17,21 43:24 44:15 45:7 46:23 48:1 50:13 50:17,19 51:16 53:10 54:4,15,17 56:2,5 57:23 60:22 80:9 82:8 82:9,15 89:12 91:10 92:23,25 93:12,14 98:24 99:5,8 131:9 136:19 139:17 141:18 143:5 146:16 150:12 158:14 161:17 <b>homes</b> 131:23 <b>hope</b> 38:17 79:10 94:14 122:3 139:13 <b>hopefully</b> 14:10 27:11 29:15 67:11 72:15 103:3 173:7 <b>hoping</b> 90:13 <b>horrendous</b> 49:12 <b>hospital</b> 5:4 155:15,17,21 <b>hotel</b> 3:9 4:4 5:19 5:20 7:1 8:7 9:18 28:22 86:8 91:23 92:2,8,8 140:18 140:25 162:6 163:15,17,23,24 164:4,7 <b>hotels</b> 86:14 141:6 142:13 163:12,20 164:10 <b>hotspots</b> 142:11 <b>hours</b> 45:22 88:23 <b>house</b> 7:17 142:13 <b>housekeeping</b> 176:1,2 177:9 <b>houses</b> 161:21 <b>huge</b> 105:7 153:20 172:23 <b>human</b> 6:1 10:22 118:1 167:18</p> <hr/> <p style="text-align: center;"><b>I</b></p> <p><b>idea</b> 99:17</p>
--	--	--	--	--

<p><b>ideal</b> 157:15  <b>identification</b>                  12:11 72:15  <b>identified</b> 2:3 4:25                  7:8 24:15 33:19                  54:12 66:2,5                  70:18 72:3 88:1                  93:11 102:15                  116:4 117:1                  121:23 125:1                  132:22 134:20                  137:7 143:19                  168:1 170:13  <b>identifies</b> 87:13                  143:18  <b>identify</b> 5:24 36:15                  65:14,14 66:20                  72:14 77:18                  91:25 98:2                  104:19 141:11  <b>identifying</b> 19:25                  43:13  <b>IIOC</b> 133:2  <b>illustrates</b> 33:22                  84:9 91:5  <b>images</b> 2:11 3:1                  126:3 138:5  <b>imaginative</b> 92:10  <b>immediately</b> 93:5  <b>impact</b> 15:15                  19:25 22:10                  103:3 104:19                  148:2 173:1  <b>implemented</b> 13:6                  13:8,9  <b>implication</b> 173:1  <b>implications</b>                  120:17,22  <b>importance</b> 57:4                  73:1 82:13  <b>important</b> 15:9                  18:14 27:7 33:3                  42:5,21 43:23                  44:14 47:20                  50:10 52:3 57:7                  57:24 60:2,18                  62:15 65:6,11,24                  66:3 68:12 69:7                  69:8 72:10 73:11</p>	<p>74:13,13 87:18                  106:9 137:17                  144:16 153:3  <b>improve</b> 13:16                  25:12 38:19 47:2                  55:7,12 69:16                  75:10 76:17                  78:16 101:9                  128:10 135:18,19                  136:4  <b>improved</b> 45:14                  47:8 50:5 54:16                  102:13 135:5  <b>improvement</b>                  24:18 25:4 33:5                  33:7,10,17,23                  34:8,25 48:2                  50:19 54:14                  55:24 75:18 76:5                  76:20,24 77:3,7                  101:5,13,15                  102:13 131:7                  135:9 137:8                  168:22  <b>improvements</b>                  29:4 39:11 66:19  <b>improving</b> 17:18                  25:5 39:17 44:6                  46:18 76:23  <b>in-borough</b> 98:15  <b>in-depth</b> 143:12  <b>in-house</b> 140:19  <b>inadequate</b> 3:19                  24:18 93:25                  131:7  <b>inadequate'</b>                  134:18  <b>inappropriate</b>                  150:9  <b>inaudible</b> 49:10                  84:16 147:25  <b>incident</b> 155:24                  164:5  <b>incidents</b> 51:7                  152:18 162:3,18  <b>include</b> 65:7  <b>included</b> 8:23                  10:12 86:16                  97:13 125:18</p>	<p>126:25 148:3                  158:19 172:5,10  <b>includes</b> 58:18,19                  125:9 130:3                  172:14  <b>including</b> 6:8                  18:23 23:18                  38:14 87:7                  133:15 146:5                  153:2  <b>inconsistent</b> 116:5                  116:5  <b>incorporate</b>                  159:17  <b>incorrectly</b> 22:14  <b>increase</b> 17:9 50:2                  102:16 165:21  <b>increased</b> 16:14,15                  16:16 71:10                  87:12 99:3 100:3                  145:5 170:3  <b>indecent</b> 2:11 3:1                  126:3 138:5  <b>independent</b> 3:20  <b>indescribable</b>                  62:19  <b>indicate</b> 9:5 16:9                  34:12 36:18                  65:17 66:15                  70:23 71:5 72:1                  72:2 111:11                  118:18 119:21                  137:5 142:24  <b>indicated</b> 11:1                  66:17 78:20                  79:17 96:13                  112:21 115:10,21                  135:3  <b>indicates</b> 42:16                  67:7 121:17                  123:5  <b>indicating</b> 142:11  <b>indications</b> 111:21                  127:16  <b>indicative</b> 81:5  <b>indicator</b> 68:4  <b>indicators</b> 26:6  <b>individual</b> 1:7                  22:24 155:2</p>	<p><b>induction</b> 172:13                  172:19  <b>industry</b> 140:18                  140:25  <b>inevitable</b> 174:12  <b>inevitably</b> 104:12  <b>inform</b> 125:21  <b>informant</b> 115:17  <b>information</b> 10:7                  10:23 20:3 26:16                  28:21 31:23                  32:20 38:22,23                  39:1,4 42:7 46:2                  46:5,13 52:6,11                  56:7 72:6,6,14                  82:15 93:14                  110:3 112:1,16                  113:6,15 117:19                  119:5 121:22                  122:18 125:9                  126:20 139:23                  140:10 141:23                  142:2,5,5 143:4,5                  144:9,10,21                  149:5,23 155:25                  157:1 158:2                  163:10 164:8,19                  171:8  <b>informed</b> 2:20                  128:4  <b>informs</b> 99:13  <b>initial</b> 37:21 38:3                  127:18  <b>initially</b> 3:11 85:18  <b>injection</b> 101:4  <b>injured</b> 123:18  <b>injuries</b> 3:2 155:9                  155:12  <b>injury</b> 155:13  <b>inner</b> 15:5 58:4                  98:5  <b>input</b> 14:4 32:21  <b>INQ005080</b> 39:25                  45:1  <b>INQ005080_007</b>                  47:13 140:9  <b>INQ005080_008...</b>                  150:6  <b>INQ005333_007</b></p>	<p>130:10  <b>INQ005333_074</b>                  127:3  <b>INQ005334_001</b>                  24:9  <b>INQ005334_005</b>                  132:20  <b>INQ005334_017</b>                  152:24  <b>INQ005334_023</b>                  148:8,13  <b>inquiry</b> 1:4,10                  11:24 15:18                  21:15,16 60:2                  61:15 93:11                  107:6,22 116:3                  138:15,16 144:22                  171:12,24 174:8                  174:19 176:9  <b>inquiry's</b> 1:9 22:1                  22:5 96:2 138:20  <b>inspected</b> 135:2  <b>inspection</b> 25:1                  46:21 74:25                  127:1,4 128:7                  134:2 147:9,10                  148:9  <b>inspections</b> 134:19  <b>inspector</b> 153:14  <b>inspectorate</b>                  168:17  <b>inspectorate's</b>                  167:23  <b>inspectors</b> 24:14                  74:22 75:5 131:5                  132:20 133:7                  134:11,14 135:8                  135:11 148:15                  151:5,6 169:3  <b>instance</b> 152:15  <b>instances</b> 174:14  <b>instil</b> 150:25  <b>institutional</b> 1:14  <b>integrated</b> 119:23  <b>intelligence</b> 20:2                  28:20 29:19                  31:16 42:7 46:5                  56:2,5 82:16                  115:22 116:4,11</p>
---	---	--	---	--

117:21 118:21 119:5 125:10 131:1 140:6 141:21 142:7,10 143:13,20,24 144:9,11 146:22 146:25 149:2 163:5 171:7 <b>intelligence-gath...</b> 38:24 169:23 <b>intend</b> 111:15 <b>intended</b> 1:12 9:18 130:13 <b>intensive</b> 59:13 <b>interest</b> 18:12 <b>interested</b> 102:4 <b>interference</b> 71:16 125:5 <b>interim</b> 3:10 <b>interject</b> 15:17 160:18 <b>internal</b> 20:15 24:12 26:15,24 29:1 31:22 45:9 49:18 51:4 52:21 56:14,17 60:23 65:20 66:14 69:14 74:19 75:20 109:17 110:7 116:1 121:23 122:23 131:3 137:4 142:8 143:14,15 151:22 <b>internally</b> 5:15 <b>internet</b> 129:8 133:23 <b>interpretation</b> 102:21 <b>interpreter</b> 57:5,6 <b>interpreters</b> 56:18 56:23 <b>interrupt</b> 83:24 <b>intervention</b> 81:18 <b>interventions</b> 32:10 82:5 145:24 <b>interview</b> 43:8,14 43:21,24 44:1,15	56:3,5 82:15 93:13 99:5 158:14 <b>interviewed</b> 43:14 <b>interviews</b> 39:24 41:19,25 42:2,8 42:12,14 43:1,4,5 43:12,17 45:7 46:23 48:1 50:14 50:17,19 51:16 53:11 54:4,15 82:9 91:11 92:23 93:1,14 98:25 99:2 141:18 143:6 <b>intimidating</b> 88:11 <b>intranet</b> 165:24 167:2 <b>introduced</b> 71:18 133:9,12,13 151:3 169:2 172:13 <b>introduction</b> 140:11 <b>investigate</b> 146:11 <b>investigated</b> 93:15 156:4 162:11 <b>investigating</b> 7:1 86:8 133:2,21 143:11 156:24 157:9 164:19 <b>investigation</b> 3:17 4:21 27:25 52:12 104:2 118:3 137:19 143:12 155:10 156:16 157:4,6 169:9,24 <b>investigations</b> 108:23 133:25 <b>investigative</b> 127:19 <b>invite</b> 52:9 140:8 <b>invited</b> 51:24 169:18 <b>involve</b> 21:19 104:7,12 146:13 <b>involved</b> 10:7 12:11 22:3 33:17 69:2 72:5 81:19	91:14 92:7 140:3 162:2 164:9 173:11 175:21 <b>involvement</b> 10:19 <b>involves</b> 104:10 119:21 <b>involving</b> 14:14 133:2 142:15 175:22 <b>IRO</b> 54:20 <b>IROs</b> 25:17 <b>irrelevant</b> 87:23 <b>issue</b> 22:9 41:21 57:13,15 58:8 67:25 73:19,22 74:15 75:15,23 77:20 83:25 89:14 90:19 91:22 92:22 93:10,11 129:13 129:17 130:22 134:6 147:11 149:18 151:16 <b>issued</b> 6:2,24 86:7 136:14 160:6 161:9 <b>issues</b> 2:3 13:18 23:25 44:24 48:21 49:13 51:15,20 56:17 70:4 80:19 81:1 88:25 91:21 92:14 94:15 96:16 104:25,25 109:10 130:9 133:15 154:8 156:25 <b>issuing</b> 8:9 <b>item</b> 103:10	<b>joined-up</b> 23:2,3 <b>joint</b> 48:23 69:20 <b>Jones</b> 175:19,21 <b>journey</b> 17:17 25:4 33:7 34:8 39:17 44:6 46:19 47:22,25 66:23 101:6 102:13 <b>judged</b> 131:5 134:18 <b>judgment</b> 14:9 27:10 114:15 <b>July</b> 56:12 70:24 75:25 <b>June</b> 16:25 17:8,9 20:17 46:21 47:5 75:15 139:18 <b>justice</b> 174:10	32:15 35:3 36:12 37:20 39:3,16 40:22 44:16,25 46:25 49:8,11 52:10 53:6,7,8,14 53:18 55:4,8,11 56:4 57:5 58:4 60:15 61:6,9,11 61:12,20 62:21 62:23,24 63:1,1 63:21 65:1,3 66:3 67:13,18,20 67:23 68:16,19 68:22,25 71:21 72:11 73:9 74:7 74:9,10,14,16 75:9 77:11,15 78:2,11 82:13,22 82:23 83:20 85:18 86:14,15 87:18,21 88:5,6 88:12,14,23 89:9 89:22,24 92:2,6,9 93:2 95:2 96:19 97:15 99:15,19 99:22 101:8 104:6,8,9,11 105:6 106:9 107:7 109:12 110:25 112:7,13 126:13 129:19 131:16,18 137:20 138:2 141:24 143:3 144:17 146:11 149:16,19 151:8,13 152:21 154:22 156:18,23 157:17 158:2,7 158:12 162:10 164:5 165:13 167:8,15 168:9 170:10 171:10 172:23,25 174:7 174:7 176:9,10 176:12 <b>knowledge</b> 12:6 18:13,20 30:10 35:5 103:24 107:12
			<b>K</b>	
			<b>keen</b> 105:22 <b>keep</b> 21:22 50:20 61:22 73:12 101:10,18 103:9 <b>keeping</b> 73:9 103:6 <b>kept</b> 100:8 <b>key</b> 13:15,17 15:6 24:25 42:1 76:4 94:15 99:21 105:17 119:20 121:18 137:8 <b>kind</b> 13:24 19:24 27:9 29:11,13 31:9 32:12 34:8 34:21 37:22,22 40:13,16 41:5 47:24 48:18 55:11 57:19 64:9 65:9,9 67:21 68:18 72:12 73:1 73:16 81:9 85:11 85:21 90:9,10 95:25 98:17 99:14 103:9,14 103:15 152:20 <b>knew</b> 89:18 <b>know</b> 12:9,12,17 15:6 19:7 21:7 28:18,21 31:12	
			<b>J</b>	
		<b>January</b> 28:13 31:25 53:22 129:11 133:14 151:25 153:7 172:10 <b>job</b> 11:20 33:23 106:13 <b>jobs</b> 130:15 <b>join</b> 8:8		

<p><b>known</b> 1:17 3:1 110:9 113:1 125:14 <b>KPIs</b> 136:3</p> <hr/> <p style="text-align: center;"><b>L</b></p> <hr/> <p><b>LAC</b> 93:25 96:7 <b>lack</b> 96:16 150:16 165:14 <b>language</b> 57:4,7 103:14 147:14,17 147:20 148:1 150:9,15 151:1,8 151:8,10 158:11 158:12 159:3,6 159:10,15 167:7 168:2 169:14 172:6,16,22 173:2 <b>large</b> 4:15 5:14 <b>largely</b> 1:10 <b>larger</b> 16:12 122:16 123:6 <b>Larimar</b> 147:19 172:3 <b>late</b> 2:9 4:1,3 6:6 7:14 8:1,4 9:10 46:14 135:7 <b>latest</b> 129:10 173:21 <b>launch</b> 37:7,13,15 <b>launched</b> 4:21 35:18 70:24 131:15 <b>law</b> 146:2 <b>lazy</b> 103:14 <b>LBT</b> 158:19 <b>LBT0004214_025</b> 18:21 <b>LBT004214</b> 12:1 <b>LBT004214_010...</b> 41:20 <b>LBT004214_012</b> 12:25 <b>LBT004214_014</b> 15:19 <b>LBT004214_025</b> 57:10 <b>LBT004214_035</b> 23:11</p>	<p><b>LBT004214_036</b> 58:15 <b>LBT004214_054</b> 70:15 <b>LBT004216_009</b> 25:9 <b>LBT004218</b> 25:23 <b>LBT004228_001</b> 125:8 <b>LBT004243_005</b> 47:4 <b>LBT004286</b> 12:1 <b>LBT004287</b> 12:1 <b>LBT004289</b> 12:2 <b>LBT004289_003</b> 27:16 <b>LBT004289_010</b> 29:2 <b>LBT004289_015</b> 64:16 <b>LBT004289_045</b> 71:25 <b>LBT004306</b> 56:10 <b>LBT004318</b> 12:2 74:20 <b>LBT004318_005</b> 37:14 <b>LBT004318_008</b> 50:25 <b>LBT004318_012...</b> 77:21 <b>LBT004318_019...</b> 73:23 <b>LBT004327_001</b> 53:19 <b>lead</b> 130:2,5 141:25 144:18 153:5 159:12,16 165:19 <b>leaders</b> 37:6 132:18 <b>leadership</b> 129:22 135:24 <b>leading</b> 33:11 50:22 <b>learned</b> 90:20 91:16 92:17 169:23 <b>learning</b> 56:16,18</p>	<p>74:1 76:23 94:21 105:11 153:16,18 169:5 <b>leave</b> 157:11 <b>leaver</b> 96:23 <b>leavers</b> 49:1 <b>leaving</b> 87:7 <b>led</b> 9:19 121:24 <b>left</b> 97:7 101:6 <b>legal</b> 1:9 145:21 173:21 <b>legislation</b> 105:21 139:11 146:17 161:20 174:3,9 <b>lessons</b> 95:11 <b>let's</b> 110:7 118:5 127:10 <b>level</b> 6:17 7:6 8:20 16:9 18:12,17 26:3 30:3,12,14 30:18,19,23 64:11 65:9 66:6 74:23 78:9 81:2 81:10,10,12 83:13 85:10 86:4 86:10,13,13,23 91:5 93:5,8 94:9 96:8 101:18 102:2 104:4,4 129:25 133:25 137:25 139:13,24 139:25 154:20,23 154:24,24 162:7 175:5,5 <b>levels</b> 29:21 31:20 32:9 94:19 139:24 149:19 <b>life</b> 6:7 56:8 <b>lifestyle</b> 158:25 <b>light</b> 52:7 162:19 174:13 <b>limited</b> 47:16 94:23 101:16 127:20 146:8 <b>line</b> 168:24,25 <b>lines</b> 9:15 79:5 <b>link</b> 137:3 139:6 <b>linked</b> 137:11 155:2 163:5</p>	<p><b>LinkedIn</b> 129:5 153:11 172:18 <b>links</b> 114:25 125:13 <b>list</b> 12:14 26:19 32:16,17,18 53:17,17 79:21 80:16 83:3,25 84:5,24 90:2 91:9 93:19 103:1 103:4,5,13 109:13 114:25 126:25 154:7 158:18 <b>listed</b> 8:22 87:6 <b>little</b> 13:7 14:21,25 17:20 19:16 32:3 32:4 33:20 34:19 62:7 85:4 88:17 100:17 107:20 108:7 116:24 140:16 176:8,10 <b>live</b> 60:14 <b>lives</b> 87:19 170:2 <b>living</b> 58:7 63:17 101:25 <b>local</b> 1:11 4:12 6:11 7:24 21:25 23:7 24:20 25:10 28:22 42:9 45:13 45:18 46:12 57:7 57:12 61:3 69:17 73:8 94:22 96:10 108:23 109:5 118:21 119:15,25 120:11 122:5,9 125:16,24 131:15 139:13,15 141:18 144:3 152:3 158:16,20 <b>locally</b> 118:7 <b>locate</b> 53:8 99:16 <b>location</b> 89:16 <b>locations</b> 10:8 126:9 141:5,6,9 141:11 174:5 <b>lockdown</b> 37:16 77:15,15,19 <b>London</b> 3:8 7:18</p>	<p>11:12,23 13:6 15:5 28:1 59:15 60:21 69:4 98:5 98:8,10,11,23,23 101:23 106:4 108:11 119:10,12 120:13 123:23 142:14 152:22 159:19 163:7 166:20 <b>long</b> 171:21,24 172:24 <b>longer</b> 69:6 73:12 96:24 171:22 <b>longitudinal</b> 69:9 <b>look</b> 19:7 23:13 26:14,25 27:1 39:21 41:3,4 43:3 58:14 77:17 78:4,7,8 79:19 80:11 82:7,19 83:2,4 85:23 90:15 91:10 92:8 92:14 93:21 96:15 98:15,19 104:24 114:17 117:21 119:6,12 121:18 124:19 126:10 128:14 129:17 130:9 132:20 133:20 139:23 142:7 145:16,20 154:6 154:8,11 159:22 162:19,25 168:15 170:15 173:20 <b>looked</b> 1:25 9:7 24:14 42:19 54:2 59:8 64:24 66:16 74:10 76:22 81:4 83:14 86:9 93:23 114:24 119:15 125:6 157:25 158:9 161:10 168:5,8,12 <b>looked-after</b> 3:18 3:21 5:16,18,19 6:17 8:12,23 19:9 45:8 57:9</p>
---	---	--	--	--

58:21,22 59:3 64:19 83:6 87:4 88:2 91:15,20 93:21 145:10 152:11 <b>looking</b> 17:7 62:7 68:2,3,7 74:15 83:16 85:14 89:10,14 98:19 110:15 126:9 134:4 136:3 142:1 144:3,18 159:17 164:14 167:16 <b>looks</b> 66:24 67:2 68:12 89:3,3 90:21 93:3 94:7 95:16 102:22 125:4 127:12 134:5,7 156:2,13 157:18 160:5 163:24 164:12 <b>lost</b> 48:18 103:11 <b>lot</b> 44:16 49:9 58:11 59:8 65:2 82:11 84:13 108:18 110:24 111:5 129:1 130:7 135:16 138:6 144:20 148:4 149:10,11 166:14 170:20 <b>lots</b> 146:16,17 149:17 161:18,19 161:23,24 <b>low</b> 143:21 <b>lower</b> 59:3 113:18 <b>lowers</b> 73:13 <b>lunch</b> 12:20 70:9 70:10,11 75:17 78:19,21,23 79:12	<b>maintain</b> 63:25 64:7 <b>maintained</b> 78:17 100:22 <b>maintaining</b> 68:17 <b>majority</b> 58:6 67:12 68:7 <b>Makesafe</b> 141:4 163:11 164:2,4 <b>making</b> 20:4 23:25 29:25 30:7 32:7 32:20 37:5 38:2 46:5 49:23 55:6 56:1 64:14 69:24 76:9 77:11,13 83:23 89:21 91:7 96:22 102:8 103:8 132:10 146:7 149:23 171:6 <b>Malcolm</b> 103:21 103:22 104:18 105:12,23 173:6 173:7 174:11 175:14 <b>male</b> 2:9 5:4 19:11 20:7,10 112:9 113:2,13 124:15 154:3 155:11 156:14 <b>males</b> 4:25 5:8 7:1 7:8 8:4 86:8 <b>man</b> 164:9 <b>manage</b> 88:22 102:5 152:12 <b>managed</b> 88:20 <b>management</b> 129:24 132:9 134:24 174:24 <b>manager</b> 7:19 33:17 50:15,22 <b>managers</b> 69:21 168:21,25,25 <b>managing</b> 102:22 102:25 <b>manner</b> 2:20 <b>Mannion</b> 39:10,14 75:14 <b>map</b> 38:19,24	137:6 <b>mapped</b> 10:6 <b>mapping</b> 7:2,7 10:12 11:7 125:7 125:13,15,17 137:8 <b>March</b> 17:1,8,10 20:18 35:14,18 51:10 64:21,21 75:25 110:4,12 111:20 121:20 129:11 136:16 <b>markedly</b> 59:3 <b>marker</b> 174:23 175:2 <b>MARP</b> 22:19 23:5 31:24 32:1,6 74:5 95:24 140:12 <b>MASH</b> 36:9 <b>match</b> 70:2,3 89:1 89:4,24 <b>matching</b> 61:16 <b>material</b> 1:10,18 93:13 169:23 <b>matter</b> 83:25 130:6 167:7 171:15 <b>matters</b> 1:13 5:2 26:6 79:11 118:12 155:3 168:16 <b>maturity</b> 86:24 91:5 <b>Mayor's</b> 132:18 <b>mean</b> 14:5 21:5 28:17 38:21 39:14 40:11 66:6 68:11 86:14 91:24 103:14 104:22 129:21 150:23 <b>means</b> 30:5,6,24 136:23 149:14 157:15 <b>meant</b> 97:20 146:1 <b>measure</b> 26:3 57:19 58:2,13 <b>measures</b> 143:22	145:9 <b>mechanism</b> 10:3 19:19 28:3 125:11 <b>media</b> 2:19 4:16 8:7 22:3,7,10,10 80:5 88:7,24 154:16 <b>meet</b> 10:8 29:13 61:17 130:13 134:16 138:16 157:13 <b>meeting</b> 6:22 7:2 8:5 9:21,22 10:19 11:7 19:15 20:8 31:14 42:4 48:23 52:6 118:23 119:21 120:5 126:21 137:7 140:12 174:24 <b>meetings</b> 11:2 19:20 20:2 21:23 22:18,23,24 32:1 32:2,6 37:25 39:2 45:15 51:19 51:25 52:2 54:11 63:8 71:7 72:7 95:17,18,23,24 95:25 96:3 119:6 132:9 151:4 160:8 169:3,18 <b>meets</b> 149:8 174:2 <b>member</b> 33:11 50:22 119:25 <b>members</b> 14:24 60:14 <b>memory</b> 127:2 <b>men</b> 2:25 3:8 4:3 8:13 80:3 91:14 92:2,16 154:18 162:6 164:10 <b>mental</b> 6:8 49:13 147:24 <b>mention</b> 27:16 56:20 157:16 160:2 <b>mentioned</b> 90:7 131:14 135:17	161:13 172:2 <b>mentioning</b> 139:21 <b>menu</b> 69:25 <b>merged</b> 108:2,10 108:12 109:1 168:7 <b>merit</b> 138:17 <b>messages</b> 2:13 <b>met</b> 10:22 30:1,19 92:4 108:5,17 111:8 115:22 116:8 119:5 123:23 128:13,16 132:18 136:4 137:2 139:1 152:1 153:1 <b>Met's</b> 167:23 <b>Met-wide</b> 119:1 125:25 126:19,23 152:2,4 <b>methodology</b> 59:25 <b>methods</b> 161:22 <b>Metropolitan</b> 54:10 63:14 64:13 106:18 107:25 108:11 127:8 128:4 131:11 135:3 146:23 <b>mid</b> 7:9 <b>mid-afternoon</b> 106:20 121:4 <b>mid-morning</b> 12:19 41:12 <b>middle</b> 10:3 86:19 90:22 144:20 <b>midst</b> 167:12 <b>miles</b> 57:17,23 58:2,13 67:3 <b>mind</b> 21:12 47:11 47:21 62:16 90:18 92:14 104:1 138:14 <b>mindful</b> 55:20 107:8 <b>minimum</b> 61:23 <b>minute</b> 155:18 <b>minutes</b> 71:6,8,12
<b>M</b>				
<b>MACE</b> 22:16 74:1 74:5 160:8 <b>machines</b> 133:19 133:20,23 <b>main</b> 134:13 <b>mainstream</b> 62:24				

78:20 96:2	124:23,23	<b>MPS</b> 129:25	45:24 61:12	<b>neglect</b> 10:1
<b>minutes'</b> 160:19	<b>modelling</b> 125:2,4	131:24 135:23	89:22 125:10	148:12
<b>missed</b> 79:9 111:7	<b>modern</b> 10:2	171:4	135:25 138:7,9	<b>neighbourhood</b>
<b>missing</b> 1:24 2:6	130:4	<b>MPS004300</b>	139:18	108:24 131:18
2:11,15,23,24 3:6	<b>modern-day</b>	121:14	<b>nationally</b> 143:25	141:4 166:17
3:7,12 4:2,2,6	167:18	<b>MPS004318</b>	<b>nature</b> 29:14	169:25
6:19,23 7:14	<b>MOG</b> 74:5	107:10 109:16	37:16 72:4 77:16	<b>neighbourhoods</b>
8:18 9:5 10:9,16	<b>moment</b> 41:10	154:3,4	104:23 122:1	126:9 128:18
10:17 22:16	61:5 91:4 121:4	<b>MPS004318_001</b>	<b>NCA</b> 138:7	<b>neighbouring</b> 98:9
23:18 26:25 42:3	131:25 144:19	107:19	<b>necessarily</b> 62:21	<b>Netflix</b> 129:5
42:17,24 43:7,19	145:3 153:23	<b>MPS004318_003</b>	63:2 65:8 88:6	<b>network</b> 22:5
45:13 47:18	<b>moment's</b> 87:21	147:1	112:10 137:21	104:4,10 125:15
48:10 50:2 51:25	<b>money</b> 101:8,9,14	<b>MPS004318_012</b>	138:25 139:5	137:12,18 138:24
53:20,21 54:3,17	101:14,15,16	136:11	149:4 152:14	139:7 146:4
54:17,19,22,24	<b>monies</b> 101:5	<b>MPS004318_033</b>	174:6	161:13 162:1
54:25 55:20	<b>monitor</b> 152:19	118:14	<b>necessary</b> 61:5	173:15 174:7,18
58:15,17,17 59:2	<b>monitoring</b> 51:18	<b>MPS004353</b>	141:22 171:22	175:12
59:2,9 62:2,4,8	142:15,21	107:10	<b>necessitated</b> 9:20	<b>networks</b> 21:3,7
62:13 66:17 67:2	<b>month</b> 2:15 4:25	<b>MPS004401</b>	<b>need</b> 18:2 21:6	21:11,13,19
67:8,9 68:3,8,9	5:5 10:10 38:7,8	107:11 151:18	23:10 25:7,15	91:13 104:1,15
69:2,6 80:8	50:17 94:3,4	<b>MPS004568</b>	27:13 28:9 29:14	104:16 125:14
81:22 82:8 83:7	<b>monthly</b> 19:23	107:11	31:19 32:11,12	137:3,15,20
86:6 91:15 92:21	119:6 126:6,19	<b>MPS004576</b> 122:9	32:16 39:8 43:13	138:2,4,19,21
93:4,20 96:24	151:4 169:3,18	<b>MPS004576_040</b>	55:7 60:21 66:2	140:2 142:23,25
99:1,7,10,10,22	<b>months</b> 2:6 3:13	124:20	66:9,9,10 70:1	173:10,20 175:3
105:6 119:22	6:12 9:6,22 17:5	<b>MPS005334_00...</b>	72:15 76:17 78:6	175:4
126:2,12 129:6	17:7,13,21 37:21	134:11	78:16,17 80:21	<b>never</b> 34:22 74:2
131:9,21 132:2	51:14 56:11 73:7	<b>multi-agency</b> 5:6	84:20 89:8 93:9	97:18
132:10,10 142:17	110:21 120:14	6:21 8:5 10:5	104:9 120:3	<b>nevertheless</b> 22:4
143:8 150:12	144:11,12	21:1 22:19 54:12	126:14 128:14	99:3
151:16,21,24	<b>morning</b> 1:3,6	75:25 104:23	139:9 144:4	<b>new</b> 13:5 14:4 23:9
152:10,13,18	11:17 28:19	119:14	145:10 146:20	23:17,22 25:22
153:2,6,12,15	39:15 42:4 66:22	<b>multiple</b> 1:24 4:2	148:23 173:4	28:5,12 29:16,16
159:8 162:6,21	82:13 83:10	4:14 5:25 6:19	174:4,9,20	31:16 37:13
163:4 164:11	85:12 90:21	59:1 80:8 93:4	<b>needed</b> 15:24	70:23 71:18 73:8
170:10,21	92:17,19 95:21	154:15	19:21,22 25:1	110:4 118:24
<b>missing-from-ho...</b>	102:12 120:6	<b>multiplicity</b> 22:25	27:9 34:6,7,9,11	120:7 144:2,20
4:14 9:14 154:15	132:8 174:23	<b>mutates</b> 55:9	37:23 39:17	145:1 149:17
162:18	<b>mother</b> 163:15	77:11	54:18 92:2 94:20	165:20 167:12
<b>mission</b> 50:16	<b>move</b> 17:25 41:18	<b>mute</b> 80:22,23	101:8,9 102:16	169:17 171:20
<b>misuse</b> 5:13	52:3,8 61:7		130:15 131:6	172:9
<b>mix</b> 129:4	63:10,11 91:18	N	<b>needing</b> 52:3 60:8	<b>nice</b> 103:15
<b>mix/match</b> 117:10	125:19 159:11	<b>N</b> 176:20	<b>needs</b> 9:12 54:15	<b>night</b> 7:15 143:8
<b>mixing</b> 160:9	172:25	<b>name</b> 65:15 156:8	54:23,24 61:16	<b>no-one</b> 150:12
<b>mnemonic</b> 115:5	<b>moved</b> 3:12 9:10	<b>names</b> 62:1	61:18 89:25 90:3	<b>non-looked-after</b>
128:22 165:11,13	31:3 47:3 60:21	<b>narrative</b> 14:6,9	92:4 104:7	59:1
165:17	96:20	25:24 26:11 27:5	143:24 149:5	<b>normal</b> 145:9
<b>mobile</b> 133:20	<b>moves</b> 63:13	85:4 116:7 127:9	<b>negate</b> 40:20	<b>north</b> 98:10,11
<b>model</b> 120:13,16	<b>moving</b> 46:24	127:14 128:1	<b>negative</b> 74:25	<b>north-east</b> 98:8,23
		<b>national</b> 10:2		

<p><b>note</b> 23:11 25:9 51:1 97:6 146:20 148:8 150:7 154:1 <b>noted</b> 75:13 90:4 90:24 135:9 152:25 <b>notes</b> 95:19 124:7 142:14 145:5 155:18 <b>notice</b> 6:25 8:10 87:21 91:25 115:11 <b>notices</b> 6:2 136:14 136:21 <b>November</b> 19:2,5 121:1 175:8 <b>NPCC</b> 159:12 <b>NSP000168</b> 39:20 <b>NSP000169_014</b> 39:9 <b>NSPCC</b> 39:7 75:13 81:19 <b>number</b> 2:6 4:15 6:1,7 7:3 19:9 20:7,9,10 24:23 33:18 42:17,18 42:23,23,24 43:1 43:1,16,17,18,21 45:11 53:8 57:11 58:8,17,17 59:1,2 60:4,13,18,19 62:2,3 64:18 65:16 66:21 68:9 70:17 73:4 81:7 81:22 86:15 93:20 95:25 98:9 100:3,24 103:12 116:19 119:8 122:16 123:19,25 125:24 126:4 129:15 136:12,13 137:10,14 138:8 154:16 161:5 162:21 174:5 <b>numbers</b> 61:23 99:1,1 114:19,22 151:23 <b>numerous</b> 10:17</p>	<p>42:25 <hr/><b>O</b> <b>observation</b> 94:12 167:6 <b>observations</b> 25:19 81:21 83:17 <b>obtained</b> 38:15 <b>obvious</b> 36:23 65:9 <b>obviously</b> 34:2 42:21 45:25 46:17 62:1 79:22 80:1 100:3 125:17 133:17 138:15 176:5 <b>occasion</b> 155:8 <b>occasions</b> 3:6 6:22 33:8 42:25 52:5 62:3,11 63:24 66:22 97:7 <b>occurred</b> 14:12 40:19 41:4 <b>occurring</b> 41:6 <b>OCSAE</b> 133:10,15 151:4 172:9 <b>October</b> 24:10,11 <b>offence</b> 109:2 117:25 <b>offences</b> 109:6 118:1 142:18 147:21 159:9 167:18 <b>offender</b> 3:1 174:10 175:8 <b>offender's</b> 112:4 <b>offenders</b> 111:25 112:15 126:3,11 130:25 131:17 134:25 135:17,20 155:4 162:1 175:10 <b>offending</b> 119:22 126:4 156:20 <b>offer</b> 18:18 48:9 90:1,17 162:22 <b>offered</b> 162:17 <b>office</b> 31:16 132:18 136:19 139:17 146:16</p>	<p>161:17 <b>officer</b> 3:20 107:23 114:14 117:1,21 131:18 139:6 141:25 143:11 144:18 150:17,18 153:6 156:24 157:9,13 159:13 159:17 164:3,19 170:10 <b>officer's</b> 114:5 <b>officers</b> 63:20,23 64:5 114:12 115:3 116:16,21 117:10 119:9,21 120:19 127:16 128:12,13,17 129:2,3 130:2,5 130:14,16,19,24 131:16 132:3,3 133:21,24 134:7 135:19 136:4,24 141:4,9 146:11 147:14,23 148:6 148:10 149:1,20 149:24 150:10,25 151:2 153:1,13 154:22 155:23 156:2 157:20 159:4 161:23 162:10 165:19 166:7,17,18,19 166:23 167:1,3 167:13 168:11 169:8,15,20 170:18,21 <b>offices</b> 120:19 <b>Ofsted</b> 25:1,8 46:20 47:4,5 74:22 75:5,14 101:5,6,13,15 <b>Oh</b> 101:12 141:17 <b>okay</b> 46:3,4 101:18 155:19 <b>old</b> 6:16 9:11 84:25 144:11,12 <b>older</b> 2:13,25 5:8 9:19 48:13 80:3 91:14 92:16</p>	<p>154:18 164:10 <b>once</b> 26:3 43:7 50:11 68:25 90:7 <b>one-off</b> 101:15 <b>ones</b> 99:21 129:12 <b>ongoing</b> 34:21 48:6 52:12 <b>online</b> 2:10 124:22 126:3 132:24 133:2,10 134:25 138:3,3 168:9 172:14 <b>onwards</b> 13:1 39:16 74:19 142:8 <b>open</b> 20:24 21:6 23:23 30:19,23 33:25 65:13 141:6 <b>opened</b> 117:19 118:2,9,10 157:4 157:7 <b>opening</b> 117:12 <b>opens</b> 118:5 <b>operate</b> 31:12 <b>operates</b> 26:12 29:22 <b>operating</b> 59:20 <b>operation</b> 131:15 132:5 141:4 147:19 160:12 161:5 163:11 164:1,4 172:3 <b>operational</b> 120:13 <b>operations</b> 126:16 146:24 147:2 <b>opportunities</b> 131:1 <b>opportunity</b> 49:1 115:16 145:23 <b>order</b> 3:10 18:15 31:19 48:21 55:10 72:13 88:9 95:12 101:8 146:3 <b>orders</b> 12:10 107:9 <b>organisation</b> 104:5 126:22 147:22</p>	<p>149:17 174:21 <b>organisational</b> 153:16 169:4 <b>organisations</b> 171:7,9 <b>organised</b> 21:3,7 21:10,13,19 22:3 22:4 103:25 104:16 122:5,9 122:11 137:3,12 137:12,15,18,21 138:2,3,4,21 139:7 140:2 142:23,25 173:10 173:15,20 174:6 175:4,11 <b>original</b> 147:10 <b>originally</b> 157:10 157:10 <b>ought</b> 174:17 <b>out-of-area</b> 94:7 <b>out-of-county</b> 67:21 <b>outcome</b> 67:14 82:23,24 <b>outcomes</b> 50:3 116:12 <b>outside</b> 3:8 63:13 145:9 152:22 163:7 <b>outstanding</b> 77:3 <b>overall</b> 17:8 33:6 48:7 66:11 70:12 77:1 125:22 168:25 <b>overblown</b> 90:10 <b>overlapped</b> 119:16 <b>overlaps</b> 116:17 <b>overnight</b> 2:14,15 31:15 97:8,13,21 118:23 <b>oversees</b> 129:25 <b>oversight</b> 33:13 34:15 38:17 <b>overspeaking</b> 19:17 <b>overview</b> 41:22 79:25 107:14,17 109:20 121:13,18</p>
---	---	--	--	---

<p>126:21  <b>overwhelmingly</b>                  124:15  <b>owe</b> 75:9  <b>ownership</b> 33:13</p> <hr/> <p style="text-align: center;"><b>P</b></p> <p><b>pace</b> 100:8  <b>page</b> 19:7 20:15,15                  24:14 25:25                  26:15,25 29:1,3                  35:11,13 45:9                  49:5,18 51:4                  52:21 55:15                  56:15,17 58:25                  60:23 61:25,25                  63:3 65:20 66:14                  67:1,7 69:14,15                  72:1 74:19 75:20                  79:5 110:7 113:7                  113:11 115:14,14                  116:1 120:9                  121:23 122:8,10                  122:23 124:1                  125:12 127:13                  130:12,21,23                  131:3,8 134:23                  137:4 142:8,19                  143:15 148:14                  151:22,23  <b>pages</b> 24:13 31:22                  109:17 134:10                  167:2  <b>pain</b> 5:4  <b>painstakingly</b>                  50:16  <b>pan-London</b> 20:24                  28:3 98:8 111:9                  113:17,21 115:4                  116:3 125:2                  136:20 144:20                  161:18 165:20  <b>panacea</b> 62:21                  63:2 88:15  <b>pandemic</b> 37:16                  37:20 139:17  <b>panel</b> 20:6,16                  22:19,21 25:23                  26:14 31:8 45:2                  48:22 54:7 58:16</p>	<p>59:19 61:1 69:13                  70:17 74:2,7                  75:15 76:3,19                  78:1 80:6 97:4                  124:24 127:10                  147:12 166:5                  177:6,8  <b>panel's</b> 134:9  <b>panels</b> 22:17  <b>paper</b> 89:3,4  <b>papers</b> 81:16                  158:9  <b>paperwork</b> 89:6                  93:5 94:22                  154:20 157:16,19  <b>paragraph</b> 12:25                  16:20 20:14,21                  21:10 25:12                  27:16 29:2,6                  31:25 32:3 33:15                  34:13 35:10 37:1                  37:14,18 38:13                  42:2,15 45:15                  46:9,17 47:4,12                  48:8 49:18 51:1                  51:2,2,3,23 52:21                  61:24 64:10,22                  65:17,20,23                  66:13,15 67:1                  69:14 71:5,25                  72:1 74:19 75:1                  75:20 76:18,22                  101:23 107:19                  111:17 113:8                  114:18 115:9,12                  115:13,14 116:1                  116:2,7 118:15                  120:12 124:4                  127:14 131:4                  136:11 137:5                  142:8,19 143:15                  145:20 151:19,22                  154:3  <b>paragraphs</b> 13:1                  15:20 16:18                  18:21 23:12                  28:10 29:2,18                  30:17 31:6,23                  39:9,20 41:21,23</p>	<p>45:9 63:4 70:16                  74:21 75:21,22                  77:21 109:17,19                  110:6,8 113:10                  140:9 142:10                  150:7 154:4  <b>parent</b> 2:20,22                  4:18 85:21 94:17  <b>parented</b> 85:21  <b>parents</b> 59:9                  163:17  <b>park</b> 2:14  <b>part</b> 14:7 18:3                  21:3 23:15,16                  24:23 25:3 30:3                  34:7,18 44:5                  45:3 47:19,23                  49:20 52:11                  53:24 58:24                  65:15 66:22                  73:11 80:17                  84:23 108:9                  115:7 119:2                  132:23 134:13                  145:9,20 157:3,5                  159:2 167:12                  169:18,22  <b>particular</b> 12:23                  14:22 24:4,24                  31:5 38:22 39:7                  47:13 49:7 51:15                  56:1,14,21 59:24                  60:22 70:11 73:6                  80:11,13,25 82:8                  84:11 89:2,13,15                  90:3 91:22 95:9                  96:20 98:23                  99:24 105:13                  117:24 124:25                  126:9,24 129:9                  138:6 147:6,11                  151:21 152:8                  155:2,24 159:20                  160:15 161:12                  162:10 164:7                  174:2  <b>particularly</b> 40:25                  76:14 84:16                  105:10 112:13</p>	<p>128:23 136:5                  138:22 139:8                  144:6,13,22                  151:3 162:21                  167:15 168:10,24                  169:1,4,7  <b>parties</b> 4:23 5:7                  7:17 79:8 80:4                  142:13 154:18                  157:17,21,24                  158:2,6 164:10                  165:6  <b>partly</b> 53:1 56:25                  58:3 82:2,4                  88:19 112:24  <b>partner</b> 82:17                  130:21 140:20,21  <b>partners</b> 36:4,11                  36:15 38:3,8                  54:5 71:19 72:20                  138:9 145:16                  146:12  <b>partnership</b> 23:7                  50:23 56:19                  72:19,25 73:24                  74:24 82:20                  90:16 95:16,18                  109:4 112:17                  120:18 145:14                  175:20  <b>partnerships</b>                  95:12 135:25  <b>parts</b> 140:4  <b>party</b> 9:18 163:23  <b>pass</b> 38:25 97:3                  166:4  <b>pathway</b> 144:17  <b>pathways</b> 142:1                  144:5,8 171:7  <b>pattern</b> 67:21  <b>patterns</b> 99:25                  119:7 126:18                  152:21  <b>pausing</b> 45:20                  68:2 93:3  <b>paying</b> 78:11  <b>PCSOs</b> 170:1  <b>peer</b> 38:19 139:3  <b>peer-on-peer</b></p>	<p>124:23 125:5  <b>peers</b> 7:23 91:2                  112:13 139:3  <b>people</b> 5:24,25                  7:16 8:11 9:3,19                  19:21 20:4,24                  22:2 25:6 29:17                  31:18 32:5,14,15                  32:17 33:12,14                  34:11 38:4 42:9                  42:10,23,24                  43:18 44:16,17                  48:10,17,24 49:9                  49:21,24 52:4,9                  53:7,9,13,21 54:2                  54:3,19 57:3                  58:6 59:7,13                  60:4,12 61:14                  63:22 64:2,4,11                  65:2,8 67:13                  68:14,17,19,20                  68:23,25 71:9,16                  71:22 73:4,10                  74:1 75:9 78:13                  81:7 86:15 87:14                  87:18 88:7,9,10                  98:20,21 103:4,8                  104:11 105:5,8                  112:12,13 114:12                  120:6 123:17                  125:13 128:17,23                  129:16 138:24                  139:3,5,9 142:11                  142:12,13,23                  143:18 144:7,8                  147:21,25 148:2                  151:9 153:2                  161:3,6,7,20                  163:13,16 167:5                  172:2,25 173:14                  173:17,23  <b>percentage</b> 16:21                  16:24 17:6,12  <b>performance</b>                  75:18 133:7                  167:24  <b>period</b> 2:1 4:19                  6:20 16:25 24:11                  52:24 54:3 56:11</p>
---	---	---	--	--



<p>76:5 80:17 83:15 97:9 121:20 157:12 <b>permanent</b> 101:17 <b>permission</b> 12:3 111:14 175:19 <b>permit</b> 14:13 <b>perpetrator</b> 111:22 <b>perpetrators</b> 20:5 56:8 83:9 110:10 143:24 147:1 161:3 167:19 <b>person</b> 10:22 14:6 14:12 26:9 27:1 38:16 42:25 43:25 44:14 46:2 46:6 50:1 56:19 58:10 61:7,17 64:1,7 66:11 69:4 70:5 74:3 82:3,14,24 83:1 84:14,19 85:8,20 87:17 89:1,25 92:3,5 94:17,20 96:20,22 104:7 104:13 111:24 129:6 150:11 152:10 153:6,15 155:11 156:1 163:4 170:13 <b>person's</b> 24:2 26:16 94:17 <b>personal</b> 5:21 <b>personally</b> 73:10 97:6 <b>persons</b> 119:22 126:2,13 132:2 132:10 153:12 <b>perspective</b> 87:4 90:16 95:15 137:9 160:23 <b>persuading</b> 88:10 <b>Philomena</b> 131:21 <b>phone</b> 4:5 53:7 164:13 <b>phones</b> 88:8 <b>phrases</b> 80:24 <b>physical</b> 2:16 74:4</p>	<p>155:9,12 <b>pick</b> 62:10 74:16 126:20 138:4 140:3 143:6 147:22 148:21,25 149:6 152:13,17 163:7 169:19 170:20 <b>picked</b> 36:6,7 50:5 52:11 73:19 126:14,18 131:21 131:25 132:5 137:25 147:8 151:1 155:1 175:1 <b>picking</b> 51:20 62:5 71:24 128:24 132:3,9 149:7 175:3 <b>picks</b> 77:14 115:5 <b>picture</b> 42:9 76:8 <b>piece</b> 69:21 159:14 <b>PIP1</b> 148:5 <b>PIP2</b> 148:6 <b>place</b> 3:23 12:10 24:10 25:14 39:12 41:24 42:6 48:13 50:21 55:23 65:22,25 72:15 107:9 140:19 152:16 157:25 159:9 162:8 175:6 <b>placed</b> 3:6,11 5:19 18:23 57:12,17 57:23 58:20 60:5 60:8,13 63:5,17 65:18,19 66:7 67:3 83:7 89:13 95:8 97:18 162:14 <b>placement</b> 3:13,24 4:7,8 6:3 8:24 45:23 61:6,8,16 61:17,21 62:9,20 66:4,10 68:5,15 69:1 85:9,24,25 87:7 88:2,18 91:22 92:3 94:8</p>	<p>96:21 97:8 99:7 152:15 <b>placements</b> 6:18 60:25 61:2,4,13 62:4,14,24 67:14 67:22 69:17,21 69:24 70:1 85:13 89:7,23 97:6,19 98:16,20 100:17 100:18 <b>placing</b> 59:25 89:15 92:8 158:25 159:24 <b>plan</b> 3:13,19,22 8:21 9:25 10:16 11:5 28:24 49:2 60:16 61:6 66:11 72:17 81:14 84:25 87:5,10,16 87:16,17,22,25 89:10 90:4 93:25 95:2,4,6 96:14 135:18,23 136:1 136:7 162:15,24 163:1,2,5,9 169:20 <b>planned</b> 38:7 <b>planning</b> 48:12 49:3 76:9 77:13 84:11 94:10 <b>plans</b> 3:23 20:4 25:13,18 32:12 48:18 72:11 87:12 96:22 145:6,8,11,13,15 151:2 167:12 168:22 169:15 <b>platform</b> 172:18 <b>played</b> 103:25 <b>plays</b> 73:11 <b>please</b> 1:5 11:14 11:20 12:4,9,12 12:16,21 13:7,13 14:21 15:18,19 16:18 17:25 19:6 20:13,21 22:14 24:8,12 25:22 27:14,16 29:1,22 31:21 32:4 33:20</p>	<p>34:19 35:9,11 36:17 37:14 40:3 41:19,22,22 42:15 45:1,10 47:19 48:8 51:3 51:23 52:20 54:14 55:15 56:9 57:9,10 58:14,15 58:25 59:18 60:23 63:3 64:23 66:12,13,25 69:14,18 70:15 70:16 71:24 72:1 72:2 73:22 74:18 74:19 75:17,19 75:20,21 76:3,18 77:20 78:1 82:20 84:7 86:20 88:17 91:23 101:13 102:19 106:21 107:1,7,14,19 108:8 109:14,15 109:16,18,19 110:6,7,8,13 111:17 113:7,10 113:11 114:17 115:10,25 116:2 116:6 118:13,14 118:15 121:14,24 122:8,23 124:1 124:18,19 125:7 125:12,19,21 127:3,13 130:10 130:11 131:3,11 134:12 136:13 137:4,5 140:13 142:7 143:14,15 143:16 145:12 148:8 150:5,6 151:19 152:24 154:5,9 162:9 171:15 175:18 <b>pleased</b> 170:12 175:7 <b>plus</b> 176:3 <b>pm</b> 79:13,14,16 106:20 121:5,7,9 176:15 <b>PNC</b> 163:6</p>	<p><b>point</b> 12:8,15 23:14 26:17 27:11 31:9 33:4 34:2 46:1,9,14,16 48:8,16,17 49:24 49:25 53:10 56:23 61:9 62:20 64:14 65:1 72:10 74:14 77:10 85:8 86:5 89:21 93:24 99:6 101:6 102:8 104:12 105:1,16 107:7 113:17 120:1 126:25 130:13,17,23 131:8 134:15 141:13,14 146:7 148:14 <b>pointed</b> 99:3 <b>points</b> 17:11 22:13 39:5 44:13 47:11 54:6,13 56:20 65:22 76:23 77:5 124:18 130:11 141:3 <b>police</b> 1:11 3:5,16 4:21,23,25 5:23 6:16 7:1,7,9,20 8:1,9,15,20 10:10 10:14,15 11:3,4 20:2 21:13 24:15 27:15,17,21,23 27:25 28:12,13 28:19 29:24 30:1 30:20 31:17 39:1 42:5 45:13 47:16 54:10 56:3 63:10 63:11,14,16,16 63:20,22 64:5,13 79:7 83:13,21 86:8,19,25 90:20 90:23,24 91:3 93:16 104:24 106:3,5,9,18 107:23,25 108:11 108:12,17 116:8 116:11 118:21 119:16,21 120:10 125:18,21 127:8</p>
--	--	--	---	--

128:4,13,17 131:8,11 138:18 140:17,25 141:20 143:20 144:4 146:23 147:2 150:10 155:5 157:7,19 158:4 164:8,12 166:7,9 170:10 171:1 <b>Police's</b> 135:3 <b>policing</b> 5:23 108:24 125:23 131:6 132:19 169:25 <b>policy</b> 105:20 130:7 165:23 168:20 <b>poor</b> 82:19 131:10 134:21 <b>pop</b> 118:8 <b>popular</b> 80:24 <b>population</b> 108:15 123:6 124:21 <b>portfolio</b> 108:1,23 109:3,11 129:16 172:19 <b>portfolios</b> 108:22 108:25 109:3 148:7 <b>position</b> 33:5 40:22,22 49:7 61:1 74:7 105:13 107:24 135:4 137:10 <b>positive</b> 38:4 47:9 50:3 54:9 60:5 60:14 67:14 75:13 82:25 87:12 143:17 <b>positively</b> 46:22 96:21 <b>positivities</b> 85:24 <b>possession</b> 9:23 167:2 <b>possibility</b> 10:24 <b>possible</b> 3:7 9:15 26:8 52:9 154:16 164:25 165:3,4 176:4	<b>possibly</b> 4:16 44:18 77:9 88:9 <b>post</b> 172:20 <b>post-inspection</b> 132:16,21 134:10 135:6 152:25 <b>post-traumatic</b> 49:15 <b>posts</b> 18:8 102:10 <b>potential</b> 87:14 142:24 143:2 148:16 <b>potentially</b> 6:7 36:13 48:17 65:5 157:24 <b>poverty</b> 101:25 102:3 <b>power</b> 148:1 <b>powers</b> 105:20 <b>PPDDs</b> 129:10 <b>practice</b> 17:19 24:16 25:4 33:6 33:24 36:14 39:11,18 44:7 48:1 51:17 55:8 60:24 65:12 76:8 76:11,12,15 77:3 77:7,13 84:13 128:4 131:6 132:4,5 168:20 <b>practitioners</b> 14:3 <b>pragmatic</b> 52:14 <b>pre-MACE</b> 95:17 96:3 <b>predated</b> 44:8 <b>predatory</b> 175:8 <b>preface</b> 57:15 <b>prepare</b> 66:9 69:4 94:16 <b>presence</b> 104:15 <b>present</b> 8:4 29:17 100:6 114:11 164:16 <b>presented</b> 76:19 174:14 <b>presenting</b> 15:25 36:22 70:4,5 90:11 <b>pressing</b> 65:8	<b>pretty</b> 104:5,16 <b>prevalence</b> 15:7 <b>prevalent</b> 166:12 <b>prevent</b> 8:10 25:14 41:5 161:20 <b>prevents</b> 143:22 <b>previous</b> 8:19 9:6 13:18 14:13,17 84:4 110:22 115:14 134:19 156:15 <b>previously</b> 32:17 75:4 100:22 <b>primarily</b> 30:14 43:17 106:12 <b>principle</b> 117:18 <b>prior</b> 4:12 22:17 97:15 100:25 108:1,4 <b>prioritisation</b> 19:19 <b>prioritise</b> 31:18 103:9 <b>prioritising</b> 29:23 <b>priority</b> 32:21 99:14 118:19 165:2 <b>privileged</b> 100:14 <b>proactive</b> 56:7 77:18 126:10,15 175:13 <b>proactively</b> 81:11 81:12 83:21 <b>proactivity</b> 138:6 175:5 <b>probably</b> 30:15 78:20 93:10,17 103:14 137:13 145:17 163:13 <b>problem</b> 28:12 46:25 80:22 105:15 109:24 134:22 167:9 <b>problems</b> 6:9 70:5 93:2 134:19 <b>procedures</b> 133:6 <b>proceed</b> 160:20 <b>process</b> 12:22 17:20 22:13 27:8	27:17 29:25 34:25 38:24 40:9 41:24 44:25 53:11 55:5 66:1 68:14 133:16 140:7,11 <b>processes</b> 25:20 48:13 149:8 <b>produce</b> 109:23 110:15 <b>produced</b> 147:19 166:19 168:23 170:7 <b>producing</b> 166:24 <b>products</b> 119:8 126:1,5 <b>PROF</b> 103:22 104:18 105:12,23 173:7 174:11 175:14 <b>profession</b> 105:17 126:21 130:1 <b>professional</b> 13:22 14:9 27:5,10,12 27:13 36:3,20 40:23 129:11 <b>professionals</b> 13:24 23:23 24:4 31:13 33:25 40:14,16 45:25 72:5 120:1 156:21 <b>profile</b> 15:8 28:12 110:4 115:21 116:4 121:11 122:5,5,9,15 124:2,10,11 <b>profiles</b> 109:24,24 111:9 125:20,22 125:25,25 165:25 <b>profiling</b> 109:13 111:8 118:13 <b>profound</b> 60:7 <b>programme</b> 131:25 153:20 <b>progress</b> 32:8 72:22 128:8 149:10,16 150:3 <b>Project</b> 59:12	<b>projects</b> 69:16,19 <b>prolific</b> 140:1 <b>promising</b> 88:11 <b>promoting</b> 37:4 <b>prompt</b> 13:13 76:25 <b>prompts</b> 13:23 27:1,12 36:19 40:12 <b>properly</b> 48:18 94:18 168:1 <b>proposals</b> 55:21 <b>proposing</b> 66:5 <b>prosecute</b> 139:9 <b>prosecution</b> 105:1 147:3 <b>prospect</b> 135:9 <b>protect</b> 25:14 81:18 96:10 <b>protection</b> 3:5 9:24,25 12:23 19:14 20:8 24:16 25:15,17 30:16 50:3 109:1,10 126:3 129:25 131:4 133:5 134:21 135:23 145:7,9,10,14 162:15 167:12 <b>protocol</b> 20:25 106:4 <b>protocols</b> 115:4 125:3 131:22 136:20 144:20 145:1 159:19 161:18 165:20 <b>provide</b> 16:7 25:18 27:12 70:2 85:10 85:22,25 93:9 107:21 137:18 152:19 160:25 171:7 <b>provided</b> 11:24 37:10 121:11 136:11 139:12 143:4 144:10 146:21 155:25 162:22 <b>provides</b> 38:22
--	--	---	--	--

<p>39:3 121:17  <b>providing</b> 18:19                  107:5 175:22  <b>provision</b> 137:6                  145:21  <b>provisions</b> 146:2  <b>PRU</b> 73:3  <b>psychological</b> 9:15  <b>public</b> 1:4 135:23                  167:12  <b>published</b> 139:18  <b>pull</b> 18:21 126:7                  130:18 133:17  <b>pupil</b> 73:3  <b>purport</b> 1:16  <b>purpose</b> 112:16                  173:24  <b>purposeful</b> 25:13  <b>purposes</b> 173:24                  174:18  <b>pursue</b> 5:2  <b>pursued</b> 148:13  <b>push-and-pull</b>                  49:21  <b>pushed</b> 77:16  <b>pushes</b> 24:3  <b>put</b> 1:14 14:6                  17:15 26:7 79:20                  80:16 87:15 92:6                  102:9 105:9                  110:5 111:1                  115:6 116:3,8                  118:6,16 131:3                  135:12,22 141:20                  144:25 149:2,3                  151:2 153:9,20                  156:12 165:10                  169:15 172:1  <b>putting</b> 96:15                  165:19</p> <hr/> <p style="text-align: center;"><b>Q</b></p> <p><b>quality</b> 25:12 33:6                  44:7 46:18 47:8                  48:7 51:15,17,20                  54:15,16 75:10                  76:8,15 78:12                  84:2 100:18                  134:21  <b>quarterly</b> 45:14</p>	<p>51:18 78:6 119:3                  119:4  <b>question</b> 12:16                  14:22 18:22                  27:14 40:6 43:15                  50:1 51:24 57:11                  80:21 84:6 98:24                  100:8 103:2,23                  104:14 106:1                  114:10 116:2,8                  116:10 118:16                  125:19 165:8                  166:3 170:25                  171:16 173:8  <b>questioning</b> 70:7                  86:9 160:19  <b>questions</b> 1:14                  12:13,18,21 24:7                  28:14 41:19 55:6                  55:18 70:8,10                  78:19,21 79:18                  79:24 83:4 84:1                  92:12 93:22 94:9                  96:7,25 97:2,4                  105:25 106:14                  109:14 110:9                  114:8 118:12                  121:10 147:6                  154:5 165:7                  166:2,5 177:6,8  <b>quickly</b> 46:8 52:8                  82:2 92:3 142:6                  165:11  <b>quite</b> 32:23 33:22                  57:8 68:9 70:8                  81:25 84:14 89:7                  103:22 108:6                  117:4 123:9,16                  123:23 127:6                  129:1 146:1                  147:5 152:12  <b>quoted</b> 68:23  <b>quoting</b> 51:4</p> <hr/> <p style="text-align: center;"><b>R</b></p> <p><b>radar</b> 21:22  <b>RAG</b> 19:15,18  <b>raise</b> 128:12  <b>raised</b> 51:15 54:13                  74:1 125:24</p>	<p>129:13,17 130:10                  150:20 154:24                  168:16  <b>raising</b> 33:18                  166:15  <b>ran</b> 22:16,17 75:8  <b>range</b> 65:15  <b>ranging</b> 108:13                  127:19  <b>rape</b> 3:16 5:5                  156:15,18 162:5  <b>raped</b> 3:4  <b>rapport</b> 112:18                  151:9 172:17  <b>rating</b> 2:8 19:15                  19:18  <b>ratings</b> 80:14  <b>ratio</b> 135:19  <b>re-open</b> 38:10  <b>re-opened</b> 8:2                  86:22 91:2  <b>reach</b> 44:17  <b>react</b> 141:24                  144:12  <b>reactionary</b> 84:14  <b>read</b> 1:20 4:10 5:9                  6:13 9:8 11:25                  25:11 53:2 54:7                  75:16 80:7 81:24                  83:10 86:2 90:19                  90:21 91:16                  92:17 124:25                  127:10 150:23                  154:13 158:22                  176:5,6,22,23,25                  177:1,3  <b>reading</b> 1:7 17:2                  79:2,4 84:4                  116:7  <b>real</b> 58:8 128:7                  142:3 171:2  <b>realised</b> 34:5  <b>really</b> 35:23 36:12                  37:22 40:12                  44:14 52:2,8                  55:5 57:7 61:13                  61:15,18,18                  62:17 67:20                  72:12,24 73:11</p>	<p>73:18 76:14                  87:18 105:21                  112:15 117:5                  137:24 143:9                  144:16 145:4                  146:6,10 150:23                  150:24 152:18,20                  159:8,14 166:1,9                  169:10 170:12                  171:10 172:21                  175:7  <b>reason</b> 23:17                  57:18 58:1 86:2                  95:24  <b>reasons</b> 13:15 30:8                  55:19 58:2 59:5                  60:6,14 95:22                  102:9 112:24  <b>reassessed</b> 81:12  <b>reassessment</b>                  81:13  <b>reassuring</b> 81:8  <b>receive</b> 32:21                  135:5  <b>received</b> 2:7 18:16                  78:3 85:10 122:4                  153:1,7 164:20  <b>receiving</b> 2:10                  88:5  <b>recognise</b> 71:8                  127:16,21 128:19                  132:17  <b>recognising</b> 159:1  <b>recommend</b> 163:3                  174:20  <b>recommendation</b>                  25:16  <b>recommendations</b>                  10:11 25:10                  39:11 49:22,25                  55:16,23 128:9                  129:20,21 136:8                  147:17  <b>record</b> 10:18                  14:17 85:5 112:6                  112:22,23 117:8                  129:18 148:25                  149:13  <b>recorded</b> 7:19</p>	<p>10:20 11:3 71:6                  87:10 90:24                  112:7,9 113:5,12                  113:14,19,23                  114:3,4,9,16,18                  118:3 124:7,14                  124:14,16 128:8                  136:24 148:24                  150:11 156:3,13  <b>recording</b> 111:6                  150:14  <b>records</b> 1:17 9:5  <b>recovery</b> 143:19  <b>recruit</b> 148:5                  172:7  <b>recruitment</b> 98:18                  149:21  <b>recruits</b> 149:17  <b>recurring</b> 101:11                  101:12,14  <b>red</b> 19:15  <b>reduce</b> 41:5 50:2                  84:18 88:6  <b>reduced</b> 100:21,23                  145:23  <b>reducing</b> 81:22  <b>refer</b> 27:18 33:16                  51:8 67:16 69:19                  75:3 97:11 119:9                  155:18  <b>reference</b> 39:8                  69:12 71:3 72:23                  81:2 90:6 108:6                  147:1,2 152:6                  158:24  <b>referenced</b> 39:15                  51:22 62:17 74:8                  91:4  <b>references</b> 85:11                  136:7 159:24  <b>referencing</b> 22:25  <b>referral</b> 10:2 36:8                  73:4 125:11  <b>referrals</b> 27:14,21                  27:24 28:4,16                  30:1 112:2 167:3                  170:20,24  <b>referred</b> 17:23                  22:20 26:5 34:16</p>
--	---	--	--	--

<p>37:3 84:22 96:9 106:3 164:1 175:17 <b>referring</b> 25:8 39:14 109:25 158:14 <b>refers</b> 17:22 30:6 57:1 <b>reflect</b> 55:2 115:18 124:2 174:16 176:7 <b>reflected</b> 51:6 <b>reflection</b> 27:10 <b>reflections</b> 27:4 <b>reflects</b> 26:19 45:20 82:11 124:9 <b>refresh</b> 127:2 <b>refreshed</b> 131:20 <b>refused</b> 163:18 <b>regard</b> 51:15 74:25 82:8 <b>regarding</b> 9:12 148:15 <b>regional</b> 138:9 <b>registered</b> 126:2 130:25 131:16 134:24 135:16 <b>regular</b> 54:2 159:8 <b>regularly</b> 16:23 57:14 81:10 99:23 131:9 153:14 <b>regulated</b> 61:8 62:20,23 <b>rejection</b> 68:18,19 <b>related</b> 13:23 111:20 121:19 142:17 <b>relates</b> 53:21 <b>relating</b> 155:13 <b>relation</b> 1:13 4:22 9:13 18:13 28:20 33:6 34:3 41:3 47:17 48:1 54:21 54:25 62:2 73:20 79:4 80:20 81:16 81:16,20 83:9 91:16 92:13,21</p>	<p>96:4 102:6 113:9 137:10 145:22 146:5 154:12,19 155:8 160:22 162:8 163:21 165:15 171:16 <b>relationship</b> 42:17 46:18 51:16 63:20 64:1,7 68:18,21 82:14 83:1 86:24 124:22 125:5 <b>relationships</b> 68:17 69:10 <b>relative</b> 66:15 156:3 <b>relatively</b> 70:13 82:2 121:12 125:8 <b>relentless</b> 34:9 <b>relevant</b> 1:11,13 <b>reliant</b> 141:17,19 <b>religious</b> 70:3 <b>rely</b> 143:4 <b>remain</b> 21:6 22:6 23:23 29:15 34:21,24 57:17 63:6 64:12 66:4 <b>remained</b> 101:2 134:20 <b>remaining</b> 18:3 70:8 160:19 <b>remains</b> 38:4 96:21 <b>remember</b> 57:25 58:4 60:3,18 156:7 <b>reminder</b> 91:12 <b>remote</b> 38:6 <b>remove</b> 105:3 <b>removing</b> 88:14 <b>repeat</b> 163:3 <b>repeated</b> 91:15 <b>repeatedly</b> 3:7,12 <b>replace</b> 101:17 <b>replacement</b> 101:17 <b>report</b> 11:4 24:13 25:8 47:4,5,14</p>	<p>50:18 55:24 76:19,22 99:9,11 110:19 115:7,16 117:12,13,15 118:6,9,10 127:1 127:18 128:23 135:15 142:2,5 142:15 149:3,3 156:11,12 158:16 159:12 164:23 167:23 168:17 <b>reported</b> 2:13,18 4:3 5:5 6:23 7:16 9:17 49:22 59:9 59:10 74:23 81:11 86:6 99:7 115:17 119:3 124:5 142:18 156:13,15 <b>reporting</b> 112:6 113:5 114:5 142:11 143:21 <b>reports</b> 2:12 7:13 7:15 23:6 110:16 110:16 111:2,4 111:19 112:10,22 113:16 117:17,22 117:23,25 118:2 121:19 123:1 124:16,24 141:21 141:21 142:22 148:24 150:9 158:13,17 162:21 163:6 168:8 <b>representation</b> 27:9 72:25 73:2 90:10 <b>representatives</b> 120:6 <b>request</b> 130:20 <b>requesting</b> 2:10 <b>require</b> 70:4 <b>required</b> 15:25 18:17 70:3 77:3 130:8 134:16 144:13 149:9 <b>requirements</b> 174:2 <b>requiring</b> 24:17</p>	<p>140:14 <b>research</b> 125:15 <b>residential</b> 59:21 60:8 62:25 66:7 88:18 89:12,25 99:8 <b>residing</b> 58:19 <b>resilience</b> 170:8 <b>resort</b> 61:21 <b>resource</b> 120:16 120:21 140:21 <b>resources</b> 49:4 108:19 126:16,23 <b>resourcing</b> 100:2 <b>respect</b> 29:7 51:25 60:24 96:10 113:1 136:14 <b>respectively</b> 114:22 <b>respects</b> 135:1 <b>respond</b> 40:1 46:15 47:11,18 48:15 52:21 55:12 74:5 77:21 87:15 92:24 132:19 <b>responded</b> 50:9 118:17 131:11 <b>response</b> 11:1 35:2 93:18 104:22,23 108:24 125:21 129:19 131:9 132:11 134:25 143:25 150:17,22 162:23 164:5 166:18 <b>responses</b> 45:12 47:16 132:14 135:6 145:7 <b>responsibility</b> 63:7 63:15 <b>responsible</b> 53:1 130:2,5 141:25 144:18 153:5 159:13,17 165:19 <b>responsive</b> 92:11 <b>rest</b> 133:16 <b>restriction</b> 12:10 107:8</p>	<p><b>restructuring</b> 108:10 <b>result</b> 5:25 9:2 34:4 93:6 148:11 170:2,5 <b>resulting</b> 145:23 <b>retrospective</b> 167:25 <b>return</b> 2:21 3:23 39:23 41:13,19 41:24 42:2,8,12 42:13 43:1,8,12 43:14,17,21,24 44:15 45:7 46:23 48:1 50:13,17,18 51:16 53:10 54:4 54:15 56:2,5 79:13 82:9,15 91:10 92:22,25 93:12,14 98:24 99:4 121:5 135:8 141:18 143:5 158:14 <b>return-home</b> 43:22 <b>returned</b> 3:25 45:22 94:8 <b>returning</b> 7:14 69:4 94:24 <b>returns</b> 143:7 <b>revamped</b> 129:23 <b>revenue</b> 101:11 <b>reverted</b> 107:3 <b>review</b> 3:18,21 8:16 16:23 17:13 24:9,10 32:8 34:25 51:9,10 54:4 56:22 75:18 81:10 91:7 93:25 96:7 102:20 119:15 132:16,21 134:10 135:7 137:7 140:4 147:9 148:9 152:25 160:23 163:25 175:2 <b>reviewed</b> 16:22,25 17:6 32:6 33:9 79:3 81:15</p>
---	---	---	--	---

<p>110:20,21 154:19 174:23,24 <b>reviewing</b> 3:20 <b>reviews</b> 15:22 78:6 134:4,15 <b>revise</b> 91:7 <b>revised</b> 165:20 <b>revising</b> 13:14 <b>RHI</b> 44:25 46:11 46:13,13 49:20 49:24 54:23 56:16 140:7,11 158:15 <b>RHIs</b> 42:18 45:11 45:17,18,22 47:7 47:8 52:23 55:20 142:12 158:10 <b>rich</b> 72:13 <b>Richard</b> 11:12,15 11:17 112:18 139:22 147:18 177:4 <b>richer</b> 14:10 <b>richness</b> 39:3 <b>right</b> 11:18 14:8 14:13,17,20 15:23 16:25 17:2 17:23 19:3,4 20:19,20 21:4 23:7,15,20 27:19 28:2,15,17 30:21 30:25 31:3 33:2 33:3 36:23 37:9 37:19,20 38:10 38:20,21 40:19 42:20 44:10,12 47:10 48:16,19 49:4,6,16 50:6 51:11 52:4 53:25 55:3 57:6,7 58:22 59:4,5,16 59:22 62:6 64:13 65:23,24 66:6,20 67:4 68:10 69:13 70:21 71:9 72:8 72:9 78:12 81:15 81:23,24 84:20 85:2,3 87:5,10,11 88:3,4,17,21</p>	<p>92:10 94:1,25 95:20,21 105:2,9 106:12,20 111:16 113:2,4,14 115:3 115:8,23,24 118:24,25 120:4 120:15 121:2,15 121:20 122:1,3 122:10,19,25 123:3 125:1,15 132:20 136:17 139:14,20,21,23 147:3 148:4 151:8,10 152:2 155:18 158:21 159:25 160:1 170:15 172:6,7,7 172:16 173:3 <b>rightly</b> 33:23 112:21 <b>rings</b> 81:1 <b>risen</b> 66:18 <b>risk</b> 2:7,8 6:7,9,15 6:17 7:12,21 8:11 9:4 12:22 13:5,14,18,21,25 15:22 16:21,23 16:24 17:6 18:24 19:19 22:19 23:4 23:9,16,18,22 24:16,21 25:6,19 25:22 26:3 27:8 29:23 31:20 32:9 32:14,18,21 35:9 35:15 36:1,6,6,15 36:21 38:15,18 38:19 40:1,8,9,21 40:24,25 41:1,5 52:7 55:20 59:13 60:20 64:12,24 66:17,18 69:17 70:17 71:1 72:16 76:24,25 80:3,12 80:14,19 81:2,5 81:10,11,12 82:1 83:5,13,17 84:1,3 84:10,21 85:15 88:6 90:24 102:20 116:6</p>	<p>120:3 127:17,23 128:14,20 130:22 132:7,9 149:15 149:25 152:7 158:25 159:25 162:21 164:22 165:24 168:2 <b>risk'</b> 34:17 <b>risk-taking</b> 160:2 <b>risks</b> 14:11 15:25 29:16 36:22 54:11,22 66:20 84:5,18 85:17 87:13 88:1,19 89:15,15 118:23 120:2 127:22 148:16 <b>road</b> 105:9 <b>robbery</b> 118:1 <b>robustly</b> 95:6 <b>role</b> 22:7 31:12 34:3 45:3 103:25 <b>roles</b> 130:16 153:3 <b>roll</b> 132:1 133:22 <b>rolled</b> 128:21 <b>rolling</b> 131:23 133:16,19 <b>rollout</b> 38:1 <b>room</b> 5:20 85:4 <b>rooms</b> 163:17 <b>route</b> 144:9 <b>routinely</b> 54:20 137:6 <b>routines</b> 170:5 <b>RSO</b> 131:14 151:4 <b>run</b> 2:4 17:8,22 62:23 <b>running</b> 12:19 20:14 <b>runs</b> 17:21 35:13 51:1 61:25 69:15 <b>rural</b> 57:22</p> <hr/> <p style="text-align: center;"><b>S</b></p> <p><b>sadly</b> 123:17 159:9 <b>safe</b> 54:10 143:6,9 <b>safeguard</b> 127:24 165:11 <b>safeguarding</b> 23:7 37:4 50:23</p>	<p>107:25 108:1,25 109:3 115:4,19 119:3,10 127:21 128:22 129:7,14 129:16,23 130:1 130:3 144:2 148:6 168:7 172:11,19 175:20 <b>safety</b> 8:21 32:12 84:25 87:5,10,12 87:25 89:10 90:4 <b>Sapphire</b> 156:19 <b>satisfied</b> 138:16 <b>saw</b> 49:24 122:18 124:12 172:2 <b>saying</b> 41:7 57:16 67:19,23 88:15 88:21 97:22 98:4 123:13 137:23,23 137:24 143:3 150:12 165:3 <b>says</b> 17:6 25:25 27:3 37:11 39:25 45:15 78:2 140:13 142:19 143:21 <b>scared</b> 44:19 <b>scenarios</b> 60:19 <b>school</b> 10:19 81:21 95:7 96:10 166:20 170:22,23 <b>schools</b> 37:6 38:9 141:8 147:23 166:18,19 170:18 170:19,21 <b>science</b> 123:24 170:8 <b>scope</b> 27:4 64:5 140:20 <b>score</b> 9:20 <b>scores</b> 26:18 80:14 <b>scoring</b> 13:23 26:11 <b>Scotland</b> 169:17 <b>screen</b> 15:17 23:11 35:13 36:5,18 70:16 75:22 120:25 141:14 <b>screened</b> 42:3</p>	<p><b>screening</b> 26:2,3 35:10,17,22 36:5 36:19 37:7,13 38:2,21 70:24 71:2 73:17 <b>script</b> 55:19 <b>scroll</b> 13:1,4 15:19 16:18 19:6 20:21 24:12 25:24 26:18 31:22 34:12 35:9 36:17 42:15 45:9 48:8 51:3,23 53:23 54:8,14 56:13 58:18 72:2 76:18 109:16,19 110:7 111:17 113:9 115:10 116:6 118:15 124:3 130:11 132:23 134:12 143:16 148:14 150:6 151:22 152:5 <b>scrolling</b> 20:13 113:7 124:1 <b>scrutiny</b> 50:21 77:24 <b>search</b> 136:25 <b>second</b> 4:11 34:2 91:17 122:10 124:3 131:3 168:25 <b>second-to-last</b> 130:23 <b>secondly</b> 103:8 <b>section</b> 18:3 26:15 35:10 52:12 54:8 114:16 136:2 <b>sections</b> 26:23 <b>sector</b> 144:6 <b>see</b> 12:8 17:8 22:8 24:12 26:15 43:20 51:17 53:6 65:14,22 67:20 68:14 69:8 81:6 82:25 84:17 86:22 102:25 103:18 105:15 107:7 112:20</p>
---	---	--	--	--

<p>114:20 117:22 122:11,22,23 132:22 136:15,25 150:14,24 162:25 167:3,17 169:19 170:23 171:13 174:7 175:11 <b>seeing</b> 7:16 47:24 116:22 126:12 161:21 <b>seekers</b> 47:17 49:8 <b>seeking</b> 57:2 <b>seen</b> 7:15 19:22 21:4 40:11 48:10 49:14 61:11,11 102:11 104:23 120:24 150:21 152:3 158:13,15 162:2 174:5,6,14 <b>selected</b> 114:11 138:16 <b>self-define</b> 114:13 <b>self-harming</b> 2:12 <b>seminars</b> 129:8 <b>sending</b> 2:13 <b>senior</b> 136:4 168:21 <b>sense</b> 45:25 46:24 48:16 137:12 <b>sensible</b> 23:1 <b>sent</b> 3:1 12:15 27:24 <b>separate</b> 109:8 <b>separately</b> 22:17 35:17 89:12 <b>September</b> 1:1 47:15 56:12 176:17 <b>series</b> 11:25 12:13 39:10 44:24 54:6 55:16 61:25 70:10 76:22 83:7 87:6 88:1 91:21 92:14 93:22 107:6 122:7 127:11 142:17 146:24 154:7 162:18 164:15 <b>serious</b> 3:2 23:19</p>	<p>23:25 106:7 122:7 123:16 127:25 137:15 142:15 167:16,22 173:22 <b>serve</b> 56:25 <b>service</b> 27:15 30:16 34:11 49:24 50:15 56:16 69:21 75:10 78:12,12 96:10 101:4,9,10 106:19 149:20 <b>services</b> 25:2 48:9 48:24 59:16 96:8 96:17 102:6 115:12,19 118:22 119:13 143:21 171:1 175:22 <b>sessions</b> 38:7 <b>set</b> 10:5 29:10 30:19 37:1 44:24 47:22 55:17 56:15,16 64:13 86:19 90:23 133:13 154:22,25 168:12 <b>sets</b> 1:12 61:25 125:3 142:17 143:17 <b>setting</b> 44:8 <b>setup</b> 129:22 <b>seven</b> 30:23 32:1 <b>severe</b> 61:13 <b>sex</b> 3:1 109:24 110:18 113:14 119:11 126:2 130:25 134:24 135:17 156:14 157:24 166:15 <b>sexual</b> 1:18 2:17 3:2 4:9,19 5:12 6:8,15,22 7:7,10 7:13,20 8:1,13 9:4,14 10:25 15:3 20:24 21:19 23:24 33:19 64:20 73:6,14 88:19 100:5</p>	<p>102:6,14 104:2 109:2,6 111:2 117:3,9 118:1,18 120:2 122:6,12 122:24 123:20 125:14 130:3 131:16 132:24 133:2,10 134:25 135:19 147:21 156:20 160:11 164:14,16 166:20 168:2,9 170:3 171:3 173:9,12 173:16,17,18 <b>sexualised</b> 2:19 <b>sexually</b> 2:21 4:4 5:1 6:10 109:9 164:24 <b>share</b> 28:19,23 39:1 72:6 82:17 147:12 <b>shared</b> 119:12,17 119:18 141:20 <b>shares</b> 171:4 <b>sharing</b> 20:2,3 32:19 110:3 140:6,10 143:24 <b>Sharpling</b> 101:20 101:21 102:4,18 103:2,12,18 167:21,22 168:16 169:7,22 170:25 171:13 <b>she'd</b> 83:13 84:16 <b>shift</b> 167:11,13 171:18,21 <b>shops</b> 141:8 <b>short</b> 41:16 79:15 79:17 91:25 121:8 173:8 <b>shortage</b> 61:13 89:22 <b>shortly</b> 70:13 <b>shoulder</b> 155:13 <b>show</b> 16:21 74:8 81:9 85:8 88:4 <b>showing</b> 17:12,14 26:5 <b>shown</b> 2:22 18:12</p>	<p>151:24 <b>shows</b> 16:20,24 17:17 29:11 43:11 65:12 67:12 76:4,7,12 78:14 83:22 84:9 86:23 87:11 90:8 92:25 123:9 <b>sickness</b> 157:12 <b>side</b> 35:20 <b>sighting</b> 3:8 <b>significance</b> 126:17 <b>significant</b> 22:8 35:23 57:13 68:9 100:15 127:19,23 132:24 135:2 158:25 <b>significantly</b> 73:13 <b>signpost</b> 170:14 <b>signs</b> 129:17 164:15 <b>siloed</b> 96:1 <b>similar</b> 97:25 113:8,18,21 122:17 124:11 134:3 138:19 163:21 <b>similarities</b> 124:2 <b>similarly</b> 62:10 150:4 <b>simple</b> 117:4 <b>simply</b> 14:18 103:6,23 <b>single</b> 3:17 35:15 133:11 <b>Sir</b> 103:21,22 104:18 105:12,23 147:18 173:6,7 174:11 175:14 <b>sit</b> 30:14 58:11 176:8,10 <b>sits</b> 15:1 33:12 <b>situation</b> 2:4 91:24 92:1 <b>situations</b> 9:3 <b>six</b> 16:11 70:20 74:11 110:21 161:7</p>	<p><b>six-month</b> 117:20 <b>size</b> 16:15,16 70:1 108:15 <b>sizes</b> 123:5 <b>skew</b> 111:3 <b>skewed</b> 123:8 <b>skill</b> 18:12 149:19 <b>skills</b> 35:5 70:3 <b>slavery</b> 10:2 130:5 167:18 <b>sleeping</b> 2:23 150:11 <b>slept</b> 2:14 <b>slightly</b> 16:12 21:14 70:25 90:9 97:22 113:18 120:20 145:15 <b>slower</b> 37:17 <b>small</b> 57:20 58:3,7 100:3 161:13 <b>smaller</b> 123:19 <b>Snapchat</b> 7:16 <b>snapshot</b> 20:10 68:11 69:7 <b>social</b> 2:19 4:15 5:22 7:19,22 8:7 9:5 11:22 16:4,6 16:8,11,16 17:3 18:8,9,17 22:3,7 22:10,10,21 24:1 26:5 35:4 36:2 47:16 63:6 71:19 80:5 83:12 88:7 88:24 90:23,25 95:3 97:12 99:12 100:6,7,11 105:16,19 112:2 115:12 118:22 125:15 150:15 154:16 <b>socially</b> 101:24 <b>Society</b> 39:22 42:13 44:23 45:3 45:6,8,21 47:15 48:3 49:6 50:7 51:5,14 52:22 56:10 73:21,25 77:23 78:4,9,16 140:5 144:23</p>
---	---	---	--	--

150:5,8,20 175:24 <b>solicitor</b> 176:12 <b>somebody</b> 118:5 128:15 150:1 161:9 169:15 170:17 174:22 <b>somewhat</b> 30:1 <b>soon</b> 94:14 <b>sophisticated</b> 29:13 <b>sorry</b> 15:17 43:1 52:17 53:2 83:24 93:3 97:20 107:16,17 111:12 112:20 115:13 129:10 138:3 141:13 146:6 158:8 165:9,10 168:6 <b>sort</b> 19:3 87:9 111:23 112:14 126:12 130:18 137:20 138:23 141:10 144:16 150:21 165:6 173:1 175:3,5 <b>sorts</b> 125:4 169:10 <b>SOS</b> 59:12 <b>sought</b> 47:1 111:13 155:24 <b>space</b> 58:7,9 <b>spaces</b> 141:7 <b>speak</b> 111:24 112:3 149:1,14 161:15 <b>speaking</b> 63:15 100:4 148:10 157:7 <b>speaks</b> 77:10 <b>special</b> 60:17 <b>specialist</b> 3:12 4:7 6:11 15:3,10 16:7 17:18 18:20 60:8 94:8 98:20 100:2 138:1 172:8 175:1 <b>specialists</b> 166:7 <b>specific</b> 24:4 26:17	36:19,21 56:13 88:16 98:17 110:1 118:19 133:14 139:10 141:11 144:8 147:23 154:6 157:1 158:15 169:1 <b>specifically</b> 9:13 14:18 43:15 50:25 67:2 136:2 136:7,10 <b>specify</b> 124:24 <b>spectrum</b> 171:21 <b>spoke</b> 4:23 79:7 149:2 164:3 <b>spoken</b> 10:15 38:1 150:18 153:5,18 157:9 <b>spot</b> 128:10 147:14 172:22 <b>spring</b> 2:2 4:22 6:11 8:16 37:21 79:7 <b>St</b> 59:12 175:21 176:6 <b>stabbed</b> 123:17 <b>stabilise</b> 69:1 <b>stability</b> 85:11 115:1 <b>staff</b> 5:20 22:9 24:25 30:8 92:8 119:25 128:13 130:14 136:5 148:10 149:5 153:1,6 176:9 <b>staffing</b> 100:7,19 <b>stage</b> 145:3 <b>stand</b> 55:11 <b>stand-alone</b> 15:10 <b>standard</b> 45:24 54:4 134:17 149:9 <b>standardisation</b> 123:8 <b>stands</b> 83:19 <b>start</b> 1:6 13:4 19:2 19:5 37:17 84:13 110:3 116:21	<b>started</b> 17:15 133:14 154:24 <b>starting</b> 170:20,23 173:2 <b>starts</b> 104:22 <b>state</b> 72:10 <b>stated</b> 8:19 <b>statement</b> 12:24 13:3,17 16:19 17:25 18:4 20:14 28:11 29:1 30:23 31:21 35:6 37:10 37:12 39:9,25 41:22,24 44:24 47:12 49:19 50:12,12,25 51:6 52:16,20 53:4 59:19 63:3 64:16 64:17,17 66:13 67:1 69:13,20 71:25 74:18 75:19 76:21 101:22 106:25 109:15 110:6 115:9 116:1 120:15,25 142:9 143:14 146:21 151:20 <b>statements</b> 11:25 12:3,5 107:6,10 107:11,18 111:14 <b>states</b> 142:22 <b>static</b> 100:24 101:2 103:1,12 <b>stating</b> 7:21 <b>statistics</b> 30:17 56:13 60:3 152:20 <b>stay</b> 117:18 <b>stayed</b> 2:14 100:24 117:12 <b>staying</b> 5:20 32:19 <b>stays</b> 110:19 <b>steps</b> 143:17 <b>stick</b> 68:20 <b>stop</b> 41:6 128:10 172:22 <b>stopped</b> 69:2 <b>straight</b> 61:20	84:17 99:12 169:11 <b>straightforward</b> 87:19 <b>strands</b> 129:22 <b>strategic</b> 98:13 <b>strategies</b> 136:19 146:13 <b>strategy</b> 9:20,22 10:19 19:15 20:8 51:24 52:2,5,6 54:10 63:8 72:7 119:2 130:20 139:13,15 <b>streamlined</b> 47:7 48:12 <b>strength</b> 104:22 <b>strengthen</b> 13:21 27:8 29:12 36:13 47:1 55:7,12 68:21 76:12 <b>strengthened</b> 18:14 76:11 <b>strengthening</b> 17:19 25:4 34:3 47:24,25 77:7 140:14 <b>strengths</b> 23:22 63:18 65:12 71:17 82:23 <b>stress</b> 49:15 <b>strive</b> 61:3 <b>strong</b> 72:24 <b>stronger</b> 14:11 27:9 66:23 78:15 84:10 105:22 143:23 <b>structure</b> 14:21 15:2 17:18 30:15 85:22 86:1 120:21 <b>structured</b> 14:14 14:24 118:22 <b>structures</b> 104:20 119:20 <b>struggling</b> 91:25 <b>students</b> 166:22 <b>style</b> 84:25 <b>subgroup</b> 23:6,8	37:2,3 38:1 72:24 <b>subject</b> 3:10 7:2 9:25 77:24 87:20 99:11 130:6 155:4 161:14 171:20 <b>subjects</b> 134:4 <b>submissions</b> 132:4 <b>subsequent</b> 9:24 90:8 <b>subsequently</b> 4:8 <b>subset</b> 152:21 <b>substantiated</b> 120:2 148:16 <b>substantive</b> 107:3 117:25 <b>successful</b> 32:11 34:1 <b>successfully</b> 101:16 <b>sudden</b> 81:5 <b>Sue</b> 106:18,22,25 177:7 <b>suffering</b> 5:4 49:13 <b>sufficient</b> 25:18 <b>sufficiently</b> 13:19 15:12 94:16 95:6 <b>suggest</b> 20:23 64:10 166:11 <b>suggesting</b> 2:17 77:23 <b>suggestion</b> 94:22 140:24 162:4 <b>suggestive</b> 3:2 <b>suggests</b> 1:22 4:12 5:11 96:7 157:4 157:5 <b>suitable</b> 3:22 61:13 87:22 98:2 98:6 <b>summarise</b> 18:1 52:24 60:25 65:20 75:2 76:2 77:25 <b>summarised</b> 45:11 80:1 139:14 <b>summary</b> 1:20
---	--	---	---	--

<p>4:10 5:9 6:13 9:8 14:2 26:12,18 74:22 83:10 91:16 121:18 176:21,23,24 177:1,2 <b>summer</b> 3:15 4:1 5:3,6,18 7:5 8:21 37:22 86:4 87:6 88:1 <b>superintendent</b> 107:4 <b>superintendents</b> 119:14,19 <b>superseded</b> 139:16 <b>supervision</b> 127:20 134:21 168:18,21 <b>supervisors</b> 169:10 <b>supply</b> 10:24 162:13 <b>support</b> 3:14 5:20 15:24 16:3,7,12 16:13 18:17,18 19:2 30:16 59:13 66:6 93:6 94:19 120:3 126:15,23 128:17 133:25 162:17,22 170:11 173:4 <b>supported</b> 100:6 <b>supportive</b> 126:16 <b>suppose</b> 152:12 <b>supposed</b> 153:8 <b>sure</b> 12:10 18:1,15 23:25 28:9 32:5 32:7,8,20 33:8 34:7 35:11 37:5 38:2 46:5 49:3 53:16 55:6 56:1 56:2 64:6 66:10 68:7 69:24 77:13 78:24 83:23 93:8 103:8,10 107:9 111:13 127:1 132:10 139:22 143:9 146:1 149:23 167:8</p>	<p>174:11 <b>surely</b> 169:25 <b>surprise</b> 102:15 <b>suspected</b> 5:24 6:5 7:8 110:18 <b>suspects</b> 111:25 112:8 124:13 139:4,4 155:1 161:6,10 174:4 <b>swiftly</b> 52:4 <b>sworn</b> 11:13 106:22 177:7 <b>system</b> 22:13 28:5 31:7,13 99:6,9 111:6 112:6 113:6 116:14 117:7 <b>systems</b> 29:12 104:20 112:11</p> <hr/> <p style="text-align: center;"><b>T</b></p> <hr/> <p><b>table</b> 16:19,21 17:3,5 19:6,7 42:16 61:24 67:6 68:3 105:18 136:13 <b>tables</b> 58:19 105:20 <b>tackle</b> 20:5 35:24 <b>tackling</b> 130:16 <b>tactic</b> 5:23 146:3 <b>tactics</b> 160:14 161:11,14,18,24 163:12 <b>take</b> 12:12 22:12 24:1 28:24 31:12 31:19 41:11 55:22 57:19 58:10 65:25 66:2 68:11 70:8 78:21 79:12 80:21 94:20 98:21 99:13 113:6 121:4,12 125:8 125:19 135:4 143:10,13 149:25 153:24 154:9 157:1 172:20,24 175:6 <b>take-away</b> 141:7</p>	<p><b>taken</b> 3:5 4:4 5:3 8:14 19:22 28:22 33:9 35:15 55:24 81:18 87:2 92:5 110:14 111:6 116:11 128:9 132:6,15 142:12 159:9 162:5 <b>takes</b> 25:14 33:5 122:17 157:25 <b>talk</b> 32:2 40:18 76:1,1 78:23 111:7,9 120:7 132:13 149:25 150:2 153:14 159:15 169:16 172:15,22 <b>talked</b> 35:7 128:22 144:5 147:15 160:15 169:14 <b>talking</b> 25:20 49:25 61:14 67:18 84:24 89:1 140:10 148:3,22 150:10 156:24 <b>talks</b> 37:12,14 45:12 127:14 145:21 173:22 <b>tallies</b> 113:17 <b>target</b> 17:4 <b>targeted</b> 129:9,16 <b>task</b> 126:8,10 175:9 <b>tasking</b> 119:5 126:7,19,22 175:9 <b>taxis</b> 141:7 <b>TCS</b> 51:5,24 <b>teachers</b> 166:22 <b>team</b> 1:9 7:7,10,20 7:25 8:2,17 14:24 15:1,4,10 15:11,16,21 16:5 16:10,11,15,16 17:16,18,23 18:5 18:8,15 19:1 27:25 28:7,11 29:10 30:4,9,19 30:20,24,24 34:4</p>	<p>34:7,10,16 35:2 36:9,10 38:16 44:9 47:22 50:15 63:7,19,23 64:13 86:19 90:23 96:12 100:2 102:17 118:20 119:22,22,23 120:10,22 126:14 133:12 134:2 140:23 144:17 154:23,25 156:19 156:20 168:7 169:13,16 174:25 <b>teams</b> 14:22 16:3 16:13 18:19 22:16 30:16 120:7 133:10,11 136:22 138:3 139:25 168:12 169:6,25 174:25 <b>tease</b> 36:22 <b>technical</b> 79:1,10 <b>techniques</b> 155:6 <b>teenagers</b> 98:21 <b>telephone</b> 55:21 <b>telephones</b> 88:8 <b>tell</b> 13:7 22:14 32:3 33:20 51:25 69:8 74:21 97:25 100:11 134:5 151:11 157:23 170:11 172:1 <b>telling</b> 45:18 46:12 71:12 <b>temporary</b> 108:5 <b>ten</b> 61:8 108:4 <b>ten-point</b> 135:18 <b>tend</b> 138:4 <b>termination</b> 140:15 <b>terms</b> 18:5 19:20 34:22 40:8,25 41:5 44:6 49:5 51:20 57:6 60:3 61:23,23 70:6 89:3,24 97:20 99:14,15,19 100:17 105:2,2,5</p>	<p>110:10 115:8 119:20 123:10 131:21 138:11 155:5 176:2 <b>terribly</b> 111:12 <b>tested</b> 156:4 <b>text</b> 14:6 127:10 127:13 128:1 132:22,23 <b>thank</b> 1:6 11:8,10 11:11,24 12:8 35:21 41:9,14 78:18 79:12,13 97:1,2 100:1 101:19,21,21 103:18,20 105:23 105:24 106:14,15 107:5 109:12 116:8 121:3,6 153:24 160:22 165:7,8 166:1,1,3 167:6,21,22 169:22 170:25 171:13 173:5,7 175:14,15 176:13 <b>theme</b> 70:14 71:24 80:12 82:8 91:11 95:16 97:25 109:12 147:7 154:3 160:24 163:21 <b>themes</b> 70:8,13 99:25 147:5 <b>therapeutic</b> 3:13 64:9 <b>thing</b> 34:20 42:11 42:21 43:23 51:12 67:22 68:13 72:9 83:22 87:13 94:4 96:19 132:8 152:12 165:6 <b>things</b> 42:1 50:4 50:10 55:16 62:16 72:4 81:25 83:19 88:12 96:15,20 98:18 102:11,18 116:5 121:25 132:13</p>
---	---	--	---	--



<p>135:20 143:19 144:24 146:17 162:7 <b>think</b> 12:2,18 13:1 13:17 14:5,20 15:23 17:2 18:25 20:13 21:1,21,25 22:19,23 23:6,10 23:12,14 24:10 25:7,8,10 26:10 27:18,25 28:5 29:9,25 30:6 31:9,11 33:3,15 33:22 34:1,5,14 34:20 35:22 36:12,18,25 37:9 37:11,11,24 38:7 39:6,10,12,14,19 39:21 40:2,12,15 40:21,24 41:7,7 42:1,5,11,16,21 43:10,10,14,23 44:13 45:10,24 46:4,17,20 47:9 47:10,20 48:5,12 48:19 49:6,20,25 50:9 51:6,9,10,12 51:23 52:2,4,13 52:17 53:3,5,9,24 56:1,11,11,16,17 56:23 57:1,24 58:1,1,12,18,24 59:5,6,10 60:2,12 60:18 61:5,9 62:15,19 64:4,10 64:20,21 65:1,6 65:11,17,24 66:8 66:21 67:6,7,11 67:23 68:12 69:7 69:20 70:9,19,24 71:14,17 72:9,18 72:22 73:10 74:8 74:13,20 75:6,24 76:4,12,19 77:5 77:10 78:2,14,20 79:9,20 80:4,7,25 81:6,8,19,21,24 82:5,11,11,24 83:2,6,11,19,21</p>	<p>84:8,9,11,12,13 84:16,20 85:4,7 85:17,18,19,23 86:12,21,23,23 87:11 88:4,15,25 89:5,9,12,14,17 89:19 90:2,8,8,12 90:20 91:4,5 92:13,15,25 93:2 93:10,11,17,23 94:12,14,15 95:1 95:2,4,10,19 96:4 96:6,9 98:17 99:19,21 100:14 101:22 102:8,11 104:4,14,22,24 105:16 106:8,25 110:22 111:11 113:8 114:10,15 115:8,15,22 116:10 118:16 119:24,25 121:22 121:25 122:4,16 123:13 124:12 127:5,7 128:19 129:3 130:21 131:2 132:17 134:1 135:6,8 136:15 137:13,22 138:21,21,22 139:7,22 140:24 141:3 143:1,2 144:2,4 145:8 146:7,10 147:1,8 147:13 148:18,20 150:14,15 151:18 151:20,21,25 152:2,4 154:7,17 155:8,14,20 156:6,7 157:16 157:20 158:18 159:6,22,24 160:8,16 161:5 161:12,23 162:20 163:23 164:10,15 164:17,21,24 167:9,11 171:5,6 171:9,18,21 173:14 174:4,13</p>	<p>174:19 <b>thinking</b> 71:23 <b>third</b> 5:10 130:13 151:19 <b>Thomas</b> 39:25 44:23 46:9 47:11 48:9 140:5 175:23 <b>Thomas's</b> 45:10 49:19 142:9 143:14 <b>thorough</b> 51:19 <b>thought</b> 27:24 40:11 94:19 97:20 171:16 <b>threat</b> 64:19 <b>threatened</b> 161:2 <b>threats</b> 6:4 8:22,24 87:6,7,9 122:7 <b>three</b> 16:16 17:5,7 17:13,21 18:8,11 30:8 56:11 67:9 84:24 100:9 108:20 109:8 138:24 159:22 161:8 173:23 176:3 <b>three-quarters</b> 131:5 <b>thresholds</b> 106:10 <b>thrust</b> 161:1 <b>ticked</b> 14:15 <b>tightening</b> 25:5 <b>tighter</b> 78:15 <b>time</b> 24:11 30:22 36:11 39:16 46:11 55:8,10 56:11 61:18,23 85:22 89:19 93:1 100:10 101:15 106:24 120:14 143:8 156:21 163:16 176:17 <b>timeline</b> 1:8,11,16 1:20 2:1 4:10,19 5:9,17 6:13,19 9:8,16 11:8 17:21 79:2,4 80:2,6 81:9</p>	<p>83:14 86:3,18 90:18,21 92:17 92:20 154:13 176:5,6,21,23,24 177:1,2 <b>timelines</b> 1:7 <b>timeliness</b> 45:17 <b>timely</b> 141:24 145:4 <b>times</b> 62:8,9 <b>timescale</b> 172:1 <b>title</b> 11:20 <b>today</b> 11:11 86:3 173:8 174:15 176:14 <b>told</b> 156:6 160:5 163:9 164:3,6 <b>tomorrow</b> 176:2,5 176:8,11 <b>tool</b> 13:14 23:10 23:13,16 24:6,22 25:23,24 26:2,3 35:10,16,17,22 36:1,3,4,5,7,19 37:7,13,17 38:2,5 38:21 70:24 71:2 73:17 125:13 <b>toolkit</b> 36:4 136:19 139:16,18 146:18 161:17 <b>toolkits</b> 146:15,16 165:23 168:24 169:1 <b>tools</b> 38:14 71:18 76:25 <b>top</b> 29:15,16 32:3 32:5,13 33:9 55:10 76:1 102:20 103:1 105:18 121:17,23 124:1 130:11 152:6 <b>top-level</b> 57:11 <b>topic</b> 39:24 40:3 41:11 56:9 57:9 66:12 72:18 75:17 95:14 127:6 152:9 <b>topics</b> 12:14 26:20</p>	<p>53:17 79:21 80:16 83:3,24 84:5,24 90:2 91:9 93:19 109:13 122:16,19 126:25 154:7 158:18 <b>total</b> 19:12 20:16 59:2 70:20 136:16 <b>touch</b> 32:19 <b>Tower</b> 1:8,21 8:18 9:10 11:9,13,23 12:22 13:6 21:18 25:3 33:7 38:13 39:12,16 41:25 46:21 49:22 50:5 57:18,20 58:7,12 59:15 60:24 63:6 69:17 75:9 89:7 94:9 97:18 98:1 98:22 101:3,23 104:3 108:2 110:1,15 111:20 119:1 120:5,10 120:23 122:21 123:2,6,13,19 124:9,21 125:16 136:14 137:11 138:10 139:19 146:23 152:3,15 174:25 175:16,20 175:22 <b>town</b> 57:17 89:9 89:13 <b>track</b> 88:22 133:19 <b>tracker</b> 128:8 <b>trafficking</b> 6:1 10:22 49:11 104:11 118:1 161:8 167:18 <b>trained</b> 130:17 147:14 <b>training</b> 36:25 38:6 73:18 105:11 129:1,2,3 129:3,4 130:8,12 130:14 133:14,16 133:18 136:22</p>
---	--	---	---	---

<p>147:23,24 148:4 148:5 149:11 153:2,7,22 159:18 170:6,12 170:16,19 172:6 172:7,8,8,9,20 <b>trajectory</b> 38:18 <b>transcript</b> 79:3,5 <b>transfer</b> 63:16 <b>transferred</b> 7:24 <b>transformation</b> 108:10 <b>transition</b> 48:11 48:17,20,22 49:2 49:8 <b>translate</b> 19:16 <b>transmission</b> 4:24 <b>transmitted</b> 6:10 <b>trauma</b> 129:13 147:24 170:8 <b>travelling</b> 7:18 60:10 <b>treat</b> 167:5 173:2 <b>treated</b> 105:5 118:19 166:10 <b>treating</b> 167:14,19 <b>treatment</b> 122:24 <b>trend</b> 18:22 115:8 <b>trends</b> 19:25 28:15 29:16 56:15 110:11 119:6 121:19 126:18 152:21 <b>tricky</b> 112:15 <b>tried</b> 75:11 150:25 162:16 <b>tries</b> 36:21 <b>trigger</b> 10:16 56:6 117:20 162:25 163:2,5 <b>troubled</b> 103:7 <b>true</b> 12:5 81:1 107:11 <b>trust</b> 112:14,18 151:10 175:21 <b>try</b> 15:13 16:22 55:19 81:18 88:16 92:6 134:13 138:18</p>	<p>151:15 159:20 169:19 <b>trying</b> 35:24 52:13 53:5,12 55:17 77:18 82:13 92:11 99:16 105:2 125:12 134:6 148:1 149:5,11 156:7 159:4,10 160:12 167:20 172:24 <b>Tuesday</b> 1:1 <b>turn</b> 115:25 163:4 <b>turned</b> 163:6 <b>turning</b> 151:16 <b>twice</b> 69:12 <b>two</b> 3:6 6:22 7:1 9:22 16:11 20:11 33:8 40:6 44:13 62:16 64:4 69:15 69:19 75:24 86:8 89:7 108:13,20 110:12 111:4 114:8 123:9,12 123:21,25 124:3 131:2,24 134:10 135:4 139:2,5 141:3 143:19 147:2 149:20 150:13 157:11 160:16 172:21 176:3 <b>two-day</b> 172:13,19 <b>two-minute</b> 76:2 <b>two-thirds</b> 134:16 <b>type</b> 124:24 159:10 <b>types</b> 55:13 65:11 67:13 122:11 124:22 165:24</p> <hr/> <p style="text-align: center;"><b>U</b></p> <hr/> <p><b>uck</b> 157:17,21 158:6 <b>UK</b> 101:24 <b>unaccompanied</b> 47:17 49:7 57:2 <b>unaware</b> 130:24 <b>uncommon</b> 81:6 <b>underground</b></p>	<p>77:17 <b>underlying</b> 167:8 171:17,23 <b>understand</b> 12:15 13:13 17:20 21:14 30:5 32:25 46:14,16 48:14 55:19 59:20 80:23 89:6 97:23 102:2,4 107:20 116:24 120:12 125:13 134:7 147:25 148:2 149:24 153:21 167:14 172:25 174:12 <b>understanding</b> 15:1,24 19:9 22:15 38:18 54:21 66:23 76:15,16 81:3 90:6 94:23 95:4 97:17 102:14 106:6,8 108:8 134:9 135:13 145:13 146:8 155:23 156:2 157:23 158:1,23 164:2 174:17 <b>understands</b> 137:2 <b>understood</b> 19:11 35:12,17 63:4 87:24 90:13 112:20 153:24 159:7 <b>undertake</b> 3:17 42:13 <b>undertaken</b> 50:13 140:17 <b>undertaking</b> 38:9 43:24 44:15 45:7 <b>undertook</b> 46:21 <b>undiagnosed</b> 71:22 74:17 <b>unexplained</b> 164:11 <b>unfortunately</b> 67:15 155:4 157:11</p>	<p><b>unique</b> 120:13,16 <b>unit</b> 73:4 108:3,7 118:8 119:23 153:15 169:16 170:15 175:8 <b>units</b> 59:21 108:13 108:21,21 109:8 119:9 126:10 138:1 153:6 175:2,10 <b>unknown</b> 2:9 <b>unmanaged</b> 6:8 <b>unregulated</b> 60:24 61:2,4,6,21 62:4 62:8,14 97:5,8,19 <b>unrelenting</b> 76:13 <b>unsafe</b> 66:3 <b>unsubstantiated</b> 19:13 <b>upbringing</b> 65:3,4 <b>update</b> 35:19 64:15 <b>updated</b> 11:5 29:5 35:16,18 66:14 122:5 <b>uplift</b> 100:15,16,19 101:7,17 <b>URNs</b> 12:1 <b>use</b> 14:8 29:19 36:5 37:17 38:25 42:7,12 57:19 58:2,13 61:1,4,21 76:25 80:5,10 82:16 83:20,23 87:12 88:7,7 98:10 115:3 116:20,22 125:12 125:22 126:6 128:23 129:4 136:20,21,23,23 143:20,24 145:6 145:22 146:8,14 146:18 150:25 151:10 154:17 155:7 160:14 162:13 163:2,11 164:12 168:2 172:6 <b>uses</b> 135:25</p>	<p><b>usually</b> 60:15 104:7 <b>utilised</b> 143:22 <b>utmost</b> 86:17</p> <hr/> <p style="text-align: center;"><b>V</b></p> <hr/> <p><b>value</b> 85:13 101:1 <b>variations</b> 128:11 <b>various</b> 2:19 54:13 55:21 162:6 164:10 173:10 174:5 <b>vast</b> 58:6,8 67:12 68:7 <b>vehicle</b> 161:10 <b>venues</b> 162:13 <b>viable</b> 138:18 <b>victim</b> 4:18 9:1 10:1 87:9 114:5 114:13,24 124:2 149:12,13 157:14 160:16 167:4,5 172:3,4,5 173:3 <b>victim-blaming</b> 147:13,16,20 150:17 151:1,7 158:11,12 159:6 159:14 169:14 <b>victims</b> 113:9,13 113:19,22,23 114:18 124:4,8 126:11,12 146:3 147:8,20 148:1,3 154:3 159:15 160:10 161:25 163:3 166:8,10 167:14,19 175:23 <b>video</b> 147:19 172:3 <b>videos</b> 129:6,6,7 153:11 172:15,15 <b>view</b> 22:6 40:10 75:8 80:19 82:22 85:14 89:17 105:1 140:13 158:4 159:5 165:15 171:4 <b>views</b> 75:5 148:11 <b>violence</b> 1:24 4:14 5:11 23:19,25 59:14 80:8</p>
--	---	---	---	---

<p>116:20 123:17 154:14 167:16 <b>violence/intimid...</b> 142:16 <b>virtue</b> 171:23 <b>vision</b> 89:20 <b>visit</b> 11:4 141:5 150:1 169:17 <b>visited</b> 5:21 <b>visits</b> 38:9 48:7 51:18 <b>voice</b> 54:24 55:17 105:19,22 148:22 148:23 149:12,13 <b>voluntary</b> 53:11 53:11,12 144:6 <b>vulnerabilities</b> 95:9 114:25 115:5,6 119:2 128:24 <b>vulnerability</b> 23:6 24:2,5 59:14 71:10 74:15 96:11 99:20 119:8 126:1 135:25 165:22 <b>vulnerable</b> 49:11 65:5,5 152:6</p> <hr/> <p style="text-align: center;"><b>W</b></p> <hr/> <p><b>want</b> 28:24 34:18 40:1 41:2 46:1 46:15 47:18 51:12 52:10 53:14 61:22 69:22 71:14 74:5 75:2 76:2 77:6 77:24 82:9 83:16 90:4 91:3 97:5 99:13 111:10 123:10 126:13 131:18 132:12 135:7 141:2 142:4 145:12 154:20 159:2 160:6 162:20 165:16 <b>wanted</b> 13:20,20 30:9 36:3 50:2 155:6</p>	<p><b>wanting</b> 36:11 <b>warning</b> 6:2,25 8:10 136:13,21 <b>warrant</b> 103:16 162:14 <b>wasn't</b> 13:22 100:23 101:11 116:14 155:4 156:22 157:1 160:15 <b>wasted</b> 150:13 <b>way</b> 13:25 14:9,23 18:15 29:4,23 32:7,13,19,22 35:23 37:4,5 53:12 56:7 64:15 69:9,16 71:8 76:10,11 78:5 79:25 88:11 91:12 92:11 93:23 94:13 98:12,13 103:6,8 104:19 123:7 127:3 149:22 153:21 154:13 159:5 160:25 162:15 168:18 <b>ways</b> 23:1 62:19 134:13 161:24 <b>we're</b> 56:6 58:3 137:19,23 149:6 167:17 172:11 <b>We've</b> 19:17 <b>webinars</b> 129:7 153:12 <b>Wednesday</b> 176:17 <b>week</b> 31:19 40:4 67:17,18 69:3 87:22,23 165:14 <b>weekly</b> 19:23 102:21 <b>weeks</b> 56:4 <b>weeks'</b> 157:11 <b>weight</b> 41:8 <b>welcome</b> 1:3 48:4 171:10 <b>welcomed</b> 38:5 50:8</p>	<p><b>well-being</b> 64:8 <b>went</b> 2:15 3:6,11 85:9 158:3 172:9 <b>weren't</b> 95:18 168:1 170:22 <b>wet</b> 2:16 <b>whilst</b> 69:7 <b>white</b> 113:24 124:6 <b>wide-ranging</b> 96:16 <b>widely</b> 145:2 <b>wider</b> 15:1 30:15 48:2 61:9 114:10 122:20 127:21 138:24 <b>Williams</b> 53:18 106:18,22,25 121:10 166:6 175:15 177:7 <b>willing</b> 176:8,10 <b>window</b> 45:19,20 <b>wiped</b> 144:15 <b>wish</b> 105:13 114:14 <b>withdrew</b> 106:16 <b>witness</b> 1:20 4:10 5:9 6:13 9:8 11:11,25 12:24 13:2 17:25 18:4 20:14 28:10,14 39:25 41:21,23 44:22,24 47:12 49:19 53:3 58:24 63:3 64:15 66:12 67:1 69:20 71:24 75:19 76:21 106:5,16,18 107:6,10 109:15 111:15 115:9,25 120:14,25 142:9 146:21 151:19 176:4,21,23,24 177:1,2 <b>witness's</b> 111:13 <b>witnesses</b> 1:15 61:10 137:13 176:3 <b>wonder</b> 102:18</p>	<p>171:19 <b>wondered</b> 167:24 <b>wondering</b> 173:13 <b>word</b> 92:10 <b>words</b> 79:9 <b>work</b> 6:12 8:17 16:5 18:8,17 19:3,24 20:1,4 21:2,13 25:13 28:15 31:10 34:22 35:7 36:8 45:4 46:23 48:4 49:17 54:18 68:13 69:21 72:20,23 82:24 95:11,12 98:7 105:16,19 129:19 130:6 135:16 137:15 138:5,7,8 139:10 140:16,19 140:22 144:7 149:10,16 150:3 153:13 159:14 166:14 174:3,8 <b>worked</b> 35:4,4 74:11 <b>worker</b> 5:22 95:3 97:12,13 99:12 <b>worker's</b> 150:15 <b>workers</b> 16:4,6,8 16:11,12,16 18:9 18:11,11 24:1 30:10,10 35:2,5 36:2 71:20 99:4 <b>working</b> 16:6 18:20 19:21 54:5 54:7,8,13 56:19 68:5 71:21 72:19 73:24 74:24 82:20 90:16 95:16 112:17 120:17 131:13,23 133:3 140:18 141:8 142:3 144:21 148:6 151:15 172:18 <b>works</b> 32:22 67:24 68:6 118:25 <b>worried</b> 42:10</p>	<p><b>worry</b> 150:13 <b>worrying</b> 103:7 <b>worth</b> 139:21 160:19 <b>worthy</b> 166:9 <b>wouldn't</b> 102:25 156:8 <b>writing</b> 93:9 <b>written</b> 93:18 156:14 159:4 <b>wrong</b> 27:22 90:9 <b>wrongly</b> 117:10</p> <hr/> <p style="text-align: center;"><b>X</b></p> <hr/> <p><b>X</b> 176:20 <b>XRY</b> 133:20</p> <hr/> <p style="text-align: center;"><b>Y</b></p> <hr/> <p><b>Yard</b> 169:17 <b>year</b> 8:19 10:4,20 13:10 16:17 18:7 19:2,5 24:11 28:13 33:8,21 34:3 35:19 46:22 47:6,23 53:22 55:3 56:12 62:14 70:20 76:20 100:16 110:5,22 119:17 133:22 135:13 139:18 150:21 153:7,9 156:15 <b>years</b> 6:16 9:11 16:14 18:6 20:11 62:4 74:10 100:9 100:24 107:23 108:4,9 110:12 117:5 127:4,20 135:4 149:22 <b>years'</b> 149:20 <b>yesterday</b> 176:6 <b>young</b> 3:9 4:17 7:3 7:16 8:11 9:3 14:1,12 19:21 20:4,24 24:1 25:6 26:9,16 29:17 31:18 32:5 32:14,15,16 33:11,14 34:11 38:16 42:10,23</p>
--	--	--	---	---

42:24 43:18,25 44:14,16,17 46:2 46:6 48:10,17,24 49:9,9,21,24 50:1 53:7,9,13,21 54:2 54:3,19 56:19 57:2 58:10 59:7 59:13 60:4,12 61:7,14,17 63:22 64:1,2,4,7,11 65:2,7 66:11 67:12 68:14,17 68:19,20,23,25 69:4 70:5 71:9 71:16,22 73:4,9 74:1,3 75:9 78:13 80:10 81:7 82:3,14,23 83:1 84:14,19 85:8,20 86:15 87:14,17 87:18 88:7,10 89:1,25 92:3,4 94:16,17,20 96:20,22 98:21 103:4,7 105:5,8 111:24 112:12 123:17 125:13 142:11,12,13,23 143:7,18 144:7 150:11 151:9 156:1 161:3 163:16 164:9,25 167:5 170:13 <b>youth</b> 23:19,25 116:20 119:22 123:16 124:20 126:4 167:16	<b>018</b> 152:24 <b>024</b> 31:22 <b>025</b> 31:22 <b>026</b> 33:15 <b>027</b> 33:16 <b>028</b> 35:11 <b>030</b> 66:14 <b>038</b> 67:1 <hr/> <b>1</b> <b>1</b> 29:21 30:3,12,18 30:23 53:24 86:13 106:4,6,8 107:19 113:2 121:20 133:25 136:16 139:24 154:24 176:21 <b>1,092</b> 43:4 44:4 <b>1,162</b> 44:11 <b>1,662</b> 43:5 <b>1.45</b> 79:13,16 <b>10</b> 28:10 29:1 49:18 51:4 109:17 <b>10.30</b> 1:2 <b>100</b> 89:24 <b>102</b> 111:20 <b>103</b> 35:10,12 <b>105</b> 20:8,9 <b>106</b> 177:7,8 <b>107</b> 36:17,17 <b>109</b> 36:18 37:1 <b>11</b> 45:9,15 46:9 114:20,23 177:4 177:5 <b>11.30</b> 12:19 <b>11.33</b> 41:15 <b>11.45</b> 41:14 <b>11.46</b> 41:17 <b>111</b> 66:13,15 <b>114</b> 112:22 <b>12</b> 2:2,5 3:13 6:16 6:21 30:18 51:14 73:7 83:12 86:5 108:13,17 109:17 <b>12-month</b> 16:25 121:19 <b>12.46</b> 79:14 <b>124</b> 123:2 <b>126</b> 112:23	<b>129</b> 23:12 154:4 <b>13</b> 1:25 2:9,15,18 3:5,15 6:18 7:5,9 7:11 8:1,4,12,16 9:11,17 28:10 39:20 83:14 86:3 86:18 136:16 <b>130</b> 65:18 <b>132</b> 23:12 <b>135</b> 67:1 <b>136</b> 58:25 <b>137</b> 154:4 <b>14</b> 3:17,21 5:17 8:21 9:4,6,22 10:1,3,10 11:6 14:19 39:20 52:21 66:16 110:8 114:2,21 137:4 151:23 <b>140</b> 69:14 <b>141</b> 69:15 <b>142</b> 20:18 <b>145</b> 71:25 <b>146</b> 72:2 118:15 <b>147</b> 111:18 112:22 121:25 <b>149</b> 120:9 <b>15</b> 4:1,3,21,22 5:3 5:6,17 6:12 25:10 47:4 78:20 79:7 111:17 114:21 <b>15-year-old</b> 6:24 86:7 <b>151</b> 72:1 120:12 <b>156</b> 59:18 60:1 <b>16</b> 5:18 37:14,18 65:20 110:6,8 142:8,10 <b>16-</b> 145:22 146:5,9 <b>161</b> 64:22,23 65:7 65:18 <b>162</b> 59:18 60:1 <b>166</b> 177:8 <b>17</b> 5:23 6:3 114:20 114:23 142:10,14 154:3 <b>17-year-olds</b> 145:22 146:5,9	<b>176</b> 177:9 <b>18</b> 6:11 38:13 48:25 69:5 79:5 110:20 117:18 120:14 <b>183</b> 123:1 <b>19</b> 75:20,21,22 79:6 113:8,10 <b>1981</b> 107:23 <b>199</b> 61:24 <hr/> <b>2</b> <b>2</b> 7:6 29:21 30:14 30:19 40:5 45:9 64:11 86:4,10 106:4,6 137:25 154:23,24 175:5 <b>2.45</b> 106:20 <b>2.47</b> 121:7 <b>20</b> 20:10 32:3,5,22 33:9 57:17 58:2 58:13 67:3 76:1 102:20 103:1,12 113:10,24 124:15 142:19 152:6 <b>20/20</b> 89:19 <b>2015</b> 5:16 137:16 <b>2016</b> 2:1,2,9 39:13 92:20 127:1,5 128:7 147:10 <b>2017</b> 1:25 2:18 3:15 4:20 20:17 25:2,9 42:19 43:3 44:4 51:8 62:5,9,12 66:15 74:23 75:4 76:6 80:17 157:5 <b>2017/18</b> 44:8 <b>2017/2018</b> 70:19 <b>2018</b> 3:18 4:1,3,20 4:22 5:3,6,18 6:3 6:6,20 7:5,9,11 8:1,4 9:10 16:25 17:8,9,11,16 20:18 24:10 29:6 29:10 42:20,20 43:3,4 44:4,10 45:16 46:10 47:15 51:8 62:5 62:5,9,9,12,12	66:15,18 79:7 80:18 83:15 84:23 86:4,19 90:22 94:3 111:19 122:25 132:16,21 133:6 134:12 135:7 136:16 142:15 148:9 151:24 152:25 156:16 159:2 168:6 <b>2018/2019</b> 70:19 168:6 <b>2019</b> 2:1 4:6 5:17 6:11 8:16,21 9:16,17 13:11 17:1,8,10 22:15 29:6 30:18 31:2 31:25 33:17 35:14 37:11 42:20 44:10 62:5 62:9,12 64:21 66:18 70:24 75:15 84:23 87:6 88:1 92:20 110:4 110:12 111:20 121:1,15,20 122:17,25 123:4 136:16 153:7 <b>2020</b> 1:1 6:20 31:25 37:12 51:10 64:21 75:25 80:24 83:15 110:5 151:25 176:17 <b>209</b> 70:16 <b>21</b> 48:25 103:16 113:10 114:18 <b>214</b> 70:16 71:5 <b>215</b> 63:4 64:10 <b>217</b> 63:4 <b>22</b> 103:16,17 113:24 124:5,6 <b>23</b> 75:21,23 76:18 76:22 <b>24</b> 51:1 66:18 88:23 <b>24-hour</b> 97:9 <b>24,000</b> 147:21
--	--	---	--	--

172:2 <b>240</b> 20:17 <b>25</b> 74:19 <b>26</b> 110:7 <b>269</b> 43:4 44:3 <b>27</b> 20:15 24:19 115:9,13,14 <b>28</b> 51:3 113:2 144:14 <b>29</b> 1:1 35:13 <b>2s</b> 139:25	140:9 <b>421</b> 29:8 <b>43</b> 12:25 13:1,4 31:6 69:14 <b>45</b> 136:11 140:9,13 <b>46</b> 13:2 <b>47</b> 52:12 62:9 <b>48</b> 15:20 <b>49</b> 15:20 16:18,20 150:7	<b>77.4</b> 143:16 145:5		
<hr/> <b>3</b> <hr/>	<hr/> <b>5</b> <hr/>	<hr/> <b>8</b> <hr/>		
<b>3</b> 6:17 8:20 26:15 29:21 30:14,19 64:11 83:13 106:4,7 113:13 121:23 137:25 142:8 175:5 <b>3.00</b> 121:5,9 <b>30</b> 176:17 <b>30/40</b> 57:23 <b>303</b> 24:15 <b>31</b> 24:17 51:23 65:19 121:20 124:23 136:16 <b>32</b> 29:2 108:11 123:22 <b>33</b> 29:2 51:2 67:9 <b>34</b> 29:2,6 77:3,21 <b>35</b> 29:18 <b>36</b> 122:23 <b>37</b> 29:25 41:21,23 42:2 <b>38</b> 47:12 77:21 107:23 124:4 <b>39</b> 30:17 51:2 52:21 113:23 <b>3s</b> 139:25	<b>5</b> 25:16 176:24 <b>50</b> 16:18 44:11 60:23 61:25 114:21 150:14 <b>50/50</b> 67:24 <b>51</b> 61:25 150:16 <b>52</b> 64:22 150:7 <b>53</b> 150:20 <b>55</b> 63:3 65:20,23 <b>55.6</b> 17:9 <b>56</b> 77:2 137:5 <b>57</b> 101:25 124:12 <b>58</b> 49:18 <b>59</b> 123:1	<b>8</b> 101:23 113:13 <b>80</b> 57:16 74:21 <b>83</b> 24:18 <b>85</b> 18:21 113:19 <b>86</b> 18:21,25 19:7 31:23 <b>87A</b> 27:18 28:16 <b>87As</b> 28:18 <b>88</b> 31:25 <b>89</b> 20:21 21:10 32:3 113:12		
<hr/> <b>4</b> <hr/>	<hr/> <b>6</b> <hr/>	<hr/> <b>9</b> <hr/>		
<b>4</b> 25:12 26:25 79:5 176:23 <b>4.23</b> 176:15 <b>40</b> 30:17 41:21,23 42:15 54:2 62:8 114:21 <b>41</b> 29:18 48:8 115:11,12,13,18 <b>42</b> 24:18 31:6	<b>6</b> 45:9 131:3,8 177:1 <b>60</b> 116:1,7 <b>61</b> 116:2 <b>66</b> 151:19 <b>67</b> 124:8 <b>698</b> 43:5 44:11	<b>9</b> 27:16 113:3 177:2 <b>9.30</b> 118:23 120:5 <b>90</b> 17:4 20:14 <b>91</b> 31:23 <b>93</b> 62:12 <b>95</b> 17:4 124:15 <b>96</b> 33:15 <b>97</b> 34:12 177:6		
<hr/> <b>7</b> <hr/>	<hr/> <b>7</b> <hr/>			
	<b>7</b> 1:3 75:20 113:3 <b>70</b> 124:8 151:22 <b>71</b> 62:11 <b>72</b> 39:9 45:22 <b>72-hour</b> 45:19,20 52:23 <b>73</b> 39:9 <b>73.8</b> 17:10 <b>74</b> 74:19,21 <b>75</b> 75:1,2 <b>763</b> 29:7 <b>77</b> 143:15 <b>77.3</b> 143:16			