

| | |
|---|---|
| <p>1 Thursday, 1 October 2020 2 (10.00 am) 3 THE CHAIR: Good morning, everyone, and welcome to Day 9 of 4 this public hearing. 5 Before I begin, I must apologise for the technical 6 difficulties with access to the breakout room at the end 7 of yesterday's hearing. I understand that work has been 8 done overnight and this should now have been rectified. 9 Ms Hill? 10 MS HILL: Good morning, chair. This morning, we are going 11 to hear evidence from the Home Office, the Department 12 for Education and the Welsh Government concurrently, as 13 you know. 14 MR CHRISTIAN PAPALEONTIOU (affirmed) 15 MS SOPHIE LANGDALE (affirmed) 16 MR ALBERT HEANEY (affirmed) 17 Examination by MS HILL 18 MS HILL: Thank you very much, everybody. It is hard for me 19 to look at each of you at the same time, so forgive me 20 if I'm directing my comments to one or other of you. 21 Thank you very much for coming to give evidence. 22 I am going to ask you all questions based on the 23 topics list that's been circulated to you, and, 24 generally, I will try to direct the questions to one of 25 you. If, however, you feel that you can contribute to</p> <p style="text-align: center;">Page 1</p> | <p>1 an answer that someone else has given and I haven't 2 directed a question to you, can we ask that you indicate 3 as such by simply raising your hand? Again, if I miss 4 that, then please say something, but assume that I have 5 seen you or that one of my juniors will let me know. 6 If you can't see or hear any of the questions or you 7 can't follow or your internet drops off, please let us 8 know. 9 There are restriction orders in place around 10 identities of children, and so on. I'm not sure that 11 applies to much of your evidence, but please bear that 12 in mind. 13 Chair, if you are content, I propose to continue 14 with questioning this group of witnesses until about 15 11.15 am. We have quite a lot to get through, but my 16 hope would be -- I hope this indication is of 17 assistance -- to cover with the witnesses the issues 18 that are set out on the topics list -- firstly, the 19 background matters; secondly, issues around profiling 20 and disruption; thirdly, issues around empathy and 21 concern -- to then look at the issue of risk assessment; 22 to then leave the issue of missing children and the 23 related topics until after the break, but to try to also 24 touch on the male victims and disabled children's 25 issues. So that is the order in which I would like to</p> <p style="text-align: center;">Page 2</p> |
| <p>1 try to ask the questions in this first session. 2 First of all, Mr Papaleontiou, you have given 3 a witness statement at HOM003378. Is that true, to the 4 best of your knowledge and belief? 5 MR PAPALEONTIOU: It is. 6 MS HILL: Ms Langdale, yours is at DFE003186. Is that true, 7 to the best of your knowledge and belief? 8 MS LANGDALE: It is. 9 MS HILL: Mr Heaney, finally, yours is at WGT000464. Is 10 that true, to the best of your knowledge and belief? 11 MR HEANEY: It is. 12 MS HILL: Chair, with your permission, I will adduce those 13 witness statements in full, please. 14 By way of background matters, Mr Papaleontiou, you 15 are employed by the Home Office as head of the tackling 16 exploitation and abuse unit, which is responsible for 17 Home Office policy on tackling child sexual exploitation 18 and abuse. I think you've worked at the Home Office 19 since 2001 and been in your present role since 2018. Is 20 that right? 21 MR PAPALEONTIOU: That's correct, yes. 22 MS HILL: Ms Langdale, you are employed by the Department 23 for Education as the director of children's social care, 24 practice and workforce. You took up your present role 25 on 9 October 2019, and in that role you are responsible</p> <p style="text-align: center;">Page 3</p> | <p>1 for the DfE's work in respect of child protection and 2 safeguarding, family law, children in care, adoption in 3 children and family social work reform. Is that 4 correct? 5 MS LANGDALE: Correct. 6 MS HILL: Mr Heaney, you are Director of Social Services 7 integration at the Welsh Government in Cardiff. I think 8 you've given this statement setting out a series of 9 policy matters and touching on the various themes in 10 this investigation insofar as they apply to the 11 Welsh Government. Is that right? 12 MR HEANEY: That is correct, and just to add, I just had 13 a change of working title since March 2020 as deputy 14 director-general. 15 MS HILL: Thank you. Helping the panel, please, a little, 16 if I may, in understanding the different roles of your 17 various departments, first, can I bring up for you, 18 Mr Papaleontiou, your statement at HOM003378_003. 19 Scroll in, please, principally first of all, Danny, on 20 paragraph 8. Is this right, that the Home Office has 21 responsibility across government for tackling all forms 22 of child sexual abuse and exploitation. The TEAU, 23 I think, is the unit in question, and that's the 24 tackling exploitation and abuse unit, and, very broadly, 25 that forms part of a wider directorate, the tackling</p> <p style="text-align: center;">Page 4</p> |

| | |
|---|--|
| <p>1 slavery and exploitation directorate, which in turn sits 2 in the serious and organised crime group. The TEAU's 3 responsibilities include, as we see there, policy on 4 child safeguarding, police practice and training in 5 relation to vulnerability, the response to adults and 6 children who go missing, victims of child sexual abuse 7 and the law enforcement response to CSE, as we're 8 sometimes referring to it, and you work closely with 9 other teams across government. Is that a broad summary? 10 MR PAPALEONTIOU: Yes, that's correct. Just to clarify, the 11 Home Office -- or my role is to lead both in terms of 12 Home Office policy in terms of tackling child sexual 13 abuse and sexual exploitation, but the Home Office also 14 has a wider role in terms of coordinating 15 cross-government efforts to ensure we are taking 16 a whole-government approach to tackling child sexual 17 abuse and child exploitation. 18 MS HILL: For completeness, if you scan through, please, the 19 remainder of this section of your evidence, paragraphs 8 20 through to 23, I think you give some further examples of 21 specific initiatives. You describe some of the policy 22 and legislation pertaining to the police, you mention 23 the public protection unit in the crime policing and 24 fire group, you talk about liaison with other government 25 departments, including health and social care, you talk</p> <p style="text-align: center;">Page 5</p> | <p>1 about the role of the Ministry of Justice, and you talk 2 about the links with the DfE, I think, and the DfT, the 3 Department for Transport. You also summarise at 4 paragraph 23 -- perhaps we can just scroll in on this, 5 Danny, on the bottom of page 6/top of page 7 -- is this 6 right, the mechanisms by which cross-government working 7 takes place? 8 MR PAPALEONTIOU: Yes, that's correct. Just to stress, too, 9 that -- set out the main equities across government in 10 terms of tackling child sexual abuse and exploitation, 11 but we are emphasising that every department across 12 government has a role to play in terms of tackling child 13 sexual abuse and sexual exploitation, including DCMS, 14 the Foreign Commonwealth and Development Office 15 (inaudible). 16 MS HILL: I think there may have been some difficulties in 17 hearing your last answer, could you try to say that 18 again or sit closer to the microphone? 19 MR PAPALEONTIOU: Yes, I just wanted to confirm that the 20 information in my statement as you have reflected it is 21 correct, but also wanted to emphasise that tackling 22 child sexual abuse and exploitation is a key function of 23 every government department, and so, in driving 24 a cross-government response, we will engage with not 25 just those departments that have been cited in my</p> <p style="text-align: center;">Page 6</p> |
| <p>1 witness statement but also departments right across 2 government. 3 MS HILL: Thank you. Ms Langdale, can I bring up for you, 4 please, DFE003186_002-003, and scroll in on paragraphs 6 5 to 8. I think there, Ms Langdale, you summarise what 6 the Home Office's role is in terms of the national 7 policy response, but how the DfE contributes to this. 8 It has national policy responsibility for safeguarding 9 children and child protection, supporting professionals 10 who work with children, making sure that local services 11 protect children and has a range of other 12 responsibilities, including, as we see there, roles in 13 relation to legislation and things of that nature. Is 14 there anything else in particular you would like to draw 15 out from 6 to 8 of this part of your evidence? 16 MS LANGDALE: No, that's fine, thank you. That's correct. 17 MS HILL: The chair and panel will be well aware, of course, 18 that the DfE, I believe, is the lead department in 19 relation to Working Together, as you say at paragraph 7, 20 and I don't need to bring that document up. I'm sure 21 the panel are very familiar with it. 22 Finally, Mr Heaney, can I bring up for you, please, 23 WGT000464 and scroll in, please, Danny, on -- I think 24 there is probably somebody speaking in the background 25 there. I'm not sure if that could be heard. There is</p> <p style="text-align: center;">Page 7</p> | <p>1 somebody who has not got their microphone on mute in the 2 background. Can we just make sure that only those who 3 are speaking have got their microphones on? 4 Mr Heaney, let's try again, as far as you're 5 concerned, please. Danny, can I bring up WGT000464_002. 6 Scroll in, please, on -- in fact, we can just bring up 7 that whole page. Scroll in, please, on paragraphs 6 8 to 7, please. A couple of points in relation to you, 9 Mr Heaney. You have set out in your witness statement 10 here reference to the all-Wales child protection 11 procedures group, and we will hear about the protocols 12 and procedures that they have issued. You have talked 13 here, I think scroll down, Danny, please, to 14 paragraphs 8 to 9, to the specific legislation in Wales, 15 the Social Services and Well-being (Wales) Act 2014, and 16 you have also given evidence here about the role of 17 safeguarding boards and the development -- I think you 18 go on to talk about, although we can take that down -- 19 of statutory guidance and you have explained, I think, 20 various projects to do with research which we will come 21 to talk about. 22 Is there anything else in particular by way of an 23 overview of the Welsh Government's position here that 24 I need to understand? 25 MR HEANEY: No, I think that covers it very clearly. Just</p> <p style="text-align: center;">Page 8</p> |

| | |
|---|--|
| <p>1 to summarise very briefly, clearly, we have had the 2 legislative policy and direction for Wales and, in 3 non-devolved areas, we work closely with our statutory 4 partners and UK Government. 5 MS HILL: Can I scroll in, please, on internal page _003 of 6 that same statement, Danny, WGT000464, paragraphs 11 to 7 13, please. You describe there, Mr Heaney, that the 8 Welsh Government has worked with a multi-agency group to 9 develop updated statutory guidance on safeguarding 10 children from CSE. You indicate, at 13, that it's 11 anticipated that it was going to be published in the 12 early summer of this year. Can you assist us with where 13 that project has got to, perhaps, in light of 14 the pandemic? 15 MR HEANEY: Yes, thank you. That work is still -- has 16 progressed well. We are now seeking to work across 17 UK Government in terms of the devolved and non-devolved 18 aspects, seeking then to publish the guidance 19 practically as soon as possible, but most likely in the 20 autumn. 21 MS HILL: I have a separate question for you, Mr Heaney. 22 Can I put it in this way, please: it is understood that 23 the Welsh Government has no separate jurisdiction over 24 policing, as it is not devolved, in contrast to its 25 control in respect of children's services. In your</p> <p style="text-align: center;">Page 9</p> | <p>1 view, Mr Heaney, does this complicate the Welsh 2 Government's response and management of CSEN in any way? 3 MR HEANEY: No, I think that, for us -- I don't believe that 4 that compromises in any way. I think that the 5 long-standing work in Wales across partner 6 organisations, both through safeguarding boards and 7 through the four police force discussions, I think that 8 has a very strong leadership. In relation to the 9 guidance we have just mentioned, obviously from a Welsh 10 Government perspective, we plan to publish that as soon 11 as possible. But just to give you an illustration, that 12 could be published either this year or it could end up 13 in early 2021. 14 The reason for that will be that, clearly, we 15 clarify under -- we prescribed under the Welsh 16 legislation, so we will issue under our legislation, 17 section 139 of the Social Services and Well-being 18 (Wales) Act. The UK Government, under the 19 Secretary of State, will issue under section 28 of 20 the Children Act, and so we make sure, as safeguarding 21 responsible authorities, that we deliver 22 Working Together, and I think there's a long-standing -- 23 as I said, I think there is a long-standing, effective, 24 good partnership arrangement between the devolved and 25 the non-devolved bodies in safeguarding.</p> <p style="text-align: center;">Page 10</p> |
| <p>1 MS HILL: Thank you. I'd like to move now to the topic of 2 profiling, so that's the topic of profiling for CSEN. 3 Can I address the first questions, please, to you, 4 Mr Papaleontiou, and that's really dealing with the 5 evidence you've given at HOM003378_014, paragraph 49. 6 The heading, you will see there, by way of reminder, is 7 about data on the prevalence of, and the responses to, 8 CSE. I think you cover there information about crime 9 flagging, we understand about the data to do with 10 victims and offenders, or alleged perpetrators. Can you 11 just give us a summary of the key points that you have 12 set out in your witness statement, please? Really, what 13 is your understanding about the effectiveness of this 14 data collection? 15 MR PAPALEONTIOU: I think, in summary, data collection has 16 moved on quite considerably over the past few years, in 17 terms of both ONS data, which I reference in terms of 18 the compendium on child sexual abuse, but also in terms 19 of ONS data on adults' experience of childhood abuse, 20 which gives us a much better, although still 21 challenging, position on prevalence of child sexual 22 abuse, which I know has been a theme throughout the 23 hearings. 24 That ONS data compilation on adult experiences of 25 childhood abuse, which will run on a three-year cycle,</p> <p style="text-align: center;">Page 11</p> | <p>1 over time, I think, will give us a much better 2 understanding of both the characteristics of child 3 sexual abuse and the prevalence of child sexual abuse. 4 There are obviously challenges with the data, there are 5 obviously challenges in terms of getting a good picture 6 of prevalence, because there are challenges in terms of 7 surveying children on their experiences of sexual abuse 8 in a different way than the crime survey of England and 9 Wales captures abuse as it pertains to adults. 10 But we are working with the ONS on a feasibility 11 study to get a better -- a more regularised data on 12 prevalence of child sexual abuse, and, when combined 13 with police data and when combined with criminal justice 14 data, and indeed other data that's held by colleagues in 15 the Department for Education, by drawing those data sets 16 together, we can get, and we have got, a much better 17 picture on data trends in terms of child sexual abuse 18 and child sexual exploitation, albeit, and I think we 19 all recognise that there is still more to do in terms of 20 improving the quality of the data, ensuring that the 21 flags that we have introduced are used properly, and we 22 are working with the National Police Chiefs' Council on 23 improving those flags, and, over time, we will need to 24 continue to improve on that data in order to ensure that 25 we can assess, both at a national level, and indeed to</p> <p style="text-align: center;">Page 12</p> |

| | |
|---|--|
| <p>1 help to support local agencies, how we are progressing 2 in terms of tackling the threat of child sexual abuse, 3 and, indeed, how that plays out in terms of an effective 4 policing and criminal justice response. 5 MS HILL: Just to add some detail to the evidence you have 6 just given, can I bring up, please, the 2020 ONS 7 statistics, HOM003371_001. This is a statistical 8 bulletin for statistics on child abuse in England and 9 Wales from January of this year, bringing together, it 10 says, a range of data sources from across government and 11 the voluntary sector. Perhaps if we just scroll in on 12 page 3, Danny, there are some bullet points at the top 13 which perhaps can give the chair and panel some insight 14 with which they may already be familiar, but there are 15 some broad figures there. The crime survey for England 16 and Wales estimated that one in five adults aged 18 to 17 74 experienced at least one form of child abuse before 18 the age of 16 years. An estimate of 1 in 100 adults 19 experienced physical neglect before the age of 16. An 20 estimated 3.1 million adults in that age range were 21 victims of sexual abuse before the age of 16 years. The 22 prevalence was higher for females than males. Many 23 cases of child abuse remain hidden. 24 For the year ending March 2019, police data records 25 227,530 child abuse offences. The panel can read the</p> <p style="text-align: center;">Page 13</p> | <p>1 remaining bullet points, but are those the sort of 2 trends that emerge from the most recent ONS data? 3 MR PAPALEONTIOU: Yes, that's correct. And two other 4 points, if I may, very quickly, just to say that the ONS 5 data which captures adults' experience of childhood 6 abuse provides a lot more granular data, in terms of how 7 that abuse was experienced by victims on places of 8 demographics, ethnicity, on who perpetrated the abuse, 9 where the abuse took place, which in turn gives us 10 greater insights, if you like, in terms of 11 the demarcations between child sexual abuse and child 12 sexual exploitation, which we are working with the ONS 13 to properly reflect and capture and ensure we take into 14 account issues such as statistical significance in the 15 forthcoming child sexual abuse strategy, which is also 16 referenced in my statement. 17 MS HILL: You were asked specifically to look at the 18 evidence that's been provided in written form by 19 Ian Dean, director of the Centre of Expertise on Child 20 Sexual Abuse. In particular, can we bring up 21 INQ005170_032, paragraphs 83 to 84, please. It may be 22 that the answer you have just given is your response to 23 these paragraphs, but can you just look at those 24 paragraphs and see if there is anything further that you 25 would like to add? I think what Mr Dean is doing here</p> <p style="text-align: center;">Page 14</p> |
| <p>1 is pointing out some limitations on the ONS data. Is 2 there anything else that you would like to say in 3 response to that? 4 MR PAPALEONTIOU: Only to say that, you know, the ONS 5 themselves will recognise the limitations of the data. 6 But the value of the ONS data is it provides us with 7 a reliable and ongoing survey, which will provide us 8 with trend data, which will be really important in terms 9 of being able to assess the effectiveness of different 10 interventions and different policy approaches. So 11 I think we would all recognise, the ONS recognise, some 12 of the challenges within the data, but in terms of how 13 far that data, in and of itself, has improved our 14 understanding and our knowledge compared to four years 15 ago before that data was collected, I think it is 16 a valuable addition to this work. As I've said, I just 17 reiterate the point we continue to work with ONS in 18 terms of a feasibility study on getting a wider and 19 regularised survey of prevalence of child sexual abuse 20 and there are a number of challenges in that, including 21 the ethics of surveying children on these issues which 22 the ONS are working through in relation to that 23 feasibility study. 24 MS HILL: Can I bring up, please, HOM003353. That's the 25 list of offence codes that are used when reporting the</p> <p style="text-align: center;">Page 15</p> | <p>1 latest figures on CSA and CSE. If we just scroll in on 2 the table in the middle of that, one can see the offence 3 codes that I think are used in the crime reporting. 4 Is this right, that, looking at these offence codes, 5 child sexual exploitation is not distinguishable as 6 a subset of either child sexual abuse or child criminal 7 exploitation. Is that right? 8 MR PAPALEONTIOU: Yes, that's right, which is why, again, we 9 have introduced -- and, again, my statement refers to 10 it -- flags for CSE specifically. But the data, as you 11 have just said, in terms of using this data and what 12 police recorded data tells us about the propensity of 13 child sexual abuse, child sexual exploitation, to be 14 disclosed, uncovered, increased confidence of victims to 15 come forward, better recording practices by the police, 16 when used in combination with ONS data and other source 17 data, we can start to understand some of the policy 18 challenges that those data sources, when used in 19 combination, throw up. 20 MS HILL: We have got some criminal justice statistics from 21 the Ministry of Justice at HOM000330. These are general 22 statistics, I believe. Is there anything in particular 23 that you think the panel should take from these 24 statistics insofar as its consideration of child sexual 25 exploitation is concerned?</p> <p style="text-align: center;">Page 16</p> |

| | |
|--|---|
| <p>1 MR PAPALEONTIOU: Sorry to keep reinforcing the point that 2 it's when we use this data in combination with police 3 data and with ONS data that we can start to understand 4 and discern trends in terms of where there are potential 5 pinch points in the criminal justice response. So if we 6 compare increased police reporting to criminal justice 7 outcomes, then that can helpfully inform policy 8 responses in terms of where there are challenges in 9 terms of the criminal justice response to child sexual 10 abuse and exploitation. 11 MS HILL: Can I bring up, please, HOM003339, please, which 12 is the office of the Children's Commissioner's inquiry 13 into child exploitation in gangs and groups 14 from November 2013. Can we scroll in on internal 15 page 15. There were a series of recommendations, 16 I think, made by the Children's Commissioner in this 17 report. We see reference, for example, to problem 18 profiling at number 5 here. Is there anything you'd 19 like to say in response to this? I realise this has 20 gone back in time a bit, for which I apologise. This is 21 2013. Do you want to comment on the extent to which 22 that recommendation has, in practice, been fully 23 implemented? 24 MR PAPALEONTIOU: Two points, I guess. One is, in terms of 25 the summary of the data, it's really important that we</p> <p style="text-align: center;">Page 17</p> | <p>1 improve the national picture of child sexual abuse and 2 child sexual exploitation, and my statement sets out the 3 progress that's been made, but the further work that is 4 needed in that area. The second point to draw out, 5 though, is the importance -- as I think the evidence to 6 the inquiry has illustrated, the importance of local 7 profiling too, so the national data will give an 8 overview of what the challenges are, what the trends 9 are, at a national level, but it's important for local 10 areas to understand how that plays out at a local 11 level -- 12 MS HILL: Just pause there. Can I just bring up part of 13 your witness evidence about this to assist the panel, 14 please. HOM003378_016-017. Just for the panel's note, 15 I think you give some background evidence about the 16 funding that is given to regional CSE analysis embedded 17 within each of the ten regional organised crime units to 18 conduct analysis and profiling work; is that right? 19 MR PAPALEONTIOU: That's right. So it's important that the 20 local areas have got a good understanding of 21 the problem. I was struck by the evidence from the 22 Metropolitan Police Service who -- how even between two 23 boroughs there are very different profiles in terms of 24 what offending looks like. So it's really important 25 that there's a good local profile, regional profile,</p> <p style="text-align: center;">Page 18</p> |
| <p>1 that is situated within the wider national data and, as 2 you say, set out in our evidence how we are funding 3 regional analysts to embed within regional organised 4 crime units to improve data profiling and data capture 5 and, indeed, insight and analysis on CSE offending in 6 local and regional areas. 7 MS HILL: Can I go over the page, please, to the top of 8 _018, paragraph 64. Is this right, as I think you've 9 already recognised, issues with data collection, or 10 inconsistencies in it, continue to impede our 11 understanding of the CSE threat by organised networks. 12 Much of the official data does not allow us to 13 distinguish CSE offending by organised networks, and 14 flags that identify co-offending are not used 15 consistently to allow sound analysis of multiple 16 offender child sex offences. 17 So there is an issue, and I think the evidence you 18 have given is trying to address that. Is that a fair 19 summary? 20 MR PAPALEONTIOU: So, yes, and I think that's a fair 21 summary. The only points that I would add to that are 22 that, even using data like the ONS data I have already 23 referred to, while it is not broken down by child sexual 24 abuse and child sexual exploitation, if it is used 25 intelligently in terms of what it does tell us about</p> <p style="text-align: center;">Page 19</p> | <p>1 victims' experience of where the abuse took place, who 2 the abuser was and, for example, how much was committed 3 within a family context, how much was committed by 4 strangers and by acquaintances, we can start to draw out 5 at a national level some insights in terms of 6 the distinctions between child sexual abuse and child 7 sexual exploitation. But, as discussed, we have 8 implemented flags, and that paragraph indicates that 9 there are still challenges in terms of ensuring that 10 flagging is used consistently, and that's why we are 11 working with the National Police Chiefs' Council to try 12 and improve the use of those flags, and also investing 13 in regional analysis. 14 MS HILL: A further question for you on this, please. The 15 inquiry has heard evidence that different definitions of 16 organised networks are in use, so the inquiry's 17 definition is a broad one, incorporating two or more 18 individuals involved in or facilitating sexual 19 exploitation. And then there is the much narrower 20 definition of organised criminal group which is being 21 used by some police forces. We have heard evidence 22 that, because of that variation, as we are now 23 discussing, capturing reliable data is difficult. Is 24 there any consideration being given to adopting a single 25 definition of networks for these purposes and, if so,</p> <p style="text-align: center;">Page 20</p> |

| | |
|--|---|
| <p>1 what it is, and is there any mileage in that being 2 considered further? 3 MR PAPALEONTIOU: I think the definitional issues, in terms 4 of child sexual abuse, group-based offending, organised 5 networks, networks, is very challenging, is almost 6 layers of an onion, to use a fairly crude analogy. 7 Organised crime group mapping has a very specific 8 purpose within the wider approach to tackling serious 9 organised crime, but, nevertheless, the CSE flags and 10 the analysts that we are embedding and the programmes 11 that we are supporting, which are also referenced in my 12 statement, in respect of the tackling organised 13 exploitation programme is trying to embed a better 14 analytical approach to making those distinctions and, 15 therefore, driving better tasking and operational 16 response to organised networks, whether it's in the 17 context of modern slavery or child criminal exploitation 18 or, indeed, child sexual exploitation. 19 So there is a recognition of the definitional 20 challenges, but also action in hand to ensure that we 21 are embedding within local, regional and national 22 structures an ability to be able to discern between, if 23 you like, those different categorisations within 24 organised networks, group-based offending, where there 25 will be different levels of organisation from loose</p> <p style="text-align: center;">Page 21</p> | <p>1 networks to far more organised offending, and that's the 2 role of intelligence and insight as much as it is about 3 data and pure data, and that's what we are trying to 4 embed within policing. 5 MS HILL: The inquiry will hear this afternoon from 6 Katherine Riley from the HMICFRS, and at paragraph 52 of 7 her witness statement she says this: 8 "Without exception, police departments are operating 9 at or beyond their intended capacity. Ensuring the 10 police have the resources to protect children 11 effectively is essential." 12 Can you comment on the extent to which the capacity 13 of police forces impedes their work in both profiling 14 and disruption? 15 MR PAPALEONTIOU: Again, a key role of government is to be 16 able to set out the inspection frameworks in order to be 17 able to adduce what the challenges are within forces in 18 terms of tackling a whole range of policing issues. And 19 so, when HMIC make recommendations, then we use those 20 local forces, and we use those in terms of how they can 21 improve their practice, but we also want to draw on 22 those in terms of how they can then inform and drive 23 national practice. 24 Obviously, HMIC have identified those challenges and 25 the key issue, in terms of the policing model, is how</p> <p style="text-align: center;">Page 22</p> |
| <p>1 police officers or -- so chief officers are 2 operationally independent. We have introduced Police 3 and Crime Commissioners to whom they are accountable and 4 the Police and Crime Commissioners in turn are 5 accountable to their electorates and there are 6 decisions, in terms of operational priorities and 7 resourcing, that they have to take. 8 But by drawing out and using inspectorates, we can 9 show and demonstrate the challenges that exist in 10 different areas which can help to influence those 11 decisions. I think it is also important to identify how 12 those challenges, in terms of (inaudible) are reflected 13 in wider national policy and the government's commitment 14 to recruit an additional 20,000 police officers, which 15 will not be the whole answer but will be an important 16 factor in terms of how police officers (break in 17 connection) their resources to meet challenges right 18 across the whole range of crime and policing issues that 19 there are within (break in connection). 20 MS HILL: To what extent has the growth of drugs gangs and 21 county lines activities impacted on the prevalence of 22 CSE or CSEN? 23 MR PAPALEONTIOU: I think -- again, I've taken on board 24 commentary from third-sector partners and commentators 25 like the Office of Children's Commissioner. I think</p> <p style="text-align: center;">Page 23</p> | <p>1 there's a recognition that in terms of child criminal 2 exploitation, police forces, local areas, have been on 3 a learning curve in a similar way as they had been 4 previously to child sexual exploitation and we are 5 working within government to make sure that, where we 6 can make the connections and draw on the learning from 7 how forces have responded to child sexual exploitation 8 and how they respond to child criminal exploitation, 9 that those lessons are being learnt and embedded. 10 I think the really important thing that's coming out in 11 the hearings is the importance of a child-centred 12 approach. So looking at the needs of the child in the 13 round and looking at common protective and risk factors 14 that cut across different forms of exploitation and 15 working with policing colleagues and inspectorates and 16 agencies to try to ensure that we are looking at those 17 risk factors in the round, but also applying appropriate 18 nuance to reflect the specific response that you might 19 need for different forms of exploitation. 20 So I think the rise of criminal exploitation has, if 21 you like, increased our understanding and awareness of 22 the intersection between different forms of exploitation 23 and working with policing colleagues through things 24 like, for example, the vulnerability action plan to 25 ensure that there is a commonality of approach to deal</p> <p style="text-align: center;">Page 24</p> |

| | |
|--|---|
| <p>1 with different forms of exploitation, but, as I say, 2 appropriate nuance and expertise where there are 3 differences in terms of how that exploitation manifests 4 itself. 5 MS HILL: Can I bring up the final part of your witness 6 statement that deals with this topic, please, 7 HOM003378_019, which goes over the page to page 20. It 8 is paragraph 71. I think there what you do is just 9 summarise in distilled form for the panel some of 10 the key findings from a comprehensive literature review 11 that was conducted, I think, over the last year, and it 12 recognises that, although there are a number of evidence 13 gaps in the literature on group-based offending, there 14 is some emerging findings that can be made around the 15 varied size and nature of groups, the characteristics of 16 offenders, which are based on quite small samples, but 17 give some indication of what that data suggests, that 18 offenders are typically male, often younger than other 19 forms of sexual offending, they come from a range of 20 backgrounds, the groups tend to be homogeneous in terms 21 of background and ethnicity. Some evidence suggests 22 that black and Asian men are overrepresented in 23 group-based offending while other evidence suggests or 24 states that these kind of conclusions cannot be drawn 25 due to the quality of the data. You go on to make</p> <p style="text-align: center;">Page 25</p> | <p>1 reference to motivations, peer connections, situations 2 in which sexual exploitation can occur, the nature of 3 victims being most commonly female, but evidence of 4 under-reporting among boys and ethnic minority groups, 5 and it's common for victims to have existing 6 vulnerabilities. I think your evidence is that those 7 findings broadly chime with what insight you get from 8 police officers on the ground. Is that correct? 9 MR PAPALEONTIOU: Yes, that's correct. Just to stress 10 again, recognising some of the challenges and the gaps 11 in our knowledge, the Home Office has been conducting 12 work, a literature review, which -- we tried to 13 summarise the main findings to date from that literature 14 review. Qualitative work with police forces and police 15 leaders who have been involved in operations involving 16 child sexual exploitation and trying also to look at 17 what PNC data, Police National Computer data, can tell 18 us about co-offending. 19 My statement tries to set out the summaries of that 20 work. We are drawing together the summaries of that 21 work and have established an external reference group 22 to, if you like, provide their added insight which is 23 made up of academics, local leaders, policing 24 colleagues, to, if you like, ensure that we are taking 25 on board their insight and their expertise in terms of</p> <p style="text-align: center;">Page 26</p> |
| <p>1 our interpretation of the literature in order that we 2 can publish that work with an aspiration to publish that 3 work this calendar year. 4 MS HILL: Just finally on this, paragraph 75, please, of 5 your witness statement. You say a credible unifying 6 theory is that child sexual exploitation by organised 7 networks occurs in situations where predators with 8 attitudes of derision and disrespect towards their 9 victims are allowed access to vulnerable children in an 10 environment where they believe they can act with 11 impunity. Peer groups are often loose knit but play 12 a key role in hardening attitudes, facilitating access, 13 reducing internal and external inhibitors and affirming 14 a sense of impunity. These factors come together in 15 a variety of contexts. There does not appear to be one 16 community or culture which is uniquely predisposed to 17 this sort of offending. Is that a fair summary? 18 MR PAPALEONTIOU: That's a fair summary and that's the work 19 we are now testing for other perspectives from other 20 experts through the external reference group. A key 21 point to emphasise, again, is -- I was again struck by 22 the evidence from the Metropolitan Police earlier in the 23 hearings, where, really, the importance, again, of how 24 this plays out at a local level. So a national picture 25 will tell you some national trends, but, again, even</p> <p style="text-align: center;">Page 27</p> | <p>1 just looking at the information that the 2 Metropolitan Police provided in terms of 3 the characteristics of victims within Tower Hamlets, 4 then that will be very different and distinct to 5 a national picture. So really important that we try and 6 develop a good national understanding of the picture, 7 but then provide learning for that in terms of helping 8 to inform local approaches and ensuring that local 9 approaches are attuned to the specific dimensions, 10 demographics, factors, that are playing out at a local 11 level, but ensuring that we are reflecting that child 12 sexual exploitation takes place across all communities 13 and that there needs to be, as has been drawn out from 14 a number of reviews, no misplaced political 15 sensitivities in addressing offending in whatever 16 context it takes place. 17 MS HILL: I'm conscious of time. I have got a few more 18 questions for you on this topic. Then I will perhaps go 19 to the other witnesses, if I may. Taking it relatively 20 shortly, you were asked to consider the research 21 findings on lesser-heard groups, so BME children, male 22 victims and children with disabilities. You were asked 23 to look specifically at the evidence of Mr Dean and 24 Amanda Naylor from Barnardo's on this topic. Is there 25 anything in particular you would like to say about that?</p> <p style="text-align: center;">Page 28</p> |

| | |
|---|---|
| <p>1 MR PAPALEONTIOU: Only really to reflect that there are 2 clearly challenges, in terms of identifying lesser-heard 3 voices. We know that child sexual abuse and child 4 sexual exploitation is an under-reported, 5 underidentified crime. So there will be additional 6 barriers, challenges, in terms of lesser-heard groups 7 disclosing or, indeed, identification of child sexual 8 exploitation by professionals.</p> <p>9 The purpose of us supporting funding, establishing 10 the Centre of Expertise on Child Sexual Abuse, is to be 11 able to draw out that evidence and provide that evidence 12 to help inform local practitioners, in terms of how they 13 go about tackling child sexual abuse and to take into 14 account the incredible complexity in this space in terms 15 of additional factors, barriers, challenges, in terms of 16 those lesser-heard voices you have just articulated.</p> <p>17 MS HILL: You were also asked to review the evidence from 18 Bristol Council and Avon and Somerset Police about its 19 use of predictive analytics. I think you may have even 20 heard the evidence about it yesterday. Would you like 21 to respond to the work that's being done there and give 22 your view on that?</p> <p>23 MR PAPALEONTIOU: Three points, I think. Firstly, the 24 inquiry will have heard about the challenges of sharing 25 data, the importance of bringing together data. And</p> <p style="text-align: center;">Page 29</p> | <p>1 models like that in Bristol of trying to bring together 2 data sets across different sectors I think is really 3 important, in terms of enhancing local understanding of 4 how child sexual abuse/child sexual exploitation 5 manifest themselves at a local level.</p> <p>6 The second point, though, predictive analytics, 7 there are benefits and risks to using predictive 8 analytic tools. I think the evidence we heard from 9 Bristol demonstrated how they are attuned to those risks 10 and how predictive analytics need to be used as 11 a helpful tool but not to be used deterministically and 12 to recognise the challenges that the use of predictive 13 analytics can create in terms of potentially screening 14 out lesser-heard voices and, as I say, making sure that 15 factors, protective factors and risk factors, are used 16 to inform professional discretion rather than used 17 deterministically in terms of driving a focus on what 18 that means in terms of risk calibration.</p> <p>19 MS HILL: Ms Langdale, I will turn to you. I have a very 20 few questions for you, if I may. Can I bring up 21 paragraph 123 of your witness statement, DFE003186_041 22 over on to page _042.</p> <p>23 The inquiry asked you the question whether or not 24 the designation of child sexual exploitation as 25 a national government and police priority has changed or</p> <p style="text-align: center;">Page 30</p> |
| <p>1 improved local responses. You alighted on, at 123, one 2 of the ways in which we understand there has been -- 3 whether there has been a shift is through your data 4 collection. The statistics covering the financial year 5 ending 31 March 2014, you added CSE as a factor 6 identified at assessment. Then you give some figures 7 that we can perhaps scroll in on for each of the years 8 up to 2019. We broadly see -- is this right, 9 Ms Langdale -- 12,190 in 2014 to 2015 and then, going up 10 to 20,000 between 2017 and 2018 and then dropping 11 slightly down to 18,720 in 2018 to 2019. What do you 12 draw from those figures, Ms Langdale?</p> <p>13 MS LANGDALE: We draw that -- we think it is a helpful 14 contribution around collecting factors identified at the 15 end of the assessments that local authorities are 16 completing, and it's a helpful contribution to the 17 overall understanding of the data and the evidence that 18 we have. We have noted that child sexual exploitation 19 was one of only four factors that decreased in 2018 and 20 2019 and we are not unduly concerned at this stage but 21 it is an area we will keep under careful review.</p> <p>22 We also published the levels of local authority 23 variation in this area, we've had local authority charts 24 too, and that in turn enables multi-agency safeguarding 25 partnerships and local authorities to be able to be more</p> <p style="text-align: center;">Page 31</p> | <p>1 focused on this data.</p> <p>2 So we think it is a helpful contribution but I share 3 my Home Office colleague's view that we still have 4 a long way to go in terms of gathering data and evidence 5 and filling data and evidence gaps, including linking 6 data. This is an area of focus for the Department of 7 Education in partnership with others.</p> <p>8 MS HILL: The broad themes we have been exploring under this 9 heading, Ms Langdale, are around things like whether CSE 10 profiles at a local level are up to date, whether it is 11 difficult to distinguish CSE within wider criminal 12 exploitation and, as you have heard, the use of 13 predictive analytics. Is there anything on those topics 14 that you can add?</p> <p>15 MS LANGDALE: Not at this stage, thank you.</p> <p>16 MS HILL: Mr Heaney, can I turn to you, please, and ask you 17 some questions about the evidence you have given on 18 this, and can we bring up, please, your witness 19 statement, WGT000464_005, paragraphs 27 to 29.</p> <p>20 This is an area in Wales, Mr Heaney, is this right, 21 reserved to the police. You describe there the sharing 22 of intelligence, the advice that was given in Wales 23 around a common data set, the Code of Practice measuring 24 the performance of Social Services and including, you 25 say at the end of 29, a data collection point on the</p> <p style="text-align: center;">Page 32</p> |

| | |
|--|---|
| <p>1 number of children reported as at risk because of CSE. 2 Is there anything else from those paragraphs or 3 generally that you would like to tell us about the 4 approach to profiling in Wales? 5 MR HEANEY: Thank you. I think three points to make. The 6 first point is, there is a child sexual abuse 7 exploitation strategic threat group. That group is 8 chaired by the Assistant Chief Constable of South Wales 9 Police and works across the four forces -- National 10 Crime Agency, CPS, NHS, Welsh Government officials and 11 the regional organised crime unit. They share data as 12 part of that group. The regional organised crime unit 13 issue a monthly data -- it goes out to the police 14 forces. That information is shared with Welsh 15 Government and also shared with the regional statutory 16 partnership boards. 17 I think you mentioned in my submission around the 18 data collection points, clearly we have sought to 19 strengthen our performance and improvement framework in 20 Wales -- 21 MS HILL: Mr Heaney, I'm very sorry to interrupt. I think 22 there is some difficulty in hearing you. Could I ask 23 you to either adjust your microphone or speak up 24 a little bit? I'm being told that some people can't 25 hear what you have to say. Carry on, but speak up.</p> <p style="text-align: center;">Page 33</p> | <p>1 MR HEANEY: My apologies. I shall project my voice. 2 Apologies to the panel. 3 In relation to data, we have sought to improve our 4 performance and improvement framework that local 5 authorities are required to collect and we have data 6 collection points on sexually-exploited children, 7 criminally-exploited and trafficked children. Then my 8 final point to make was really in relation to the 9 lesser-heard voices, the barriers and challenges, and in 10 Wales we have really sought to work on the practice 11 assumptions that are made, because we very strongly 12 believe that those practice assumptions need to be about 13 children and young people who are at risk from all forms 14 of abuse and, again, in our guidance and practice we 15 have set out advice in relation to this. Thank you. 16 MS HILL: I think, for completeness on that issue, can 17 I bring up, please, internal pages _006 to _007 of your 18 witness statement. You talk there about the different 19 service models for supporting children abused through 20 CSE, but you indicate that, while there isn't one single 21 proven service model, there is evidence that a number of 22 factors are important in informing the way in which 23 practitioners and services respond to the needs of 24 children. You indicate in your second column of this 25 table here that a child-centred approach based on</p> <p style="text-align: center;">Page 34</p> |
| <p>1 individual needs and identity takes into account gender, 2 ethnicity, sexuality, disability and other factors. Is 3 that something that's embedded within the approach in 4 Wales? 5 MR HEANEY: Very much so. A child-centred approach, 6 relationship building between practitioners and children 7 and young people themselves are critical to enabling 8 young people to have a voice and represent the issues 9 that are affecting them. 10 I chaired a learning event in February 2019 with 11 young people and researchers sharing information 12 together and looking at how we strengthen, through our 13 all-Wales procedures, good practice. Thank you. 14 MS HILL: You have heard the evidence and questions that 15 have been put to other witnesses around the issue of 16 accuracy of profiles, this potential overlap between CSE 17 and wider criminal exploitation, and also the issue of 18 predictive analytics. Is there anything you would like 19 to say on those three topics, Mr Heaney? 20 MR HEANEY: I have nothing to add that hasn't been said 21 already. Thank you. 22 MS HILL: You have exhibited the Welsh national action plan. 23 I don't think we need to bring it up, but just for 24 completeness, you have provided the action plan which is 25 at WGT000466. You have provided us with some responses</p> <p style="text-align: center;">Page 35</p> | <p>1 to that action plan at WGT000471. In addition, the 2 all-Wales -- the overarching strategy on national 3 child sexual abuse and exploitation prevention is at 4 INQ006235. Is there anything else around the 5 implementation of the action plan that you would like to 6 tell us? 7 MR HEANEY: Yes, thank you. The national action plan has 8 been very well received by all partners. Welsh 9 ministers launched the plan. Some of the actions had to 10 be pushed back, and the reason for that is in relation 11 to the impact of COVID-19. However, as we have moved -- 12 MS HILL: Mr Heaney, I'm so sorry to interrupt you again. 13 I think you are still dropping in and out again and we 14 do need to hear what you have to say. Can you try again 15 to adjust your mic or speak up. 16 MR HEANEY: Is that better, chair? 17 MS HILL: I believe so. I will be told if it is not. 18 MR HEANEY: Thank you. I've taken the headset out, because 19 obviously it's not coming across. 20 MS HILL: I'm told much better. Please carry on like that. 21 MR HEANEY: Apologies. Yes, I was talking about the 22 national action plan being very well received in Wales. 23 Welsh ministers launched the plan. The plan and the 24 actions -- the timescale of that has been impacted upon 25 because of the impact of COVID-19, but, as we have moved</p> <p style="text-align: center;">Page 36</p> |

| | |
|---|--|
| <p>1 into stabilisation and recovery, some of the key actions 2 have been pushed ahead. The plan was considered this 3 month at the National Independent Safeguarding Board and 4 they were impressed with the response and the delivery 5 of the actions. 6 Critically, the implementation now covers the period 7 up until December 2021, but within the national action 8 plan you will see child sexual exploitation and harmful 9 behaviours are absolutely embedded in the response 10 within Wales and the advice around delivery is really 11 about the need for a child-centred approach that 12 considers each and every type of harm an individual 13 child may be at risk of, and, of course, including -- it 14 includes the forthcoming statutory guidance on child 15 sexual abuse and child sexual exploitation. 16 MS HILL: I think we will come back to that. You have 17 provided some evidence about the sexual exploitation 18 statutory guidance in Wales, WGT000465. That, I think, 19 Mr Heaney, is also pertinent to the topic of disruption, 20 which I would now like to move to. 21 On that issue, can I go first, please, to you, 22 Mr Papaleontiou, to just draw out briefly, you have 23 given evidence in your witness statement at 24 HOM003378_021, paragraphs 78 to 83. You have 25 summarised, I think, a range of different disruption</p> <p style="text-align: center;">Page 37</p> | <p>1 techniques, and you have referenced there the disruption 2 toolkit that I think has been provided by you at 3 HOM003365. Is there anything in particular that you 4 would like to draw out around the availability of 5 disruption tools, national variations or improvements in 6 the intelligence picture? 7 MR PAPALEONTIOU: Really just to reflect that clearly there 8 are a range of different tools that can be used from 9 different legislative provisions, different civil 10 orders, different powers, whether it's in the context of 11 antisocial behaviour tools or whether it's in the 12 context of modern slavery tools or, indeed, sexual 13 offending tools. 14 So the Home Office was very focused on making sure 15 that we have something that digests that in a way that 16 is usable by local areas to ensure that that, if you 17 like, menu of options is promoted and that local areas 18 are aware of that, not just around police, it's around 19 all local agencies in terms of the use of those powers 20 to disrupt child sexual exploitation, but just to 21 reinforce that disruption goes hand in hand with robust 22 criminal justice response to child sexual exploitation 23 and abuse, and, indeed, prosecution/conviction need to 24 be taken hand in hand with those disruption tools. 25 MS HILL: Can I bring up briefly the toolkit provided by the</p> <p style="text-align: center;">Page 38</p> |
| <p>1 Home Office, HOM003365_006. 2 You can see, I think, the guidance that follows 3 within the toolkit follows on these broad groupings, 4 doesn't it, so it is around disruptive tactics to do 5 with each of these different topics; is that right? 6 MR PAPALEONTIOU: That's right. Again, just to stress and 7 reinforce that we have continued to keep the toolkit 8 under review. Again, in relation to the previous 9 questions, how these tools can be used both in the 10 context of child sexual exploitation but also in the 11 context of child criminal exploitation. 12 MS HILL: For completeness and for the note, your evidence 13 continues within your witness statement -- we don't need 14 to bring it up, HOM003368, it starts at paragraph 78 and 15 runs through to paragraph 100. A specific question for 16 you, please, is around to what extent does, in your 17 view, victims' mistrust of police and authorities hinder 18 efforts at disruption? 19 MR PAPALEONTIOU: So, clearly, building trust between 20 communities, victims and the police are critical in 21 terms of really being able to bear down on disruption of 22 offenders. If there is mistrust between the police and 23 victims, then clearly that is going to impede police 24 activity, but also, again, making sure that we are 25 taking, and the police are taking, and the government is</p> <p style="text-align: center;">Page 39</p> | <p>1 doing what it can to promote a victim-centred response 2 in everything we do, because we know that that's the 3 best thing to do, because that's why we are all here, 4 but, equally, that's how we drive better outcomes in 5 terms of effective disruption and criminal justice 6 action. 7 So, really, just to reinforce that we recognise the 8 challenge, that, again, we will use the inspectorates to 9 draw out, and I think those inspectorates draw out 10 improvements that have been made in terms of taking 11 a child-centred response, but also initiatives that have 12 been taken by the police. For example, through their 13 national vulnerability action plan, which really draws 14 out the importance of a victim-centred approach, and 15 also investment in pilots like the child house model, 16 which really encourage a joint approach between police, 17 social workers and within an environment where young 18 people feel comfortable. 19 So completely recognise the challenge, completely 20 committed to doing what we can, working with police and 21 partners and other partners to break down any barriers, 22 but also to acknowledge that, of course, as the 23 inspectorates have drawn out, improvements have been 24 made but there is more to do. 25 MS HILL: We heard some evidence on Day 4 of this</p> <p style="text-align: center;">Page 40</p> |

| | |
|--|---|
| <p>1 investigation hearing around the use of children as 2 covert human intelligence sources. I don't know if you 3 can assist with this, but do you have -- can you 4 indicate whether or not the Home Office considers it 5 appropriate to permit the use of a child -- CHIS, 6 I think, so-called -- in a child sexual exploitation 7 case? 8 MR PAPALEONTIOU: I think the first point to emphasise is 9 that juvenile CHISs are used in extremely rare and 10 exceptional circumstances. I think the data that is 11 available is, in the four years between January 2015 12 and December 2018, only 17 juveniles were authorised to 13 act as a CHIS. The safeguards that are around the use 14 of juvenile CHIS are much greater, that the 15 Investigatory Powers Commissioner, who provides 16 independent oversight of the use of CHIS, has confirmed 17 in practice that juvenile CHISs are not tasked to 18 participate in criminality where they are not already 19 involved in, but it's also important to stress that we 20 can neither -- I'm not in a position to confirm or deny 21 the specific circumstances for which juvenile CHIS have 22 been deployed, given that that's a sensitive operational 23 matter, but also to reflect that, again, this issue, as 24 I understand it, has gone to the courts, there is 25 a High Court ruling in 2019 that found in the</p> <p style="text-align: center;">Page 41</p> | <p>1 government's favour, concluding that a regime to 2 authorise juvenile CHIS adequately safeguarded the 3 interests and welfare of juvenile CHIS and did not, 4 therefore, give rise to unacceptable breach of 5 the article 8 rights of a juvenile CHIS, but worth 6 acknowledging that there is an appeal set to be heard by 7 the Court of Appeal in October 2020. I can't really say 8 anything more than that given the ongoing legal 9 challenge. 10 MS HILL: You have given some evidence about the disruption 11 work in relation to taxi and private hire vehicle 12 licensing. I think there is a consultation from the 13 Department for Transport on statutory guidance for 14 licensing authorities at HOM003345 that the panel can 15 read. I don't need to bring it up. 16 You have also provided, I think, some statutory 17 standards for taxi and PHV drivers. I think that's at 18 HOM003391_023-025. Again, I don't need to bring that 19 up. Is there anything in particular you would like to 20 say about that topic? 21 A. Just to confirm that the statutory taxi and PHV 22 standards were published in July 2020 and to stress that 23 local authorities are under a legal duty to implement 24 those standards. The Secretary of State for Transport 25 wrote to council leaders asking for a written update</p> <p style="text-align: center;">Page 42</p> |
| <p>1 by January 2021 setting out how they are having due 2 regard to those standards and the DfT, Department for 3 Transport, also have results from an annual survey due 4 in 2021, which can give a wider position in terms of 5 confidence and transparency around how local licensing 6 authorities are complying with the standards that were 7 published in July 2020, which, while specifically in 8 relation to -- or informed by some of the challenges 9 that have been produced in evidence, both to this 10 inquiry and into other reports and reviews into child 11 sexual abuse and exploitation about the importance of 12 ensuring that that sector has safeguards that are as 13 strong as possible, also worth drawing out, I think, the 14 importance of taxi/PHV drivers also undertaking 15 safeguarding training within those standards as a really 16 critical point as well, in terms of not just ensuring 17 that we have a regime that makes sure that taxi drivers 18 are properly licensed, but also that taxi drivers and 19 PHV drivers have a part to play themselves in being able 20 to identify child sexual abuse and exploitation and know 21 what to do about it if they do identify it. 22 MS HILL: You were asked to reflect on the question of 23 whether you consider there is consistency of attention 24 to disruption of perpetrators across the country. 25 What's your view on that, please?</p> <p style="text-align: center;">Page 43</p> | <p>1 MR PAPALEONTIOU: Again, we will work through the 2 inspectorates, and we have child protection inspections, 3 we have JTAs, there are PEEL inspections into policing, 4 and use those inspections to understand how this applies 5 at both a national and a local level, and the role of 6 the inspectorate is then, where it identifies challenge, 7 to work with those forces to try and improve the 8 response. 9 So, yes, there will be variations in the response to 10 child sexual exploitation in the round, which in turn 11 may draw back into how that is -- plays out at a local 12 level. But, again, that also informs our national 13 policy response, where, again, in my statement we talk 14 about the Vulnerability, Knowledge and Practice 15 Programme, we have funded and supported a prevention 16 (inaudible) of officers to improve understanding of 17 disruption tools, as well as publishing a disruption 18 toolkit. So it is all well and good to publish toolkits 19 and guidance, but we are also focused on how we can 20 ensure those tools and that guidance is understood and 21 used and promoted across local areas through initiatives 22 like the VKPP and the prevention network. 23 MS HILL: Do you think the methods you have just described 24 are effective in identifying a police force, for 25 example, that is not bringing sufficient focus to bear</p> <p style="text-align: center;">Page 44</p> |

| | |
|---|---|
| <p>1 on disruption activity or prosecution activity? 2 MR PAPALEONTIOU: So, again, from the HMIC rolling child 3 protection inspections which I'm sure you will hear more 4 about this afternoon, and, again, from the evidence we 5 heard, I think, from local areas over the last few days, 6 I think that demonstrates that where HMIC identify -- 7 HMICFRS identify issues, areas for improvement, that 8 forces will address them, take those concerns seriously, 9 and then, through a rolling programme of reinspections, 10 provide an opportunity to ensure that that work is 11 actually taken forward, and, as I say, that process, 12 I think, works in terms of driving effective local 13 response, but, again, the critical bit is making sure 14 that we are drawing on those recommendations to inform 15 national policy too. 16 MS HILL: Mr Heaney, you have heard the questions I've put 17 around this issue, in particular around the range of 18 disruption techniques, around whether there is 19 consistency in the use of those. For completeness, you 20 have already indicated, I think, in your witness 21 evidence, WGT000464_005, that the forthcoming 22 Welsh Government statutory guidance on safeguarding 23 children includes content on multi-agency working to 24 support the police in disrupting perpetrators, and 25 I think references back to the Home Office disruption</p> <p style="text-align: center;">Page 45</p> | <p>1 toolkit. Is that right? 2 MR HEANEY: That is correct. 3 MS HILL: Do you have anything to add on these issues around 4 consistency of attention to disruption or prosecution 5 and oversight of those issues? 6 MR HEANEY: I think the critical issue, from my perspective, 7 is the ability to share intelligence, to make sure that 8 partners are sharing the intelligence across 9 organisations. For us in a Welsh context, then, through 10 regional safeguarding boards to ensure that the due 11 attention to different areas are paid. I think, because 12 this is a wide and complex area -- so, for example, in 13 relation to taxis, a really important safeguarding 14 arena, I know that there's been a approach in Wales, 15 Operation Makesafe, in local authorities to have child 16 protection training for taxi drivers themselves. So it 17 is about enhancing the arenas of safety by sharing good 18 intelligence and then taking the action. 19 I think what we're looking to achieve is to increase 20 the consistency in all of our practices, whatever 21 safeguarding organisation one works within. 22 MS HILL: I'd like to try to take some themes together, if 23 I may, given the pressures of time. Can I ask you all 24 some questions, please, about three of our issues 25 together, because they are all interrelated. Firstly,</p> <p style="text-align: center;">Page 46</p> |
| <p>1 the issue of empathy and concern for child victims, and 2 then, related to that, specific issues around male 3 victims and those with disabilities. 4 Perhaps I can come to you first, Ms Langdale. You 5 were asked, I think, all of you, to reflect on some 6 evidence that's been given by a series of groups, in 7 particular from Barnardo's, the NSPCC, the 8 Children's Society and some academic evidence from 9 Dr Helen Beckett, around -- Ms Langdale, this is perhaps 10 first for you -- the continued use of victim-blaming 11 features in CSE assessments, evidence or a view that the 12 management of risky behaviours does not deal with the 13 underlying threats, and the dissatisfaction that some 14 victims have with the criminal justice system and 15 concerns around this issue to do with the definition and 16 its element of exchange. 17 On those issues, is there anything you'd like to 18 say, Ms Langdale? 19 MS LANGDALE: Yes. So I'll start with victim blaming. 20 I just want to make really clear, in the child sexual 21 exploitation 2017 guide for practitioners it says on 22 page 6 that child exploitation is never the victim's 23 fault. That guide and Working Together 2018 are clear 24 that effective safeguarding is achieved by putting the 25 child at the centre of any approach, and we have been</p> <p style="text-align: center;">Page 47</p> | <p>1 hearing from my colleagues too. Furthermore, that guide 2 is clear that practitioners should avoid language or 3 actions that may lead a young person to feel they are 4 not deserving of support or in some way to blame for 5 their abuse. And moreover, on page 19, training and 6 supervision for practitioners should help them recognise 7 where personal values and attitudes might be leading to 8 risky practice, assumptions or blind spots. So as well 9 as training, both supervision and auditing practice are 10 really key here so that staff are directly fed back to 11 by practice leaders and practice supervisors. 12 Then, given that Ofsted are inspecting against the 13 Working Together framework, and I will move on to 14 assessment, but that's very clear about the parameters 15 and principles of risk assessment and decision making 16 being areas we would expect that Ofsted would scrutinise 17 too as part of its inspections. 18 So at a national level, we feel that the guidance is 19 clear there, but of course we have heard throughout the 20 inquiry and from the experiences of victims themselves, 21 and we know from inspections that there is still a way 22 to go in terms of improving practice. 23 You will note in my witness statement that the 24 Department for Education has spent £200 million in 25 efforts to support local authorities and safeguarding</p> <p style="text-align: center;">Page 48</p> |

| | |
|--|--|
| <p>1 partnerships to improve practice since 2014, and our 2 focus on improvement and innovation, as well as 3 workforce and multi-agency reform, are all expected to 4 have a positive impact on all children and families, no 5 matter for what referral they come into children's 6 social care, and that includes children with protected 7 characteristics. 8 MS HILL: Is there anything else, in particular around male 9 victims, both their vulnerabilities and the potential 10 issue of criminalising male victims in particular, or 11 around disabled children, that you would like to say? 12 You've just mentioned protected characteristics. It may 13 be you have said all you wish to say, and please say if 14 so. 15 MS LANGDALE: We recognise that these are -- we are very 16 alive to the fact that there are issues in relation to 17 higher-risk and less-heard groups and we are seeking to 18 improve our data and evidence that we have in relation 19 to this and improve our understanding, and we would 20 expect the new local safeguarding partnerships to be 21 doing the same, and we view that as key here. I don't 22 think I've got anything to add other than that. All of 23 our guidance, whether it's Keeping Children Safe in 24 Education, whether it's Working Together, the child 25 sexual exploitation emphasises different vulnerabilities</p> <p style="text-align: center;">Page 49</p> | <p>1 and risks and the importance of professionals taking 2 a holistic -- really looking at the child in front of 3 them when they're reaching their views. We would expect 4 those to be the types of characteristics they are aware 5 of and are considering as part of the risk assessment 6 and decision making. Though at the same time we know 7 that child sexual exploitation can happen to any child 8 from any background. 9 MS HILL: Thank you. 10 MS LANGDALE: Sorry, I was going to move on to the 11 definition, but I'm happy to go -- 12 MS HILL: I think it is probably time for us to take our 13 mid-morning break anyway, so perhaps we can resume on 14 that issue after the break, chair. It is just 11.15 am, 15 I think, so perhaps it is time for our break. 16 THE CHAIR: Yes, we will return at 11.30 am. Thank you. 17 (11.15 am) 18 (A short break) 19 (11.30 am) 20 THE CHAIR: Ms Hill? 21 MS HILL: Mr Heaney, I see that you have your hand raised. 22 Is there something you would like to say? 23 MR HEANEY: I just wanted to raise a question, if I may -- 24 MS HILL: We are still struggling to hear you. Can you 25 speak up a bit?</p> <p style="text-align: center;">Page 50</p> |
| <p>1 MR HEANEY: Thank you very much. I'm projecting my voice. 2 I don't know if we are live yet, but I want to ask 3 a question because, in the next bit, I would like to use 4 a quote that a young person has given me, but they only 5 want me to use their quote if I can reference their 6 name. They are quite explicit that they would like to 7 be named. 8 MS HILL: I think the best way of dealing with this, 9 Mr Heaney -- is your legal advisor with you? 10 MR HEANEY: I don't have any legal advisor with me today at 11 all. 12 MS HILL: Can somebody put this in a communication to the 13 legal team separately and we will deal with it sort of 14 behind the scenes. We will just press on with the 15 evidence now, if that is all right. 16 MR HEANEY: Okay, so don't use it then? 17 MS HILL: Not for now. Can someone put it in writing to the 18 solicitors? 19 MR HEANEY: No trouble, thank you. 20 MS HILL: Ms Langdale, you were partway through your 21 response on the broad topics of empathy and concern, 22 male victims and those with disabilities. Do you want 23 to continue with your evidence about the definition, 24 I think, the exchange issue, perhaps? Ms Langdale, 25 I think you will need to take yourself off mute. We are</p> <p style="text-align: center;">Page 51</p> | <p>1 struggling to hear you. 2 MS LANGDALE: Thank you. I really welcome the views of 3 professionals and academics with expertise of working 4 with children and young people who have experienced 5 child sexual exploitation on the definition because it 6 is an area, as others have noted, of real complexity. 7 A definition, by its nature, will have limitations, 8 but there is a consensus that the 2017 definition will 9 accept the concerns about the nature of exchange, and 10 I will move on to that, was an important step in 11 bringing a clearer cross-agency understanding of CSE as 12 a specific form of CSA. 13 Moving on specifically to the form of exchange, I'm 14 thinking in part of Ms Naylor's evidence, the government 15 shares Dr Beckett's view that the concept of exchange is 16 in no way meant to contribute to victim blaming in any 17 nature or form. We do view it as a really fundamental 18 part of the definition. The reason for that is it is 19 key to addressing the needs of children or young people 20 where exchange has taken place. So it's important to 21 understand that children can be reluctant to disclose 22 experiences of exploitation due to misplaced feelings of 23 loyalty or shame. So really understanding that concept 24 of exchange, where this exists in a particular situation 25 and the impact that has on the child or young person is</p> <p style="text-align: center;">Page 52</p> |

| | |
|---|---|
| <p>1 then, in turn, imperative to the identification, 2 assessment and the support the child or young person is 3 subsequently offered. 4 MS HILL: Is there anything in particular on the topic of 5 the new typology of child sexual abuse offending, the 6 research paper that you were asked to look at, that you 7 would like to say? 8 MS LANGDALE: Other than it being a very helpful 9 contribution to this complex area. I would like to say 10 something about risk assessment, if I may? 11 MS HILL: I'm going to come to that as a separate theme, if 12 I may. Is there anything else on male victims or 13 victims with disabilities that you would like to say? 14 MS LANGDALE: Not in addition to what I have already said in 15 my written evidence. 16 MS HILL: Thank you. Mr Heaney, you give some evidence on 17 the topic of empathy and concern at WGT000464_007-008, 18 paragraphs 37 to 38. 19 Your all-Wales practice guide and Wales safeguarding 20 procedures set out evidence on the particularly hidden 21 nature of abuse through exploitation for BME and/or 22 LGBTQ children and young people and for the need for 23 practitioners to be aware of this. Is there anything 24 else further on this topic that you would like to say? 25 We can perhaps pull up the guidance on this. This is an</p> <p style="text-align: center;">Page 53</p> | <p>1 extract, I think, from the all-Wales guidance. That 2 table, I think, if you go over the page onto 8, you will 3 see another bullet-pointed series of text at the top of 4 page _008. I think that's an extract, is it not, 5 Mr Heaney, from the all-Wales safeguarding procedures 6 practice guide? 7 MR HEANEY: Yes, indeed. 8 MS HILL: Is there anything else on that topic or the topic 9 of empathy and concern that you would like to say? 10 MR HEANEY: Yes, thank you. Just in relation to the 11 procedures and the all-Wales guide, the important point 12 to make there, really, is about the training for 13 practitioners, so that practitioners embed that within 14 the culture of where they practise and build 15 relationships with children and young people which then 16 enables those conversations in a safe, trusting 17 relationship to be able to take place. 18 The point of empathy, I just make something around 19 the exchange, if I may, in terms of Welsh approach, 20 clearly, exchange is something that we see within our 21 definition. The reason for that is our policy practice 22 advice is really based upon the research that was 23 carried out in Wales practitioners, but probably more 24 important for us was the voice of young people 25 themselves.</p> <p style="text-align: center;">Page 54</p> |
| <p>1 I mentioned earlier on about participating and 2 facilitating an event with young people and researchers 3 and that clearly has led to us thinking, you know, very 4 differently (break in connection) evolves and how our 5 thinking evolves in this particular area. So for us, 6 clearly, children and young children can be, and are, 7 sexually abused, of course, outside their family homes 8 without the element of exchange being present. You 9 know, these children and young people must be 10 safeguarded, of course, in the same way as children who 11 are sexually abused within their family. But where 12 there is an element of exchange, I have set out the 13 definition of child sexual abuse, you know, exploitation 14 of a need is taking place and we are really keen in our 15 work in Wales that practitioners understand this and 16 they understand the focus on the changing conversations 17 and what that means for their discussions in meeting the 18 care and support needs of a child/young person in order 19 to secure their well-being and of course their 20 longer-term safeguarding outcome. Thank you. 21 MS HILL: Can I bring up a further part of your witness 22 statement, please, internal page _013, Danny, and scroll 23 in on 60 to 61. Mr Heaney, you helpfully set out there 24 the extracts from the all-Wales practice guide 25 specifically around boys, around male victims, why they</p> <p style="text-align: center;">Page 55</p> | <p>1 may be under-identified. The research suggests that the 2 abuse of boys is poorly understood, their entry into CSE 3 may be particularly complex. Practitioners may be 4 affected by stereotypes impacting on their ability to 5 see boys as possible victims. 6 Scroll down to 62, where you give similar guidance 7 to the particular issues raised for practitioners around 8 children with disabilities. In particular, you mention 9 sensory-impaired and disabled children being at 10 increased risk, less likely to receive protection, the 11 need to explicitly recognise their vulnerability, and 12 I think there is a further quote from research that goes 13 over the page, please, into internal page 14. Is there 14 anything else, Mr Heaney, on those topics that you would 15 like to say? 16 MR HEANEY: I think that covers it very, very well. The 17 only additional comment is that we are working in Wales 18 very closely with Social Care Wales, who is our 19 workforce regulator, but also responsible for 20 improvement, and, therefore, our training and focus with 21 practitioners, managers and professionals in 22 safeguarding is really having that training focus to 23 push on this agenda so it takes it from being in 24 a practice -- in a guidance, in a protocol, into 25 everyday practice for them. Thank you.</p> <p style="text-align: center;">Page 56</p> |

| | |
|--|--|
| <p>1 MS HILL: Thank you, Mr Heaney. Ms Langdale, in fairness, 2 I should have adduced your evidence in your witness 3 statement before I left your questioning, so forgive me. 4 You address the issue of children with disabilities -- 5 in fact, I don't need to pull that reference up. 6 I go, now, back to you, Mr Papaleontiou. You have 7 heard the questions about these themes to the fellow 8 witnesses here. Is there anything in particular that 9 you would like to say? Perhaps, for you, bearing in 10 mind that one of the issues I called out under the 11 empathy and concern heading was some evidence around 12 dissatisfaction with the criminal justice system by 13 victims. Is there anything on that that you would like 14 to say or about victim blaming or the definition 15 generally? 16 MR PAPALEONTIOU: Yes, if I may, Counsel. So a few points. 17 Firstly, in terms of empathy and concern for child 18 victims, again, I would echo the comments made by 19 Mr Heaney in terms of the importance of the child's 20 voice and promoting the child's voice and how that 21 relates, too, to the definition. 22 In terms of the dissatisfaction of the CJS point, 23 I guess the bit that I really want to focus on is, 24 again, trying to drive improvement in the CJS response 25 and there's a wider range of work again being driven and</p> <p style="text-align: center;">Page 57</p> | <p>1 led by Ministry of Justice colleagues in terms of 2 commitments to update the Victims' Code, for a new 3 Victims' Law, and indeed the PM -- the prime minister's 4 Hidden Harm Summit powerfully drew out victims' 5 perspectives which we are committed to actually 6 capturing within that work on both the Victims' Law and 7 the Victims' Code. 8 In terms of the issue around the definition, again, 9 conscious that there have been different perspectives 10 from different witnesses/contributors to this inquiry, 11 some with concerns that it's too broadly crafted, some 12 that it's too narrowly crafted. There is always 13 a balance. Just to reinforce that, in coming up with 14 the consultation -- coming up with the definition, there 15 was extensive consultation with partners and just to 16 stress the definition itself does not limit child sexual 17 exploitation to exchange. There is an important 18 qualifier in terms of "and/or the financial advantage or 19 increased status of the perpetrator or facilitator". 20 So, again, trying to make sure that the definition 21 captures exchange, but is not exclusive to exchange, is 22 an important point, I think, to make. 23 I think there's a wider point, too, on definitions 24 in terms of -- definitions are important. They are 25 important in terms of providing professionals with</p> <p style="text-align: center;">Page 58</p> |
| <p>1 a framework for local profiling, but definitions can 2 also risk siloing or pigeonholing children into 3 a certain box or categories which then may impact in 4 terms of the service they have, so, really, just to 5 reinforce that the definition is important, but 6 a definition is important in respect of what we need to 7 do to help support professionals to use that definition 8 for tangible benefit, and so, again, a lot of training 9 and a lot of work being done through the Centre of 10 Expertise, through the Vulnerability, Knowledge and 11 Practice Programme, to equip professionals not just to 12 apply definitions but to recognise and respond to 13 a child's need in the round, so it's not just the what, 14 it's the how that's very important too. 15 Echo colleagues from Department for Education's 16 views on the typology, a really helpful framework, and 17 we will be using that framework to help shape and inform 18 our future strategy. I think it offers a really good 19 base for stimulating the research sector and 20 professionals to think about other models of offending 21 and what the different intervention routes are in that 22 space. 23 Then, on the issue of male victims and disability, 24 to say again, I referenced the data earlier, there is 25 really powerful data in the ONS adults' experience of</p> <p style="text-align: center;">Page 59</p> | <p>1 childhood abuse in terms of the links between disability 2 and child sexual abuse, so very attuned to that. Again, 3 the guidance that both the College of Policing and the 4 Centre of Expertise have put out is really focused on 5 what needs to be done or how important it is for 6 professionals to understand and take into account the 7 different ways that different groups may present in 8 terms of child sexual exploitation. But, again, really 9 echo Mr Heaney's points around, it's all well and good 10 having this in guidance, what we need to do is translate 11 guidance into practice through training and, again, we 12 have got a practice improvement programme which the 13 Centre of Expertise on Child Sexual Abuse is driving 14 which is, again, aimed towards, again, that translation 15 of evidence into actual practice. 16 So progress has been made again -- a recurring theme 17 here, but, again, committed to making sure we do what we 18 can to both have the guidance in the right place but 19 make sure that that guidance then translates into 20 practice. 21 MS HILL: I should have perhaps asked you just briefly to 22 comment on this document. Can we bring up, please, the 23 National Child Abuse and Exploitation Prevention 24 Strategy for England. I think we looked at a similar 25 document for Wales. This is INQ006234. I appreciate</p> <p style="text-align: center;">Page 60</p> |

| | |
|--|---|
| <p>1 this is not a Home Office document, this is, though, 2 a National Police Chiefs' Council prevention strategy 3 document. Can we look, please, internally at page _002, 4 the table of contents. Just to note, is this right, 5 that specific provision is made within this strategy for 6 diversity and marginalised groups? If you look, please, 7 at internal page _013, there is recognition of areas for 8 development around boys and young men, those aged 16 to 9 18, those from black and minority ethnic communities, 10 those who identify as LGBTQ+, those who have learning 11 difficulties or disabilities, those from faith 12 communities. Over the page, one can see a series of 13 recommendations on this particular topic; is that right? 14 MR PAPALEONTIOU: Yes, that's correct. If I may just add to 15 that, that alongside -- you can see work in this space, 16 the government has also supported Barnardo's Boys2 17 Project to raise awareness of the particular dimensions 18 around how boys and young men present and the particular 19 challenges in that space. 20 Also worth drawing attention to our trusted 21 relationships pilots which, again, are pilots in local 22 areas which are focused on how we can provide better 23 support through trusted relationships, through a range 24 of different partners, to build trust and confidence in 25 different groups of young people and critically, again,</p> <p style="text-align: center;">Page 61</p> | <p>1 we have got an evaluation of that programme, which is 2 already drawing out -- again, this has been a theme that 3 I think has come up in the hearings to date -- how young 4 men, for example, may be disproportionately captured 5 within child criminal exploitation and girls within 6 child sexual exploitation and trying to draw out from 7 that work how the barriers and the way you can engage 8 with young people to draw out and build the trust and 9 confidence to help disclosure is really important and 10 really key to draw on that learning and promote that 11 learning more widely from those pilots. 12 MS HILL: Thank you. I'm just going to jump back a little 13 bit in time, Mr Papaleontiou, with you. I have two 14 specific questions that relate to the disruption theme, 15 so I'm sorry to jump around, but these are questions 16 that have come in and we have agreed to put. 17 The first topic is around the Modern Slavery Act. 18 This relates to the issue of the criminalisation of 19 victims. So, to some degree, it is also around empathy 20 and concern. The Modern Slavery Act, section 45, as I'm 21 sure you know, provides a statutory defence for children 22 accused of criminal offences for conduct arising from 23 their abuse. It came into force in July 2016. There's 24 been an independent review of the Modern Slavery Act 25 which found that there is evidence that victims continue</p> <p style="text-align: center;">Page 62</p> |
| <p>1 to be prosecuted for offences they were forced to 2 commit. Does the Home Office consider that this 3 statutory defence is enough or do more steps need to be 4 taken to prevent victims being prosecuted in these 5 circumstances? 6 MR PAPALEONTIOU: So the statutory defence provides an 7 important legal remedy in that space, but, again, would 8 reinforce the importance of, if you like, practice and 9 how this plays out in terms of operations, and the 10 government is very clear that those who have been 11 criminally or sexually exploited are victims and should 12 be treated as such, rather than as perpetrators. Again, 13 certainly in the space of child sexual exploitation and 14 criminal exploitation more widely, we have been 15 providing funding to organisations to help support those 16 who are being exploited, whether in the context of child 17 sexual exploitation or child criminal exploitation, and 18 that's about trying to build an understanding and links 19 between charities, third-sector partners, communities 20 and the police in order to be able to promote an 21 approach which does, again, first and foremost, 22 recognise these children as victims rather than 23 offenders, in order that, if you like, the statutory 24 provision can then have effect. 25 MS HILL: The second question is relating to that: what data</p> <p style="text-align: center;">Page 63</p> | <p>1 does the Home Office collect on the use of section 45? 2 MR PAPALEONTIOU: Apologies. I don't have that information 3 to hand, but I will make sure that I provide that to the 4 inquiry. 5 MS HILL: Thank you. The second topic, please: convictions 6 which result from the exploitation of victims then 7 result in those victims having criminal records which 8 can be disclosed under the DBS. Can the Home Office 9 comment on whether the issue of criminalising children 10 in that way is being considered? 11 MR PAPALEONTIOU: Yes. So we will look at criminalisation 12 of children and, indeed, the importance of how that 13 translates through to criminal records checks. If I can 14 use an example from the context of child sexual 15 exploitation where policing has developed a specific 16 policing outcome, Outcome 21, which is around being able 17 to ensure that where a crime does, nevertheless, still 18 need to be flagged, and we need to capture crimes that 19 have been committed in order to be able to take 20 judgments in terms of whether that crime is -- the wider 21 context of that crime, but the Outcome 21 provides clear 22 guidance to police in terms of how that is recorded, 23 that no further action would be taken, and, indeed, that 24 then would flow through into the DBS, in terms of onward 25 disclosure of those crimes that are recorded.</p> <p style="text-align: center;">Page 64</p> |

| | |
|--|--|
| <p>1 MS HILL: Is there anything further that you can say about 2 the extent to which those records which some children 3 have which relate to exploitation and prostitution, 4 which was a crime until 2015, or exploitation by 5 organised networks prior to the Modern Slavery Act are 6 being removed, those criminal records? 7 MR PAPALEONTIOU: Sorry, I don't want to provide any 8 misleading advice. Is it okay if I come back to you on 9 that? 10 MS HILL: Also, perhaps, on the issue widely of whether 11 other criminal convictions should be deleted if they 12 occur in the context of CSE or CSEN? Perhaps you can 13 reflect on those issues and provide some written 14 evidence to the inquiry. Is that all right? 15 MR PAPALEONTIOU: Yes, of course. 16 MS HILL: Thank you. Can I move now to a different topic, 17 please. Can I move to the topic of risk assessment and 18 protection from harm. Ms Langdale, it is primarily for 19 you, please. You have set out in your witness 20 statement, DFE003186, paragraphs 9 to 17 and 21 paragraph 124, an overview of local authorities' 22 responsibilities in this area. The questions, really, 23 I would like to ask are about the way in which risk 24 assessment is carried out. 25 Ms Langdale, you know that there are different risk</p> <p style="text-align: center;">Page 65</p> | <p>1 assessments being used, different risk assessment tools 2 being used. Do you have a view on whether or not there 3 should be a single risk assessment tool or locally 4 tailored tools? 5 MS LANGDALE: Our view, which is consistent with the legal 6 framework and responsibility as set out in our statutory 7 guidance and accompanying guidance in the legislative 8 framework, is that it should be up to local areas to 9 choose the protocols and checklists and decision making 10 tools that best help their professionals meet the needs 11 of the children in their local areas. I would say, 12 though, that even though we don't have standards, we 13 have got a huge amount of guidance, both in chapter 1 in 14 Working Together as well as in the guide on child sexual 15 exploitation in relation to risk assessment and decision 16 making. We have also -- all of that is very clear about 17 the need to take a child-centred, genuinely holistic 18 assessment and use checklists and other tools to assist 19 in decision making, but not to be completely reliant on 20 that, and I've got also a letter from the chief social 21 worker, dating as far back as 2014, to directors of 22 children's services specifically about tackling child 23 sexual exploitation and the review of assessment and 24 decision-making tools, making those points about 25 assisting in decision making and the importance of</p> <p style="text-align: center;">Page 66</p> |
| <p>1 making sure that any tools or checklists are fit for 2 purpose, and that's being checked. 3 That said, we recognise how complex this is, which 4 is why we are funding so much work on improving practice 5 around decision making and risk assessment, including on 6 child sexual exploitation specifically. So in my 7 witness statement I mention the innovation programme, 8 projects including The Lighthouse and the Hackney 9 contextual safeguarding approach. Separately we have 10 a contract on Tackling Child Exploitation Support 11 Programme which my colleagues and other members have 12 been mentioning to the inquiry. All of this is about 13 funding work that seeks to improve local systems and 14 practice and raise public awareness of this area. 15 I would add to that as well that -- I should have 16 said this in the context of the definition, but it is in 17 relation to all of our guidance in this area. We keep 18 this under review and will update it if we feel, from 19 the evidence that's being developed and is emerging or 20 from feedback we are getting, either from children and 21 young people themselves or from the professionals who 22 are using it, that there are improvements we can make in 23 order to better safeguard or better promote the welfare 24 of children. 25 I would just like to say that we do recognise</p> <p style="text-align: center;">Page 67</p> | <p>1 concerns, though, around risk assessment and decision 2 making in particular. We established a new independent 3 National Child Safeguarding Practice Review Panel as 4 part of the Children and Social Work Act, you will note 5 from my witness statement. They use information from 6 serious child safeguarding cases. They identify what is 7 happening to children and they look at themes and 8 challenge government and other bodies to learn lessons 9 from the most serious cases of child abuse and neglect 10 and help ensure that the right protection is in place 11 for the most vulnerable children in our society. They 12 noted in their annual report that was published earlier 13 this year that a not insignificant number of cases 14 showed weak risk assessments, so we were aware that it's 15 a concern, and it has been previously, and I understand 16 from our chief social worker, who is a member of that 17 panel, that this is an area that the panel is going to 18 major on, risk assessment and decision making, over the 19 next 12 months more widely to think deeply about what we 20 can help do to support professionals to make an enduring 21 and systemic improvement in this area. 22 MS HILL: You were asked to review two documents under this 23 heading. One is the evidence that's been given by 24 Dr Sophie Hallett. Can we bring up, please, 25 INQ006087_003-004, please, paragraphs 6 to 10.</p> <p style="text-align: center;">Page 68</p> |

| | |
|--|---|
| <p>1 She talks there about the developments that we will 2 hear about in Wales in relation to risk assessment, and 3 she expresses some concerns around the issue, I think, 4 of scoring and also talks about group assessments. Do 5 you want to respond to the evidence that she's given 6 here? 7 MS LANGDALE: I think I've mentioned -- I've responded to 8 that in part. I should say, though -- it might be that 9 I come back to you outside of here -- that I'm pretty 10 certain that our chief social worker has been very clear 11 about scoring previously as not being a helpful way of 12 assessing risk. But I will come back to you outside of 13 the inquiry on that point, and I think I've responded to 14 Dr Hallett's other points in my previous oral evidence. 15 MS HILL: I think specifically, just for completeness, you 16 were also asked to look at this research paper from the 17 Centre of Expertise on Child Sexual Abuse. Just can 18 I adduce, please, and bring up HOM003358. This is 19 a fairly substantial piece of work, a report prepared, 20 I think partly with Coventry University, and this is 21 looking specifically at the use of tools and checklists 22 to assess risk, and if we just go briefly to internal 23 page _005 through to _006, there is a series of findings 24 there that are made around the differences in tools 25 being used, the variety of practice, confusion around</p> <p style="text-align: center;">Page 69</p> | <p>1 screening or risk assessment, comments again about 2 scoring, and various other findings and sort of gaps in 3 knowledge. To what extent is this very detailed 4 research work being taken into account by the 5 department? 6 MS LANGDALE: This is a really important contribution to us 7 understanding the practice improvements we need to make 8 in this area as well as the complexity, and it's being 9 properly taken into consideration, I'm sure, not just by 10 the Department for Education in considering updates to 11 its guidance, but far more widely by professionals and 12 colleagues across government. 13 MS HILL: If a single tool is to be used, should the 14 principles underpinning it apply more widely, for 15 example, to schools and care homes and other 16 institutions? 17 MS LANGDALE: Those are the principles that sit within 18 Working Together, yes. So it specifically takes the 19 multi-agency approach and applies to every individual or 20 organisation that works with children, and that's 21 a really important part of it. At its heart, local 22 areas have to work across a multiplicity of 23 organisations and share information in order to properly 24 protect and safeguard children. 25 MS HILL: There have been some questions in the inquiry</p> <p style="text-align: center;">Page 70</p> |
| <p>1 already about the London CSE protocol mnemonic, which 2 I think you're probably familiar with, the SAFEGUARD 3 mnemonic, I think some doubts about its suitability or 4 efficacy. Do you have a view on that? 5 MS LANGDALE: I will come back to you on that. 6 MS HILL: I think you have heard some broader evidence 7 around this issue of the distinction between risk and 8 harm at the risk assessment stage. Is there anything 9 else you would like to say on that? 10 MS LANGDALE: Not other than I've noted it with real 11 interest and it feeds into wider work on contextual 12 safeguarding and our ever-increasing understanding of 13 this area. 14 MS HILL: We have put on the topics list the specific 15 question of risk assessment carried out in the health 16 context. Is there anything in particular you would like 17 to add on that? 18 MS LANGDALE: No. 19 MS HILL: I'm not sure I have any further questions for you 20 on this topic. Can I move, then, please, to Mr Heaney. 21 Mr Heaney, you have given some evidence about this 22 issue. Can I bring up, please, WGT000464, which is your 23 witness statement. Can I go, please, to internal 24 paragraph 9. Just bear with me a second. While I find 25 the reference, Mr Heaney, can you just bring the inquiry</p> <p style="text-align: center;">Page 71</p> | <p>1 up to date in simple terms with the SERAF form and the 2 changes that have been made to risk assessment within 3 Wales. Just help the chair and panel with that, please? 4 MR HEANEY: Thank you very much -- 5 MS HILL: Can you speak up a bit again, Mr Heaney? 6 MR HEANEY: Thank you. I assure you now I am raising my 7 voice, so I hope it's coming across, and my apologies. 8 The SERAF (overspeaking) -- 9 MS HILL: I'm sorry, I have found the reference. It is 10 internal page _008, Danny, and if we scroll in, please, 11 on paragraphs 39 to 40. Just help us with the SERAF -- 12 sexual exploitation risk assessment framework -- please. 13 MR HEANEY: Yes, of course. In Wales, we have 22 local 14 authorities. Back around 2006/2008, Barnardo's Cymru 15 did a tremendous amount of work in relation to the 16 SERAF -- the sexual exploitation risk assessment 17 framework. I was a local authority colleague at that 18 time and it was the second pilot in Wales. I think the 19 tool itself was very useful in its day in helping us to 20 gather information around the child to inform 21 multi-agency child protection decision making. 22 Obviously, as time moves forward and our awareness 23 and knowledge grows, the research evidence that you have 24 highlighted of Sophie Hallett really suggested that, you 25 know, this was driving the process-driven approach to</p> <p style="text-align: center;">Page 72</p> |

| | |
|---|---|
| <p>1 risk management, which does not secure, then, the 2 longer-term safeguarding well-being outcomes for 3 children and young people. There was a response to that 4 in Wales. We have had an advisory group that's been 5 looking at the forthcoming guidance on child sexual 6 exploitation. We have also done the work around the 7 all-Wales practice guide. Based upon the current 8 evidence, the approach we are taking is a practitioners' 9 prompt, you know, that would be used instead of risk 10 assessment. Practitioners' prompt is included in the 11 all-Wales practice guide.</p> <p>12 What we are trying to get at here is, really, you 13 know, we have been very clear, as the Welsh Government, 14 what we don't want to see is meetings where the focus is 15 just on managing risk and risk assessment, producing a 16 risk score, without really considering the wider care 17 and support planning to sustain the change and support 18 in a child-centred way.</p> <p>19 My last comment would be that we haven't prohibited 20 the use of risk assessments, but we are very clear that 21 a risk assessment in itself and a score chase isn't the 22 right approach. It must be much more holistic and in 23 a child-centred way in terms of care and support. Thank 24 you.</p> <p>25 MS HILL: Formally for the note, I will submit WGT000464, at</p> <p style="text-align: center;">Page 73</p> | <p>1 paragraphs 39 to 50, you talk in a little more detail 2 about this. Can you help us a little bit, please, 3 Mr Heaney, with the Gwella Research Practice Development 4 Project, what that was about and what the implementation 5 of it has been?</p> <p>6 MR HEANEY: That was a really important -- it was 7 a four-year project that ended in April of this year. 8 We funded it through my department's sustainable 9 Social Services grant. It was a review and evaluation 10 by Cardiff University with delivery intervention by 11 Barnardo's Cymru, really focusing around children 12 trauma-informed practice relationships with parents and 13 girls, and the project sought to adduce later 14 vulnerability to child sexual exploitation and harmful 15 behaviours through trauma-informed work with children 16 and their families.</p> <p>17 The evaluation report has just been published on 18 24 September and Barnardo's Cymru will be hosting 19 a learning event on 15 October to share -- an online 20 conference to share the learning from that work and we 21 have included it in relation to actions within our 22 national action plan to promote the learning from that 23 particular part. Thank you.</p> <p>24 MS HILL: You were asked to reflect on the issue of risk 25 assessment in the context of healthcare. We have seen</p> <p style="text-align: center;">Page 74</p> |
| <p>1 some evidence, as I think you know, from the Care 2 Inspectorate and the Health Inspectorate in Wales. In 3 particular, the Health Inspectorate witness evidence you 4 were asked to look at paragraph 21 of that. Can I bring 5 up, please, INQ005835, internal paragraph 21, please. 6 Is there anything in particular you would like to say in 7 response to paragraph 21? This is the evidence from 8 Alun Jones, interim chief executive of 9 the Health Inspectorate for Wales? This is an 10 observation around the role of healthcare professionals 11 here.</p> <p>12 MR HEANEY: I think two things to say. One is that the NHS 13 safeguarding team have been taking forward issues around 14 engagement. You will be aware that they developed the 15 NHS child sexual exploitation risk questionnaire.</p> <p>16 The second thing to add is, actually, during 17 COVID-19, one of our early learning is that engagement 18 of professionals because of using different technology 19 has led to enhanced conversations. So that is something 20 we are now exploring out of COVID-19 and the use of 21 technology that certainly has been engaging especially 22 in terms of professionals and GPs.</p> <p>23 MS HILL: You were also asked to look at a thematic report 24 provided by several of the inspectorates within Wales. 25 They carried out a joint inspection of the multi-agency</p> <p style="text-align: center;">Page 75</p> | <p>1 response to abuse and neglect in Newport. They were 2 looking, to some degree, at the way in which healthcare 3 services met the needs of young people. I think if we 4 go to that document, INQ005836, and we go, please, to 5 internal page _047, can you just give us some evidence 6 about that, please, Mr Heaney?</p> <p>7 MR HEANEY: Yes, I can. The inspection, as you're aware, 8 was carried out last year, December 2019.</p> <p>9 MS HILL: Forgive me, I have given Danny the wrong 10 reference. INQ005836. It doesn't have that many pages. 11 I have got the wrong reference. Just tell us what the 12 outcome of this was and the significance of it, please?</p> <p>13 MR HEANEY: The outcome was that the different inspectorates 14 worked together. I could list those now, if it would be 15 helpful, but --</p> <p>16 MS HILL: If you scroll in on the first paragraph, it's 17 Care Inspectorate Wales, HMICFRS, Healthcare 18 Inspectorate Wales and HMIP.</p> <p>19 MR HEANEY: It was carried out at the end of last year, 20 multi-agency response to abuse and neglect in Newport. 21 This was the first pilot to be held. The inspection 22 itself included an evaluation of how local services 23 respond to child abuse and exploitation. Publication 24 was delayed due to the impact of COVID. But that 25 publication is now available, as you'd be aware, as</p> <p style="text-align: center;">Page 76</p> |

| | |
|--|---|
| <p>1 of September 2. The inspection found that staff and 2 professionals demonstrated a good understanding of 3 the nature of the work in relation to children and 4 families who are at risk or experiencing exploitations. 5 One of the critical decisions now, of course, or one 6 of the critical reflections, will be how, you know, the 7 inspections look at future opportunities for a more 8 holistic inspection such as this nature. I appreciate, 9 on the one hand, they are very time intensive but, on 10 the other hand, they give a very overarching insight 11 into practice across a number of organisations, and 12 I know that the chief inspectors will be having 13 conversations, and I will be having conversations 14 certainly with the chief inspector from CIW. 15 MS HILL: Thank you, Mr Heaney. That's obviously also 16 pertinent to our final theme of audit that I will come 17 to. So the panel can see, in due course, beginning at 18 page 10, there are a series of areas for improvement set 19 out. If we scroll in on paragraph 14 -- page _014, the 20 third paragraph, the observation there about health 21 documentation not prompting staff to make enquiries 22 about essential information and the other matters that 23 I think we saw in the witness evidence are drawn out 24 there. 25 We can leave that document now. I think those are</p> <p style="text-align: center;">Page 77</p> | <p>1 all the questions I have for you on that. 2 Could I return, please, then, to Mr Papaleontiou on 3 this issue. A few discrete questions for you, if I may. 4 Can we bring up, please, your witness statement, 5 HOM003378_034, paragraph 129. On the topic of risk 6 assessment you have talked there -- you have adduced and 7 provided to the inquiry a series of toolkits and 8 resources for the NHS and Public Health England. So we 9 can see in due course, for example, there is a pocket 10 guide for healthcare staff -- perhaps bring that up 11 briefly, HOM003322. I think this is a guide for those 12 working in healthcare, set out -- just scroll through 13 it, please, page 4 internally -- what is child sexual 14 exploitation, and the next page alongside it, please, 15 Danny, and then sets out on the next two pages alongside 16 each other, please, both physical and psychological 17 signs of possible CSE. Then, finally, behavioural signs 18 on the next page. 19 There is then a lengthy section that runs over 20 several pages, just finally, by way of example, internal 21 page 11, it has a section -- I think it is four pages 22 long -- entitled "Myth busting" and there are "Myths" in 23 bold and then "Realities" set out underneath. That is 24 part of the central government guidance given to 25 healthcare practitioners; is that right?</p> <p style="text-align: center;">Page 78</p> |
| <p>1 Mr Papaleontiou, do we still have you? I'm not sure if 2 you've taken yourself off the microphone or if you need 3 to take yourself off mute. Do we still have you? 4 I think we perhaps have lost our witness, chair. I'm 5 not sure I can see whether Mr Papaleontiou is still 6 here. 7 Perhaps I can ask the legal team to make some 8 enquiries and ask some further questions of the other 9 witnesses. I hadn't realised he wasn't on the screen 10 before asking the question of him. We will perhaps 11 return to that issue, if he can come back and join us. 12 Can I turn then, please, to you, Ms Langdale, to 13 pick up the next theme, which is that of missing 14 children, Return Home Interviews and looked-after 15 children, which I appreciate raises quite a lot of 16 issues. So doing the best I can, can I try and just 17 take you through them. You have given evidence 18 already -- I will give the reference -- at 19 DFE003186_006-011, paragraphs 19 to 32 -- about the 20 statutory guidance on missing children, two improvement 21 areas identified and the main changes anticipated. Can 22 you summarise those for us, please? 23 MS LANGDALE: Yes, I can. I can start by saying we are 24 going to be consulting on the revised statutory guidance 25 shortly. As part of that, in terms of empowering young</p> <p style="text-align: center;">Page 79</p> | <p>1 people to have more confidence and better relationships, 2 we want to test how we can use the Return Home Interview 3 more effectively. We are also keen to -- building on 4 the local -- on the new safeguarding -- new local 5 safeguarding partnerships, we want to look at how they 6 can strengthen multipartnership arrangements around 7 missing across organisations to better meet the needs of 8 those children and young people within that guidance. 9 Then separately we want to ensure that this guidance 10 reflects the current landscape in evidence, both in 11 relation to child sexual exploitation, given the links 12 between children running away and this area, but also 13 other key areas, so, for example, where known links with 14 criminal exploitation and mental health, for example, we 15 want to update it in light of all that evidence base 16 too. 17 MS HILL: One of the issues the inquiry has heard quite 18 a bit of evidence about already is the placement of 19 looked-after children in unregulated placements and, 20 indeed, in placements out of area and in care homes 21 rather than in specialist CSE placements. You have 22 given some evidence about this, and I will just adduce, 23 please, DFE003186, paragraphs 83 to 99. I think you're 24 aware of the recent recommendations from 25 the Children's Commissioner about unregulated</p> <p style="text-align: center;">Page 80</p> |

1 placements. Do you want to respond to that?

2 **A. Yes. Our ministers remain very committed, it is a top**

3 **priority for them to take steps to drive up the quality**

4 **of care overall, both in relation to unregulated**

5 **provision but in relation to all provision for**

6 **looked-after children.**

7 **I would say specifically in response to the**

8 **Children's Commissioner's recent report that we continue**

9 **to believe that in some circumstances semi-independent**

10 **accommodation can be the right choice for 16- and**

11 **17-year-olds, as they move to adult life, but only if**

12 **that is of a high quality and meets their needs, and**

13 **that's a point of difference.**

14 MS HILL: I think you have been asked to reflect on

15 a judgment from the family courts where the judge who

16 determined the issues in that case highlighted -- this

17 is the case of S, which I think you're familiar with,

18 from 2020, EWHC 1012. There was a concern about the

19 lack of secure placements nationally and the judge

20 directed that his judgment be sent to the

21 Secretary of State for Education. Has the Department

22 for Education considered that and is it responding to

23 that judgment?

24 MS LANGDALE: Yes, the Department for Education have

25 considered that. And Minister Ford has responded to the

Page 81

1 some myth busting with children's homes to make sure

2 that everyone is clear that isn't the case.

3 MS HILL: A question for you on a sort of wider topic -- but

4 forgive me, do you want to say something else about

5 secure accommodation?

6 MS LANGDALE: Yes, I do. I just want to go back to the

7 legal framework and just kind of note again that the

8 sufficiency duty is set out in the Children's Act and

9 that duty rests with local authorities. That said, the

10 department has acknowledged that there are sufficiency

11 issues within the secure children's homes estates. That

12 was in part why we set up the coordination unit in 2016

13 and continue to fund it to help plan and co-ordinate

14 welfare placements and to highlight capacity issues.

15 Alongside that, we are increasing -- both maintaining

16 and increasing provision in secure through our

17 40 million capital programme.

18 MS HILL: Thank you. A broader question, please: it's been

19 suggested that sexual exploitation of children is taking

20 place in plain sight and that children in residential

21 care are being taken away from care homes, usually for

22 the weekend, by older men for the purposes of

23 exploitation. Do you agree with that broad statement?

24 MS LANGDALE: My understanding is that that's an historical

25 statement rather than a more recent one, because my

Page 83

1 judgment. I don't know whether it is helpful -- I can

2 discuss with my lawyers and the minister whether or not

3 it would be helpful to share that letter with the

4 inquiry.

5 MS HILL: Yes, I think that would be of assistance,

6 Ms Langdale. I am going to ask you a further question

7 on this topic, and it may be that you can or can't

8 respond, but there's been evidence, I think, adduced in

9 the BBC Newsnight investigation that's mentioned in your

10 statement that local authorities are often finding that

11 regulated placements are not willing to accept children

12 exhibiting what's described as "challenging behaviour"

13 because it will impact on their Ofsted rating, and so,

14 for that reason, local authorities are faced with no

15 choice but to place these children with high levels of

16 need in unregulated placements.

17 Do you want to comment on that now or do you want to

18 deal with that with this additional evidence about the

19 judgment?

20 MS LANGDALE: I'm happy to comment on that now and then move

21 back to secure provision. We are aware of that

22 suggestion. We have discussed it, my team have

23 discussed it with Ofsted colleagues. I should say that

24 Ofsted are very clear that it won't in any way have an

25 adverse effect on the Ofsted rating, and they are doing

Page 82

1 understanding is that absolutely should not be the case

2 and this is an area that Ofsted would be inspecting and

3 scrutinising.

4 MS HILL: You have referenced already -- I don't need to

5 bring it up -- in one of your exhibits the DfE guide to

6 the children's home regulations DFE003079, and you have

7 talked there about the requirement for local authorities

8 to have what I think may be an outdated term -- I'm

9 sorry if I have got this wrong -- it is described as

10 "Runaway and Missing from Home and Care Protocols,

11 agreed with police and other partners". What steps are

12 taken to ensure that those protocols are in place and

13 are reviewed regularly to ensure they're adequate?

14 MS LANGDALE: We continue to believe that these protocols

15 are really important and we would envisage Ofsted --

16 they focus specifically on missing as part of their

17 inspections. My understanding is they would review

18 these and make sure they are in place. Separately, this

19 is one of the areas that we will be exploring in our

20 forthcoming consultation on the statutory guidance in

21 relation to missing because it links more broadly to

22 improvements that we have made in light of our recent

23 reforms to better multi-agency working and new local

24 safeguarding partnerships.

25 MS HILL: The inquiry has heard quite a bit of evidence

Page 84

| | |
|---|--|
| <p>1 about the issue of children being placed out of area, it 2 potentially raising greater challenges in terms of 3 monitoring them and things of that nature. Do you want 4 to comment on the issues that arise in relation to 5 Return Home Interviews and monitoring of those children 6 generally? 7 MS LANGDALE: Yes. I'd say the needs of the child are 8 paramount when designing the right care placement and 9 that's what can result in an out-of-area placement. 10 Moving a child away is not a decision that is taken in 11 any way lightly. Directors of children's services are 12 required to sign off each such decision and it is also 13 an area that Ofsted will scrutinise and we collect data 14 on which we publish annually. 15 We want to reduce out-of-area placements but we 16 envisage them as always being part of the care landscape 17 because sometimes circumstances make it the right 18 decision for a child to be placed elsewhere, for 19 example, when they are at risk of sexual exploitation. 20 MS HILL: You have given some evidence about this in 21 a general sense, but is there any need for clearer 22 guidance to local authorities on their roles and 23 responsibilities in this area, or do you think what's 24 been done so far is sufficient? 25 MS LANGDALE: My sense is, given that it requires director</p> <p style="text-align: center;">Page 85</p> | <p>1 of children's services approval in relation to every 2 placement that is out of area, that they are clear of 3 their responsibilities in relation to this area. 4 I think there are separate questions about sufficiency 5 and there are some local -- this is clearly a big 6 challenge for every local authority, and there are some 7 examples -- again, the picture is very variable where 8 some local authorities are doing a really excellent job 9 of having a really diverse range of provision available 10 for its young people, including when they have very 11 complex needs and in very challenging circumstances. 12 MS HILL: If we can just go within your statement, so 13 paragraph 104 of your statement, DFE003186_036. You 14 talk there about the role of schools in educating 15 children about the risks of running away. That's 16 paragraph 104, if we can bring that up. Is there 17 anything else that you would like to add on that topic? 18 MS LANGDALE: Nothing other than to say that this new 19 curriculum we refer to from 104 through to 107 is now in 20 place and it is being taught as of September. 21 MS HILL: If we go to the top of the next page, 22 relationships education is compulsory from September of 23 this year, health education will be compulsory, and you 24 set out further details I think running through those 25 paragraphs. Thank you very much.</p> <p style="text-align: center;">Page 86</p> |
| <p>1 Mr Papaleontiou, can you now see and hear us and can 2 you remove yourself from mute and say something? 3 MR PAPALEONTIOU: I can see and hear you. I have no idea, 4 apologies, what happened there in terms of 5 the connection dropping off. 6 MS HILL: I'm so sorry I didn't notice you'd left, because 7 I asked a question and you weren't there. Can I repeat 8 the question to you? It is jumping around a little bit. 9 We already talked a bit about the role of healthcare 10 professionals. Was there anything in particular on that 11 topic that you wanted to say? This is specifically 12 about the role of healthcare professionals in risk 13 assessment. 14 MR PAPALEONTIOU: Just to reinforce, I think you'd just 15 brought up the relevant paragraph in my statement, just 16 to say that, again, the NHS safeguarding app has been 17 downloaded 1.4 million times and is looked at 350 times 18 daily. Again, the Public Health England CSE guide is 19 intended to provide local public health teams with the 20 evidence based on their role in prevention as well as 21 a framework with examples to help support public health 22 leaders, viewed 3,374 times, but the wider point is 23 that, again, and I think Ms Langdale alluded to it, the 24 move to new multi-agency safeguarding arrangements in 25 and of itself reinforces the importance of health</p> <p style="text-align: center;">Page 87</p> | <p>1 professionals and the health role in terms of protecting 2 and safeguarding young people, so critical to take that 3 into account in terms of making sure that there is 4 a joined-up approach to safeguarding children. 5 If I may, counsel, very quickly, on the wider issues 6 of risk assessment and protection from harm that you 7 raised, again I just really want to focus on, again, our 8 role at national government establishing the Centre of 9 Expertise on Child Sexual Abuse precisely for the 10 purposes of trying to draw out good practice on a whole 11 range of issues in terms of the response to child sexual 12 abuse, including principles on risk assessment. 13 I think where the child -- the Centre of Expertise 14 on Child Sexual Abuse arrives at in terms of kind of 15 almost a sweet spot of structured professional 16 development -- professional judgment is the point and 17 the principles that we would want to advance and tried 18 to advance, as you have heard, through Working Together 19 but also through College of Policing guidance to ensure 20 that tools are seen as just that, they are but a tool, 21 and they need to be applied with appropriate use of 22 professional discretion and that appropriate use of 23 professional discretion needs to be underpinned by 24 strong and rigorous professional development. 25 So I think it's really important to see the use of</p> <p style="text-align: center;">Page 88</p> |

| | |
|--|---|
| <p>1 risk tools in the round, but also to use and identify 2 issues like, again, the specific questions you asked us 3 on the Metropolitan Police mnemonic, if that is used as 4 a tool and a prompt, as Welsh Government colleagues have 5 referred to the work that they are doing in risk 6 assessment as a prompt, as a way of at least sparking 7 the kinds of issues that officers need to think about, 8 then it is useful in that context and, again, as I think 9 we heard from the Metropolitan Police yesterday, that 10 they are constantly looking at revising that and 11 updating that to make sure that it is up to date with 12 current practice and current knowledge.</p> <p>13 So I think the central point is the employment of 14 risk within the wider context of professional 15 development and professional discretion and seeing them 16 as tools, not deterministic guides to score and 17 determine the response that any child gets and, again, 18 using them as a focus for a more rounded, child-centred 19 approach.</p> <p>20 MS HILL: At paragraph 6 of HOM003378_002, you describe the 21 fact that the government provides funding to 22 organisations who deliver long-term support for victims 23 and survivors. Are you able to indicate how much 24 funding is allocated to the provision of such support 25 and which organisations receive that funding?</p> <p style="text-align: center;">Page 89</p> | <p>1 MR PAPALEONTIOU: The landscape of funding for support for 2 victims and survivors of child sexual abuse is complex. 3 I would try my best to summarise it as quickly as 4 possible, given time --</p> <p>5 MS HILL: I have got some other wider questions, 6 Mr Papaleontiou. Would you be able to put that in 7 writing for us? That has arisen relatively recently, 8 I know, as a question. Can you deal with that 9 separately?</p> <p>10 MR PAPALEONTIOU: Yes, but can I make three very quick 11 points, which is, one, the importance of, again, Health 12 Commissioners providing sexual assault referral centres, 13 and funding for those increasing, and the role of 14 national government in providing national services and, 15 again, Ministry of Justice and the Home Office have 16 increased funding for those national services. And then 17 the funding that is provided to local commissioners in 18 order for them to assess need locally and to provide 19 funding in line with that local commissioning position 20 and, again, where the funding from 21 Ministry of Justice for support to the Police and Crime 22 Commissioners and other local commissioners to provide 23 that funding has increased. But I can provide details 24 of that in writing too.</p> <p>25 MS HILL: Thank you, we would be grateful.</p> <p style="text-align: center;">Page 90</p> |
| <p>1 Mr Heaney, can I come back to you, please. I was in 2 the middle of dealing with questions of missing 3 children, Return Home Interviews and looked-after 4 children. Your all-Wales practice guide embraces the 5 topic of children missing from home, WGT000464_010 6 through to _012. You I think indicate that this 7 practice guide deals with those who are missing. You 8 explain, I think, at 55 -- can we scroll in there, 9 please -- the process for debriefs in Wales. Tell us 10 a little bit about that and the variable practice 11 I think that's been identified?</p> <p>12 MR HEANEY: Thank you. The process for debrief is 13 absolutely critical and necessary --</p> <p>14 MS HILL: Again, Mr Heaney, can you speak up a little bit, 15 please?</p> <p>16 MR HEANEY: Yes, thank you. I'm obviously having some sound 17 difficulties today. Apologies again.</p> <p>18 So the debriefing Return to Home or Care Interviews 19 are absolutely critical in terms of well-being for 20 children and young people. In all 22 authority areas in 21 Wales, those briefings take place. Much as 22 Sophie Langdale referenced earlier, there is some local 23 determination. In three of the police force areas, 24 there is a regional service in place with an independent 25 practitioner who would conduct those interviews.</p> <p style="text-align: center;">Page 91</p> | <p>1 In one area in Wales, some of the local authorities 2 have commissioned that service and others actually 3 deliver that service in-house themselves. So there is 4 some variation.</p> <p>5 The important issue there is that there are 6 approaches across all of Wales for the return to home or 7 care and debriefs.</p> <p>8 I think one of the critical points is that we will 9 be looking at whether -- you know, there's something for 10 me I want to explore in more detail around that 11 independence. I was part of the initial response for 12 the Gwent missing person scheme that was led by the 13 Chief Constable of Gwent, Jeff Farrar at the time. 14 I think, for us, independence was an important aspect 15 for children and young people, so we will be exploring 16 that further.</p> <p>17 One of the critical issues that I want to reference, 18 and I know time is pressing, it's really important that 19 that conversation take place at the right time for 20 a child and, you know, isn't at an inappropriate time 21 where a child maybe has just had major medical treatment 22 or been a victim of a sexual or physical assault that 23 requires examination, as an example. So I think the 24 timing of that and making sure it is at a time and 25 a place where a child/young person -- at the right time</p> <p style="text-align: center;">Page 92</p> |

| | |
|---|--|
| <p>1 is an important aspect in the process.</p> <p>2 Then my last comment would be that at the moment</p> <p>3 clearly it is within our practice. We have got some --</p> <p>4 for transparency, we have got some stakeholders who are</p> <p>5 asking us to consider whether we would, you know, make</p> <p>6 that as kind of mandatory statutory requirement, so we</p> <p>7 know it is practice that's taking place, and so what we</p> <p>8 will be doing, officials have -- you know, initiated</p> <p>9 some work to scope the evidence on the likely impact of</p> <p>10 a statutory duty to provide, for example, Return to Home</p> <p>11 Interviews and obviously in due course then we will</p> <p>12 advise Welsh ministers on the options to consider.</p> <p>13 Thank you.</p> <p>14 MS HILL: Just for context, internal page _012 of your</p> <p>15 witness statement, WGT000464_012, just for the note,</p> <p>16 paragraph 55, please. It is correct, I think, Mr Heaney</p> <p>17 that, in 2016, there was an HMIC report that was</p> <p>18 concerned about inconsistent practice in England and had</p> <p>19 remained poor in some areas. You have looked carefully,</p> <p>20 and the panel can read, at paragraph 54, please, if you</p> <p>21 go back to the practice in the different police areas in</p> <p>22 Wales, and one issue that you have highlighted is the</p> <p>23 South Wales Police process involving advocacy services</p> <p>24 for children provided by Barnardo's. Is there anything</p> <p>25 else that you would like to say about those differences?</p> <p style="text-align: center;">Page 93</p> | <p>1 MR HEANEY: I think nothing to add in addition to the</p> <p>2 comments that I made in relation to the last question.</p> <p>3 MS HILL: You've been asked to look at the evidence from the</p> <p>4 Care Inspectorate Wales suggesting a need for greater</p> <p>5 clarity around compliance with missing procedures. How</p> <p>6 do you respond to that, Mr Heaney?</p> <p>7 MR HEANEY: In terms of responding to that, that's an action</p> <p>8 clearly that we have. We have been in discussions with</p> <p>9 our critical partners. We meet regularly with the</p> <p>10 Regional Safeguarding Board and we also meet regularly</p> <p>11 with the National Independent Safeguarding Board as</p> <p>12 well. So those conversations, you know, clearly have</p> <p>13 informed the practice guides that are taking place.</p> <p>14 The other area -- I don't want to move too quickly</p> <p>15 from that question if there is more to be followed, but</p> <p>16 I did want to come back to, if I could, just to stress</p> <p>17 you referenced previously some of the issues around, you</p> <p>18 know, placements being -- you didn't say it like this,</p> <p>19 of course, but unregulated would have been the</p> <p>20 terminology you would have used.</p> <p>21 MS HILL: Yes.</p> <p>22 MR HEANEY: That is a concern, as colleagues today have</p> <p>23 already identified. You know, we want to see good</p> <p>24 quality placements. What we have done again in Wales is</p> <p>25 taken that further because, whilst, as I explained</p> <p style="text-align: center;">Page 94</p> |
| <p>1 earlier, the sufficiency duty is upon local authorities,</p> <p>2 we see a role in terms of working together to reduce</p> <p>3 those through the development of high-end specialist</p> <p>4 care because we believe sometimes some of the services</p> <p>5 are not quite responding to the needs, the care and</p> <p>6 support needs, of children and young people in achieving</p> <p>7 some of the outcomes.</p> <p>8 So we are currently working with regional</p> <p>9 partnership boards using integrated care funds, both</p> <p>10 capital and revenue, to consider the ways in which we</p> <p>11 can develop more bespoke high-end placements in Wales</p> <p>12 which will respond to some of the challenges that we are</p> <p>13 currently facing and we have a couple of initiatives</p> <p>14 that we hope to deploy in the imminent future.</p> <p>15 MS HILL: I think, in due course, the chair and panel can</p> <p>16 read the evidence from the Care Inspectorate Wales.</p> <p>17 It's CIW000018_007-008, paragraphs 44 to 55. Because</p> <p>18 I think there are certain regulatory requirements in</p> <p>19 place, are there not, where a local authority places</p> <p>20 a child in an unregistered service and certain</p> <p>21 information has to be provided to the regulator?</p> <p>22 Finally on this topic, Mr Heaney, do you have any</p> <p>23 concerns in Wales around multiple missing episodes for</p> <p>24 children not resulting in sufficient problem solving or</p> <p>25 risk management activity?</p> <p style="text-align: center;">Page 95</p> | <p>1 MR HEANEY: Certainly we are always on the improvement</p> <p>2 curve, we are always in that space where we listen and</p> <p>3 learn. Where issues have been identified, I know that</p> <p>4 multi-agency partners have got around the table. You</p> <p>5 mentioned some of the historical issues around, you</p> <p>6 know, children in residential homes being exploited, so</p> <p>7 those have been picked up and dealt with and responded</p> <p>8 to historically as well. I'm not -- I haven't --</p> <p>9 certainly I haven't been briefed by any of my partners</p> <p>10 on current issues that I would need to bring to the</p> <p>11 attention of the panel today.</p> <p>12 MS HILL: Can we bring up on screen, Danny, CIW000018_006,</p> <p>13 paragraph 38. I think we have heard -- the panel can</p> <p>14 read some written evidence, as I have already said, from</p> <p>15 the Care Inspectorate Wales -- around the fact that in</p> <p>16 the early part of this year, I think, there has been</p> <p>17 some specific work done, a Summit on missing children.</p> <p>18 Is there anything in particular you would like to say</p> <p>19 about that?</p> <p>20 MR HEANEY: I just add, they're really important Summits and</p> <p>21 really important conversations. In terms of taking</p> <p>22 actions into --</p> <p>23 MS HILL: That may be a wrong reference. Carry on,</p> <p>24 Mr Heaney.</p> <p>25 MR HEANEY: My comment would be, really important Summit and</p> <p style="text-align: center;">Page 96</p> |

| | |
|--|--|
| <p>1 the energy that's come out of that is quite critical in 2 terms of making sure that everyone responsible does all 3 they need to do for children who are missing. Again, 4 listening to the voice of children who go missing 5 through that work has been quite critical in forming our 6 response. 7 MS HILL: You have provided some evidence, I think, around 8 some differences between North and South Wales, about 9 children going missing from care homes and around -- 10 well, the way in which out-of-area, looked-after 11 children are monitored. Is there anything further you 12 would like to say about that? 13 MR HEANEY: I think what we are keen to do in Wales is work 14 through the First Minister's agenda, so there is a very 15 high political agenda in Wales, which is children closer 16 to home. 17 We recognise that sometimes there will be kinship 18 care arrangements where they should, appropriately, be 19 in other settings. But we are looking to shape the way 20 that we promote closer care within the home community. 21 So the First Minister is keen for work that's 22 currently taking place to return children that are out 23 of country, for example, or out of county, so we would 24 use that to the lowest possible level. We have some 25 expert advice from key critical partners who are helping</p> <p style="text-align: center;">Page 97</p> | <p>1 us develop our conversations with local authorities and 2 each local authority in Wales also has had to develop 3 what we call their looked-after children reduction 4 expectation plans over a three-year period so that they 5 put their plans together about the energies and the 6 focus and the strategic and operational direction that 7 they're taking to respond to those issues. 8 MS HILL: Just while I'm asking you questions, Mr Heaney, 9 I would like to move to our penultimate theme, theme 7, 10 partnership working on CSE. We have got some evidence 11 already that I have referred to from the Care 12 Inspectorate Wales. Is there anything in particular you 13 would like to say about the work done in Wales to ensure 14 that health professionals and mental health 15 professionals are working well in partnership with those 16 particularly supporting children who are at risk of 17 being sexually exploited? 18 MR HEANEY: Yes. A really important contribution from 19 health around CAMHS and specialist services. The one 20 area I probably would draw to the panel's attention, 21 really, is the work that's gone on around improvement. 22 So the Welsh Government has agreed the implementation of 23 an all-Wales traumatic stress quality improvement 24 initiative. That takes a holistic approach, consistent 25 approach. It's informed by the current evidence. And</p> <p style="text-align: center;">Page 98</p> |
| <p>1 experience of both health professionals and some of 2 the critical partners. Although it is not a primary 3 service, it is a programme that's aimed at offering 4 evidence-based resources for professionals dealing with 5 individuals who have experienced trauma. So specialist 6 services, specialist work streams to bring young people 7 (inaudible) wider issue around business, but actually 8 then focusing in relation to gender-based violence and 9 also sexual assault. Thank you. 10 MS HILL: Ms Langdale, can I come to you on the issue of 11 partnership working, please. Is there anything in 12 particular that you would like to say about this topic? 13 I note, for example, in your witness evidence, 14 DFE003186, paragraphs 44 to 46, you tell us about the 15 child protection information system. You can perhaps 16 address that briefly, but if there is anything else you 17 would like to say on the topic of partnership working, 18 in particular about how to ensure that healthcare 19 professionals and also education professionals are part 20 of that working, then please do so. 21 MS LANGDALE: Thank you. I would add to my witness 22 statement that Sir Alan Wood is completing an 23 independent review of how these new partnership 24 arrangements are working which we expect to be published 25 shortly. We recognise there's a huge cultural shift as</p> <p style="text-align: center;">Page 99</p> | <p>1 well as a big structural shift and it's supporting all 2 of our (inaudible) and local partnerships to -- to 3 really embed the spirit of these reforms will take some 4 years. That will help us in determining the main areas 5 to focus on. 6 I should also add that the police have already done 7 this, but the Department of Health and the Department 8 for Health and Social Care have committed to a national 9 facilitator role to also support those local 10 partnerships in really embedding the reforms. 11 The other thing that I want to add is, as you have 12 noted, on the child protection information-sharing 13 system, but I want to make a broader point, that we are 14 really clear that strengthening multi-agency 15 information-sharing arrangements is absolutely key and 16 also key to risk assessment and decision making and will 17 be part of the aforementioned kind of area of focus by 18 the national panel. 19 On that child protection information-sharing system 20 in particular, I would add -- and I can, outside of 21 here, bring the health numbers, but I would add that 22 from a local authority perspective since I submitted my 23 witness statement 97.4 per cent of local authorities are 24 now signed up to it, and what that really means is that 25 every day an updated live link is shared between local</p> <p style="text-align: center;">Page 100</p> |

| | |
|--|--|
| <p>1 authorities and the health system in those areas where 2 children are either booked into -- so if they miss their 3 appointment, that's also noted -- an unscheduled care 4 setting, so A&E, walk-in centres and minor injury units. 5 That's for all local authorities, all children in 6 a child protection plan or a looked-after child. Then 7 health and social care staff can see that and they can 8 decide, for example, if they should see a more senior 9 clinician, and it also links up the contact details 10 between the relevant teams, too, to further support more 11 joined-up working and I would add, from a health 12 perspective, that we have brought forward something that 13 we thought we would do in phase 2 to phase 1, which is 14 that, during COVID, during the coronavirus pandemic 15 earlier this year, from May 2020 we ensured that 16 schools, nurses and health visitors also had access to 17 this information, given what a vital safeguarding role 18 they have too. 19 MS HILL: One further question for you, please, Ms Langdale, 20 and one for Mr Papaleontiou and then perhaps it is time 21 for our lunchtime break. You have given some evidence 22 about the Working Together transitional guidance which 23 requires local safeguarding partners to agree their 24 local arrangements and provide notification of those 25 arrangements within 18 months, so I think by June 2019.</p> <p style="text-align: center;">Page 101</p> | <p>1 I don't know if you have been following all of 2 the evidence, Ms Langdale, but Professor Sarah O'Brien 3 at St Helens Borough Council provided a statement to 4 this inquiry in February of this year stating at that 5 time she concurrently held the roles of strategic 6 director of people's services, clinical accountable 7 officer of St Helens CCG and chair of the Safeguarding 8 Children's Partnership within the borough council. Her 9 colleague at the council, Mr Leivers, give evidence that 10 being chair of the safeguarding arrangements would be 11 a normal position for a director of children's services 12 and, indeed, that it was sensible. Can you help whether 13 the DfE were notified of this arrangement and whether 14 there were any concerns about it? 15 MS LANGDALE: I can. I can pick up all of these questions. 16 I should note I didn't hear personally the evidence, so 17 please let me know if there is more I need to cover. 18 Yes, the DfE was notified. Yes, the DfE did object to 19 this arrangement not on a legal basis, but because we 20 felt it didn't follow the spirit of what was intended 21 through those new reform memberships. 22 I'm not aware of other objections that we have made, 23 that's not an inquiry I have made, but just in response 24 to about who the chair should be and it being sensible 25 about being both a chair as well as being the director</p> <p style="text-align: center;">Page 102</p> |
| <p>1 for children's services, I would say that there's 2 a multiplicity of arrangements around who -- some areas 3 don't have a chair, some areas have got an independent 4 chair, in some areas it's either the health or the 5 children's services or the police lead who is the chair 6 or it rotates. So it doesn't automatically have to be 7 the director for children's services. 8 MS HILL: Finally, would inter-agency working be improved if 9 there was a single figurehead for CSE such as a minister 10 for CSE or CSA in your view, Ms Langdale? 11 MS LANGDALE: Departmental responsibilities and ministerial 12 responsibilities are a matter for the Prime Minister, so 13 I don't feel able to say more than that on this point. 14 MS HILL: Is your position the same on that, 15 Mr Papaleontiou? 16 MR PAPALEONTIOU: If I may, I think it's really important to 17 reinforce that certainly the Home Office has got, as 18 I outlined at the start, a coordinating function in 19 terms of driving an effective response to child sexual 20 abuse. We have a Minister for Safeguarding, who we 21 report to, who is committed to this agenda; we have 22 a Home Secretary who is committed to this agenda; and we 23 have a Prime Minister who hosted a Hidden Harm Summit in 24 the summer where he was very clear about his commitment 25 to this agenda.</p> <p style="text-align: center;">Page 103</p> | <p>1 So I think the really important point to reinforce 2 is there is certainly the political commitment across 3 government, there is certainly clarity in terms of 4 ministerial responsibility for driving this forward but 5 recognising every department has a part to play, and, 6 equally, we do have roles of Children's Commissioners 7 and Victims' Commissioners who equally play a really 8 important role in this space in terms of advocating for 9 the child and for victims and survivors and holding the 10 government to account on how far -- representing the 11 voices of victims, very clearly, in terms of holding us 12 to account and ensuring that we are taking on board 13 their expertise and knowledge in terms of driving this 14 agenda forward. 15 MS HILL: Chair, I haven't quite completed my questioning 16 but it is probably time for our lunchtime break. I have 17 got further questions on the issue of audit, some 18 further questions around future priorities and a few 19 rule 10s, so I have got about 15 minutes more 20 questioning, chair. 21 THE CHAIR: We will take the break and return at 1.45 pm. 22 MS HILL: Thank you. 23 (12.48 pm) 24 (The short adjournment) 25 (1.45 pm)</p> <p style="text-align: center;">Page 104</p> |

| | |
|---|--|
| <p>1 MS HILL: I'd like to resume the questioning, please, on the 2 final few topics, so the first topic is audit, review 3 and performance improvement. Can I ask Ms Langdale, 4 first of all, to pull up DFE003816, paragraph 25, and 5 just talk a little bit, please, about the role of Ofsted 6 and the effectiveness of the -- I think it is the ILACS 7 framework. Can you help us with that? 8 MS LANGDALE: Sorry, counsel, are you referring to 9 paragraph 24? 10 MS HILL: Have I given you the wrong reference? We can 11 bring it up on screen. It is your witness statement, 12 DFE003816, I thought it was 25, forgive me if it is 24. 13 MS LANGDALE: That's okay, I'll continue anyway. So the 14 varying inspections, Ofsted receive a very broad range 15 of child-level data, typically covering six months prior 16 to inspection. This covers a number of different 17 children. When inspectors select the children and young 18 people whose experiences they will evaluate, they will 19 take account of, among other factors, children at risk 20 of harm from physical, emotional and sexual abuse or 21 neglect and inspectors will also want to identify those 22 children and young people who the local authority is 23 concerned may be vulnerable to sexual and other forms of 24 exploitation and those children and young people who 25 have been missing from care, home and education. Their</p> <p style="text-align: center;">Page 105</p> | <p>1 framework is set out, I'm sure, in one of 2 the submissions and has also been consulted on as part 3 of an implementation review and that review found that 4 Ofsted's approach was effective overall and, in 5 particular, that the inspections were more practice 6 focused with inspectors spending more time speaking with 7 social workers. I don't know if there is anything you 8 want me to add in addition. I have also noted 9 Ms Stanley's evidence statement too. 10 MS HILL: Is there anything else that you would like to 11 respond to in that statement? The inquiry is going to 12 hear from these witnesses this afternoon. Is there 13 anything else you would like to say about the Ofsted 14 evidence or about audit, review and performance 15 improvement generally? 16 MS LANGDALE: Just more generally, I want the inquiry to 17 note the role of independent scrutiny in chapter 3 of 18 Working Together in relation to new partnership 19 safeguarding arrangements. That forms an important part 20 of the independent scrutiny and the wider system which 21 links up with both Ofsted's inspections as well as the 22 joint targeted area inspections. 23 MS HILL: I think that's all the questioning I had on that 24 topic for you. Could we go, then, please, to 25 Mr Papaleontiou. You have seen a series of questions</p> <p style="text-align: center;">Page 106</p> |
| <p>1 set out for you covering a range of audit issues, so 2 CQC, the role of HMICFRS, the role of joint targeted 3 area inspections, PEEL assessments. You give evidence 4 about this in your witness statement. Mr Papaleontiou, 5 can you just draw together the key threads of that 6 evidence about those different inspection frameworks, 7 please. 8 MR PAPALEONTIOU: I guess the points to emphasise are, 9 again, in line with the importance of the multi-agency 10 approach, the importance of inspectorates, both CQC, 11 Ofsted and HMICFRS in terms of really driving that 12 cross-agency response. Both in terms of, if you like, 13 sector-specific inspection frameworks but also in terms 14 of the JTAI, the joint approach, in terms of ensuring 15 that we do reflect and acknowledge the importance of 16 joint inspection where there is otherwise the potential 17 challenge of various inspectorates, if you like, 18 pointing to the importance of other sectors stepping up 19 in this area. 20 So I think the joint inspection framework is very 21 important. 22 We just draw out, I guess, and you will hear more 23 evidence on this later today, the importance of that 24 inspection framework in terms of both identifying areas 25 where there has been improvement, but also identifying</p> <p style="text-align: center;">Page 107</p> | <p>1 areas where there is further to go, and, again, the 2 importance of the inspection framework in terms of 3 driving better local activity but also in terms of 4 informing national practice and with specific reference 5 to the HMIC inspections which I am more knowledgeable 6 about, just emphasising the importance of, if you like, 7 that rolling inspection framework in terms of making 8 sure that there is rigorous follow-up and, indeed, the 9 role of the Home Secretary and the Home Office in 10 exceptional circumstances where they can, with HMIC, ask 11 for more intensive inspection activity to be taking 12 place, as was the case with the Metropolitan Police 13 Service re inspection on child protection. 14 So I think they're the key points I wanted to draw 15 out, as well as stressing that, certainly from my 16 knowledge of HMIC and working with HMICFRS, their 17 commitment to working with wider partners to ensure that 18 their inspection framework is informed by the knowledge 19 and expertise of others in the sector, including 20 third-sector partners. 21 MS HILL: I think you were asked to look at the HMICFRS 22 thematic report on child protection inspections in 23 INQ005166_001. We will hear more about this, obviously, 24 from the witnesses that follow you, but was there 25 anything in particular you wished to draw out from that</p> <p style="text-align: center;">Page 108</p> |

| | |
|--|---|
| <p>1 overarching thematic report?</p> <p>2 MR PAPALEONTIOU: So I think, again, just reflecting the</p> <p>3 importance -- the acknowledgement of the improvements</p> <p>4 that have been made in terms of senior leader attention,</p> <p>5 in terms of the progress (inaudible) achieving better</p> <p>6 results for children, better understanding and sense of</p> <p>7 responsibility in terms of safeguarding vulnerable</p> <p>8 people, trauma-informed approaches, risk assessment</p> <p>9 improvements, but, equally, again, stressing that there</p> <p>10 is far more to do in terms of issues around capacity and</p> <p>11 capability which we have already discussed, a better</p> <p>12 understanding and engagement with the needs of children,</p> <p>13 challenges in offender management space and, indeed, in</p> <p>14 digital investigations.</p> <p>15 So, again, using those as themes -- and we may come</p> <p>16 on to this later -- to ensure that, at a national level,</p> <p>17 we are taking on board those themes and ensuring that</p> <p>18 they are feeding forward into our future work as set out</p> <p>19 in my evidence around the strategy.</p> <p>20 MS HILL: I think, just for completeness, this thematic</p> <p>21 report which was completed last year, if we can just</p> <p>22 scroll through, please, to the summary of the key</p> <p>23 findings, Danny, INQ005166_009. I think the report, the</p> <p>24 headline themes noted some innovative work being done by</p> <p>25 police to protect children. Over the page, though,</p> <p style="text-align: center;">Page 109</p> | <p>1 under the heading "The recognition of risk and</p> <p>2 vulnerability":</p> <p>3 "Where the risk is immediate and obvious, forces</p> <p>4 usually respond well but complex or less obvious risks</p> <p>5 can be missed."</p> <p>6 Then in the bold, about two-thirds of the way down:</p> <p>7 "Police now understand that those children who go</p> <p>8 missing are at increased risk of exploitation, but</p> <p>9 responses still require improvement."</p> <p>10 And similar observations on the next page:</p> <p>11 "Opportunities for the police and their partners to</p> <p>12 intervene at an earlier stage are recognised."</p> <p>13 Then the bold below:</p> <p>14 "The response to criminal exploitation is evolving</p> <p>15 but too many exploited children are criminalised."</p> <p>16 Finally:</p> <p>17 "Approaches to managing risk to children posed by</p> <p>18 others are inconsistent and police increasingly</p> <p>19 recognise the vulnerability of children in custody but</p> <p>20 too many are still retained unnecessarily."</p> <p>21 As headline findings, there is still significant</p> <p>22 challenge and significant work to be done in this field;</p> <p>23 is that right?</p> <p>24 A. That's right. Again, commitments, certainly at</p> <p>25 a national level, to be acting on those findings and,</p> <p style="text-align: center;">Page 110</p> |
| <p>1 again, in terms of recommendations for rational</p> <p>2 government that are coming out of JTAs and HMIC reports</p> <p>3 that we are certainly seized on. The importance of</p> <p>4 early intervention and prevention and doing more in that</p> <p>5 space in terms of intervening earlier, and, again, we</p> <p>6 will be looking to capture that not just in a future</p> <p>7 child sexual abuse strategy, but across, if you like,</p> <p>8 the vulnerability spectrum and in relation to criminal</p> <p>9 exploitation of children too.</p> <p>10 So, again, really seized on the importance of that</p> <p>11 space and, again, on the detention of children, joint</p> <p>12 work between Home Office and Ministry of Justice and DfE</p> <p>13 is ongoing in terms of addressing findings in that area</p> <p>14 and also recommendations on intermediaries where, again,</p> <p>15 Ministry of Justice and Home Office and DfE are working</p> <p>16 together in terms of ensuring that the availability of</p> <p>17 intermediaries is improved.</p> <p>18 MS HILL: Thank you. Finally on this, Mr Heaney, turning to</p> <p>19 you, can I bring up, please, the evidence from the Care</p> <p>20 Inspectorate Wales CIW000018_003-004, paragraphs 27 to</p> <p>21 28, please. This references, Mr Heaney, the joint</p> <p>22 approach to inspecting -- that was being piloted,</p> <p>23 I think, in 2019 within Wales. According to this</p> <p>24 statement at paragraph 28, they are currently formally</p> <p>25 evaluating the pilot. Can you bring us up to date or</p> <p style="text-align: center;">Page 111</p> | <p>1 offer your views on that pilot and its success?</p> <p>2 MR HEANEY: Thank you, and, indeed, I referenced this in an</p> <p>3 earlier answer as well, so just to reference that.</p> <p>4 The inspection, as I mentioned earlier, was very</p> <p>5 well received, good comprehensive partnership working</p> <p>6 across the inspectorates, leading to the publication of</p> <p>7 the report on 2 September, and the inspection, across</p> <p>8 a wide range, found staff and professionals had</p> <p>9 demonstrated a good understanding of the nature of work</p> <p>10 in relation to children and families who are at risk of</p> <p>11 sexual harm and experiencing exploitation.</p> <p>12 My discussions with the chief inspector of Care</p> <p>13 Inspectorate Wales have been very positive in relation</p> <p>14 to this particular piece of work and I know that</p> <p>15 currently, then, that will be evaluated. But I think</p> <p>16 there certainly emerged particular attention to</p> <p>17 inspectorates working together.</p> <p>18 There are numerous examples where inspectorates have</p> <p>19 come together in Wales to work together, especially</p> <p>20 Estyn and Care inspectorate Wales and certainly we have</p> <p>21 seen the strength in bodies working effectively</p> <p>22 together. Thank you.</p> <p>23 MS HILL: Is there anything else you would like to say about</p> <p>24 the effectiveness of the safeguarding board's</p> <p>25 activities?</p> <p style="text-align: center;">Page 112</p> |

| | |
|---|--|
| <p>1 MR HEANEY: Yes. I think that that's a very helpful 2 question. I nearly referenced it in the last part 3 before because it's slightly separate. 4 We got the Regional Safeguarding Board to have to, 5 you know, obviously evaluate and make sure that they're 6 effective. But they also have to produce an annual 7 report, and that annual report has to go to the National 8 Independent Safeguarding Board who produce, then, from 9 those -- scrutinise those reports, offer commentary and 10 views on critical issues, and then, legally, they have 11 a duty to report their views on key areas and key issues 12 to Welsh ministers for Welsh ministers to consider. 13 So you've got quite a well-rehearsed, streamlined 14 process that goes from what's happening at the local 15 through the national right into, then, Welsh Parliament, 16 Welsh Government and Welsh ministers. Thank you. 17 MS HILL: Thank you. My final topic, then, please, for all 18 three witnesses is to look to the future, your future 19 priorities and actions. First of all you, 20 Mr Papaleontiou. Could I bring up, please, 21 HOM003378_050, paragraphs 190 through to 197. I think 22 at the time of your witness statement, which was 23 in February of this year, you set out some key themes 24 around future action. Do you want to just draw those 25 out for the chair and panel, please?</p> <p style="text-align: center;">Page 113</p> | <p>1 MR PAPALEONTIOU: Certainly. Again, in my statement, 2 reinforced the government commitment to publish a new 3 child sexual abuse strategy with a focus on the areas 4 that are highlighted in paragraph 190. 5 We have heard about the importance of reducing the 6 opportunity for CSA perpetrators by utilising 7 preventative measures, so making sure we are doing much 8 more than just referencing the prevention and early 9 intervention space. Obviously these are serious crimes, 10 the most serious crimes, so building the capacity of 11 both law enforcement and, indeed, the wider criminal 12 justice system to tackle all forms of CSA, including CSE 13 by organised networks, is critical but so, too, is that 14 victim-centred approach. 15 Then, again, as a lot of the areas we have covered 16 off today, improving the safeguarding response, 17 partnership working, information sharing, that 18 cross-agency approach which is really critical in terms 19 of ensuring that we are bearing down on the threat. 20 Key things that I think are really important to 21 emphasise, if I may, counsel, is -- again, the delays in 22 publishing the strategy have necessarily been around 23 pivoting our response to respond to the particular 24 demands and dimensions of COVID, but our work on the 25 strategy has not ceased. Rather, we are just trying to</p> <p style="text-align: center;">Page 114</p> |
| <p>1 make sure that we are reflecting some of the lessons 2 learned and some of what we now know about child sexual 3 abuse and exploitation in the context of lockdown and 4 how that has played out within the strategy. I really, 5 really want to enforce, we have already talked about 6 audit and inspections as a way of ensuring that we are 7 getting insight in terms of what more we need to do. In 8 developing the strategy, I just really want to emphasise 9 our work with a range of front-line agencies, 10 third-sector partners, experts on child sexual abuse to 11 make sure that our work is informed by their valuable 12 insights and expertise in order to set out what we know 13 and what we don't know, where we need to go further, how 14 we can improve our response right now in the here and 15 now, working with the world as it is, and how we can 16 improve and move to the world as we would like it to be 17 in terms of really improving response to child sexual 18 abuse and exploitation and joining up online and offline 19 and ensuring that we recognise, if you like, the 20 intersections between child sexual abuse and 21 exploitation, other forms of exploitation, but also 22 other forms of intrafamilial abuse and making sure we 23 are taking a child-centred but also a whole-family 24 approach and a public-health approach to tackling child 25 sexual abuse.</p> <p style="text-align: center;">Page 115</p> | <p>1 MS HILL: I think you have already referenced the Hidden 2 Harm Summit. I think the topic of the forthcoming 3 research paper on group-based CSE was on the topics list 4 for you. Can you help us with that, please? 5 MR PAPALEONTIOU: I think I have referred to forthcoming 6 research already earlier in the evidence session. We 7 have established -- I have talked about the work that's 8 been done internally in terms of insight from forces, in 9 terms of the literature review, in terms of what we have 10 done with data. We are working with an external 11 reference group to provide their insight and expertise 12 into that. We are intending to publish that in the 13 autumn and, again, in terms of some of those -- the 14 report coming out of the Hidden Harm Summit which was 15 hosted by the Prime Minister, making sure that that is 16 also captured within our child sexual abuse strategy in 17 terms of the wider commitments and how they come to bear 18 in terms of wider approaches, in terms of ensuring we 19 are capturing the voices of victims and looking at, as 20 I've referenced earlier, victim funding strategy, 21 Victims' Code, Victims' Law, to make sure that we are 22 making the connections to ensure that we really 23 recognise child sexual abuse as the serious crime that 24 it is and, crucially, that we really have impact in 25 terms of, at its most simple, stopping offenders,</p> <p style="text-align: center;">Page 116</p> |

| | |
|---|---|
| <p>1 safeguarding children and providing the best support 2 that we can to victims and survivors. 3 MS HILL: Two further questions for you and that will 4 conclude my questioning for you, Mr Papaleontiou. You 5 may have covered this already, but the specific question 6 rather goes back to the beginning in terms of the themes 7 you have covered: to what extent do you consider that 8 online grooming activity impacts on child sexual 9 exploitation by networks? You have touched on this 10 several times. If there is nothing more you can add, 11 then please say so, but I am asking you that question. 12 MR PAPALEONTIOU: Just to reinforce the real importance of 13 making sure that we are looking at online offending and 14 offline offending in the round. The two are 15 interconnected. Developing our insights into online 16 offending provides valuable insights into previously 17 hard-to-identify real-world offending in terms of having 18 a real window, getting a digital footprint potentially 19 into other forms of abuse. So we are very keen, through 20 the strategy, to make sure we are reflecting the 21 incredible read-across -- the very close read-across 22 between those different forms of offending in terms of 23 abuse and exploitation. And, again, just drawing back 24 on my previous answers, how, again, different networks, 25 whether it is online or offline, can reinforce, harden</p> <p style="text-align: center;">Page 117</p> | <p>1 attitudes towards victims, encourage a sense of impunity 2 and, indeed, provide that network that breaks down both 3 internal and external inhibitors. 4 MS HILL: Finally, there is a series of questions around the 5 evidence that the panel will very shortly hear from 6 Ms Riley from HMICFRS, so her witness evidence has 7 identified significant issues remaining in police 8 responses, including around risk assessment, 9 inconsistent Return Home Interviews and reactive rather 10 than proactive safeguarding. Can you help with what 11 specific steps the Home Office is going to take to 12 promote this joined-up thinking that's needed, how will 13 the Home Office commit to action to foster this 14 multi-agency co-operation that's necessary? 15 MR PAPALEONTIOU: There will be a number of steps in terms 16 of -- again, the panel has already heard about the new 17 multi-agency safeguarding arrangements. I think it is 18 fair to say that the focus across government has been 19 ensuring compliance with those new arrangements in the 20 first instance, and now we are moving, as Ms Langdale 21 has indicated, through Sir Alan Wood's recommendations, 22 into making sure that those arrangements deliver on the 23 spirit of what they are supposed to, which is, again, 24 recognising that there is a cross-cutting responsibility 25 on the sectors to ensure that they are tackling child</p> <p style="text-align: center;">Page 118</p> |
| <p>1 sexual abuse and exploitation and, more practically, 2 then, the very practical steps that we can take in terms 3 of issues around promoting independent scrutiny, in 4 terms of issues around promoting information sharing, 5 drawing on findings from some NHS digital work, that 6 really gets at the heart of tangible, practical steps 7 that are actually going to make a difference. We can 8 have the best guidance in the world, we can have the 9 best training in the world, but if no-one is accessing 10 it, it will obviously be of limited value. So thinking 11 about a thorough pathway from guidance into practice and 12 again utilising the expertise of organisations like the 13 Centre for Expertise on Child Sexual Abuse to help 14 bridge that gap. 15 MS HILL: Thank you very much. Ms Langdale, just some 16 headlines for you on your future action and priorities 17 for the department? 18 MS LANGDALE: The themes that will be most focused on, which 19 I drew out in my evidence as well, will be around 20 improving data and evidence in this area. Secondly, 21 improving practice, with a particular focus on risk 22 assessment and decision making. And hidden groups. 23 I would add to that improving the quality of 24 placements for looked-after children. Fourth, embedding 25 the partnership arrangements in the way that we have</p> <p style="text-align: center;">Page 119</p> | <p>1 been describing and as part of that improving 2 information sharing as well as improving the child 3 protection information system. 4 Fifth, we will shortly be consulting on missing and 5 how we can better support young people that are at risk 6 of or have gone missing. Then we would like -- 7 contributing, of course, to the CSA strategy that my 8 Home Office colleague has just described. 9 Then the care review as well. I just want to log 10 that you will have noted in the government's manifesto 11 the government has committed to undertaking a review of 12 children's social care and we are making preparations to 13 launch, and the review will be bold, broad and 14 independently led, taking a fundamental look across 15 children's social care with the aim of better 16 supporting, protecting and improving the outcomes for 17 vulnerable children and young people. We will be 18 setting out further details, including how to get 19 involved, in due course. 20 MS HILL: Thank you. Mr Heaney, the same question for you: 21 what are the key actions and priorities you see in the 22 future for your government? 23 MR HEANEY: Thank you very much. Our starting place is to 24 continue the engagement and work that we have with 25 children and young people --</p> <p style="text-align: center;">Page 120</p> |

| | |
|---|---|
| <p>1 MS HILL: Mr Heaney, sorry, please speak up. We are still 2 losing you. 3 MR HEANEY: Sorry, I'm having to really project my voice. 4 I'm sorry, I do apologise. I think the immediate 5 starting place for us in the Welsh Government in terms 6 of priorities is to continue our engagement and 7 listening work with children and young people to ensure 8 that's at the heart of any policy making. 9 The next action for us is to continue to deliver the 10 national action plan, the core requirements within that 11 around protection, prevention and support, to children 12 and young people. We will, of course, as referenced 13 earlier, be producing the new child sexual exploitation 14 guidance and we hope that to be out either this year or 15 early in 2021. 16 We also, as part of that work, see our role in 17 leading and facilitating with Social Care Wales to 18 deliver the practice and the workforce changes that 19 colleagues on this session this morning have referenced 20 in terms of making the difference for training, support 21 and enabling cultural change at the heart of our 22 practice. 23 We will also be continuing then, as a priority, to 24 work with the National Independent Safeguarding Board 25 and hear directly from them on critical priorities for</p> <p style="text-align: center;">Page 121</p> | <p>1 us to take forward. 2 Then the last point is really to, you know, learn 3 from this inquiry, continuous improvement is always to 4 be the case. These are the most important matters 5 affecting our children and young people and it is our 6 duty to respond, protect and to safeguard. Thank you. 7 MS HILL: Thank you very much, Mr Heaney. Chair and panel, 8 those are all my questions for this group of witnesses 9 from the governments. Thank you. 10 THE CHAIR: Thank you. I have some questions principally 11 for Ms Langdale, I think, and then I will pass over to 12 my colleagues. 13 Questions from THE PANEL 14 THE CHAIR: Ms Langdale, first of all, what is the feedback 15 about the grouping of child sexual exploitation within 16 the wider umbrella of child criminal exploitation? Has 17 it served to deplete the focus on CSE or to enhance it? 18 Can you give me practical examples of whichever, if they 19 do apply? 20 MS LANGDALE: Let me start by saying that you kind of want 21 the best of both worlds, I think. So while it is 22 important to consider child sexual exploitation within 23 a wider continuum of exploitation, violence and abuse, 24 we also want to retain a focus on the particular nature 25 and impact of this type of abuse. We believe that's</p> <p style="text-align: center;">Page 122</p> |
| <p>1 imperative. 2 That said, within the contextual safeguarding 3 framework, we do believe there is really value in 4 situating child sexual exploitation within that, too, in 5 thinking how best we can support these young people. 6 Then, in terms of practical examples, chair, I would 7 like -- I will come back to the inquiry with that. 8 THE CHAIR: Thank you. This question is about unregulated 9 placements and temporary accommodation. We have heard, 10 of course, of the temporary accommodation of some 11 extremely vulnerable and exploited children, some of 12 whom were looked after, in bed and breakfasts and 13 separately, perhaps, caravan parks, barges, et cetera, 14 even if they are 16 or 17 years old, and sometimes 15 without the presence of a care worker. Is your 16 department proposing to do anything about this, 17 particularly the 16- and 17-year-olds? 18 MS LANGDALE: Yes. In the consultation proposal that we 19 have brought forward, we are proposing to introduce 20 minimum quality standards for all semi-independent 21 provision and to make sure that all 16- and 17-year-olds 22 continue to have placements -- they all will have 23 placements that meet their needs and that quality 24 threshold and we are also proposing to introduce an 25 Ofsted-led inspection regime to scrutinise that and we</p> <p style="text-align: center;">Page 123</p> | <p>1 will be bringing forward our consultation response very 2 shortly. 3 THE CHAIR: But you're not actually going to say that this 4 must not happen for extremely vulnerable 16- and 5 17-year-olds? 6 MS LANGDALE: Do you mean, chair, we are not going to say 7 there shouldn't be semi-independent provision or that 8 there shouldn't be provision in the examples that you -- 9 in the locations that you just gave? 10 THE CHAIR: Not semi-independent provision; temporary 11 accommodation in which very vulnerable young people 12 could be placed, and we heard at least one example of 13 this where they were actually put in circumstances of 14 possibly heightened risk by being in a certain bed and 15 breakfast accommodation. 16 MS LANGDALE: This is an area of real concern to us, and we 17 are working on it with ministers and with the local 18 authorities and we will be bringing a consultation 19 response very shortly on it. 20 THE CHAIR: Thank you. The third question concerns the 21 training of professionals, and particularly social 22 workers, and I would welcome Mr Heaney's view on this as 23 well. Do you consider that social workers require 24 different knowledge, skills, understanding of the means 25 of effective intervention in child sexual exploitation,</p> <p style="text-align: center;">Page 124</p> |

1 as opposed to the more traditional kind of prequalifying
2 training in child sexual abuse, despite, of course,
3 there being some similarities? Is this now required in
4 prequalifying social work?
5 MS LANGDALE: Chair, I would like to come back to you on
6 that so I can give you a full response.
7 THE CHAIR: Thank you. Mr Heaney?
8 MR HEANEY: Yes, I'd have to check with the prequalifying as
9 well, chair. Clearly, in relation to the training
10 that's going on, it's being embedded into the training
11 approach with the current workforce.
12 THE CHAIR: But you can't tell me whether that's prior to
13 qualification or post qualification?
14 MR HEANEY: No, I would have to just double-check before --
15 I wouldn't want to say anything that misrepresented.
16 I would have to double confirm, chair, sorry.
17 THE CHAIR: I do appreciate that many local authorities
18 provide in-service training on these subjects, but I'd
19 like to know where it stands on prequalifying. Thank
20 you very much. Ms Sharpling?
21 MS SHARPLING: Thank you, chair. A question for
22 Mr Papaleontiou, if I may -- one granular, and the other
23 one a wider one. The first one is, the CSE flag that we
24 have heard quite a lot about during the course of this
25 investigation, which is made more complicated by the

Page 125

1 of those it surveys in terms of who they experienced
2 abuse from, where that took place, how frequent it was,
3 can really help us to unplug much better trend data on
4 CSE across the board, given that we know that CSE will
5 be under-reported or underidentified by policing.
6 So even if we got a really good coverage of the CSE
7 flag, by its very nature, it is only going to pick up
8 a subset of CSE in combination with that wider ONS
9 provenance data.
10 MS SHARPLING: Thank you. I suppose a related question, and
11 that's about the leverage the Home Office has in
12 relation to dealing with poor performance by a police
13 force, one of which may be difficulties in getting the
14 right flag on the right incident at the right time.
15 Now, you have -- and you have told us a little bit about
16 the inspectorate, from whom we will hear later, and
17 a little bit about the local governance and
18 accountability arrangements of Police and Crime
19 Commissioners. Do you have any other what I would call
20 harder-edge leverage to improve performance quickly
21 should it be necessary?
22 MR PAPALEONTIOU: I think I touched on -- there is obviously
23 a framework we work through in terms of the HMICFRS
24 framework. I think I have already referred to the fact
25 that ministers -- there are obviously soft levers in

Page 127

1 fact it must reflect the context in which an offence may
2 have taken place, how central is that CSE flag to
3 understanding the prevalence of CSE across England and
4 Wales?
5 MR PAPALEONTIOU: The CSE flag, I think as we have heard and
6 you have heard through the course of this hearing, at
7 this stage, the first use of it was deliberately
8 designated as experimental and clearly the data shows,
9 in terms of, if you like, the disconnect between what is
10 coming forward in official police recorded crime
11 statistics and the disparity between that and the flags
12 for both CSA and CSE. There are clearly issues in terms
13 of how the flag is being used. We have heard about some
14 of those yesterday in terms of the police using the flag
15 for CCE for a period of time.
16 So, clearly, we need to improve the use of the flag
17 before it is going to tell us anything meaningful on
18 trend data.
19 The point that I think is very important in this
20 space is how we use these data sources in an
21 interconnected way to get at the heart of where trends
22 are going, and my -- the work that has been done by the
23 Office of National Statistics in terms of, as I say,
24 while there isn't a specific breakdown there between CSE
25 and CSA, in terms of the questions it asks of victims or

Page 126

1 terms of the discussions and conversations that
2 ministers can have with Police and Crime Commissioners,
3 with chief constables, with HMICFRS.
4 Equally, there are specific powers that the
5 Home Secretary does have in terms of asking HMIC to
6 specifically inspect in certain circumstances or to
7 return to forces which I think have been used in the
8 context of the Metropolitan Police re inspection on
9 child protection. So there are those powers that the
10 Home Secretary has.
11 Equally, I think it is important to recognise that
12 we now have a national policing board in place which is
13 chaired by the Home Secretary and subboards under that
14 in terms of performance boards, and they provide
15 a further forum to ensure that where there are areas of
16 direct concern that there is a joined-up approach and
17 challenging conversations that can be had between the
18 representatives of the police force in terms of
19 the NPCC, HMIC, the College of Policing, in terms of
20 making sure that there is a coherent and consistent
21 holding to account of police performance.
22 MS SHARPLING: Thank you. A follow-up question -- sorry,
23 I said two questions. It is going to be three.
24 As far as the National Policing Board is concerned,
25 has an item about CSE featured on its agenda?

Page 128

| | |
|---|---|
| <p>1 MR PAPALEONTIOU: An item has featured on its agenda in 2 terms of hidden harms earlier this year, so, yes, the 3 National Policing Board has looked at CSE (a) in the 4 context of wider issues around hidden harms with 5 a particular focus on some of the challenges and 6 pressures and demands that have arisen from the COVID-19 7 pandemic. 8 MS SHARPLING: I see. Thank you very much. 9 THE CHAIR: Mr Frank? 10 MR FRANK: No, thank you. 11 THE CHAIR: Sir Malcolm? 12 PROF SIR MALCOLM EVANS: Yes, one issue, if I may. It's 13 been touched on, perhaps briefly, in many of 14 the responses at various points, but particularly, 15 perhaps, in the paragraphs by Mr Papaleontiou in his 16 conclusions, but perhaps all of you may have some 17 observations, and that is the interface between this 18 area and the idea of organised crime and responses to 19 organised crime, and I'm thinking about it in terms of 20 the focus of this strand of the inquiry on child sexual 21 abuse by organised networks. 22 We have heard a good deal of discussion around the 23 definition of what should be seen as child sexual 24 exploitation and how that relates against child sexual 25 abuse this morning, but I'm wondering to what extent</p> <p style="text-align: center;">Page 129</p> | <p>1 you've got any further reflections on the focus upon 2 organised networks and what we should be understanding 3 by organised groups and networks as far as the interface 4 with child sexual exploitation is concerned. Is this 5 a helpful linkage or does it just potentially open up 6 some gaps and cracks in policy approaches? 7 MR PAPALEONTIOU: I'm happy to come back on that in the 8 first instance. A key point for us from a Home Office 9 perspective, as covered in my statement, is that child 10 sexual abuse and exploitation is covered within serious 11 organised crime strategy. We recognise that child 12 sexual abuse and exploitation is serious organised 13 crime. 14 Now, it is different, though, to other forms of 15 serious organised crime, primarily in respect of other 16 forms of serious organised crime will principally be 17 driven by profit, money, and child sexual abuse and 18 exploitation is different in that respect. The level of 19 organised networks and organised groups will vary in 20 terms of different manifestations of child sexual abuse 21 and exploitation. We have already had questions about 22 online, so we will know that there are -- and the 23 internet hearing drew this out last year -- highly 24 sophisticated, organised groups who are encouraging, 25 perpetuating, child sexual abuse online.</p> <p style="text-align: center;">Page 130</p> |
| <p>1 When it comes to organised networks within the 2 community, then, again, trying to draw out -- there will 3 be various gradations, I guess, in terms of 4 organisation, from loose networks to highly organised 5 networks to affiliations, and the critical bit, again, 6 is to try and ensure that through definitions and 7 through framing different work -- the work on typology, 8 for example, the Centre of Expertise has developed, 9 ensuring that that knowledge flows down into local 10 areas, and I've talked a little bit as well about ROCUs 11 and building analytical capability, to be able to make 12 those distinctions and to then be able to task and 13 understand the different approaches that are needed to 14 tackle different manifestations of child sexual 15 exploitation, but equally to recognise the commonalities 16 around how we can address the core drivers of offending. 17 Now, it would be disingenuous of me to pretend 18 otherwise: there is still a lot to do in terms of 19 understanding offending pathways and, therefore, what 20 the interventions are that are needed for different 21 forms of offending. That's what we will be trying to do 22 and set the scope for within the strategy, but equally 23 recognising that we need to mobilise a wider research 24 community in order to fill some of those gaps. 25 PROF SIR MALCOLM EVANS: Thank you.</p> <p style="text-align: center;">Page 131</p> | <p>1 THE CHAIR: Thank you very much. We have no further 2 questions. Thanks to all of the witnesses. 3 (The witnesses withdrew) 4 MS HILL: Chair, I think we can now move straight into 5 hearing our next group of witnesses. It may just take 6 a few minutes to get this logistically organised. We 7 are going to hear next from Yvette Stanley and 8 Wendy Ghaffar from Ofsted, Katherine Riley and 9 Simon Alexander from HMICFRS and Dr Rosie Benneyworth 10 from CQC. I'm hoping arrangements have been made to 11 allow those witnesses to come to give evidence. 12 MS WENDY GHAFFAR (affirmed) 13 MS YVETTE STANLEY (affirmed) 14 DR ROSIE BENNEYWORTH (affirmed) 15 MS KATHERINE RILEY (affirmed) 16 MR SIMON ALEXANDER (affirmed) 17 Examination by MS HILL 18 MS HILL: I will deal first, please, if I may, with 19 Ms Ghaffar and Ms Stanley and adduce, please, if I may, 20 through you, the witness evidence that you have 21 provided. You have provided a series of statements, but 22 let me just see if I can get all the URNs together for 23 each of you. Ms Ghaffar, your witness evidence is at 24 OFS012532. That was a statement that you provided to 25 the inquiry in March of this year. There was a second</p> <p style="text-align: center;">Page 132</p> |

1 statement at OFS012733 that you provided on 27 July of
 2 this year, and then I think a third statement that you
 3 provided in August of this year, which is OFS012678.
 4 Ms Ghaffar, I think those are all the statements
 5 that you provided. Is that correct?
 6 MS GHAFFAR: That's correct.
 7 MS HILL: Are all those statements true, to the best of your
 8 knowledge and belief?
 9 MS GHAFFAR: Yes, they are.
 10 MS HILL: Chair, with your permission, can I adduce all of
 11 those statements from Ms Ghaffar in full?
 12 Ms Stanley, you have provided a witness statement at
 13 OFS012595 dated 16 March and a second statement dated
 14 27 July with reference OFS012677. Are those the two
 15 statements that you have provided to the inquiry?
 16 MS STANLEY: They are.
 17 MS HILL: Are they both true, to the best of your knowledge
 18 and belief?
 19 MS STANLEY: They are.
 20 MS HILL: Ms Riley, I think you have provided a witness
 21 statement with reference HIC000032 that is dated 17 June
 22 of this year. I think that's the only statement that
 23 you have provided; is that correct?
 24 MS RILEY: It is.
 25 MS HILL: Is that true, to the best of your knowledge and

Page 133

1 don't understand the question or you wish it to be
 2 clarified or put in a different way, please let me know.
 3 Equally, if I don't direct a question to you and you
 4 feel keen to make a contribution, please indicate. I'm
 5 not sure if you were watching the proceedings earlier,
 6 but please just indicate by doing something like that to
 7 raise your hand. If I don't come to you, it may be that
 8 I've forgotten or it may be I didn't appreciate you
 9 could give some evidence, so please just let us know.
 10 Can I begin, please, by also just reminding you that
 11 there are restriction orders in place, and we will,
 12 I think, now, chair, looking at the time, run until
 13 about our mid-afternoon break at 2.45 pm, and then we
 14 will take a break and resume some questioning after the
 15 break.
 16 Can I begin, first of all, by confirming in respect
 17 of each of you rather briefly your current positions.
 18 Ms Ghaffar, you are employed by Ofsted as Her Majesty's
 19 Inspector and Specialist Advisor for Cross-remit
 20 Safeguarding. You joined Ofsted in 2010 and you have
 21 a range of experience in undertaking and leading
 22 inspections, including leading the National Thematic
 23 Inspection of Neglect that was published in 2014 and in
 24 your current role, I think you've developed the
 25 methodology for and led the joint targeted area

Page 135

1 belief?
 2 MS RILEY: It is.
 3 MS HILL: Mr Alexander, I think you have provided one
 4 witness statement, HIC000034, dated 4 September of this
 5 year. Is that right?
 6 MR ALEXANDER: That's correct.
 7 MS HILL: Is that true, to the best of your knowledge and
 8 belief?
 9 MR ALEXANDER: It is.
 10 MS HILL: Dr Benneyworth, I believe you have provided
 11 a statement with reference CQC000371 that is dated
 12 around July -- 30 June of this year, and a second
 13 statement with reference CQC000382 that is dated I think
 14 11 August 2020. Is that correct?
 15 DR BENNEYWORTH: That's correct.
 16 MS HILL: Is that statement true, to the best of your
 17 knowledge and belief?
 18 DR BENNEYWORTH: Yes, it is.
 19 MS HILL: Chair, with your permission, I adduce all of those
 20 statements in full. Is that all right?
 21 THE CHAIR: Yes.
 22 MS HILL: Thank you very much. For all of you, you are
 23 aware that we have provided a topics list giving some
 24 broad indications of the questions that we would like to
 25 explore with you in evidence. If, at any point, you

Page 134

1 inspections, including into child sexual exploitation,
 2 the neglect of older children and, most recently, child
 3 sexual and criminal exploitation. Is that right?
 4 MS GHAFFAR: That's correct.
 5 MS HILL: Ms Stanley, I think you're employed by Ofsted as
 6 the national director for social care, appointed to the
 7 role in 2018. Prior to that you were director of
 8 children, schools and families, statutory director of
 9 children's services for the London Borough of Merton
 10 and, before that, you held roles at assistant director
 11 level in a number of London boroughs. Is that correct?
 12 MS STANLEY: It is.
 13 MS HILL: Ms Riley, I think you're employed by the
 14 Civil Service as portfolio director for the joint
 15 criminal justice inspections and protecting vulnerable
 16 people portfolio within HMICFRS and you've been in that
 17 role since 2017; is that right?
 18 MS RILEY: That is, yes.
 19 MS HILL: Mr Alexander, I think you are employed by the
 20 Civil Service as deputy portfolio director within the
 21 same portfolio, and you've been in your present role
 22 since 2019?
 23 MR ALEXANDER: That's correct.
 24 MS HILL: Just to be clear, I think, for all four of you, as
 25 witnesses, you have recognised between you, Ms Ghaffar

Page 136

| | |
|--|--|
| <p>1 and Ms Stanley, certain questions that one of you 2 perhaps feels better able to deal with, and similarly, 3 Ms Riley and Mr Alexander, I think, between the two of 4 you, you have recognised there are some questions that 5 your colleague may be better placed to deal with. So 6 please if I direct the questions unhelpfully, just let 7 us know who is best placed to assist the inquiry. 8 Finally, Dr Benneyworth, you have provided, I think, 9 in your most recent witness statement some clarification 10 of your role. You joined the Care Quality Commission 11 in March 2019 as chief inspector of primary medical 12 services and integrated care and you oversee the work 13 across a wide range of sectors that the CQC regulates 14 including GP and dental services, independent health 15 clinics, 111 and out-of-hours work and, alongside that, 16 your role includes the oversight of joint work with the 17 other inspectors to ensure good health outcomes in 18 prisons, probation services with Ofsted through 19 inspections of children's services and I think others. 20 Is that right? 21 DR BENNEYWORTH: That's correct, yes. 22 MS HILL: Can I try and deal in brief now, please, with an 23 understanding of the role of each of the inspectorates. 24 Just very briefly, as far as Ofsted are concerned, just 25 help the chair and panel understand in straightforward</p> <p style="text-align: center;">Page 137</p> | <p>1 terms what role Ofsted performs, please? Can I direct 2 this to you, Ms Ghaffar? 3 MS STANLEY: It is probably one for me. The strategic one 4 is probably to me, please, and Wendy is your subject 5 expert. 6 At a strategic level, we are the regulator and 7 inspector of a broad range of social care provision that 8 the inquiry has been interested in, including secure 9 children's homes, children's homes, Fostering and 10 Adoption Agency. Where we are the regulator, we 11 register the place, we assess the fitness to practise of 12 registered managers, we receive notifications, regular 13 reporting and we can undertake compliance and 14 enforcement activity, including inspection. 15 For children's services in local authorities, we are 16 the inspector, not regulator. That sits with the DfE. 17 We have outlined in a number of statements our systemic 18 approach to local authority inspection. Again, there is 19 a dynamic relationship including notifications, receipt 20 of Serious Case Reviews, an ongoing dialogue on an 21 annual basis, as well as a suite of inspection and 22 focused visits activities, which give us, we think, 23 a deeper and more regular insight than previous 24 inspection regimes. 25 With schools, again, the DfE are the regulator and</p> <p style="text-align: center;">Page 138</p> |
| <p>1 we are the inspectorate. But we do receive complaints 2 about schools, and that also will colour our risk 3 assessment and the frequency of inspections. 4 That sort of intelligence gathering across all of 5 those remits means we have oversight of children in 6 a range of domains which can inform our response as an 7 inspector and regulator in each and every domain. 8 I hope that clarifies the knitting of it together 9 because it is slightly duller in the statement. 10 MS HILL: I think for completeness, Ms Stanley, is this 11 right, in your witness statement at OFS012595 from 12 internal -- I think paragraphs 4 through to 14, the 13 chair and panel get a little bit more detail there if 14 they wish to have it. 15 MS STANLEY: Absolutely. 16 MS HILL: Ms Riley, can you do something similar, please, 17 and just give us a broad summary of the role of HMICFRS? 18 I can perhaps assist you by bringing up paragraph 3 of 19 your witness statement, HIC000032_001, paragraph 3. 20 MS RILEY: HM Inspectorate of Constabulary and Fire & Rescue 21 Services. Our remit is to inspect and report on the 22 efficiency and effectiveness of police forces in England 23 and Wales; also, fairly recently, fire and rescue 24 services as well. 25 The manner by which we inspect depends on the</p> <p style="text-align: center;">Page 139</p> | <p>1 subject being inspected. We have three main branches of 2 inspections. We have one which is our every force, 3 every year, broad sweep of policing activity 4 inspections. These are our PEEL inspections. They look 5 roughly at the same things in every force. 6 We have thematic inspections. This is where there 7 is a particular area of policing practice where there 8 are concerns around inconsistencies in practice or poor 9 practice. We will gather data and documents in 10 43 forces, do fieldwork in a smaller number and that 11 will result in a smaller thematic report with national 12 recommendations. 13 So PEEL inspections, every force, every year, more 14 or less. Thematic inspections. A smaller number of 15 forces' fieldwork and a single thematic inspection. 16 The third branch of inspections are rolling 17 inspections. These are in-depth inspections of 18 the police response on a particular issue of policing. 19 They go force by force. They're called "rolling" 20 because they roll over a number of years before we get 21 around to all 43 forces in England and Wales. And they 22 look in detail at an area of policing. 23 Through that kind of three -- tripartite arrangement 24 we are able to flex and the level of inspection and the 25 kind of recommendations we are making depending on the</p> <p style="text-align: center;">Page 140</p> |

| | |
|--|---|
| <p>1 theme. The decisions around what to inspect is 2 a combination of factors. We may be commissioned by the 3 Home Secretary, we may work in partnership with the 4 other criminal justice inspectorates to determine areas 5 where a joint inspection approach would be best. And we 6 publish an annual inspection programme and framework 7 which lays out what we think and what we will be doing 8 for the year coming up. 9 In terms of child protection, child protection 10 inspections was identified as a priority for the 11 inspectorate in 2014. From that point on, we have been 12 running our rolling national child protection inspection 13 programmes, force level, since 2016, also involved in 14 the joint targeted area inspections and, as referenced 15 by a witness earlier on today, we have recently started 16 joint inspection child protection arrangements in Wales 17 as well. 18 MS HILL: I think one particularly pertinent example of your 19 thematic reports is a thematic report from 2019, is that 20 right, on child protection inspections. I think you 21 heard me draw out some of the findings of that to the 22 previous witness group; is that right? 23 MS RILEY: Certainly. That draws on the findings from 24 across the joint targeted area inspections and our 25 national child protection inspections.</p> <p style="text-align: center;">Page 141</p> | <p>1 MS HILL: That's INQ005166. Finally, Dr Benneyworth, you 2 provide some broad overview of the role of the CQC. 3 Just help the panel, in short form, in understanding the 4 role of the CQC in this area? 5 DR BENNEYWORTH: Certainly. The CQC is the independent 6 regulator for health and social care in England, and we 7 make sure that health and social care services provide 8 people with safe, effective, compassionate, high-quality 9 care and we also encourage services to improve. 10 With specific reference to this inquiry, we have 11 a statutory objective to protect and promote the health 12 and safety and welfare of people who use health and care 13 services, and safeguarding is a key priority. We make 14 sure that providers have the right systems and processes 15 in place to make sure that children and adults are 16 protected from abuse and neglect. 17 We inspect all sectors in the health and care 18 services and we look at fundamental standards of care 19 and make sure that those are being met. 20 With specific reference to this inquiry, we 21 undertake joint inspections, joint targeted area 22 inspections, with the other inspectorates, SEND 23 inspections with Ofsted and we also undertake a series 24 of children looked after and safeguarding inspections. 25 We also inspect sexual assault referral centres as well.</p> <p style="text-align: center;">Page 142</p> |
| <p>1 So cover a lot of areas. 2 MS HILL: Thank you. Just before we take our break, 3 Ms Stanley, can I revert to you. Is this right, that 4 you have, in the course of your work, had reason to 5 prepare a series of reports -- we don't need to go into 6 them. But the chair and panel have been provided with 7 reports that touch on, I think, all of the geographic 8 areas that are being considered in this investigation 9 except for Swansea. So there are Ofsted reports 10 available for St Helens, Tower Hamlets, Bristol and 11 Warwickshire; is that right? 12 MS STANLEY: Correct. 13 MS HILL: Ms Riley for the HMICFRS, the chair and panel have 14 been provided with a selection of reports that touch on 15 certain -- Merseyside Police, South Wales Police, the 16 Metropolitan Police and Durham; is that correct? 17 MS RILEY: That's correct. 18 MS HILL: There may be others as well. Chair, perhaps 19 that's an appropriate point to take our mid-afternoon 20 break? 21 THE CHAIR: Yes. We will return at 2.55 pm. 22 (2.41 pm) 23 (A short break) 24 (2.55 pm) 25 MS HILL: Can I ask some questions of the witnesses about</p> <p style="text-align: center;">Page 143</p> | <p>1 our first topic, which is the problem profiling of CSE. 2 First of all, directing my questions to you, Ms Riley, 3 on behalf of HMICFRS, can I pull up, please, your 4 witness statement, HIC000032_005-006. Is this right, 5 that some of the evidence you have given in your witness 6 statement refers back at paragraph 20, please, scrolling 7 in on the third bullet point, to some research done on 8 the police response to missing and absent children. One 9 concern expressed was the third bullet point about the 10 lack of accurate data and intelligence within forces, 11 and therefore nationally, on the nature and scale of 12 the problem of missing children and their exposure to 13 the risks of CSE. I think that was a report 14 from March 2016. But then please, Ms Riley, going over 15 the page to page _006, to the second bullet point in 16 paragraph 21, you point out from the thematic report 17 from 2019 there's now a greater understanding that 18 children can be criminally exploited as well as sexually 19 exploited, police leaders increasingly recognise the 20 ways in which criminal networks operate and can coerce 21 and traffic children, and it is positive that the police 22 service nationally is beginning to understand the extent 23 and prevalence of these issues. 24 That was the evidence in your witness statement. 25 The question, really, is, to what extent do you think</p> <p style="text-align: center;">Page 144</p> |

| | |
|--|--|
| <p>1 there is now an ability of police forces accurately to 2 capture relevant data about victim and perpetrator 3 characteristics? 4 MS RILEY: We find that this is inconsistent, and 5 inconsistent in a couple of ways. So there are some 6 forces who still struggle either with their IT systems 7 or because they are not consistently asking or gathering 8 this information to record information about children 9 themselves. 10 The second part of inconsistency is to do with the 11 information sharing they have in place with other 12 agencies who are concerned with child protection. 13 In our opinion, a proper understanding, a proper 14 problem profile in this case, needs to be symbiotic, 15 drawing information in from the partnership information 16 held about a child or, indeed, an offender, and it also 17 needs to be feeding information consistently into that 18 partnership. 19 For those profiles that we see that are really 20 effective, they have this relationship, this two-way 21 relationship, up and running. They have dedicated 22 analysts who are both not just doing it as a kind of 23 one-hit job but also keeping it updated and we see them 24 really using it. 25 For those which are ineffective, either in some</p> <p style="text-align: center;">Page 145</p> | <p>1 cases problem profiles aren't in place, they are poorly 2 populated, they are not kept updated and they don't make 3 use of the richness of the information from the 4 partnership. 5 MS HILL: A related topic of disruption, please, I think is 6 picked up in your witness evidence. Danny, can we have 7 HIC000032_006, the fourth, fifth and sixth bullet points 8 on the page. It is the bottom three bullet points on 9 the page. 10 So in terms of disruption, Ms Riley, I think your 11 witness evidence has been: 12 "Again, management and oversight and investigation 13 remains inconsistent. Understanding of CSE has improved 14 and while some investigations are good, further 15 opportunities exist to improve the quality and 16 consistency of the police response. All the forces we 17 have inspected since 2015 have clearly recognised the 18 need to improve their response to tackling CSE. Many 19 have developed problem profiles to better understand the 20 nature and extent of the issue." 21 You found that generally forces are doing better at 22 dealing with children being -- dealing with the response 23 to children being abused or exploited on line. You go 24 on to say specialist teams generally conduct 25 investigations, but while enquiries to locate and arrest</p> <p style="text-align: center;">Page 146</p> |
| <p>1 suspected perpetrators are often thorough, there is less 2 evidence of safeguarding planning for victims or 3 children linked to suspects. 4 Is there anything else around the issue of effective 5 disruption of child sexual exploitation by networks that 6 you'd like to say? 7 MS RILEY: I'd just like to underline the final sentence 8 which is up on the screen there. So the indication, as 9 we put throughout our evidence, more widely, of policing 10 to react to the immediate problem in front of them. 11 When that problem is a child at clear risk of harm, that 12 response is often very good, but the ability to look 13 beyond that immediate need for a response into the wider 14 circumstances of that child's life or, indeed, in the 15 case of a perpetrator who has been identified, to 16 consider the other children that might be in access with 17 that perpetrator is something that we consistently find 18 is inconsistent. 19 MS HILL: Do you have a view on whether it is increasingly 20 difficult to distinguish CSE within the wider criminal 21 exploitation or county lines issues that children face, 22 or is that something Mr Alexander can address if you 23 don't feel able to? 24 MS RILEY: Our starting point on this is we work with 25 policing in trying to promote improvements in child</p> <p style="text-align: center;">Page 147</p> | <p>1 protection, very much about preventing an approach to 2 child protection which tries to pigeonhole a child or 3 a circumstance in front of you into a particular kind of 4 offending, to the exclusion of considering the entirety 5 of what's going on in that child's life. 6 Mr Alexander? 7 MR ALEXANDER: Certainly there is a greater understanding 8 across the service around that, but, as was explained 9 earlier, it is about that collaborative approach with 10 agencies and partners. That gives a greater holistic 11 understanding, a greater sense of the different aspects 12 of exploitation, whether that be criminal exploitation 13 or sexual exploitation and what that landscape looks 14 like locally, and then, in terms of disruption tactics, 15 again, it is both looking at child abduction warning 16 notices for those who are harbouring children when they 17 go missing and Civil Orders such as Sexual Harm 18 Prevention Orders. 19 MS HILL: Do you have a view, Mr Alexander, on whether the 20 growth of drugs gangs and county lines activities has 21 impacted on the prevalence of CSE or CSEN? 22 MR ALEXANDER: I would say it certainly has because, again, 23 those involved in county lines drug trafficking, those 24 children who have been moved across borders, across the 25 country, are also being sexually exploited. As we said</p> <p style="text-align: center;">Page 148</p> |

| | |
|---|--|
| <p>1 in our reports, that understanding within the service is 2 much greater now and that recognition of that criminal 3 exploitation. 4 MS HILL: Can I turn to Dr Benneyworth, please, and bring up 5 CQC000371_010, paragraph 29, please. You deal there 6 with some information from, I think, your 2016 "Not 7 seen, not heard" report. The chair and panel have that 8 if they wish to look at it. I think that's at 9 INQ005462. 10 Just help us, please, Dr Benneyworth, with the 11 recommendation made in that report about an independent 12 professional being involved in some of these cases, so 13 this was a recommendation, I think, around a dedicated 14 professional with proper access to a range of 15 multi-agency information who could ensure that children 16 at risk and the profile of offenders was understood and 17 managed. Tell us a little bit more about that, please? 18 DR BENNEYWORTH: In England, there are designated 19 professionals for safeguarding that are statutory roles. 20 We also expect every health provider to have a named 21 nurse, doctor and midwife, if applicable, to support and 22 effectively co-ordinate safeguarding activities. 23 We have found in our inspection activity that many 24 areas, unfortunately, have been unable to fill these 25 posts, and some areas where these posts are filled, the</p> <p style="text-align: center;">Page 149</p> | <p>1 professionals are stretched beyond capacity. 2 But we are seeing, on a positive note, that most 3 health providers have named professionals in place and 4 we are increasingly seeing that the named nurse, midwife 5 and doctors are integrating to really add resilience to 6 these arrangements in a provider. We are also seeing 7 named professionals increasingly representing provider 8 trusts and CCGs in LSCPs and subgroups. 9 MS HILL: So it follows from that, does it, that the 10 recommendation has been partially acted upon but not 11 consistently across the country? 12 DR BENNEYWORTH: That's correct. 13 MS HILL: Do you have a view about whether that professional 14 should be independent from police and local authorities? 15 DR BENNEYWORTH: I don't have a specific view about whether 16 they should be independent. I think the main priority 17 with that individual is that they work in a multi-agency 18 way, they work with their partners, they have access to 19 the information, and there's really good information 20 sharing that enables them to really track children's 21 journeys through the entire system. 22 MS HILL: Can I ask you now some questions about our second 23 theme, which is that of empathy and concern for child 24 victims. Danny, can I do that, please, by scrolling 25 down in Dr Benneyworth's witness statement to</p> <p style="text-align: center;">Page 150</p> |
| <p>1 CQC000371_011, paragraphs 32 to 33. Help us with what 2 you say there about health professionals' recognition of 3 child sexual exploitation and this need for empathy and 4 concern for child victims. 5 DR BENNEYWORTH: Certainly. So I think what we see during 6 our inspection activity is that it's very variable in 7 terms of the consistency and the ability of health 8 professionals to recognise CSE, and that may be due to 9 a whole range of factors such as whether they have been 10 trained appropriately, whether their training has been 11 implemented, whether they have come across cases before, 12 and those type of factors. 13 We know that training is much better -- is in place 14 now, but it's not had necessarily the consistent impact 15 on practice, and that's leading to some of 16 the inconsistencies. 17 We know -- 18 MS HILL: Sorry to interrupt. Can I just scroll out, Danny. 19 We have just got the Northumberland paragraph on there. 20 It is my fault. Can we also go down to 34, 35 and 36. 21 I think, in fairness, in this section you give several 22 different examples from around the country of some 23 less-good practice and some positive examples. Is that 24 right? 25 DR BENNEYWORTH: That's correct. We do see some really good</p> <p style="text-align: center;">Page 151</p> | <p>1 examples of where systems are working well and where the 2 multi-agency approach to training has really helped 3 early identification and helped health professionals 4 identify child sexual exploitation. 5 I think we have also seen areas in the country where 6 this has not effectively been implemented and the 7 training is in place but that hasn't been implemented in 8 a multi-agency way. 9 MS HILL: Some of the less positive examples, I think, were 10 around delays being experienced by children. You also 11 give a positive example, I think, of 12 the Project Golderest initiative about which the inquiry 13 has obtained separate evidence. Is that right? 14 DR BENNEYWORTH: That's correct, yes. 15 MS HILL: You then go on in your witness evidence, please, 16 at 37 to 39 in specifically addressing some issues 17 around diversity, the provision for children from BME 18 groups or LGBTQ+ groups. Help us a little bit with 19 that, in summary? 20 DR BENNEYWORTH: So we know that children and young people 21 are more at risk if they're in vulnerable circumstances, 22 and we know that people with protected characteristics 23 can be more vulnerable in society, which can make them 24 more vulnerable to CSE, and particularly where 25 communities are more isolated, that can lead to them</p> <p style="text-align: center;">Page 152</p> |

| | |
|---|--|
| <p>1 being more vulnerable.</p> <p>2 I think we see -- I have outlined a couple of</p> <p>3 examples in my statement; one where we didn't</p> <p>4 necessarily see all the recording we would have liked to</p> <p>5 see in terms of ethnicity, and I think it is really</p> <p>6 important with local systems that they have that -- the</p> <p>7 data that enables them to understand what is happening</p> <p>8 in their local populations, and that can help with their</p> <p>9 planning, it can help with their system-wide working to</p> <p>10 enable a really -- a much better, timely response.</p> <p>11 We have also -- I have also indicated in my</p> <p>12 statement an example of really good -- a good example in</p> <p>13 central Bedfordshire where they have taken proactive</p> <p>14 steps to reach out -- this was in particular to the</p> <p>15 LGBTQ+ community, and reach out by going out to social</p> <p>16 events and going out to places with LGBTQ people and</p> <p>17 young people so that they could raise awareness and</p> <p>18 promote good sexual practice.</p> <p>19 MS HILL: Is there anything else you would wish to offer on</p> <p>20 this theme?</p> <p>21 DR BENNEYWORTH: No, thank you.</p> <p>22 MS HILL: I think, just while I'm asking you some questions,</p> <p>23 the related theme of male victims and children with</p> <p>24 a disability. Is there anything in particular on those</p> <p>25 themes you'd like to say?</p> <p style="text-align: center;">Page 153</p> | <p>1 DR BENNEYWORTH: I think the thing I'd like to say around</p> <p>2 that is that, for male victims, we know that the risks</p> <p>3 are the same with boys and girls, but sometimes they can</p> <p>4 present in different ways.</p> <p>5 We know that some people who are -- some children</p> <p>6 who are being exploited with present with quite vague</p> <p>7 symptoms, and so they can present with abdominal pain or</p> <p>8 with depression or self-harm or a whole variety of</p> <p>9 different symptoms that may indicate that they are being</p> <p>10 exploited.</p> <p>11 But sometimes with boys, they can present in</p> <p>12 different ways, and I was listening earlier to your</p> <p>13 previous witness about the links with criminality, and</p> <p>14 I think we need to make sure that all professionals,</p> <p>15 particularly across the health and social care systems</p> <p>16 that we are responsible for regulating, do understand</p> <p>17 that there might be a variety of presentations and male</p> <p>18 victims may present in different ways than female</p> <p>19 victims.</p> <p>20 I think the only other thing to add is that we have</p> <p>21 seen differences in recording about gender through our</p> <p>22 inspection activity.</p> <p>23 MS HILL: Thank you. Can I turn back, please, to Ms Riley</p> <p>24 from HMICFRS. Is this right, that in terms of empathy</p> <p>25 and concern for child victims, you again have found</p> <p style="text-align: center;">Page 154</p> |
| <p>1 practice to be mixed, and you have quoted, I think, in</p> <p>2 inspection reports some good examples -- I think we have</p> <p>3 evidence from the Swansea inspection of CSE advocates</p> <p>4 seconded from Barnardo's about which we heard earlier</p> <p>5 today, and some less-good examples, I think, from</p> <p>6 Tower Hamlets, reference to officers not speaking to the</p> <p>7 children, and I think we can see in the earlier</p> <p>8 South Wales inspection, I think, from 2016, you recorded</p> <p>9 the need for action to be taken to ensure the views and</p> <p>10 concerns of children were recorded and information about</p> <p>11 their needs was made more available, and that's a brief</p> <p>12 summary of that.</p> <p>13 But is that a fair summary of what you have</p> <p>14 distilled perhaps nationally, that the practice is</p> <p>15 mixed, but then specifically across our six areas?</p> <p>16 MS RILEY: Yes, it is mixed across areas. What is</p> <p>17 consistent across all areas in England and Wales is</p> <p>18 that, if a child makes a disclosure, that case tends to</p> <p>19 be allocated to a specialist team and across the board</p> <p>20 the response to that child then tends to be better.</p> <p>21 Obviously that is in general. By "better", that</p> <p>22 includes better recordings of interactions, better</p> <p>23 recordings of multi-agency working and others. In those</p> <p>24 circumstances, and we find very little evidence of</p> <p>25 negative stereotyping or inappropriate language.</p> <p style="text-align: center;">Page 155</p> | <p>1 In some other cases, I'd say in many of our</p> <p>2 inspection reports we occasionally pick up on some use</p> <p>3 of inappropriate language, implying that a child is</p> <p>4 voluntarily taking risks, et cetera. We pick this up</p> <p>5 with the force immediately and the force tends to act on</p> <p>6 it.</p> <p>7 MS HILL: Is there anything in particular around cultural</p> <p>8 issues and identity, in particular around the additional</p> <p>9 barriers because of disability, gender, ethnicity,</p> <p>10 et cetera, that you would like to say?</p> <p>11 MS RILEY: We don't pull out differences like that from our</p> <p>12 inspections, so nothing to add on that.</p> <p>13 MS HILL: Can I just bring up, if I may -- no, I don't think</p> <p>14 I need to bring that up. Is there anything else that</p> <p>15 you would like to say on the related themes of male</p> <p>16 victims or children with a disability, Ms Riley?</p> <p>17 MS RILEY: No, thank you.</p> <p>18 MS HILL: We have heard some evidence, Ms Riley, about</p> <p>19 victims' dissatisfaction with the criminal justice</p> <p>20 system, and also there is evidence about barriers to</p> <p>21 disclosure for children. Can you comment on either of</p> <p>22 those issues?</p> <p>23 MS RILEY: May I pass to Mr Alexander for that, please?</p> <p>24 MS HILL: Mr Alexander? The two questions are around</p> <p>25 barriers to disclosure for children who are being</p> <p style="text-align: center;">Page 156</p> |

| | |
|--|--|
| <p>1 sexually exploited by networks and dissatisfaction with 2 the criminal justice system, including, perhaps, 3 premature closure of cases. Can you help us with that? 4 MR ALEXANDER: Certainly. What we see in our inspections, 5 as colleagues have said earlier, is greater drive and 6 training around understanding the voice of the child and 7 doing that in interactions; however, what we see in 8 cases is drift in delay, so from the initial report to 9 the time an officer goes to speak to a child and their 10 parent, there are delays and, by that time, that 11 disclosure isn't forthcoming or the support for further 12 investigative activities isn't there from the family. 13 On occasions, children aren't spoken to at all and cases 14 are closed. So, again, there are some of those 15 challenges that we draw from our inspections around 16 those points. 17 MS HILL: Is there anything else, Mr Alexander, that you 18 would like to say in relation to male victims or 19 children with disabilities or this wider issue of 20 empathy and concern? 21 MR ALEXANDER: No, thank you. Just in terms of empathy and 22 concern, again, as has probably been said, we have seen 23 a greater understanding and improvement in the use of 24 language. Where we do see, sometimes, inappropriate 25 language, that does drive certain aspects of culture and</p> <p style="text-align: center;">Page 157</p> | <p>1 impacts on decision making and rationale of activities 2 going forward in investigating incidents. 3 MS HILL: In your view, it goes beyond the use of language 4 and has substantive consequences; is that right? 5 MR ALEXANDER: It can. We don't see that consistently. We 6 see some excellent practices. But where we do see it, 7 then it does impact and have consequences on cultural 8 decisions around what takes place. 9 MS HILL: Ms Stanley, I was going to come to you on this. 10 Can I bring up your witness statement OFS012595_036-037, 11 paragraph 117. You say in your witness there: 12 "An empathic approach must include respect for 13 children's sense of identity and self-worth. Children 14 who have been exploited are often confused about their 15 identity and lack confidence." 16 You quote the example from the Durham inspection of 17 sensitive work with children who were victims of CSE 18 which took into their unique culture and history, social 19 workers taking the time and effort to understand the 20 child and their cultural and religious needs. You know 21 from your inspection practice understanding issues of 22 identity is important in all aspects of social work, but 23 you say it is particularly important in CSE. Can you 24 just help amplify that a little bit, Ms Stanley? 25 MS STANLEY: I think colleagues involved in the inquiry will</p> <p style="text-align: center;">Page 158</p> |
| <p>1 really appreciate the barriers for children coming 2 forward and disclosing and the multiple barriers for, 3 you know, underrepresented groups and those with 4 protected characteristics. 5 If I could give you some examples of where we see it 6 working really well, and I have looked at the evidence 7 that you heard about ADHD and Asperger's, it's clear 8 that groomers target children with those particular 9 needs and vulnerabilities. 10 Within the workforce group of children's services, 11 there are some really -- within health and education, 12 there are colleagues who really understand autism, ADHD. 13 If we can garner -- in the places where they garner the 14 expertise and insights of those colleagues, in areas 15 where they use their youth workers and their gang 16 workers to be the person shoulder to shoulder working 17 alongside the boys who are tending to present through 18 the criminal justice system and may not disclose for 19 many months or many years. So tools like motivational 20 interviewing and a specialist ability to work with 21 adolescents. 22 So where we see the whole plethora of children's 23 services coming forward and giving their little bit of 24 ingredient to working with these children, and then 25 local authorities and their partners commissioning</p> <p style="text-align: center;">Page 159</p> | <p>1 specialist organisations like Stonewall or Barnardo's -- 2 you have had some evidence of some 0-25 services from 3 LGBTQ practitioners, and that's where we see people 4 working shoulder to shoulder -- perhaps someone the 5 child has chosen to develop that relationship-based 6 work. 7 You're going to ask me about checklists, I know, in 8 due course. What I would emphasise on both is that 9 direct work with someone the child can, you know -- 10 believes cares for them, is curious about what's going 11 on for them, is exuding empathy and has a range of 12 skills or can bring some people around them to help them 13 engage with that particular young person, that's where 14 we see purposeful change happening for these children. 15 MS HILL: For completeness, in your witness evidence earlier 16 in your statement, please, OFS012595_046-048, 17 paragraphs 154 to 157, you give some more evidence about 18 male victims. You talk about the different ways in 19 which abuse and trauma may manifest itself. You talk 20 about the training given to your inspectors. Then 21 scroll in, please, Danny, on paragraph 157 at the foot 22 of page 147, where you talk there about youth offending 23 teams and how you have been impressed with how some of 24 those teams have been trained to recognise the signs of 25 trauma and abuse. Do you want to help us a little bit</p> <p style="text-align: center;">Page 160</p> |

1 with that?

2 MS STANLEY: Where we see local authorities improving, they

3 generally have a very strong practice model which will

4 be based on relationships, which will be based on

5 strengths and understanding and working alongside

6 children and families. Your adolescent services and

7 your youth offending services, your gangs and wider

8 youth workers will often have the skills to get these

9 young people to engage. It may take a period of time.

10 We have to really understand the threats that those

11 young people have been experiencing. You see on the

12 telly many young kids who have been stabbed, for

13 example, not wanting to disclose what's been happening

14 to them, not wanting to support the police in

15 undertaking enquiries.

16 You need to engender trust and that takes skilful,

17 sometimes long-time work with the children, and where we

18 see that happening and where we see social workers

19 working hand in hand with other professionals who have

20 got that skills mix, that's where we see that purposeful

21 change and that different making.

22 MS HILL: Can I ask Ms Ghaffar to deal with one paragraph in

23 her witness statement, please. Can I bring up

24 OFS012532_013, paragraph 46. Ms Ghaffar, you were asked

25 some questions there -- a question there about whether

Page 161

1 the focus on sexual exploitation is being diluted in any

2 way. But of course we will continue to bear that in

3 mind, to keep a focus on that, but we have seen positive

4 moves in many areas in terms of a much more

5 comprehensive understanding of children's experience and

6 the interrelatedness of those risks.

7 If you are going to work with children, it is really

8 important that you understand their lived experience and

9 all the abuse and neglect that they have been exposed

10 to.

11 I did want to make a couple of points on empathy, if

12 I may.

13 MS HILL: Can I interject, just before we leave your witness

14 statement, can I bring up one more paragraph of your

15 witness evidence. OFS012678_022, paragraph 83, where

16 I think you just give a particular piece of evidence

17 about some targeted direct work with boys in

18 Warwickshire that you commended, I think, from their

19 self-evaluation. Is that right? It is at paragraph 83.

20 You noted a particular project, I think, in

21 Warwickshire.

22 MS GHAFAR: Yes, this was at the annual engagement meeting,

23 yes.

24 MS HILL: Carry on. I think you were going to give more

25 general evidence about empathy and concern. Please feel

Page 163

1 the focus on sexual exploitation might be lost among the

2 broader focus, such as is engendered in contextual

3 safeguarding and whether that may be a particular risk

4 for young male victims. Paragraph 46. Help us with

5 what you say there.

6 MS GHAFAR: I think what we have found in the expansion of

7 the focus of the sector on extrafamilial risk, so all

8 forms of exploitation, is in fact we now identify

9 children who perhaps wouldn't have been identified

10 before who are being sexually exploited within the

11 context, for example, of county lines.

12 So I absolutely understand that we must keep a focus

13 on child sexual exploitation, but I think this widening

14 focus that we're seeing is beneficial and one of

15 the reasons I've tried to explain in the statement why

16 we think it's particularly beneficial is that children

17 who are sexually exploited may also be criminally

18 exploited, they may also experience abuse in the home,

19 they may experience a range of risks. So I think

20 there's a move away from just looking at a single aspect

21 of abuse or exploitation, and understanding -- a much

22 better understanding of actually what is that child's

23 experience.

24 So that -- we haven't found any evidence in our

25 inspections that broadening this focus is meaning that

Page 162

1 free.

2 MS GHAFAR: I just wanted to talk about the significance

3 and importance of professionals understanding patterns

4 of grooming for children, because we do find that there

5 are still some professionals who don't understand the

6 kinds of threats that children are being exposed to,

7 they don't necessarily understand children's behaviour,

8 and I think this is a real theme, that professionals

9 need to look beyond children's behaviour and ask

10 questions about why children are behaving in a certain

11 way.

12 Professionals also need to understand adolescent

13 development because, if you don't understand adolescent

14 development, it is very difficult to understand children

15 who are experiencing exploitation.

16 Issues in relation to trauma are incredibly

17 important if we are going to have an empathic response

18 to children who have experienced sexual exploitation.

19 If professionals don't understand how trauma can

20 manifest itself, for example, through PTSD and different

21 behaviours, then it's going to be very difficult for

22 professionals to engage with children, and children will

23 pick up very quickly if there is any sense of them being

24 blamed or a lack of understanding about their

25 experiences.

Page 164

| | |
|---|---|
| <p>1 MS HILL: Finally from this group of topics, Dr Benneyworth, 2 can I bring up from your witness evidence CQC000371_014, 3 paragraph 52, where you give some evidence about the 4 results of your joint targeted area inspections, and 5 just to scroll in, you say that the individual needs of 6 male victims were not -- the report did not indicate 7 that those individual needs were considered or reported 8 on separately to those of male victims, and, 9 additionally, children with special educational needs 10 and/or disabilities who were at risk of CSE did not 11 routinely have their needs fully explored or assessed. 12 Local areas rarely considered the risks to this 13 vulnerable group of children specifically. 14 Dr Benneyworth, just help us a little bit in 15 understanding that in further detail, please. 16 DR BENNEYWORTH: Certainly. When we look at our SEND 17 inspections for children with special educational needs 18 and disabilities, we look at the effectiveness of the 19 education and health and care planning, so the planning 20 that all parts of the system do to ensure that needs are 21 met and that -- we found that the risks from the 22 children's vulnerabilities did not always get noticed or 23 explored in these plans, and this may inhibit them from 24 accessing the support and care that they need. 25 MS HILL: Is there anything else you would like to say on</p> <p style="text-align: center;">Page 165</p> | <p>1 the wider themes of empathy and concern or children with 2 disabilities? 3 DR BENNEYWORTH: No. 4 MS HILL: For completeness, at paragraph 53 of that witness 5 statement, we don't need to bring it up, you give one 6 specific example of an area, not one of the six areas we 7 are focusing on here, where there were concerns that the 8 diversity of children's needs were not always 9 understood. Examples of children who may benefit from 10 an EHCP not having one. That's the sort of thing you're 11 picking up. Is that right? 12 DR BENNEYWORTH: That's correct. 13 MS HILL: Can I move, then, to the topic of risk assessment, 14 protection from harm and outcomes. Perhaps we will 15 start with you, Dr Benneyworth. Can I bring up 16 paragraphs 21 and 22 of your witness statement at 17 internal pages _006 to _007. You talk there about the 18 hidden nature of child sexual exploitation, the need for 19 health staff, I think, to be professionally curious, and 20 give some examples of good practice and areas for 21 improvement. You also comment on the adequacy of mental 22 health provision -- in fact, we would like you to 23 comment on the adequacy of mental health provision for 24 children at risk of CSE. Those are the themes you have 25 already mentioned. Perhaps amplify them as you see fit</p> <p style="text-align: center;">Page 166</p> |
| <p>1 but also please address the adequacy of mental health 2 support for children at risk. 3 DR BENNEYWORTH: Certainly. I would like to start by saying 4 that everyone working in any kind of health and social 5 care setting needs to be aware of the risk of CSE. We 6 know that there are certain areas in healthcare settings 7 where children may present more frequently, such as GPs, 8 sexual health services, A&E departments, ambulances, 9 school nurses. But I think it is really important that 10 everyone across all health settings has the training and 11 the understanding to be able to identify children at 12 risk. 13 I think, in terms of mental health support, we 14 undertook a review in 2018 looking at children and young 15 people's mental health services and we did find that 16 there was an increasing demand on mental health 17 services, particularly in populations with children with 18 complex needs. This was contributing to a poorer 19 quality care and longer waiting lists. We know that 20 there is a system under pressure in terms of the mental 21 health system. Very often we find that there's high 22 eligibility criteria, there are some gaps in service 23 provision, particularly in areas of early intervention, 24 and we find that sometimes children and young people and 25 their families reach the crisis point before they end up</p> <p style="text-align: center;">Page 167</p> | <p>1 getting help. 2 MS HILL: CQC000371_010-011, paragraph 31. You again refer 3 to the role of health professionals here. You describe 4 the fact that local areas will regularly have their own 5 protocols, different organisations have devised forms 6 setting out signs and symptoms and risk. Some provide 7 more detailed actions depending on the degree of risk 8 and there is some variety in how these forms or lists 9 operate and the time taken to complete them. Is there 10 anything else you would like to say about that, 11 Dr Benneyworth? 12 DR BENNEYWORTH: I think it's really important that systems 13 have simple forms to use that everyone has access to, 14 that everyone is aware about, that are recognised, 15 whatever part of the system you work in. So very 16 many -- often people in the health service may be 17 working in several different parts of the health system 18 and they might be a nurse who does some work in practice 19 nursing and some work in a local hospital, so they need 20 to have an ability to quickly identify the information 21 that they need, they need to quickly be able to use the 22 forms. We must never get to a stage where the forms are 23 so complex that actually it puts people off using and 24 raising concerns as appropriate. 25 MS HILL: Is there anything else you would like to say about</p> <p style="text-align: center;">Page 168</p> |

| | |
|--|---|
| <p>1 learning from inspections in this area or about the 2 outcomes for children in this area? 3 DR BENNEYWORTH: I think one of the things that we have 4 found, and building on some of the points made earlier, 5 around the importance of professional curiosity, it's 6 really important that we encourage a culture that 7 enables people to explore where they are not seeing 8 things that quite add up, where people are able, if 9 they're seeing odd symptoms or add patterns or the 10 receptionist in a practice sees someone coming in with 11 someone that is much older than a child, for example, 12 and they're not quite sure who it is, we have got to 13 enable the culture that allows people to raise concerns, 14 to be able to talk about those concerns, and to share 15 the information about those concerns easily, and also we 16 have got to give people working in health and care the 17 time and the support to be able to do that. I think 18 supervision and time for reflection is really important 19 to allow that professional curiosity to happen. 20 MS HILL: Thank you. Can I turn now to Ms Riley or 21 Mr Alexander, please. In the HMICFRS 2019 thematic 22 report, there was a series of findings that touch on the 23 issue of risk assessment. Perhaps we will take this as 24 we did before, by just looking at the headlines that are 25 on the internal summary. Can I bring up, please,</p> <p style="text-align: center;">Page 169</p> | <p>1 INQ005166_010. Ms Riley, is this right, the big 2 headlines from the findings of this thematic review were 3 around the recognition of risk and vulnerability, the 4 response to risk and vulnerability, protecting children 5 from those who pose a risk, so that's about managing 6 offenders, I think, or suspects, and the detention of 7 children in police custody. But within that, the 8 particular issues around risk were, as we see at the top 9 of page 8, in the bold heading there: 10 "Where the risk is immediate and obvious, forces 11 usually respond well, but complex or less obvious risks 12 can be missed." 13 And related to that, on page 11, please: 14 "Opportunities for the police and their partners to 15 intervene at an earlier stage are recognised." 16 But the response to criminal exploitation is 17 evolving and left too many exploited children being 18 criminalised. 19 Ms Riley, do you want to just comment on the extent 20 to which those findings fit with our theme of risk 21 assessment and anything else you'd like to say from your 22 findings about this topic? 23 MS RILEY: Those headings in bold give a very good summary 24 of our findings across child protection and, indeed, 25 across our wider inspections of the police response to</p> <p style="text-align: center;">Page 170</p> |
| <p>1 different groups of vulnerable people. What they're 2 trying to get to is to encourage the approach of risk as 3 being not something which is assessed once and then set 4 aside, but really looking at how that risk is identified 5 using the best possible information. This goes back to 6 the earlier comments around using information from 7 a wide range of partnership information, as well as what 8 the police have on their own system. 9 And then using this through police systems, through 10 partnership systems, to really assess and act on that 11 risk. 12 The main point I would also emphasise from this, 13 again it's been repeated and echoes to some degree what 14 colleagues from CQC have just mentioned, the importance 15 of professional curiosity. We consistently find that 16 police address the problem which is in front of them, 17 but more needs to be done to ensure they are considering 18 wider circumstances and spotting escalation of risk. 19 MS HILL: Just a little bit more detail on this. Can we go, 20 please, to internal page 23 of this report. You have 21 a particular section within the report about the 22 recognition of risk and vulnerability. Just the blue 23 heading, you recognise that forces are better at 24 recognising risk, but if we go through this section, 25 I think the bottom of internal page _024, you find that</p> <p style="text-align: center;">Page 171</p> | <p>1 police officers were not considering or recording 2 consistently what they might learn from the behaviour 3 and demeanour of children, which tell important things 4 about the risks they face, and then, over the page on 5 _025, information sharing was posing particular 6 challenges, in particular in relation to developing 7 protective plans. Is that right? 8 MS RILEY: That's correct, yes. 9 MS HILL: You, I think, have dealt separately in the report 10 with the response to risk and vulnerability, and go, 11 please, to internal page _033, Danny. I think your 12 heading on this page was: 13 "Demand, reduced staff numbers and poor supervision 14 continue to result in delays and a poor service for 15 children in too many cases." 16 Over the page, your finding is a theme that officers 17 and staff can lack the skills and experience to carry 18 out the investigations for which they are responsible, 19 and while the understanding of CSE has improved and some 20 investigations are good, further opportunities exist to 21 improve the quality and consistency of the police 22 response. 23 Again, does that reflect the findings from your 2019 24 thematic inspection? 25 MS RILEY: It does. I think the common theme through this</p> <p style="text-align: center;">Page 172</p> |

| | |
|--|--|
| <p>1 is, we find consistently that investigations which are 2 handled by specialist teams tend to have better outcomes 3 for the child and in terms of the wider criminal justice 4 outcomes, so, as we say in the same report, we have 5 noticed policing putting more resourcing into public 6 protection roles in general. However, the demand has 7 gone up very sharply and consistently we are told by the 8 front-line officers and the investigators that we speak 9 to that their workload is very difficult and that they 10 are at, or slightly beyond, capacity, and so we raised 11 concerns around the sustainability of this, given the 12 increasing demand. 13 MS HILL: Internal page 41, please. You have got a specific 14 section here about specialist units in the context of 15 monitoring those who pose a risk to children, and your 16 headline of this section is "Approaches to risk have 17 been sophisticated but the capacity of specialist units 18 remains a concern". Is that right? 19 MS RILEY: That's correct, yes. 20 MS HILL: I don't need to bring it up, I don't think, but 21 earlier in the report at internal page _036, you also 22 reference in further detail your concern that exploited 23 children are still likely to be prosecuted for offences 24 they are coerced to commit, about which we have already 25 heard.</p> <p style="text-align: center;">Page 173</p> | <p>1 Is there anything else in relation to this broad 2 heading of risk assessment, protection from harm and 3 outcomes that you would like to say, Ms Riley, or 4 perhaps Mr Alexander, if you wish? 5 MS RILEY: If I could defer to Mr Alexander on that, please. 6 MR ALEXANDER: Thank you. Just one point I'd like to pick 7 up on and it's what my colleagues talked about earlier, 8 about professional curiosity. The service is getting 9 better at identifying the risk of children who are 10 exploited and vulnerable and those links to missing and, 11 as we have discussed, often deal with what's immediately 12 in front of them. What we are not seeing consistently 13 is the recognition that other children are the link to 14 that individual, or link to that child, and also are 15 vulnerable and potentially also being exploited, and 16 that assessment of that risk is being missed. 17 MS HILL: Finally, Ms Stanley, can I come to you and 18 Ms Ghaffar to address this issue. Perhaps as you have 19 anticipated, Ms Stanley, some questions about scoring 20 and checklists and the way in which risk is actually 21 assessed. I think you're well aware of the themes that 22 are emerging through the investigation, I'm sure you 23 have been following the evidence, that there have been 24 themes around revision or standardisation of checklists, 25 around scoring or not scoring, around risk v harm. Do</p> <p style="text-align: center;">Page 174</p> |
| <p>1 you want to comment generally on the evidence and the 2 themes that are emerging and your latest position on 3 risk assessment and the current approaches taken? 4 MS STANLEY: I will just make a brief comment at a strategic 5 level and Wendy will come in on what we find on 6 inspection. I would endorse wholeheartedly what you 7 have heard from other colleagues today about risk being 8 dynamic and complex, and requiring professional 9 curiosity, professional judgment and information sharing 10 and that being iterative. 11 We have seen variable use of checklists and 12 sometimes they can be a bit of a comfort blanket and 13 give a false positive or a false negative, but I think 14 Wendy could give you some insights from what we have 15 seen on inspection. 16 MS HILL: Ms Ghaffar? 17 MS GHAFAR: What I would say is that we were critical in 18 our JTAI inspections in 2016 of how some of the local 19 areas were using checklists. Some of that criticism 20 continues through the single agency inspections. So 21 I think what I would say is that checklists cannot 22 operate in isolation, and what is really important is 23 that front-line professionals are trained to understand 24 the warning signs, to understand all the particular 25 groups who are vulnerable to sexual exploitation.</p> <p style="text-align: center;">Page 175</p> | <p>1 So we think that -- and we do see that it's really 2 important that those initial assessments can be done 3 effectively, but that professional judgment is brought 4 into that analysis. It's not just about a checklist or 5 a tick list. 6 Then the additional element is that there needs to 7 be a really prompt assessment at the front door of 8 services, so, for example, in St Helens we saw the 9 multi-agency meeting that took place on a daily basis 10 where there was consideration of all the information 11 that had come in overnight in relation to children 12 missing, children at risk of sexual and criminal 13 exploitation, and risk could be discussed, information 14 analysed and decisions made promptly. 15 Then, of course, we move on to social work 16 assessments, and we continue to see variable practice. 17 We do see some really good practice where there is 18 a holistic consideration of the child, including issues 19 in relation to their identity, their family history, 20 their background, their current experiences, their 21 relationships with their peers, where social workers are 22 considering strengths within the family, what are the 23 child's strengths, where are the things that 24 professionals can work with, and engage with, the child 25 and the family, but all of these issues need to be</p> <p style="text-align: center;">Page 176</p> |

| | |
|--|---|
| <p>1 considered so that what we would want to see when we are 2 undertaking an inspection and reading an assessment is 3 that we get a real sense of that child and that child's 4 lived experience.</p> <p>5 The second part of that that's incredibly important 6 is the analysis of that information, so there's a really 7 robust analysis: what are the pressing issues; what are 8 the priorities for the child; what does the child want 9 to happen?</p> <p>10 So assessment work is incredibly important. It is 11 sometimes very complex and that's why social workers 12 need really good training, they need support from their 13 line managers, they need the time and capacity to 14 undertake this work.</p> <p>15 We'd also want to see really good auditing and 16 management oversight as well of those assessments.</p> <p>17 MS HILL: Can I move then to our next theme which embraces 18 missing children, Return Home Interviews and 19 looked-after children. Again, Ms Ghaffar, you have 20 given some witness evidence about this, as has 21 Ms Stanley. For the note I will adduce OFS012595 at 22 paragraphs 139 to 153, OFS012532, paragraphs 8, 20, 24, 23 80, 97, 114 and 121.</p> <p>24 What do you see are the current challenges in 25 relation to missing children and Return Home Interviews?</p> <p style="text-align: center;">Page 177</p> | <p>1 MS GHAFFAR: So we have been reporting on missing children 2 now for many years, and we have been repeatedly 3 reporting on the challenges around Return Home 4 Interviews. So we continue to see variable practice in 5 the responses to missing children. I'd have to 6 emphasise, responses to missing children are not just 7 about the Return Home Interview, of course; they're 8 about understanding every aspect of why that child is 9 going missing. We would hope to see a multi-agency 10 response that's put in place to support the child.</p> <p>11 It is important that Return Home Interviews are done 12 in a timely way. There is within the guidance 13 a stipulation that Return Home Interviews should be 14 taking place within 72 hours. The reason for that is, 15 obviously it's really important to show children a high 16 level of concern when they have been missing, but also 17 children will forget what's happened if too much time 18 elapses. We see that Return Home Interview or return 19 home conversation, as it is sometimes called, as the 20 beginning of building a relationship with that child, 21 engaging with that child, building a plan of support and 22 protection around the child.</p> <p>23 However, there continues to be very variable 24 practice in relation to Return Home Interviews and 25 responses to missing children, and we have previously</p> <p style="text-align: center;">Page 178</p> |
| <p>1 called for more research to be done so that we can 2 understand what children are saying about what would be 3 best for them and what would really help them, because 4 it is a continued concern that we are finding, we are 5 finding generally, we are finding better responses to 6 children in relation to sexual exploitation, but in 7 relation to missing, we continue to find very varied 8 responses.</p> <p>9 Where we have seen better responses is where there's 10 a specific team or specific workers that undertake 11 Return Home Interviews and, as I have said, can build 12 that relationship with a child. Some excellent examples 13 I've seen is where a worker had such a strong and 14 positive relationship with the child that the child 15 would actually ring the worker to say that they were 16 worried, that they were going to run away and go 17 missing, and that's exactly what we want to see.</p> <p>18 The only additional point I would make is that, 19 where there are children who are repeatedly going 20 missing or there are children who have gone missing and 21 not been found, we would expect, of course, senior 22 leaders within children's social care to have really 23 close oversight of that group of children.</p> <p>24 MS HILL: Ms Riley, can I turn to you on this topic, 25 HIC000032_010-011, internal paragraphs 37 to 40. Again,</p> <p style="text-align: center;">Page 179</p> | <p>1 I think you have found through your inspection work, 2 Ms Riley, at paragraph 38 and onwards, that police need 3 to respond better when a child goes missing. Officers 4 do show better understanding of the increased risk when 5 a child goes missing. That's not always obvious from 6 their decision making. Inconsistent provision of Return 7 Home Interviews. They have the opportunity to provide 8 valuable information. But if they're not conducted 9 fully or the information from them is not shared, you 10 say this undermines the ability of the police and their 11 partners to develop the most effective protective plans.</p> <p>12 Is there anything else on that particular topic 13 you'd like to say, Ms Riley or Mr Alexander?</p> <p>14 MS RILEY: On Return Home Interviews, I agree with 15 Ms Ghaffar about them being by no means the be-all and 16 end-all of a protective plan. We see them as a really, 17 really rich source of information and particularly if 18 they are getting the voice of the child in early. And 19 as well as the general protective plans, we see them as 20 really key in being able to do early intervention and 21 prevention work for children who are vulnerable across 22 a whole host of different reasons.</p> <p>23 Mr Alexander?</p> <p>24 MR ALEXANDER: From some of the inspection work we have 25 done, what is key and what often is missing is that</p> <p style="text-align: center;">Page 180</p> |

| | |
|---|---|
| <p>1 initial risk assessment response when a child is 2 reported and how they are categorised -- high, medium or 3 low or at no apparent risk. Again, a lot of that 4 affects looked-after children or children in care that 5 are obviously constantly featuring in some of those 6 profiles of missing children, and then the associated 7 trigger plans that we would expect to see on repeat 8 missings to generate fast-time response and greater 9 understanding of why that child may be going missing 10 and, as colleagues have said, looking for that wider 11 joint working and trying to do the early intervention. 12 Where we do see some good work, we have seen places 13 like Durham where there is joint co-location, and that 14 can just be between police teams, such as the sexual 15 exploitation team and the missing team, to share 16 information, understand those children, because they're 17 often connected. But also where partners are 18 co-located, whether that be virtually or actually in 19 place. Again, much better understanding of the issues 20 and greater response around that. 21 MS HILL: Ms Ghaffar, finally on this theme, you have given 22 some evidence already, as has Ms Stanley, about the 23 issues, particularly in relation to looked-after 24 children, around specialist CSE placements, out-of-area 25 placements and children being placed in unregulated</p> <p style="text-align: center;">Page 181</p> | <p>1 settings. I will give the URNs but I don't need to 2 bring them up. OFS012595_002-003, _015 to _017, _020 to 3 _024, paragraphs 6 to 8, 45 to 49, 61 to 66, 69 to 73 4 and 84 to 90. And at OFS012532_032, paragraph 106. You 5 talk about some of those looked-after children themes 6 that I have just set out. Is there anything else in 7 particular you would like to say? 8 MS STANLEY: Could I come in there, please? 9 MS HILL: Of course. Some of those URNs are from your 10 evidence too. 11 MS STANLEY: Absolutely. This is a topic that HMCI have 12 raised in their annual report for a number of years now. 13 We are extremely concerned that, at the time when we 14 have the highest number of looked-after children, 15 certainly in my career, and where we have this range of 16 adolescents with very complex needs who have changed the 17 profile of the looked-after population, that there is 18 a real issue in terms of sufficiency and suitability of 19 placements. 20 You asked us questions about the numbers of children 21 in certain types of establishments. The regulations 22 don't enable us to work out the specialisms of 23 particular provision either, so we need more specialist 24 provision closer to where the children are and that can 25 only be planned for these low-frequency but very complex</p> <p style="text-align: center;">Page 182</p> |
| <p>1 and high-cost children at a national level. 2 So we see ever further placements away from home and 3 we saw, over a period of years, the movement into the 4 market of people -- you know, some of good intent and 5 some of not so good intent -- who have opened homes 6 without registering with Ofsted and we have taken a lot 7 of action to get that on the agenda and for the 8 government to take -- their consultation to take action. 9 I think we are heartened by the discussions about 10 unregulated -- about regulating the provision for older 11 children, and that could be on a continuum. You know, 12 I talked about our role in registering fit people and 13 fit places, inspecting, receiving notifications. It 14 will be really important that that's proportionate, 15 because these should be older children, but there needs 16 to be a system so that the public government and the 17 commissioning corporate parents can be assured that 18 there are sufficient places, because that's -- when 19 there aren't, and, you know, last week there were 20 27 children waiting for a secure -- welfare secure home. 21 These are children who may have attempted suicide, who 22 may be self-harming, who may be at huge personal risk, 23 and we can't, you know, in perpetuity, go on with that 24 sort of waiting list and then those children being 25 placed perhaps in a provision that's not meeting their</p> <p style="text-align: center;">Page 183</p> | <p>1 needs and it disrupting or more harm being caused. 2 MS HILL: I will just adduce for the note your evidence 3 about this, OFS012595. I think it runs also from 91 to 4 99. 5 Chair, I've got two more themes to cover with the 6 witnesses, and then I'd like to ask them some questions 7 about the timelines for the children. So I think I have 8 about 10 minutes' worth of questioning, if you are 9 content for me to continue. 10 THE CHAIR: Yes, go ahead. 11 MS HILL: I will stay with you, Ms Stanley, if I may, 12 please, and just deal together, if I can, with the two 13 broad topics of partnership working and then audit, 14 review and performance improvement. Taking partnership 15 working first, anything in particular in addition to 16 your written evidence that you would like to give around 17 partnership working, in particular around the role of 18 health and education partners? 19 MS STANLEY: I think -- I've heard evidence through the last 20 few days of people talking with passion about the need 21 to join up the response, and in fact our joint targeted 22 inspections are, at a national level, signalling the 23 need for that absolute joined up in terms of partners 24 working together to safeguard children. 25 Across all of the partners, you have also received</p> <p style="text-align: center;">Page 184</p> |

| | |
|---|--|
| <p>1 evidence about the pressure on resources, and I would, 2 you know, say with some anxiety that when individual 3 organisations are under pressure, they can sometimes 4 retreat to the single agency position, and that's when 5 that partnership work might be under threat. So we 6 would signal that as a potential worry for the future. 7 I think what we have also been saying through our 8 evidence is that individual agencies are improving, but 9 there's huge variation, and the collective is improving. 10 So it is absolutely vital that there continues to be 11 a national focus, a national priority, on this important 12 group of children and on safeguarding as a partnership. 13 MS HILL: Just as far as audit, review and performance 14 improvement is concerned, help us a little bit in 15 understanding how you are selecting cases for the 16 inspections you're carrying out in particular areas, or 17 maybe that's one for Ms Ghaffar? 18 MS STANLEY: One for Ms Ghaffar, please. 19 MS HILL: Ms Ghaffar, can you assist us with how it is cases 20 are selected for your audit, where there are cases 21 involving child sexual exploitation, and whether, in 22 fact, there is an ability to identify those cases 23 accurately or not? 24 MS GHAFAR: I think there are two parts to answer your 25 question. Firstly, we receive an annex A, which is</p> <p style="text-align: center;">Page 185</p> | <p>1 detailed in our witness statement, when we undertake an 2 ILAC inspection of a local authority, and that includes 3 a vast range of information about the local authority 4 and it includes lists of children on child in need, 5 child protection plans and looked-after children, and 6 from those lists we select -- the lead inspector will 7 preselect some cases for inspectors to look at. 8 In addition, they will select between 6 and 12 cases 9 that have already been audited by the local authority to 10 review before the inspectors go on site. 11 Whilst on site, there are daily meetings, so the 12 lead inspector will meet with the team on a daily basis 13 to review all of the cases that have been looked at 14 during that day. So the lead inspector will have a good 15 overview of all of the cases that are being looked at, 16 a high-level overview, I should say, of all the cases 17 that have been reviewed, and that will, of course, 18 include cases of child sexual exploitation. 19 Within the annex A, we ask for a specific list of 20 children who have been missing or at risk of sexual 21 exploitation in the 12 months prior to the inspection, 22 so we have that additional list as well as other lists 23 of children. 24 So during the inspection, the lead inspector will 25 have a very clear overview of what work has been looked</p> <p style="text-align: center;">Page 186</p> |
| <p>1 at. While the inspectors are recording their evidence, 2 if they look at a case in detail, they will record a lot 3 of detail about the case, but in my witness statement 4 I explain that, for some aspects of the inspection, for 5 example, if we are in the front door of services, we may 6 look at a high number of cases in relation to a specific 7 issue, for example, we may look at 12 strategy 8 discussions, and we might not record every single detail 9 about the child in the evidence base. 10 I'm not sure if that answers your question. 11 MS HILL: It does, thank you. Just for the note, I will 12 record, please, that in your witness evidence you have 13 also addressed this. I will just make a note that it is 14 at OFS012678, internal paragraphs 60 to 67. 15 Can I turn then, please, to Dr Benneyworth and ask 16 you to offer any further questions you can give on 17 partnership working, particularly on issues around the 18 involvement of health partners, with reference, please, 19 to CQC000371_015, paragraphs 54 to 58, where I think you 20 highlight some issues around inconsistency of 21 information sharing with GPs, plans not always 22 translated into improvement action, and the number and 23 range of health professions that need to be involved. 24 So, Dr Benneyworth, can you pick up that theme and can 25 we scroll in on CQC000371, paragraphs 54 to 58.</p> <p style="text-align: center;">Page 187</p> | <p>1 DR BENNEYWORTH: Yes, certainly. Just to absolutely echo 2 what everyone has said about the importance of 3 multiagency working and partnership working, just to add 4 to my statement here, what I would say is, I think 5 there's significant opportunities now with the 6 development of integrated care systems where there's 7 much more joined-up working between health and care 8 across a local area and also the development of primary 9 care networks. And the development of primary care 10 networks really has the opportunity to really understand 11 their population needs and to work with local 12 communities in a way that we haven't seen before in many 13 parts of the health service, and I think this is an 14 opportunity to really drive this agenda and really make 15 sure that we get consistency of partnership working 16 across all parts of the health and care system and 17 working with all parts of the system that are involved 18 in children and young people. 19 MS HILL: I think finally on your evidence you give some 20 further evidence in the next part of your witness 21 statement about audit, review and performance 22 improvement. You offer various suggestions, steps to 23 better protect children, I think, at paragraph 65. In 24 fact, let's scroll in on 64 at the foot of page _016. 25 You give proposals for improvement for local leaders</p> <p style="text-align: center;">Page 188</p> |

| | |
|---|---|
| <p>1 there, the chair and panel can read what you say at 64. 2 Then at 65, I think you set out certain proposals for 3 improvement, which the panel can read. Is there 4 anything in particular you'd like to add to that 5 evidence? 6 DR BENNEYWORTH: I think I'd particularly like to draw out 7 that we feel it's really important that we empower 8 children, we involve them in discussions, we coproduce 9 information for them with children and that their voice 10 is really strongly heard in the local systems. 11 I think there has been some move towards integrated 12 IT systems, but this is not fast enough and we need to 13 move more quickly to have better information sharing and 14 integrated IT systems to enable that to happen. 15 I think we have already touched on the importance of 16 trusting relationships in the empathy discussions, but 17 that's incredibly important. And leadership across 18 a system, people who champion this agenda, people who 19 understand and really can drive forward the improvements 20 that are identified is so important across all parts of 21 the health and care system. 22 MS HILL: Ms Riley, finally for you on this topic, you have 23 provided the thematic report from 2019. That made 24 certain observations about partnership working, it 25 talked about the Topaz experience in Bristol, it talked</p> <p style="text-align: center;">Page 189</p> | <p>1 about a lack of consistency nationally around the early 2 identification of vulnerability. In your witness 3 evidence, please, at HIC000032_012, paragraphs 47 to 49, 4 you have offered some views there around audit, review 5 and performance improvement. Is there anything in 6 particular you'd like to draw out from this evidence 7 about that? You talk about resources, consistency of 8 practice and so on. Is there anything, Ms Riley, that 9 you would like to pull out for the panel? 10 MS RILEY: One thing to add to the evidence on screen. We 11 have a consistent finding through our child protection 12 inspections about a gap between strategic intent and 13 commitment among senior officers and PCCs in forces and 14 front-line practice. For us, the kind of -- the golden 15 thread that connects the two, audit, review and 16 performance management within a force is central to 17 that, both in terms of senior officers being able to be 18 ensured that what they want to happen actually is 19 happening, and in terms of the supervision which happens 20 in between the top levels in front-line practice and 21 that we find consistently effective supervision leads to 22 effective investigations and better outcomes for 23 children. 24 In terms of the performance management in 25 particular, it is a truism, I know, that says what gets</p> <p style="text-align: center;">Page 190</p> |
| <p>1 counted gets done. What we tend to find also is that 2 how it's counted has an influence on how it's done. 3 Some forces do do performance management but it is very 4 quantitative based, so they look at numbers of cases, 5 timeliness, this is important. We frequently make 6 recommendations, however, and in forces that we see 7 improve the most between original inspection and 8 reinspection, around the essential nature of building 9 into performance management a view of the quality of 10 decision making, listening to the voice of the child and 11 the more qualitative aspects of performance as well as 12 just the numbers. 13 MS HILL: We have already touched on the issue of capacity 14 and resources. What do you think can be done to remedy 15 the fact that so many police forces are operating near 16 or above capacity? Is more resourcing needed? Should 17 the problem with centrally managed? 18 MS RILEY: We make a recommendation in the 2019 thematic, 19 which is the first recommendation that was touched on by 20 the Home Office earlier, around early intervention and 21 prevention strategy. For us, a big plank towards 22 solving this problem is to look at what more can be done 23 upstream of a child coming to the attention of 24 the police, because in many cases an offence has already 25 been committed. How we would characterise it is the</p> <p style="text-align: center;">Page 191</p> | <p>1 need really for policing to be able to take a breath and 2 work with partners to look at how early intervention and 3 prevention, including looking at the work of ACE's 4 "Adverse Childhood Experiences" coming from Wales can be 5 best used in order to intervene better in a smarter way 6 to avoid that problem later on. 7 In terms of their immediate resourcing, we have said 8 that this area of policing is overstretched and that, 9 therefore, resourcing needs to be looked at, and what we 10 would counsel there is not just an immediate look at the 11 specific, you know, specialists of a particular kind of 12 child protection but the end-to-end experience of that 13 child going through protection, partnerships, through 14 the criminal justice system and looking at where that 15 resource can be best placed. 16 MS HILL: A question about the quality of police NFA 17 decision making in CSEN cases, is that better put to 18 Mr Alexander? 19 MS RILEY: Yes, please. 20 MS HILL: A question about the examination the HMICFRS has 21 done of the quality of NFA decision making in CSEN 22 cases, whether you see there's been any trends in the 23 police referring fewer cases to the CPS, whether this 24 has been influenced perhaps by the change in the CPS's 25 approach. So whether or not you see less cases going to</p> <p style="text-align: center;">Page 192</p> |

1 the CPS and anything else on that decision making you
 2 can provide, please.
 3 MR ALEXANDER: So in terms of no further action on these
 4 cases, what we do see is, when those cases are allocated
 5 to or investigated by specialist trained officers, the
 6 outcome for that child is much stronger, more effective
 7 and cases will often progress through to the criminal
 8 justice system.
 9 Where, often, the majority of cases are dealt with
 10 by a non-specialist, front-line or criminal
 11 investigation officers, we see a greater proportion of
 12 those being closed as no further action and therefore no
 13 longer progressing to the criminal justice system.
 14 MS HILL: Do you have any understanding or view on whether
 15 or not the change in the CPS's approach -- there's
 16 evidence, I think we will hear tomorrow, touching on
 17 this about the merits-based approach. Is there any
 18 evidence about that change in approach leading to
 19 a decrease in referrals of cases to the CPS from the
 20 police or can you not assist with that?
 21 MR ALEXANDER: That's not something that's come to our
 22 attention during the inspections.
 23 MS HILL: Mr Alexander, I think you were asked to look, at
 24 a very high level, at the various timelines for the
 25 geographical areas that have been drawn up for the

Page 193

1 findings that you'd like to share with the panel?
 2 MR ALEXANDER: Nothing specifically that came to note.
 3 MS HILL: Dr Benneyworth, same question for you, please.
 4 Looking at those timelines, is there anything you would
 5 like to draw out for the panel?
 6 DR BENNEYWORTH: Certainly. As we don't have the detail, it
 7 is difficult to comment exactly, but the themes,
 8 I guess, are about delays and the time it takes for
 9 things to move forward, and also specifically relating
 10 to health services, I guess, looking at some of those
 11 children who had turned up in health services and were
 12 there missed opportunities as they turned up in health
 13 services with certain symptoms to actually -- for
 14 earlier identification and prevention of further issues?
 15 MS HILL: I did have one specific question for you that
 16 I should have put a bit earlier, Dr Benneyworth. Please
 17 forgive me. In paragraph 22 of your statement, you have
 18 referred already, as we have heard, to the proposition
 19 that child sexual exploitation is often a hidden
 20 problem. Will you accept that, unless agencies are
 21 proactive in looking for the problem, they won't
 22 necessarily find it?
 23 DR BENNEYWORTH: Yes, absolutely.
 24 MS HILL: That children will often not report abuse for the
 25 reasons that are barriers of the sort that we have

Page 195

1 particular children. I'm assuming, Ms Riley, that
 2 questions about the timelines are best put to
 3 Mr Alexander; is that right?
 4 MS RILEY: Yes, please. Thank you.
 5 MS HILL: Having looked at those timelines, and I appreciate
 6 they are very high level and you haven't looked at the
 7 underlying evidence, Mr Alexander, were there any key
 8 themes that emerged from those timelines that either
 9 chimed or didn't chime with your own inspectorate
 10 findings that you would like to share with the panel,
 11 please?
 12 MR ALEXANDER: As you say, we have not seen the detail that
 13 sits behind the timelines, but there are themes that
 14 appear that are consistent with what we see when we
 15 examine cases within the forces, so after some delays,
 16 some use of language, lack of clarity about who has
 17 actions or protective planning that's in place, so in
 18 terms of some of what we have talked about this
 19 afternoon, repeat missing episodes for children, reports
 20 of exploitation or offences against those children which
 21 go on year in, year out, without having some clarity of
 22 what has been put in place, what is working and what
 23 isn't working.
 24 MS HILL: Is there anything that you saw in the timelines
 25 that was a surprise to you that didn't chime with your

Page 194

1 heard?
 2 DR BENNEYWORTH: Yes, that's right. That's why I think that
 3 professional curiosity, if things don't seem as they --
 4 to add up, is so important.
 5 MS HILL: Is there anything more, other than what you have
 6 already said, that can be done to address those
 7 barriers?
 8 DR BENNEYWORTH: Nothing more to add on that one.
 9 MS HILL: Ms Stanley, I'm assuming questions about the
 10 timeline are best put to Ms Ghaffar?
 11 MS STANLEY: If they are the ones that just followed,
 12 I could answer those.
 13 MS HILL: Yes, it's whether or not any of the themes you
 14 have seen chime or don't chime with your own inspection
 15 findings.
 16 MS STANLEY: I think they do chime and those of us that have
 17 been in practice, the individual cases, we can think of
 18 very many children who would be very similar. I think
 19 when we are on inspection, we have the huge benefit of
 20 digging behind this, talking to the social worker, to
 21 health colleagues, to the child, to the family, and we
 22 sometimes find that the recording doesn't reflect the
 23 best work, but we see poor work, we see good work and we
 24 see excellent work and we see variability.
 25 But there are -- if you look at the cohort of

Page 196

| | |
|---|--|
| <p>1 children and their demographics, they very much reflect 2 what we see. Often abuse and neglect at home. 3 60-odd per cent of children on a child protection plan, 4 there will be domestic violence, substance misuse or 5 parental mental health. Some of that is about the need 6 to work preventatively and at a lower end of 7 the spectrum, and we are looking forward to doing -- 8 when we get back to business as usual -- a JTAI looking 9 at prevention so that we can learn what does work and 10 move things downstream, as my colleague from HMICFRS 11 says. But, broadly, we recognised what you presented in 12 terms of the timeline as what's going on out there for 13 children. 14 MS HILL: Ms Ghaffar, is there anything you'd like to add in 15 terms of the issues in the timelines or the outcomes for 16 those children that you'd like to share with the panel? 17 MS GHAFAR: I don't think so, other than to say obviously 18 we have only had very limited information, so we haven't 19 had the background information. As my colleague has 20 explained, on inspection, we would be looking in very 21 great detail at children's backgrounds, about the 22 interventions that have been put in place, the 23 timeliness, the decisions that have been made. We'd be 24 talking to the family, hopefully talking to the child, 25 and building a much broader picture, so I think it's</p> <p style="text-align: center;">Page 197</p> | <p>1 quite difficult to comment on the timelines with the 2 limited information, other than what my colleague 3 Ms Stanley has said. 4 MS HILL: Thank you. Thank you very much. Chair, those are 5 all my questions for these witnesses. 6 THE CHAIR: Thank you, Ms Hill. I have one or two 7 questions. 8 Questions from THE PANEL 9 THE CHAIR: Ms Ghaffar, regarding audit and inspection, can 10 you tell me how many case files you read in your 11 inspections? I'm talking about those, of course, which 12 have a focus on child sexual exploitation. 13 MS GHAFAR: Sorry, are you asking about the JTAI 14 inspections? 15 THE CHAIR: I'm asking about any inspections that are 16 relevant to CSE. 17 MS GHAFAR: I think we have submitted in our -- I have 18 submitted a statement where we have given you the 19 numbers of the cases on the -- in the local authorities 20 that we have looked at. We don't have a set number of 21 cases that we would look at in relation to child sexual 22 exploitation. 23 I think we have tried to explain in the statement 24 that we have an iterative process, if you like, in terms 25 of understanding what's happening in local authorities,</p> <p style="text-align: center;">Page 198</p> |
| <p>1 and the inspections that we do are part of that, so we 2 would expect a very strong focus on child sexual 3 exploitation. The lead inspector would take 4 responsibility for selecting the cases, and we have 5 a quality assurance manager who is a senior HMI, a very 6 experienced inspector, who has oversight of 7 the inspection, so that's our quality assurance in terms 8 of making sure that there's been sufficient focus on 9 different issues. But you will appreciate that we are 10 looking across a broad range of children, we are looking 11 at help and protection, we are looking at looked-after 12 children, we are looking at care leavers. So we have to 13 provide what we think is a proportionate look at 14 a number of cases that give us an understanding of 15 what's happening in the local authority. 16 But as well as looking at cases, we would also talk 17 to managers, we would look at any audits that were done, 18 we would look at the minutes of multi-agency meetings 19 for individual children and the strategic meetings. So 20 that's the way that we would look at this. 21 THE CHAIR: Thank you. But can you give me some indication 22 of the range that might be covered? How many would be 23 the minimum, for example? 24 MS GHAFAR: It's very difficult to give you a minimum. 25 I can give you the number that -- I can give you</p> <p style="text-align: center;">Page 199</p> | <p>1 Tower Hamlets as an example. So, from recollection, we 2 looked at, I think, about ten cases on the actual 3 inspection. That was specifically sexual exploitation 4 cases. But over the period that we were working with 5 Tower Hamlets, because they were inadequate, we looked 6 at around 56 cases of criminal and sexual exploitation. 7 So that's giving you a sort of range. But it is very 8 difficult to be definitive. It will vary between local 9 areas. 10 If we have particular concerns, it's likely we'd 11 look at a larger number of cases. 12 THE CHAIR: Thank you. One other question, although this 13 may be for your colleague. Do you agree with the 14 regulation of individual workers in the children's 15 residential workforce? 16 MS GHAFAR: I will ask my colleague Ms Stanley to answer. 17 MS STANLEY: It would be a massive increase in the 18 regulation and there would be a lot of logistical 19 issues. We find that colleagues move around quite a lot 20 as well, so there would be an issue around repeated 21 notifications. So it is something we are interested in, 22 we wouldn't rule out, but we would want a very measured 23 and proportionate response and it would need resourcing. 24 THE CHAIR: I'm not suggesting that Ofsted should 25 necessarily be those who would do it. In principle, do</p> <p style="text-align: center;">Page 200</p> |

1 you agree with it?

2 MS STANLEY: In principle, we think that the registration of

3 the manager, just as we would in terms of a head

4 teacher -- that placing the responsibility with the

5 manager of the service to make sure that all the staff

6 are appropriate, that is the right and proportionate

7 thing to do. Doing more than that, if it took resources

8 away from the system, we would be quite worried about.

9 THE CHAIR: Yes. Again, I would say it's not necessarily

10 from Ofsted, it was the in-principle decision, and of

11 course it is already carried out in the other three

12 counties in the United Kingdom. Thank you.

13 MS SHARPLING: Just one question for Mr Alexander, I think.

14 I think it's been mentioned during the course of this

15 investigation there are considerable delays in the

16 forensic analysis of digital devices; principally, I'm

17 talking about the mobile phones of children. Have there

18 been any improvements in those delays from recent

19 inspection activity?

20 MR ALEXANDER: It is inconsistent across the country. So in

21 some places, we have seen an improvement; in other

22 places, we still see significant delays and backlogs.

23 MS SHARPLING: Can you indicate the sort of delays that have

24 been particularly long? What sort of time period are we

25 talking about?

Page 201

1 There is evidence from Vicky Poole, Care

2 Inspectorate Wales; Alun Jones, Health Inspectorate

3 Wales; Professor Sally Holland, Children's

4 Commissioner for Wales.

5 There is also evidence that you haven't yet heard

6 referred to, chair, but we will formally ask you to

7 adduce it, please, from Sarah Caton, Association of

8 Directors of Children's Services; Peter Sandiford,

9 Independent Children's Homes Association; Simon Bailey

10 and Mark Collins, National Police Chiefs' Council;

11 Craig Naylor, National Crime Agency; Christopher Dunn,

12 Voices for Care Cymru; Ian Dean, Centre of Expertise On

13 Child Sexual Abuse.

14 I think, chair, there are some further statements

15 that I can formally adduce alongside the witness

16 evidence tomorrow. Chair, I formally adduce with your

17 permission, please, that evidence.

18 THE CHAIR: Thank you very much, Ms Hill. I agree.

19 MS HILL: Chair, that will conclude the evidence for today.

20 THE CHAIR: Thank you.

21 (4.17 pm)

22 (The hearing was adjourned to

23 Friday, 2 October 2020 at 10.30 am)

24

25

Page 203

1 MR ALEXANDER: Number of months, probably three months; some

2 longer, some shorter, but a number of months.

3 MS SHARPLING: Would you agree that if a mobile phone is

4 taken away from a child for three months, it is unlikely

5 to encourage the co-operation of that child in any

6 criminal investigation that's taking place?

7 MR ALEXANDER: I would, and we certainly see that in some of

8 the audits, how it's written up of why a device may not

9 have been seized, because a child is reluctant to give

10 it over because the officer explains it will take

11 a period of time to return it to them.

12 MS SHARPLING: Thank you.

13 THE CHAIR: Mr Frank?

14 MR FRANK: No, thank you.

15 THE CHAIR: Sir Malcolm?

16 PROF SIR MALCOLM EVANS: No, thank you, chair.

17 THE CHAIR: Thanks to all of our witnesses for their

18 evidence this afternoon.

19 (The witnesses withdrew)

20 THE CHAIR: If there is nothing further, Ms Hill, we will

21 conclude?

22 MS HILL: Chair, I would just like briefly, if I may, to

23 complete the evidence in relation to this group of

24 witnesses by formally adducing some of the evidence you

25 have heard already.

Page 202

I N D E X

1

2

3 MR CHRISTIAN PAPALEONTIOU (affirmed)1

4

5 MS SOPHIE LANGDALE (affirmed)1

6

7 MR ALBERT HEANEY (affirmed)1

8

9 Examination by MS HILL1

10 Questions from THE PANEL122

11 MS WENDY GHAFAR (affirmed)132

12 MS YVETTE STANLEY (affirmed)132

13 DR ROSIE BENNEYWORTH (affirmed)132

14 MS KATHERINE RILEY (affirmed)132

15 MR SIMON ALEXANDER (affirmed)132

16 Examination by MS HILL132

17 Questions from THE PANEL198

18

19

20

21

22

23

24

25

Page 204

| A | | | | |
|----------------------------|---------------------------|----------------------------|---------------------------|---------------------------|
| A&E 101:4 167:8 | 103:20 105:20 | achieve 46:19 | 49:22 61:14 | adjust 33:23 36:15 |
| abdominal 154:7 | 111:7 114:3 | achieved 47:24 | 67:15 71:17 | adolescent 161:6 |
| abduction 148:15 | 115:3,10,18,20 | achieving 95:6 | 75:16 86:17 94:1 | 164:12,13 |
| ability 21:22 46:7 | 115:22,25 116:16 | 109:5 | 96:20 99:21 | adolescents 159:21 |
| 56:4 145:1 | 116:23 117:19,23 | acknowledge | 100:6,11,20,21 | 182:16 |
| 147:12 151:7 | 119:1,13 122:23 | 40:22 107:15 | 101:11 106:8 | adopting 20:24 |
| 159:20 168:20 | 122:25 125:2 | acknowledged | 117:10 119:23 | adoption 4:2 |
| 180:10 185:22 | 127:2 129:21,25 | 83:10 | 150:5 154:20 | 138:10 |
| able 15:9 21:22 | 130:10,12,17,20 | acknowledgement | 156:12 169:8,9 | adult 11:24 81:11 |
| 22:16,17 29:11 | 130:25 142:16 | 109:3 | 188:3 189:4 | adults 5:5 12:9 |
| 31:25 39:21 | 160:19,25 162:18 | acknowledging | 190:10 196:4,8 | 13:16,18,20 |
| 43:19 54:17 | 162:21 163:9 | 42:6 | 197:14 | 142:15 |
| 63:20 64:16,19 | 195:24 197:2 | acquaintances | added 26:22 31:5 | adults' 11:19 14:5 |
| 89:23 90:6 | 203:13 | 20:4 | addition 15:16 | 59:25 |
| 103:13 131:11,12 | abuse/child 30:4 | act 8:15 10:18,20 | 36:1 53:14 94:1 | advance 88:17,18 |
| 137:2 140:24 | abused 34:19 55:7 | 27:10 41:13 | 106:8 184:15 | advantage 58:18 |
| 147:23 167:11 | 55:11 146:23 | 62:17,20,24 65:5 | 186:8 | adverse 82:25 |
| 168:21 169:8,14 | abuser 20:2 | 68:4 83:8 156:5 | additional 23:14 | 192:4 |
| 169:17 180:20 | academic 47:8 | 171:10 | 29:5,15 56:17 | advice 32:22 34:15 |
| 190:17 192:1 | academics 26:23 | acted 150:10 | 82:18 156:8 | 37:10 54:22 65:8 |
| absent 144:8 | 52:3 | acting 110:25 | 176:6 179:18 | 97:25 |
| absolute 184:23 | accept 52:9 82:11 | action 21:20 24:24 | 186:22 | advise 93:12 |
| absolutely 37:9 | 195:20 | 35:22,24 36:1,5,7 | additionally 165:9 | advisor 51:9,10 |
| 84:1 91:13,19 | access 1:6 27:9,12 | 36:22 37:7 40:6 | address 11:3 19:18 | 135:19 |
| 100:15 139:15 | 101:16 147:16 | 40:13 46:18 | 45:8 57:4 99:16 | advisory 73:4 |
| 162:12 182:11 | 149:14 150:18 | 64:23 74:22 94:7 | 131:16 147:22 | advocacy 93:23 |
| 185:10 188:1 | 168:13 | 113:24 118:13 | 167:1 171:16 | advocates 155:3 |
| 195:23 | accessing 119:9 | 119:16 121:9,10 | 174:18 196:6 | advocating 104:8 |
| abuse 3:16,18 4:22 | 165:24 | 155:9 183:7,8 | addressed 187:13 | affiliations 131:5 |
| 4:24 5:6,13,17 | accommodation | 187:22 193:3,12 | addressing 28:15 | affirmed 1:14,15 |
| 6:10,13,22 11:18 | 81:10 83:5 123:9 | actions 36:9,24 | 52:19 111:13 | 1:16 132:12,13 |
| 11:19,22,25 12:3 | 123:10 124:11,15 | 37:1,5 48:3 | 152:16 | 132:14,15,16 |
| 12:3,7,9,12,17 | accompanying | 74:21 96:22 | adduce 3:12 22:17 | 204:2,3,4,7,8,9 |
| 13:2,8,17,21,23 | 66:7 | 113:19 120:21 | 69:18 74:13 | 204:10,11 |
| 13:25 14:6,7,8,9 | account 14:14 | 168:7 194:17 | 80:22 132:19 | affirming 27:13 |
| 14:11,15,20 | 29:14 35:1 60:6 | activities 23:21 | 133:10 134:19 | aftermentioned |
| 15:19 16:6,13 | 70:4 88:3 104:10 | 112:25 138:22 | 177:21 184:2 | 100:17 |
| 17:10 18:1 19:24 | 104:12 105:19 | 148:20 149:22 | 203:7,15,16 | afternoon 22:5 |
| 20:1,6 21:4 29:3 | 128:21 | 157:12 158:1 | adduced 57:2 78:6 | 45:4 106:12 |
| 29:10,13 33:6 | accountability | activity 39:24 45:1 | 82:8 | 194:19 202:18 |
| 34:14 36:3 37:15 | 127:18 | 45:1 95:25 108:3 | adducing 202:24 | age 13:18,19,20,21 |
| 38:23 43:11,20 | accountable 23:3 | 108:11 117:8 | adequacy 166:21 | aged 13:16 61:8 |
| 48:5 53:5,21 | 23:5 102:6 | 138:14 140:3 | 166:23 167:1 | agencies 13:1 |
| 55:13 56:2 60:1 | accuracy 35:16 | 149:23 151:6 | adequate 84:13 | 24:16 38:19 |
| 60:2,13,23 62:23 | accurate 144:10 | 154:22 201:19 | adequately 42:2 | 115:9 145:12 |
| 68:9 69:17 76:1 | accurately 145:1 | actual 60:15 200:2 | ADHD 159:7,12 | 148:10 185:8 |
| 76:20,23 88:9,12 | 185:23 | add 4:12 13:5 | adjourned 203:22 | 195:20 |
| 88:14 90:2 | accused 62:22 | 14:25 19:21 | adjournment | agency 33:10 |
| | ACE's 192:3 | 32:14 35:20 46:3 | 104:24 | 138:10 175:20 |

| | | | | |
|--------------------------|--------------------------|--------------------------|---------------------------|---------------------------|
| 185:4 203:11 | alluded 87:23 | 87:4 91:17 | 88:22 143:19 | arising 62:22 |
| agenda 56:23 | alongside 61:15 | apologise 1:5 | 168:24 201:6 | arrangement |
| 97:14,15 103:21 | 78:14,15 83:15 | 17:20 121:4 | appropriately | 10:24 102:13,19 |
| 103:22,25 104:14 | 137:15 159:17 | app 87:16 | 97:18 151:10 | 140:23 |
| 128:25 129:1 | 161:5 203:15 | apparent 181:3 | approval 86:1 | arrangements |
| 183:7 188:14 | Alun 75:8 203:2 | appeal 42:6,7 | April 74:7 | 80:6 87:24 97:18 |
| 189:18 | Amanda 28:24 | appear 27:15 | area 18:4 31:21,23 | 99:24 100:15 |
| ago 15:15 | ambulances 167:8 | 194:14 | 32:6,20 46:12 | 101:24,25 102:10 |
| agree 83:23 | amount 66:13 | applicable 149:21 | 52:6 53:9 55:5 | 103:2 106:19 |
| 101:23 180:14 | 72:15 | applied 88:21 | 65:22 67:14,17 | 118:17,19,22 |
| 200:13 201:1 | amplify 158:24 | applies 2:11 44:4 | 68:17,21 70:8 | 119:25 127:18 |
| 202:3 203:18 | 166:25 | 70:19 | 71:13 80:12,20 | 132:10 141:16 |
| agreed 62:16 | analogy 21:6 | apply 4:10 59:12 | 84:2 85:1,13,23 | 150:6 |
| 84:11 98:22 | analysed 176:14 | 70:14 122:19 | 86:2,3 92:1 | arrest 146:25 |
| ahead 37:2 184:10 | analysis 18:16,18 | applying 24:17 | 94:14 98:20 | arrives 88:14 |
| aim 120:15 | 19:5,15 20:13 | appointed 136:6 | 100:17 106:22 | article 42:5 |
| aimed 60:14 99:3 | 176:4 177:6,7 | appointment | 107:3,19 111:13 | articulated 29:16 |
| Alan 99:22 118:21 | 201:16 | 101:3 | 119:20 124:16 | Asian 25:22 |
| albeit 12:18 | analysts 19:3 | appreciate 60:25 | 129:18 135:25 | aside 171:4 |
| ALBERT 1:16 | 21:10 145:22 | 77:8 79:15 | 140:7,22 141:14 | asked 14:17 28:20 |
| 204:4 | analytic 30:8 | 125:17 135:8 | 141:24 142:4,21 | 28:22 29:17 |
| Alexander 132:9 | analytical 21:14 | 159:1 194:5 | 165:4 166:6 | 30:23 43:22 47:5 |
| 132:16 134:3,6,9 | 131:11 | 199:9 | 169:1,2 188:8 | 53:6 60:21 68:22 |
| 136:19,23 137:3 | analytics 29:19 | approach 5:16 | 192:8 | 69:16 74:24 75:4 |
| 147:22 148:6,7 | 30:6,10,13 32:13 | 21:8,14 24:12,25 | areas 9:3 18:10,20 | 75:23 81:14 87:7 |
| 148:19,22 156:23 | 35:18 | 33:4 34:25 35:3 | 19:6 23:10 24:2 | 89:2 94:3 108:21 |
| 156:24 157:4,17 | and/or 53:21 | 35:5 37:11 40:14 | 38:16,17 44:21 | 161:24 182:20 |
| 157:21 158:5 | 58:18 165:10 | 40:16 46:14 | 45:5,7 46:11 | 193:23 |
| 169:21 174:4,5,6 | annex 185:25 | 47:25 54:19 | 48:16 61:7,22 | asking 42:25 79:10 |
| 180:13,23,24 | 186:19 | 63:21 67:9 70:19 | 66:8,11 70:22 | 93:5 98:8 117:11 |
| 192:18 193:3,21 | annual 43:3 68:12 | 72:25 73:8,22 | 77:18 79:21 | 128:5 145:7 |
| 193:23 194:3,7 | 113:6,7 138:21 | 88:4 89:19 98:24 | 80:13 84:19 | 153:22 198:13,15 |
| 194:12 195:2 | 141:6 163:22 | 98:25 106:4 | 91:20,23 93:19 | asks 126:25 |
| 201:13,20 202:1 | 182:12 | 107:10,14 111:22 | 93:21 100:4 | aspect 92:14 93:1 |
| 202:7 204:11 | annually 85:14 | 114:14,18 115:24 | 101:1 103:2,3,4 | 162:20 178:8 |
| alighted 31:1 | answer 2:1 6:17 | 115:24 125:11 | 107:24 108:1 | aspects 9:18 |
| alive 49:16 | 14:22 23:15 | 128:16 138:18 | 113:11 114:3,15 | 148:11 157:25 |
| all-Wales 8:10 | 112:3 185:24 | 141:5 148:1,9 | 128:15 131:10 | 158:22 187:4 |
| 35:13 36:2 53:19 | 196:12 200:16 | 152:2 158:12 | 141:4 143:1,8 | 191:11 |
| 54:1,5,11 55:24 | answers 117:24 | 171:2 192:25 | 149:24,25 152:5 | Asperger's 159:7 |
| 73:7,11 91:4 | 187:10 | 193:15,17,18 | 155:15,16,17 | aspiration 27:2 |
| 98:23 | anticipated 9:11 | approaches 15:10 | 159:14 163:4 | assault 90:12 |
| alleged 11:10 | 79:21 174:19 | 28:8,9 92:6 | 165:12 166:6,20 | 92:22 99:9 |
| allocated 89:24 | antisocial 38:11 | 109:8 110:17 | 167:6,23 168:4 | 142:25 |
| 155:19 193:4 | anxiety 185:2 | 116:18 130:6 | 175:19 185:16 | assess 12:25 15:9 |
| allow 19:12,15 | anyway 50:13 | 131:13 173:16 | 193:25 200:9 | 69:22 90:18 |
| 132:11 169:19 | 105:13 | 175:3 | arena 46:14 | 138:11 171:10 |
| allowed 27:9 | apologies 34:1,2 | appropriate 24:17 | arenas 46:17 | assessed 165:11 |
| allows 169:13 | 36:21 64:2 72:7 | 25:2 41:5 88:21 | arisen 90:7 129:6 | 171:3 174:21 |

| | | | | |
|--------------------------|---------------------------|-------------------------|---------------------------|---------------------------|
| assessing 69:12 | attitudes 27:8,12 | Avon 29:18 | basis 102:19 | 153:21 154:1 |
| assessment 2:21 | 48:7 118:1 | aware 7:17 38:18 | 138:21 176:9 | 165:1,14,16 |
| 31:6 48:14,15 | attuned 28:9 30:9 | 50:4 53:23 68:14 | 186:12 | 166:3,12,15 |
| 50:5 53:2,10 | 60:2 | 75:14 76:7,25 | BBC 82:9 | 167:3 168:11,12 |
| 65:17,24 66:1,3 | audit 77:16 104:17 | 80:24 82:21 | be-all 180:15 | 169:3 187:15,24 |
| 66:15,18,23 67:5 | 105:2 106:14 | 102:22 134:23 | bear 2:11 39:21 | 188:1 189:6 |
| 68:1,18 69:2 | 107:1 115:6 | 167:5 168:14 | 44:25 71:24 | 195:3,6,16,23 |
| 70:1 71:8,15 | 184:13 185:13,20 | 174:21 | 116:17 163:2 | 196:2,8 204:9 |
| 72:2,12,16 73:10 | 188:21 190:4,15 | awareness 24:21 | bearing 57:9 | Benneyworth's |
| 73:15,21 74:25 | 198:9 | 61:17 67:14 | 114:19 | 150:25 |
| 78:6 87:13 88:6 | audited 186:9 | 72:22 153:17 | Beckett 47:9 | bespoke 95:11 |
| 88:12 89:6 | auditing 48:9 | | Beckett's 52:15 | best 3:4,7,10 40:3 |
| 100:16 109:8 | 177:15 | B | bed 123:12 124:14 | 51:8 66:10 79:16 |
| 118:8 119:22 | audits 199:17 | back 17:20 36:10 | Bedfordshire | 90:3 117:1 119:8 |
| 139:3 166:13 | 202:8 | 37:16 44:11 | 153:13 | 119:9 122:21 |
| 169:23 170:21 | August 133:3 | 45:25 48:10 57:6 | beginning 77:17 | 123:5 133:7,17 |
| 174:2,16 175:3 | 134:14 | 62:12 65:8 66:21 | 117:6 144:22 | 133:25 134:7,16 |
| 176:7 177:2,10 | authorise 42:2 | 69:9,12 71:5 | 178:20 | 137:7 141:5 |
| 181:1 | authorised 41:12 | 72:14 79:11 | behalf 144:3 | 171:5 179:3 |
| assessments 31:15 | authorities 10:21 | 82:21 83:6 91:1 | behaving 164:10 | 192:5,15 194:2 |
| 47:11 66:1 68:14 | 31:15,25 34:5 | 93:21 94:16 | behaviour 38:11 | 196:10,23 |
| 69:4 73:20 107:3 | 39:17 42:14,23 | 117:6,23 123:7 | 82:12 164:7,9 | better 11:20 12:1 |
| 176:2,16 177:16 | 43:6 46:15 48:25 | 125:5 130:7 | 172:2 | 12:11,16 16:15 |
| assist 9:12 18:13 | 72:14 82:10,14 | 144:6 154:23 | behavioural 78:17 | 21:13,15 36:16 |
| 41:3 66:18 137:7 | 83:9 84:7 85:22 | 171:5 197:8 | behaviours 37:9 | 36:20 40:4 61:22 |
| 139:18 185:19 | 86:8 92:1 95:1 | background 2:19 | 47:12 74:15 | 67:23,23 80:1,7 |
| 193:20 | 98:1 100:23 | 3:14 7:24 8:2 | 164:21 | 84:23 108:3 |
| assistance 2:17 | 101:1,5 124:18 | 18:15 25:21 50:8 | belief 3:4,7,10 | 109:5,6,11 120:5 |
| 82:5 | 125:17 138:15 | 176:20 197:19 | 133:8,18 134:1,8 | 120:15 127:3 |
| assistant 33:8 | 150:14 159:25 | backgrounds | 134:17 | 137:2,5 146:19 |
| 136:10 | 161:2 198:19,25 | 25:20 197:21 | believe 7:18 10:3 | 146:21 151:13 |
| assisting 66:25 | authorities' 65:21 | backlogs 201:22 | 16:22 27:10 | 153:10 155:20,21 |
| associated 181:6 | authority 31:22,23 | Bailey 203:9 | 34:12 36:17 81:9 | 155:22,22 162:22 |
| Association 203:7 | 72:17 86:6 91:20 | balance 58:13 | 84:14 95:4 | 171:23 173:2 |
| 203:9 | 95:19 98:2 | barges 123:13 | 122:25 123:3 | 174:9 179:5,9 |
| assume 2:4 | 100:22 105:22 | Barnardo's 28:24 | 134:10 | 180:3,4 181:19 |
| assuming 194:1 | 138:18 186:2,3,9 | 47:7 61:16 72:14 | believes 160:10 | 188:23 189:13 |
| 196:9 | 199:15 | 74:11,18 93:24 | beneficial 162:14 | 190:22 192:5,17 |
| assumptions 34:11 | autism 159:12 | 155:4 160:1 | 162:16 | beyond 22:9 |
| 34:12 48:8 | automatically | barriers 29:6,15 | benefit 59:8 166:9 | 147:13 150:1 |
| assurance 199:5,7 | 103:6 | 34:9 40:21 62:7 | 196:19 | 158:3 164:9 |
| assure 72:6 | autumn 9:20 | 156:9,20,25 | benefits 30:7 | 173:10 |
| assured 183:17 | 116:13 | 159:1,2 195:25 | Benneyworth | big 86:5 100:1 |
| attempted 183:21 | availability 38:4 | 196:7 | 132:9,14 134:10 | 170:1 191:21 |
| attention 43:23 | 111:16 | base 59:19 80:15 | 134:15,18 137:8 | bit 17:20 33:24 |
| 46:4,11 61:20 | available 41:11 | 187:9 | 137:21 142:1,5 | 45:13 50:25 51:3 |
| 96:11 98:20 | 76:25 86:9 | based 1:22 25:16 | 149:4,10,18 | 57:23 62:13 72:5 |
| 109:4 112:16 | 143:10 155:11 | 34:25 54:22 73:7 | 150:12,15 151:5 | 74:2 80:18 84:25 |
| 191:23 193:22 | avoid 48:2 192:6 | 87:20 161:4,4 | 151:25 152:14,20 | 87:8,9 91:10,14 |
| | | 191:4 | | |

| | | | | |
|---|--|--|--|---|
| 95:18,20 124:14 128:6 137:1 143:15 157:25 164:10 167:6 182:21 189:2,24 195:13 certainly 63:13 75:21 77:14 96:1 96:9 103:17 104:2,3 108:15 110:24 111:3 112:16,20 114:1 141:23 142:5 148:7,22 151:5 157:4 165:16 167:3 182:15 188:1 195:6 202:7 cetera 123:13 156:4,10 chair 1:3,10 2:13 3:12 7:17 13:13 36:16 50:14,16 50:20 72:3 79:4 95:15 102:7,10 102:24,25 103:3 103:4,5 104:15 104:20,21 113:25 122:7,10,14 123:6,8 124:3,6 124:10,20 125:5 125:7,9,12,16,17 125:21 129:9,11 132:1,4 133:10 134:19,21 135:12 137:25 139:13 143:6,13,18,21 149:7 184:5,10 189:1 198:4,6,9 198:15 199:21 200:12,24 201:9 202:13,15,16,17 202:20,22 203:6 203:14,16,18,19 203:20 chaired 33:8 35:10 128:13 challenge 40:8,19 42:9 44:6 68:8 | 86:6 107:17 110:22 challenges 12:4,5 12:6 15:12,20 16:18 17:8 18:8 20:9 21:20 22:17 22:24 23:9,12,17 26:10 29:2,6,15 29:24 30:12 34:9 43:8 61:19 85:2 95:12 109:13 129:5 157:15 172:6 177:24 178:3 challenging 11:21 21:5 82:12 86:11 128:17 champion 189:18 change 4:13 73:17 121:21 160:14 161:21 192:24 193:15,18 changed 30:25 182:16 changes 72:2 79:21 121:18 changing 55:16 chapter 66:13 106:17 characterise 191:25 characteristics 12:2 25:15 28:3 49:7,12 50:4 145:3 152:22 159:4 charities 63:19 charts 31:23 chase 73:21 check 125:8 checked 67:2 checklist 176:4 checklists 66:9,18 67:1 69:21 160:7 174:20,24 175:11 175:19,21 checks 64:13 chief 23:1 33:8 66:20 68:16 | 69:10 75:8 77:12 77:14 92:13 112:12 128:3 137:11 Chiefs' 12:22 20:11 61:2 203:10 child 3:17 4:1,22 5:4,6,12,16,17 6:10,12,22 7:9 8:10 11:18,21 12:2,3,12,17,18 13:2,8,17,23,25 14:11,11,15,19 15:19 16:5,6,6,13 16:13,24 17:9,13 18:1,2 19:16,23 19:24 20:6,6 21:4,17,18 24:1,4 24:7,8,12 26:16 27:6 28:11 29:3 29:3,7,10,13 30:4 30:24 31:18 33:6 36:3 37:8,13,14 37:15 38:20,22 39:10,11 40:15 41:5,6 43:10,20 44:2,10 45:2 46:15 47:1,20,22 47:25 49:24 50:2 50:7,7 52:5,25 53:2,5 55:13 57:17 58:16 60:2 60:8,13,23 62:5,6 63:13,16,17 64:14 66:14,22 67:6,10 68:3,6,9 69:17 72:20,21 73:5 74:14 75:15 76:23 78:13 80:11 85:7,10,18 88:9,11,13,14 89:17 90:2 92:20 92:21 95:20 99:15 100:12,19 101:6,6 103:19 104:9 108:13,22 111:7 114:3 115:2,10,17,20 | 115:24 116:16,23 117:8 118:25 119:13 120:2 121:13 122:15,16 122:22 123:4 124:25 125:2 128:9 129:20,23 129:24 130:4,9 130:11,17,20,25 131:14 136:1,2 141:9,9,12,16,20 141:25 145:12,16 147:5,11,25 148:2,2,15 150:23 151:3,4 152:4 154:25 155:18,20 156:3 157:6,9 158:20 160:5,9 162:13 166:18 169:11 170:24 173:3 174:14 176:18,24 177:3,8,8 178:8 178:10,20,21,22 179:12,14,14 180:3,5,18 181:1 181:9 185:21 186:4,5,18 187:9 190:11 191:10,23 192:12,13 193:6 195:19 196:21 197:3,24 198:12 198:21 199:2 202:4,5,9 203:13 child's 57:19,20 59:13 147:14 148:5 162:22 176:23 177:3 child-centred 24:11 34:25 35:5 37:11 40:11 66:17 73:18,23 89:18 115:23 child-level 105:15 child/young 55:18 92:25 childhood 11:19 11:25 14:5 60:1 192:4 | children 2:10,22 4:2,3 5:6 7:9,10 7:11 9:10 10:20 12:7 15:21 22:10 27:9 28:21,22 33:1 34:6,7,13,19 34:24 35:6 41:1 45:23 49:4,6,11 49:23 52:4,19,21 53:22 54:15 55:6 55:6,9,10 56:8,9 57:4 59:2 62:21 63:22 64:9,12 65:2 66:11 67:20 67:24 68:4,7,11 70:20,24 73:3 74:11,15 77:3 79:14,15,20 80:8 80:12,19 81:6 82:11,15 83:19 83:20 85:1,5 86:15 88:4 91:3 91:4,5,20 92:15 93:24 95:6,24 96:6,17 97:3,4,9 97:11,15,22 98:3 98:16 101:2,5 105:17,17,19,22 105:24 109:6,12 109:25 110:7,15 110:17,19 111:9 111:11 112:10 117:1 119:24 120:17,25 121:7 121:11 122:5 123:11 136:2,8 139:5 142:15,24 144:8,12,18,21 145:8 146:22,23 147:3,16,21 148:16,24 149:15 152:10,17,20 153:23 154:5 155:7,10 156:16 156:21,25 157:13 157:19 158:13,17 159:1,8,24 160:14 161:6,17 162:9,16 163:7 |
|---|--|--|--|---|

| | | | | |
|--|---|--|---|---|
| 164:4,6,10,14,18 164:22,22 165:9 165:13,17 166:1 166:9,24 167:2,7 167:11,14,17,24 169:2 170:4,7,17 172:3,15 173:15 173:23 174:9,13 176:11,12 177:18 177:19,25 178:1 178:5,6,15,17,25 179:2,6,19,20,23 180:21 181:4,4,6 181:16,24,25 182:5,14,20,24 183:1,11,15,20 183:21,24 184:7 184:24 185:12 186:4,5,20,23 188:18,23 189:8 189:9 190:23 194:1,19,20 195:11,24 196:18 197:1,3,13,16 199:10,12,19 201:17 children's 2:24 3:23 9:25 17:12 17:16 23:25 47:8 49:5 66:22 80:25 81:8 83:1,8,11 84:6 85:11 86:1 102:8,11 103:1,5 103:7 104:6 120:12,15 136:9 137:19 138:9,9 138:15 150:20 158:13 159:10,22 163:5 164:7,9 165:22 166:8 179:22 197:21 200:14 203:3,8,9 chime 26:7 194:9 194:25 196:14,14 196:16 chimed 194:9 CHIS 41:5,13,14 41:16,21 42:2,3,5 CHISs 41:9,17 | choice 81:10 82:15 choose 66:9 chosen 160:5 CHRISTIAN 1:14 204:2 Christopher 203:11 circulated 1:23 circumstance 148:3 circumstances 41:10,21 63:5 81:9 85:17 86:11 108:10 124:13 128:6 147:14 152:21 155:24 171:18 cited 6:25 civil 38:9 136:14 136:20 148:17 CIW 77:14 CIW000018_00... 111:20 CIW000018_006 96:12 CIW000018_00... 95:17 CJS 57:22,24 clarification 137:9 clarified 135:2 clarifies 139:8 clarify 5:10 10:15 clarity 94:5 104:3 194:16,21 clear 47:20,23 48:2,14,19 63:10 64:21 66:16 69:10 73:13,20 82:24 83:2 86:2 100:14 103:24 136:24 147:11 159:7 186:25 clearer 52:11 85:21 clearly 8:25 9:1 10:14 29:2 33:18 38:7 39:19,23 54:20 55:3,6 86:5 93:3 94:8 | 94:12 104:11 125:9 126:8,12 126:16 146:17 clinical 102:6 clinician 101:9 clinics 137:15 close 117:21 179:23 closed 157:14 193:12 closely 5:8 9:3 56:18 closer 6:18 97:15 97:20 182:24 closure 157:3 co-located 181:18 co-location 181:13 co-offending 19:14 26:18 co-operation 118:14 202:5 co-ordinate 83:13 149:22 Code 32:23 58:2,7 116:21 codes 15:25 16:3,4 coerce 144:20 coerced 173:24 coherent 128:20 cohort 196:25 collaborative 148:9 colleague 72:17 102:9 120:8 137:5 197:10,19 198:2 200:13,16 colleague's 32:3 colleagues 12:14 24:15,23 26:24 48:1 58:1 59:15 67:11 70:12 82:23 89:4 94:22 121:19 122:12 157:5 158:25 159:12,14 171:14 174:7 175:7 181:10 196:21 200:19 collect 34:5 64:1 | 85:13 collected 15:15 collecting 31:14 collection 11:14,15 19:9 31:4 32:25 33:18 34:6 collective 185:9 College 60:3 88:19 128:19 Collins 203:10 colour 139:2 column 34:24 combination 16:16 16:19 17:2 127:8 141:2 combined 12:12 12:13 come 8:20 16:15 25:19 27:14 37:16 47:4 49:5 53:11 62:3,16 65:8 69:9,12 71:5 77:16 79:11 91:1 94:16 97:1 99:10 109:15 112:19 116:17 123:7 125:5 130:7 132:11 135:7 151:11 158:9 174:17 175:5 176:11 182:8 193:21 comes 131:1 comfort 175:12 comfortable 40:18 coming 1:21 24:10 36:19 58:13,14 72:7 111:2 116:14 126:10 141:8 159:1,23 169:10 191:23 192:4 commended 163:18 comment 17:21 22:12 56:17 60:22 64:9 73:19 82:17,20 85:4 93:2 96:25 | 156:21 166:21,23 170:19 175:1,4 195:7 198:1 commentary 23:24 113:9 commentators 23:24 comments 1:20 57:18 70:1 94:2 171:6 Commission 137:10 commissioned 92:2 141:2 Commissioner 17:16 23:25 41:15 80:25 203:4 Commissioner's 17:12 81:8 commissioners 23:3,4 90:12,17 90:22,22 104:6,7 127:19 128:2 commissioning 90:19 159:25 183:17 commit 63:2 118:13 173:24 commitment 23:13 103:24 104:2 108:17 114:2 190:13 commitments 58:2 110:24 116:17 committed 20:2,3 40:20 58:5 60:17 64:19 81:2 100:8 103:21,22 120:11 191:25 common 24:13 26:5 32:23 172:25 commonalities 131:15 commonality 24:25 commonly 26:3 Commonwealth |
|--|---|--|---|---|

| | | | | |
|--|---|---|---|--|
| 6:14 communication 51:12 communities 28:12 39:20 61:9 61:12 63:19 152:25 188:12 community 27:16 97:20 131:2,24 153:15 compare 17:6 compared 15:14 compassionate 142:8 compendium 11:18 compilation 11:24 complaints 139:1 complete 168:9 202:23 completed 104:15 109:21 completely 40:19 40:19 66:19 completeness 5:18 34:16 35:24 39:12 45:19 69:15 109:20 139:10 160:15 166:4 completing 31:16 99:22 complex 46:12 53:9 56:3 67:3 86:11 90:2 110:4 167:18 168:23 170:11 175:8 177:11 182:16,25 complexity 29:14 52:6 70:8 compliance 94:5 118:19 138:13 complicate 10:1 complicated 125:25 complying 43:6 comprehensive 25:10 112:5 163:5 | compromises 10:4 compulsory 86:22 86:23 Computer 26:17 concept 52:15,23 concern 2:21 47:1 51:21 53:17 54:9 57:11,17 62:20 68:15 81:18 94:22 124:16 128:16 144:9 150:23 151:4 154:25 157:20,22 163:25 166:1 173:18,22 178:16 179:4 concerned 8:5 16:25 31:20 93:18 105:23 128:24 130:4 137:24 145:12 182:13 185:14 concerns 45:8 47:15 52:9 58:11 68:1 69:3 95:23 102:14 124:20 140:8 155:10 166:7 168:24 169:13,14,15 173:11 200:10 conclude 117:4 202:21 203:19 concluding 42:1 conclusions 25:24 129:16 concurrently 1:12 102:5 conduct 18:18 62:22 91:25 146:24 conducted 25:11 180:8 conducting 26:11 conference 74:20 confidence 16:14 43:5 61:24 62:9 80:1 158:15 confirm 6:19 41:20 42:21 | 125:16 confirmed 41:16 confirming 135:16 confused 158:14 confusion 69:25 connected 181:17 connection 23:17 23:19 55:4 87:5 connections 24:6 26:1 116:22 connects 190:15 conscious 28:17 58:9 consensus 52:8 consequences 158:4,7 consider 28:20 43:23 63:2 93:5 93:12 95:10 113:12 117:7 122:22 124:23 147:16 considerable 201:15 considerably 11:16 consideration 16:24 20:24 70:9 176:10,18 considered 21:2 37:2 64:10 81:22 81:25 143:8 165:7,12 177:1 considering 50:5 70:10 73:16 148:4 171:17 172:1 176:22 considers 37:12 41:4 consistency 43:23 45:19 46:4,20 146:16 151:7 172:21 188:15 190:1,7 consistent 66:5 98:24 128:20 151:14 155:17 190:11 194:14 consistently 19:15 | 20:10 145:7,17 147:17 150:11 158:5 171:15 172:2 173:1,7 174:12 190:21 Constable 33:8 92:13 constables 128:3 Constabulary 139:20 constantly 89:10 181:5 consultation 42:12 58:14,15 84:20 123:18 124:1,18 183:8 consulted 106:2 consulting 79:24 120:4 contact 101:9 content 2:13 45:23 184:9 contents 61:4 context 20:3 21:17 28:16 38:10,12 39:10,11 46:9 63:16 64:14,21 65:12 67:16 71:16 74:25 89:8 89:14 93:14 115:3 126:1 128:8 129:4 162:11 173:14 contexts 27:15 contextual 67:9 71:11 123:2 162:2 continue 2:13 12:24 15:17 19:10 51:23 62:25 81:8 83:13 84:14 105:13 120:24 121:6,9 123:22 163:2 172:14 176:16 178:4 179:7 184:9 continued 39:7 47:10 179:4 | continues 39:13 175:20 178:23 185:10 continuing 121:23 continuous 122:3 continuum 122:23 183:11 contract 67:10 contrast 9:24 contribute 1:25 52:16 contributes 7:7 contributing 120:7 167:18 contribution 31:14 31:16 32:2 53:9 70:6 98:18 135:4 control 9:25 conversation 92:19 178:19 conversations 54:16 55:16 75:19 77:13,13 94:12 96:21 98:1 128:1,17 convictions 64:5 65:11 coordinating 5:14 103:18 coordination 83:12 coproduce 189:8 core 121:10 131:16 coronavirus 101:14 corporate 183:17 correct 3:21 4:4,5 4:12 5:10 6:8,21 7:16 14:3 26:8,9 46:2 61:14 93:16 133:5,6,23 134:6 134:14,15 136:4 136:11,23 137:21 143:12,16,17 150:12 151:25 152:14 166:12 172:8 173:19 council 12:22 |
|--|---|---|---|--|

| | | | | |
|---|---|---|--|--|
| 42:25 61:2 102:3 102:8,9 203:10 counsel 57:16 88:5 105:8 114:21 192:10 counted 191:1,2 counties 201:12 country 43:24 97:23 148:25 150:11 151:22 152:5 201:20 county 23:21 97:23 147:21 148:20,23 162:11 couple 8:8 95:13 145:5 153:2 163:11 course 7:17 37:13 40:22 48:19 55:7 55:10,19 65:15 72:13 77:5,17 78:9 93:11 94:19 95:15 120:7,19 121:12 123:10 125:2,24 126:6 143:4 160:8 163:2 176:15 178:7 179:21 182:9 186:17 198:11 201:11,14 Court 41:25 42:7 courts 41:24 81:15 Coventry 69:20 cover 2:17 11:8 102:17 143:1 184:5 coverage 127:6 covered 114:15 117:5,7 130:9,10 199:22 covering 31:4 105:15 107:1 covers 8:25 37:6 56:16 105:16 covert 41:2 COVID 76:24 101:14 114:24 COVID-19 36:11 36:25 75:17,20 | 129:6 CPS 33:10 192:23 193:1,19 CPS's 192:24 193:15 CQC 107:2,10 132:10 137:13 142:2,4,5 171:14 CQC000371 134:11 187:25 CQC000371_010 149:5 CQC000371_01... 168:2 CQC000371_011 151:1 CQC000371_014 165:2 CQC000371_015 187:19 CQC000382 134:13 cracks 130:6 crafted 58:11,12 Craig 203:11 create 30:13 credible 27:5 crime 5:2,23 11:8 12:8 13:15 16:3 18:17 19:4 21:7 21:9 23:3,4,18 29:5 33:10,11,12 64:17,20,21 65:4 90:21 116:23 126:10 127:18 128:2 129:18,19 130:11,13,15,16 203:11 crimes 64:18,25 114:9,10 criminal 12:13 13:4 16:6,20 17:5,6,9 20:20 21:17 24:1,8,20 32:11 35:17 38:22 39:11 40:5 47:14 57:12 62:5 62:22 63:14,17 64:7,13 65:6,11 | 80:14 110:14 111:8 114:11 122:16 136:3,15 141:4 144:20 147:20 148:12 149:2 156:19 157:2 159:18 170:16 173:3 176:12 192:14 193:7,10,13 200:6 202:6 criminalisation 62:18 64:11 criminalised 110:15 170:18 criminalising 49:10 64:9 criminality 41:18 154:13 criminally 63:11 144:18 162:17 criminally-explo... 34:7 crisis 167:25 criteria 167:22 critical 35:7 39:20 43:16 45:13 46:6 77:5,6 88:2 91:13,19 92:8,17 94:9 97:1,5,25 99:2 113:10 114:13,18 121:25 131:5 175:17 critically 37:6 61:25 criticism 175:19 cross-agency 52:11 107:12 114:18 cross-cutting 118:24 cross-government 5:15 6:6,24 Cross-remit 135:19 crucially 116:24 crude 21:6 CSA 16:1 52:12 103:10 114:6,12 | 120:7 126:12,25 CSE 5:7 9:10 11:8 16:1,10 18:16 19:5,11,13 21:9 23:22 31:5 32:9 32:11 33:1 34:20 35:16 47:11 52:11 56:2 65:12 71:1 78:17 80:21 87:18 98:10 103:9,10 114:12 116:3 122:17 125:23 126:2,3,5 126:12,24 127:4 127:4,6,8 128:25 129:3 144:1,13 146:13,18 147:20 148:21 151:8 152:24 155:3 158:17,23 165:10 166:24 167:5 172:19 181:24 198:16 CSEN 10:2 11:2 23:22 65:12 148:21 192:17,21 cultural 99:25 121:21 156:7 158:7,20 culture 27:16 54:14 157:25 158:18 169:6,13 curiosity 169:5,19 171:15 174:8 175:9 196:3 curious 160:10 166:19 current 73:7 80:10 89:12,12 96:10 98:25 125:11 135:17,24 175:3 176:20 177:24 currently 95:8,13 97:22 111:24 112:15 curriculum 86:19 curve 24:3 96:2 custody 110:19 170:7 | cut 24:14 cycle 11:25 Cymru 72:14 74:11,18 203:12 <hr/> D <hr/> D 204:1 daily 87:18 176:9 186:11,12 Danny 4:19 6:5 7:23 8:5,13 9:6 13:12 55:22 72:10 76:9 78:15 96:12 109:23 146:6 150:24 151:18 160:21 172:11 data 11:7,9,14,15 11:17,19,24 12:4 12:11,13,14,14 12:15,17,20,24 13:10,24 14:2,5,6 15:1,5,6,8,12,13 15:15 16:10,11 16:12,16,17,18 17:2,3,3,25 18:7 19:1,4,4,9,12,22 19:22 20:23 22:3 22:3 25:17,25 26:17,17 29:25 29:25 30:2 31:3 31:17 32:1,4,5,6 32:23,25 33:11 33:13,18 34:3,5 41:10 49:18 59:24,25 63:25 85:13 105:15 116:10 119:20 126:8,18,20 127:3,9 140:9 144:10 145:2 153:7 date 26:13 32:10 62:3 72:1 89:11 111:25 dated 133:13,13 133:21 134:4,11 134:13 dating 66:21 day 1:3 40:25 |
|---|---|---|--|--|

| | | | | |
|---|---|---|--|---|
| 72:19 100:25 186:14 days 45:5 184:20 DBS 64:8,24 DCMS 6:13 deal 24:25 47:12 51:13 82:18 90:8 129:22 132:18 137:2,5,22 149:5 161:22 174:11 184:12 dealing 11:4 51:8 91:2 99:4 127:12 146:22,22 deals 25:6 91:7 dealt 96:7 172:9 193:9 Dean 14:19,25 28:23 203:12 debrief 91:12 debriefing 91:18 debriefs 91:9 92:7 December 37:7 41:12 76:8 decide 101:8 decision 48:15 50:6 66:9,15,19 66:25 67:5 68:1 68:18 72:21 85:10,12,18 100:16 119:22 158:1 180:6 191:10 192:17,21 193:1 201:10 decision-making 66:24 decisions 23:6,11 77:5 141:1 158:8 176:14 197:23 decrease 193:19 decreased 31:19 dedicated 145:21 149:13 deeper 138:23 deeply 68:19 defence 62:21 63:3 63:6 defer 174:5 definition 20:17 | 20:20,25 47:15 50:11 51:23 52:5 52:7,8,18 54:21 55:13 57:14,21 58:8,14,16,20 59:5,6,7 67:16 129:23 definitional 21:3 21:19 definitions 20:15 58:23,24 59:1,12 131:6 definitive 200:8 degree 62:19 76:2 168:7 171:13 delay 157:8 delayed 76:24 delays 114:21 152:10 157:10 172:14 194:15 195:8 201:15,18 201:22,23 deleted 65:11 deliberately 126:7 deliver 10:21 89:22 92:3 118:22 121:9,18 delivery 37:4,10 74:10 demand 167:16 172:13 173:6,12 demands 114:24 129:6 demarcations 14:11 demeanour 172:3 demographics 14:8 28:10 197:1 demonstrate 23:9 demonstrated 30:9 77:2 112:9 demonstrates 45:6 dental 137:14 deny 41:20 department 1:11 3:22 6:3,11,23 7:18 12:15 32:6 42:13 43:2 48:24 59:15 70:5,10 | 81:21,24 83:10 100:7,7 104:5 119:17 123:16 department's 74:8 Departmental 103:11 departments 4:17 5:25 6:25 7:1 22:8 167:8 depending 140:25 168:7 depends 139:25 deplete 122:17 deploy 95:14 deployed 41:22 depression 154:8 deputy 4:13 136:20 derision 27:8 describe 5:21 9:7 32:21 89:20 168:3 described 44:23 82:12 84:9 120:8 describing 120:1 deserving 48:4 designated 126:8 149:18 designation 30:24 designing 85:8 despite 125:2 detail 13:5 74:1 92:10 139:13 140:22 165:15 171:19 173:22 187:2,3,8 194:12 195:6 197:21 detailed 70:3 168:7 186:1 details 86:24 90:23 101:9 120:18 detention 111:11 170:6 determination 91:23 determine 89:17 141:4 determined 81:16 determining 100:4 | deterministic 89:16 deterministically 30:11,17 develop 9:9 28:6 95:11 98:1,2 160:5 180:11 developed 64:15 67:19 75:14 131:8 135:24 146:19 developing 115:8 117:15 172:6 development 6:14 8:17 61:8 74:3 88:16,24 89:15 95:3 164:13,14 188:6,8,9 developments 69:1 device 202:8 devices 201:16 devised 168:5 devolved 9:17,24 10:24 Dfe 6:2 7:7,18 84:5 102:13,18 102:18 111:12,15 138:16,25 DFE's 4:1 DFE003079 84:6 DFE003186 3:6 65:20 80:23 99:14 DFE003186_002... 7:4 DFE003186_006... 79:19 DFE003186_036 86:13 DFE003186_041 30:21 DFE003816 105:4 105:12 Dft 6:2 43:2 dialogue 138:20 difference 81:13 119:7 121:20 differences 25:3 69:24 93:25 97:8 | 154:21 156:11 different 4:16 12:8 15:9,10 18:23 20:15 21:23,25 23:10 24:14,19 24:22 25:1 28:4 30:2 34:18 37:25 38:8,9,9,10 39:5 46:11 49:25 58:9 58:10 59:21 60:7 60:7 61:24,25 65:16,25 66:1 75:18 76:13 93:21 105:16 107:6 117:22,24 124:24 130:14,18 130:20 131:7,13 131:14,20 135:2 148:11 151:22 154:4,9,12,18 160:18 161:21 164:20 168:5,17 171:1 180:22 199:9 differently 55:4 difficult 20:23 32:11 147:20 164:14,21 173:9 195:7 198:1 199:24 200:8 difficulties 1:6 6:16 61:11 91:17 127:13 difficulty 33:22 digests 38:15 digging 196:20 digital 109:14 117:18 119:5 201:16 diluted 163:1 dimensions 28:9 61:17 114:24 direct 1:24 128:16 135:3 137:6 138:1 160:9 163:17 directed 2:2 81:20 directing 1:20 144:2 |
|---|---|---|--|---|

| | | | | |
|---------------------------|---------------------------|--------------------------|---------------------------|----------------------------|
| direction 9:2 98:6 | disingenuous | 141:7 145:22 | 193:25 | 129:2 135:5 |
| directly 48:10 | 131:17 | 146:21 157:7 | draws 40:13 | 141:15 148:9 |
| 121:25 | disparity 126:11 | 197:7 201:7 | 141:23 | 154:12 155:4,7 |
| director 3:23 4:6 | disproportionat... | domain 139:7 | drew 58:4 119:19 | 157:5 160:15 |
| 14:19 85:25 | 62:4 | domains 139:6 | 130:23 | 169:4 170:15 |
| 102:6,11,25 | disrespect 27:8 | domestic 197:4 | drift 157:8 | 171:6 173:21 |
| 103:7 136:6,7,8 | disrupt 38:20 | door 176:7 187:5 | drive 22:22 40:4 | 174:7 191:20 |
| 136:10,14,20 | disrupting 45:24 | double 125:16 | 57:24 81:3 157:5 | 195:14,16 |
| director-general | 184:1 | double-check | 157:25 188:14 | early 9:12 10:13 |
| 4:14 | disruption 2:20 | 125:14 | 189:19 | 75:17 96:16 |
| directorate 4:25 | 22:14 37:19,25 | doubts 71:3 | driven 57:25 | 111:4 114:8 |
| 5:1 | 38:1,5,21,24 | downloaded 87:17 | 130:17 | 121:15 152:3 |
| directors 66:21 | 39:18,21 40:5 | downstream | drivers 42:17 | 167:23 180:18,20 |
| 85:11 203:8 | 42:10 43:24 | 197:10 | 43:14,17,18,19 | 181:11 190:1 |
| disabilities 28:22 | 44:17,17 45:1,18 | Dr 47:9 52:15 | 46:16 131:16 | 191:20 192:2 |
| 47:3 51:22 53:13 | 45:25 46:4 62:14 | 68:24 69:14 | driving 6:23 21:15 | easily 169:15 |
| 56:8 57:4 61:11 | 146:5,10 147:5 | 132:9,14 134:10 | 30:17 45:12 | echo 57:18 59:15 |
| 157:19 165:10,18 | 148:14 | 134:15,18 137:8 | 60:13 72:25 | 60:9 188:1 |
| 166:2 | disruptive 39:4 | 137:21 142:1,5 | 103:19 104:4,13 | echoes 171:13 |
| disability 35:2 | dissatisfaction | 149:4,10,18 | 107:11 108:3 | educating 86:14 |
| 59:23 60:1 | 47:13 57:12,22 | 150:12,15,25 | dropping 31:10 | education 1:12 |
| 153:24 156:9,16 | 156:19 157:1 | 151:5,25 152:14 | 36:13 87:5 | 3:23 12:15 32:7 |
| disabled 2:24 | distilled 25:9 | 152:20 153:21 | drops 2:7 | 48:24 49:24 |
| 49:11 56:9 | 155:14 | 154:1 165:1,14 | drug 148:23 | 70:10 81:21,22 |
| discern 17:4 21:22 | distinct 28:4 | 165:16 166:3,12 | drugs 23:20 | 81:24 86:22,23 |
| disclose 52:21 | distinction 71:7 | 166:15 167:3 | 148:20 | 99:19 105:25 |
| 159:18 161:13 | distinctions 20:6 | 168:11,12 169:3 | due 25:25 43:1,3 | 159:11 165:19 |
| disclosed 16:14 | 21:14 131:12 | 187:15,24 188:1 | 46:10 52:22 | 184:18 |
| 64:8 | distinguish 19:13 | 189:6 195:3,6,16 | 76:24 77:17 78:9 | Education's 59:15 |
| disclosing 29:7 | 32:11 147:20 | 195:23 196:2,8 | 93:11 95:15 | educational 165:9 |
| 159:2 | distinguishable | 204:9 | 120:19 151:8 | 165:17 |
| disclosure 62:9 | 16:5 | draw 7:14 18:4 | 160:8 | effect 63:24 82:25 |
| 64:25 155:18 | diverse 86:9 | 20:4 22:21 24:6 | duller 139:9 | effective 10:23 |
| 156:21,25 157:11 | diversity 61:6 | 29:11 31:12,13 | Dunn 203:11 | 13:3 40:5 44:24 |
| disconnect 126:9 | 152:17 166:8 | 37:22 38:4 40:9 | Durham 143:16 | 45:12 47:24 |
| discrete 78:3 | doctor 149:21 | 40:9 44:11 62:6 | 158:16 181:13 | 103:19 106:4 |
| discretion 30:16 | doctors 150:5 | 62:8,10 88:10 | duty 42:23 83:8,9 | 113:6 124:25 |
| 88:22,23 89:15 | document 7:20 | 98:20 107:5,22 | 93:10 95:1 | 142:8 145:20 |
| discuss 82:2 | 60:22,25 61:1,3 | 108:14,25 113:24 | 113:11 122:6 | 147:4 180:11 |
| discussed 20:7 | 76:4 77:25 | 131:2 141:21 | dynamic 138:19 | 190:21,22 193:6 |
| 82:22,23 109:11 | documentation | 157:15 189:6 | 175:8 | effectively 22:11 |
| 174:11 176:13 | 77:21 | 190:6 195:5 | <hr/> | 80:3 112:21 |
| discussing 20:23 | documents 68:22 | drawing 12:15 | E | 149:22 152:6 |
| discussion 129:22 | 140:9 | 23:8 26:20 43:13 | E 204:1 | 176:3 |
| discussions 10:7 | doing 14:25 40:1 | 45:14 61:20 62:2 | earlier 27:22 55:1 | effectiveness 11:13 |
| 55:17 94:8 | 40:20 49:21 | 117:23 119:5 | 59:24 68:12 | 15:9 105:6 |
| 112:12 128:1 | 79:16 82:25 86:8 | 145:15 | 91:22 95:1 | 112:24 139:22 |
| 183:9 187:8 | 89:5 93:8 111:4 | drawn 25:24 28:13 | 101:15 110:12 | 165:18 |
| 189:8,16 | 114:7 135:6 | 40:23 77:23 | 111:5 112:3,4 | efficacy 71:4 |
| | | | 116:6,20 121:13 | |

| | | | | |
|---|---|--|---|--|
| <p>efficiency 139:22 effort 158:19 efforts 5:15 39:18 48:25 EHCP 166:10 either 10:12 16:6 33:23 67:20 101:2 103:4 121:14 145:6,25 156:21 182:23 194:8 elapses 178:18 electorates 23:5 element 47:16 55:8,12 176:6 eligibility 167:22 embed 19:3 21:13 22:4 54:13 100:3 embedded 18:16 24:9 35:3 37:9 125:10 embedding 21:10 21:21 100:10 119:24 embraces 91:4 177:17 emerge 14:2 emerged 112:16 194:8 emerging 25:14 67:19 174:22 175:2 emotional 105:20 empathic 158:12 164:17 empathy 2:20 47:1 51:21 53:17 54:9 54:18 57:11,17 62:19 150:23 151:3 154:24 157:20,21 160:11 163:11,25 166:1 189:16 emphasise 6:21 27:21 41:8 107:8 114:21 115:8 160:8 171:12 178:6 emphasises 49:25</p> | <p>emphasising 6:11 108:6 employed 3:15,22 135:18 136:5,13 136:19 employment 89:13 empower 189:7 empowering 79:25 enable 153:10 169:13 182:22 189:14 enables 31:24 54:16 150:20 153:7 169:7 enabling 35:7 121:21 encourage 40:16 118:1 142:9 169:6 171:2 202:5 encouraging 130:24 end-all 180:16 end-to-end 192:12 ended 74:7 endorse 175:6 enduring 68:20 energies 98:5 energy 97:1 enforce 115:5 enforcement 5:7 114:11 138:14 engage 6:24 62:7 160:13 161:9 164:22 176:24 engagement 75:14 75:17 109:12 120:24 121:6 163:22 engaging 75:21 178:21 engender 161:16 engendered 162:2 England 12:8 13:8 13:15 60:24 78:8 87:18 93:18 126:3 139:22 140:21 142:6 149:18 155:17</p> | <p>enhance 122:17 enhanced 75:19 enhancing 30:3 46:17 enquiries 77:21 79:8 146:25 161:15 ensure 5:15 12:24 14:13 21:20 24:16,25 26:24 38:16 44:20 45:10 46:10 64:17 68:10 80:9 84:12,13 88:19 98:13 99:18 108:17 109:16 116:22 118:25 121:7 128:15 131:6 137:17 149:15 155:9 165:20 171:17 ensured 101:15 190:18 ensuring 12:20 20:9 22:9 28:8 28:11 43:12,16 104:12 107:14 109:17 111:16 114:19 115:6,19 116:18 118:19 131:9 entire 150:21 entirety 148:4 entitled 78:22 entry 56:2 environment 27:10 40:17 envisage 84:15 85:16 episodes 95:23 194:19 equally 40:4 104:6 104:7 109:9 128:4,11 131:15 131:22 135:3 equip 59:11 equities 6:9 escalation 171:18 especially 75:21</p> | <p>112:19 essential 22:11 77:22 191:8 established 26:21 68:2 116:7 establishing 29:9 88:8 establishments 182:21 estates 83:11 estimate 13:18 estimated 13:16 13:20 Estyn 112:20 et 123:13 156:4,10 ethics 15:21 ethnic 26:4 61:9 ethnicity 14:8 25:21 35:2 153:5 156:9 evaluate 105:18 113:5 evaluated 112:15 evaluating 111:25 evaluation 62:1 74:9,17 76:22 EVANS 129:12 131:25 202:16 event 35:10 55:2 74:19 events 153:16 ever-increasing 71:12 everybody 1:18 everyday 56:25 evidence 1:11,21 2:11 5:19 7:15 8:16 11:5 13:5 14:18 18:5,13,15 18:21 19:2,17 20:15,21 25:12 25:21,23 26:3,6 27:22 28:23 29:11,11,17,20 30:8 31:17 32:4 32:5,17 34:21 35:14 37:17,23 39:12 40:25 42:10 43:9 45:4</p> | <p>45:21 47:6,8,11 49:18 51:15,23 52:14 53:15,16 53:20 57:2,11 60:15 62:25 65:14 67:19 68:23 69:5,14 71:6,21 72:23 73:8 75:1,3,7 76:5 77:23 79:17 80:10,15,18,22 82:8,18 84:25 85:20 87:20 93:9 94:3 95:16 96:14 97:7 98:10,25 99:13 101:21 102:2,9,16 106:9 106:14 107:3,6 107:23 109:19 111:19 116:6 118:5,6 119:19 119:20 132:11,20 132:23 134:25 135:9 144:5,24 146:6,11 147:2,9 152:13,15 155:3 155:24 156:18,20 159:6 160:2,15 160:17 162:24 163:15,16,25 165:2,3 174:23 175:1 177:20 181:22 182:10 184:2,16,19 185:1,8 187:1,9 187:12 188:19,20 189:5 190:3,6,10 193:16,18 194:7 202:18,23,24 203:1,5,16,17,19 evidence-based 99:4 evolves 55:4,5 evolving 110:14 170:17 EWHC 81:18 exactly 179:17 195:7 examination 1:17</p> |
|---|---|--|---|--|

| | | | | |
|--|---|--|--|---|
| 92:23 132:17 192:20 204:5,12 examine 194:15 example 17:17 20:2 24:24 40:12 44:25 46:12 62:4 64:14 70:15 78:9 78:20 80:13,14 85:19 92:23 93:10 97:23 99:13 101:8 124:12 131:8 141:18 152:11 153:12,12 158:16 161:13 162:11 164:20 166:6 169:11 176:8 187:5,7 199:23 200:1 examples 5:20 86:7 87:21 112:18 122:18 123:6 124:8 151:22,23 152:1 152:9 153:3 155:2,5 159:5 166:9,20 179:12 excellent 86:8 158:6 179:12 196:24 exception 22:8 exceptional 41:10 108:10 exchange 47:16 51:24 52:9,13,15 52:20,24 54:19 54:20 55:8,12 58:17,21,21 exclusion 148:4 exclusive 58:21 executive 75:8 exhibited 35:22 exhibiting 82:12 exhibits 84:5 exist 23:9 146:15 172:20 existing 26:5 exists 52:24 expansion 162:6 | expect 48:16 49:20 50:3 99:24 149:20 179:21 181:7 199:2 expectation 98:4 expected 49:3 experience 11:19 14:5 20:1 59:25 99:1 135:21 162:18,19,23 163:5,8 172:17 177:4 189:25 192:12 experienced 13:17 13:19 14:7 52:4 99:5 127:1 152:10 164:18 199:6 experiences 11:24 12:7 48:20 52:22 105:18 164:25 176:20 192:4 experiencing 77:4 112:11 161:11 164:15 experimental 126:8 expert 97:25 138:5 expertise 14:19 25:2 26:25 29:10 52:3 59:10 60:4 60:13 69:17 88:9 88:13 104:13 108:19 115:12 116:11 119:12,13 131:8 159:14 203:12 experts 27:20 115:10 explain 91:8 162:15 187:4 198:23 explained 8:19 94:25 148:8 197:20 explains 202:10 explicit 51:6 explicitly 56:11 exploitation 3:16 | 3:17 4:22,24 5:1 5:13,17 6:10,13 6:22 12:18 14:12 16:5,7,13,25 17:10,13 18:2 19:24 20:7,19 21:13,17,18 24:2 24:4,7,8,14,19,20 24:22 25:1,3 26:2,16 27:6 28:12 29:4,8 30:4,24 31:18 32:12 33:7 35:17 36:3 37:8,15,17 38:20,22 39:10 39:11 41:6 43:11 43:20 44:10 47:21,22 49:25 50:7 52:5,22 53:21 55:13 58:17 60:8,23 62:5,6 63:13,14 63:17,17 64:6,15 65:3,4 66:15,23 67:6,10 72:12,16 73:6 74:14 75:15 76:23 78:14 80:11,14 83:19 83:23 85:19 105:24 110:8,14 111:9 112:11 115:3,18,21,21 117:9,23 119:1 121:13 122:15,16 122:22,23 123:4 124:25 129:24 130:4,10,12,18 130:21 131:15 136:1,3 147:5,21 148:12,12,13 149:3 151:3 152:4 162:1,8,13 162:21 163:1 164:15,18 166:18 170:16 175:25 176:13 179:6 181:15 185:21 186:18,21 194:20 195:19 198:12,22 | 199:3 200:3,6 exploitations 77:4 exploited 63:11,16 96:6 98:17 110:15 123:11 144:18,19 146:23 148:25 154:6,10 157:1 158:14 162:10,17,18 170:17 173:22 174:10,15 explore 92:10 134:25 169:7 explored 165:11 165:23 exploring 32:8 75:20 84:19 92:15 exposed 163:9 164:6 exposure 144:12 expressed 144:9 expresses 69:3 extensive 58:15 extent 17:21 22:12 23:20 39:16 65:2 70:3 117:7 129:25 144:22,25 146:20 170:19 external 26:21 27:13,20 116:10 118:3 extract 54:1,4 extracts 55:24 extrafamilial 162:7 extremely 41:9 123:11 124:4 182:13 exuding 160:11 | fact 8:6 49:16 57:5 89:21 96:15 126:1 127:24 162:8 166:22 168:4 184:21 185:22 188:24 191:15 factor 23:16 31:5 factors 24:13,17 27:14 28:10 29:15 30:15,15 30:15 31:14,19 34:22 35:2 105:19 141:2 151:9,12 fair 19:18,20 27:17 27:18 118:18 155:13 fairly 21:6 69:19 139:23 fairness 57:1 151:21 faith 61:11 false 175:13,13 familiar 7:21 13:14 71:2 81:17 families 49:4 74:16 77:4 112:10 136:8 161:6 167:25 family 4:2,3 20:3 55:7,11 81:15 157:12 176:19,22 176:25 196:21 197:24 far 8:4 15:13 22:1 66:21 70:11 85:24 104:10 109:10 128:24 130:3 137:24 185:13 Farrar 92:13 fast 189:12 fast-time 181:8 fault 47:23 151:20 favour 42:1 feasibility 12:10 15:18,23 featured 128:25 |
| | | | F | |
| | | | face 147:21 172:4 faced 82:14 facilitating 20:18 27:12 55:2 121:17 facilitator 58:19 100:9 facing 95:13 | |

| | | | | |
|---------------------------|----------------------------|---------------------------|--------------------------|---------------------------|
| 129:1 | 147:17 155:24 | 126:11 | 146:16,21 170:10 | 149:23 154:25 |
| features 47:11 | 164:4 167:15,21 | flex 140:24 | 171:23 190:13 | 162:6,24 165:21 |
| featuring 181:5 | 167:24 171:15,25 | flow 64:24 | 191:3,6,15 | 169:4 179:21 |
| February 35:10 | 173:1 175:5 | flows 131:9 | 194:15 | 180:1 |
| 102:4 113:23 | 179:7 190:21 | focus 30:17 32:6 | forces' 140:15 | four 10:7 15:14 |
| fed 48:10 | 191:1 195:22 | 44:25 49:2 55:16 | Ford 81:25 | 31:19 33:9 41:11 |
| feedback 67:20 | 196:22 200:19 | 56:20,22 57:23 | Foreign 6:14 | 78:21 136:24 |
| 122:14 | finding 82:10 | 73:14 84:16 88:7 | foremost 63:21 | four-year 74:7 |
| feeding 109:18 | 172:16 179:4,5,5 | 89:18 98:6 100:5 | forensic 201:16 | fourth 119:24 |
| 145:17 | 190:11 | 100:17 114:3 | forget 178:17 | 146:7 |
| feeds 71:11 | findings 25:10,14 | 118:18 119:21 | forgive 1:19 57:3 | framework 33:19 |
| feel 1:25 40:18 | 26:7,13 28:21 | 122:17,24 129:5 | 76:9 83:4 105:12 | 34:4 48:13 59:1 |
| 48:3,18 67:18 | 69:23 70:2 | 129:20 130:1 | 195:17 | 59:16,17 66:6,8 |
| 103:13 135:4 | 109:23 110:21,25 | 162:1,2,7,12,14 | forgotten 135:8 | 72:12,17 83:7 |
| 147:23 163:25 | 111:13 119:5 | 162:25 163:1,3 | form 13:17 14:18 | 87:21 105:7 |
| 189:7 | 141:21,23 169:22 | 185:11 198:12 | 25:9 52:12,13,17 | 106:1 107:20,24 |
| feelings 52:22 | 170:2,20,22,24 | 199:2,8 | 72:1 142:3 | 108:2,7,18 123:3 |
| feels 137:2 | 172:23 194:10 | focused 32:1 38:14 | formally 73:25 | 127:23,24 141:6 |
| fellow 57:7 | 195:1 196:15 | 44:19 60:4 61:22 | 111:24 202:24 | frameworks 22:16 |
| felt 102:20 | fine 7:16 | 106:6 119:18 | 203:6,15,16 | 107:6,13 |
| female 26:3 | fire 5:24 139:20,23 | 138:22 | forming 97:5 | framing 131:7 |
| 154:18 | first 3:1,2 4:17,19 | focusing 74:11 | forms 4:21,25 | Frank 129:9,10 |
| females 13:22 | 11:3 33:6 37:21 | 99:8 166:7 | 24:14,19,22 25:1 | 202:13,14 |
| fewer 192:23 | 41:8 47:4,10 | follow 2:7 102:20 | 25:19 34:13 | free 164:1 |
| field 110:22 | 62:17 63:21 | 108:24 | 105:23 106:19 | frequency 139:3 |
| fieldwork 140:10 | 76:16,21 97:14 | follow-up 108:8 | 114:12 115:21,22 | frequent 127:2 |
| 140:15 | 97:21 105:2,4 | 128:22 | 117:19,22 130:14 | frequently 167:7 |
| fifth 120:4 146:7 | 113:19 118:20 | followed 94:15 | 130:16 131:21 | 191:5 |
| figurehead 103:9 | 122:14 125:23 | 196:11 | 162:8 168:5,8,13 | Friday 203:23 |
| figures 13:15 16:1 | 126:7 130:8 | following 102:1 | 168:22,22 | front 50:2 147:10 |
| 31:6,12 | 132:18 135:16 | 174:23 | forthcoming 14:15 | 148:3 171:16 |
| files 198:10 | 144:1,2 184:15 | follows 39:2,3 | 37:14 45:21 73:5 | 174:12 176:7 |
| fill 131:24 149:24 | 191:19 | 150:9 | 84:20 116:2,5 | 187:5 |
| filled 149:25 | firstly 2:18 29:23 | foot 160:21 188:24 | 157:11 | front-line 115:9 |
| filling 32:5 | 46:25 57:17 | footprint 117:18 | forum 128:15 | 173:8 175:23 |
| final 25:5 34:8 | 185:25 | force 10:7 44:24 | forward 16:15 | 190:14,20 193:10 |
| 77:16 105:2 | fit 67:1 166:25 | 62:23 91:23 | 45:11 72:22 | full 3:13 125:6 |
| 113:17 147:7 | 170:20 183:12,13 | 127:13 128:18 | 75:13 101:12 | 133:11 134:20 |
| finally 3:9 7:22 | fitness 138:11 | 140:2,5,13,19,19 | 104:4,14 109:18 | fully 17:22 165:11 |
| 27:4 78:17,20 | five 13:16 | 141:13 156:5,5 | 122:1 123:19 | 180:9 |
| 95:22 103:8 | flag 125:23 126:2 | 190:16 | 124:1 126:10 | function 6:22 |
| 110:16 111:18 | 126:5,13,14,16 | forced 63:1 | 158:2 159:2,23 | 103:18 |
| 118:4 137:8 | 127:7,14 | forces 20:21 22:13 | 189:19 195:9 | fund 83:13 |
| 142:1 165:1 | flagged 64:18 | 22:17,20 24:2,7 | 197:7 | fundamental |
| 174:17 181:21 | flagging 11:9 | 26:14 33:9,14 | foster 118:13 | 52:17 120:14 |
| 188:19 189:22 | 20:10 | 44:7 45:8 110:3 | Fostering 138:9 | 142:18 |
| financial 31:4 | flags 12:21,23 | 116:8 128:7 | found 41:25 62:25 | funded 44:15 74:8 |
| 58:18 | 16:10 19:14 20:8 | 139:22 140:10,21 | 72:9 77:1 106:3 | funding 18:16 |
| find 71:24 145:4 | 20:12 21:9 | 144:10 145:1,6 | 112:8 146:21 | 19:2 29:9 63:15 |

| | | | | |
|---|--|--|--|---|
| 67:4,13 89:21,24 89:25 90:1,13,16 90:17,19,20,23 116:20 funds 95:9 further 5:20 14:24 18:3 20:14 21:2 53:24 55:21 56:12 64:23 65:1 71:19 79:8 82:6 86:24 92:16 94:25 97:11 101:10,19 104:17 104:18 108:1 115:13 117:3 120:18 128:15 130:1 132:1 146:14 157:11 165:15 172:20 173:22 183:2 187:16 188:20 193:3,12 195:14 202:20 203:14 Furthermore 48:1 future 59:18 77:7 95:14 104:18 109:18 111:6 113:18,18,24 119:16 120:22 185:6 | generally 1:24 33:3 57:15 85:6 106:15,16 146:21 146:24 161:3 175:1 179:5 generate 181:8 genuinely 66:17 geographic 143:7 geographical 193:25 getting 12:5 15:18 67:20 115:7 117:18 127:13 168:1 174:8 180:18 Ghaffar 132:8,12 132:19,23 133:4 133:6,9,11 135:18 136:4,25 138:2 161:22,24 162:6 163:22 164:2 174:18 175:16,17 177:19 178:1 180:15 181:21 185:17,18 185:19,24 196:10 197:14,17 198:9 198:13,17 199:24 200:16 204:7 girls 62:5 74:13 154:3 give 1:21 5:20 10:11 11:11 12:1 13:13 18:7,15 25:17 29:21 31:6 42:4 43:4 53:16 56:6 76:5 77:10 79:18 102:9 107:3 122:18 125:6 132:11 135:9 138:22 139:17 151:21 152:11 159:5 160:17 163:16,24 165:3 166:5,20 169:16 170:23 175:13,14 182:1 184:16 187:16 188:19,25 199:14 | 199:21,24,25,25 202:9 given 2:1 3:2 4:8 8:16 11:5 13:6 14:22 18:16 19:18 20:24 32:17,22 37:23 41:22 42:8,10 46:23 47:6 48:12 51:4 68:23 69:5 71:21 76:9 78:24 79:17 80:11,22 85:20,25 90:4 101:17,21 105:10 127:4 144:5 160:20 173:11 177:20 181:21 198:18 gives 11:20 14:9 148:10 giving 134:23 159:23 200:7 go 5:6 8:18 19:7 25:25 28:18 29:13 32:4 37:21 48:22 50:11 54:2 57:6 69:22 71:23 76:4,4 83:6 86:12,21 93:21 97:4 106:24 108:1 110:7 113:7 115:13 140:19 143:5 146:23 148:17 151:20 152:15 171:19,24 172:10 179:16 183:23 184:10 186:10 194:21 goes 25:7 33:13 38:21 56:12 113:14 117:6 157:9 158:3 171:5 180:3,5 going 1:10,22 9:11 31:9 39:23 50:10 53:11 62:12 68:17 79:24 82:6 97:9 106:11 | 118:11 119:7 124:3,6 125:10 126:17,22 127:7 128:23 132:7 144:14 148:5 153:15,16 158:2 158:9 160:7,10 163:7,24 164:17 164:21 178:9 179:16,19 181:9 192:13,25 197:12 Goldcrest 152:12 golden 190:14 good 1:3,10 10:24 12:5 18:20,25 28:6 35:13 44:18 46:17 59:18 60:9 77:2 88:10 94:23 112:5,9 127:6 129:22 137:17 146:14 147:12 150:19 151:25 153:12,12,18 155:2 166:20 170:23 172:20 176:17 177:12,15 181:12 183:4,5 186:14 196:23 governance 127:17 government 1:12 4:7,11,21 5:9,24 6:9,12,23 7:2 9:4 9:8,17,23 10:10 10:18 13:10 22:15 24:5 30:25 33:10,15 39:25 45:22 52:14 61:16 63:10 68:8 70:12 73:13 78:24 88:8 89:4 89:21 90:14 98:22 104:3,10 111:2 113:16 114:2 118:18 120:11,22 121:5 183:8,16 government's 8:23 10:2 23:13 42:1 | 120:10 governments 122:9 GP 137:14 GPs 75:22 167:7 187:21 gradations 131:3 grant 74:9 granular 14:6 125:22 grateful 90:25 great 197:21 greater 14:10 41:14 85:2 94:4 144:17 148:7,10 148:11 149:2 157:5,23 181:8 181:20 193:11 groomers 159:8 grooming 117:8 164:4 ground 26:8 group 2:14 5:2,24 8:11 9:8 20:20 21:7 26:21 27:20 33:7,7,12 69:4 73:4 116:11 122:8 132:5 141:22 159:10 165:1,13 179:23 185:12 202:23 group-based 21:4 21:24 25:13,23 116:3 grouping 122:15 groupings 39:3 groups 17:13 25:15,20 26:4 27:11 28:21 29:6 47:6 49:17 60:7 61:6,25 119:22 130:3,19,24 152:18,18 159:3 171:1 175:25 grows 72:23 growth 23:20 148:20 guess 17:24 57:23 107:8,22 131:3 |
| G | | | | |
| gang 159:15 gangs 17:13 23:20 148:20 161:7 gap 119:14 190:12 gaps 25:13 26:10 32:5 70:2 130:6 131:24 167:22 garner 159:13,13 gather 72:20 140:9 gathering 32:4 139:4 145:7 gender 35:1 154:21 156:9 gender-based 99:8 general 16:21 85:21 155:21 163:25 173:6 180:19 | | | | |

| | | | | |
|--|---|--|---|---|
| 195:8,10 guidance 8:19 9:9 9:18 10:9 34:14 37:14,18 39:2 42:13 44:19,20 45:22 48:18 49:23 53:25 54:1 56:6,24 60:3,10 60:11,18,19 64:22 66:7,7,13 67:17 70:11 73:5 78:24 79:20,24 80:8,9 84:20 85:22 88:19 101:22 119:8,11 121:14 178:12 guide 47:21,23 48:1 53:19 54:6 54:11 55:24 66:14 73:7,11 78:10,11 84:5 87:18 91:4,7 guides 89:16 94:13 Gwella 74:3 Gwent 92:12,13 | happens 190:19 happy 50:11 82:20 130:7 harbouring 148:16 hard 1:18 hard-to-identify 117:17 harden 117:25 hardening 27:12 harder-edge 127:20 harm 37:12 58:4 65:18 71:8 88:6 103:23 105:20 112:11 116:2,14 147:11 148:17 166:14 174:2,25 184:1 harmful 37:8 74:14 harms 129:2,4 head 3:15 201:3 heading 11:6 32:9 57:11 68:23 110:1 170:9 171:23 172:12 174:2 headings 170:23 headline 109:24 110:21 173:16 headlines 119:16 169:24 170:2 headset 36:18 health 5:25 71:15 75:2,3,9 77:20 78:8 80:14 86:23 87:18,19,21,25 88:1 90:11 98:14 98:14,19 99:1 100:7,8,21 101:1 101:7,11,16 103:4 137:14,17 142:6,7,11,12,17 149:20 150:3 151:2,7 152:3 154:15 159:11 165:19 166:19,22 166:23 167:1,4,8 | 167:10,13,15,16 167:21 168:3,16 168:17 169:16 184:18 187:18,23 188:7,13,16 189:21 195:10,11 195:12 196:21 197:5 203:2 healthcare 74:25 75:10 76:2,17 78:10,12,25 87:9 87:12 99:18 167:6 Heaney 1:16 3:9 3:11 4:6,12 7:22 8:4,9,25 9:7,15 9:21 10:1,3 32:16,20 33:5,21 34:1 35:5,19,20 36:7,12,16,18,21 37:19 45:16 46:2 46:6 50:21,23 51:1,9,10,16,19 53:16 54:5,7,10 55:23 56:14,16 57:1,19 71:20,21 71:25 72:4,5,6,13 74:3,6 75:12 76:6,7,13,19 77:15 91:1,12,14 91:16 93:16 94:1 94:6,7,22 95:22 96:1,20,24,25 97:13 98:8,18 111:18,21 112:2 113:1 120:20,23 121:1,3 122:7 125:7,8,14 204:4 Heaney's 60:9 124:22 hear 1:11 2:6 8:11 22:5 33:25 36:14 45:3 50:24 52:1 69:2 87:1,3 102:16 106:12 107:22 108:23 118:5 121:25 127:16 132:7 193:16 | heard 7:25 20:15 20:21 29:20,24 30:8 32:12 35:14 40:25 42:6 45:5 45:16 48:19 57:7 71:6 80:17 84:25 88:18 89:9 96:13 114:5 118:16 123:9 124:12 125:24 126:5,6 126:13 129:22 141:21 149:7 155:4 156:18 159:7 173:25 175:7 184:19 189:10 195:18 196:1 202:25 203:5 hearing 1:4,7 6:17 33:22 41:1 48:1 126:6 130:23 132:5 203:22 hearings 11:23 24:11 27:23 62:3 heart 70:21 119:6 121:8,21 126:21 heartened 183:9 heightened 124:14 held 12:14 76:21 102:5 136:10 145:16 Helen 47:9 Helens 102:3,7 143:10 176:8 help 13:1 23:10 29:12 48:6 59:7 59:17 62:9 63:15 66:10 68:10,20 72:3,11 74:2 83:13 87:21 100:4 102:12 105:7 116:4 118:10 119:13 127:3 137:25 142:3 149:10 151:1 152:18 153:8,9 157:3 158:24 160:12,25 162:4 165:14 | 168:1 179:3 185:14 199:11 helped 152:2,3 helpful 30:11 31:13,16 32:2 53:8 59:16 69:11 76:15 82:1,3 113:1 130:5 helpfully 17:7 55:23 helping 4:15 28:7 72:19 97:25 HIC000032 133:21 HIC000032_001 139:19 HIC000032_005... 144:4 HIC000032_006 146:7 HIC000032_010... 179:25 HIC000032_012 190:3 HIC000034 134:4 hidden 13:23 53:20 58:4 103:23 116:1,14 119:22 129:2,4 166:18 195:19 high 41:25 81:12 82:15 97:15 167:21 178:15 181:2 187:6 193:24 194:6 high-cost 183:1 high-end 95:3,11 high-level 186:16 high-quality 142:8 higher 13:22 higher-risk 49:17 highest 182:14 highlight 83:14 187:20 highlighted 72:24 81:16 93:22 114:4 highly 130:23 131:4 |
| H | | | | |
| Hackney 67:8 Hallett 68:24 72:24 Hallett's 69:14 Hamlets 28:3 143:10 155:6 200:1,5 hand 2:3 21:20 38:21,21,24,24 50:21 64:3 77:9 77:10 135:7 161:19,19 handled 173:2 happen 50:7 124:4 169:19 177:9 189:14 190:18 happened 87:4 178:17 happening 68:7 113:14 153:7 160:14 161:13,18 190:19 198:25 199:15 | | | | |

| | | | | |
|---|---|--|---|--|
| Hill 1:9,10,17,18 3:6,9,12,22 4:6 4:15 5:18 6:16 7:3,17 9:5,21 11:1 13:5 14:17 15:24 16:20 17:11 18:12 19:7 20:14 22:5 23:20 25:5 27:4 28:17 29:17 30:19 32:8 32:16 33:21 34:16 35:14,22 36:12,17,20 37:16 38:25 39:12 40:25 42:10 43:22 44:23 45:16 46:3 46:22 49:8 50:9 50:12,20,21,24 51:8,12,17,20 53:4,11,16 54:8 55:21 57:1 60:21 62:12 63:25 64:5 65:1,10,16 68:22 69:15 70:13,25 71:6,14,19 72:5,9 73:25 74:24 75:23 76:9,16 77:15 80:17 81:14 82:5 83:3 83:18 84:4,25 85:20 86:12,21 87:6 89:20 90:5 90:25 91:14 93:14 94:3,21 95:15 96:12,23 97:7 98:8 99:10 101:19 103:8,14 104:15,22 105:1 105:10 106:10,23 108:21 109:20 111:18 112:23 113:17 116:1 117:3 118:4 119:15 120:20 121:1 122:7 132:4,17,18 133:7,10,17,20 133:25 134:3,7 | 134:10,16,19,22 136:5,13,19,24 137:22 139:10,16 141:18 142:1 143:2,13,18,25 146:5 147:19 148:19 149:4 150:9,13,22 151:18 152:9,15 153:19,22 154:23 156:7,13,18,24 157:17 158:3,9 160:15 161:22 163:13,24 165:1 165:25 166:4,13 168:2,25 169:20 171:19 172:9 173:13,20 174:17 175:16 177:17 179:24 181:21 182:9 184:2,11 185:13,19 187:11 188:19 189:22 191:13 192:16,20 193:14,23 194:5 194:24 195:3,15 195:24 196:5,9 196:13 197:14 198:4,6 202:20 202:22 203:18,19 204:5,12 hinder 39:17 hire 42:11 historical 83:24 96:5 historically 96:8 history 158:18 176:19 HM 139:20 HMCI 182:11 HMI 199:5 HMIC 22:19,24 45:2,6 93:17 108:5,10,16 111:2 128:5,19 HMICFRS 22:6 45:7 76:17 107:2 107:11 108:16,21 118:6 127:23 | 128:3 132:9 136:16 139:17 143:13 144:3 154:24 169:21 192:20 197:10 HMIP 76:18 holding 104:9,11 128:21 holistic 50:2 66:17 73:22 77:8 98:24 148:10 176:18 Holland 203:3 HOM000330 16:21 HOM000332 78:11 HOM000339 17:11 HOM000345 42:14 HOM000353 15:24 HOM000358 69:18 HOM0003365 38:3 HOM0003365_006 39:1 HOM0003368 39:14 HOM0003371_001 13:7 HOM0003378 3:3 HOM0003378_002 89:20 HOM0003378_003 4:18 HOM0003378_014 11:5 HOM0003378_01... 18:14 HOM0003378_019 25:7 HOM0003378_021 37:24 HOM0003378_034 78:5 HOM0003378_050 113:21 HOM0003391_02... | 42:18 home 1:11 3:15,17 3:18 4:20 5:11 5:12,13 7:6 26:11 32:3 38:14 39:1 41:4 45:25 61:1 63:2 64:1,8 79:14 80:2 84:6 84:10 85:5 90:15 91:3,5,18 92:6 93:10 97:16,20 103:17,22 105:25 108:9,9 111:12 111:15 118:9,11 118:13 120:8 127:11 128:5,10 128:13 130:8 141:3 162:18 177:18,25 178:3 178:7,11,13,18 178:19,24 179:11 180:7,14 183:2 183:20 191:20 197:2 homes 55:7 70:15 80:20 83:1,11,21 96:6 97:9 138:9 138:9 183:5 203:9 homogeneous 25:20 hope 2:16,16 72:7 95:14 121:14 139:8 178:9 hopefully 197:24 hoping 132:10 hospital 168:19 host 180:22 hosted 103:23 116:15 hosting 74:18 hours 178:14 house 40:15 huge 66:13 99:25 183:22 185:9 196:19 human 41:2 | idea 87:3 129:18 identification 29:7 53:1 152:3 190:2 195:14 identified 22:24 31:6,14 79:21 91:11 94:23 96:3 118:7 141:10 147:15 162:9 171:4 189:20 identifies 44:6 identify 19:14 23:11 43:20,21 45:6,7 61:10 68:6 89:1 105:21 152:4 162:8 167:11 168:20 185:22 identifying 29:2 44:24 107:24,25 174:9 identities 2:10 identity 35:1 156:8 158:13,15,22 176:19 ILAC 186:2 ILACS 105:6 illustrated 18:6 illustration 10:11 immediate 110:3 121:4 147:10,13 170:10 192:7,10 immediately 156:5 174:11 imminent 95:14 impact 36:11,25 49:4 52:25 59:3 76:24 82:13 93:9 116:24 122:25 151:14 158:7 impacted 23:21 36:24 148:21 impacting 56:4 impacts 117:8 158:1 impede 19:10 39:23 impedes 22:13 imperative 53:1 |
| | | | I | |
| | | | Ian 14:19 203:12 | |

| | | | | |
|--|---|--|---|---|
| 123:1 implement 42:23 implementation 36:5 37:6 74:4 98:22 106:3 implemented 17:23 20:8 151:11 152:6,7 implying 156:3 importance 18:5,6 24:11 27:23 29:25 40:14 43:11,14 50:1 57:19 63:8 64:12 66:25 87:25 90:11 107:9,10 107:15,18,23 108:2,6 109:3 111:3,10 114:5 117:12 164:3 169:5 171:14 188:2 189:15 important 15:8 17:25 18:9,19,24 23:11,15 24:10 28:5 30:3 34:22 41:19 46:13 52:10,20 54:11 54:24 58:17,22 58:24,25 59:5,6 59:14 60:5 62:9 63:7 70:6,21 74:6 84:15 88:25 92:5,14,18 93:1 96:20,21,25 98:18 103:16 104:1,8 106:19 107:21 114:20 122:4,22 126:19 128:11 153:6 158:22,23 163:8 164:17 167:9 168:12 169:6,18 172:3 175:22 176:2 177:5,10 178:11,15 183:14 185:11 189:7,17 189:20 191:5 196:4 | impressed 37:4 160:23 improve 12:24 18:1 19:4 20:12 22:21 34:3 44:7 44:16 49:1,18,19 67:13 115:14,16 126:16 127:20 142:9 146:15,18 172:21 191:7 improved 15:13 31:1 103:8 111:17 146:13 172:19 improvement 33:19 34:4 45:7 49:2 56:20 57:24 60:12 68:21 77:18 79:20 96:1 98:21,23 105:3 106:15 107:25 110:9 122:3 157:23 166:21 184:14 185:14 187:22 188:22,25 189:3 190:5 201:21 improvements 38:5 40:10,23 67:22 70:7 84:22 109:3,9 147:25 189:19 201:18 improving 12:20 12:23 48:22 67:4 114:16 115:17 119:20,21,23 120:1,2,16 161:2 185:8,9 impunity 27:11,14 118:1 in-depth 140:17 in-house 92:3 in-principle 201:10 in-service 125:18 inadequate 200:5 inappropriate 92:20 155:25 156:3 157:24 | inaudible 6:15 23:12 44:16 99:7 100:2 109:5 incident 127:14 incidents 158:2 include 5:3 158:12 186:18 included 73:10 74:21 76:22 includes 37:14 45:23 49:6 137:16 155:22 186:2,4 including 5:25 6:13 7:12 15:20 32:5,24 37:13 67:5,8 86:10 88:12 108:19 114:12 118:8 120:18 135:22 136:1 137:14 138:8,14,19 157:2 176:18 192:3 inconsistencies 19:10 140:8 151:16 inconsistency 145:10 187:20 inconsistent 93:18 110:18 118:9 145:4,5 146:13 147:18 180:6 201:20 incorporating 20:17 increase 46:19 200:17 increased 16:14 17:6 24:21 56:10 58:19 90:16,23 110:8 180:4 increasing 83:15 83:16 90:13 167:16 173:12 increasingly 110:18 144:19 147:19 150:4,7 incredible 29:14 | 117:21 incredibly 164:16 177:5,10 189:17 independence 92:11,14 independent 23:2 37:3 41:16 62:24 68:2 91:24 94:11 99:23 103:3 106:17,20 113:8 119:3 121:24 137:14 142:5 149:11 150:14,16 203:9 independently 120:14 indicate 2:2 9:10 34:20,24 41:4 89:23 91:6 135:4 135:6 154:9 165:6 201:23 indicated 45:20 118:21 153:11 indicates 20:8 indication 2:16 25:17 147:8 199:21 indications 134:24 individual 35:1 37:12 70:19 150:17 165:5,7 174:14 185:2,8 196:17 199:19 200:14 individuals 20:18 99:5 ineffective 145:25 influence 23:10 191:2 influenced 192:24 inform 17:7 22:22 28:8 29:12 30:16 45:14 59:17 72:20 139:6 information 6:20 11:8 28:1 33:14 35:11 64:2 68:5 70:23 72:20 77:22 95:21 | 99:15 101:17 114:17 119:4 120:2,3 145:8,8 145:11,15,15,17 146:3 149:6,15 150:19,19 155:10 168:20 169:15 171:5,6,7 172:5 175:9 176:10,13 177:6 180:8,9,17 181:16 186:3 187:21 189:9,13 197:18,19 198:2 information-sha... 100:12,15,19 informed 43:8 94:13 98:25 108:18 115:11 informing 34:22 108:4 informs 44:12 ingredient 159:24 inhibit 165:23 inhibitors 27:13 118:3 initial 92:11 157:8 176:2 181:1 initiated 93:8 initiative 98:24 152:12 initiatives 5:21 40:11 44:21 95:13 injury 101:4 innovation 49:2 67:7 innovative 109:24 INQ005836 76:4 INQ005166 142:1 INQ005166_001 108:23 INQ005166_009 109:23 INQ005166_010 170:1 INQ005170_032 14:21 INQ005462 149:9 INQ005835 75:5 |
|--|---|--|---|---|

| | | | | |
|--|--|---|---|---|
| <p>INQ005836 76:10 INQ006087_003... 68:25 INQ006234 60:25 INQ006235 36:4 inquiry 17:12 18:6 20:15 22:5 29:24 30:23 43:10 48:20 58:10 64:4 65:14 67:12 69:13 70:25 71:25 78:7 80:17 82:4 84:25 102:4 102:23 106:11,16 122:3 123:7 129:20 132:25 133:15 137:7 138:8 142:10,20 152:12 158:25 inquiry's 20:16 insight 13:13 19:5 22:2 26:7,22,25 77:10 115:7 116:8,11 138:23 insights 14:10 20:5 115:12 117:15,16 159:14 175:14 insignificant 68:13 insofar 4:10 16:24 inspect 128:6 139:21,25 141:1 142:17,25 inspected 140:1 146:17 inspecting 48:12 84:2 111:22 183:13 inspection 22:16 75:25 76:7,21 77:1,8 105:16 107:6,13,16,20 107:24 108:2,7 108:11,13,18 112:4,7 123:25 128:8 135:23 138:14,18,21,24 140:15,24 141:5 141:6,12,16 149:23 151:6</p> | <p>154:22 155:2,3,8 156:2 158:16,21 172:24 175:6,15 177:2 180:1,24 186:2,21,24 187:4 191:7 196:14,19 197:20 198:9 199:7 200:3 201:19 inspections 44:2,3 44:4 45:3 48:17 48:21 77:7 84:17 105:14 106:5,21 106:22 107:3 108:5,22 115:6 135:22 136:1,15 137:19 139:3 140:2,4,4,6,13,14 140:16,17,17 141:10,14,20,24 141:25 142:21,22 142:23,24 156:12 157:4,15 162:25 165:4,17 169:1 170:25 175:18,20 184:22 185:16 190:12 193:22 198:11,14,15 199:1 inspector 77:14 112:12 135:19 137:11 138:7,16 139:7 186:6,12 186:14,24 199:3 199:6 inspectorate 44:6 75:2,2,3,9 76:17 76:18 94:4 95:16 96:15 98:12 111:20 112:13,20 127:16 139:1,20 141:11 194:9 203:2,2 inspectorates 23:8 24:15 40:8,9,23 44:2 75:24 76:13 107:10,17 112:6 112:17,18 137:23 141:4 142:22</p> | <p>inspectors 77:12 105:17,21 106:6 137:17 160:20 186:7,10 187:1 instance 118:20 130:8 institutions 70:16 integrated 95:9 137:12 188:6 189:11,14 integrating 150:5 integration 4:7 intelligence 22:2 32:22 38:6 41:2 46:7,8,18 139:4 144:10 intelligently 19:25 intended 22:9 87:19 102:20 intending 116:12 intensive 77:9 108:11 intent 183:4,5 190:12 inter-agency 103:8 interactions 155:22 157:7 interconnected 117:15 126:21 interest 71:11 interested 138:8 200:21 interests 42:3 interface 129:17 130:3 interim 75:8 interject 163:13 intermediaries 111:14,17 internal 9:5 17:14 27:13 34:17 55:22 56:13 61:7 69:22 71:23 72:10 75:5 76:5 78:20 93:14 118:3 139:12 166:17 169:25 171:20,25 172:11 173:13,21 179:25</p> | <p>187:14 internally 61:3 78:13 116:8 internet 2:7 130:23 interpretation 27:1 interrelated 46:25 interrelatedness 163:6 interrupt 33:21 36:12 151:18 intersection 24:22 intersections 115:20 intervene 110:12 170:15 192:5 intervening 111:5 intervention 59:21 74:10 111:4 114:9 124:25 167:23 180:20 181:11 191:20 192:2 interventions 15:10 131:20 197:22 Interview 80:2 178:7,18 interviewing 159:20 interviews 79:14 85:5 91:3,18,25 93:11 118:9 177:18,25 178:4 178:11,13,24 179:11 180:7,14 intrafamilial 115:22 introduce 123:19 123:24 introduced 12:21 16:9 23:2 investigated 193:5 investigating 158:2 investigation 4:10 41:1 82:9 125:25 143:8 146:12</p> | <p>174:22 193:11 201:15 202:6 investigations 109:14 146:14,25 172:18,20 173:1 190:22 investigative 157:12 investigators 173:8 Investigatory 41:15 investing 20:12 investment 40:15 involve 189:8 involved 20:18 26:15 41:19 120:19 141:13 148:23 149:12 158:25 187:23 188:17 involvement 187:18 involving 26:15 93:23 185:21 isolated 152:25 isolation 175:22 issue 2:21,22 10:16 10:19 19:17 22:25 33:13 34:16 35:15,17 37:21 41:23 45:17 46:6 47:1 47:15 49:10 50:14 51:24 57:4 58:8 59:23 62:18 64:9 65:10 69:3 71:7,22 74:24 78:3 79:11 85:1 92:5 93:22 99:7 99:10 104:17 129:12 140:18 146:20 147:4 157:19 169:23 174:18 182:18 187:7 191:13 200:20 issued 8:12 issues 2:17,19,20</p> |
|--|--|---|---|---|

| | | | | |
|---|--|--|--|---|
| 2:25 14:14 15:21 19:9 21:3 22:18 23:18 35:8 45:7 46:3,5,24 47:2,17 49:16 56:7 57:10 65:13 75:13 79:16 80:17 81:16 83:11,14 85:4 88:5,11 89:2,7 92:17 94:17 96:3,5,10 98:7 107:1 109:10 113:10,11 118:7 119:3,4 126:12 129:4 144:23 147:21 152:16 156:8,22 158:21 164:16 170:8 176:18,25 177:7 181:19,23 187:17,20 195:14 197:15 199:9 200:19 item 128:25 129:1 iterative 175:10 198:24 | 175:18 197:8 198:13 JTAIs 44:3 111:2 judge 81:15,19 judgment 81:15 81:20,23 82:1,19 88:16 175:9 176:3 judgments 64:20 July 42:22 43:7 62:23 133:1,14 134:12 jump 62:12,15 jumping 87:8 June 101:25 133:21 134:12 juniors 2:5 jurisdiction 9:23 justice 6:1 12:13 13:4 16:20,21 17:5,6,9 38:22 40:5 47:14 57:12 58:1 90:15,21 111:12,15 114:12 136:15 141:4 156:19 157:2 159:18 173:3 192:14 193:8,13 juvenile 41:9,14 41:17,21 42:2,3,5 juveniles 41:12 | 100:15,16 107:5 108:14 109:22 113:11,11,23 114:20 120:21 130:8 142:13 180:20,25 194:7 kids 161:12 kind 25:24 83:7 88:14 93:6 100:17 122:20 125:1 140:23,25 145:22 148:3 167:4 190:14 192:11 kinds 89:7 164:6 Kingdom 201:12 kinship 97:17 knit 27:11 knitting 139:8 know 1:13 2:5,8 11:22 15:4 29:3 40:2 41:2 43:20 46:14 48:21 50:6 51:2 55:3,9,13 62:21 65:25 72:25 73:9,13 75:1 77:6,12 82:1 90:8 92:9 92:18,20 93:5,7,8 94:12,18,23 96:3 96:6 102:1,17 106:7 112:14 113:5 115:2,12 115:13 122:2 125:19 127:4 130:22 135:2,9 137:7 151:13,17 152:20,22 154:2 154:5 158:20 159:3 160:7,9 167:6,19 183:4 183:11,19,23 185:2 190:25 192:11 knowledge 3:4,7 3:10 15:14 26:11 44:14 59:10 70:3 72:23 89:12 104:13 108:16,18 | 124:24 131:9 133:8,17,25 134:7,17 knowledgeable 108:5 known 80:13 | lays 141:7 lead 5:11 7:18 48:3 103:5 152:25 186:6,12,14,24 199:3 leader 109:4 leaders 26:15,23 42:25 48:11 87:22 144:19 179:22 188:25 leadership 10:8 189:17 leading 48:7 112:6 121:17 135:21,22 151:15 193:18 leads 190:21 learn 68:8 96:3 122:2 172:2 197:9 learned 115:2 learning 24:3,6 28:7 35:10 61:10 62:10,11 74:19 74:20,22 75:17 169:1 learnt 24:9 leave 2:22 77:25 163:13 leavers 199:12 led 55:3 58:1 75:19 92:12 120:14 135:25 left 57:3 87:6 170:17 legal 42:8,23 51:9 51:10,13 63:7 66:5 79:7 83:7 102:19 legally 113:10 legislation 5:22 7:13 8:14 10:16 10:16 legislative 9:2 38:9 66:7 Leivers 102:9 lengthy 78:19 less-good 151:23 155:5 less-heard 49:17 |
| J | K | | L | |
| January 13:9 41:11 43:1 Jeff 92:13 job 86:8 145:23 join 79:11 184:21 joined 135:20 137:10 184:23 joined-up 88:4 101:11 118:12 128:16 188:7 joining 115:18 joint 40:16 75:25 106:22 107:2,14 107:16,20 111:11 111:21 135:25 136:14 137:16 141:5,14,16,24 142:21,21 165:4 181:11,13 184:21 Jones 75:8 203:2 journeys 150:21 JTAI 107:14 | Katherine 22:6 132:8,15 204:10 keen 55:14 80:3 97:13,21 117:19 135:4 keep 17:1 31:21 39:7 67:17 162:12 163:3 keeping 49:23 145:23 kept 146:2 key 6:22 11:11 22:15,25 25:10 27:12,20 37:1 48:10 49:21 52:19 62:10 80:13 97:25 | 100:15,16 107:5 108:14 109:22 113:11,11,23 114:20 120:21 130:8 142:13 180:20,25 194:7 kids 161:12 kind 25:24 83:7 88:14 93:6 100:17 122:20 125:1 140:23,25 145:22 148:3 167:4 190:14 192:11 kinds 89:7 164:6 Kingdom 201:12 kinship 97:17 knit 27:11 knitting 139:8 know 1:13 2:5,8 11:22 15:4 29:3 40:2 41:2 43:20 46:14 48:21 50:6 51:2 55:3,9,13 62:21 65:25 72:25 73:9,13 75:1 77:6,12 82:1 90:8 92:9 92:18,20 93:5,7,8 94:12,18,23 96:3 96:6 102:1,17 106:7 112:14 113:5 115:2,12 115:13 122:2 125:19 127:4 130:22 135:2,9 137:7 151:13,17 152:20,22 154:2 154:5 158:20 159:3 160:7,9 167:6,19 183:4 183:11,19,23 185:2 190:25 192:11 knowledge 3:4,7 3:10 15:14 26:11 44:14 59:10 70:3 72:23 89:12 104:13 108:16,18 | 124:24 131:9 133:8,17,25 134:7,17 knowledgeable 108:5 known 80:13 | lays 141:7 lead 5:11 7:18 48:3 103:5 152:25 186:6,12,14,24 199:3 leader 109:4 leaders 26:15,23 42:25 48:11 87:22 144:19 179:22 188:25 leadership 10:8 189:17 leading 48:7 112:6 121:17 135:21,22 151:15 193:18 leads 190:21 learn 68:8 96:3 122:2 172:2 197:9 learned 115:2 learning 24:3,6 28:7 35:10 61:10 62:10,11 74:19 74:20,22 75:17 169:1 learnt 24:9 leave 2:22 77:25 163:13 leavers 199:12 led 55:3 58:1 75:19 92:12 120:14 135:25 left 57:3 87:6 170:17 legal 42:8,23 51:9 51:10,13 63:7 66:5 79:7 83:7 102:19 legally 113:10 legislation 5:22 7:13 8:14 10:16 10:16 legislative 9:2 38:9 66:7 Leivers 102:9 lengthy 78:19 less-good 151:23 155:5 less-heard 49:17 |

| | | | | |
|--|--|--|---|--|
| lesser-heard 28:21 29:2,6,16 30:14 34:9 | linking 32:5 | 85:22 86:5,6,8 | 191:22 192:2,10 | LSCPs 150:8 |
| lessons 24:9 68:8 115:1 | links 6:2 60:1 63:18 80:11,13 84:21 101:9 106:21 154:13 174:10 | 87:19 90:17,19 90:22 91:22 92:1 95:1,19 98:1,2 100:2,9,22,23,25 101:5,23,24 105:22 108:3 113:14 124:17 125:17 127:17 131:9 138:15,18 150:14 153:6,8 159:25 161:2 | 193:23 196:25 198:21 199:13,17 199:18,20 200:11 | lunchtime 101:21 104:16 |
| let's 8:4 188:24 | list 1:23 2:18 15:25 71:14 76:14 116:3 134:23 176:5 183:24 186:19,22 | 101:5,23,24 105:22 108:3 113:14 124:17 125:17 127:17 131:9 138:15,18 150:14 153:6,8 159:25 161:2 | looked 60:24 87:17 93:19 123:12 129:3 142:24 159:6 186:13,15,25 192:9 194:5,6 198:20 200:2,5 | <hr/> M <hr/> |
| letter 66:20 82:3 | listen 96:2 | 165:12 168:4,19 175:18 186:2,3,9 188:8,11,25 189:10 198:19,25 199:15 200:8 | looked-after 79:14 80:19 81:6 91:3 97:10 98:3 101:6 119:24 177:19 181:4,23 182:5 182:14,17 186:5 199:11 | main 6:9 26:13 79:21 100:4 140:1 150:16 171:12 |
| level 12:25 18:9,11 20:5 27:24 28:11 30:5 32:10 44:5 44:12 48:18 97:24 109:16 110:25 130:18 136:11 138:6 140:24 141:13 175:5 178:16 183:1 184:22 193:24 194:6 | listening 97:4 121:7 154:12 191:10 | locally 66:3 90:18 148:14 | looking 16:4 24:12 24:13,16 28:1 35:12 46:19 50:2 69:21 73:5 76:2 89:10 92:9 97:19 111:6 116:19 117:13 135:12 148:15 162:20 167:14 169:24 171:4 181:10 192:3,14 195:4 195:10,21 197:7 197:8,20 199:10 199:10,11,12,16 | maintaining 83:15 |
| levels 21:25 31:22 82:15 190:20 | lists 167:19 168:8 186:4,6,22 | locate 146:25 | major 68:18 92:21 | Majesty's 135:18 |
| leverage 127:11,20 | literature 25:10,13 26:12,13 27:1 116:9 | locations 124:9 | majority 193:9 | major 68:18 92:21 |
| levers 127:25 | little 4:15 33:24 62:12 74:1,2 87:8 91:10,14 105:5 127:15,17 131:10 139:13 149:17 152:18 155:24 158:24 159:23 160:25 165:14 171:19 185:14 | lockdown 115:3 | Makesafe 46:15 | making 7:10 21:14 30:14 38:14 39:24 45:13 48:15 50:6 60:17 66:9,16,19,24,25 67:1,5 68:2,18 72:21 88:3 92:24 97:2 100:16 108:7 114:7 115:22 116:15,22 117:13 118:22 119:22 120:12 121:8,20 128:20 140:25 158:1 161:21 180:6 191:10 192:17,21 193:1 199:8 |
| LGBTQ 53:22 61:10 152:18 153:15,16 160:3 | live 51:2 100:25 | log 120:9 | malcolm 129:11 129:12 131:25 202:15,16 | male 2:24 25:18 28:21 47:2 49:8 49:10 51:22 53:12 55:25 59:23 153:23 154:2,17 156:15 157:18 160:18 162:4 165:6,8 |
| liaison 5:24 | lived 163:8 177:4 | logistical 200:18 | looks 18:24 148:13 | males 13:22 |
| licensed 43:18 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | logistically 132:6 | loose 21:25 27:11 131:4 | managed 149:17 191:17 |
| licensing 42:12,14 43:5 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | London 71:1 136:9,11 | losing 121:2 | management 10:2 47:12 73:1 95:25 109:13 146:12 177:16 190:16,24 191:3,9 |
| life 81:11 147:14 148:5 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long 32:4 78:22 201:24 | lost 79:4 162:1 | |
| light 9:13 80:15 84:22 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long-standing 10:5 10:22,23 | lot 2:15 14:6 59:8 59:9 79:15 114:15 125:24 131:18 143:1 181:3 183:6 187:2 200:18,19 | |
| Lighthouse 67:8 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long-term 89:22 | low 181:3 | |
| lightly 85:11 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long-time 161:17 | low-frequency 182:25 | |
| liked 153:4 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | longer 167:19 193:13 202:2 | lower 197:6 | |
| limit 58:16 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | longer-term 55:20 73:2 | lowest 97:24 | |
| limitations 15:1,5 52:7 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | look 1:19 2:21 14:17,23 26:16 28:23 53:6 61:3 61:6 64:11 68:7 69:16 75:4,23 77:7 80:5 94:3 108:21 113:18 120:14 140:4,22 142:18 147:12 149:8 164:9 165:16,18 186:7 187:2,6,7 191:4 | loyalty 52:23 | |
| limited 119:10 197:18 198:2 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | London 71:1 136:9,11 | | |
| line 90:19 107:9 146:23 177:13 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long 32:4 78:22 201:24 | | |
| lines 23:21 147:21 148:20,23 162:11 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long-standing 10:5 10:22,23 | | |
| link 100:25 174:13 174:14 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long-term 89:22 | | |
| linkage 130:5 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | long-time 161:17 | | |
| linked 147:3 | local 7:10 13:1 18:6,9,10,20,25 19:6 21:21 22:20 24:2 26:23 27:24 28:8,8,10 29:12 30:3,5 31:1,15,22 31:23,25 32:10 34:4 38:16,17,19 42:23 43:5 44:5 44:11,21 45:5,12 46:15 48:25 49:20 59:1 61:21 65:21 66:8,11 67:13 70:21 72:13,17 76:22 80:4,4 82:10,14 83:9 84:7,23 | longer 167:19 193:13 202:2 | | |

| | | | | |
|--|---|--|---|---|
| manager 199:5 201:3,5 | 186:11 199:18,19 | mind 2:12 57:10 163:3 | mistrust 39:17,22 | multi-agency 9:8 31:24 45:23 49:3 |
| managers 56:21 138:12 177:13 199:17 | meets 81:12 | minimum 123:20 199:23,24 | misuse 197:4 | 70:19 72:21 |
| managing 73:15 110:17 170:5 | member 68:16 | minister 81:25 82:2 97:21 103:9 | mix 161:20 | 75:25 76:20 |
| mandatory 93:6 | memberships 102:21 | 103:12,20,23 | mixed 155:1,15,16 | 84:23 87:24 96:4 |
| manifest 30:5 160:19 164:20 | men 25:22 61:8,18 62:4 83:22 | 116:15 | mnemonic 71:1,3 89:3 | 100:14 107:9 |
| manifestations 130:20 131:14 | mental 80:14 98:14 166:21,23 | minister's 58:3 97:14 | mobile 201:17 202:3 | 118:14,17 149:15 |
| manifesto 120:10 | 167:1,13,15,16 | ministerial 103:11 104:4 | mobilise 131:23 | 150:17 152:2,8 |
| manifests 25:3 | 167:20 197:5 | ministers 36:9,23 81:2 93:12 | model 22:25 34:21 40:15 161:3 | 155:23 176:9 |
| manner 139:25 | mention 5:22 56:8 67:7 | 113:12,12,16 | models 30:1 34:19 59:20 | 178:9 199:18 |
| mapping 21:7 | mentioned 10:9 33:17 49:12 55:1 | 124:17 127:25 | modern 21:17 38:12 62:17,20 | multiagency 188:3 |
| March 4:13 13:24 31:5 132:25 | 69:7 82:9 96:5 | 128:2 | 62:24 65:5 | multipartnership 80:6 |
| 133:13 137:11 | 112:4 166:25 | Ministry 6:1 16:21 58:1 90:15,21 | moment 93:2 | multiple 19:15 95:23 159:2 |
| 144:14 | 171:14 201:14 | 111:12,15 | money 130:17 | multiplicity 70:22 103:2 |
| marginalised 61:6 | mentioning 67:12 | minor 101:4 | monitored 97:11 | mute 8:1 51:25 79:3 87:2 |
| Mark 203:10 | menu 38:17 | minority 26:4 61:9 | monitoring 85:3,5 173:15 | myth 78:22 83:1 |
| market 183:4 | merits-based 193:17 | minutes 104:19 132:6 199:18 | month 37:3 | Myths 78:22 |
| massive 200:17 | Merseyside 143:15 | minutes' 184:8 | monthly 33:13 | <hr/> |
| matter 41:23 49:5 103:12 | Merton 136:9 | misleading 65:8 | months 68:19 101:25 105:15 | N 204:1 |
| matters 2:19 3:14 4:9 77:22 122:4 | met 76:3 142:19 165:21 | misplaced 28:14 52:22 | 159:19 186:21 | name 51:6 |
| mean 124:6 | methodology 135:25 | misrepresented 125:15 | 202:1,1,2,4 | named 51:7 149:20 150:3,4,7 |
| meaning 162:25 | methods 44:23 | missed 110:5 170:12 174:16 | morning 1:3,10,10 121:19 129:25 | narrower 20:19 |
| meaningful 126:17 | Metropolitan 18:22 27:22 28:2 | 195:12 | motivational 159:19 | narrowly 58:12 |
| means 30:18 55:17 100:24 124:24 | 89:3,9 108:12 | missing 2:22 5:6 79:13,20 80:7 | motivations 26:1 | national 7:6,8 12:22,25 18:1,7,9 |
| 139:5 180:15 | 128:8 143:16 | 84:10,16,21 91:2 | move 11:1 37:20 48:13 50:10 | 19:1 20:5,11 |
| meant 52:16 | mic 36:15 | 91:5,7 92:12 | 52:10 65:16,17 | 21:21 22:23 |
| measured 200:22 | microphone 6:18 8:1 33:23 79:2 | 94:5 95:23 96:17 | 71:20 81:11 | 23:13 26:17 |
| measures 114:7 | microphones 8:3 | 97:3,4,9 105:25 | 82:20 87:24 | 27:24,25 28:5,6 |
| measuring 32:23 | mid-afternoon 135:13 143:19 | 110:8 120:4,6 | 94:14 98:9 | 30:25 33:9 35:22 |
| mechanisms 6:6 | mid-morning 50:13 | 144:8,12 148:17 | 115:16 132:4 | 36:2,7,22 37:3,7 |
| medical 92:21 137:11 | middle 16:2 91:2 | 174:10 176:12 | 162:20 166:13 | 38:5 40:13 44:5 |
| medium 181:2 | midwife 149:21 150:4 | 177:18,25 178:1 | 176:15 177:17 | 44:12 45:15 |
| meet 23:17 66:10 80:7 94:9,10 | mileage 21:1 | 178:5,6,9,16,25 | 189:11,13 195:9 | 48:18 60:23 61:2 |
| 123:23 186:12 | million 13:20 48:24 83:17 | 179:7,17,20,20 | 197:10 200:19 | 68:3 74:22 88:8 |
| meeting 55:17 163:22 176:9 | 87:17 | 180:3,5,25 181:6 | moved 11:16 36:11,25 148:24 | 90:14,14,16 |
| 183:25 | | 181:9,15 186:20 | movement 183:3 | 94:11 100:8,18 |
| meetings 73:14 | | 194:19 | moves 72:22 163:4 | 108:4 109:16 |
| | | missings 181:8 | moving 52:13 85:10 118:20 | 110:25 113:7,15 |
| | | | | 121:10,24 126:23 |
| | | | | 128:12,24 129:3 |
| | | | | 135:22 136:6 |
| | | | | 140:11 141:12,25 |
| | | | | 183:1 184:22 |

| | | | | |
|--|---|--|--|---|
| 185:11,11 203:10 203:11 nationally 81:19 144:11,22 155:14 190:1 nature 7:13 25:15 26:2 52:7,9,17 53:21 77:3,8 85:3 112:9 122:24 127:7 144:11 146:20 166:18 191:8 Naylor 28:24 203:11 Naylor's 52:14 near 191:15 nearly 113:2 necessarily 114:22 151:14 153:4 164:7 195:22 200:25 201:9 necessary 91:13 118:14 127:21 need 7:20 8:24 12:23 24:19 30:10 34:12 35:23 36:14 37:11 38:23 39:13 42:15,18 51:25 53:22 55:14 56:11 57:5 59:6,13 60:10 63:3 64:18,18 66:17 70:7 79:2 82:16 84:4 85:21 88:21 89:7 90:18 94:4 96:10 97:3 102:17 115:7,13 126:16 131:23 143:5 146:18 147:13 151:3 154:14 155:9 156:14 161:16 164:9,12 165:24 166:5,18 168:19 168:21,21 173:20 176:25 177:12,12 177:13 180:2 182:1,23 184:20 | 184:23 186:4 187:23 189:12 192:1 197:5 200:23 needed 18:4 118:12 131:13,20 191:16 needs 24:12 28:13 34:23 35:1 52:19 55:18 60:5 66:10 76:3 80:7 81:12 85:7 86:11 88:23 95:5,6 109:12 123:23 145:14,17 155:11 158:20 159:9 165:5,7,9 165:11,17,20 166:8 167:5,18 171:17 176:6 182:16 183:15 184:1 188:11 192:9 negative 155:25 175:13 neglect 13:19 68:9 76:1,20 105:21 135:23 136:2 142:16 163:9 197:2 neither 41:20 network 44:22 118:2 networks 19:11,13 20:16,25 21:5,5 21:16,24 22:1 27:7 65:5 114:13 117:9,24 129:21 130:2,3,19 131:1 131:4,5 144:20 147:5 157:1 188:9,10 never 47:22 168:22 nevertheless 21:9 64:17 new 49:20 53:5 58:2 68:2 80:4,4 84:23 86:18 87:24 99:23 | 102:21 106:18 114:2 118:16,19 121:13 Newport 76:1,20 Newsnight 82:9 NFA 192:16,21 NHS 33:10 75:12 75:15 78:8 87:16 119:5 no-one 119:9 non-devolved 9:3 9:17 10:25 non-specialist 193:10 normal 102:11 North 97:8 Northumberland 151:19 note 18:14 39:12 48:23 61:4 68:4 73:25 83:7 93:15 99:13 102:16 106:17 150:2 177:21 184:2 187:11,13 195:2 noted 31:18 52:6 68:12 71:10 100:12 101:3 106:8 109:24 120:10 163:20 notice 87:6 noticed 165:22 173:5 notices 148:16 notification 101:24 notifications 138:12,19 183:13 200:21 notified 102:13,18 November 17:14 NPCC 128:19 NSPCC 47:7 nuance 24:18 25:2 number 15:20 17:18 25:12 28:14 33:1 34:21 68:13 77:11 105:16 118:15 | 136:11 138:17 140:10,14,20 182:12,14 187:6 187:22 198:20 199:14,25 200:11 202:1,2 numbers 100:21 172:13 182:20 191:4,12 198:19 numerous 112:18 nurse 149:21 150:4 168:18 nurses 101:16 167:9 nursing 168:19 | 19:16 62:22 63:1 173:23 194:20 offender 19:16 109:13 145:16 offenders 11:10 25:16,18 39:22 63:23 116:25 149:16 170:6 offending 18:24 19:5,13 21:4,24 22:1 25:13,19,23 27:17 28:15 38:13 53:5 59:20 117:13,14,16,17 117:22 131:16,19 131:21 148:4 160:22 161:7 offer 112:1 113:9 153:19 187:16 188:22 offered 53:3 190:4 offering 99:3 offers 59:18 office 1:11 3:15,17 3:18 4:20 5:11 5:12,13 6:14 17:12 23:25 26:11 32:3 38:14 39:1 41:4 45:25 61:1 63:2 64:1,8 90:15 103:17 108:9 111:12,15 118:11,13 120:8 126:23 127:11 130:8 191:20 Office's 7:6 officer 102:7 157:9 202:10 officers 23:1,1,14 23:16 26:8 44:16 89:7 155:6 172:1 172:16 173:8 180:3 190:13,17 193:5,11 official 19:12 126:10 officials 33:10 93:8 offline 115:18 |
| O | | | | |
| | | | O'Brien 102:2 object 102:18 objections 102:22 objective 142:11 observation 75:10 77:20 observations 110:10 129:17 189:24 obtained 152:13 obvious 110:3,4 170:10,11 180:5 obviously 10:9 12:4,5 22:24 36:19 72:22 77:15 91:16 93:11 108:23 113:5 114:9 119:10 127:22,25 155:21 178:15 181:5 197:17 occasionally 156:2 occasions 157:13 occur 26:2 65:12 occurs 27:7 October 1:1 3:25 42:7 74:19 203:23 odd 169:9 offence 15:25 16:2 16:4 126:1 191:24 offences 13:25 | |

| | | | | |
|---|---|--|---|--|
| 117:14,25 OFS012532 132:24 177:22 OFS012532_013 161:24 OFS012532_032 182:4 OFS012595 133:13 139:11 177:21 184:3 OFS012595_002... 182:2 OFS012595_036... 158:10 OFS012595_046... 160:16 OFS012677 133:14 OFS012678 133:3 187:14 OFS012678_022 163:15 OFS012733 133:1 Ofsted 48:12,16 82:13,23,24,25 84:2,15 85:13 105:5,14 106:13 107:11 132:8 135:18,20 136:5 137:18,24 138:1 142:23 143:9 183:6 200:24 201:10 Ofsted's 106:4,21 Ofsted-led 123:25 okay 51:16 65:8 105:13 old 123:14 older 83:22 136:2 169:11 183:10,15 once 171:3 one-hit 145:23 ones 196:11 ongoing 15:7 42:8 111:13 138:20 onion 21:6 online 74:19 115:18 117:8,13 117:15,25 130:22 | 130:25 ONS 11:17,19,24 12:10 13:6 14:2 14:4,12 15:1,4,6 15:11,17,22 16:16 17:3 19:22 59:25 127:8 onward 64:24 onwards 180:2 open 130:5 opened 183:5 operate 144:20 168:9 175:22 operating 22:8 191:15 Operation 46:15 operational 21:15 23:6 41:22 98:6 operationally 23:2 operations 26:15 63:9 opinion 145:13 opportunities 77:7 110:11 146:15 170:14 172:20 188:5 195:12 opportunity 45:10 114:6 180:7 188:10,14 opposed 125:1 options 38:17 93:12 oral 69:14 order 2:25 12:24 22:16 27:1 55:18 63:20,23 64:19 67:23 70:23 90:18 115:12 131:24 192:5 orders 2:9 38:10 135:11 148:17,18 organisation 21:25 46:21 70:20 131:4 organisations 10:6 46:9 63:15 70:23 77:11 80:7 89:22 89:25 119:12 160:1 168:5 | 185:3 organised 5:2 18:17 19:3,11,13 20:16,20 21:4,7,9 21:12,16,24 22:1 27:6 33:11,12 65:5 114:13 129:18,19,21 130:2,3,11,12,15 130:16,19,19,24 131:1,4 132:6 original 191:7 out-of-area 85:9 85:15 97:10 181:24 out-of-hours 137:15 outcome 55:20 64:16,16,21 76:12,13 193:6 outcomes 17:7 40:4 73:2 95:7 120:16 137:17 166:14 169:2 173:2,4 174:3 190:22 197:15 outdated 84:8 outlined 103:18 138:17 153:2 outside 55:7 69:9 69:12 100:20 overall 31:17 81:4 106:4 overarching 36:2 77:10 109:1 overlap 35:16 overnight 1:8 176:11 overrepresented 25:22 oversee 137:12 oversight 41:16 46:5 137:16 139:5 146:12 177:16 179:23 199:6 overspeaking 72:8 overstretched 192:8 | overview 8:23 18:8 65:21 142:2 186:15,16,25 <hr/> P <hr/> page 6:5,5 8:7 9:5 13:12 17:15 19:7 25:7,7 30:22 47:22 48:5 54:2 54:4 55:22 56:13 56:13 61:3,7,12 69:23 72:10 76:5 77:18,19 78:13 78:14,18,21 86:21 93:14 109:25 110:10 144:15,15 146:8 146:9 160:22 170:9,13 171:20 171:25 172:4,11 172:12,16 173:13 173:21 188:24 pages 34:17 76:10 78:15,20,21 166:17 paid 46:11 pain 154:7 pandemic 9:14 101:14 129:7 panel 4:15 7:17,21 13:13,25 16:23 18:13 25:9 34:2 42:14 68:3,17,17 72:3 77:17 93:20 95:15 96:11,13 100:18 113:25 118:5,16 122:7 122:13 137:25 139:13 142:3 143:6,13 149:7 189:1,3 190:9 194:10 195:1,5 197:16 198:8 204:6,12 panel's 18:14 98:20 Papaleontiou 1:14 3:2,5,14,21 4:18 5:10 6:8,19 11:4 11:15 14:3 15:4 | 16:8 17:1,24 18:19 19:20 21:3 22:15 23:23 26:9 27:18 29:1,23 37:22 38:7 39:6 39:19 41:8 44:1 45:2 57:6,16 61:14 62:13 63:6 64:2,11 65:7,15 78:2 79:1,5 87:1 87:3,14 90:1,6,10 101:20 103:15,16 106:25 107:4,8 109:2 113:20 114:1 116:5 117:4,12 118:15 125:22 126:5 127:22 129:1,15 130:7 204:2 paper 53:6 69:16 116:3 paragraph 4:20 6:4 7:19 11:5 19:8 20:8 22:6 25:8 27:4 30:21 39:14,15 65:21 71:24 75:4,5,7 76:16 77:19,20 78:5 86:13,16 87:15 89:20 93:16,20 96:13 105:4,9 111:24 114:4 139:18,19 144:6,16 149:5 151:19 158:11 160:21 161:22,24 162:4 163:14,15 163:19 165:3 166:4 168:2 180:2 182:4 188:23 195:17 paragraphs 5:19 7:4 8:7,14 9:6 14:21,23,24 32:19 33:2 37:24 53:18 65:20 68:25 72:11 74:1 79:19 80:23 86:25 95:17 |
|---|---|--|---|--|

| | | | | |
|--|---|---|--|--|
| 99:14 111:20 113:21 129:15 139:12 151:1 160:17 166:16 177:22,22 179:25 182:3 187:14,19 187:25 190:3 parameters 48:14 paramount 85:8 parent 157:10 parental 197:5 parents 74:12 183:17 parks 123:13 Parliament 113:15 part 4:25 7:15 18:12 25:5 33:12 43:19 48:17 50:5 52:14,18 55:21 68:4 69:8 70:21 74:23 78:24 79:25 83:12 84:16 85:16 92:11 96:16 99:19 100:17 104:5 106:2,19 113:2 120:1 121:16 145:10 168:15 177:5 188:20 199:1 partially 150:10 participate 41:18 participating 55:1 particular 7:14 8:22 14:20 16:22 28:25 38:3 42:19 45:17 47:7 49:8 49:10 52:24 53:4 55:5 56:7,8 57:8 61:13,17,18 68:2 71:16 74:23 75:3 75:6 87:10 96:18 98:12 99:12,18 100:20 106:5 108:25 112:14,16 114:23 119:21 122:24 129:5 140:7,18 148:3 153:14,24 156:7 | 156:8 159:8 160:13 162:3 163:16,20 170:8 171:21 172:5,6 175:24 180:12 182:7,23 184:15 184:17 185:16 189:4 190:6,25 192:11 194:1 200:10 particularly 53:20 56:3 98:16 123:17 124:21 129:14 141:18 152:24 154:15 158:23 162:16 167:17,23 180:17 181:23 187:17 189:6 201:24 partly 69:20 partner 10:5 partners 9:4 23:24 36:8 40:21,21 46:8 58:15 61:24 63:19 84:11 94:9 96:4,9 97:25 99:2 101:23 108:17,20 110:11 115:10 148:10 150:18 159:25 170:14 180:11 181:17 184:18,23 184:25 187:18 192:2 partnership 10:24 32:7 33:16 95:9 98:10,15 99:11 99:17,23 102:8 106:18 112:5 114:17 119:25 141:3 145:15,18 146:4 171:7,10 184:13,14,17 185:5,12 187:17 188:3,15 189:24 partnerships 31:25 49:1,20 80:5 84:24 100:2 100:10 192:13 | parts 165:20 168:17 185:24 188:13,16,17 189:20 partway 51:20 pass 122:11 156:23 passion 184:20 pathway 119:11 pathways 131:19 patterns 164:3 169:9 pause 18:12 PCCs 190:13 PEEL 44:3 107:3 140:4,13 peer 26:1 27:11 peers 176:21 penultimate 98:9 people 33:24 34:13 35:7,8,11 40:18 52:4,19 53:22 54:15,24 55:2,9 61:25 62:8 67:21 73:3 76:3 80:1,8 86:10 88:2 91:20 92:15 95:6 99:6 105:18,22,24 109:8 120:5,17 120:25 121:7,12 122:5 123:5 124:11 136:16 142:8,12 152:20 152:22 153:16,17 154:5 160:3,12 161:9,11 167:24 168:16,23 169:7 169:8,13,16 171:1 183:4,12 184:20 188:18 189:18,18 people's 102:6 167:15 performance 32:24 33:19 34:4 105:3 106:14 127:12,20 128:14 128:21 184:14 185:13 188:21 | 190:5,16,24 191:3,9,11 performs 138:1 period 37:6 98:4 126:15 161:9 183:3 200:4 201:24 202:11 permission 3:12 133:10 134:19 203:17 permit 41:5 perpetrated 14:8 perpetrator 58:19 145:2 147:15,17 perpetrators 11:10 43:24 45:24 63:12 114:6 147:1 perpetuating 130:25 perpetuity 183:23 person 48:3 51:4 52:25 53:2 55:18 92:12,25 159:16 160:13 personal 48:7 183:22 personally 102:16 perspective 10:10 46:6 100:22 101:12 130:9 perspectives 27:19 58:5,9 pertaining 5:22 pertains 12:9 pertinent 37:19 77:16 141:18 Peter 203:8 phase 101:13,13 phone 202:3 phones 201:17 PHV 42:17,21 43:19 physical 13:19 78:16 92:22 105:20 pick 79:13 102:15 127:7 156:2,4 164:23 174:6 | 187:24 picked 96:7 146:6 picking 166:11 picture 12:5,17 18:1 27:24 28:5 28:6 38:6 86:7 197:25 piece 69:19 112:14 163:16 pigeonhole 148:2 pigeonholing 59:2 pilot 72:18 76:21 111:25 112:1 piloted 111:22 pilots 40:15 61:21 61:21 62:11 pinch 17:5 pivoting 114:23 place 2:9 6:7 14:9 20:1 28:12,16 52:20 54:17 55:14 60:18 68:10 82:15 83:20 84:12,18 86:20 91:21,24 92:19,25 93:7 94:13 95:19 97:22 108:12 120:23 121:5 126:2 127:2 128:12 135:11 138:11 142:15 145:11 146:1 150:3 151:13 152:7 158:8 176:9 178:10,14 181:19 194:17,22 197:22 202:6 placed 85:1,18 124:12 137:5,7 181:25 183:25 192:15 placement 80:18 85:8,9 86:2 placements 80:19 80:20,21 81:1,19 82:11,16 83:14 85:15 94:18,24 95:11 119:24 |
|--|---|---|--|--|

| | | | | |
|--|---|---|---|--|
| 123:9,22,23 181:24,25 182:19 183:2 places 14:7 95:19 153:16 159:13 181:12 183:13,18 201:21,22 placing 201:4 plain 83:20 plan 10:10 24:24 35:22,24 36:1,5,7 36:9,22,23,23 37:2,8 40:13 74:22 83:13 101:6 121:10 178:21 180:16 197:3 plank 191:21 planned 182:25 planning 73:17 147:2 153:9 165:19,19 194:17 plans 98:4,5 165:23 172:7 180:11,19 181:7 186:5 187:21 play 6:12 27:11 43:19 104:5,7 played 115:4 playing 28:10 plays 13:3 18:10 27:24 44:11 63:9 please 2:4,7,11 3:13 4:15,19 5:18 7:4,22,23 8:5,6,7,8,13 9:5,7 9:22 11:3,12 13:6 14:21 15:24 17:11,11 18:14 19:7 20:14 25:6 27:4 32:16,18 34:17 36:20 37:21 39:16 43:25 46:24 49:13 55:22 56:13 60:22 61:3 61:6 64:5 65:17 65:19 68:24,25 69:18 71:20,22 | 71:23 72:3,10,12 74:2 75:5,5 76:4 76:6,12 78:2,4,13 78:14,16 79:12 79:22 80:23 83:18 91:1,9,15 93:16,20 99:11 99:20 101:19 102:17 105:1,5 106:24 107:7 109:22 111:19,21 113:17,20,25 116:4 117:11 121:1 132:18,19 135:2,4,6,9,10 137:6,22 138:1,4 139:16 144:3,6 144:14 146:5 149:4,5,10,17 150:24 152:15 154:23 156:23 160:16,21 161:23 163:25 165:15 167:1 169:21,25 170:13 171:20 172:11 173:13 174:5 182:8 184:12 185:18 187:12,15,18 190:3 192:19 193:2 194:4,11 195:3,16 203:7 203:17 plethora 159:22 pm 58:3 104:21,23 104:25 135:13 143:21,22,24 203:21 PNC 26:17 pocket 78:9 point 15:17 17:1 18:4 27:21 30:6 32:25 33:6 34:8 41:8 43:16 54:11 54:18 57:22 58:22,23 69:13 81:13 87:22 88:16 89:13 100:13 103:13 | 104:1 122:2 126:19 130:8 134:25 141:11 143:19 144:7,9 144:15,16 147:24 167:25 171:12 174:6 179:18 pointing 15:1 107:18 points 8:8 11:11 13:12 14:1,4 17:5,24 19:21 29:23 33:5,18 34:6 57:16 60:9 66:24 69:14 90:11 92:8 107:8 108:14 129:14 146:7,8 157:16 163:11 169:4 police 5:4,22 10:7 12:13,22 13:24 16:12,15 17:2,6 18:22 20:11,21 22:8,10,13 23:1,2 23:4,14,16 24:2 26:8,14,14,17 27:22 28:2 29:18 30:25 32:21 33:9 33:13 38:18 39:17,20,22,23 39:25 40:12,16 40:20 44:24 45:24 61:2 63:20 64:22 84:11 89:3 89:9 90:21 91:23 93:21,23 100:6 103:5 108:12 109:25 110:7,11 110:18 118:7 126:10,14 127:12 127:18 128:2,8 128:18,21 139:22 140:18 143:15,15 143:16 144:8,19 144:21 145:1 146:16 150:14 161:14 170:7,14 170:25 171:8,9 171:16 172:1,21 | 180:2,10 181:14 191:15,24 192:16 192:23 193:20 203:10 policing 5:23 9:24 13:4 22:4,18,25 23:18 24:15,23 26:23 44:3 60:3 64:15,16 88:19 127:5 128:12,19 128:24 129:3 140:3,7,18,22 147:9,25 173:5 192:1,8 policy 3:17 4:9 5:3 5:12,21 7:7,8 9:2 15:10 16:17 17:7 23:13 44:13 45:15 54:21 121:8 130:6 political 28:14 97:15 104:2 Poole 203:1 poor 93:19 127:12 140:8 172:13,14 196:23 poorer 167:18 poorly 56:2 146:1 populated 146:2 population 182:17 188:11 populations 153:8 167:17 portfolio 136:14 136:16,20,21 pose 170:5 173:15 posed 110:17 posing 172:5 position 8:23 11:21 41:20 43:4 90:19 102:11 103:14 175:2 185:4 positions 135:17 positive 49:4 112:13 144:21 150:2 151:23 152:9,11 163:3 175:13 179:14 | possible 9:19 10:11 43:13 56:5 78:17 90:4 97:24 171:5 possibly 124:14 post 125:13 posts 149:25,25 potential 17:4 35:16 49:9 107:16 185:6 potentially 30:13 85:2 117:18 130:5 174:15 powerful 59:25 powerfully 58:4 powers 38:10,19 41:15 128:4,9 practical 119:2,6 122:18 123:6 practically 9:19 119:1 practice 3:24 5:4 17:22 22:21,23 32:23 34:10,12 34:14 35:13 41:17 44:14 48:8 48:9,11,11,22 49:1 53:19 54:6 54:21 55:24 56:24,25 59:11 60:11,12,15,20 63:8 67:4,14 68:3 69:25 70:7 73:7,11 74:3,12 77:11 88:10 89:12 91:4,7,10 93:3,7,18,21 94:13 106:5 108:4 119:11,21 121:18,22 140:7 140:8,9 151:15 151:23 153:18 155:1,14 158:21 161:3 166:20 168:18 169:10 176:16,17 178:4 178:24 190:8,14 190:20 196:17 practices 16:15 |
|--|---|---|---|--|

| | | | | |
|----------------------------|---------------------------|---------------------------|----------------------------|---------------------------|
| 46:20 158:6 | 23:21 126:3 | proactive 118:10 | 99:19,19 112:8 | 142:11 147:25 |
| practise 54:14 | 144:23 148:21 | 153:13 195:21 | 124:21 149:19 | 153:18 |
| 138:11 | prevent 63:4 | probably 7:24 | 150:1,3,7 151:8 | promoted 38:17 |
| practitioner 91:25 | preventative 114:7 | 50:12 54:23 71:2 | 152:3 154:14 | 44:21 |
| practitioners | preventatively | 98:20 104:16 | 161:19 164:3,5,8 | promoting 57:20 |
| 29:12 34:23 35:6 | 197:6 | 138:3,4 157:22 | 164:12,19,22 | 119:3,4 |
| 47:21 48:2,6 | preventing 148:1 | 202:1 | 168:3 175:23 | prompt 73:9,10 |
| 53:23 54:13,13 | prevention 36:3 | probation 137:18 | 176:24 | 89:4,6 176:7 |
| 54:23 55:15 56:3 | 44:15,22 60:23 | problem 17:17 | professionals' | prompting 77:21 |
| 56:7,21 78:25 | 61:2 87:20 111:4 | 18:21 95:24 | 151:2 | promptly 176:14 |
| 160:3 | 114:8 121:11 | 144:1,12 145:14 | professions 187:23 | propensity 16:12 |
| practitioners' 73:8 | 148:18 180:21 | 146:1,19 147:10 | Professor 102:2 | proper 145:13,13 |
| 73:10 | 191:21 192:3 | 147:11 171:16 | 203:3 | 149:14 |
| precisely 88:9 | 195:14 197:9 | 191:17,22 192:6 | profile 18:25,25 | properly 12:21 |
| predators 27:7 | previous 39:8 | 195:20,21 | 145:14 149:16 | 14:13 43:18 70:9 |
| predictive 29:19 | 69:14 117:24 | procedures 8:11 | 182:17 | 70:23 |
| 30:6,7,10,12 | 138:23 141:22 | 8:12 35:13 53:20 | profiles 18:23 | proportion 193:11 |
| 32:13 35:18 | 154:13 | 54:5,11 94:5 | 32:10 35:16 | proportionate |
| predisposed 27:16 | previously 24:4 | proceedings 135:5 | 145:19 146:1,19 | 183:14 199:13 |
| premature 157:3 | 68:15 69:11 | process 45:11 91:9 | 181:6 | 200:23 201:6 |
| preparations | 94:17 117:16 | 91:12 93:1,2,3 | profiling 2:19 11:2 | proposal 123:18 |
| 120:12 | 178:25 | 113:14 198:24 | 11:2 17:18 18:7 | proposals 188:25 |
| prepare 143:5 | primarily 65:18 | process-driven | 18:18 19:4 22:13 | 189:2 |
| prepared 69:19 | 130:15 | 72:25 | 33:4 59:1 144:1 | propose 2:13 |
| prequalifying | primary 99:2 | processes 142:14 | profit 130:17 | proposing 123:16 |
| 125:1,4,8,19 | 137:11 188:8,9 | produce 113:6,8 | programme 21:13 | 123:19,24 |
| prescribed 10:15 | prime 58:3 103:12 | produced 43:9 | 44:15 45:9 59:11 | proposition |
| preselect 186:7 | 103:23 116:15 | producing 73:15 | 60:12 62:1 67:7 | 195:18 |
| presence 123:15 | principally 4:19 | 121:13 | 67:11 83:17 99:3 | prosecuted 63:1,4 |
| present 3:19,24 | 122:10 130:16 | PROF 129:12 | 141:6 | 173:23 |
| 55:8 60:7 61:18 | 201:16 | 131:25 202:16 | programmes | prosecution 45:1 |
| 136:21 154:4,6,7 | principle 200:25 | professional 30:16 | 21:10 141:13 | 46:4 |
| 154:11,18 159:17 | 201:2 | 88:15,16,22,23 | progress 18:3 | prosecution/con... |
| 167:7 | principles 48:15 | 88:24 89:14,15 | 60:16 109:5 | 38:23 |
| presentations | 70:14,17 88:12 | 149:12,14 150:13 | 193:7 | prostitution 65:3 |
| 154:17 | 88:17 | 169:5,19 171:15 | progressed 9:16 | protect 7:11 22:10 |
| presented 197:11 | prior 65:5 105:15 | 174:8 175:8,9 | progressing 13:1 | 70:24 109:25 |
| press 51:14 | 125:12 136:7 | 176:3 196:3 | 193:13 | 122:6 142:11 |
| pressing 92:18 | 186:21 | professionally | prohibited 73:19 | 188:23 |
| 177:7 | priorities 23:6 | 166:19 | project 9:13 34:1 | protected 49:6,12 |
| pressure 167:20 | 104:18 113:19 | professionals 7:9 | 61:17 74:4,7,13 | 142:16 152:22 |
| 185:1,3 | 119:16 120:21 | 29:8 50:1 52:3 | 121:3 152:12 | 159:4 |
| pressures 46:23 | 121:6,25 177:8 | 56:21 58:25 59:7 | 163:20 | protecting 88:1 |
| 129:6 | priority 30:25 | 59:11,20 60:6 | projecting 51:1 | 120:16 136:15 |
| pretend 131:17 | 81:3 121:23 | 66:10 67:21 | projects 8:20 67:8 | 170:4 |
| pretty 69:9 | 141:10 142:13 | 68:20 70:11 | promote 40:1 | protection 4:1 |
| prevalence 11:7 | 150:16 185:11 | 75:10,18,22 77:2 | 62:10 63:20 | 5:23 7:9 8:10 |
| 11:21 12:3,6,12 | prisons 137:18 | 87:10,12 88:1 | 67:23 74:22 | 44:2 45:3 46:16 |
| 13:22 15:19 | private 42:11 | 98:14,15 99:1,4 | 97:20 118:12 | 56:10 65:18 |

| | | | | |
|---|---|--|--|---|
| 68:10 72:21 88:6 99:15 100:12,19 101:6 108:13,22 120:3 121:11 128:9 141:9,9,12 141:16,20,25 145:12 148:1,2 166:14 170:24 173:6 174:2 178:22 186:5 190:11 192:12,13 197:3 199:11 protective 24:13 30:15 172:7 180:11,16,19 194:17 protocol 56:24 71:1 protocols 8:11 66:9 84:10,12,14 168:5 proven 34:21 provenance 127:9 provide 15:7 26:22 28:7 29:11 45:10 61:22 64:3 65:7 65:13 87:19 90:18,22,23 93:10 101:24 116:11 118:2 125:18 128:14 142:2,7 168:6 180:7 193:2 199:13 provided 14:18 28:2 35:24,25 37:17 38:2,25 42:16 75:24 78:7 90:17 93:24 95:21 97:7 102:3 132:21,21,24 133:1,3,5,12,15 133:20,23 134:3 134:10,23 137:8 143:6,14 189:23 provider 149:20 150:6,7 providers 142:14 150:3 | provides 14:6 15:6 41:15 62:21 63:6 64:21 89:21 117:16 providing 58:25 63:15 90:12,14 117:1 provision 61:5 63:24 81:5,5 82:21 83:16 86:9 89:24 123:21 124:7,8,10 138:7 152:17 166:22,23 167:23 180:6 182:23,24 183:10 183:25 provisions 38:9 psychological 78:16 PTSD 164:20 public 1:4 5:23 67:14 78:8 87:18 87:19,21 173:5 183:16 public-health 115:24 publication 76:23 76:25 112:6 publish 9:18 10:10 27:2,2 44:18 85:14 114:2 116:12 141:6 published 9:11 10:12 31:22 42:22 43:7 68:12 74:17 99:24 135:23 publishing 44:17 114:22 pull 53:25 57:5 105:4 144:3 156:11 190:9 pure 22:3 purpose 21:8 29:9 67:2 purposeful 160:14 161:20 purposes 20:25 83:22 88:10 | push 56:23 pushed 36:10 37:2 put 9:22 35:15 45:16 51:12,17 60:4 62:16 71:14 90:6 98:5 124:13 135:2 147:9 178:10 192:17 194:2,22 195:16 196:10 197:22 puts 168:23 putting 47:24 173:5 <hr/> Q <hr/> qualification 125:13,13 qualifier 58:18 qualitative 26:14 191:11 quality 12:20 25:25 81:3,12 94:24 98:23 119:23 123:20,23 137:10 146:15 167:19 172:21 191:9 192:16,21 199:5,7 quantitive 191:4 question 2:2 4:23 9:21 20:14 30:23 39:15 43:22 50:23 51:3 63:25 71:15 79:10 82:6 83:3,18 87:7,8 90:8 94:2,15 101:19 113:2 117:5,11 120:20 123:8 124:20 125:21 127:10 128:22 135:1,3 144:25 161:25 185:25 187:10 192:16,20 195:3 195:15 200:12 201:13 questioning 2:14 57:3 104:15,20 105:1 106:23 117:4 135:14 | 184:8 questionnaire 75:15 questions 1:22,24 2:6 3:1 11:3 28:18 30:20 32:17 35:14 39:9 45:16 46:24 57:7 62:14,15 65:22 70:25 71:19 78:1 78:3 79:8 86:4 89:2 90:5 91:2 98:8 102:15 104:17,18 106:25 117:3 118:4 122:8,10,13 126:25 128:23 130:21 132:2 134:24 137:1,4,6 143:25 144:2 150:22 153:22 156:24 161:25 164:10 174:19 182:20 184:6 187:16 194:2 196:9 198:5,7,8 204:6,12 quick 90:10 quickly 14:4 88:5 90:3 94:14 127:20 164:23 168:20,21 189:13 quite 2:15 11:16 25:16 51:6 79:15 80:17 84:25 95:5 97:1,5 104:15 113:13 125:24 154:6 169:8,12 198:1 200:19 201:8 quote 51:4,5 56:12 158:16 quoted 155:1 <hr/> R <hr/> raise 50:23 61:17 67:14 135:7 153:17 169:13 raised 50:21 56:7 88:7 173:10 | 182:12 raises 79:15 raising 2:3 72:6 85:2 168:24 range 7:11 13:10 13:20 22:18 23:18 25:19 37:25 38:8 45:17 57:25 61:23 86:9 88:11 105:14 107:1 112:8 115:9 135:21 137:13 138:7 139:6 149:14 151:9 160:11 162:19 171:7 182:15 186:3 187:23 199:10,22 200:7 rare 41:9 rarely 165:12 rating 82:13,25 rational 111:1 rationale 158:1 reach 153:14,15 167:25 reaching 50:3 react 147:10 reactive 118:9 read 13:25 42:15 93:20 95:16 96:14 189:1,3 198:10 read-across 117:21,21 reading 177:2 real 52:6 71:10 117:12,18 124:16 164:8 177:3 182:18 real-world 117:17 realise 17:19 realised 79:9 Realities 78:23 really 11:4,12 15:8 17:25 18:24 24:10 27:23 28:5 29:1 30:2 34:8 34:10 37:10 38:7 |
|---|---|--|--|---|

| | | | | |
|--|--|--|--|---|
| 39:21 40:7,13,16 42:7 43:15 46:13 47:20 48:10 50:2 52:2,17,23 54:12 54:22 55:14 56:22 57:23 59:4 59:16,18,25 60:4 60:8 62:9,10 65:22 70:6,21 72:24 73:12,16 74:6,11 84:15 86:8,9 88:7,25 92:18 96:20,21 96:25 98:18,21 100:3,10,14,24 103:16 104:1,7 107:11 111:10 114:18,20 115:4 115:5,8,17 116:22,24 119:6 121:3 122:2 123:3 127:3,6 144:25 145:19,24 150:5,19,20 151:25 152:2 153:5,10,12 159:1,6,11,12 161:10 163:7 167:9 168:12 169:6,18 171:4 171:10 175:22 176:1,7,17 177:6 177:12,15 178:15 179:3,22 180:16 180:17,20 183:14 188:10,10,14,14 189:7,10,19 192:1 reason 10:14 36:10 52:18 54:21 82:14 143:4 178:14 reasons 162:15 180:22 195:25 receipt 138:19 receive 56:10 89:25 105:14 138:12 139:1 185:25 | received 36:8,22 112:5 184:25 receiving 183:13 receptionist 169:10 recognise 12:19 15:5,11,11 30:12 40:7,19 48:6 49:15 56:11 59:12 63:22 67:3 67:25 97:17 99:25 110:19 115:19 116:23 128:11 130:11 131:15 144:19 151:8 160:24 171:23 recognised 19:9 110:12 136:25 137:4 146:17 168:14 170:15 197:11 recognises 25:12 recognising 26:10 104:5 118:24 131:23 171:24 recognition 21:19 24:1 61:7 110:1 149:2 151:2 170:3 171:22 174:13 recollection 200:1 recommendation 17:22 149:11,13 150:10 191:18,19 recommendations 17:15 22:19 45:14 61:13 80:24 111:1,14 118:21 140:12,25 191:6 record 145:8 187:2,8,12 recorded 16:12 64:22,25 126:10 155:8,10 recording 16:15 153:4 154:21 172:1 187:1 | 196:22 recordings 155:22 155:23 records 13:24 64:7 64:13 65:2,6 recovery 37:1 recruit 23:14 rectified 1:8 recurring 60:16 reduce 85:15 95:2 reduced 172:13 reducing 27:13 114:5 reduction 98:3 refer 86:19 168:2 reference 8:10 11:17 17:17 26:1 26:21 27:20 51:5 57:5 71:25 72:9 76:10,11 79:18 92:17 96:23 105:10 108:4 112:3 116:11 133:14,21 134:11 134:13 142:10,20 155:6 173:22 187:18 referenced 14:16 21:11 38:1 59:24 84:4 91:22 94:17 112:2 113:2 116:1,20 121:12 121:19 141:14 references 45:25 111:21 referencing 114:8 referral 49:5 90:12 142:25 referrals 193:19 referred 19:23 89:5 98:11 116:5 127:24 195:18 203:6 referring 5:8 105:8 192:23 refers 16:9 144:6 reflect 14:13 24:18 29:1 38:7 41:23 43:22 47:5 65:13 | 74:24 81:14 107:15 126:1 172:23 196:22 197:1 reflected 6:20 23:12 reflecting 28:11 109:2 115:1 117:20 reflection 169:18 reflections 77:6 130:1 reflects 80:10 reform 4:3 49:3 102:21 reforms 84:23 100:3,10 regard 43:2 regarding 198:9 regime 42:1 43:17 123:25 regimes 138:24 regional 18:16,17 18:25 19:3,3,6 20:13 21:21 33:11,12,15 46:10 91:24 94:10 95:8 113:4 register 138:11 registered 138:12 registering 183:6 183:12 registration 201:2 regular 138:12,23 regularised 12:11 15:19 regularly 84:13 94:9,10 168:4 regulated 82:11 regulates 137:13 regulating 154:16 183:10 regulation 200:14 200:18 regulations 84:6 182:21 regulator 56:19 95:21 138:6,10 138:16,25 139:7 | 142:6 regulatory 95:18 reinforce 38:21 39:7 40:7 58:13 59:5 63:8 87:14 103:17 104:1 117:12,25 reinforced 114:2 reinforces 87:25 reinforcing 17:1 reinspection 191:8 reinspections 45:9 reiterate 15:17 relate 62:14 65:3 related 2:23 47:2 127:10 146:5 153:23 156:15 170:13 relates 57:21 62:18 129:24 relating 63:25 195:9 relation 5:5 7:13 7:19 8:8 10:8 15:22 34:3,8,15 36:10 39:8 42:11 43:8 46:13 49:16 49:18 54:10 66:15 67:17 69:2 72:15 74:21 77:3 80:11 81:4,5 84:21 85:4 86:1 86:3 94:2 99:8 106:18 111:8 112:10,13 125:9 127:12 157:18 164:16 172:6 174:1 176:11,19 177:25 178:24 179:6,7 181:23 187:6 198:21 202:23 relationship 35:6 54:17 138:19 145:20,21 178:20 179:12,14 relationship-bas... 160:5 relationships |
|--|--|--|--|---|

| | | | | |
|--|--|--|---|---|
| 54:15 61:21,23 74:12 80:1 86:22 161:4 176:21 189:16 relatively 28:19 90:7 relevant 87:15 101:10 145:2 198:16 reliable 15:7 20:23 reliant 66:19 religious 158:20 reluctant 52:21 202:9 remain 13:23 81:2 remainder 5:19 remained 93:19 remaining 14:1 118:7 remains 146:13 173:18 remedy 63:7 191:14 reminder 11:6 reminding 135:10 remit 139:21 remits 139:5 remove 87:2 removed 65:6 repeat 87:7 181:7 194:19 repeated 171:13 200:20 repeatedly 178:2 179:19 report 17:17 68:12 69:19 74:17 75:23 81:8 93:17 103:21 108:22 109:1,21,23 112:7 113:7,7,11 116:14 139:21 140:11 141:19 144:13,16 149:7 149:11 157:8 165:6 169:22 171:20,21 172:9 173:4,21 182:12 189:23 195:24 | reported 33:1 165:7 181:2 reporting 15:25 16:3 17:6 138:13 178:1,3 reports 43:10 111:2 113:9 141:19 143:5,7,9 143:14 149:1 155:2 156:2 194:19 represent 35:8 representatives 128:18 representing 104:10 150:7 require 110:9 124:23 required 34:5 85:12 125:3 requirement 84:7 93:6 requirements 95:18 121:10 requires 85:25 92:23 101:23 requiring 175:8 rescue 139:20,23 research 8:20 28:20 53:6 54:22 56:1,12 59:19 69:16 70:4 72:23 74:3 116:3,6 131:23 144:7 179:1 researchers 35:11 55:2 reserved 32:21 residential 83:20 96:6 200:15 resilience 150:5 resource 192:15 resources 22:10 23:17 78:8 99:4 185:1 190:7 191:14 201:7 resourcing 23:7 173:5 191:16 192:7,9 200:23 | respect 4:1 9:25 21:12 59:6 130:15,18 135:16 158:12 respond 24:8 29:21 34:23 59:12 69:5 76:23 81:1 82:8 94:6 95:12 98:7 106:11 110:4 114:23 122:6 170:11 180:3 responded 24:7 69:7,13 81:25 96:7 responding 81:22 94:7 95:5 response 5:5,7 6:24 7:7 10:2 13:4 14:22 15:3 17:5,9,19 21:16 24:18 37:4,9 38:22 40:1,11 44:8,9,13 45:13 51:21 57:24 73:3 75:7 76:1,20 81:7 88:11 89:17 92:11 97:6 102:23 103:19 107:12 110:14 114:16,23 115:14 115:17 124:1,19 125:6 139:6 140:18 144:8 146:16,18,22 147:12,13 153:10 155:20 164:17 170:4,16,25 172:10,22 178:10 181:1,8,20 184:21 200:23 responses 11:7 17:8 31:1 35:25 110:9 118:8 129:14,18 178:5 178:6,25 179:5,8 179:9 responsibilities 5:3 7:12 65:22 | 85:23 86:3 103:11,12 responsibility 4:21 7:8 66:6 104:4 109:7 118:24 199:4 201:4 responsible 3:16 3:25 10:21 56:19 97:2 154:16 172:18 restriction 2:9 135:11 rests 83:9 result 64:6,7 85:9 140:11 172:14 resulting 95:24 results 43:3 109:6 165:4 resume 50:13 105:1 135:14 retain 122:24 retained 110:20 retreat 185:4 return 50:16 78:2 79:11,14 80:2 85:5 91:3,18 92:6 93:10 97:22 104:21 118:9 128:7 143:21 177:18,25 178:3 178:7,11,13,18 178:18,24 179:11 180:6,14 202:11 revenue 95:10 revert 143:3 review 25:10 26:12,14 29:17 31:21 39:8 62:24 66:23 67:18 68:3 68:22 74:9 84:17 99:23 105:2 106:3,3,14 116:9 120:9,11,13 167:14 170:2 184:14 185:13 186:10,13 188:21 190:4,15 reviewed 84:13 186:17 | reviews 28:14 43:10 138:20 revised 79:24 revising 89:10 revision 174:24 rich 180:17 richness 146:3 right 3:20 4:11,20 6:6 7:1 16:4,7,8 18:18,19 19:8 23:17 31:8 32:20 39:5,6 46:1 51:15 60:18 61:4 61:13 65:14 68:10 73:22 78:25 81:10 85:8 85:17 92:19,25 110:23,24 113:15 115:14 127:14,14 127:14 134:5,20 136:3,17 137:20 139:11 141:20,22 142:14 143:3,11 144:4 151:24 152:13 154:24 158:4 163:19 166:11 170:1 172:7 173:18 194:3 196:2 201:6 rights 42:5 rigorous 88:24 108:8 Riley 22:6 118:6 132:8,15 133:20 133:24 134:2 136:13,18 137:3 139:16,20 141:23 143:13,17 144:2 144:14 145:4 146:10 147:7,24 154:23 155:16 156:11,16,17,18 156:23 169:20 170:1,19,23 172:8,25 173:19 174:3,5 179:24 180:2,13,14 189:22 190:8,10 |
|--|--|--|---|---|

| | | | | |
|--|---|--|--|---|
| 194:1,4 204:10 ring 179:15 rise 24:20 42:4 risk 2:21 24:13,17 30:15,18 33:1 34:13 37:13 48:15 50:5 53:10 56:10 59:2 65:17 65:23,25 66:1,3 66:15 67:5 68:1 68:14,18 69:2,12 69:22 70:1 71:7 71:8,15 72:2,12 72:16 73:1,9,15 73:15,16,20,21 74:24 75:15 77:4 78:5 85:19 87:12 88:6,12 89:1,5,14 95:25 98:16 100:16 105:19 109:8 110:1,3,8 110:17 112:10 118:8 119:21 120:5 124:14 139:2 147:11 149:16 152:21 162:3,7 165:10 166:13,24 167:2 167:5,12 168:6,7 169:23 170:3,4,5 170:8,10,20 171:2,4,11,18,22 171:24 172:10 173:15,16 174:2 174:9,16,20,25 175:3,7 176:12 176:13 180:4 181:1,3 183:22 186:20 risks 30:7,9 50:1 86:15 110:4 144:13 154:2 156:4 162:19 163:6 165:12,21 170:11 172:4 risky 47:12 48:8 robust 38:21 177:7 ROCs 131:10 role 3:19,24,25 | 5:11,14 6:1,12 7:6 8:16 22:2,15 27:12 44:5 75:10 86:14 87:9,12,20 88:1,8 90:13 95:2 100:9 101:17 104:8 105:5 106:17 107:2,2 108:9 121:16 135:24 136:7,17,21 137:10,16,23 138:1 139:17 142:2,4 168:3 183:12 184:17 roles 4:16 7:12 85:22 102:5 104:6 136:10 149:19 173:6 roll 140:20 rolling 45:2,9 108:7 140:16,19 141:12 room 1:6 Rosie 132:9,14 204:9 rotates 103:6 roughly 140:5 round 24:13,17 44:10 59:13 89:1 117:14 rounded 89:18 routes 59:21 routinely 165:11 rule 104:19 200:22 ruling 41:25 run 11:25 135:12 179:16 Runaway 84:10 running 80:12 86:15,24 141:12 145:21 runs 39:15 78:19 184:3 <hr/> S <hr/> S 81:17 safe 49:23 54:16 142:8 safeguard 67:23 | 70:24 71:2 122:6 184:24 safeguarded 42:2 55:10 safeguarding 4:2 5:4 7:8 8:17 9:9 10:6,20,25 31:24 37:3 43:15 45:22 46:10,13,21 47:24 48:25 49:20 53:19 54:5 55:20 56:22 67:9 68:3,6 71:12 73:2 75:13 80:4 80:5 84:24 87:16 87:24 88:2,4 94:10,11 101:17 101:23 102:7,10 103:20 106:19 109:7 112:24 113:4,8 114:16 117:1 118:10,17 121:24 123:2 135:20 142:13,24 147:2 149:19,22 162:3 185:12 safeguards 41:13 43:12 safety 46:17 142:12 Sally 203:3 samples 25:16 Sandiford 203:8 Sarah 102:2 203:7 saw 77:23 176:8 183:3 194:24 saying 79:23 122:20 167:3 179:2 185:7 says 13:10 22:7 47:21 190:25 197:11 scale 144:11 scan 5:18 scenes 51:14 scheme 92:12 school 167:9 schools 70:15 86:14 101:16 | 136:8 138:25 139:2 scope 93:9 131:22 score 73:16,21 89:16 scoring 69:4,11 70:2 174:19,25 174:25 screen 79:9 96:12 105:11 147:8 190:10 screening 30:13 70:1 scroll 4:19 6:4 7:4 7:23 8:6,7,13 9:5 13:11 16:1 17:14 31:7 55:22 56:6 72:10 76:16 77:19 78:12 91:8 109:22 151:18 160:21 165:5 187:25 188:24 scrolling 144:6 150:24 scrutinise 48:16 85:13 113:9 123:25 scrutinising 84:3 scrutiny 106:17,20 119:3 second 18:4 30:6 34:24 63:25 64:5 71:24 72:18 75:16 132:25 133:13 134:12 144:15 145:10 150:22 177:5 seconded 155:4 secondly 2:19 119:20 Secretary 10:19 42:24 81:21 103:22 108:9 128:5,10,13 141:3 section 5:19 10:17 10:19 62:20 64:1 78:19,21 151:21 171:21,24 173:14 | 173:16 sector 13:11 43:12 59:19 108:19 162:7 sector-specific 107:13 sectors 30:2 107:18 118:25 137:13 142:17 secure 55:19 73:1 81:19 82:21 83:5 83:11,16 138:8 183:20,20 see 2:6 5:3 7:12 11:6 14:24 16:2 17:17 31:8 37:8 39:2 50:21 54:3 54:20 56:5 61:12 61:15 73:14 77:17 78:9 79:5 87:1,3 88:25 94:23 95:2 101:7 101:8 120:21 121:16 129:8 132:22 145:19,23 151:5,25 153:2,4 153:5 155:7 157:4,7,24 158:5 158:6,6 159:5,22 160:3,14 161:2 161:11,18,18,20 166:25 170:8 176:1,16,17 177:1,15,24 178:4,9,18 179:17 180:16,19 181:7,12 183:2 191:6 192:22,25 193:4,11 194:14 196:23,23,24,24 197:2 201:22 202:7 seeing 89:15 150:2 150:4,6 162:14 169:7,9 174:12 seeking 9:16,18 49:17 seeks 67:13 seen 2:5 74:25 |
|--|---|--|--|---|

| | | | | |
|---|--|--|---|---|
| 88:20 106:25 112:21 129:23 149:7 152:5 154:21 157:22 163:3 175:11,15 179:9,13 181:12 188:12 194:12 196:14 201:21 sees 169:10 seized 111:3,10 202:9 select 105:17 186:6,8 selected 185:20 selecting 185:15 199:4 selection 143:14 self-evaluation 163:19 self-harm 154:8 self-harming 183:22 self-worth 158:13 semi-independent 81:9 123:20 124:7,10 SEND 142:22 165:16 senior 101:8 109:4 179:21 190:13,17 199:5 sense 27:14 85:21 85:25 109:6 118:1 148:11 158:13 164:23 177:3 sensible 102:12,24 sensitive 41:22 158:17 sensitivities 28:15 sensory-impaired 56:9 sent 81:20 sentence 147:7 separate 9:21,23 53:11 86:4 113:3 152:13 separately 51:13 67:9 80:9 84:18 | 90:9 123:13 165:8 172:9 September 74:18 77:1 86:20,22 112:7 134:4 SERAF 72:1,8,11 72:16 series 4:8 17:15 47:6 54:3 61:12 69:23 77:18 78:7 106:25 118:4 132:21 142:23 143:5 169:22 serious 5:2 21:8 68:6,9 114:9,10 116:23 130:10,12 130:15,16 138:20 seriously 45:8 served 122:17 service 18:22 34:19,21 59:4 91:24 92:2,3 95:20 99:3 108:13 136:14,20 144:22 148:8 149:1 167:22 168:16 172:14 174:8 188:13 201:5 services 4:6 7:10 8:15 9:25 10:17 32:24 34:23 66:22 74:9 76:3 76:22 85:11 86:1 90:14,16 93:23 95:4 98:19 99:6 102:6,11 103:1,5 103:7 136:9 137:12,14,18,19 138:15 139:21,24 142:7,9,13,18 159:10,23 160:2 161:6,7 167:8,15 167:17 176:8 187:5 195:10,11 195:13 203:8 session 3:1 116:6 121:19 set 2:18 6:9 8:9 | 11:12 19:2 22:16 26:19 32:23 34:15 42:6 53:20 55:12,23 65:19 66:6 77:18 78:12 78:23 83:8,12 86:24 106:1 107:1 109:18 113:23 115:12 131:22 171:3 182:6 189:2 198:20 sets 12:15 18:2 30:2 78:15 setting 4:8 43:1 101:4 120:18 167:5 168:6 settings 97:19 167:6,10 182:1 sex 19:16 sexual 3:17 4:22 5:6,12,13,16 6:10 6:13,13,22 11:18 11:21 12:3,3,7,12 12:17,18 13:2,21 14:11,12,15,20 15:19 16:5,6,13 16:13,24 17:9 18:1,2 19:23,24 20:6,7,18 21:4,18 24:4,7 25:19 26:2,16 27:6 28:12 29:3,4,7,10 29:13 30:4,4,24 31:18 33:6 36:3 37:8,15,15,17 38:12,20,22 39:10 41:6 43:11 43:20 44:10 47:20 49:25 50:7 52:5 53:5 55:13 58:16 60:2,8,13 62:6 63:13,17 64:14 66:14,23 67:6 69:17 72:12 72:16 73:5 74:14 75:15 78:13 80:11 83:19 85:19 88:9,11,14 | 90:2,12 92:22 99:9 103:19 105:20,23 111:7 112:11 114:3 115:2,10,17,20 115:25 116:16,23 117:8 119:1,13 121:13 122:15,22 123:4 124:25 125:2 129:20,23 129:24 130:4,10 130:12,17,20,25 131:14 136:1,3 142:25 147:5 148:13,17 151:3 152:4 153:18 162:1,13 163:1 164:18 166:18 167:8 175:25 176:12 179:6 181:14 185:21 186:18,20 195:19 198:12,21 199:2 200:3,6 203:13 sexuality 35:2 sexually 55:7,11 63:11 98:17 144:18 148:25 157:1 162:10,17 sexually-exploited 34:6 shame 52:23 shape 59:17 97:19 share 32:2 33:11 46:7 70:23 74:19 74:20 82:3 169:14 181:15 194:10 195:1 197:16 shared 33:14,15 100:25 180:9 shares 52:15 sharing 29:24 32:21 35:11 46:8 46:17 114:17 119:4 120:2 145:11 150:20 172:5 175:9 187:21 189:13 | Sharpling 125:20 125:21 127:10 128:22 129:8 201:13,23 202:3 202:12 sharply 173:7 shift 31:3 99:25 100:1 short 50:18 104:24 142:3 143:23 shorter 202:2 shortly 28:20 79:25 99:25 118:5 120:4 124:2,19 shoulder 159:16 159:16 160:4,4 show 23:9 178:15 180:4 showed 68:14 shows 126:8 sight 83:20 sign 85:12 signal 185:6 signalling 184:22 signed 100:24 significance 14:14 76:12 164:2 significant 110:21 110:22 118:7 188:5 201:22 signs 78:17,17 160:24 168:6 175:24 siloining 59:2 similar 24:3 56:6 60:24 110:10 139:16 196:18 similarities 125:3 similarly 137:2 Simon 132:9,16 203:9 204:11 simple 72:1 116:25 168:13 simply 2:3 single 20:24 34:20 66:3 70:13 103:9 140:15 162:20 175:20 185:4 |
|---|--|--|---|---|

| | | | | |
|---|---|--|---|--|
| 187:8 Sir 99:22 118:21 129:11,12 131:25 202:15,16 sit 6:18 70:17 site 186:10,11 sits 5:1 138:16 194:13 situated 19:1 situating 123:4 situation 52:24 situations 26:1 27:7 six 105:15 155:15 166:6 sixth 146:7 size 25:15 skilful 161:16 skills 124:24 160:12 161:8,20 172:17 slavery 5:1 21:17 38:12 62:17,20 62:24 65:5 slightly 31:11 113:3 139:9 173:10 small 25:16 smaller 140:10,11 140:14 smarter 192:5 so-called 41:6 social 3:23 4:3,6 5:25 8:15 10:17 32:24 40:17 49:6 56:18 66:20 68:4 68:16 69:10 74:9 100:8 101:7 106:7 120:12,15 121:17 124:21,23 125:4 136:6 138:7 142:6,7 153:15 154:15 158:18,22 161:18 167:4 176:15,21 177:11 179:22 196:20 society 47:8 68:11 152:23 | soft 127:25 solicitors 51:18 solving 95:24 191:22 somebody 7:24 8:1 51:12 Somerset 29:18 soon 9:19 10:10 Sophie 1:15 68:24 72:24 91:22 204:3 sophisticated 130:24 173:17 sorry 17:1 33:21 36:12 50:10 62:15 65:7 72:9 84:9 87:6 105:8 121:1,3,4 125:16 128:22 151:18 198:13 sort 14:1 27:17 51:13 70:2 83:3 139:4 166:10 183:24 195:25 200:7 201:23,24 sought 33:18 34:3 34:10 74:13 sound 19:15 91:16 source 16:16 180:17 sources 13:10 16:18 41:2 126:20 South 33:8 93:23 97:8 143:15 155:8 space 29:14 59:22 61:15,19 63:7,13 96:2 104:8 109:13 111:5,11 114:9 126:20 sparking 89:6 speak 33:23,25 36:15 50:25 72:5 91:14 121:1 157:9 173:8 speaking 7:24 8:3 106:6 155:6 special 165:9,17 | specialisms 182:22 specialist 80:21 95:3 98:19 99:5 99:6 135:19 146:24 155:19 159:20 160:1 173:2,14,17 181:24 182:23 193:5 specialists 192:11 specific 5:21 8:14 21:7 24:18 28:9 39:15 41:21 47:2 52:12 61:5 62:14 64:15 71:14 89:2 96:17 108:4 117:5 118:11 126:24 128:4 142:10,20 150:15 166:6 173:13 179:10,10 186:19 187:6 192:11 195:15 specifically 14:17 16:10 28:23 43:7 52:13 55:25 66:22 67:6 69:15 69:21 70:18 81:7 84:16 87:11 128:6 152:16 155:15 165:13 195:2,9 200:3 spectrum 111:8 197:7 spending 106:6 spent 48:24 spirit 100:3 102:20 118:23 spoken 157:13 spot 88:15 spots 48:8 spotting 171:18 St 102:3,7 143:10 176:8 stabbed 161:12 stabilisation 37:1 staff 48:10 77:1,21 78:10 101:7 112:8 166:19 | 172:13,17 201:5 stage 31:20 32:15 71:8 110:12 126:7 168:22 170:15 stakeholders 93:4 standardisation 174:24 standards 42:17 42:22,24 43:2,6 43:15 66:12 123:20 142:18 stands 125:19 Stanley 132:7,13 132:19 133:12,16 133:19 136:5,12 137:1 138:3 139:10,15 143:3 143:12 158:9,24 158:25 161:2 174:17,19 175:4 177:21 181:22 182:8,11 184:11 184:19 185:18 196:9,11,16 198:3 200:16,17 201:2 204:8 Stanley's 106:9 start 16:17 17:3 20:4 47:19 79:23 103:18 122:20 166:15 167:3 started 141:15 starting 120:23 121:5 147:24 starts 39:14 State 10:19 42:24 81:21 statement 3:3 4:8 4:18 6:20 7:1 8:9 9:6 11:12 14:16 16:9 18:2 21:12 22:7 25:6 26:19 27:5 30:21 32:19 34:18 37:23 39:13 44:13 48:23 55:22 57:3 65:20 67:7 68:5 71:23 78:4 82:10 | 83:23,25 86:12 86:13 87:15 93:15 99:22 100:23 102:3 105:11 106:9,11 107:4 111:24 113:22 114:1 130:9 132:24 133:1,2,12,13,21 133:22 134:4,11 134:13,16 137:9 139:9,11,19 144:4,6,24 150:25 153:3,12 158:10 160:16 161:23 162:15 163:14 166:5,16 186:1 187:3 188:4,21 195:17 198:18,23 statements 3:13 132:21 133:4,7 133:11,15 134:20 138:17 203:14 states 25:24 stating 102:4 statistical 13:7 14:14 statistics 13:7,8 16:20,22,24 31:4 126:11,23 status 58:19 statutory 8:19 9:3 9:9 33:15 37:14 37:18 42:13,16 42:21 45:22 62:21 63:3,6,23 66:6 79:20,24 84:20 93:6,10 136:8 142:11 149:19 stay 184:11 step 52:10 stepping 107:18 steps 63:3 81:3 84:11 118:11,15 119:2,6 153:14 188:22 stereotypes 56:4 |
|---|---|--|---|--|

| | | | | |
|----------------------------------|----------------------------|---------------------------|--------------------------|----------------------------|
| stereotyping 155:25 | structured 88:15 | 27:18 109:22 | 115:1,11,22 | 152:1 153:6 |
| stimulating 59:19 | structures 21:22 | 139:17 152:19 | 116:15,21 117:13 | 154:15 168:12 |
| stipulation 178:13 | struggle 145:6 | 155:12,13 169:25 | 117:20 118:22 | 171:9,10 188:6 |
| Stonewall 160:1 | struggling 50:24 | 170:23 | 123:21 128:20 | 189:10,12,14 |
| stopping 116:25 | 52:1 | summer 9:12 | 135:5 142:7,14 | |
| straight 132:4 | study 12:11 15:18 | 103:24 | 142:15,19 154:14 | T |
| straightforward 137:25 | 15:23 | Summit 58:4 | 169:12 174:22 | table 16:2 34:25 |
| strand 129:20 | subboards 128:13 | 96:17,25 103:23 | 187:10 188:15 | 54:2 61:4 96:4 |
| strangers 20:4 | subgroups 150:8 | 116:2,14 | 199:8 201:5 | tackle 114:12 |
| strategic 33:7 98:6 | subject 138:4 | Summits 96:20 | surprise 194:25 | 131:14 |
| 102:5 138:3,6 | 140:1 | supervision 48:6,9 | survey 12:8 13:15 | tackling 3:15,17 |
| 175:4 190:12 | subjects 125:18 | 169:18 172:13 | 15:7,19 43:3 | 4:21,24,25 5:12 |
| 199:19 | submission 33:17 | 190:19,21 | surveying 12:7 | 5:16 6:10,12,21 |
| strategy 14:15 | submissions 106:2 | supervisors 48:11 | 15:21 | 13:2 21:8,12 |
| 36:2 59:18 60:24 | submit 73:25 | support 13:1 | surveys 127:1 | 22:18 29:13 |
| 61:2,5 109:19 | submitted 100:22 | 45:24 48:4,25 | survivors 89:23 | 66:22 67:10 |
| 111:7 114:3,22 | 198:17,18 | 53:2 55:18 59:7 | 90:2 104:9 117:2 | 115:24 118:25 |
| 114:25 115:4,8 | subsequently 53:3 | 61:23 63:15 | suspected 147:1 | 146:18 |
| 116:16,20 117:20 | subset 16:6 127:8 | 67:10 68:20 | suspects 147:3 | tactics 39:4 148:14 |
| 120:7 130:11 | substance 197:4 | 73:17,17,23 | 170:6 | tailored 66:4 |
| 131:22 187:7 | substantial 69:19 | 87:21 89:22,24 | sustain 73:17 | take 8:18 14:13 |
| 191:21 | substantive 158:4 | 90:1,21 95:6 | sustainability | 16:23 23:7 29:13 |
| streamlined | success 112:1 | 100:9 101:10 | 173:11 | 45:8 46:22 50:12 |
| 113:13 | sufficiency 83:8,10 | 117:1 120:5 | sustainable 74:8 | 51:25 54:17 60:6 |
| streams 99:6 | 86:4 95:1 182:18 | 121:11,20 123:5 | Swansea 143:9 | 64:19 66:17 79:3 |
| strength 112:21 | sufficient 44:25 | 149:21 157:11 | 155:3 | 79:17 81:3 88:2 |
| strengthen 33:19 | 85:24 95:24 | 161:14 165:24 | sweep 140:3 | 91:21 92:19 |
| 35:12 80:6 | 183:18 199:8 | 167:2,13 169:17 | sweet 88:15 | 100:3 104:21 |
| strengthening | suggested 72:24 | 177:12 178:10,21 | sybiotic 145:14 | 105:19 118:11 |
| 100:14 | 83:19 | supported 44:15 | symptoms 154:7,9 | 119:2 122:1 |
| strengths 161:5 | suggesting 94:4 | 61:16 | 168:6 169:9 | 132:5 135:14 |
| 176:22,23 | 200:24 | supporting 7:9 | 195:13 | 143:2,19 161:9 |
| stress 6:8 26:9 | suggestion 82:22 | 21:11 29:9 34:19 | system 47:14 | 169:23 183:8,8 |
| 39:6 41:19 42:22 | suggestions 188:22 | 98:16 100:1 | 57:12 99:15 | 192:1 199:3 |
| 58:16 94:16 | suggests 25:17,21 | 120:16 | 100:13,19 101:1 | 202:10 |
| 98:23 | 25:23 56:1 | suppose 127:10 | 106:20 114:12 | taken 23:23 36:18 |
| stressing 108:15 | suicide 183:21 | supposed 118:23 | 120:3 150:21 | 38:24 40:12 |
| 109:9 | suitability 71:3 | sure 2:10 7:10,20 | 156:20 157:2 | 45:11 52:20 63:4 |
| stretched 150:1 | 182:18 | 7:25 8:2 10:20 | 159:18 165:20 | 64:23 70:4,9 |
| strong 10:8 43:13 | suite 138:21 | 24:5 30:14 38:14 | 167:20,21 168:15 | 79:2 83:21 84:12 |
| 88:24 161:3 | summaries 26:19 | 39:24 43:17 45:3 | 168:17 171:8 | 85:10 94:25 |
| 179:13 199:2 | 26:20 | 45:13 46:7 58:20 | 183:16 188:16,17 | 126:2 153:13 |
| stronger 193:6 | summarise 6:3 7:5 | 60:17,19 62:21 | 189:18,21 192:14 | 155:9 168:9 |
| strongly 34:11 | 9:1 25:9 26:13 | 64:3 67:1 70:9 | 193:8,13 201:8 | 175:3 183:6 |
| 189:10 | 79:22 90:3 | 71:19 79:1,5 | system-wide 153:9 | 202:4 |
| struck 18:21 27:21 | summarised 37:25 | 83:1 84:18 88:3 | systemic 68:21 | takes 6:7 28:12,16 |
| structural 100:1 | summary 5:9 | 89:11 92:24 97:2 | 138:17 | 35:1 56:23 70:18 |
| | 11:11,15 17:25 | 106:1 108:8 | systems 67:13 | 98:24 158:8 |
| | 19:19,21 27:17 | 113:5 114:7 | 142:14 145:6 | 161:16 195:8 |
| | | | | talk 5:24,25 6:1 |

| | | | | |
|---|---|--|---|--|
| 8:18,21 34:18 44:13 74:1 86:14 105:5 160:18,19 160:22 164:2 166:17 169:14 182:5 190:7 199:16 talked 8:12 78:6 84:7 87:9 115:5 116:7 131:10 174:7 183:12 189:25,25 194:18 talking 36:21 184:20 196:20 197:24,24 198:11 201:17,25 talks 69:1,4 tangible 59:8 119:6 target 159:8 targeted 106:22 107:2 135:25 141:14,24 142:21 163:17 165:4 184:21 task 131:12 tasked 41:17 tasking 21:15 taught 86:20 taxi 42:11,17,21 43:17,18 46:16 taxi/PHV 43:14 taxis 46:13 teacher 201:4 team 51:13 75:13 79:7 82:22 155:19 179:10 181:15,15 186:12 teams 5:9 87:19 101:10 146:24 160:23,24 173:2 181:14 TEAU 4:22 TEAU's 5:2 technical 1:5 techniques 38:1 45:18 technology 75:18 75:21 | tell 19:25 26:17 27:25 33:3 36:6 76:11 91:9 99:14 125:12 126:17 149:17 172:3 198:10 tells 16:12 telly 161:12 temporary 123:9 123:10 124:10 ten 18:17 200:2 tend 25:20 173:2 191:1 tending 159:17 tends 155:18,20 156:5 term 84:8 terminology 94:20 terms 5:11,12,14 6:10,12 7:6 9:17 11:17,17,18 12:5 12:6,17,19 13:2,3 14:6,10 15:8,12 15:18 16:11 17:4 17:8,9,24 18:23 19:25 20:5,9 21:3 22:18,20,22 22:25 23:6,12,16 24:1 25:3,20 26:25 28:2,7 29:2,6,12,14,15 30:3,13,17,18 32:4 38:19 39:21 40:5,10 43:4,16 45:12 48:22 54:19 57:17,19 57:22 58:1,8,18 58:24,25 59:4 60:1,8 63:9 64:20,22,24 72:1 73:23 75:22 79:25 85:2 87:4 88:1,3,11,14 91:19 94:7 95:2 96:21 97:2 103:19 104:3,8 104:11,13 107:11 107:12,13,14,24 108:2,3,7 109:4,5 | 109:7,10 111:1,5 111:13,16 114:18 115:7,17 116:8,9 116:9,13,17,18 116:18,25 117:6 117:17,22 118:15 119:2,4 121:5,20 123:6 126:9,12 126:14,23,25 127:1,23 128:1,5 128:14,18,19 129:2,19 130:20 131:3,18 138:1 141:9 146:10 148:14 151:7 153:5 154:24 157:21 163:4 167:13,20 173:3 182:18 184:23 190:17,19,24 192:7 193:3 194:18 197:12,15 198:24 199:7 201:3 test 80:2 testing 27:19 text 54:3 thank 1:18,21 4:15 7:3,16 9:15 11:1 32:15 33:5 34:15 35:13,21 36:7,18 50:9,16 51:1,19 52:2 53:16 54:10 55:20 56:25 57:1 62:12 64:5 65:16 72:4,6 73:23 74:23 77:15 83:18 86:25 90:25 91:12,16 93:13 99:9,21 104:22 111:18 112:2,22 113:16 113:17 119:15 120:20,23 122:6 122:7,9,10 123:8 124:20 125:7,19 125:21 127:10 128:22 129:8,10 131:25 132:1 | 134:22 143:2 153:21 154:23 156:17 157:21 169:20 174:6 187:11 194:4 198:4,4,6 199:21 200:12 201:12 202:12,14,16 203:18,20 Thanks 132:2 202:17 thematic 75:23 108:22 109:1,20 135:22 140:6,11 140:14,15 141:19 141:19 144:16 169:21 170:2 172:24 189:23 191:18 theme 11:22 53:11 60:16 62:2,14 77:16 79:13 98:9 98:9 141:1 150:23 153:20,23 164:8 170:20 172:16,25 177:17 181:21 187:24 themes 4:9 32:8 46:22 57:7 68:7 109:15,17,24 113:23 117:6 119:18 153:25 156:15 166:1,24 174:21,24 175:2 182:5 184:5 194:8,13 195:7 196:13 theory 27:6 thing 24:10 40:3 75:16 100:11 154:1,20 166:10 190:10 201:7 things 7:13 24:23 32:9 75:12 85:3 114:20 140:5 169:3,8 172:3 176:23 195:9 196:3 197:10 think 3:18 4:7,23 | 5:20 6:2,16 7:5 7:23 8:13,17,19 8:25 10:3,4,7,22 10:23 11:8,15 12:1,18 14:25 15:11,15 16:3,23 17:16 18:5,15 19:8,17,20 21:3 23:11,23,25 24:10,20 25:8,11 26:6 29:19,23 30:2,8 31:13 32:2 33:5,17,21 34:16 35:23 36:13 37:16,18 37:25 38:2 39:2 40:9 41:6,8,10 42:12,16,17 43:13 44:23 45:5 45:6,12,20,25 46:6,11,19 47:5 49:22 50:12,15 51:8,24,25 54:1,2 54:4 56:12,16 58:22,23 59:18 59:20 60:24 62:3 68:19 69:3,7,13 69:15,20 71:2,3,6 72:18 75:1,12 76:3 77:23,25 78:11,21 79:4 80:23 81:14,17 82:5,8 84:8 85:23 86:4,24 87:14,23 88:13 88:25 89:7,8,13 91:6,8,11 92:8,14 92:23 93:16 94:1 95:15,18 96:13 96:16 97:7,13 101:25 103:16 104:1 105:6 106:23 107:20 108:14,21 109:2 109:20,23 111:23 112:15 113:1,21 114:20 116:1,2,5 118:17 121:4 122:11,21 126:5 |
|---|---|--|---|--|

| | | | | |
|---|---|---|---|---|
| 126:19 127:22,24 128:7,11 132:4 133:2,4,20,22 134:3,13 135:12 135:24 136:5,13 136:19,24 137:3 137:8,19 138:22 139:10,12 141:7 141:18,20 143:7 144:13,25 146:5 146:10 149:6,8 149:13 150:16 151:5,21 152:5,9 152:11 153:2,5 153:22 154:1,14 154:20 155:1,2,5 155:7,8 156:13 158:25 162:6,13 162:16,19 163:16 163:18,20,24 164:8 166:19 167:9,13 168:12 169:3,17 170:6 171:25 172:9,11 172:25 173:20 174:21 175:13,21 176:1 180:1 183:9 184:3,7,19 185:7,24 187:19 188:4,13,19,23 189:2,6,11,15 191:14 193:16,23 196:2,16,17,18 197:17,25 198:17 198:23 199:13 200:2 201:2,13 201:14 203:14 thinking 52:14 55:3,5 118:12 119:10 123:5 129:19 third 77:20 124:20 133:2 140:16 144:7,9 third-sector 23:24 63:19 108:20 115:10 thirdly 2:20 thorough 119:11 | 147:1 thought 101:13 105:12 thread 190:15 threads 107:5 threat 13:2 19:11 33:7 114:19 185:5 threats 47:13 161:10 164:6 three 29:23 33:5 35:19 46:24 90:10 91:23 113:18 128:23 140:1,23 146:8 201:11 202:1,4 three-year 11:25 98:4 threshold 123:24 throw 16:19 Thursday 1:1 tick 176:5 time 1:19 12:1,23 17:20 28:17 46:23 50:6,12,15 62:13 72:18,22 77:9 90:4 92:13 92:18,19,20,24 92:25 101:20 102:5 104:16 106:6 113:22 126:15 127:14 135:12 157:9,10 158:19 161:9 168:9 169:17,18 177:13 178:17 182:13 195:8 201:24 202:11 timeline 196:10 197:12 timelines 184:7 193:24 194:2,5,8 194:13,24 195:4 197:15 198:1 timeliness 191:5 197:23 timely 153:10 178:12 times 87:17,17,22 | 117:10 timescale 36:24 timing 92:24 title 4:13 today 51:10 91:17 94:22 96:11 107:23 114:16 141:15 155:5 175:7 203:19 told 33:24 36:17 36:20 127:15 173:7 tomorrow 193:16 203:16 tool 30:11 66:3 70:13 72:19 88:20 89:4 toolkit 38:2,25 39:3,7 44:18 46:1 toolkits 44:18 78:7 tools 30:8 38:5,8 38:11,12,13,24 39:9 44:17,20 66:1,4,10,18,24 67:1 69:21,24 88:20 89:1,16 159:19 top 13:12 19:7 54:3 81:2 86:21 170:8 190:20 Topaz 189:25 topic 11:1,2 25:6 28:18,24 37:19 42:20 53:4,17,24 54:8,8 61:13 62:17 64:5 65:16 65:17 71:20 78:5 82:7 83:3 86:17 87:11 91:5 95:22 99:12,17 105:2 106:24 113:17 116:2 144:1 146:5 166:13 170:22 179:24 180:12 182:11 189:22 topics 1:23 2:18,23 32:13 35:19 39:5 | 51:21 56:14 71:14 105:2 116:3 134:23 165:1 184:13 touch 2:24 143:7 143:14 169:22 touched 117:9 127:22 129:13 189:15 191:13,19 touching 4:9 193:16 Tower 28:3 143:10 155:6 200:1,5 track 150:20 traditional 125:1 traffic 144:21 trafficked 34:7 trafficking 148:23 trained 151:10 160:24 175:23 193:5 training 5:4 43:15 46:16 48:5,9 54:12 56:20,22 59:8 60:11 119:9 121:20 124:21 125:2,9,10,18 151:10,13 152:2 152:7 157:6 160:20 167:10 177:12 transitional 101:22 translate 60:10 translated 187:22 translates 60:19 64:13 translation 60:14 transparency 43:5 93:4 Transport 6:3 42:13,24 43:3 trauma 99:5 160:19,25 164:16 164:19 trauma-informed 74:12,15 109:8 traumatic 98:23 treated 63:12 | treatment 92:21 tremendous 72:15 trend 15:8 126:18 127:3 trends 12:17 14:2 17:4 18:8 27:25 126:21 192:22 tried 26:12 88:17 162:15 198:23 tries 26:19 148:2 trigger 181:7 tripartite 140:23 trouble 51:19 true 3:3,6,10 133:7 133:17,25 134:7 134:16 truism 190:25 trust 39:19 61:24 62:8 161:16 trusted 61:20,23 trusting 54:16 189:16 trusts 150:8 try 1:24 2:23 3:1 6:17 8:4 20:11 24:16 28:5 36:14 44:7 46:22 79:16 90:3 131:6 137:22 trying 19:18 21:13 22:3 26:16 30:1 57:24 58:20 62:6 63:18 73:12 88:10 114:25 131:2,21 147:25 171:2 181:11 turn 5:1 14:9 23:4 30:19 31:24 32:16 44:10 53:1 79:12 149:4 154:23 169:20 179:24 187:15 turned 195:11,12 turning 111:18 two 14:3 17:24 18:22 20:17 62:13 68:22 75:12 78:15 79:20 117:3,14 |
|---|---|---|---|---|

| | | | | |
|--|--|---|--|--|
| 128:23 133:14 137:3 156:24 184:5,12 185:24 190:15 198:6 two-thirds 110:6 two-way 145:20 type 37:12 122:25 151:12 types 50:4 182:21 typically 25:18 105:15 typology 53:5 59:16 131:7 | 159:12 161:10 162:12 163:8 164:5,7,12,13,14 164:19 175:23,24 179:2 181:16 188:10 189:19 understanding 4:16 11:13 12:2 15:14 18:20 19:11 24:21 28:6 30:3 31:17 44:16 49:19 52:11,23 63:18 70:7 71:12 77:2 83:24 84:1 84:17 109:6,12 112:9 124:24 126:3 130:2 131:19 137:23 142:3 144:17 145:13 146:13 148:7,11 149:1 157:6,23 158:21 161:5 162:21,22 163:5 164:3,24 165:15 167:11 172:19 178:8 180:4 181:9,19 185:15 193:14 198:25 199:14 understood 9:22 44:20 56:2 149:16 166:9 undertake 138:13 142:21,23 177:14 179:10 186:1 undertaking 43:14 120:11 135:21 161:15 177:2 undertook 167:14 unduly 31:20 unfortunately 149:24 unhelpfully 137:6 unifying 27:5 unique 158:18 uniquely 27:16 unit 3:16 4:23,24 5:23 33:11,12 83:12 | United 201:12 units 18:17 19:4 101:4 173:14,17 University 69:20 74:10 unnecessarily 110:20 unplug 127:3 unregistered 95:20 unregulated 80:19 80:25 81:4 82:16 94:19 123:8 181:25 183:10 unscheduled 101:3 update 42:25 58:2 67:18 80:15 updated 9:9 100:25 145:23 146:2 updates 70:10 updating 89:11 upstream 191:23 URNs 132:22 182:1,9 usable 38:16 use 17:2 20:12,16 21:6 22:19,20 29:19 30:12 32:12 38:19 40:8 41:1,5,13,16 44:4 45:19 47:10 51:3 51:5,16 59:7 64:1,14 66:18 68:5 69:21 73:20 75:20 80:2 88:21 88:22,25 89:1 97:24 126:7,16 126:20 142:12 146:3 156:2 157:23 158:3 159:15 168:13,21 175:11 194:16 useful 72:19 89:8 usual 197:8 usually 83:21 110:4 170:11 utilising 114:6 119:12 | V v 174:25 vague 154:6 valuable 15:16 115:11 117:16 180:8 value 15:6 119:10 123:3 values 48:7 variability 196:24 variable 86:7 91:10 151:6 175:11 176:16 178:4,23 variation 20:22 31:23 92:4 185:9 variations 38:5 44:9 varied 25:15 179:7 variety 27:15 69:25 154:8,17 168:8 various 4:9,17 8:20 70:2 107:17 129:14 131:3 188:22 193:24 vary 130:19 200:8 varying 105:14 vast 186:3 vehicle 42:11 Vicky 203:1 victim 47:19 52:16 57:14 92:22 116:20 145:2 victim's 47:22 victim-blaming 47:10 victim-centred 40:1,14 114:14 victims 2:24 5:6 11:10 13:21 14:7 16:14 26:3,5 27:9 28:3,22 39:20,23 47:1,3 47:14 48:20 49:9 49:10 51:22 53:12,13 55:25 56:5 57:13,18 59:23 62:19,25 | 63:4,11,22 64:6,7 89:22 90:2 104:9 104:11 116:19 117:2 118:1 126:25 147:2 150:24 151:4 153:23 154:2,18 154:19,25 156:16 157:18 158:17 160:18 162:4 165:6,8 victims' 20:1 39:17 58:2,3,4,6 58:7 104:7 116:21,21 156:19 view 10:1 29:22 32:3 39:17 43:25 47:11 49:21 52:15,17 66:2,5 71:4 103:10 124:22 147:19 148:19 150:13,15 158:3 191:9 193:14 viewed 87:22 views 50:3 52:2 59:16 112:1 113:10,11 155:9 190:4 violence 99:8 122:23 197:4 virtually 181:18 visitors 101:16 visits 138:22 vital 101:17 185:10 VKPP 44:22 voice 34:1 35:8 51:1 54:24 57:20 57:20 72:7 97:4 121:3 157:6 180:18 189:9 191:10 voices 29:3,16 30:14 34:9 104:11 116:19 203:12 voluntarily 156:4 voluntary 13:11 |
| U UK 9:4,17 10:18 umbrella 122:16 unable 149:24 unacceptable 42:4 uncovered 16:14 under-identified 56:1 under-reported 29:4 127:5 under-reporting 26:4 underidentified 29:5 127:5 underline 147:7 underlying 47:13 194:7 undermines 180:10 underneath 78:23 underpinned 88:23 underpinning 70:14 underrepresented 159:3 understand 1:7 8:24 11:9 16:17 17:3 18:10 31:2 41:24 44:4 52:21 55:15,16 60:6 68:15 110:7 131:13 135:1 137:25 144:22 146:19 153:7 154:16 158:19 | | | | |

| | | | | |
|---|---|---|---|---|
| vulnerabilities 26:6 49:9,25 159:9 165:22 | 73:14 80:2,5,9,15 81:1 82:17,17 83:4,6 85:3,15 88:7,17 92:10,17 94:14,16,23 100:11,13 105:21 106:8,16 113:24 115:5,8 120:9 122:20,24 125:15 160:25 163:11 170:19 175:1 177:1,8,15 179:17 190:18 200:22 | week 183:19 weekend 83:22 welcome 1:3 52:2 124:22 welfare 42:3 67:23 83:14 142:12 183:20 well-being 8:15 10:17 55:19 73:2 91:19 well-rehearsed 113:13 Welsh 1:12 4:7,11 8:23 9:8,23 10:1 10:9,15 33:10,14 35:22 36:8,23 45:22 46:9 54:19 73:13 89:4 93:12 98:22 113:12,12 113:15,16,16 121:5 Wendy 132:8,12 138:4 175:5,14 204:7 weren't 87:7 WGT000464 3:9 7:23 9:6 71:22 73:25 WGT000464_002 8:5 WGT000464_005 32:19 45:21 WGT000464_00... 53:17 WGT000464_010 91:5 WGT000464_012 93:15 WGT000465 37:18 WGT000466 35:25 WGT000471 36:1 whichever 122:18 whilst 94:25 186:11 whole-family 115:23 whole-governme... | 5:16 wholeheartedly 175:6 wide 46:12 112:8 137:13 171:7 widely 62:11 63:14 65:10 68:19 70:11,14 147:9 widening 162:13 wider 4:25 5:14 15:18 19:1 21:8 23:13 32:11 35:17 43:4 57:25 58:23 64:20 71:11 73:16 83:3 87:22 88:5 89:14 90:5 99:7 106:20 108:17 114:11 116:17,18 122:16 122:23 125:23 127:8 129:4 131:23 147:13,20 157:19 161:7 166:1 170:25 171:18 173:3 181:10 willing 82:11 window 117:18 wish 49:13 135:1 139:14 149:8 153:19 174:4 wished 108:25 withdrew 132:3 202:19 witness 3:3,13 7:1 8:9 11:12 18:13 22:7 25:5 27:5 30:21 32:18 34:18 37:23 39:13 45:20 48:23 55:21 57:2 65:19 67:7 68:5 71:23 75:3 77:23 78:4 79:4 93:15 99:13,21 100:23 105:11 107:4 113:22 118:6 132:20,23 133:12 133:20 134:4 | 137:9 139:11,19 141:15,22 144:4 144:5,24 146:6 146:11 150:25 152:15 154:13 158:10,11 160:15 161:23 163:13,15 165:2 166:4,16 177:20 186:1 187:3,12 188:20 190:2 203:15 witnesses 2:14,17 28:19 35:15 57:8 79:9 106:12 108:24 113:18 122:8 132:2,3,5 132:11 136:25 143:25 184:6 198:5 202:17,19 202:24 witnesses/contri... 58:10 wondering 129:25 Wood 99:22 Wood's 118:21 work 1:7 4:1,3 5:8 7:10 9:3,15,16 10:5 15:16,17 18:3,18 22:13 26:12,14,20,21 27:2,3,18 29:21 34:10 42:11 44:1 44:7 45:10 55:15 57:25 58:6 59:9 61:15 62:7 67:4 67:13 68:4 69:19 70:4,22 71:11 72:15 73:6 74:15 74:20 77:3 89:5 93:9 96:17 97:5 97:13,21 98:13 98:21 99:6 109:18,24 110:22 111:12 112:9,14 112:19 114:24 115:9,11 116:7 119:5 120:24 121:7,16,24 125:4 126:22 |
| W | | | | |
| waiting 167:19 183:20,24 Wales 8:14,15 9:2 10:5,18 12:9 13:9,16 32:20,22 33:4,8,20 34:10 35:4 36:22 37:10 37:18 46:14 53:19 54:23 55:15 56:17,18 60:25 69:2 72:3 72:13,18 73:4 75:2,9,24 76:17 76:18 91:9,21 92:1,6 93:22,23 94:4,24 95:11,16 95:23 96:15 97:8 97:13,15 98:2,12 98:13 111:20,23 112:13,19,20 121:17 126:4 139:23 140:21 141:16 143:15 155:8,17 192:4 203:2,3,4 walk-in 101:4 want 17:21 22:21 47:20 51:2,5,22 57:23 65:7 69:5 | wanted 6:19,21 50:23 87:11 108:14 164:2 wanting 161:13,14 warning 148:15 175:24 Warwickshire 143:11 163:18,21 wasn't 79:9 watching 135:5 way 3:14 8:22 9:22 10:2,4 11:6 12:8 24:3 32:4 34:22 38:15 48:4,21 51:8 52:16 55:10 62:7 64:10 65:23 69:11 73:18,23 76:2 78:20 82:24 85:11 89:6 97:10 97:19 110:6 115:6 119:25 126:21 135:2 150:18 152:8 163:2 164:11 174:20 178:12 188:12 192:5 199:20 ways 31:2 60:7 95:10 144:20 145:5 154:4,12 154:18 160:18 we're 5:7 46:19 162:14 we've 31:23 weak 68:14 | | | |

| | | | | |
|---|---|---|---|---|
| 127:23 131:7,7 137:12,15,16 141:3 143:4 147:24 150:17,18 158:17,22 159:20 160:6,9 161:17 163:7,17 168:15 168:18,19 176:15 176:24 177:10,14 180:1,21,24 181:12 182:22 185:5 186:25 188:11 192:2,3 196:23,23,23,24 197:6,9 worked 3:18 9:8 76:14 worker 66:21 68:16 69:10 123:15 179:13,15 196:20 workers 40:17 106:7 124:22,23 158:19 159:15,16 161:8,18 176:21 177:11 179:10 200:14 workforce 3:24 49:3 56:19 121:18 125:11 159:10 200:15 working 4:13 6:6 7:19 10:22 12:10 12:22 14:12 15:22 20:11 24:5 24:15,23 40:20 45:23 47:23 48:13 49:24 52:3 56:17 66:14 70:18 78:12 84:23 88:18 95:2 95:8 98:10,15 99:11,17,20,24 101:11,22 103:8 106:18 108:16,17 111:15 112:5,17 112:21 114:17 115:15 116:10 124:17 152:1 | 153:9 155:23 159:6,16,24 160:4 161:5,19 167:4 168:17 169:16 181:11 184:13,15,17,24 187:17 188:3,3,7 188:15,17 189:24 194:22,23 200:4 workload 173:9 works 33:9 45:12 46:21 70:20 world 115:15,16 119:8,9 worlds 122:21 worried 179:16 201:8 worry 185:6 worth 42:5 43:13 61:20 184:8 wouldn't 125:15 162:9 200:22 writing 51:17 90:7 90:24 written 14:18 42:25 53:15 65:13 96:14 184:16 202:8 wrong 76:9,11 84:9 96:23 105:10 wrote 42:25 <hr/> X <hr/> X 204:1 <hr/> Y <hr/> year 9:12 10:12 13:9,24 25:11 27:3 31:4 68:13 74:7 76:8,19 86:23 96:16 101:15 102:4 109:21 113:23 121:14 129:2 130:23 132:25 133:2,3,22 134:5 134:12 140:3,13 141:8 194:21,21 years 11:16 13:18 | 13:21 15:14 31:7 41:11 100:4 123:14 140:20 159:19 178:2 182:12 183:3 yesterday 29:20 89:9 126:14 yesterday's 1:7 young 34:13 35:7 35:8,11 40:17 48:3 51:4 52:4 52:19,25 53:2,22 54:15,24 55:2,6,9 61:8,18,25 62:3,8 67:21 73:3 76:3 79:25 80:8 86:10 88:2 91:20 92:15 95:6 99:6 105:17 105:22,24 120:5 120:17,25 121:7 121:12 122:5 123:5 124:11 152:20 153:17 160:13 161:9,11 161:12 162:4 167:14,24 188:18 younger 25:18 youth 159:15 160:22 161:7,8 Yvette 132:7,13 204:8 <hr/> Z <hr/> 0 <hr/> 0-25 160:2 002 61:3 003 9:5 005 69:23 006 34:17 69:23 144:15 166:17 007 34:17 166:17 008 54:4 72:10 012 91:6 93:14 013 55:22 61:7 014 77:19 015 182:2 016 188:24 017 182:2 018 19:8 | 020 182:2 024 171:25 182:3 025 172:5 033 172:11 036 173:21 042 30:22 047 76:5 <hr/> 1 <hr/> 1 1:1 13:18 66:13 101:13 204:2,3,4 204:5 1.4 87:17 1.45 104:21,25 10 68:25 77:18 184:8 10.00 1:2 10.30 203:23 100 13:18 39:15 1012 81:18 104 86:13,16,19 106 182:4 107 86:19 10s 104:19 11 9:6 78:21 134:14 170:13 11.15 2:15 50:14 50:17 11.30 50:16,19 111 137:15 114 177:23 117 158:11 12 68:19 186:8,21 187:7 12,190 31:9 12.48 104:23 121 177:23 122 204:6 123 30:21 31:1 124 65:21 129 78:5 13 9:7,10 132 204:7,8,9,10 204:11,12 139 10:17 177:22 14 56:13 77:19 139:12 147 160:22 15 17:15 74:19 104:19 | 153 177:22 154 160:17 157 160:17,21 16 13:18,19,21 61:8 123:14 133:13 16- 81:10 123:17 123:21 124:4 17 41:12 65:20 123:14 133:21 17-year-olds 81:11 123:17,21 124:5 18 13:16 61:9 101:25 18,720 31:11 19 48:5 79:19 190 113:21 114:4 197 113:21 198 204:12 <hr/> 2 <hr/> 2 77:1 101:13 112:7 203:23 2.41 143:22 2.45 135:13 2.55 143:21,24 20 25:7 144:6 177:22 20,000 23:14 31:10 200 48:24 2001 3:19 2006/2008 72:14 2010 135:20 2013 17:14,21 2014 8:15 31:5,9 49:1 66:21 135:23 141:11 2015 31:9 41:11 65:4 146:17 2016 62:23 83:12 93:17 141:13 144:14 149:6 155:8 175:18 2017 31:10 47:21 52:8 136:17 2018 3:19 31:10,11 31:19 41:12 47:23 136:7 167:14 2019 3:25 13:24 |
|---|---|---|---|---|

| | | | | |
|---|---|---|--|--|
| 31:8,11,20 35:10 41:25 76:8 101:25 111:23 136:22 137:11 141:19 144:17 169:21 172:23 189:23 191:18 2020 1:1 4:13 13:6 42:7,22 43:7 81:18 101:15 134:14 203:23 2021 10:13 37:7 43:1,4 121:15 21 64:16,21 75:4,5 75:7 144:16 166:16 22 72:13 91:20 166:16 195:17 227,530 13:25 23 5:20 6:4 171:20 24 74:18 105:9,12 177:22 25 105:4,12 27 32:19 111:20 133:1,14 183:20 28 10:19 111:21,24 29 32:19,25 149:5 | 134:4 139:12 4.17 203:21 40 72:11 83:17 179:25 41 173:13 43 140:10,21 44 95:17 99:14 45 62:20 64:1 182:3 46 99:14 161:24 162:4 47 190:3 49 11:5 182:3 190:3 | <hr/> 8 <hr/> 8 4:20 5:19 7:5,15 8:14 42:5 54:2 170:9 177:22 182:3 80 177:23 83 14:21 37:24 80:23 163:15,19 84 14:21 182:4 | | |
| <hr/> 3 <hr/> 3 13:12 106:17 139:18,19 3,374 87:22 3.1 13:20 30 134:12 31 31:5 168:2 32 79:19 151:1 33 151:1 34 151:20 35 151:20 350 87:17 36 151:20 37 53:18 152:16 179:25 38 53:18 96:13 180:2 39 72:11 74:1 152:16 | <hr/> 5 <hr/> 5 17:18 50 74:1 52 22:6 165:3 53 166:4 54 93:20 187:19,25 55 91:8 93:16 95:17 56 200:6 58 187:19,25 | <hr/> 9 <hr/> 9 1:3 3:25 8:14 65:20 71:24 90 182:4 91 184:3 97 177:23 97.4 100:23 99 80:23 184:4 | | |
| <hr/> 4 <hr/> 4 40:25 78:13 | <hr/> 6 <hr/> 6 7:4,15 8:7 47:22 68:25 89:20 182:3 186:8 6/top 6:5 60 55:23 187:14 60-odd 197:3 61 55:23 182:3 62 56:6 64 19:8 188:24 189:1 65 188:23 189:2 66 182:3 67 187:14 69 182:3 | | | |
| | <hr/> 7 <hr/> 7 6:5 7:19 8:8 98:9 71 25:8 72 178:14 73 182:3 74 13:17 75 27:4 78 37:24 39:14 | | | |